

# Students' Perception of the Leadership Style of Lecturers in Vocational College

Hairuddin Harun

Faculty of Technical & Vocational Education, University Tun Hussein Onn Malaysia, Johor, Malaysia  
hairuddin@uthm.edu.my

Nan Nurul Hidayah Megat Salleh

Faculty of Technical & Vocational Education, University Tun Hussein Onn Malaysia, Johor, Malaysia  
hb120123@siswa.uthm.edu.my

## Abstract

This study aims to discuss the students' perception of the leadership style of lecturers in vocational colleges. With this, the leadership style should be available at all lecturers to lecturers can help improve the quality of teaching and learning for students and schools. There are a few things that influence the leadership style of leadership styles lecturers, effective leadership, the factors that influence leadership styles and roles of leadership style lectures. Lecturers have the legal leadership style can give a good cooperation to implement each of the planned activities to achieve the vision and mission of the school.

**Keywords:** leadership style

## 1.0 Introduction

David (2006), leadership plays a significant role in everyone's life, regardless of one's particular. Leadership style according to Atory (1986) defines successes lead of others to perform a job which it is directed, the achievement of the objectives or goals. The success of a leader is actually by and meets the demands of the others. Generally an active leader in nature, aggressive, independent, progressive, educated and so on. Normally a leader has a particular style of leadership. This is especially emphasized in the leadership of an organization, whether oriented leadership orientation or task orientation employers. Task orientation emphasizes that a manager has full and firm against his subordinates. While more work was a democratic orientation of managers and subordinates have cooperation and compromise.

Lecturer plays an important role in influencing behavior and learning style to achieve excellent performance in academic. Sometimes lecturers will demonstrate the teaching style and the dominant leadership during the lecture that may have an impact on the students to receive knowledge directly or indirectly. This study aims to investigate students' perception of the leadership style of lecturers in vocational colleges.

## 2.0 The Leadership Style

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit action of their leaders (Newstrom, Davis, 1993).

In 1939 Kurt Lewin led a group of researchers to identify different styles of leadership (Lewin, Lippit, White, 1939). There are three styles of leadership refers to Mohd Yusof (1990) in his book Leadership of

- i. Authoritarian or autocratic leadership style
- ii. Participative or democratic Leadership Style
- iii. Delegative or laissez-Faire Leadership Styles

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with the one style of autocratic. A good leader uses all three styles, depending on what forces are involved between the followers, the leader, and the situation. Some examples include:

- i. Using an authoritarian style on a new employee who is just learning the job. The leader is competent and a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- ii. Using a participative style with a team of workers who know their job. The leader knows the problem, but does not have all the information. The employees know their jobs and want to become part of the team.
- iii. Using a delegative style with a worker who knows more about the job than you. You cannot do everything and the employee needs to take ownership of his job! In addition, this allows you to be more productive.
- iv. Using all three: Telling your employees that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure

(delegative).

## 2.1 Effective Leadership

Field (2004) likened the role of the lecturer to the role of captain of a ship. According to him, the classroom can be likened to a ship where the lecturer is a leading interpreter steering group of students with different personalities. Success lecturer leadership will determine the success of a small organization he led. According to Shippen & Shippen (2004), a lecturer with effective leadership has seven leadership characteristics: First, can create and deliver a clear vision in the classroom. This was concurred by Buhler (1995). This feature is important because it can guide students in the classroom in order to achieve the vision that is built on mutual but, leadership lecturer should ensure that new vision, built jointly by students should not be contrary to the vision of the school. Second, has the ability to lead and be flexible. Flexible factor is very important because it can create the environment in which the students will know their lecturers are thoughtful person and know the limitations of being a leader. Sometimes, lecturers can also agree with the opinion of the student if there is a thoughtful and true. Ability to reflect that a leader is someone who is open (Zenger & Folkman, 2004). Third, the ability to lead and be an example to his students. What's more, every action lecturer in the classroom will be observed by the students and be a role model. Fourth, intelligent decision-making. Appropriately selected results will beneficial to students but does not affect the interests of his organization (Check Mat, 2003). Fifth, remove selfishness. As a student, selfishness removed as necessary on the best interests of students (Shippen & Shippen, 2004) although sometimes cause inconvenience to himself. Sixth, should make a balanced judgment to avoid dissatisfaction among students, as well as their cooperation. Also be honest and humble so that students can express their approach and the problems they face because of their belief to the lecturer. This will build positive relationships between lecturers and students (Zenger & Folkman, 2004). Seventh, always practice learning to increase their knowledge and skills. According to Kane (2001) knowledge of the lecturer will enhance the effectiveness of teaching in the classroom. Consequently, the classroom becomes more systematic and controlled manner.

## 2.2 The Factors That Influence the Leadership Style

Forces that influence the style to be used include:

- i. Amount of time available.
- ii. Are relationships based on respect and trust or on disrespect?
- iii. Who has the information—you, the employees, or both?
- iv. How well your employees are trained and how well you know the task.
- v. Internal conflicts.
- vi. Stress levels.
- vii. Type of task, such as structured, unstructured, complicated, or simple?
- viii. Laws or established procedures, such as OSHA or training plans.

## 2.3 The Leadership Role

Theory of leadership frames Bolman & Deal's (1984; 1991; 1997). This theoretical framework is based on the assumption that four leadership dimensions play important roles in effective leadership:

- i. The structural frame, which emphasizes goals, planning, and coordination;
- ii. The human resource frame, which is sensitive to the human needs of others;
- iii. The political frame, which recognizes the ways that people seek to advance their own interests; and
- v. The symbolic frame, which focuses in the rituals, myths and ceremonies that give
- vi. Meaning to organizational culture.

The another leadership role of

- A. Create an Inspiring Vision & Lead by Example
  - i. Create an inspiring vision; establish shared values; give direction and set stretch goals
  - ii. Manage change strategically, take risks, create change; lead change; manage resistance to change
  - iii. Lead by example; practice what you preach; set an example, and share risks or hardship
  - iv. Demonstrate confidence; win respect and trust without courting popularity
- B. Empower, Inspire, and Energize People
  - i. Be enthusiastic; inspire and energize people; create a positive work environment
  - ii. Empower people; delegate authority; be open to ideas; have faith in the creativity of others
  - iii. Communicate openly and honestly; give clear guidelines; set clear expectations
  - iv. Empathize; be willing to discuss and solve problems; listen with understanding; support and help
- C. Build and Lead a Team
  - i. Use team approach; facilitate cooperation; involve everyone; trust your group; rely on their judgment
  - ii. Bring out the best in your people; have common touch with them; coach and provide effective feedback
  - iii. Permit group decision; help your team reach better decisions

- iv. Monitor progress, but don't micromanage, lead your team; avoid close supervision; do not overboss; do not dictate; lead team self-assessment

### **Conclusion**

The role of the lecturer as a leader sometimes like forgotten is easily. As a lecturer, has the responsibility to them to equally educate and develop young people will come to preserve the character with academic achievement. As a leader, lecturer would have its own style of leadership in addressing the task as educators and intermediaries who worked tirelessly to impart knowledge to human needs. With the students 'perception of the leadership style of the lecturer, it may help lecturers improve lecturers' leadership style, whether in the classroom or outside the classroom.

### **References**

- Bolman, L.G., & Deal, T.E. (1984). *Modern Approaches to Understanding and Managing Organizations*. San Francisco: Jossey-Bass.
- Bolman, L.G., & Deal, T.E.(1991) *Leadership Management Effectiveness: A Multi-Frame, Multi-Sector Analysis*. *Human Resource Management*, 30, 509-534.
- Bolman, L.G., & Deal, T.E.(1992a). *Leading and Managing: Effects of Context, Culture, and Gender*. *Educational Administration Quarterly*, 28, 314-329.
- Bolman, L.G., & Deal, T.E.(1992b). *Reframing Leadership: The Effects of Leaders' Images of Leadership*. Clark, K.E., Clark, M.B., & Campell (eds.) *Impacts of Leadership*. Greensboro, N.C.: Center for Creative Leadership.
- Bolman, L.G., & Deal, T.E.(1997). *Reframing Organizations: Artistry, Choice, And Leadership* (2nd Ed.).San Francisco: Jossey-Bass.
- Buhler, P. (1995). *Leaders vs managers*. *Supervision*, 56(5), 24-26
- Chek Mat (2003). *Kemahiran memimpin*: Kuala Lumpur: Utusan.
- David Dial (2006). *Students' Perceptions Of Leadership And The Ways In Which Leadershape Influences The Development Of Student Leaders*. Duke University.
- Kane, M. (2001). *Leadership requirements and leadership development*.
- Lewin, K., Lippitt, R., White, R.K. (1939). *Patterns of aggressive behavior in experimentally created social climates*. *Journal of Social Psychology*, 10, 271-301.
- Newstrom, J.W., Davis, K. (1993). *Organizational Behavior: Human Behavior at Work*. New York:McGraw-Hill.
- Shippen, M. E., & Shippen, S. J. (2004). *Seven characteristics of affective leaders*. *Class-room Leadership*, 7, 1-3.
- Zenger, J. H., & Folkman, J. (2004). *The handbook for leaders: 24 lessons for extraordinary leadership*. New York: McGraw-Hill.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:  
<http://www.iiste.org>

## CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

**Prospective authors of journals can find the submission instruction on the following page:** <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

## MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

## IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

