

LEADERSHIP IN TECHNICAL AND VOCATIONAL EDUCATION

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ABSTRACT

Good leadership in the lifelong learning of technical and vocational education exists when the leaders are able to perform either one or combination of transformational leadership characteristics, even though, less emphasis on these characteristics can affect job satisfaction of his or her subordinates. This study investigated transformational of Heads of Departments at the Polytechnics with regards to the job satisfaction of the lecturers. Respondents of this study are made up of 365 lecturers randomly selected from the polytechnics in Malaysia. Survey instrument had been used. Data obtained is analyzed using means and Pearson correlation methods. Results of the study show the elements of intellectual stimulation (mean = 3.18), increasing influence (mean = 3.17), providing reasoning as individuals (mean = 3.08) and inspirational motivation (mean = 3.04) are high; as well as a high job satisfaction level (mean = 3.16). The Pearson correlation analysis indicates that all four transformational leadership in the life long learning characteristics practiced by Heads of Departments at the Polytechnics have strong and significant correlations with the job satisfaction of the lecturers. As a conclusion, Heads of Departments at the Polytechnics is practicing transformational leadership in the life long learning characteristics in the administration of departments.

Key words: leadership, lifelong learning, transformation, satisfaction, technical and vocational.

INTRODUCTION

Organizations need to put forward leaders who are able to handle all resulting changes and effects on the environment, culture or expectations of the staffs. Abd. Aziz (2000) stated that leaders who implement changes will face many challenges, will be exposed to competitions and conflicts as well as creating uneasiness. Therefore, Leaders need to possess superior objectives, understand leadership in the life long learning and not afraid or jealous with the strength of the staffs. In addition, leaders who possess the extraordinary leadership in the lifelong learning characteristics are also known as effective leaders.

BACKGROUND OF THE PROBLEM

Heads of Departments of today are having less amount of time to act as academic leaders and most of their time is used for organizations' administration affairs. Only leaders of academic institutions, specifically Heads of Departments know how heavy or light the tasks at hand when facing with multiple challenges from various groups. Corrective methods adopted from theories may provide an insight of reducing the difficulties as they come across. Heads of Departments as leaders can mobilize their staffs to take on existing challenges in order to move forward more courageously. A better leadership in the life long learning arises when leaders are able to perform either one or combination of four transformational leadership in the life long learning characteristics.

The first characteristic is *idealized influence* such as providing vision and mission awareness, increasing pride, as well as cultivating respect and trust on the staffs. The second characteristic is the ability to provide *inspirational motivation* to their staffs such as increasing and maintaining high work spirit and increasing motivation to focus effort. The third transformational leadership in the life long learning characteristic is the ability to provide *intellectual stimulation*. The third characteristic is leaning towards educating and stimulating the staffs to think of new ways intelligently and rationally in solving any occurring problems. The fourth characteristic of transformational leadership in the lifelong learning is to provide focus on the needs of all members in the organization such as providing attention, building and training each person specifically and personally (Bass, 1990). All four transformational leadership in the lifelong learning characteristics are important in predicting changes in the organization.

STATEMENT OF THE PROBLEM

Leaders are not immune from having self weaknesses in the process of executing leadership in the lifelong learning tasks, Ibrahim (2001). Amongst those are; A leader who does not want to take, initiate and put forward an initiative if a mistake occurred; A leader who does not take quick action when trouble arises; A leader who does not used his or her official position to unify the groups; A leader who does not share good information with the subordinates; and a leader who does not function as expected by the subordinates. The weaknesses of the Heads of Departments in the process of executing leadership in the lifelong learning tasks will cause problems to the staffs to the point where pressure is created on the leadership in the life long learning of the Heads of Departments including the job itself.

This sentiment will give impacts on the staffs' emotions, psychosomatics and physicals. Eventually, the staffs will feel unsatisfied with the leadership of the Heads of Departments.

OBJECTIVES OF THE STUDY

The objectives to be achieved are to identify transformational leadership in the lifelong learning characteristics practiced by the Heads of Departments at the Polytechnics. The secondly is to identify job satisfaction level of the lecturers under the leadership in the lifelong learning of Heads of Departments at the Polytechnics. And the thirdly is to identify correlations between the transformational leadership in the lifelong learning characteristics of the Heads of Departments with the job satisfaction level of lecturers at the Polytechnics.

SCOPE OF THE STUDY

The study conducted stress on four main transformational leadership characteristics amongst the Heads of Departments in the lifelong learning which are idealized influenced, individualized consideration, inspirational motivation and intellectual stimulation. The limitation of the study is limited to the lecturers at the three Polytechnics in Malaysia which are Politeknik Ungku Omar, Perak, Politeknik Sultan Haji Ahmad Shah, Pahang and Politeknik Sultan Abdul Halim Mu'adzam Shah, Kedah. This is because the Polytechnics selected are those, which had been established for a long time in the researcher's opinion the three Polytechnics are having stable leadership in the lifelong learning systems.

IMPORTANCE OF THE STUDY

It is hopeful that the results of the study can provide guidance to Heads of Departments to reevaluate the transformational leadership in the lifelong learning characteristics practiced with the job satisfaction amongst the staffs in order to create harmonious work environment and an effective leadership in the life long learning.

The figure of the theoretical framework is created based on input, process and output in order to identify transformational leadership in the lifelong learning characteristics practiced by Heads of Departments with the job satisfaction of lecturers at the Polytechnics. The theoretical framework created which is the basis of this study is as shown in Figure 1: Theoretical Framework, as in the following figure.

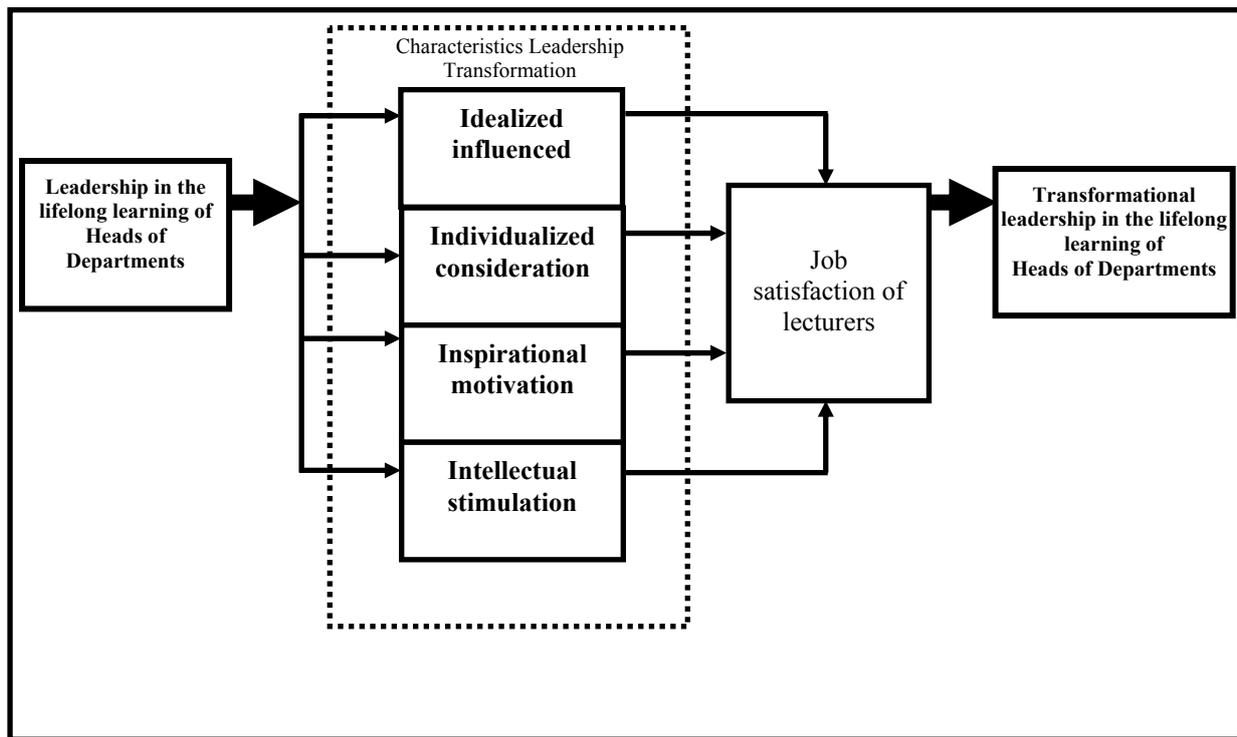


Figure 1: Theoretical Framework

Source: Adopted from Abd. Aziz (2000), Burns (1978) and Ibrahim (2001).

LITERATURE REVIEW

Leadership in the lifelong learning is a process where the leaders are getting cooperation from the followers in order to achieve objectives in certain situation. Leaders are the main cause of failures if leaders do not understand organizational objectives or fail to deliver organizational objectives to the employees. Leaders need to be effective in many areas such as planning, decision making, communication, controlling and managing conflicts (Roald, 1983). Hersey (1982) also suggests Leadership means a process which affect human activities related to what they need to accomplish towards achieving the objectives of the organizations they belong to. This process includes cultivating the attitudes of responsibility, commitment, self confidence as well as having togetherness attitude amongst the employees.

TRANSFORMATIONAL LEADERSHIP

Transformational leadership involved dramatic changes in an organization such as development and implementation of visions, responsibility to create awareness amongst subordinates on values and norms of the organization, and providing space and encouraging changes either internally or externally (Tichy and Devanna 1986). The real transformed leaders look at *potential motives* of the subordinates, try to fulfil high level requirements and spiritually bond all the subordinates.

Transformed leaders will influence their subordinates to believe that they also have similar potentials, opportunities, and strengths to achieve success. This influence is very important to

enable the subordinates to take initiative in performing more challenging tasks since they have a *role model* to follow in their strive for success.

Leaders need to be ready to listen to problems and all opinions voiced out by the subordinates and always ready to provide feedback and help to build self confidence towards any changes implemented. In this respects, a transformed leader needs to play a role as an advisor or a guide friend. According to Rost (1991), a leader must be wise in giving guidance and making decisions. As a guide friend, leaders will ensure the subordinates posses knowledge and sufficient resources to achieve all the developed objectives. This statement is similar to Jeanenne (1995) that leaders need to provide resources required for the desired changes. Leaders also need to ensure there are no barriers for the subordinates' efforts to achieve objectives. Therefore, transformed leaders need to have expertise and ability to scrutinize and act proactively towards all requirements and desires of subordinates in an effort to improve their performances. In addition to fulfil individual needs, transformed leaders also utilize development orientation which encourages the subordinates to be proud of their own capabilities and opening up room to achieve what they desire.

Transformed leaders will motivate their subordinates by sharing visions and objectives of the organization. Transformed leaders will show best examples by working hard, remaining optimistic when facing a crisis, ready to take responsibility if a mistake occurs and do not burden their followers with petty items. According to Robbins (1996), leaders have to capable to take responsibility or to play a role in the occurring changes. Transformed leaders need to raise and maintain high work spirit and to maximize each existing potential amongst their subordinates. By increasing motivation of their subordinates, transformed leaders will obtain high cooperation from them. They will be more ready to execute tasks with dedication and earnestness and taking these tasks as priorities. They can not execute tasks properly without motivation and it will cause lost of focus. If this condition is continuing, it will cause them to feel isolated and unappreciated. Thus, increasing the motivation of subordinates is one of the important characteristics that need to be possessed by a transformed leader.

Transformed leaders are ready to provide guidance to the subordinates in changing thinking method especially in terms of technical problems, relations problems amongst them and with outsiders and perhaps personal problems. Transformed leaders will educate and encourage their subordinates to think of new ways by using arguments and evidences in solving any problem. They are ready to share ideas, experiences and strengths with the followers. Torington (1994), suggested for the leaders to update their knowledge in terms of skills, experiences and aspirations.

Leaders' attitude which does not prioritized status quo and openness because the subordinates not to feel reluctant in voicing out opinions since the subordinates assumed there is high level of mutual trust amongst them. Some subordinates give unsatisfactory reactions towards the leaders because a gap exists in terms of backgrounds, experiences and status amongst them (Avolio, 1990). Intellectual stimulation characteristics prioritized two way communication in solving a complex and challenging problem. With this method, the subordinates are able to voice out opinion and ideas freely in solving a problem. Each opinion presented will receive positive reception from the leaders. As a result, the subordinates will feel greatly appreciated

and in this situation, the subordinates will take initiatives to increase their commitment in identifying, understanding and solving problems encountered.

According to Werther and Davis (1981) state that there are several factors which affect job satisfaction. Factors which affect job satisfaction are as the followings: Age and Job Satisfaction: Satisfaction level of each individual employee in general will increase with his or her age. Perhaps the older employees had achieved progress in their careers. This is different with younger employees who have higher expectations. More experienced employees are easier to adjust their expectations according to the needs of the workplace. Job Level and Job Satisfaction: An employee will be more satisfied with his job when the job level is increasing. This is because as the job level is increasing, the salary, position, opportunities are also increasing. Size of Organization and Job Satisfaction: When the size of an organization is becoming larger, sometimes the job satisfaction level is decreasing. Size of the organization is referring to the divisions or departments. When they are getting larger, the relationship atmosphere, support and social ties will be weakened. Organization must oversee the effects of organization's size expansion on the work force and avoid problems arising.

METHOD OF THE STUDY

The lecturers' population in Polytechnics all over Malaysia is 4766 individuals. According to Uma Sekaran (1992), based on the table to identify sample size in a simple random method, if the population is 4766 individuals then the required sample needs to be obtained is 356 individuals. Thus, the number of samples for this study is 356 individuals. The survey form in part B and part C is adapted from *Multifactor Leadership in the life long learning Questionnaire* (MLQ) which was developed by Bass (1985).

Part B of the survey is divided into four smaller sections which are idealized influenced, individualized consideration, inspirational motivation and intellectual stimulation. There are 28 items in this part. These items are arranged in series. The items are distributed as shown in Table 3.

Table 3: Items distribution according to transformational leadership characteristics

Transformational leadership characteristics	Item number
Idealized Influenced	B1,B2,B3,B4,B5,B6,B7
Individualized Consideration	B8,B9,B10,B11,B12,B13,B14
Inspirational Motivation	B15,B16,B17,B18,B19,B20
Intellectual Stimulation	B21,B22,B23,B24,B25,B26,B27,B28

ANALYSIS AND FINDINGS OF PART A

The survey in Part A is related to the personal identification information of the respondent which are gender, age and service length. There are 365 individual respondents amongst the lecturers at the three polytechnics selected in this study. The number of respondents consists of 170 (47.75%) male lecturers and 186 (52.25%) female lecturers. In terms of age, there are 256 (71.91%) lecturers age between 21 to 30 years old. There are 75 (21.07%) lecturers age

between 31 and 40 years old. Lecturers of the age between 41 to 50 years old are 23 (6.46%). Only two (0.56%) lecturers of the age above 51 years old were involved in this study. The respondents distribution in terms of service lengths, are found to be 156 (43.8%) lecturers in service between one to three years. A number of 193 (54.2%) lecturers are in service between four to seven years and seven (2.0%) lecturers are in service between eight to eleven years.

ANALYSIS AND FINDINGS OF PART B

Items in Part B are divided into four smaller sections which are idealized influenced, individualized consideration, inspirational motivation and intellectual stimulation. The researcher analyzes the data using mean score method to determine leadership in the lifelong learning characteristics which are more emphasized amongst the four leadership characteristics practiced by the Heads of Departments at the Polytechnics.

Idealized influenced characteristic

Analysis and study findings on the characteristic of idealized influenced obtained are as the followings: In terms of the characteristic of **idealized influenced** of the Heads of Departments, the findings obtained are as the followings: My Head of Department give trust to the staffs (mean = 3.2, stdev = 0.94); My Head of Department respect the staffs (mean = 3.27, stdev = 0.94); My Head of Department is willing to self sacrifice for the interests of the staffs (mean = 3.14, stdev = 0.88); My Head of Department discusses items which bring awareness (mean = 3.15, stdev = 0.90); My Head of Department encourages the staffs to provide ideas (mean = 3.19, stdev = 0.90); My Head of Department accepts ideas from the staffs (mean = 3.13, stdev = 0.90) and my Head of Department considers the preset guidelines in decision making (mean = 3.10, stdev = 0.87). Item B2 shows highest mean score of 3.27 while item B7 shows the lowest mean score of 3.10. The overall mean score for idealized influenced characteristic is 3.17 with the standard deviation of 0.78.

Individualized consideration

In terms of individualized consideration characteristic of the Heads of Departments, the findings obtained are as the followings: My Head of Department is thoughtful of the needs of the staffs (mean = 3.08, stdev = 0.94); My Head of Department is ready to listen to any problem (mean = 3.09, stdev = 0.93); My Head of Department is ready to provide feedbacks (mean = 3.12, stdev = 0.92); My Head of Department functions as an advisor (mean = 3.15, stdev = 0.93); My Head of Department functions as a guide friend (mean = 3.07, stdev = 0.92); My Head of Department is capable to look carefully at all the requirements of the staffs (mean = 3.02, stdev = 0.93) and my Head of Department encourages the staffs to achieve work objectives (mean = 3.00, stdev = 0.90). Item B11 shows the highest mean score of 3.15 while item B14 shows the minimum mean score of 3.00. The overall mean score for the individualized consideration characteristic is 3.08 with the standard deviation of 0.85.

Inspirational motivation

In terms of inspirational motivation characteristic of the Heads of Departments, the findings obtained are as the followings: My Head of Department generates high work spirit (mean =

3.02, stdev = 0.91); My Head of Department motivates the staffs by sharing the objectives of the organization (mean = 3.04, stdev = 0.92); My Head of Department shows the best examples (mean = 3.07, stdev = 0.94); My Head of Department is open minded when facing a crisis (mean = 3.04, stdev = 0.95); My Head of Department is ready to take on responsibility if a mistake occurs (mean = 3.03, stdev = 0.92) and my Head of Department does not inflict pressure on the staffs (mean = 3.01, stdev = 0.97). Item B17 shows the highest mean score of 3.07 while item B20 shows the lowest mean score of 3.01. The overall mean score for the inspirational motivation characteristic is **3.04** with the standard deviation of 0.87.

Intellectual stimulation

In terms of **intellectual stimulation** characteristic of the Heads of Departments, the findings obtained are as the followings: My Head of Department is ready to provide guidance to the staffs (mean = 3.16, stdev = 0.77); My Head of Department educates the staffs to think further ahead (mean = 3.24, stdev = 0.79); My Head of Department is ready to share ideas freely with the staffs (mean = 3.13, stdev = 0.79); My Head o Department is putting himself as a friend amongst the staffs (mean = 3.19, stdev = 0.80); My Head of Department practices openness attitude (mean = 3.20, stdev = 0.79); My Head of Department solves a problem through discussions (mean = 3.17, stdev = 0.80); My Head of Department encourages the staffs to look at past problems as guidance for future actions (mean = 3.19, stdev = 0.76) and my Head of Department ensure the staffs are ready to take lessons from past experiences (mean = 3.18, stdev = 0.84). Item B22 shows the highest mean score of 3.24 while item B23 shows the lowest mean score of 3.13. The overall mean score for the intellectual stimulation characteristic is 3.18 with the standard deviation of 0.67.

The mean scores and standard deviations for all four transformational leadership in the life long learning characteristics practiced by the Heads of Departments are shown in Table 4.6: Mean scores and standard deviations for overall characteristics of Heads of Departments, as in the table below.

Table 4: Mean scores and standard deviations for overall characteristics of Heads of Departments

Leadership in the life long learning Characteristics	Mean Score	Standard Deviation
Increased Influenced	3.17	0.78
Individualized Consideration	3.08	0.85
Inspirational Motivation	3.04	0.87
Intellectual Stimulation	3.18	0.67

ANALYSIS AND FINDINGS OF PART C

For the level of job satisfaction of lecturers according to the views of lecturers on the leadership in the life long learning of the Heads of Departments, the findings obtained are as the followings: Ability of the Head f Department to perform duties (mean = 3.30, stdev = 0.77); Fair treatment by my Head of Department (mean = 3.17, stdev = 0.79); My Head of Department sharing problems with me (mean = 3.08, stdev = 0.78); Acceptance of ideas by the Head of Department (mean = 3.20, stdev = 0.77); Personal involvement of the Head of

Department in the decision making process (mean = 3.24, stdev = 0.76); Appreciation given on all the tasks I had performed (mean = 3.16, stdev = 0.72); Positive view by the Head of Department on my work (mean = 3.15, stdev = 0.72); Guidance by the Head of Department to improve performance (mean = 3.11, stdev = 0.73); Communication ability of the Head of Department (mean = 3.15, stdev = 0.78); Work commitment of the Head of Department (mean = 3.21, stdev = 0.75); Encouragement from the Head of Department on my work (mean = 3.08, stdev = 0.77) and Dedication of the Head of Department on my work (mean = 3.12, stdev = 0.74). Item C1 shows the highest mean score of 3.30 while items C3 and C11 show the lowest mean score of 3.08. The overall mean score for the increased influenced characteristic is 3.16 with the standard deviation of 0.63.

ANALYSIS AND FINDINGS

Correlation between four transformational leadership characteristics of Heads of Departments with the job satisfaction of lecturers

A correlation analysis was conducted between the mean score of increased influenced characteristic of Heads of Departments with the job satisfaction of the lecturers. The study results found that there is significant statistical correlation between the two variables which are $r = 0.617$, $p < 0.01$. This shows that that the increased influenced characteristic of the Heads of Departments has strong correlation with the level of job satisfaction of the lecturers. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted where it is clearly shown that there is significant statistical correlation between the increased influenced characteristic of the Heads of Departments with the job satisfaction of the lecturers.

A correlation analysis was conducted between the mean score of individualized consideration characteristic of the Heads of Departments with the job satisfaction of the lecturers. The study results found that there is significant statistical correlation between the two variables which are $r = 0.699$, $p < 0.01$. This shows that that the individualized consideration characteristic of the Heads of Departments has strong correlation with the level of job satisfaction of the lecturers. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted where it is clearly shown that there is significant statistical correlation between the individualized consideration characteristic of the Heads of Departments with the job satisfaction of the lecturers.

A correlation analysis was conducted between the mean score of inspirational motivation characteristic of the Heads of Departments with the job satisfaction of the lecturers. The study results found that there is significant statistical correlation between the two variables which are $r = 0.687$, $p < 0.01$. This shows that that the inspirational motivation characteristic of the Heads of Departments has strong correlation with the level of job satisfaction of the lecturers. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted where it is clearly shown that there is significant statistical correlation between the inspirational motivation characteristic of the Heads of Departments with the job satisfaction of the lecturers.

A correlation analysis was conducted between the mean score of intellectual stimulation characteristic of the Heads of Departments with the job satisfaction of the lecturers. The study results found that there is significant statistical correlation between the two variables which are $r = 0.841$, $p < 0.01$. This shows that the intellectual stimulation characteristic of the Heads of Departments has strong correlation with the level of job satisfaction of the lecturers. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted where it is clearly shown that there is significant statistical correlation between the intellectual stimulation characteristic of the Heads of Departments with the job satisfaction of the lecturers.

Overall, the results of correlation test shows that there are significant statistical correlations between the four transformational leadership characteristics of the Heads of Departments with the job satisfaction of the lecturers. The correlations' multiplier values for the four transformational leadership characteristics of the Heads of Departments with the job satisfaction of the lecturers can be seen in Table 5: Correlations' multiplier values of all four transformational leadership in the lifelong learning characteristics of the Heads Departments with the job satisfaction of the lecturers.

Table 5: Correlations' multiplier values of all four transformational leadership in the lifelong learning characteristics of the Heads Departments with the job satisfaction of the lecturers

Transformational leadership in the life long learning Characteristics	Satisfaction of Lecturers (Correlation Multipliers)
Increased Influenced	0.617(**)
Individualized Consideration	0.699(**)
Inspirational Motivation	0.687(**)
Intellectual Stimulation	0.841(**)

** Correlation at significant level 0.01 (2 ends)

DISCUSSIONS

The findings clearly show that the Heads of Departments practised intellectual stimulation characteristic more compared to the other characteristics. The infusion of intellectual stimulation characteristic by the Heads of Departments at the Polytechnics is one of the factors that make Heads of Departments accepted amongst the staffs. Heads of Departments practising this characteristic always encourage the creativity of the staffs and encourage the staffs to think more futuristic in solving any problem. The openness attitude shown by the Heads of Departments also make the respondents agree that the Heads of Departments put more priority on the intellectual stimulation characteristic. Bass (1968) contends that the openness attitude shown by the leaders causes the staffs not to be shy in presenting opinions because they assumed there is mutual trust between them. In addition, the openness attitude shown by the Heads of Departments makes the staffs more open to receive criticisms or opinions in the effort to increase their capabilities and work skills. The openness shown by the Heads of Departments more or less assists in determining success in changes due to the readiness of the Heads of Departments to share information with the staffs.

Other than that, the results of the study findings found that the Heads of Departments also put themselves as friends amongst staffs and clearly shows that the Heads of Departments are not prioritizing on rank and position when dealing with their staffs. Avolio and Yammarino (1990), states that leaders who create gap between each other will distance the relations towards themselves. Intellectual stimulation also emphasizes that the Heads of Departments to encourage the staffs to look at past problems as guidance for their actions in the future. All advices given by the Heads of Departments will get the attention of their staffs and consequently they will feel that the Heads of Departments is showing caring attitude. Heads of Departments also encourage the staffs to take lessons from past experiences as guidance. Here, the Heads of Departments seems to be encouraging the staffs to consider each negative impact occurred to be used as guidance. All of the problems occur between staffs and the Heads of Departments are resolved through discussions. Discussions are always practiced to avoid the matters which can cause misunderstanding amongst them.

The readiness of the Heads of Departments to provide guidance to the staffs is one of the aspects in intellectual stimulation. Within this, Heads of Departments should not leave the staffs to think by themselves without proper guidance. According to Bass (1968), transformed leaders are willing to provide guidance to the subordinates regarding problems related to technicalities, relationship problems amongst them or other matters. Respondents also look at the Heads of Departments as a person ready to freely share ideas with their staffs. Ideas can be shared freely when the Heads of Departments prioritize two way communications in solving a problem without any barriers as presented by Bass (1968). Through this communication, staffs can freely present opinions and ideas. Staffs will feel appreciated if the presented opinions and ideas receive attention and praise from the Heads of Departments as well as making decisions based on the opinions of the public.

The second characteristic normally practiced by the Heads of Departments is increased influenced. The increased influenced characteristic is a characteristic where a Head of Department encourages the staffs to look at their leaders as someone who can be used as an example (*role model*) in the effort to achieve success. If a Head of Department wants the staffs to work hard, first it has to be shown that he or she is also working hard towards achieving certain objectives. Heads of Departments also need to strive to instil the attitudes of confidence, respect and trust towards the staffs. Respectful attitude shown between the Heads of Departments and the staffs will assist in increasing staffs' confidence towards the Heads of Departments and consequently enable the Heads of Departments to increase his or her influence. Greenberg and Baron (1997) contend that in an effort to build trust amongst team members, a leader should encourage interactions amongst them.

Based on the results of the study findings, respondents admit that Heads of Departments provide opportunities and encourage their staffs to present ideas. Heads of Departments need to be wise in accepting staffs' ideas without underestimating ideas which had been presented before. If the Heads of Departments do not listen or try the ideas of the staffs, the staffs' spirit will be down especially if the ideas are not appreciated and the contributions are not given proper recognition. Heads of Departments need to show earnestness towards each idea presented. In addition, Heads of Departments must be willing to self sacrifice for the interests of their staffs. In this matter, Heads of Departments put more priority on humane attitude in

the process of leadership in the lifelong learning. Heads of Departments do not only stress on the tasks only but also consider the welfare of the staffs regardless of the rewards. Heads of Departments also discuss the matters which can bring towards awareness. According to Bass (1968), in the effort to discuss the matters which can bring towards awareness, leaders need to assist their subordinates in understanding the developed missions and identifying efforts in achieving them.

The third characteristic normally practiced by the Heads of Departments is individualized consideration. Results of the study findings found that Heads of Departments function as advisors. A responsible Head of Department will become an advisor to the staffs in executing plans and making decisions. As an advisor, Head of Department must be friendly, easy to engage to discuss certain matter and take care of the staffs' affairs. In addition, Heads of Departments are also ready in providing feedbacks. Heads of Departments should also be open in providing positive and negative feedbacks. These feedbacks are the paths towards continuous improvements. Positive feedbacks can motivate the staffs even though sometimes positive feedbacks are considered as empty praises. In a different way the negative feedbacks, even though are more frustrating for a staff, but the negative feedbacks are important source of information in the self development of that particular staff. In addition, respondents agree that Heads of Departments are ready to listen to any problems from their staffs. Staffs will feel appreciated if their leaders take great concern on problems faced by them. A responsible leader will not ignore problems faced by the staffs.

Heads of Departments are also thoughtful with the requirements of their staffs. Heads of Departments need to ensure that there is no barrier in the effort to achieve the objectives. In this matter, Heads of Departments need to be capable to oversee all the requirements of the staffs in order to increase their work performance. Heads of Departments are also considered as guide friends. The roles of the Heads of Departments in guiding their staffs emphasized more towards ensuring the staffs possess knowledge and sufficient resources in order to achieve all the preset objectives. Resources that need to be provided are in terms of financial assistance, staffs or required time to complete the tasks (Jeanenne, 1995). Heads of Departments should not give orders without guiding their staffs.

Results of the study findings are in parallel with suggestions presented by Steer and Blacks (1996) that future leaders must be ready to play roles such as understanding the requirements of the subordinates, capable to guide, encourage and advise. At the same time, these leaders need to give orders in the most effective ways to the working team and an individual in order to obtain best contributions.

The fourth characteristic which is the least practiced characteristic by the Heads of Departments compared with all four transformational leadership in the life long learning characteristics is inspirational motivation. Motivation is required to provide awareness to the staffs about the advantages and weaknesses in them and ways to maintain or to overcome thus correcting the weaknesses. Although this characteristic is less practiced by the Heads of Departments, but the correspondents agree that the Heads of Departments are showing good examples. Among the best examples are hardworking attitude, openness attitude (optimistic) when facing a crisis, readiness to take up responsibilities if a mistake occurs and do not inflict

pressure and petty burden on the staffs. Weaknesses shown by the staffs are proving the weaknesses of the Heads of Departments themselves. However, a Head of Department with inspirational motivation characteristic is ready to shoulder responsibilities on the weaknesses exhibited by his or her staffs. Heads of Departments should also be ready to accept all criticisms due to the weaknesses of their staffs.

Staffs will be more motivated if they realized that their Heads of Departments are showing great concern on their performance. This matter causes them to feel that they are very much needed in achieving the objectives of the organization. If the staffs have high motivation level, they will perform their task well and effectively even though the leaders are absent at certain periods. This condition occurs due to their responsible attitude and high commitment towards the tasks assigned to them. Lack of motivation causes them to perform tasks only to avoid being taken disciplinary action or just hoping for rewards.

Therefore, the results of the study findings shows that Heads of Departments are really practicing all four transformational leadership in the life long learning characteristics which are idealized influenced, individualized consideration, inspirational motivation and intellectual stimulation in the administration of departments at the Polytechnics to ensure the administered organization achieve good performance and achieve high level of staffs' satisfaction. Bass (1990) presume that good leadership in the life long learning exists when leaders are able to implement one or combination of the four transformational leadership in the lifelong learning characteristics.

Job satisfaction level of lecturers under the leadership of Heads of Departments at the polytechnics

The overall finding shows that the respondents have high level of job satisfaction under the leadership in the lifelong learning of the Heads of Departments who are capable to perform their task exceptionally well. This condition clearly shows that Heads of Departments capable and able to execute certain tasks within the preset period of time. If the Heads of Departments failed to execute the tasks well, this will cause the reduction in the staff confidence to their leaders. Respondents are also satisfied with self involvement of Heads of Departments in the decision making process. Head of Department are perceived as a person who is also involved in achieving consensus. This matter clearly shows that Heads of Departments are not practicing hands-off attitude in performing their duties. Heads of Departments should not be good only at ordering or letting the decisions made by the staffs. If this occurs, unsatisfactory work results can be seen due to lower collaborative attitude between the Heads of Departments and the staffs.

The commitment shown by the Heads of Departments towards their job is very high. The effects from this shown commitment will also cause the increase of the staffs' commitment towards the organization. The commitment of the job of Heads of Departments is more challenging if the organization is facing problems. These challenges need to be overcome in the best possible manner by continuing to work and strive to increase the performance of the organization.

Job satisfaction of lecturers is also affected by fair treatment shown by the Heads of Departments. Heads of Departments must be free from double standard attitude in decision making. The fairness of the Heads of Departments can be seen if the organization's interests are prioritized over individual interests. Based on the opinion of Lavenenthal (1980), the personal interest element and hasty agreement need to be avoided at each level. Meanwhile Daly (1995) contends that each decision need to be given explanation, if the explanation provided is insufficient, it is considered as unfair and bring anger towards the leaders.

Acknowledgement given by the Heads of Departments towards their staffs for each task performed is also one of the job satisfactions of lecturers. The Herzberg's Theory also states that the push factors which are acknowledgment, achievement, appreciation create job satisfaction for an individual. Appreciation given is an encouragement in performing tasks. Each task which includes appreciation indirectly will cause the staffs to see it as something positive and feel that they are appreciated. Robbins (1996) stated that leaders are capable to provide rewards to subordinates who had fulfilled hopes or orders very well.

Heads of Departments also need to convince their staffs that they are capable to execute the assigned tasks. Ordiorne (1987) contends that the leaders incapable to perform the assigned tasks are considered as 'dead logs'. Heads of Departments also need to positively look at all the tasks performed by the staffs. Heads of Departments need to avoid from wild guessing the staffs. If there is any dissatisfaction from Heads of Departments towards the staffs, the face to face communication is more effective.

Respondents also show high satisfaction level towards the communication ability of the Heads of Departments. The ability to communicate is one of the important aspects. If the Heads of Departments are unable to communicate, the message can not be delivered with clarity. Without this ability, Heads of Departments will face problems in performing any tasks. The Heads of Departments must also nourish direct communication attitude with the staffs as outlined by Klein (1996) about the main principle in the communication process. This condition indirectly can improve the good relation between Heads of Departments and their staffs.

In addition, Heads of Departments also show dedication attitude towards the staffs. The dedication attitude of the Heads of Departments is clearly shown if the Heads of Departments are ready to be with the staffs during critical periods. Mai Nor Aishah (2008) states that dedicated leaders are leaders who are willing to work without feeling bored and ready to accept tasks without finding excuses. Heads of Departments also provide guidance to increase the work performance of the staffs. To increase the work performance of the staffs, Heads of Departments need to provide adequate resources such as financial assistance or sufficient period of time to complete the tasks.

Correlation between the transformational leadership in the lifelong learning characteristics of the Heads of Departments and the job satisfaction of lecturers

The increased influenced characteristic of the Heads of Departments has strong correlation with the job satisfaction level of the lecturers. This correlation occurs because respect and

trust shown by the Heads of Departments towards their staffs help in increasing staffs' confidence towards the Heads of Department and subsequently bring towards job satisfaction under the leadership in the life long learning of the Heads of Departments. Podsakoff, *et al.* (1996), has identified one of the positive effects of the increased influenced characteristic which is staffs will have higher trust level and respect towards their leaders. Acceptance of ideas presented by the staffs and prioritizing humanity values shown by the Heads of Departments also lead towards the job satisfaction of the lecturers.

The individualized consideration characteristic of the Heads of Departments has strong correlation with the job satisfaction level of the lecturers. This correlation occurs because the thoughtfulness and ability of the Heads of Departments to oversee the requirements of the staffs consequently lead towards the job satisfaction under the leadership in the lifelong learning of the Heads of Departments. In addition to act as an advisor and a guide, a Heads of Departments are also ready in providing feedbacks. Roles which are taken by the Heads of Departments can also increase the job satisfaction level of the lecturers where they will feel that they are being appreciated.

The inspirational motivation attitude of Heads of Departments has strong correlation with the job satisfaction level of the lecturers. This condition exists because the motivational attitude shown by the Heads of Departments to increase and maintain high level of work spirit without inflicting pressure and petty burden amongst the staffs lead towards job satisfaction under the leadership in the lifelong learning of the Heads of Departments. The intellectual stimulation characteristic of the Heads of Departments has strong correlation with the job satisfaction level of the lecturers. This condition exists because the attitude of the Heads of Departments in educating and encouraging the staffs to think in a futuristic way consequently leads towards job satisfaction under the leadership in the life long learning of the Heads of Departments. The job satisfaction also depends on the openness attitude of the Heads of Departments in encouraging ideas and views of the staffs.

CONCLUSION

Overall it can be concluded that the Heads of Departments at the Polytechnics is practicing transformational leadership in the lifelong learning characteristics in the administration of the departments. Heads of Departments are prioritizing more on the intellectual stimulation characteristic, followed by increased influenced, individualized consideration and inspirational motivation. This leadership in the life long learning characteristics are intended to increase the performance of the staffs and also to the performance of the organization as a whole. In addition, the purpose of the transformational leadership in the lifelong learning characteristics being infused is to increase awareness of the staffs towards realizing changes in the interests of the organization more than the interests of individuals. All four transformational leadership in the lifelong learning characteristics which are increased influenced, individualized consideration, inspirational motivation and intellectual stimulation are suitable to be practiced by Heads of Departments in administrating a department or an organization. The job satisfaction level of the lecturers under the leadership in the lifelong learning of the Heads of Departments indicates that it is at a high level. Among the factors that can lead towards job satisfaction of the lecturers are fairness in giving rewards, support

provided by the Heads of Departments, good work environment and others. Based on the correlations between the transformational leadership in the lifelong learning characteristics of the Heads of Departments and the job satisfaction level of the lecturers, it is clearly shown that these four transformational leadership in the life long learning characteristics practiced by the Heads of Departments at the Polytechnics really exhibit significant statistical correlations with the job satisfaction of the lecturers.

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