



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i3/16670>

DOI:10.6007/IJARBSS/v13-i3/16670

Received: 02 January 2023, **Revised:** 05 February 2023, **Accepted:** 26 February 2023

Published Online: 08 March 2023

In-Text Citation: (Arrippin & Wahab, 2023)

To Cite this Article: Arrippin, Z. bin, & Wahab, J. L. bin A. (2023). The Impact of Transformational Leadership on The Mentoring Approach of Polytechnic Lecturers in The Pahang Zone. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 889 – 902.

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Vol. 13, No. 3, 2023, Pg. 889 – 902

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INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



www.hrmars.com

ISSN: 2222-6990

The Impact of Transformational Leadership on The Mentoring Approach of Polytechnic Lecturers in The Pahang Zone

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Abstract

Transformational leadership is a paradigm shift in administration to achieve the mission, vision and goals of an organization. The best transformational leadership is a leader who is able to implement change in achieving glory and success. Coinciding with the goal of transformational leadership, this study was conducted to identify the level of effectiveness of transformational leadership and the readiness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach. The study was carried out at three polytechnics in the Pahang Zone, namely Sultan Haji Ahmad Shah Polytechnic, Muadzam Shah Polytechnic and Kuantan Metro Polytechnic using descriptive quantitative research methods. The questionnaire was used as a research instrument in the form of a google form, distributed to 234 polytechnic lecturers in the Pahang Zone. The findings of the study show that the level of effectiveness of the director's transformational leadership and the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach method is at a high level. The data shows a high relationship between the level of effectiveness of transformational leadership and the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach. The study also shows that there is a significant relationship on all four dimensions of the effectiveness of transformational leadership with the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach. Overall, this study concluded that the level of effectiveness of transformational leadership has a significant relationship with the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach.

Keywords: Transformational Leadership, Mentoring Approach, Lecturer, Pahang Zone.

Introduction

In facing the challenges of the global world, technology in education is undergoing rapid changes all over the world. Global technological progress, including in Malaysia, requires a drastic paradigm shift from educators in all educational institutions. According to Saharia, et al (2021), educational organizations throughout Malaysia need educators who have technological skills and expertise in line with the changing progress in global technology, so that expertise in education can be transferred to students through the learning process.

Leaders are people who are responsible for managing an organization, including administration in educational institutions. The role of the leader is to ensure that the

administrative institution that is managed is able to run smoothly and organized. Fauziah, et al (2022), stated that a leader should have a leadership approach that can give satisfaction and comfort to subordinates. The comfort obtained by subordinates, is able to give them enough space to work hard to gain knowledge and skills related to the field they master.

The mentoring program is a program that cultivates the nature and attitude of love, in order to embody individuals who are always positive, has been introduced through a letter issued by the Ministry of Education Malaysia entitled the implementation of caring teacher practices (2013) in line with the National Education Philosophy. Educators and teachers are people who are placed side by side and in partnership in the field of education, supporting the development of students and are the main characters who can influence students to produce more outstanding and effective learning achievements. Rakime et al (2018) stated, continuous collaboration between leadership and subordinate staff through transformational leadership using mentoring methods, allows for quality improvement in every job. Asnorhisham and Abdul Rahim (2017), stated that learning through discussion using the concept of mentoring can help others with moderate skills and weak skills in work and academics.

Problem Statement

Nowadays, polytechnic organizations face various challenges in raising educational institutions in the field of Technical and Vocational Education and Training (TVET). Leadership skills are needed to make the TVET field the main selection option for higher education institutions. Towards administrative efficiency, polytechnic directors need to make a transformation in administration and the implementation of mentoring programs is one of the best ways to make lecturers in the field of TVET more competitive. Hafizoh & Rohanah (2013), stated that leadership is a process of making educators as people who are capable of making changes in education. The transformational leadership of an organization is the ability of a person who holds the title of leader to influence subordinate staff, individuals or a group of other individuals to achieve the objectives set by the organization (Abdullah et al., 2014). Leadership capable of making changes is a core element to improve the effectiveness of an institution including schools (Abdullah et al., 2019). According to Geeta and Halimah (2018), the leadership style and pattern implemented by each leader has an impact on subordinate staff to shape the success of the organization. In the process of improving administration, the director needs to implement transformational leadership to ensure that lecturers give their full commitment in carrying out their duties.

According to Talirkodi A/P Vinathan (2016), the motivation and help of colleagues is needed by educators in deepening the skills of technology use, knowledge in the use of technology. Noh et al (2013), stated that the willingness of educators to learn technology through collaboration between educators can improve the skills and efficiency of the teaching and learning process.

The main aim of this study is to see the level of leadership effectiveness in the transformation of directors to polytechnic lecturers in the Pahang Zone through the implementation of the mentoring approach. This study can provide information on the transformational leadership style highlighted and practiced by polytechnic directors in the Pahang Zone. The acceptance of this transformational leadership is embodied by polytechnic lecturers in the Pahang Zone through a mentoring approach for organizational improvement, student development and academic excellence.

Objectives of The Study

- a) Identify the level of effectiveness of transformational leadership
- b) Identifying the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach.

Literature Review

Transformational Leadership

Globally, transformational leadership refers to actions or practices performed and implemented by an administrator to embody satisfaction, responsibility and excellence in an organization (Jamal et al., 2019). Bass and Avolio (1994) describe transformational leadership as a leader who can lead and motivate his subordinates to perform a task reaching beyond the box of thought. The transformational leadership style also emphasizes his followers to work more than self-interest and prioritize the achievement of the organization.

Lee et al (2019), interpret that transformational leadership as a process of leaders increasing the level of morale and motivation and contributing to continuous improvement in an organization. Khodzirah et al (2021), stated that top leadership is the main character in implementing management well to ensure employees and subordinate staff are committed to work. Awang & Hasani (2017), transformational leadership is a significant relationship between administrators and teacher commitment as well as the ability to improve student performance and give excellence to the school.

The Mentoring Approach

According to the Dewan Bahasa dan Pustaka (DBP) dictionary, Mentoring means guidance. Mentoring is a term associated with a mentee mentor. Mentor means a guide and mentee is a person who is taught. Mentoring methods are needed in every organization for stability in an administration. Efficiency is a benchmark of progress, greatness and excellence of an organization. Programs related to mentoring are also the main topics discussed by the industry and educational institutions for improvement in institutional development and self-improvement for each individual (Rekha & Ganesh, 2012). Che' Rohalan, Khamisah and Che Rogayah (2021), stated that the mentoring program has a positive effect on the educators involved and adds knowledge and understanding to students in improving performance in addition to increasing student interest when a program is carried out.

Josephine and Faridah (2020), also stated that the mentoring program can increase self-concept among students, while teachers can solve problems and learning difficulties experienced by students and can help solve students who are involved with the symptoms of disciplinary problems. Hanifah (2016), stated that mentoring is the best communication in a relationship that can help, give advantages and profits to two parties, that is, the party that acts as a mentor provides guidance to achieve the goals of an organization, while the party that accepts as a mentee feels comfortable with the relationship and increase efficiency and satisfaction in career.

Methodology

The research method conducted uses a quantitative data collection approach through a questionnaire (google form) for information collection. The total population of the study respondents is a total of 594 lecturers who work at three polytechnics in the Pahang Zone, namely Sultan Haji Ahmad Shah Polytechnic (POLISAS), Muadzam Shah Polytechnic (PMS) and Kuantan Metro Polytechnic (PMKu). The polytechnics in the Pahang Zone were chosen

because the polytechnics are on the administrative and supervisory list of the Polytechnic and Community College Management Department (JPPKK), Ministry of Higher Education (KPT). Study respondents are part of the population that answered the questionnaire. The selection of respondents in this study was made using a simple random sampling technique, based on the sample size determination table by Krejcie and Morgan (1970) and a total of 234 lecturers were selected as respondents for the study.

The questionnaire that was developed is divided into three parts, namely part A, part B and part C. Part A is related to demographics. There are six items in this section, namely duty station, gender, age, position, level of education and experience of working as a lecturer. In Part B, the questionnaire instrument uses the Multifactor Leadership Questionnaire (MLQ), and is modified to see the effectiveness of transformational leadership, based on the Eyal & Roth (2011) instrument. This instrument is used specifically to measure the effectiveness of transformational leadership and has four dimensions, namely (a) leadership style, (b) potential thinking, (c) quality benchmarks and (d) relationships. The MLQ questionnaire contains 20 items and each dimension has five items. The measurement scale for answering the questionnaire is using a five-point Likert scale, which is scale (1) strongly disagree, scale (2) disagree, scale (3) not sure, scale (4) agree and scale (5) strongly agree. While in part C, the questionnaire instrument also uses the Multifactor Leadership Questionnaire (MLQ), modified based on the instrument of (Meyer & Allen, 1997). This instrument aims to assess the readiness of lecturers to implement the mentoring approach. This section has four dimensions, namely (a) increasing influence, (b) individual consideration, (c) intellectual stimulation, (d) motivational inspiration. The MLQ questionnaire in part C, contains 16 items and each dimension has four items. A five-point Likert scale is also used as a measuring stick, starting from a scale of 1 (strongly disagree) to a scale of 5 (strongly agree).

The raw data obtained through the questionnaire was analyzed using the Statistical Package for Social Science (SPSS) version 26.0 software. Analysis was made to test the frequency, mean, percentage value of the study data. To make a mean assessment for determining the level of effectiveness of transformational leadership and the readiness of lecturers to implement the mentoring approach, the researcher used the mean score interpretation through three levels, namely low, medium and high (Yahaya et al., 2007).

Table 1

Interpretation of Mean Score

Mean Score	Interpretation
3.51-5.00	High
2.50-3.50	Moderate
1.00-2.49	Low

Source: Yahaya et al (2007)

Research Findings**Part A: Demographics**

Table 2 shows the findings related to the profile of the respondents. A total of 234 lecturers involved were randomly selected as study respondents. Lecturers give honest responses through answers using google form. The details of the profile of the study respondents are as in Table 2.

Table 2

Profile of study respondents

Demographics	Frequency	Percentage
Place of Duty		
POLISAS	61	26.1
PMS	158	67.5
PMKu	15	6.4
Gender		
Men	99	42.3
Female	135	57.7
Age		
21 – 29 Years	13	5.6
30 – 39 Years	91	38.9
40 – 49 Years	119	50.9
50 – 59 Years	11	4.7
Position		
DH29-41/42	66	28.2
DH44-54 (Senior)	168	71.8
Level of Education		
Diploma	8	3.4
Degree	136	58.1
Masters	82	35.0
PHD	8	3.4
Experience working as a lecturer		
Under 5 Years		
6-15 Years	32	13.7
16-25 Years	102	43.6
26 Years and above	93	39.7
	7	3.0
Overall Total	234	100.00

Part B. The level of effectiveness of transformational leadership

Part B displays the assessment of the overall findings of the analysis through the four dimensions of the level of leadership effectiveness of the polytechnic director's transformation in the Pahang Zone. The details of the results of the descriptive analysis are detailed through table 3 below.

Table 3

Mean score and standard deviation of the level of transformational leadership effectiveness of polytechnic directors in Pahang Zone.

DESCRIPTIVE STATISTICS						
Dimension	N	Minimum	Maximum	Mean	Standard Deviation	Level
Leadership Style	234	3.00	5.00	4.534	0.511	High
Thought Potential	234	1.60	5.00	4.299	0.574	High
Quality Benchmark	234	2.00	5.00	4.516	0.521	High
Relationship	234	2.00	5.00	4.195	0.583	High
TOTAL				4.386	0.547	HIGH

Table 3 shows the level of transformational leadership effectiveness of polytechnic directors in the Pahang Zone is at a high rating with a mean value of 4.386 and a standard deviation of 0.547. This statement is very clearly true when it was found that each dimension of the level of transformational leadership effectiveness obtained a mean value between 4.195 to 4.534. Details of the four dimensions found in the level of transformational leadership effectiveness, the highest mean score dimension is the leadership style dimension which is the mean value of 4.534 and the standard deviation of 0.511, followed by the quality benchmark dimension which is the mean value of 4.516 and the standard deviation of 0.521. The dimension of potential thinking, obtained a mean value of 4.299 and a standard deviation of 0.574. The relationship dimension obtained a mean value of 4.195 and a standard deviation of 0.583.

Part C: The willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach

Part C displays the overall assessment of the findings of the analysis of the readiness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach through four dimensions. The results of the descriptive analysis are detailed through table 4 below through the evaluation of the mean score and standard deviation.

Table 4

Mean score and standard deviation of the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach method.

DESCRIPTIVE STATISTICS						
Dimension	N	Minimum	Maximum	Mean	Standard deviation	Stage
Increased Influence	234	2.50	5.00	4.336	0.569	High
Individual Consideration	234	2.25	5.00	4.405	0.524	High
Intellectual Stimulation	234	3.00	5.00	4.329	0.499	High
Inspiration Motivation	234	3.00	5.00	4.332	0.506	High
TOTAL				4.351	0.525	HIGH

Table 4 shows the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach, which is at a high level with a mean value of 4.351 and a standard deviation of 0.525. In detail, the dimension of individual consideration obtained a value of mean = 4.405, s.p 0.524, followed by an increase in influence (Min = 4.336, s.p = 0.569), the dimension of intellectual inspiration (mean = 4.332, s.p = 0.506) and the dimension of intellectual stimulation obtained a value (mean = 4.329, s.p = 0.499).

The relationship between the level of effectiveness of transformational leadership and the willingness of lecturers to implement the mentoring approach

Table 5 is an analysis of the Pearson correlation for the relationship between the level of transformational leadership and the lecturer's willingness to implement the mentoring approach.

Table 5

Pearson correlation of the relationship between the level of effectiveness of transformational leadership and the willingness of lecturers to implement the mentoring approach method.

		Increased Influence	Individual Consideration	Intellectual Stimulation	Inspiration Motivation
Style Leadership	Pearson Correlation	.616**	.596**	.539**	.557**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	234	234	234	234
Thought Potential	Pearson Correlation	.633**	.788**	.769**	.770**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	234	234	234	234
Quality Benchmark	Pearson Correlation	.705**	.607**	.590**	.597**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	234	234	234	234
Relationship	Pearson Correlation	.685**	.667**	.615**	.654**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	234	234	234	234

*Correlation is significant at the 0.01 level (2-way)

The results of this study show that there is a relationship between the two variables. The Pearson correlation score is positive and moderately strong (r ranges from 0.539 to 0.788, p = 0.000, p<0.01). Table 5, which is Taylor's interpretation (199), shows the strength of the correlation between the two variables of this study. The table shows that a high level of effectiveness of transformational leadership will have an impact on the level of readiness of lecturers in implementing the mentoring approach.

Discussion of The Study

Transformational leadership and lecturers' readiness to implement the mentoring approach

Leadership is an obligation of an organization in strengthening the excellence and direction of an organization including polytechnics. Transformational leadership is an innovation carried out by leaders to make an organization always achieve its set goals. The study carried

out by Hlsyamudin et al (2013) shows that transformational leadership has a very strong influence to form a quality, excellent and glorious school. The results of the study show the commitment of the polytechnic lecturers in the Pahang Zone have implemented transformational leadership effectively through the dimensions found in the google form in section B. The director of the polytechnic in the Pahang Zone needs to continue the transformational leadership because it is proven through the study, the lecturers are very responsible with the director's instructions in the implementation of transformational leadership. The director of the polytechnic in the Pahang Zone implements transformational leadership through skills and discussions with the top leadership of the polytechnic. This study is in line with Khadijah's (2011) study, stating that through the dimension of intellectual stimulation, leaders will see the effectiveness of leadership through staff involvement in the process of career improvement and excellence in PnP. Khadijah (2011) also stated that good communication and relationships between leaders and subordinate staff are necessary in the implementation of work done by employees. A bad relationship between the leader and the employee makes it possible that the level of quality in the work will decrease. This situation causes the organization to not be able to achieve excellence.

The overall results of the transformational leadership study show that polytechnic directors in the Pahang Zone are at a high level in the effectiveness of transformational leadership. Research done by Hisyamuddin et al (2013) states that every transformation done by the leader is able to influence the tasks of teachers in schools to achieve excellence and produce brilliant students. The level of effectiveness of transformational leadership is obtained from four dimensions including the dimension of leadership style. Therefore, it can be concluded that lecturers can accept the director's leadership style to bring excellence to the institution. It was also found that polytechnic directors in the Pahang Zone have practiced all dimensions of transformational leadership effectiveness, namely leadership style, potential thinking, quality benchmarks and relationships.

Mentoring approach method through transformational leadership

This study clearly shows that polytechnic lecturers in the Pahang Zone have been prepared in the implementation of the mentoring approach implemented through the director's transformational leadership. The study of McCarley et al (2014) states that there is a strong relationship between transformational leadership and climate in schools through the leader's behavioral approach. When the implementation of transformational leadership is supported and implemented by lecturers, then all the goals and objectives of leadership will be achieved.

The level of readiness of lecturers through the mentoring method, shows that the commitment of lecturers is high in the production of transformational leadership effectiveness. All the dimensions that are placed under the level of readiness of lecturers through the mentoring method, namely the dimension of increasing influence, individual consideration, intellectual stimulation and the dimension of inspiration and motivation, produce high values. The commitment of lecturers in realizing transformational leadership is important to produce academic excellence and student success. There is also a previous study that shows a modest commitment of teachers in carrying out their duties such as a study in 10 primary schools in the Temerloh district involving 240 school teachers (Radzi et al., 2014). However, this study in temerloh schools cannot be used as a benchmark for the study because most of the studies show positive results, that is, teachers have committed to the implementation of transformational leadership.

The relationship between transformational leadership and the willingness of lecturers to implement the mentoring approach

The overall results of the study also show that there is a significant relationship between the variables found in the study. This significant relationship is obtained through the variable of effectiveness of transformational leadership and the level of readiness of lecturers through mentoring methods. The relationship between these two variables is very strong obtained through all the dimensions listed in the study. Overall, it shows that the four dimensions in transformational leadership, namely leadership style, potential thinking, quality benchmarks and relationship dimensions are contributors to lecturers' commitment in realizing transformational leadership. While the four dimensions found in the level of readiness of lecturers to implement transformational leadership through mentoring methods, which are the dimensions of increasing influence, individual consideration, intellectual stimulation and motivational inspiration, show that success in the implementation of mentoring methods is embodied through transformational leadership.

This study is in line with the study of Malik and Tariq (2015) which proved that a positive relationship was obtained between psychological well-being and transformational leadership and this study was conducted in the faculty of a university. High work commitment through the willingness of lecturers to carry out the director's transformational leadership enables the relationship between the director and the lecturer to be able to cooperate and tolerate in daily tasks. Ain (2018) stated that employees who are not bored in performing the tasks given are among the characteristics of excellent employees and employees will increase their commitment to improve performance in work.

Implications and Contributions of The Study

This study is an important reference for polytechnic directors in the Pahang Zone in the implementation of the mentoring approach through transformational leadership. The four dimensions found in this study, namely leadership style, potential thinking, quality benchmarks and relationships will be the director's practice in the implementation of transformational leadership towards excellence in polytechnic organizations. The researcher was able to re-evaluate the research conducted by looking at the weaknesses and strengths of the transformational leadership practices implemented by polytechnic directors in the Pahang Zone, aiming to improve transformational leadership for the polytechnic directors in the Pahang Zone. The positive impact obtained from this study adds to the confidence of polytechnic directors in the Pahang Zone to continue the implementation of transformational leadership.

This study not only has an effect and impact on polytechnics in the Pahang Zone, it is even a reference for policy makers and the management of drafting in Education at the Ministry of Education Malaysia (KPM) and the Ministry of Higher Education (KPT). This study can be used as a reference in improving each objective implemented in KPT. This study is also able to reshape polytechnic policy through the Polytechnic and Community College Management Department (JPPKK) in the selection of directors to lead a polytechnic. The appointment of polytechnic directors must be guided by transformational leadership to achieve excellence in a polytechnic. The appointed director must also have skills in communication and have strength in mobilizing lecturers for student success and academic excellence. It is recommended that all polytechnic directors in Malaysia implement transformational leadership because it has been proven that this method is very appropriate in achieving organizational and academic excellence. Training should also be given to newly

appointed directors through transformational leadership methods. The researcher also suggested that this study be recorded as a reference for all administrators, especially the newly appointed director at the polytechnic. This reference will have a positive or significant effect in the implementation of the mentoring method.

This study also allows the findings of the willingness of polytechnic lecturers in the Pahang Zone to implement the mentoring approach method to be used and used as a reference for polytechnic directors in the Pahang Zone to assess the actual situation in the implementation of transformational leadership. The director can provide facilities and other requirements especially related to teaching and learning (PnP) to strengthen administration and student excellence. At the same time, the director must always find a solution to strengthen the relationship between management and lecturers at the polytechnic. This study clearly shows that the transformational leadership of polytechnic directors in the Pahang Zone is capable of instilling the value of the dedication of the lecturers in the mission together to achieve the objectives set by the organization.

The practice implemented by lecturers through the items found in the study dimension needs to be continued in order to achieve the mission and vision of the polytechnic in the Pahang Zone. The director must continue in the implementation of transformational leadership and at the same time always maintain the relationship between the top leadership and subordinate staff. Lecturers need to maintain a good relationship between senior lecturers and junior lecturers. The collaborative attitude of lecturers through the mentoring method in the implementation of teaching and learning (PnP) is a practice that cannot be stopped and requires continuous commitment. The practice of collaboration between senior lecturers and junior lecturers through transformational leadership can make all staff highly motivated in carrying out their daily tasks.

This study is needed to help the top management of polytechnics in the Pahang Zone improve and improve the efficiency of lecturers to achieve excellence in academics. The top management of the polytechnic is the person responsible for ensuring the efficiency of the administrative organization and academic excellence can be achieved. Good supervision from management allows the mentoring approach to run smoothly and regularly. The findings from this study allow the management to re-evaluate the implemented approach whether it is successful or suffers from many weaknesses. The close cooperation between lecturers at the polytechnic through a mentoring approach results in the continuous excellence of the polytechnic in the Pahang Zone and all polytechnics in Malaysia. All lecturers have given feedback related to the study of the implementation of mentoring methods among lecturers.

The feedback from this study clearly shows that this mentoring method needs to be continued in all institutions including institutions under the Malaysian Ministry of Education (KPM) and institutions under the Ministry of Higher Education (KPT).

Proposal for Further Study

This study was only conducted on Polytechnic lecturers in the Pahang Zone and further studies should be developed in all polytechnics throughout Malaysia. Further research is needed to obtain comprehensive research findings at all Malaysian Polytechnics and the research findings can be described more openly and comprehensively. In terms of population and study sample, this study only took samples from polytechnics in the Pahang Zone. The study sample needs to be expanded and include all lecturers in polytechnics throughout Malaysia. Research methods can also be diversified and not only focus on quantitative

research. Diversity in data analysis will increase the reliability and significance that can have an impact on an institution and organization.

The scope of the study needs to be expanded, open as far as studies related to transformational leadership, but the next study needs to be carried out to studies related to lecturers, teaching and learning (PnP) and studies other than in the form of transformational leadership, aimed at the importance of improving organization and education in Malaysia. Further studies need solid support from all lecturers, teachers, directors, professors and principals to make the research carried out usable as a reference for all parties interested in education.

Summary

Overall, this study shows that the level of effectiveness of transformation leadership of polytechnic directors in the Pahang Zone has a very positive value when this transformation method has been accepted by all the lecturers involved. All the dimensions found in the google form show a high level and none of the dimensions are at a medium or low level. A good relationship between the director of polytechnics in the Pahang Zone and lecturers facilitates the implementation of transformation and renewal in the organization. The overall study findings are at a good level. This study can be used as a leadership benchmark for directors in polytechnics throughout Malaysia.

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