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Leadership and Organizational Skills of Vocational Collage Graduates

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Abstract

The purpose of this study is to determine leadership skills of vocational college graduates. In order to ensure that all vocational collage graduates become high-performance leaders by 2030. This study was conducted in two (2) phases, namely the need data collection phase and analysis phase. A total of 300 technical graduates of Vocational Colleges and 129 employers in the Malaysian industry were involved in this quantitative study. Data was analysed using Statistical Package for the Social Sciences (SPSS). The research results show that there is a gap between Leadership and organizational skills graduates and employers.

Keywords: Leadership and Organizational Skills, Technical Vocational Education Training (TVET)

Introduction

The Shared Prosperity Vision 2030 is the country's direction for the next 10 years to improve the country's economic standard of living in a more progressive, vibrant and sustainable direction. This coincides with the enablers in the determination of the Technical and Vocational Training Education (TVET) framework (Vision for Shared Prosperity 2030, 2019)

Leadership is also associated with the leader's ability to identify needs and be sensitive to environmental changes and be able to determine the direction of the goal clearly and with integrity as an advisor and leader (Chua, 2017). Leadership And Organizational Skills Ability to contribute effectively to achieve organizational goals. Figure 1 shows a list of elements of leadership and organizational skills.

Leadership And Organizational Skills		
Complying procedures	Leading	Time management
Transparent	Having a mission and vision	Motivation
Responsible	Having objectives	Advisor
Giving priority	Coordinating	Giving suggestions
Managing	Supervising	Controlling stress
Directing	Carrying out policies	Practicing theory
Being an administrator	Working according to schedule	Being a representative
Able to work in various situations	Complying with work deadlines	

Figure 1 : Elements of leadership and organizational skills.
(De Lange, 2000; Hadina Habil et al., 2006; Nabil, 2012; Zaliza, 2015 dan Ghouse et al., 2018)

Leadership skills cover in terms of basic knowledge about leadership, can be a project or task leader and act as a team mediator. Leadership is also said to be individuals who are able to encourage, persuade and influence people around them to strive to achieve goals (Zaliza, 2015; Nurfazwin & Fadila, 2019). 80% of unsuccessful projects are due to weak leadership and lack of efficiency in resolving conflicts (Chua, 2017).

According to Gardner, W. L., Lowe, K. B., Meuser, J. D., Noghani, F., Gullifor, D. P., & Cogliser, C. C. (2020), new direction of leadership include contextual influences, authentic leadership, leading innovation and be creativity, leadership and decision making in groups, can be political and public leadership, ideological and pragmatic leadership and brave to leading change in the organization.

Method

Specifically, we coded for whether the article used : Two Stages Cluster Sampling method, which is a type of proportional random sampling for the graduate sample. The advantage of using this random sampling allows researchers to study the gaps that will occur in the population and this sampling is something that is strong and can be measured accurately (Chua, 2014).

Next, the employer's questionnaire uses purposive sampling. It is distributed to companies involved with Vocational College graduates specifically that are taken into account for employers who currently have employees who have graduated from Vocational College. The advantage of using this method is to focus on the subject of the study based on the purpose or requirements of the study to be conducted (Chua, 2014).

Results and Discussion

In this study, the researcher used a questionnaire as a research instrument to identify elements of non-technical skills in Vocational College graduates and also involved employers who have employees from Vocational College graduates. The questionnaire for Vocational College graduates consists of 3 parts, namely Part A involving demographics of graduates such as gender, field of study and work experience. In parts B and C of the questionnaire, the elements of non-technical skills that are certified are very important (De Lange, 2000; Hadina Habil et al., 2006; Nabil, 2012; Ghouse, Chaudhary, & Garg, 2018).

In parts B and C, the researcher used a Four Point Scale based on the appropriateness of the study by using the scale. According to Weksi (2013), the arrangement of the likert scale is a measuring tool for the observation of an individual in order to avoid errors in analyzing data such as the perception of the respondent's elements. While a four-point scale is also recommended to be used to form a more stable score or value in interpreting the elements and the problem of bias can be avoided.

Proficiency of non-Technical Skills by Vocational College Graduates and Employers' Perceptions

Researchers used the mean and standard deviation for the proficiency of non-technical skills mastered by Vocational College graduates and the non-technical skills that Vocational College graduates need to master from employers' perceptions.

Table 1
Mean and proficiency of Elements of Non-Technical Skills Mastered by Vocational College Graduates

Elemen	Mean	Standard Deviation	Level
Leadership And Organizational Skills	3.20	0.47	High

Table 2
Mean and proficiency of Non-Technical Skill Elements Needed to Be Mastered by Vocational College Graduates From Employers' Perceptions

Elemen	Mean	Standard Deviation	Requirement
Leadership And Organizational Skills	3.43	0.40	High

There is a huge gap between the leadership and organizational skills mestered by graduates and the needs of employers in the industry. The average score for graduate skills is 3.20 while the perception of employer needs is 3.43. This shows that there is a gap of almost 0.23. This is very worrying for graduates entering the workforce.

The Relationship between Gender and Proficiency Level of Non-Technical Skills

A total of 176 male graduates (58.7%) and 124 female graduates (41.3%) were involved in this study. The researcher analyzed by using the Mann-Whitney U Test to determine the difference between two variables namely men and women

Table 3
Mean for Proficiency of Non-Technical Skill Elements by Gender

Elemen	Male		Female	
	Mean	Std. Div	Mean	Std. Div
Leadership And Organizational Skills	3.18	0.51	3.23	0.43

Next, table 4 shows the relationship between the proficiency of non-technical skills between the genders of Vocational College graduates was analyzed using the Man-Whitney U

Table 4
Relationship between the Proficiency of non-technical skills between the genders

Gender	Rank Mean	Z (Test Coefficient)	P (Significant value)
Male (n = 176) Female (n = 124)	147.18 155.21	-0.798	0.425

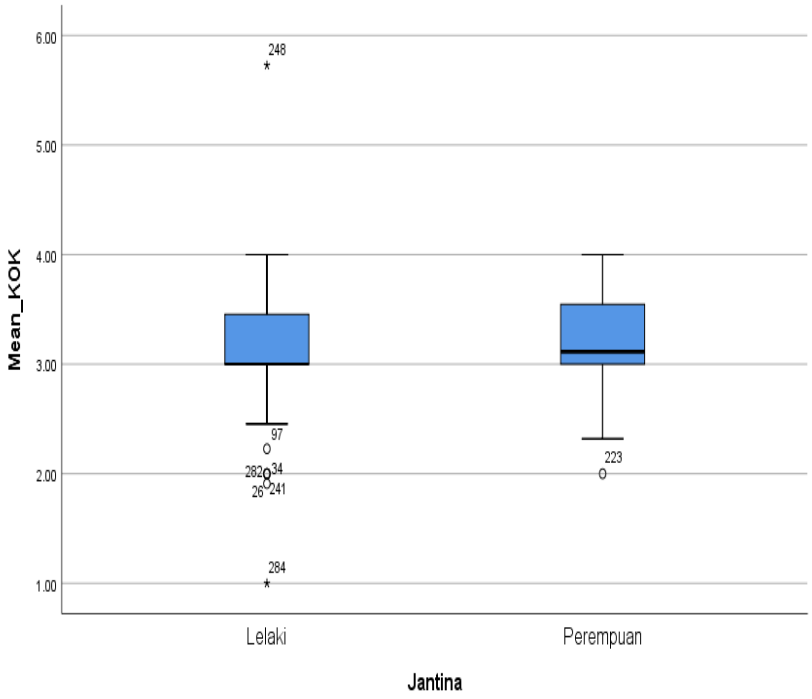

Diagram 1 : Boxplot Graph of Leadership and Organizational Skills for Gender of Graduates. Male (Lelaki) Female (Perempuan)

The Boxplot graph shows that the median values of the graduates' genders are the same. The shape of this graph supports the results of the Mann-Whitney U Test.

Table 5
Mean for Mastery of Non-Technical Skill Elements by Field of Study

Elemen	Leadership And Organizational Skills	
	Mean	**Std. Div**
Construction Technology (CTP)	3.20	0.45
Electronic Technology (ETN)	3.25	0.42
Electric Technology (ETE)	3.28	0.38
Refrigeration and Air Conditioning Technology (MPP)	3.14	0.37
Automotive Technology (MTA)	3.12	0.55
Industrial Machining Technology (MPI)	3.06	0.43
Welding Technology (MTK)	3.31	0.62

The results of the analysis of the Kruskal-Wallis H Test for the relationship between the mean mastery of non-technical skills and the graduate's field of study shown in table 6.

Table 6
Mean Relationship of Mastery of Non-Technical Skills with Graduate Field of Study

Elemen	**X^2**	**p**	**Result**	**Nul Hipothesis**
Leadership And Organizational Skills	6.692	0.350	Non-Significant	Accepted

Findings from this research question, the Mastery of non-technical skills of Graduates and the work experience of Vocational College graduates are analyzed by using correlation between two variables (bivariate correlation) which is Spearman's correlation method. The range of values for 'r' (correlation coefficient) indicates that it is in an ordinal scale. Based on the 'r' value, researchers can assess the strength of the relationship between work experience variables and elements of non-technical skills.

Table 7
Shows relationship Correlations for Mastery of Non-Technical Skill Elements According to Work Experience

Elemen	**Mean**	**Std. Div**	**Correlation Coefficient**	**Interpretation**
Leadership And Organizational Skills	3.20	0.47	0.19	Very low

In this decade clearly contributed high proportion of leadership articles (Gardner et. al, 2020). We consider this a very positive development as insufficient attention has been devoted to this critical topic.

Conclusion

Based on our research, we conclude that it is fulfilling its mission to advance understanding of leadership as a phenomenon, how to improve and practical implication to graduates student before enter the work environment. To address this research gap, we use the mean spider web to detect the gap between graduates and employers. Its also identifies research in leadership and organizational skills evolves over time. Leadership skill not in theory but must be develop and application in social life.

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