Challenges in Development TEVT Leadership in Malaysia

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Abstract

Currently, Malaysia has 88 Vocational Colleges, which mainly offer programs in the field of Technical and Vocational Education and Training (TVET). It implies that leaders will have various behaviors in leading Vocational Colleges to enhance student learning. Consequently, developing a quality leadership style among Vocational College leaders would be difficult. Thus, this article explores the challenges of developing TVET leadership among Vocational College leaders. A qualitative method was implemented to collect data through face-to-face interviews among six Vocational College leaders. The data were analyzed using thematic analysis methods. The findings of this study reported that the challenges to developing a quality leadership style among Vocational College leaders are as follows: (a) negative attitude of leaders, (b) lack of leadership competence, (c) rapidly changing educational policies, (d) formation of organizational structure less adherence to the TVET's vision, (e) less control over leader behavior, (f) less collaborative among stakeholders and (g) leaders who are less concerned with diversity factors. The findings of

this study can make stakeholders, especially policymakers and leaders of Vocational Colleges, aware of the need to identify the cause of an issue for resolution.

Saat ini, Malaysia memiliki 88 Sekolah Kejuruan, yang sebagian besar menawarkan program di bidang Pendidikan dan Pelatihan Teknik dan Kejuruan (TVET). Ini menyiratkan bahwa akan ada keragaman perilaku di antara para pemimpin Sekolah Kejuruan untuk meningkatkan pembelajaran siswa. Dengan demikian akan sulit untuk mengembangkan gaya kepemimpinan yang berkualitas di antara para pemimpin Sekolah Menengah Kejuruan. Oleh karena itu, artikel ini bertujuan untuk mengeksplorasi tantangan dalam mengembangkan kepemimpinan TVET di kalangan pimpinan Sekolah Kejuruan. Metode kualitatif digunakan untuk mengumpulkan data melalui wawancara tatap muka antara enam pimpinan Sekolah Menengah Kejuruan. Analisis data menggunakan metode analisis tematik. Temuan penelitian melaporkan bahwa tantangan untuk mengembangkan kualitas gaya kepemimpinan di kalangan pemimpin Sekolah Kejuruan adalah sebagai berikut: (a) sikap negatif pemimpin, (b) kurangnya kompetensi kepemimpinan, (c) kebijakan pendidikan yang selalu berubah, (d) pembentukan struktur organisasi yang kurang sesuai dengan visi TVET, (e) kurang mengontrol perilaku pemimpin, (f) kurang kolaboratif antar pemangku kepentingan, dan (g) pemimpin kurang peduli dengan faktor keragaman. Temuan penelitian ini diharapkan dapat memberikan kontribusi kepada para pemangku kepentingan, khususnya pengambil kebijakan dan pimpinan Sekolah Kejuruan tentang perlunya mengidentifikasi akar permasalahan kepemimpinan untuk tujuan pemecahannya.

Keywords: *leadership challenges, Technical and Vocational Education and Training, Malaysia*

Introduction

The development of the Industrial Revolution 4.0 and the challenges of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) on the country's Technical and Vocational Education and Training (TVET) education system need to be given attention. Therefore, the leadership in the Ministry of Education Malaysia

(MOE) organization through the Vocational College (KV), as one of the main drivers of the implementation of TVET education policy, must set the mind and self -ability to face the challenges of change. This is translated through the aspirations of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Cooperation and Development (OECD) where the change of the TVET education system is as a contributor to national prosperity through poverty eradication, strengthening peace, preserving the environment, improving quality life and help achieve sustainable development.[1]

Changes in the TVET education system and policy in Malaysia have indirectly changed the approach required in leadership in KV. KV leadership requires significant TVET knowledge and guidance to support change. In line with that, efforts to improve the leadership capacity of KV have been implemented by the MOE, but it was found that it still does not meet the capacity of current needs constantly changing. This statement is in line with the findings of the study of Shamshurina Jaafar;[2] Siti Shahshina Soffi and Ahmad Sharif;[3] Irdayanti Mat Nashir and Ramlee Mustapha have found that in the implementation of TVET education system and policy changes, the leadership quality of TVET organizations has taken place at a moderate level.[4] The impact of moderate TVET leadership qualities

[1] UNESCO, *Unleashing the potential transforming technical and vocational education and training*. (UNESCO Publishing. 2015)

[2] Shamshurina Jaafar. The instructional leadership of Vocational College directors and its relationship to teacher organizational commitment. [Conference session]. (National Action Research Conference. Melaka, 2014), https://dokumen.tips/documents/kepimpinan-instruksional-pengarah-kolej-vokasional-dan-hubungannya-dengan-komitmen.html

[3] Siti Shahshina Soffi, & Ahmad Sharif. (2014). Transformational leadership of Vocational College directors and Vocational College lecturer self-efficacy. *Journal of Science, Mathematics and Technology*, *1*(2), 30–40. https://ejournal.upsi.edu.my/index.php/EJSMT/article/view/22

[4] Irdayanti Mat Nashir, & Ramlee Mustapha. A new TVET leadership model: Combination of innovative and instructional paradigms. *Journal of Asian*

has indirectly contributed to the issues and challenges of implementing TVET educational change in KV. According to Carr and Hancock, the impact of complex transitions and change processes, a clear vision, and careful planning are essential for leaders to guide members in the change process.[5] Thus, the quality of TVET leadership in KV needs to be improved so that leaders can achieve the vision and mission entrusted to them.

The study was conducted to identify the leadership challenges that exist in KV. The study's findings can provide input to the parties involved through significant solution measures.

Methods
Research Design
This study applies basic qualitative methods to explore the experiences of KV leaders on the challenges of developing TVET leadership competencies. This design is in line with the views of Merriam and Tisdell on one of the qualitative research methods, namely basic qualitative, phenomenology, basic theory, ethnography, narrative analysis, and case study.[6] Furthermore, they list three strengths in applying basic qualitative methods, namely: (a) the researcher can translate the experiences of study participants, (b) the researcher can get an in-depth picture of the study participants' strategies to build their lives, and (c) the researcher can solve some societal issues. They were guided by the experiences of study participants.

Study Sampling
This study applies a non-random purpose sampling method. Fraenkel, Wallen, and Hyun have explained that the strength of this

Vocational Education and Training, *10*(1), 2016, 1–16. https://www.researchgate.net/publication/341814685

[5] Adrian N. Carr and Philip Hancock. "Space and time in organizational change management." Journal of Organizational Change Management, 19, no. 5 (2006): 545–557. https://doi.org/10.1108/09534810610686058

[6] Merriam and Tisdell, 2016

method is that the researcher can collect data that is in line with the study's objectives.[7] The implication is that researchers try to save time and be fair when collecting data. In this study, a total of six KV leaders were selected as study participants. The selection of the size of the study participants is in line with Creswell's view that the primary qualitative method requires at least four to five study participants.[8] Study participants consisted of leaders who met the criteria of TVET leadership, namely: (a) more than ten years of experience in the field of TVET, (b) hold leadership positions at the unit or division level, and (c) volunteer to participate in the study.

Study Instruments

The research instrument was guided by a set of semi-structured interviews that three field experts validated. The research instrument is divided into three parts, namely: (a) identify leadership challenges, (b) assess the importance of TVET leadership development challenges, and (c) refine findings. Next, semi-structured interviews guided by the research instrument were conducted directly and face to face with the study participants.

Data Analysis

Raw data obtained through interviews were processed based on the Miles and Huberman procedure.[9] The first step, explore the data by transcribing. The second step, clarifies by filtering the meaningful data from the transcript. The third step, the compilation of data by reducing through thematic analysis. The fourth step is to explain the relationship between themes. The last

[7] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, How to design and evaluate research in education (8th ed.). New Yor:, McGraw-Hill, 2011. http://marefateadyan.nashriyat.ir/node/150

[8] John W. Creswell, *Research design qualitative, quantitative, and mixed-method approaches* 4th ed. (Sage Publications Inc. 2018)

[9]Matthew B., and A. Michael Huberman, Data Analysis Qualitative. In *SAGE* (Vol. 30, Issue 25, 2016). https://doi.org/10.7748/ns.30.25.33.s40

step is to make interpretations of expectations or conclusions through a report.

Result and Discussion

The following are a study's findings through interviews conducted with TVET leaders in KV.

Negative Attitudes of Leaders

The study findings found that some leaders have negative leadership attitudes and, to some extent, have affected leadership development TVET. This statement was stated by the first study participants as follows:

> "...That is so the issue in any KV is under quality assurance as this is the most recent leadership and not in any school to this day. No school makes quality assurance because it is a requirement for all KVs to accredit their programs so that our children can continue studying and work with the government. The future of students depends on the accreditation of the program at KV, although it has been accredited elsewhere, this accreditation is according to KV..." (F1P1: 100-106)

The above statement explains the attitude of leaders who are less concerned with changes in the environment. When KV is upgraded from a school to a college, some significant changes are necessary. It demands leadership skills in the form of TVET in coordinating change into coordinated action. Other descriptions of leaders' attitudes are also quite negative when KV leaders lack clarity in aspects of accountability, such as the statements from the first and second study participants as follows:

> "...Actually the highest issue in quality assurance is that people are not clear, KV is not clear, lecturers are not clear. Much confusion arises in the quality assurance part actually ..." (F1P1: 112-114)

The second participant of the study also supported the statements of the first participant.

> "...You want to teach at the same time you want to complete this qualification. The field of duty of this lecturer has become various, and he is different from IPT where the duty of this lecturer is more to the students in terms of percentage. For me, as a lecturer at KV, he has to study, he has to prepare, and he also has to teach, so his focus is not the same as before..." (F1P2: 88-93)

The implication is that when leaders are less clear about what to do affects the leader's lack of concern for the changing needs of the organizational environment. Apart from the negative attitude of leaders, the study also found a second challenge factor in TVET leadership: the lack of leadership competencies.

Lack of Leadership Competencies
The study found that there are issues in leadership competencies. KV leaders manage KV organizations with a less competitive level of leadership. Such as the findings through the participants of the sixth study, namely

> "...Leadership in KV in my view he needs knowledge, especially in technical and vocational fields. He needs to know even if he is not originally from a technical and vocational field. When he becomes a leader in KV, he needs to know, needs to seek knowledge regarding TVET..." (F1P6: 104-107)

The statement points to the challenge of KV leadership to overcome the weaknesses of leaders in mastering the field of TVET. KV leaders should be equipped with TVET -type competencies so

that the actions KV leaders can support success. In line with the statements of the participants of the second study, KV leaders' actions were relatively less supportive.

> "...These people want to monitor, and people want to find fault, for me as a leader many things are not revealed and even revealed by mostly inexperienced people, he never did that thing, he manages and coordinates while those who implement the bottom and face the matter. As a leader, you need to be a facilitator, find solutions and support, and finally, be monitored..." (F1P2: 191-196)

Thus, when KV leaders can master the leadership competencies in the form of TVET more perfectly, various appropriate actions can be taken to support organizational efficiency. Further studies have found ever-changing educational policies as a challenge to TVET leadership development.

Changing Education Policies
KV education policy has changed, but change after policy change is always happening and continuously. These changes have caused confusion throughout the KV organization as found by the participants of the fifth study.

> "...For me, it is clear, but when it is at the end, it becomes unclear because the main motive for the establishment of KV has changed. In the past, we chased 70:20:10, 70 skilled workers, 20 universities, and ten entrepreneurs. So in the old days, we were chasing 80, working in industry and entrepreneurs. Nevertheless, at this point, the ends we are chasing the 20, and this makes it to 100 percent. I disagree. It is a loss because the objective runs away from the real objective. In the past, we were chasing skilled human resources, but now we are chasing 20 percent for university admission..." (F1P5: 171-179)

This statement proves that KV policy changes are uncoordinated when the target of student enrollment has changed. Lack of policy coordination has invited the uncertainty of leadership actions in the organization. In line with the second study's findings, participants found gaps in policy formulation when decisions are made in a hurry.

> "...Nowadays, most of us think first and then. I do not want to say that people do not think, think, but mentally, things have not happened yet. So he will come up with various issues, for example, how to be upgraded from a student who is 19 years old to be given a diploma. So in the making of the diploma to start in 2015, a new issue is revealed how to be recognized this diploma is linked to MQA and then to make it easier to be linked to MBOT..." (F1P2: 58-64)

As such, the challenge in developing TVET leadership in policy aspects requires alignment in being and bridging the gap in student recognition. Continuation of the study conducted has also found that the next challenge of TVET leadership is the formation of an organizational structure that does not meet the vision of TVET.

The Formation of Organizational Structure Does Not Meet the Vision of TVET

Upgrading the KV organization for TVET education also requires changing the organizational structure. However, the structural changes are somewhat unsupportive to KV's vision and mission. Supporting statements by the sixth study participant are as follows.

> "...When in this change phase, he has a bit of a contradiction—conflict of duties with the Department of Education itself or PPD. Sometimes the job given to the

Deputy Director of Academic Support I hold right now is a job under Student Affairs. Another term of job differences is the Head of Quality Assurance if the Head of Quality Assurance is Koku's Senior Assistant. In terms of his job, he takes care of the quality, but he is Koku's Senior Assistant but his implementation at the college level, he did not do the koku at all, it is all sports..." (F1P6: 68-75)

The challenge of developing TVET leadership exists when the organizational structure changes imperfectly. Weaknesses in the aspect of an unbalanced distribution of tasks when the distribution is done to selected individuals only. Indirectly weakens cooperation in an organization. Such as the findings of the fourth study participant who stated that.

"...Distribution and trust is an issue, so this will directly burden those who can do the work because the distribution is only given to people of trust. In my opinion, this thing may be everywhere, sometimes some like it and maybe not and will burst..." (F1P4: 355-358)

The organizational structuring of KV should be perfected at the beginning of the transformation of TVET education and indirectly, the distribution of tasks can be balanced. Further research also found that lack of control over leader behavior is also one of the challenges to TVET leadership development.

Lack of Control over Leader Behavior
Lack of control over leader behavior in achieving the vision and mission of TVET education change is also a leadership challenge. Leaders also need control in driving the organization, let alone for an organization in the process of change. Such as the statement of support by the third study participant, viz

"...The first thing to know is about the mission and vision of change that needs to be achieved. In this case, the leadership in KV needs to set a clear vision and mission in the implementation of activities in KV from other aspects that are given attention and improvement is in terms of co-curriculum, physical, and so on. That needs to be given attention because when this transformation takes place, we actually need to make reforms from the following aspects because he is based on the current needs and also follows the criteria of higher education itself..."(F1P3: 63-70)

KV leaders are somewhat less clear with the vision and mission of the organization and often misunderstand the process of control through monitoring leader achievement. Leaders think that the purpose of performance monitoring is more to find mistakes while it is a process to improve leadership capabilities. This statement was stated by the first study participants as follows.

"...But the document is under quality assurance, which means quality assurance must be understood as the first ten, but that is not under our responsibility. However, we need to monitor and be clear about it, so he is like saying people are interfering with people's work. People think we want to audit people's work, and people are not clear that the thing needs accreditation. We check people's work because of this quality assurance work, and he is more to ensure the quality in the KV is guaranteed, it means everything is there, guidelines are followed, there is a checklist, the implementation is according to instructions..."(F1P1: 141-148)

Leaders, therefore, need support activities in shaping controls to absorb the implementation of loose change. The challenge of developing TVET leadership which in turn finds less collaboration among stakeholders, as one of the challenges that need to be addressed

Lack of Collaboration among Stakeholders

The challenge of developing TVET leadership is to increase collaboration with stakeholders. The issue occurs when less collaborative from the early stages of the establishment of KV until it lingers for a long time. The fifth study participant thought as follows.

> "...The meeting point between JPK and MQA does not exist and causes drastic changes such as business courses, 94% of the curriculum has changed. This caused me to disagree with MQA and MBOT, and the original focus was indeed I agree because of full skills. Like a business course when going up to a diploma is not a skill. Everything is theory and practice at all. If we look at the past, we have a theory and practice; starting this new one, there is absolutely no practice. So I do not agree at this time because it is a loss because the objective runs away from the real objective..."(F1P5: 191-198)

This explains the weaknesses in aspects of curriculum development in the form of TVET, which are still changing in meeting particular needs among stakeholders. Stakeholders need to mutually enhance collaborative agreements so that the vision and mission of the establishment of KV is achieved. The study continued and found that leaders are less concerned with the diversity factor is the last challenge of developing TVET leadership.

Leaders Pay Less Attention to Diversity Factors

It was found that KV leaders pay less attention to diversity factors in improving leadership quality. Leaders' ability to absorb the diversity that occurs throughout TVET educational change in KV also needs attention. Participants of the second study explained the complexity of leadership in the face of diversity in the following statement. Developing TVET leadership is to increase collaboration with stakeholders. The issue occurs when less collaborative from

the early stages of the establishment of KV until it lingers for a long time. The fifth study participant thought as follows.

> "...Our lecturers are also different. Some who have been teaching for 20 years suddenly turn into KV; these lecturers' mindset is not the same. Their abilities are not the same. Want to change even though it has been nine years but need to remember, have the syllabus, travel, and handling not changed in those nine years? Must change. As I mentioned, today, we want to cultivate; next year, we want to change. New people want to understand that they have to make a new one. When does that person want to stay? That does make an impression..."(F1P2: 174-180)

When the diversity that occurs in a KV organization fails to be absorbed and interpreted by the leadership in turn contributes to a lack of efficiency for implementation. TVET leadership needs to celebrate the diversity that exists in tandem with actions taken collectively.

Expanding access and improving the quality of vocational education pathways were implemented with whole changes to the TVET education system and policy in KV. However, it was found that KV leaders face challenges in developing TVET leadership. Seven challenges in developing TVET leadership have been identified through this study. All these challenges need to be faced by KV leaders to equip themselves with the elements of TVET leadership in fulfilling the vision and mission of KV

The first challenge is developing TVET leadership when the leader has a negative attitude. To some extent, the leader's attitude provides an obstacle to the journey of KV which is in the process of change. It was found that KV leaders are less concerned with environmental changes and less accountable for carrying out essential responsibilities. Leaders cannot carry out new roles, and the addition of too many responsibilities inhibits the development

and practice of new competencies.[10] KV leaders should be provided with a certain ability to form a positive attitude to carry out new roles.

The second challenge in TVET leadership development in KV is the lack of leadership competencies. It is difficult to manage an organization like KV when less knowledgeable leaders lead and less supportive actions of the organization's members. Leaders need to be facilitators by equipping themselves with knowledge so that self-competence can be improved. This indirectly contributes to the quality of leadership that supports the excellent organization. In line with that, the importance of leaders achieving the level of competence is clearly stated through a leadership competency standard issued by the Aminuddin Baki Institute for guidance. Nevertheless, the study of competencies in KV also calls for a standard of competence and the current level of competence that needs to be improved.[11] Therefore, KV requires specific leadership competencies in the form of TVET in line with the ongoing change policy.

The third challenge when leaders based on education is constantly changing. Ongoing policy changes have often confused the organization's next leaders. The confusion started from specific policy amendment actions that were not in line with the vision and mission of the original establishment of KV. When policies change frequently, the outcomes of KV outputs are also often misguided and, to some extent, demand adaptation of leadership actions in managing. Leaders at the KV level as implementers of policy decisions but not all things can be implemented perfectly. As Carr and Hancock found the impact of complex policy transitions and change processes, a clear vision and careful planning are essential

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[10] Michael Fullan, *The new meaning of educational change 4th ed.*. (Institut Terjemahan & Buku Malaysia Berhad. 2015)

[11] Norhayati Ramlan. Design of Competency Standard Model for Malaysian Vocational College Lecturers. [Doctor of Philosophy dissertation, Malaysia]. (Universiti Malaya Student Repository. 2018) http://studentsrepo.um.edu.my/11511/1/Samsuddin.pdf

for leaders to guide members in the change process.[12] For organizational coherence in achieving the vision and mission, the KV leadership must be clear and consistent in the policy decisions. Policies must be carefully planned, considering all the interests of the stakeholders involved.

The formation of organizational structures that do not meet the vision of TVET is also a challenge in the study of TVET leadership development. The study's findings explain that the organizational structure does not support the vision and mission and the unbalanced distribution of tasks. The change in TVET education policy in KV has been going on for almost a decade, but this issue is still not being properly coordinated. Leaders, including members of organizations, are often confused by overlapping and increasing workloads. It is found that the structure of TVET education in KV should focus on the well-being of students, but it has changed more to the general management in adapting to the policy changes that have taken place. In line with the views of Hussein Ahmad and Fullan if education policy changes are not planned in an orderly, synchronized and wise manner, all vision and mission thoughts on the transformation of national education will be recorded only in policy statement sheets that are frequently uttered while the effect is not felt.[13] The structure, distribution of tasks, and staffing need to be apparent from the beginning of the KV change so that leaders can master and perform responsibilities more perfectly. Clarity of tasks in the leadership structure can contribute to achieving the vision and mission of KV.

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[12] Adrian N. Carr and Philip Hancock. "Space and time in organizational change management." Journal of Organizational Change Management, 19, no. 5 (2006): 545–557. https://doi.org/10.1108/09534810610686058

[13] Michael Fullan, The new meaning of educational change (4th ed.). Institut Terjemahan & Buku Malaysia Berhad, 2015.; Hussein Ahmad. Challenges of Malaysia's public education transformation: PPPM strategic policy analysis 2013-2025. In Strategic Analysis of Basic Education (pp. 34–68). (Penerbit Universiti Malaya. 2014)

The next TVET leadership challenge is the lack of control over leader behavior. KV leaders were found to have relatively more minor control in achieving the vision and mission of the organization. They also often regard monitoring as an effort to find fault rather than guide the organization. Therefore KV needs a specialized instrument to monitor the performance of leaders. Bush et al. argue that control can be enhanced through a focus on measuring performance using standard instruments rather than focusing on processes.[14] KV leaders also need to know the leader performance criteria for performance achievement so that these shortcomings can be addressed. Leaders 'perceptions of the monitoring process must also be refined with ongoing support and guidance. KV leaders need to possess TVET leadership qualities to enhance control over the KV organization.

One challenge in this study is the lack of collaboration among stakeholders. One of the stakeholders in the quality and recognition of KV educational products is the Malaysian Qualifications Agency (MQA). The accreditation process is a collaborative effort, but at the same time some changes to the KV policy need to be made as a measure of interest adjustment. Collaborative efforts must be built as early as the planning stage and remain continuous for improvement. It was found that there was an overlap in specific requirements of MQA accreditation. It was time-consuming and a rather complicated process for KV. Nevertheless, collaborative efforts among stakeholders on KV must be enhanced as a guiding principle to KV change. According to Adelman and Taylor, stakeholders are opening up a discussion

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[14] Bush, T., Ng, A. Y. M., Wei, K. T., Chay, J., Glover, D., & Lei, M. T. (2019). Education policy in Malaysia: Challenges of policy implementation and negotiation. *The HEAD Foundation*, 7, 1–12. https://www.nottingham.edu.my/Education/documents/education-leadership-conference/Policy-Brief-No-7-BM.pdf

space to explore solutions that can be used in creating a shared vision.[15]

The last challenge in TVET leadership development is that leaders pay less attention to diversity factors. Changes in the TVET education policy and system in KV have brought about diversity in KV organizations. This requires leaders' skills in absorbing diversity while simultaneously increasing the efficiency of action. However, KV leaders seem unfamiliar with celebrating the differences that exist through diversity. Leaders are somewhat stuck with the old leadership pattern, i.e., before the change took place on KV. Based on Lorenzo et al.'s study, organizations with diversity in leadership teams can bring many innovations in turn to better financial performance.[16] Accordingly, leaders need to be sensitive to the diversity in KV, especially those involving the strengths of the whole organization, as KV is power leadership from top to bottom. Encouragement and cooperation are needed to develop TVET leadership qualities that achieve KV's vision and mission.

Conclusion

A qualitative study on KV leadership aims to identify challenges in TVET leadership development. Leaders have various challenges and leadership styles in driving KV organizations to improve the quality of education. When implementing changes to TVET education, KV leaders also need to be equipped with leadership knowledge in the form of TVET. This indirectly poses difficulties in forming a quality leadership coherence among KV leaders. The study was conducted to identify the leadership challenges faced in KV. Seven challenges in developing quality

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[15] Howard S. Adelman, and Linda Taylor. "Systemic change for school improvement." Journal of educational and psychological consultation 17, no. 1 (2007), 55–77. https://doi.org/10.1207/s1532768Xjepc1701_3

[16] Rocío Lorenzo, Nicole Voigt, Miki Tsusaka, Matt Krentz, and Katie Abouzahr. "How diverse leadership teams boost innovation." Boston Consulting Group, (2018) 1–5. https://www.bcg.com/en-us/publications/2018/how-diverse-leadership-teams-boost-innovation.aspx

TVET leadership were successfully identified, namely: (a) negative attitude of leaders, (b) lack of leadership competencies, (c) ever-changing educational policies, (d) formation of an organizational structure lacking in fulfillment of TVET vision, (e) less control over leader behavior, (f) less collaborative among stakeholders, and (g) leaders are less concerned with diversity factors. Therefore, stakeholders on KV need to be prepared to identify the root cause of the issue and the remedial steps that need to be taken. Immediate action through these remedial measures is necessary so that the vision and mission of KV change do not deviate from the original planning.

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