

THE INFLUENCE OF COLLEGE LECTURER'S LEADERSHIP STYLE ON STUDENT'S ACADEMIC ACHIEVEMENT

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ABSTRACT

The purpose of this research is to investigate whether or not there is a connection between how university professors at the Faculty of Economics and Business at the National University lead their classes and their students' academic success. Taking a descriptive and non-experimental method, we conducted a cross-sectional study with a sample size of twelve lecturers. We analyzed our data with the assistance of SPSS utilizing Pearson correlation and the regression coefficient. The findings indicate that there is a statistically significant positive correlation between the laissez-faire leadership style and the mean score that a group of students studying the subject attained (0.647 *), and the regression coefficient is 40.1% below the reliability threshold for 95% of the time. The student who completed the semester course (Design) with the most excellent grade point average correlates with a teacher whose leadership style is a combination of authoritarian, laissez-faire, and transactional approaches (17.8 points).

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1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the nation (Taruno et al., 2012). However, educational activities that have taken place so far have not received sufficient evaluation by the perpetrators, including educators (Weismann, 2013).

The leadership theme is seen in this study as a process in which assertive communication is emphasized which facilitates teamwork and the development of social dynamics characterized by understanding, a sense of help, commitment to the task, and motivation to achieve goals (Purwanto & Asbari, 2020). An educational organization understood as a group of people with a common goal works under the normative criteria of behavior, group management, mission, and vision, leading to efficient and effective leadership that impacts the student learning process. Dual aspects: the value of learning as the result and teacher performance in teaching practice (Saputra & Yuniawan, 2012).

We assume that the lecturer's leadership style positively or negatively affects student performance, defining the quality of the resulting interpersonal relationships (Pradipta & Rahardja, 2015). In this sense, Bashori (2019) states that the role of the lecturer implies the implementation of effective leadership insofar as it results in intra- and extra-curricular changes. Changes in a new society marked by the construction of knowledge require a lecturer/leader with adequate skills and abilities to question the existing order and change the usual forms of lectures towards transformation and social integration, assuming a significant role in the education space (Rohmah, 2020).

Bryman et al. (1996) highlight the importance of transformational leadership concerning teaching, given its characteristics of flexibility and participation in the organization. Leithwood & Jantzi (1999) consider that leadership has historically been associated with the top management of companies; however, currently venturing into the field of education, placing transformational leadership is the most suitable for educational organizations considering the characteristics of the leader, which is defined in terms of charismatic, visionary, flexible, inclusive and transformative who bets on the personal growth of followers.

Leithwood, Begley, and Cousins (1992) highlight the need for educational organizations to change and adapt to the new demands of society. These changes must be realized from the following aspects:

1. The community is developed and developing following the school's progress in fulfilling its intrinsic mission, which aims at the formation of human resources.
2. The educational process must be oriented towards school consolidation as a core instrument of social change.
3. As a result of the preceding, the objectives of leadership are obtained, which focus on coaching, visioning, and assisting school residents to achieve the goals of educational organizations.

Gaol (2017) highlights the impact of implementing adequate leadership on school effectiveness. In this case, it supports the idea of Al Faruq & Supriyanto (1988) when considering transformational leadership as the key to achieving success in educational center performance, as opposed to transactional and laissez-faire styles. Marzano, Water, and McNulty (2003) studied the influence of leadership on student learning outcomes and found that the effect of the influence between the two variables was 0.25, which is considered a substantial relationship between the two. Meithiana (2017) thinks that leadership style affects group work processes and social climate. Organizations and individual creativity and productivity are identified as core elements in a manager's career. Style is defined as a set of characteristics and attributes that people assign to phenomena, situations, or objects concerning the environment and can be developed thanks to previous practice, such as personality, learning, life, and cognitive styles.

On this basis, leadership style can be defined as a particular way of establishing interpersonal relationships that aim to achieve one or more goals and develop an attitude of service for the benefit of the community (Thoha, 2004). This style is formed from social and educational experiences gained throughout his life. A review of the literature on this subject suggests a broad classification of leadership styles based on the approaches and theories on which they are based and the functioning of individuals, groups, and organizations. This study analyzed the laissez-faire, autocratic, transactional, and transformational leadership styles. Laissez-Faire, although generally translated as "let go", means that the leader allows everyone to decide what kind of intervention or collaboration they want to adopt, based on the principle of self-regulation of personal dynamics (Lusiana, 2021).

The term autocracy is associated with a system of government and defines a system in which the authority is in the hands of one person. The autocratic leader establishes the general rules of group operation and the goals and procedures to be followed throughout the course, centralizing his authority in unilateral decision making without having to justify it. A transaction is a negotiation between two parties seeking mutual benefits. Transactional leaders are based on the agreement of both parties about what goals to achieve, exchanging rewards for efforts (Pratama, 2012). By transformation, we mean the changes that occur due to any intervention. Transformational leaders define people related to change situations, facilitate the full development of their potential to achieve goals for the organization's benefit, and overcome routines (Tucunan et al., 2014).

2. METHOD

Exams, interrogations, exhibitions, or works in which students communicate their training and teaching processes are used to determine academic achievement. As a result, the value gained during a certain course crystallizes performance. Cognitive talents, school systems, individual characteristics, and learning styles all have an impact on academic accomplishment (Warsito, 2012). Meanwhile, Chairiyati (2013) asserts that academic achievement is the level of knowledge expressed in a field or subject, as determined by an evaluation process that takes into account the factors that influence educational facts, such as educational context, quality of teaching provided, teacher performance, education management, and administration.

In addition to academic performance research that focuses on analyzing the causes of dropouts, completion of degrees within the time specified in the curriculum, and degree changes, academic performance research has also been carried out from the average value obtained during the course.

In her research, Kristiyani (2020) determined that teacher motivation directly influences, to some extent, students' academic performance; students are motivated more by own beliefs, beliefs, ambitions, and interests than by external factors related to incentives or punishments. Along the same lines, it is considered that teacher leadership has an impact on their pupils' academic achievement, either positively or badly. Asnuriyati (2013) highlighted group cooperation as one of the factors influencing academic

achievement. Setyaningsih (2009) investigated the link between teacher leadership style and teaching quality in elementary school classrooms. The findings indicate that transformative leadership has a beneficial impact on the quality of teaching in these educational institutions.

Several studies conducted at the Faculty of Economics and Business provide information that lecturers have good job performance under transformational leadership, promoting a healthy and productive learning environment, and focusing on human relations (Rosnani, 2012). In this study, academic achievement is considered the average score obtained at the end of the course in the subjects taught by the professors who participated in the research.

In this study, a non-experimental-correlation design was used, with a descriptive and cross-sectional approach (because the leadership style characteristics were described and then correlated with the performance obtained by a group of students at one university. The population in this study were all lecturers who teach at the Faculty of Economics and Business, National University, with a sample of 12 lecturers distributed in table 1. The leadership style of university lecturers (X) has been determined as the independent variable and student academic achievement (Y) as the dependent variable. The scale used for analysis and interpretation of the results and their respective locations at the Very High, High, Low, and Very Low levels are Likert scale. Table 2 contains the scales used to analyze and interpret the results and their respective locations. Furthermore, for data analysis, Pearson Product Moment correlation calculations and regression coefficient den bro used SPSS 20.0.

Table 1. Lecturer Descriptive Statistical Data

Department	Number of Participants
Management	4
Accountancy	1
Tourist	4
Research institutions	3

Table 2. Score and Location Scale Based on Levels in Each Style

Level	High	Medium	Low	Very Low
Laissez Faire	3.8-3.1	3-2.1	2-1,1	1-0
Autocratic	4.3-4.1	4-3.3	3.2-2.8	2.7-2.5
Transactional	10.2-9.1	9-7.9	7.8-6.7	6.6-5.5
Transformational	26.2-25.2	25.1-23.8	23.7-22.4	22.3-21
Academic achievement	16-20	10-15	6-9	1-5

3. RESULT AND DISCUSSION

Based on the data provided by the "Leadership Style" questionnaire, the results are presented and discussed in table 4 below.

Table 3 Lecturer Descriptive Statistical Data

Variables	Mean	Std Deviation	Variance	Minimum	Maximum	N
Laissez Faire	1.57	.76	.57	.82	3.90	12
Autocratic	3.44	.57	.32	2.51	4.40	12
Transactional	7.82	1.27	1.61	5.51	10.30	12
Transformational	24.09	1.58	2.49	22	26.30	12
Academic achievement	13.73	2.91	8.39	6.91	17.90	12

Table 3 contains descriptive statistics, interpreted according to Table 4, noting that in the laissez-faire style, the mean of 1.57 places them at a low level, with standard deviations and variances of 0.76 and

0.57, indicating a slight dispersion of these results around the average obtained. Regarding the autocratic force, the obtained mean (3.43) places it at the mean and standard deviation level, and the variances of 57 and 32 show little dispersion. In the transactional style, the mean of 7.82 indicates the mean level, and the standard deviation and variance show little dispersion (1.27 and 1.61). The compromise of the transformational forces (24.09) puts this force at the mean level, with standard deviations and variances of 1.57 and 2.49, indicating a more extensive spread of the data around the mean. Regarding academic performance, the mean was at the mean level (13.73), while the standard deviation and variance indicated a more excellent dispersion of scores (2.91 and 8.39, respectively).

Table 4 presents the results of the Pearson correlation between leadership style and academic performance. It was found that the laissez-faire style was significantly correlated with academic performance (0.647*), which means that this leadership style, viewed from the perspective of university teaching, in careers with creative and scientific-technical content, in this participant group allowed students the freedom to express their creativity by giving them independence and autonomy in the elaboration of their designs. This style's "letting do" characteristic will enable students to lead their educational process.

Table 3. Lecturer Descriptive Statistical Data

Leadership Style	Sig.	Mean Classification
Laissez Faire	0.023	0.647*
Autocratic	0.167	0.426
Transactional	0.271	0.346
Transformational	0.066	-0.547

The autocratic style maintains a mean correlation (0.426), although not significant, with academic performance, which can lead us to think that students optimize their learning when clear operating rules are established and then they are allowed to generate their ideas in a high-productivity setting. The low correlation between transactional leadership and academic performance (0.346) leads the discussion toward students who do not value lecturer negotiations in the possibility of their educational expansion because they follow their own pace of learning. The inverse relationship (-0.547) between academic performance and transformational leadership means that the greater the student's perception of a teacher who identifies with their needs, projects, and goals, the lower their commitment and availability to respond to subject requirements.

The simple linear regression used in this study helps assess the relationship between two quantitative variables and predict how the independent variable affects the dependent variable. In this case, the regression coefficient is calculated, presented in Table 5, observing that the laissez-faire style affects 40.1% of student academic achievement, with 95% reliability.

Table 5. Regression analysis for academic performance and leadership style.

Academic achievement	R	R ²	Std. Estimation error	F	Sig.
Laissez Faire	.63	.401	2.34	6.68	.27
Autocratic	4.27	.182	2.74	2.22	1.66
Transactional	.34	.120	2.84	1.36	.27
Transformational	.49	.247	2.63	3.27	.10

Discussion

Following the objectives set in the study, it was found that in this group of participants, the laissez-faire leadership style is a style that is positively correlated with academic performance, with an effect of 40.1% and reliability of 95%. This finding describes a lecturer who establishes operating guidelines and general guidelines in which students should produce their projects and then leaves them free to express their creativity in the designs they must present; the performance of a lecturer who leaves his students free to do projects with innovation and creativity, achieving a level of academic quality, more effectively.

In this case, the laissez-faire style combined with the autocratic and transactional style is viewed positively because this style supports the economics student's free search for additional information that

complements the initial instructions on the work to be done and allows him to do it and refrains from interfering. To achieve its potential development in implementing the plans that have been set. This style can also support the process of emancipation, autonomy, and independence, which is reflected in the maturation process of their personality by being responsible for making academic decisions.

This conclusion follows Andrian (2020), who considers the need to make the decision-making process more flexible, enabling students to be more open to ideas and the possibility of being creative. In this sense, the importance of supporting a climate of openness, exchange of opinions, and freedom of thought are highlighted so that students develop a greater willingness to learn. Vice versa with the results obtained by Nenda (2013), where laissez-faire leadership and the quality of education in primary schools are negatively correlated, from this it can be concluded that in primary education, teachers must take control over students; while at higher levels and especially in Architecture careers, this leadership style supports optimal academic performance. It is considered that these career students need more freedom to express their creativity.

The correlation between transformational style and academic performance in this study contrasts with the results of research by Bryman (1996), Leithwood, and Jantzi (1999). They highlighted the importance of transformational leadership in teaching and training educational organizations because they considered that this style promoted positive behavior in followers through intellectual stimulation and affective, social identification.

In general, it can be said that these findings indicate the need to study the leadership style of lecturers according to the nature of the career and professional profile set out in the curriculum, which allows knowing the elements that support the teaching and learning process. to ensure the sustainability of students in their careers.

4. CONCLUSION

The results showed that the lecturer's leadership style was positively and significantly correlated, especially the laissez-faire leadership style, followed by the autocratic and transactional styles. This style supports the economics student's free search for additional information that complements the initial instructions on the work, allows him to do it, and refrains from interfering. To achieve its potential development in implementing the plans that have been set. This study makes it possible to find out the leadership styles handled by economics lecturers in this field of knowledge, which teachers and students can use to benefit optimal academic, instructional, and training performance of careers in Economics and business. It also promotes the building of high-performing university culture in leadership through the movement of entrepreneurial, charismatic, proactive professionals and their own professional and personal project leaders. The leadership of lecturers inevitably impacts the community and society in general because of the influence that stems from their social and professional commitments, creates critical awareness in students, stimulates cooperation, solidarity, and creativity in diagnosing needs, and promotes alternative solutions to housing problems, which promotes a better quality of life.

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