



Lecturer department of life skills leadership style in making the preparation of the 21st century education

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ABSTRACT

Malaysia Education Development Plan from 2013 to 2025 is an educational transformation plan towards providing a 21st century education. Education is the spark of creativity and innovation generators that act as enablers to intellectual progress and humanity in tandem towards placing Malaysia row of other developed countries in the 21st century. In vibrant transformation Ministry of Education, the important thing to note is the extent to which awareness of school leaders in providing a 21st century education to transform the national education can be achieved successfully. The leadership style of some lecturers also affect the success of the educational preparation of the 21st century. The main focus of this study was to examine the awareness and knowledge of lecturers Living Skills Department, Institute of Teacher Education Campus Tun Hussein Onn, Batu Pahat, Johor as change agents in providing 21st century education. Conceptual framework is based on instructional leadership style. The study used qualitative interviews and observations involving respondents from lecturers of Life Skills at the Institute Teacher Education Campus Tun Hussein Onn.

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Introduction

The success of a lot of Teacher Education Institutions associated with leadership style lectures. Lecturer of Teacher Education Institutions capable of influencing subordinates led to the development of of Teacher Education Institutions. Western (2007), noted lecturer greatly affects the quality of teacher education institutions than others. Lecturer problem will lead to failure for of Teacher Education Institutions function as effective educational organizations. This failure is certainly a significant impact on the realization of the Malaysian Education Development Plan through the shift to four of improving the quality of teachers and the teaching profession as a profession of choice. This can be achieved if the lecturers are able to perform their duties with excellence.

To keep up with the advanced countries of the world is important for Malaysia to provide quality education that is capable of producing world-class students and have critical skills of the 21st century. Thus, the Ministry of Education will review the curriculum to inculcate and develop 21st century skills such as critical and creative thinking, and promote holistic development of students' personality and balanced (Ministry of Education, 2013).

The era of increasingly rapid change and uncertain demand lecturer Teacher Education Institutions have the characteristics of exceptional leadership. This is because the leader of the change will be faced with many challenges, vulnerable to competition and conflicts and create discomfort. Thus, in making this change, leaders need to have intellectual strength and sharpness of the analysis to build a vision and be able to outline the vision, mission and goals clearly. Leaders need to see leadership as a responsibility and trust and not as a privilege that entitles it to be in a high position in the organizational hierarchy. The role of leaders of educational institutions more emphasis on efforts to shape human nature. Leaders of educational institutions are faced with a large number of human groups. In this sense, the lecturer should be able to lead the students toward

the same goal and produce a positive and productive working and responsible leadership.

Based on the above, we can conclude that the credibility and reputation of an institution depends on the quality of teacher education institutions in all aspects. Quality is a constantly shifting target. As an educational institution to adopt quality management core of this institution is to enhance the integrity of the leadership and members of the organization (Balakrishnan, 2005). Thus, an organization should always check and modify the goals and objectives of the organization to keep pace with the needs, vision and mission. An organization can not move if management did not keep pace with the changes.

Purpose of the Study

Based on the introduction above, the main purpose of the study was to:

- i. identify the level of knowledge and understanding of the transformational leadership and the provision of education into the 21st century.
- ii. identify the level of determination and coordination of departmental objectives.
- iii. identify the different levels of management, coordination and monitoring of departmental curriculum.
- iv. identify the level of involvement of lecturers in the management of instructional time.
- v. identify the level of student progress management.
- vi. examine the relationship between teaching and support in strengthening its lecturers.
- vii. determine the impact of incentives for professional development of lecturers.

Research Questions

Based on the purpose of the study, it is hoped that this study will answer the following questions:

- i. What level of knowledge and understanding of the transformational leadership and the provision of education into the 21st century?

- ii. What level of determination and coordination of departmental objectives?
- iii. Is there a significant difference in the level of management, coordination and monitoring of departmental curriculum?
- iv. What level of involvement of lecturers in time management, instructional
- v. What level of management of student progress?
- vi. Is there a connection between teaching and support in strengthening its lecturers?
- vii. Are there incentives affect professional development of lecturers?

Importance of the Study

The findings of this study can help lecturers of Teacher Education Institutions in making preparation for 21st century education. The results can also be used as a reference lecturer of Teacher Education Institutions strategic planning of Teacher Education Institutions and take appropriate action with the vision and mission set. In addition, it also helps the leadership ranks of Teacher Education Institutions devise appropriate ways to improve education into the 21st century.

Study Limitations

This study is exploratory and only two aspect, namely the awareness and knowledge aspects lecturer of Teacher Education Institutions Campus Tun Hussein Onn in providing 21st century education alone will be reviewed. This study is limited to the style instructional leadership lecturer (Bush, 2008). In terms of the respondents only Life Skills Department lecturer chosen because they were directly involved with the management of human capital and the various facilities.

Methodology

In this study the method that has been used is qualitative (Abu Bakar, 2007). Instrument for obtaining information for this study was through interviews with some lecturers Living Skills Department, Institute of Teacher Education Campus Tun Hussein Onn.

A set of interview questions is provided in the form of semi-structured. The questions presented are focused on the role of the lecturer as an instructional leader in providing 21st century education. This method was chosen because it will provide more detailed information on what the lecturer towards providing 21st century education.

Given the exploratory nature of this study, the selected samples are very small, 18 lecturers from the Department of Life Skills (Masri, 2005). Sample selection method is used purposive sampling involving subgroups of those identified as having direct contact with the problems studied.

The focus of the sample selection are those who plan and implement the vision and mission of the department. Apart from being involved in the planning, the sample was also involved in the monitoring and reporting process for all planning is done.

Findings

All of these questions are included to 7 parts covering aspects of knowledge and understanding of educational leaders for the transformation of education and the provision of the 21st century, determination and coordination of departmental goals, management and coordination of curriculum, instructional time lecturer management, monitoring and observation of curriculum management, student progress, teaching and support in strengthening efforts to encourage the professional development of lecturers and lecturers.

The feedback obtained from respondents found them to know and be aware of the ongoing transformation of the education system that is moving towards global education with the implementation of the Education Development Plan 2013-

2025. They added that the education of the 21st century to meet the learning needs of the time in which it gives emphasis on learning, the skills, knowledge and student-centered. This learning method allows them to solve problems and be better prepared to face future challenges. According Yaacob (2009), the transformation of education is in line with changes in the global education system that is applied by the most developed countries. Moreover, this transformation for assuring the students when they are in the world of work later. This is also one of the challenges of the Institute of Teacher Education in providing them to the outside world. Students must be competent in all aspects.

Respondent also argues that the transformation of education in Malaysia at the moment is approaching global education. This is clearly evident as early as the introduction and continuation of the Girl Guides 2006-2010 PIPP 2013-2025. The findings of PISA and TIMSS survey also drive the implementation of Girl Guides and Girl Guides 11 shift in itself clearly shows that education in Malaysia has led to a 21st century education (Ministry of Education, 2013). The other aspect that is evidenced in the provision of education is the aspect of the 21st century student excel and teacher selection criteria to provide a better quality of global education. The various plans for the betterment of the leaders of the Institute of Teacher Education has been designed to produce future leaders in the future.

In addition, as a lecturer at the Institute of Teacher Education, understanding and knowledge in the exploration of a new field and in an effort to make changes in the Institute of Teacher Education are the two critical factors for the success of any reform. In addition to its ability to transmit information about changes can ensure that lecturers can provide better quality services to achieve these changes. According to Mohd Yusoff & Osman (2010), the quality of leadership lecturer at the Institute of of Teacher Education has a significant relationship with the level of quality of work and the success of the lecturers of the Institute of Teacher Education.

Determination and coordination department objective

The vision and mission of the Department of Life Skills clearly heading towards 21st century education. The principal that should be addressed is how the department staff to understand, appreciate and implement the activities of the department as planned. To achieve its vision and mission of the department is all lecturers should be involved in all the planning done by the department. Head of the Department played a role in spreading the vision and mission of the department to all the lecturers and staff. This spread occurs formally and informally, through his Head of Department during assembly and departmental meetings. Spread the vision and mission of the department seeks to enable them to play their role while with the students. Spread the vision and mission of direction is made to the department in line with the Institute of Teacher Education and the Ministry of Education.

Management, coordination and monitoring of departmental curriculum

Interviews found the lecturers to focus and prioritize aspects of student excel. Moreover, with regard to education, this 21st century, the department also emphasizes thinking skills High Level (Hots) among lecturers and students. As a first step, the course is organized hots for providing exposure to all the lecturers so that they can use in teaching and learning in their classes. The department is also planning a number of programs for students to develop these hots for them. Expertise in implementing this with the cooperation of higher education institutions nearby.

Management, coordination and monitoring of the curriculum is done to show the impact on the implementation of a program for each of the programs to be implemented, various factors are taken into consideration and monitoring undertaken over time by featured lectures with the help of excellent lecturers.

Through the observation and monitoring of the curriculum, the observation will sit together again with the lecturer observed after the implementation of a process of teaching and learning so that they can make improvements in teaching and learning. Group discussion is also done to enhance the teaching and learning process.

Management of instructional time lecturer

Respondents commented on the importance of time management, instructional lectures. So early in the year the department has reminded lecturers about responsibility and trust their teachers. They need to be in class on time and ensure that the teaching and learning in the classroom are used entirely for the benefit of students.

The absence of lecturers in the classroom is seen as contrary to the instructions of the Institute of Teacher Education. These instructions explain the need for timely lecturer acting in Teacher Education Institute. Timeliness is also meant to be a lecturer teaching schedule and can not leave the class or the teacher training institutes before the time to do so.

Management of student progress

The respondents gave very positive feedback about the department in order to manage student progress. Student's progress is monitored from time to time by adopting the MS ISO 9001:2008 instruments available. For this purpose, there are lecturers who use information technology to monitor student progress. Students are also encouraged to visit the website to track the progress of student academic progress.

Support the teaching and strengthening its lecturers

Leaders Institute of Teacher Education has always provided support and encouragement in teaching and strengthening the efforts of lecturers in the course of teaching and learning. The department in collaboration with the units within the department to provide moral support and some in the form of providing additional equipment to facilitate teaching and reinforcement.

In improving information technology in teaching and strengthening the department through the Educational Technology Unit has expanded the concept of information technology to all units within the department to take advantage of all information technology initiatives. This concept is a method of learning designed to systematically in terms of teaching and strengthening and management departments to help students cope with the information age.

Encouragement of professional development of lecturers

Interviews found that leaders IPGM not prevent lecturers to increase the knowledge and skills in areas of their interest. This is because the result of increased professionalism to provide greater confidence to the lecturers conduct their daily tasks. Besides increasing professionalism is channeled to students excel.

There are two types of opportunities for lecturers to increase their professionalism is by making application to pursue higher and attend courses organized by the Institute of Teacher Education Malaysia. There are many opportunities for further education lecturers and various incentives given. For instance Studies Program offers Masters and PhD and be sponsored and holiday facilities. There are also other incentives such as scholarships and fully-paid study leave.

The leaders always give encouragement and support to lecturers to pursue higher. However, their main task can not be ignored if the studies carried out on a part-time or distance.

For lecturers who attended the course, they must provide in-house training to colleagues in the department and unit knowledge sharing that takes place among them. Apart in-house training, professional development institute based teacher also encouraged organized.

To provide education in the 21st century, many among lecturers who do the smart partnership between them in some critical areas. For example, the latest teaching techniques, resource-centered teaching techniques, use of information technology in learning and so on.

Conclusion

This study is an exploratory study of the leadership styles of the lecturers in the provision of the 21st century based on instructional leadership style. Two aspects of knowledge and understanding of education lecturers in the preparation of the 21st century are reviewed based on their instructional leadership styles in the success of the educational preparation of the 21st century.

The findings of this study are quite deep and feedback given by the respondents are very clear. There are respondents who provided feedback on the design departments and classrooms to improve education into the 21st century. In addition, it's clear that they have provided input regarding the tech equipments that are being introduced its use in teaching and learning in the classroom.

In terms of training and professional development of lecturers, respondents give clear feedback and the nature of training required by the lecturers as preparing them for 21st century education. This is in line with Nik Pa & Idris (2008), in particular the training required by lecturers include training in technology hardware and equipment, in addition to increasing the efficiency of use of computers and software supplied to all units within the department.

In reality, Educational Technology Unit has been and is being actively train lecturers to use information technology tools that can be optimized in the future education of the 21st century. Starting with basic teaching and learning of computer-based applications until the latest namely Virtual Learning Environments (Virtual Learning Environment, VLE). The introduction of all these applications is the provision of education as a prelude to the 21st century based on the use of resources and information technology (Cooze, 2012).

In addition, respondents also provided feedback on how coordination can influence the curriculum in the department lecturers approach towards education of the 21st century. Among the pedagogical approach that can be integrated with the learning system into the 21st century, including learning how to learn, thinking skills in teaching and learning, the application of intelligence are varying theories of teaching and learning, the use of information technology, future research-based teaching, constructivist learning, learning contextual, self-access learning and mastery learning. Coupled with the introduction of i-Think program which has now been disseminated to the faculty of the Institute of Teacher Education.

Therefore, it is expected that this study and should be further developed to focus on how to apply the style instructional leadership lectures them to provide education of the 21st century more completely.

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