
Measurement Model Value Aspects Of Teacher Leadership In Vocational Education

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Abstract: Teaching profession at present is very challenging and the teachers themselves must be prepared to deal with it. The issue of teachers and the teaching profession continue to gain attention and often widely debated whether in the media, among the general public and even discussed until the national level. Negative sentiment against teachers often receives media attention although not authentic, and it creates a feeling of prejudice and less happy society on the individual teacher. These issues need to be addressed wisely by all teachers and the parties involved so that the dignity of the profession remain respected. Teachers need to show good values of the students, school and community. This is important because there is value in teachers will influence others to stay in school or otherwise. People often look at the behavior of teachers and assess externally only. Teachers must have admirable traits that can guide and educate students to become excellent once formed their personal character. This study aimed to verify the instrument model aspects of the leadership of teachers in technical and vocational education. Specifically, the objectives of this study were to confirm the scale of the measurement model teacher leadership and to identify the reliability of the instrument model. This study used a questionnaire to collect data from respondents. The questionnaire used is divided into two parts, Part A and Part B Section A consisted of demographic data, while Part B contains 53 item questionnaire measuring aspects of the leadership of the teachers in improving teaching and student learning, teacher leadership skills in improve relations and cooperation with the community and other parties, leadership skills and attributes of teachers in skill lead. And practice leadership skills teacher professional learning for continuous improvement. The study population consisted of all students of semester 8, IPG Zone east coast of peninsular Malaysia. This study used a sample of all the population to study. However, only 153 questionnaires that can be used for analysis and the respondents for this survey. This questionnaire has been validated by a panel of experts consisting of a lecturer who specializes in the study in IPGK Zone east coast of Malaysia, to get the validity of the content. The questionnaire was constructed and tested for suitability in the context of teacher education in IPGK Zone east coast of Malaysia.

Keywords: Measurement model, leadership and vocational education

1. INTRODUCTION

Teaching profession at present very challenging and the teacher nor the teachers themselves must be prepared to deal with it. The issue of teachers and the teaching profession continues to gain attention and often widely debated whether in the media, among the general public and even discussed until the national level. Negative sentiment against teachers often receives media attention although not authentic, and it creates a feeling of

prejudice and less happy society on the individual teacher. These issues need to be addressed wisely by all teachers and the parties involved so that the dignity of the profession remain respected.

However, the community or the media cannot be blamed entirely for the values highlighted by the teachers themselves because people underestimate the teaching profession. As a teacher, values and self-esteem needs to be featured as it could have an impact on other

people, especially students. To become trained teachers, they must have adequate training from. Curriculum that followed helped to produce teachers who have strong self-esteem. Values and identity of the teacher is often measured in terms of superficial and often people assume that teachers do not have moral values do not deserve to be a leader in school because teachers' attitudes can influence students to become.

Although professional teachers should have a sense of high cognitive skills but it's a good personality cannot be ignored. According Almaz (2008), as a teacher who has a high self-esteem and to realize that the dignity of the teaching profession is in their hands, and teachers should highlight the positive values that are in them because the students often take them as an example. The teachers are change agents in ensuring their school into an effective school. In line with the philosophy of Teacher Education "Teachers honorable, progressive and scientific-looking, ready to uphold the aspirations of the country, to ensure the development of individuals and maintaining a community that is united, democratic, progressive and discipline (Mak Soon Sang, 2010). To face the challenges currently, teachers have to come up with a form of value and self-esteem is strong in them. This is acknowledged by Habib Mat Som (2009) he states the main aspects that need to be examined in elevating the teaching profession is a teacher's own personality. Because personal qualities in teachers there is a source of knowledge and enthusiasm to emulate in the formation of good character (Ismail Abas, 2007). Teachers need to show good values of the students, school and community. This is important because there is value in teachers will influence others to stay in school or otherwise. People often look at the behavior of teachers and assess externally only. Teachers must have admirable traits that can guide and educate students to become excellent once formed their personal character. Among the main values that should be in themselves a teacher are honest,

discipline, responsibility, punctuality and commitment to the job.

Therefore, this study aimed to verify the instrument model aspects of the leadership of teachers in technical and vocational education. Specifically, the objectives of this study were:

(1) To confirm the scale of the measurement model teacher leadership

(2) To identify the reliability of the instrument model.

2. METHODOLOGY

2.1 Population Sampling Studies

The Study Population Consisted Of All Students Of Semester 8, IPGK Zone East Coast Of Peninsular Malaysia. This Study Used A Sample Of All The Population To Study. However, Only 153 Questionnaires That Can Be Used For Analysis And The Respondents For This Survey.

2.2 Research Instruments

This study used a questionnaire to collect data from respondents. the questionnaire used is divided into two parts, part A and part B section A consisted of demographic data, while part b contains 53 item questionnaire measuring aspects of the leadership of the teachers in improving teaching and student learning, teacher leadership skills in improve relations and cooperation with the community and other parties, leadership skills and attributes of teachers in skill lead and practice leadership skills teacher professional learning for continuous improvement. This questionnaire uses a 5-point likert scale.

2.3 Validity of Contents

This Questionnaire Has Been Validated By A Panel Of Experts Consisting Of A Lecturer Who Specializes In The Study In Ipgk Zone East Coast Of Malaysia, To Get The Validity Of The Content. The Questionnaire Was Constructed And Tested For Suitability In The Context Of Teacher Education In IPGK Zone East Coast Of Malaysia.

2.4 Construct Validity

2.4.1 Convergent Validity

Convergent validity is a method used to test the validity of the constructs. CFA (Confirmatory Factor Analysis) was conducted to estimate the factor loading for each variable. All enabler's latent variables (construct) have at least three indicators (questionnaire items). The factor loading of more than 0.5 is calculated as the factor loading received while the factor loading equal to or above 0.7 is considered as a good indicator (hair, 2010).

2.5 Data Analysis

Data were analyzed using statistical procedures to answer the survey question. The statistical procedures are:

- a) Descriptive analysis of the demographic data of the respondents.
- b) Analysis CFA (Confirmatory Factor Analysis) to ensure the validity of the constructs.

iii. Reliability analysis uses Cronbach's Alpha

3. RESEARCH FINDING

3.1 Descriptive analysis of respondents

Per Schedule 1 refers to the total of 126 female respondents involved to include 82.4% and 27 male respondents, 17.6%. Instrument a set consisting of demographic information was distributed to respondents 3.2

Analysis of CFA (*Confirmatory Factor Analysis*)

The fitness index for the five constructs that have been fixed after Exploratory Factor Analysis (EFA) was performed. Arrows indicate the loading factor is to achieve the set targets of greater than 0.6, and this means there are no items that need to be removed. Referring to Table 2, the measurement model aspects of teacher leadership is accepted because it meets the Goodness of fit index Indices with RMSEA = 0.740, CFI (Comparative Fix Index) = 0.908 and Chi square / df = 1.829. Based on Table 3 below shows that each item in each construct meets the loading factor on which all items are > 0.6. Cronbach Alpha test was conducted using SPSS to see the validity of each construct in the questionnaire constructed. Based on the schedule, the Cronbach alpha for the constructs to improve the cooperation with the community is 0.917, attributes and skills to lead = 0.850, facilitate improvements in teaching and student learning = 0.791, develop organizational management and administration = 0.802 and exemplify the best and become a leader referred = 0.789. Each value is given based on the Cronbach alpha test was > 0.7.

Summary and Implications of Study

In conclusion, this study found that model aspects of the leadership of the teachers who went through the CFA (Confirmatory factor analysis) to verify each item and domain. All items from five domains in this model show the validity of the measure aspects of the leadership

of the teachers. The result of the reliability analysis also shows that the instrument has high reliability. Implications, methods of using the CFA to confirm the items within the domain of the improvement in the PDP, collaborative relationships with community, attributes and skills to lead, develop management and administrative organization and exemplify the best and be the leader referred to the appropriate method. This instrument is the instrument that can be used to measure aspects of the leadership of teachers in technical and vocational education

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