

# Leadership Development in Public Service: A Perception Analysis of MYPOLYCC Leadership Enhancement Programme “The Art of Leadership” Effectiveness

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**Abstract**— This research investigates the perceived effectiveness of MYPOLYCC Leadership Enhancement Programme, known as "The Art of Leadership," through a comprehensive perception analysis. Focused on understanding participants' subjective experiences, the study employs a quantitative descriptive approach with a survey questionnaire, addressing aspects such as demographics, competence levels, speaker effectiveness, coordination efficiency, facility effectiveness, and willingness to share knowledge. The data, collected from 31 participants, reveals a diverse representation from Polytechnics, Community Colleges, and the Department of Polytechnic Education & Community College, displaying the program's broad impact. Participants reported notable improvements in competence levels, emphasizing the program's success in developing capabilities and fostering a positive learning environment. High ratings for course objectives, program completion, language clarity, time management, and experienced panellists underscore the pivotal role of skilled speakers. Positive evaluations of program coordination and facilities affirm the commitment to organization and comfort. The study provides valuable insights, suggesting continuous feedback collection and efforts to enhance female participation for sustained success. Overall, the evidence-based findings contribute to shaping and optimizing MYPOLYCC Leadership Enhancement Programme for continued effectiveness and success.

**Keywords**— Leadership Development Programme, Perception Analysis, MYPOLYCC Leadership, JPPKK.

## I. INTRODUCTION

The Malaysian Public Sector Human Resource Training Policy mandates the implementation of a structured human resource development initiative, focusing on competency growth and continuous learning. The policy aims to cultivate proficient members within the public service. To achieve this objective, the policy emphasizes that departmental human resource programs should meet specific criteria, including ensuring the provision of qualified, capable, and competent members, equipping members with the ability to produce high-quality work results, and establishing organizational governance led by a leadership line characterized by high values, integrity, and ethics.

In Malaysia, the public sector places substantial emphasis on human resource development policies to foster continuous growth and effectiveness within its workforce. These policies, articulated in the Human Resource Training Policy for the Public Sector, mandate the implementation of structured programs aimed at cultivating the competencies of public servants. The objectives of these initiatives align with broader goals, focusing on enhancing qualifications, capabilities, and

overall effectiveness in the execution of duties. Key facets of these policies encompass strategies for improving labor market efficiency, transforming Technical and Vocational Education and Training (TVET) to meet industry demands, and strengthening human resource development overall [1].

Moreover, leadership development assumes a pivotal role in Malaysia's public service due to its substantial contribution to organizational success and the effective delivery of public services. Recognizing the essential role of competent leadership in achieving high-quality work outcomes and fostering a culture of excellence within government agencies, the Public Service Department emphasizes values, integrity, and high ethical standards. This commitment underscores the critical role leadership plays in guiding public service organizations. Leadership development initiatives, including programs like the MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”, are crucial in refining and shaping the leadership capabilities of public servants in Malaysia [2]. Research studies further highlight the importance of leadership values in the succession planning of government

organizations, emphasizing their impact on career development and organizational success [3][4].

In line with these directives, the Competence and Career Development Division (BKPK) within the Department of Polytechnic Education and Community College (JPPKK) is unwavering in its commitment to providing citizens with updated skills and knowledge aligned with job requirements and contemporary developments, maintaining a consistently high standard as per the Reflections on Leadership for Public Service

The study aims to address the pressing need for a comprehensive perception analysis of MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”. While leadership programs aim to cultivate specific competencies, the subjective experiences and perceptions of participants are integral factors influencing program effectiveness. A perception analysis provides valuable insights into how participants perceive the program's impact on their leadership development, shedding light on areas of success and potential improvement [5][6]. Understanding the subjective dimensions of participants' experiences will contribute to refining and tailoring the program to better meet the needs and expectations of those undergoing the leadership training.

The study recognizes the significance of evaluating the perceived effectiveness as a valuable metric in understanding the tangible contributions and improvements brought about by the Leadership Enhancement Program. By employing a rigorous analysis, the research aims to contribute insights into the strengths and areas of improvement of the program, providing evidence-based findings that can inform decisions related to leadership development initiatives.

## II. LITERATURE REVIEW

Leadership development programs play a crucial role in shaping the effectiveness of leaders within the public service sector. Such programs are designed to enhance the skills, knowledge, and capabilities of individuals in leadership roles, contributing to their overall competence. These programs often incorporate a variety of training modules, workshops, and experiential learning opportunities to address the unique challenges and demands of public service leadership [7].

Effective leadership development encompasses a range of key components that contribute to its success. These

components may include mentorship programs, skills assessments, continuous learning modules, and feedback mechanisms. The integration of technology and digital tools in leadership training has gained prominence, offering innovative approaches to skill enhancement and adaptation to the evolving landscape of public service [8][9].

Numerous studies have investigated the effectiveness of leadership development programs, emphasizing their impact on individual leadership styles, team dynamics, and organizational outcomes. Research has explored transformational leadership models, project success influenced by leadership styles, and the correlation between leadership competencies and industry 4.0 effectiveness [10][11][12].

Leadership development is particularly relevant in the public sector due to its unique challenges and the need for effective governance. Research has highlighted the importance of digital leadership in addressing the complexities of the public sector and guiding successful digitalization initiatives [7][13].

## III. RESEARCH OBJECTIVE

The research objective of this study is to conduct an in-depth analysis of the perceived effectiveness of MYPOLYCC Leadership Enhancement Programme. This involves a comprehensive examination of the program's impact on participants, aiming to assess the outcomes and benefits it brings to individuals engaged in the leadership development initiative. The analysis will delve into various facets, including the enhancement of leadership skills, knowledge acquisition, and overall effectiveness of participants who undergo the MYPOLYCC Leadership Enhancement Program “The Art of Leadership”.

## IV. METHODOLOGY

This study constitutes an investigation employing a quantitative descriptive approach utilizing a survey questionnaire as the research instrument. The survey design involves the use of a questionnaire to gather quantitative data. The purpose of the descriptive analysis is to analyse and summarize findings comprehensively [14]. The survey instrument was selected as the most suitable research tool to assess participants' perceptions of the effectiveness of the Implementation of MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”. The questionnaire was developed by the researcher and

underwent a validation process, with a Cronbach's alpha value exceeding 0.7 for each item. Six main constructs were evaluated in the survey questionnaire, namely demographics, competency level, effectiveness of the facilitator, effectiveness of coordination, facility effectiveness, and participants' willingness to share knowledge gained from the course.

The online survey questionnaire was distributed, and all 31 participants of the MYPOLYCC Leadership Enhancement Program "The Art of Leadership" 2023, participated in this study. The collected data were recorded and analysed using Statistical Package for Social Science (SPSS) version 25 software. Mean score interpretation refers to the mean score guidelines introduced by Pallant[15] as recorded in Table 1:

**Table 1: Mean Score Interpretation.**

Level	Mean Score
High	3.67 - 5.00
Moderate	2.34 - 3.66
Low	1.00 - 2.33

## V. DATA ANALYSIS

### A. Demographic

As illustrated in Table 2, The survey results indicate a diverse participant background, with 8 from the Institute of Polytechnic Education Department & Community College, 13 from polytechnics, and 10 from community colleges. In terms of gender, 23 participants identified as male, while 8 identified as female. This diversity ensures a broad perspective, enriching the learning environment [16].

**Table 2: Background of Respondents According to Gender and Institution.**

No.	Item	Information	Member	%
1	Institution	Department of Polytechnic Education & Community College	8	26%
		Polytechnic	13	42%
		Community College	10	32%
2	Gender	Men	23	74%
		Female	8	26%

In terms of institutional representation, a diverse distribution was observed. The highest participation came from Polytechnics, constituting 42% of the sample, followed by Community Colleges at 32%, and the Department of Polytechnic Education & Community College at 26%. This distribution implies a well-rounded representation across different educational institutions, ensuring a comprehensive understanding of leadership development perceptions. The gender composition of the participants further adds nuance to the analysis. The majority of participants identified as men, comprising 74%, while women constituted 26%. This gender distribution may influence the overall

perception analysis, as varying perspectives and experiences contribute to a more holistic evaluation of the leadership program's effectiveness.

### B. Level of Competence

Participants reported significant improvements as indicated in Table 3, in their knowledge, understanding, and skills after the training, with mean scores ranging from 4.77 to 4.87. These scores suggest a high level of competence enhancement, aligning with findings in similar studies on the effectiveness of training programs in improving participants' skills and knowledge [17][18].

**Table 3: Item analysis of the effectiveness of competence level perceptions.**

No.	Item	Mean Score	Level
1	My level of knowledge increased after following this training / course.	4.87	High
2	My level of understanding increased after following this training / course.	4.81	High
3	My skill level improved after following this training / course.	4.84	High
4	I am able to solve problems related to the course followed.	4.77	High
5	I can share skills with others.	4.77	High

### C. Speaker Effectiveness

Table 4 records the notable scores in speaker effectiveness. The effectiveness of speakers received

notably high mean scores, ranging from 4.95 to a perfect 5. This emphasizes the achievement of course objectives, appropriate program completion, use of

understandable language, good time management, and the presence of experienced panellists. Such high speaker effectiveness scores align with literature

highlighting the positive impact of skilled and experienced speakers on training outcomes[18][19].

**Table 4: Item analysis of the speaker effectiveness perceptions.**

No.	Item	Mean Score	Level
1	Course objectives achieved.	4.97	High
2	Completion of the appropriate program.	4.95	High
3	Use language that is easy to understand.	4.95	High
4	Good time management.	4.95	High
5	Experienced panel.	5	High

#### D. Coordination Effectiveness

The positive ratings in Table 5 regarding coordination effectiveness affirm the program's commitment to organization and planning. The coordination of the program demonstrated effectiveness, with mean scores

ranging from 4.74 to 4.97. Notably, the use of electronic media for course notifications and adherence to the academic calendar received high scores. These findings resonate with previous research emphasizing the importance of well-coordinated training programs [19][20].

**Table 5: Item analysis of Coordination Effectiveness perceptions.**

No.	Item	Mean Score	Level
1	The selection of dates is in accordance with the academic calendar of polytechnics / colleges.	4.9	High
2	The selection of an online platform is in accordance with the type of course being conducted.	4.74	High
3	Course notifications are made in an appropriate period.	4.97	High
4	Course notification using electronic media.	4.97	High
5	The course is conducted according to plan.	4.94	High

#### E. Effectiveness of Facilities Used by Participants

As indicated in Table 6, the program's facilities, including training space and equipment, were perceived as highly effective by participants. Facility effectiveness was evident with mean scores ranging from 4.84 to 4.94.

Conducive training spaces, appropriate equipment/modules, and easily accessible internet access contributed to positive participant experiences. These findings align with studies underscoring the significance of conducive learning environments [20][21].

**Table 6: Item analysis of Effectiveness of facilities perceptions.**

No.	Item	Mean Score	Level
1	Conducive training space.	4.9	High
2	Appropriate equipment/training modules.	4.94	High
3	Easily accessible internet access.	4.94	High
4	Smooth and clear audio visuals.	4.84	High

#### F. Willingness to Share Knowledge

In line with the findings in Table 7, Participants expressed a high willingness to share knowledge, with mean scores of 4.84 and 4.97 for recommending the course to others and conducting it at their institution, respectively.

These scores align with literature highlighting the positive impact of training programs on participants' willingness to share knowledge and collaborate [21][22].

*Table 7: Item analysis of willingness to share knowledge perceptions.*

No.	Item	Mean Score	Level
1	I would recommend this course to others.	4.97	High
2	I would like to conduct this course in my institution	4.84	High

## VI. DISCUSSION

The data from the MYPOLYCC Leadership Enhancement Programme “The Art of Leadership” provides a detailed perspective on various aspects, encompassing participant demographics, competence levels, speaker effectiveness, coordination efficiency, facility effectiveness, and willingness to share knowledge. The program exhibits a diverse participant background, with a predominant representation from Polytechnics (42%), followed by Community Colleges (32%), and the Department of Polytechnic Education & Community College (26%). Additionally, the gender distribution reflects a notable majority of male participants (74%) compared to female participants (26%). This comprehensive insight into the program's demographics is crucial for understanding the reach and impact of the Leadership Development Program. The data not only sheds light on the participant composition but also emphasizes the importance of considering diverse perspectives and experiences when evaluating the program's effectiveness. These findings contribute valuable information for program organizers to tailor and enhance the leadership development initiatives, ensuring they cater to the varied needs of participants from different institutions and genders [23].

Notable improvements in competence levels were reported, with participants indicating a high level of knowledge enhancement (4.87), increased understanding (4.81), and improved skills (4.84). This suggests that the training program effectively contributed to the development of participants' capabilities. Additionally, participants expressed a sense of capability in problem-solving related to the course (4.77), indicating practical application of the acquired knowledge and skills. Furthermore, the high willingness to share the acquired skills with others (4.77) highlights a positive ripple effect, where participants are not only enhancing their own capacities but also contributing to knowledge dissemination within their networks. These findings underscore the success of the Leadership Development Program in achieving its intended outcomes, fostering a positive learning environment, and instilling a sense of confidence and willingness among participants to apply and share their newly acquired leadership skills [11][24].

Participants provided exceptional ratings, highlighting the success in achieving course objectives (4.97), completing the appropriate program (4.95), using understandable language (4.95), maintaining good time management (4.95), and having experienced panelists (5). These consistently high scores suggest that the speakers played a pivotal role in delivering a successful program, ensuring clarity, relevance, and professionalism [25]. The participants' positive evaluations underscore the significance of skilled and experienced speakers in fostering a conducive learning environment and contributing to the overall success of the Leadership Development Programme [10][18].

Participants provided positive ratings, showcasing the effectiveness of the program's coordination. Noteworthy scores were achieved in selecting dates in line with the academic calendar (4.9), aligning the online platform appropriately with the course type (4.74), ensuring timely course notifications (4.97), utilizing electronic media for notifications (4.97), and maintaining an overall adherence to the course plan (4.94). These results highlight the program's commitment to organization and planning, ensuring a seamless and well-coordinated experience for the participants throughout the Leadership Development Program [19][25].

The data underscores the effectiveness of facilities in ensuring positive participant experiences within the MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”. Participants provided favorable ratings, indicating the success of various facility-related aspects. Notably, the training space was perceived as conducive (4.9), and the equipment and training modules received high praise for appropriateness (4.94). Furthermore, participants highlighted the easy accessibility of internet access (4.94), contributing to seamless engagement. The audio-visual components were commended for their smoothness and clarity (4.84). These positive evaluations affirm the program's commitment to providing well-equipped and comfortable facilities, essential for a conducive learning environment [8].

The participants' enthusiasm for knowledge sharing was evident through their strong willingness to recommend

the Leadership Enhancement Program to others, as indicated by a high score of 4.97. Additionally, the expressed interest in conducting the course within their institutions, with a notable rating of 4.84, further emphasizes the positive impact and value they attribute to the program. These scores underscore the success of the Leadership Enhancement Program in not only fostering individual growth but also in cultivating a desire among participants to disseminate their acquired knowledge within their professional environments [18][22][4].

The positive findings indicate a successful MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”, with participants experiencing significant improvements in competence and expressing high satisfaction with various program aspects. The positive perceptions highlight the program's effectiveness in meeting participant expectations and fostering a conducive learning environment. While the data provides valuable insights, limitations include potential participant bias in self-assessment and a lack of information on specific courses or training content. Continuously gathering feedback, exploring ways to enhance female participation, and adapting the program based on participant input are recommended for sustained success. The research provides a comprehensive understanding of the perceived effectiveness of MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”, offering valuable insights into strengths and areas for improvement. The evidence-based findings contribute to informed decisions in shaping and optimizing leadership development initiatives.

## VII. CONCLUSION

The comprehensive analysis of MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”, organized by Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK), reveals a multifaceted success story. The program, designed to enhance leadership skills, has not only effectively achieved its objectives but has also garnered high participant satisfaction. The study delves into participant demographics, highlighting a diverse representation from Polytechnics, Community Colleges, and the Department of Polytechnic Education & Community College, all under the purview of JPPKK. This diversity emphasizes the program's broad impact and underscores the importance of considering varied perspectives in assessing effectiveness.

Noteworthy improvements in competence levels, with high scores for knowledge enhancement, increased understanding, and improved skills, indicate the program's effectiveness in developing participants' capabilities. The positive ripple effect, where participants express a willingness to share acquired skills, emphasizes the program's broader impact on knowledge dissemination within professional networks.

The exceptional ratings for speaker effectiveness underscore the pivotal role of skilled presenters, organized by JPPKK, in delivering a successful program. This combined with positive evaluations of program coordination, facility effectiveness, and participant willingness to recommend the program, highlights a holistic approach that contributes to a positive learning environment.

While the study provides valuable insights, considerations for potential participant bias in self-assessment and the need for continuous improvement, particularly in enhancing female participation, are acknowledged. Overall, the evidence-based findings contribute to informed decisions, shaping and optimizing MYPOLYCC Leadership Enhancement Programme “The Art of Leadership”, organized by JPPKK, for sustained success and effectiveness.

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