

The Impact of Curriculum in Developing the Leadership Qualities among Young Generations: A Study on Final Semester Students of Department of Tourism and Hospitality Management, Politeknik Kota Kinabalu Sabah.

Melin Jopin¹, NinaShenna Kosumin², Nor Huda Md Asri³

¹ (Department of Tourism & Hospitality, Politeknik Kota Kinabalu, Sabah, Malaysia)

² (Department of Tourism & Hospitality, Politeknik Kota Kinabalu, Sabah, Malaysia)

³ (Department of Tourism & Hospitality, Politeknik Kota Kinabalu, Sabah, Malaysia)

Abstract: *The purpose of this paper is to examine the impact of curriculum used in education particularly in department of Tourism and Hospitality, Politeknik Kota Kinabalu in developing the leadership qualities among young generations. This study intend to identify the impact of curriculum in developing the leadership qualities among young generations, to evaluate the effectiveness of the curriculum in producing student with higher leadership skills and to determine whether the curriculum helps the students to master the qualities of leadership. It was found that the curriculum used in Department of Tourism and Hospitality, Politeknik Kota Kinabalu, Sabah has successfully applied the leadership qualities in the curriculum and supported by the findings where almost all respondents are agree that the curriculum used are able to improve students leadership qualities.*

Keywords: *young generation, leadership, leadership qualities, curriculum*

I. Introduction

In recent years, leadership among the young generation has been a focus on our country. In lines with the Government's objectives of developing leadership qualities among youths, leadership courses were conducted by various Government agencies for youth at the national, state and district levels. These courses covered training in organizational and event management, communication techniques, negotiation skills, social interaction techniques and other aspects of leadership. Government has conducted many program to improve and build the leadership skill of our young generation with the realization that learning experiences are the best way to provide the next generation of leaders with the leadership qualities [1]. In order to achieve this, the government has entrusted The Ministry of Education with the development of youths in schools and tertiary educational instructions through the curricular and co-curricular activities. Wide range of functions such as developing and coordinating the school curriculum, creating a conducive environment for learning are one of the principles in developing leadership qualities today [2].

This study will answer the following questions, did the course offered assist in improving human skill, communication skills, self-confidence, ability to deal with people and ability to judge and decide quickly. This study is intended to evaluate the effectiveness of the curriculum in producing student with higher leadership skills and to determine whether the curriculum helps the students to master the qualities of leadership that discussed in this paper. The findings of the study will assist in identifying and taking the corrective action needed to improve the leadership qualities among students.

II. Literature Review

2.1 Young generation

The young generation can be defined as the individuals born between year 1980s to the early 2000s, aged 16 - 36 years or widely known as the Generation Y. the basic features of this generation can be summarized into 7 core traits namely; special, sheltered, confident, team-oriented, conventional, pressured and achieving. These generations are supposed to have a team oriented optimistic approach during the economic crisis and they emerge as energetic and confident senior executives that will end up featuring as powerful leaderships in our society [3][4]. Most of the generations who are born in the year 1990 to 1998 are the individuals that are currently pursuing their studies in Degree and Diploma levels. These are the generations of future leaders of the society and the nations who could make a significant impact on the road to a much better future if given the opportunity. They are the key to the future and definitely will provide the future leadership of our country.

2.2 Leadership

Leadership can be define asa dynamic process that encompasses a complex mix of individual skills and personal attributes, values, and behaviors that consistently produce ethical and effective communication practice. Such practice fuels and guides successful communication teams, helps organizations achieve their goals, and legitimizes organizations in society [5]. Leadership qualities that a leader should possess are knowledge of improving human skill, communication skills, self-confidence, ability to deal with people and ability to judge and decide quickly. Individuals that possess these qualities are able to be great and effective leaders in the future.

2.3 Curriculum

Curriculum can be viewed as a syllabus which may limit the planning of teachers to a consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both [6]. Three kinds of the nature of curriculum were identified, namely the planned curriculum, received curriculum, and hidden curriculum. Planned curriculum covered what is being thought according to the syllabus. Received curriculum refers to the reality of students' experiences while for the hidden curriculum is knowledge that implicit knowledge students learn in class [6]. There are another concept of curriculum which are null curriculum and outside curriculum [7]. Null curriculum means topic excluded in the curriculum while the outside curriculum means knowledge students learn outside of classroom and college. The curriculum used in Department of Tourism and Hospitality involved all of the curriculum concepts above where the subjects are being thought in class, outside of classroom and students individual learning time. The subjects that need to be taken by the student during their studies is shown in the table 1 below.

Table 1: Subjects structure for Diploma in Hotel and Catering Management [8]

No	List of Subjects	Semester
1	<i>Pengajian Malaysia</i>	1
2	Communicative English 1	
3	<i>Asas Unit Beruniform</i>	
4	Occupational Safety & Health	
5	Fundamentals of Tourism & Hospitality	
6	Foodservice Sanitation	
7	Theory of Food	
8	Basic Eastern & western Cookery	
9	<i>PelancongandanHospitalitiDalam Islam</i>	2
10	<i>NilaiMasyarakat Malaysia</i>	
11	<i>Sukan</i>	
12	<i>Unit Beruniform 1</i>	
13	Entrepreneurship	
14	Professionalism and customer service	
15	Housekeeping Operation and Management	
16	Food and Beverage Services	
17	Baking and Pastry	3
18	Communicative English 2	
19	<i>Kelab/Persatuan</i>	
20	<i>Unit Beruniform 2</i>	
21	Halal Practice	
22	Front Office Operation and Management	
23	Commercial Foodservice Operations	
24	Menu Planning and Design	
25	Communicative English 3	4
26	Principles of Accounting for Tourism and Hospitality	
27	Cultural Diversity	
28	Hotel and Lodging Management	
29	Event Operation Operation and Management	
30	Culinary Diversity	
31	<i>KomunikasidanPenyiaran Islam</i>	5
32	Tourism and Hospitality Marketing	
33	Food and service Cost Control	
34	Project	
35	Human Resource Management	
36	Tourism and Hospitality Law	
37	Health and Nutrition	
38	Practical Training	

III. Methodology

3.1 Sampling And Data Collection

The participants in this study were 62 final semester student of Department of Tourism and Hospitality Departments. The criterion for the participants is the respondents must have taken or currently taking the subject offered in the curriculum structure for them to be able to evaluate the impact of the curriculum in

developing leadership qualities. Most of the respondents were aged between 21-23 (74.2%) years, which totals to 46 students and were studying Hotel and Catering Management. A questionnaire was prepared to elicit the needed information and it was administered to the final semester student of Diploma in Hotel and Catering Management with the involvement rate of 100%.

3.2 Analysis Of The Data

The students were required to evaluate and rate themselves based on 4-Likert Scale, which was developed to measure qualities in knowledge of human skill, administrative ability, technical knowledge, ability to deal with people and ability to judge and decide quickly. The questionnaires include both closed and open ended questions. The closed ended questions are aimed to evaluate the effectiveness of the curriculum in developing the leadership qualities among the students while the open ended question aimed to acquire the student's opinions about the curriculum and the possible improvements that can be made. The closed ended question data from the questionnaires were decoded using SPSS 20 while the open ended question are not evaluated but will be kept as a record for further improvements.

IV. Results And Discussion

Table 1: Descriptive Statistics of the impact of curriculum in developing the leadership qualities

	N	Minimum	Maximum	Mean	SD
The course offered assist in improving teamwork.	62	2	4	3.35	.515
The course offered helps in improving the quality of relationship with classmates and lecturers.	62	2	4	3.27	.485
The course offered assist in improving the communication skills.	62	2	4	3.31	.531
The course offered helps in improving self-confidence.	62	2	4	3.29	.555
The course offered assist in improving decision making skills.	62	2	4	3.16	.451
Valid N (list wise)	62				

The descriptive statistics of the data among the variables is given on Table 1 above, which shows all the impact of the variables marked from disagree to strongly agree. Impact on improving teamwork (mean=3.35 and SD=0.515), quality of relationship (mean= 3.27 and SD=0.485), communication skills (mean= 3.31 and SD0.531), self-confidence (mean=3.29 and SD=0.555) as well as decision making skills (mean=3.16 and SD=0.451)

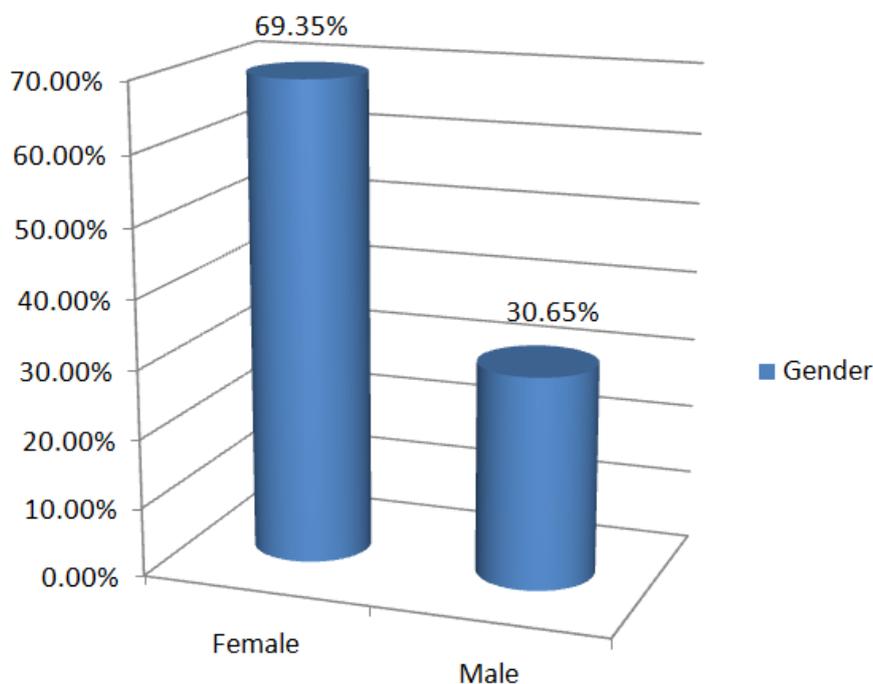


Figure 1: Gender Distribution

The majority of the respondents were female, 69.35% or 43 students and 30.65% or 9 students were male. The significant differences in the distribution of female students and male students are due to the lack of interest in Hotel and Catering Management by the male students.

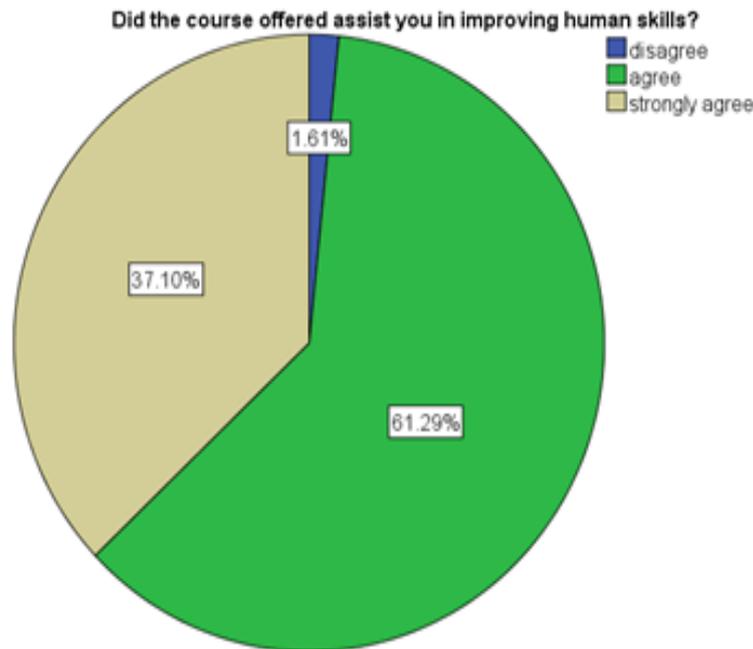


Figure 2: Improving Human Skills

From the data collected, it was found that 37.10% of the respondents strongly agree that the course offered assist them in improving human skills, another 61.29% of the respondents and only 1.6% of the respondent disagree. From the results, it can be concluded that 98.39% of the respondents agree that the course offered has successfully assist the students in improving their human skills.

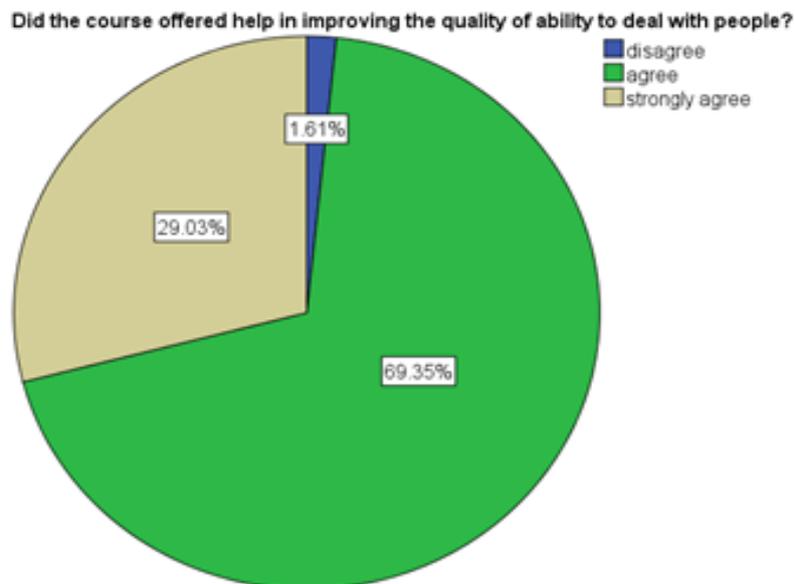


Figure 3: Ability to deal with people

From the data collected, it was found that 29.03% of the respondents are strongly agree that the course offered did help them in improving the quality of their ability to deal with people. 69.35% of the respondents agree and 1.61% respondents disagree. Thus it can be concluded that 98.38% of the respondents are agree that the course offered help them in improving the quality of their ability to deal with people.

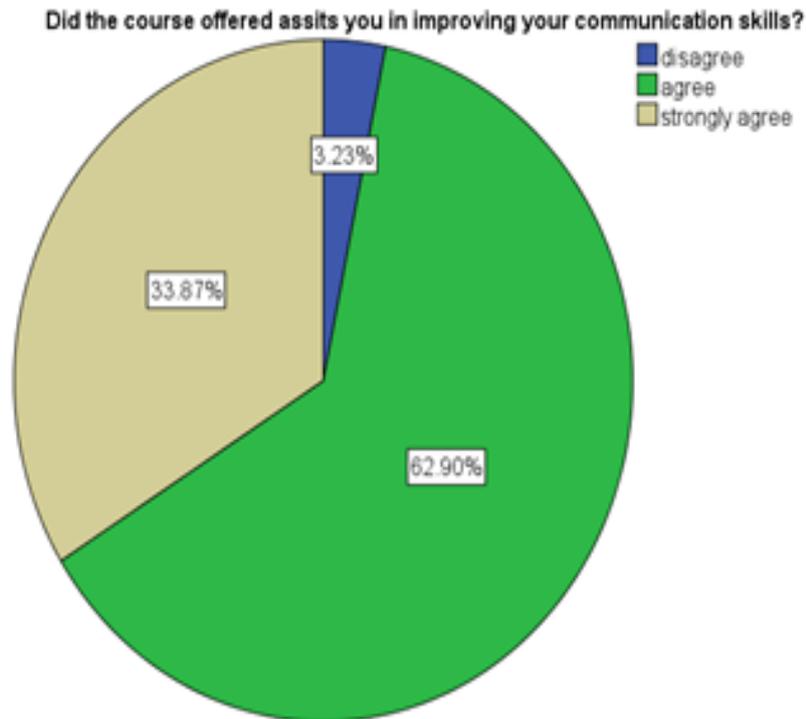


Figure 4: Improving communication skills

From the finding for the improving communication skills question, it was found that 33.87% of the respondents are strongly agree that the course offered assist them in improving their communication skills, another 62.90% agree and only 3.23% disagree. From the overall result, it was found that 96.77% of the respondents are agree that that the course offered assist them in improving their communication skills.

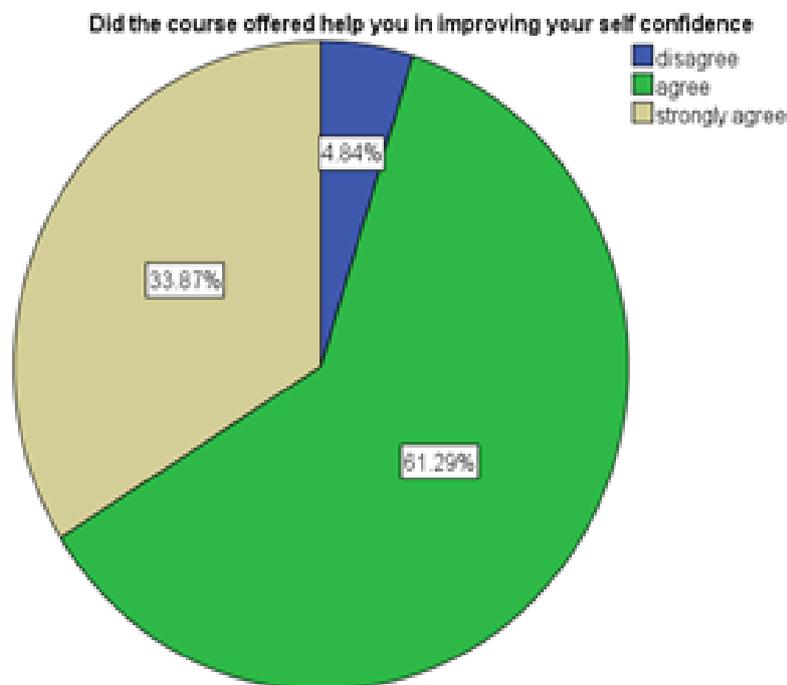


Figure 5: Improving self confidence

From the result, it was found that 33.87% of the respondents are strongly agree that the course offered help them in improving their self-confidence, 61.29% of the respondents agree and 4.84% disagree. Thus it can be concluded that 95.16% of the respondents are agree with the statements.

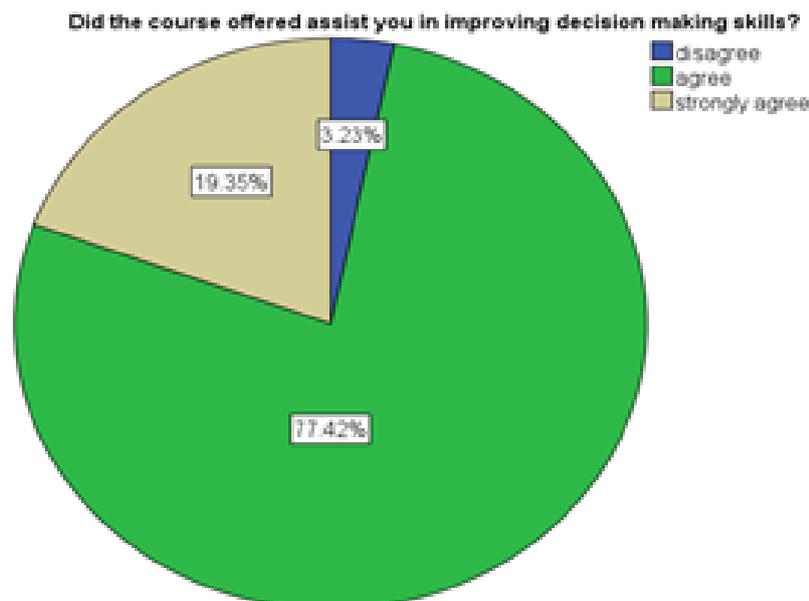


Figure 6: Improving Decision Making Skills

For this item, it was found that 19.35% of the respondents are strongly agree with the statements, while another 77.42% agree and 3.23% disagree. From this findings, it can be concluded that 96.77 % of the respondents are at least agree that the course offered assist them in improving their decision making skills.

V. Conclusion

Leadership qualities has long been known as one of the essential element in creating a great leader. It can be thought and learn by any individuals either by experience or from the curriculum offered in educational institutions. In term of experience, it can learn by observations or activities participation, while from the curriculum, the individuals are bound by the curriculum structured. Therefore it is important for any institutions to apply the leadership skill in their curriculum structure. This is to ensure that the leadership skills continuously implemented and developed in young generation.

From this study, it can be concluded that the curriculum used has positive impact on developing the leadership qualities among young generations. It was proved with the findings where all the variables has scored more or at least 95% which indicate that almost all respondents are agree that the curriculum has impact in developing leadership qualities.

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