

# Leadership Style of Lecturer Influence on Academic Performance of TVET Student

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## Abstract

Leadership is ability of an individual to motivate, influence and enable other to contribute success and effectiveness of the organization which that they are joined. The lecturer leadership style are often perceived as accountable for student achievement. All the lecturer must have their own leadership style to help improve not only the quality of teaching and learning but also improvement academic performance of the students. There are a few things that influence the leadership style of lecturers, effectiveness of leadership, the factors that influence leadership styles and the leadership style that they used. This study aims to discuss the leadership style of lecturer influence on academic performance of TVET Student

**Keywords:** lecturer leadership style, academic performance, Vocational Institute Malaysia.

## 1.0 Introduction

According to House (2002), leadership was defined as ability of an individual to motivate, influence and enable other to contribute success and effectiveness of the organization which that they are joined. The terms of leadership reflect of powerful, dynamic individual who build wealthy and influence empire (Yulk, 2002). It is important resources of all organization and is exhibited by individual through broad a scope and need to try define it.

Ross and Gray (2006) was discovered that the lecturer leadership style are often perceived as accountable for student achievement. The indirectly contributed to student academic achievement through lecturer leadership style is by lecturer commitment and beliefs about their collective capacity. Lecturers also demonstrate the teaching style and the dominant leadership during the lecturer that may have an impact on the students to receive knowledge directly or indirectly (Harun & Salleh, 2014). This study aims to discuss the leadership style of lecturer influence on academic performance of TVET Student

## 1.1 The Leadership Style

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people (Clark, 2010). Three main leadership styles have been identified as autocratic, democratic and delegative (Newstrom & Davis, 1993) as well as laissez-faire and paternalistic (Foster, 2002). Typically, effective leaders will use all five styles, with one or two normally being dominant. Ineffective leaders usually stick to one leadership style and do not exhibit flexibility or adaptability depending on the situational demands (Martindale, 2011).

## 1.2 Effective Leadership

A lecturer with effective leadership has seven leadership characteristics are consist of :

- i. As an exemplary character.
- ii. Enthusiastic about his or her work and also about role as a leader.
- iii. Confident.
- iv. Able to function in an orderly and purpose manner in situation of uncertainty.
- v. Tolerant of ambiguity and remain composed, calm and steadfast to the main purpose.
- vi. Keeping the main goal in focus and able to think analytically.
- vii. Committed to excellence.

## 1.3 The Factors Influence the Leadership Style

There are some factor will be influence the leadership style which is:

- i. Lecturer personality.
- ii. Group maturity.
- iii. Time available.
- iv. Power.
- v. Concern for member in their institution satisfaction.

## 1.4 Student Academic Performance

Student academic performance is the criterion used to mark students' success in their studies, making it crucial to

understand the factors responsible for determining, predicting, mediating, or causing variance in academic achievement (Ahmad & Bruinsma, 2006). The academic achievement is determined by their performance during classroom activities, assignments, presentations and examinations (Ong, Bessie, & Cheong, 2009).

### **1.5 TVET in Malaysia**

TVET education cannot be separated with common education system. The transformation of TVET education is to developed and provide a skill trained workforce for meet the needs of job market and it is also can elevate and accelerate efforts to provide workers with abilities, skills as well as can increase profit to the country. TVET goals aim to meet the demands of education earned start current economic development, technological change and along with market needs, have reliability assessment and supplies industry market in the world to put the job in the future (Baqadir, 2011). TVET education can be define as education offers more skills training than academic. Learning content comprising 30 percent academic knowledge and 70 percent of skills oriented based learning that related with work area.

### **1.6 Problems**

Nowadays, many of the current literature studying school leadership posits that leadership has a minimal direct impact on student achievement (Ross & Gray, 2006).

## **2.0 Literature Review**

### **2.1 Lecturer Leadership Styles**

Four categories of lecturer leadership styles and the first style called directing style. It is a high directive and low supportive behavior. The leader focuses more communication on goal accomplishment, and spends less time using supportive behaviors. When the student cannot complete the task but are willing to do the job, that is, when they have low competence and high commitment, this leadership style is most appropriate. The second style is coaching style, which is highly directive and involves highly supportive behavior. The lecturer focuses communication on both goal achievement and supporting student socio-emotional needs. It requires lecturer as a leader involvement through encouragement and soliciting student input. When the student have some competence but low commitment this approach is more suitable. It is called supporting approach. It's low directive and high supportive behavior. Lecturer does not focus solely on goals; rather the they uses supportive behaviors to bring out student skills in accomplishing the task. The lecturer delegates day-to-day decision-making control, but is available to facilitate problem solving. This leadership approach is the best choice when the students have moderate competence but may lack commitment. The last leadership style is delegating approach. It is low directive and low supportive. The lecturer offers less task input and social support when facilitating students' confidence and motivation in relation to the task. The lecturer lessens involvement in planning, control of details, and goal clarification and gives students control and refrains from intervention and unneeded social support (Zhang, 2014).

### **2.2 Leadership Style of Lecturer Influence on Academic Performance**

Ross and Gray (2006) was discovered the lecturer leadership style are often perceived as accountable for student achievement. The indirectly contributed to student achievement through lecturer leadership style and student academic performance by lecturer commitment and beliefs about their collective capacity.

### **3.0 Conclusion**

As a conclusion, the leadership style of the lecturers are deeply affects academic performance of the student. It is because without a teacher, the students as they poor of knowledge and the lecture are who develop students to become human.

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