

Life Skills Subject Teacher's Leadership as a Head Panel

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Abstract: The aim of this research is to identify the ways of management, the effectiveness and the direction of the life skill subject teacher's leadership as the head panel of the subject and to know the different ways of management and qualities of leadership of the teacher. A total of 20 teachers from the district of BatuPahat were chosen randomly to be involved in this research. The instruments used were questionnaires to define the ways of management, effectiveness and the directions of their leadership as a head panel. At the same time, patterns of management and qualities of leadership are also being tested. In this research, descriptive analysis of mod and min is used the result of the research. The overall result of the research, where the min scored for the respondent for all items, in the questionnaire is 4.33. This value implicate that these respondents had positive perceptions on the practices that visualize the leadership of a teacher.

Keyword: leadership, life skills, head panel, teacher, management.

1. Introduction

An effective leadership is usually connected to the attribute, virtue and ethical behavioral because the leader is the agent of change and the architect for the important elements of a cultural organization [13]. As define a person who wants to be an ethical leader need to be associated with an honorable code of conduct and give benefits to others [14]. Which is why, the school is the most important agent in the development of future generation [5]. Leadership is the force behind the success of an organization and the success of an organization cannot be achieved without an effective leadership

A responsible leader needs to be aware of the changes in the environment and also needs to ensure that any changes made should be precise expectation as well as acted within the expectation made [18]. This was supported that a leader needed to be open minded towards new things including changes as enforce in the strategic management [9]. Therefore, the effectiveness leadership of a person not only can be enhanced and be evolved but can be modified according to situation [5]. This showed that each individual has the potential to be a good leader if he or she can adapt to any place or conditions.

Usually a good leader has active attributes, aggressiveness, independent, progressive, literate and others qualities. Leadership courses should be given to each teacher. This is because each and every teacher has the potential to be a leader. An authority leadership includes having immense knowledge in the aspect of school management [21]. In a school context, a teacher is an important and influence figure who also have a big role in creating a learning atmosphere, level of professionalism, the relationship among the peer and level of concern toward changes of the atmosphere that occurred in school and its surrounding [8]. So, to ensure that this institution revolves efficiently and brilliantly, it needs a skilled individual to manage it [21].

2. Literature Survey

Effective leadership is the foundation to the continuing improvements of a school [20]. However, there are teachers that believed that the trust given to them is a burden. The burden of the workload is the cause that teachers are stress out [2]. This is because the teachers have other responsibility and tasks beside their intrinsic tasks. The effort to improve efficiency of micro organization of education or the school, has pressured the school to increase their performance and achievement. The signs of dissatisfaction of work are boredom, absence, low commitment, complains, protest, resignation, early retirement, loss of faith, stress, burnout, degenerating achievement and also application of transfer [1]. Therefore as a leader, he or she should ensure that the running of the organization is always smooth and had cooperation from everybody especially the teachers and other staffs.

3. Problem Definition

The Life Skill subject is more of practical form and it is taught in phase two in all primary school in Malaysia. Therefore, as a Life Skill subject teacher, he or she should be well trained in the field. The dilemma of the these teachers is that they are assigned to be the head panel of this subject when they are not given special training as a leader. Here and there, we can hear grumbling and complaint about the problem they are facing. Nevertheless, they are bound by their responsibility and they did their best to carry out their duties. But the question is, how far can these teachers commit themselves and lead the panel well, we can define it. This matter will be further studied in this research.

4. Objectives

The objectives that are targeted by the researcher are as follow:

1. To identify the type of practices, the tendency and leadership standpoint of Life Skill Subject teacher as the Head Panel.
2. To define patterns of practices and leadership attributes of Life Skill Subject teacher as the Head Panel.

5. Methodology

Quantitative approach using a survey method applied in this study because it can provide a quantitative description of a population with only examine a sample of the population [10]. Researcher should stress on validity of the data collected to gain the accurate data analysis and the meaningfulness of the research. If a researcher failed to use the best method to collect data, appropriateness and effective, will produce incorrect and blurred information [15]. The choice of sample should represent population so that the result of the research can be generalized. Therefore, the surveying method is being applied in this research. A total of 20 respondents will be chosen randomly from the schools in the district of BatuPahat. The method used in the research is descriptive survey. The research instrument used in the research is in the form of inquiry. Overall, the inquiry in the research contains only a part regarding the leadership of the teacher. The researcher visited the schools involved, to distribute the survey forms and letter requested cooperation from the headmaster of the school. A self address envelope with stamp is also enclose to enable the respondent to send their completed forms back to the researcher. The respondent is given a time limit of two weeks to answer the survey form and send it back to the researcher.

6. Results and Discussion

Practice form, tendency and outlook of teacher's leadership as the head panel is being research. At the same time, the forms of practice and attributes of the head panels' leadership is also being compared.

Table 4.1: Distributions of Respondents in mod and min towards practice, tendency and outlook as well as the pattern of practice and attribute of leadership of the teacher as head panel of Life Skill Subject.

No.	Choice Matter items	Mod	Min
1	looking at the problem in the task as a chance to bring changes	4	4.35
2	mobilized the peers to achieve the aims together	4	4.30
3	utilize the source material to overcome the learning obstacles	4	4.15
4	contribute to the building culture of Learning Organization.	4	4.20
5	assist peers to maintain commitment to their tasks	4	4.20
6	not easily influenced by the negative people around	4	4.25
7	takes initiative to overcome lacks in teaching and learning	4	4.15
8	uses data and evidence to make decision	4	4.40
9	supervises programme and make adjustments to different situations	5	4.45
10	maintain commitments to tasks	4	4.35
11	build interest of students toward their learning	5	4.65
12	establish oneself towards duty and responsibility	5	4.45
Average		51.90/12	= 4.33

1 = totally disagree 2 = disagree 3 = less agree
4 = agree 5 = totally agree

The table 4.1 above shows the distribution of respondents in min and mod for practices, tendency and outlook as well as forms of practice and attributes leadership of teacher as the head panel of Life Skill subject. For item 1, most of the respondent chose the scale of 4 which means that they agree with the statement. The min obtained from all respondent was 4.35. As for item 2, most respondents chose scale 4 where they also agree with the statement. The min obtained was also quite high that is 4.30. Mod obtained for item 3 and 4 from all respondents was 4.15.

For item 4, most respondents chose 4 meant that they agree with the statement. The min obtained from all respondents was 4.20. Mod obtained from item 5 was 4 and the min obtained from all respondents was 4.20. For item 6, the frequency mod was 4 while the min obtained was 4.25. As for item 7, most respondents chose 4. This also showed they agree with the statement that they are initiative leaders. Min obtained for the item was 4.15. Besides that, for item 8 most respondents also agree with teachers' ability in problem solving for as a leader. Mod obtained from the scale chosen was 4 while the min obtained was 4.40. Item 9 was also respondents' choice in choosing the scale 5 and obtained the min of 4.45. For item 10 most respondent chose scale 4 which also meant that they agree with the statement. The min obtained from all respondent was 4.35. For item 11, it is the favourite for the respondents because the mod obtained was scale 5 which meant that the totally agree. The min obtained was also quite high, which was 4.65. As for item 12, it was also the main concern for most of them chose scale 5 that the min was 4.45.

It cannot be denied that teachers need commitment to realize one's outlook and mission, continually and consistently. A good leader not only is committed to his or her tasks and responsibility but also can attract peers involvement in a programme and maintain their commitment in order to continually give their support to achieve an objective. Besides that, a good leader should always ensure that a programme is smoothly carried out and always be aware of changing situations. They should always be ready to face any possibilities that are unexpected. In addition, they should also be sensitive to improvisation or improvise an activity or a programme in school in order to gain cooperation from all involved.

Besides that, a good leader should be skilled in making a decision and in problem solving. In this matter, the leader should use the resources of finances, reference materials, tools and also human resource to help find the best resolution. Decision must be made from evidences and data from evidences and not only from just one's assumptions. Evidences can be from the discreet data or from not formal observation but what is more important is that all the evidences must be documented. The stated that not only individual is learning but the organization is also learning[11]. This proved that when teachers' take the initiative to improvise their teaching practices and then shared the idea with their peers, it not only contributes to enhancement of comprehension and knowledge in the school but also the school can be seen as a learning organization when more leaders provided contribution of their findings with their peers that also will attract more teachers to involve themselves.

A leader should always have a high self confidence in oneself. This is because it is important for the organization lead to be more dynamic and effective. Negative feelings or other negative elements should be avoided to contain the prosperousness of the organization. A leader should also not act alone when taking an action. Other teachers, the management and also the Teachers and Parents Association should be included in helping to solve a problem, repair a situation or enhance the students' performance. Therefore a leader should be able to sketch out one's clear vision and mission for the future of the organization and include their peers to ensure the achievement of the aims and objectives of the organization. The skill to give motivation to others under oneself is one of the main attribute of a leader [22].

Overall, the min score for the respondents for all items of the inquiry is 4.33. The value indicated that the respondents have positive perception towards common practices that visualize leadership of a teacher. All in all there are still rooms for improvement for some practices that are identified. A teacher should improve one's ability to mobilize the people under oneself whether they are his or her peers or students, is one of them. This is to ensure that the vision and mission of the organization can be achieved. Therefore the leader should always maintain self commitment and help others to enhance their commitment in the process of teaching and learning or from the view point of self professionalism. This is important to the making of a superior and qualitative organization. In addition, a leader oneself should be skilled in using data in making decision. Documentation should be filed properly so that it can be used as future references. A leader should always see the problems faced as an opportunity to improve the situations that will made oneself a good leader that can lead any organization successfully.

7. Conclusion

The research conducted shows that the leadership of teachers among the respondents is at a good level but there are certain aspects that can be steadfast so that the organization lead can be mobilize successfully. A good leader can bring any organization one leads or one's school to high proficient and effective level in the arena of education.

8. Future Scope

Future research is to expand the scope of the study in order to help develop and improve the education system in Malaysia. It is hoped that study can serve as a guide to other researchers.

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