

# Lecturers` leadership style influences voluntary: It is a democratic matter?

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**Abstract:** Leadership characteristics can influence employee motivation to do the task voluntarily. Task accomplished without delay that is beneficial to the organization based on costs savings and increase profit. The employee conforms to the leader who has similar chemistry. Hence, the lecturers will be happy to work with the department head when they like the leadership characteristic. They are willing to do the work voluntarily, particularly non-academic activities. The objective of this study is to examine the lecturers` leadership style influences their volunteers. The sample of this study consists of various departments of the Polytechnic of Tuanku Sultanah Bahiyah. The lecturer is made up of the Department of Commerce (JP), Civil (JKA), Electrical (JKE), Mechanical (JKM), Mathematics, Science and Computing, and General studies. The findings show that the lecturers` leadership styles are democratic style rather than autocratic. The lecturers` are interested to involve in the decision-making process has led to voluntary. The lecturer takes full responsibility for the decision because they are part of that.

**Keywords:** *Leadership, Democratic, Voluntary, Autocratic*

## 1. Introduction

Higher institutions offer education to students who are interested to gain knowledge, experience, and skills to prepare for future careers. The admission of students for every intake should remain higher because it is indicated as a key performance index. Higher institutions should work harder to attract student to study in their places. The survivor of the higher institution depends on the admission of the student. The higher institution potential to be closed if the admission declines over time. There is because the cost of operation, including salary, cannot pay by the institution. Therefore, the quality of the lecturer is very essential links with the knowledge, experience, and skills to transfer to the student. [1] interprets educational management as an executive function to implement the agreed policies. He compared management to education leadership which has responsibility for policy formulation and where the appropriate organizational transformation.

The lecturer is a primary asset for higher institutions where their role is to keep the operation successful and where the student has better employability. In addition, teaching and learning is a majortasks for lecturers and students. Preparing the materials for teaching aids and keeping a student understanding before the class is started. Furthermore, revise such as reading a book or article is necessary for lecturers to make sure the student gains better knowledge. However, the methods of teaching and learning can apply either face to face on campus or in online classes. [2] states one of the clearest differences between leadership and management. He associated leadership with change, whereas management was seen as a maintenance activity and emphasized the importance of both dimensions of organizational activity. Today's leadership style should not only focus on the leader but need to see on the interests of all parties in an interdependent organization other [3].

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Rapid and dynamic changes to the education system with a diversity of skills and increasingly complex and challenging knowledge and workloads require a change in style in educational institution leadership [4]. Nowadays the process of teaching and learning is different from before and after covid-19 pandemic. The online class becomes a platform between lectures and students to communicate with each other. This shows the lecturer's task becomes more rather than before. Besides that, the lecturer is also required to do something not related to teaching and learning to ensure such as handling assets, attending meetings, audits, and so on. This activity sometimes interrupts the process of teaching and learning. In addition, this situation sometimes puts the lecturer under pressure.

Therefore, the head of the department should know to play their role, which is to align the academic and non-academic activities together. The enforcement approach may not suitable because the lecturer understands their task related to teaching and learning is a priority. However, to persuade them to volunteer is needed to make sure the non-academic activities must be completed. The head of the department leadership style is associated with the volunteers among the lecturer to make sure the higher activities can be completed. The democratic style of leadership is closer to the lecturer's situation, and this can bring them to work together. The lecturer may volunteer to complete the task given by the institution. This shows that there is very essential to have a good relationship between the head of the department and the lecturers. Furthermore, democratic leadership is related to enhancing the productivity, satisfaction, involvement, and commitment of followers [5].

The objective of this study is to examine the lecturers' leadership style influences their volunteers. The sample of this study consists of various departments of the Polytechnic of Tuanku Sultanah Bahiyah. The lecturer is made up of the Department of Commerce (JP), Civil (JKA), Electrical (JKE), Mechanical (JKM), Mathematics, Science and Computing, and General studies. The findings show that the lecturers' leadership styles are democratic style rather than autocratic. The lecturers are interested to involve in the decision-making process has led to voluntary. The lecturer takes full responsibility for the decision because they are part of that.

## 2. Literature Review

A leader is one or more people who choose, resolve, train, and influence one or more followers who possess various gifts, abilities, and skills and focus followers on the mission and goals of the organization causing the followers to be willing and enthusiastic to release spiritual, emotional and physical energy in a concerted, integrated effort to achieve mission and goals of the organization [6]. The selection of this leadership style is very important in ensuring that the goals of the organization are achieved, even if it is

sometimes done unintentionally or indirectly in educational institutions or other organizations. Leadership becomes more difficult, complex, and diverse for all types of an organization and so it leads to new questions and challenges about the best kind of leader [7].

Two dominantly types of leadership styles will be discussed, namely democratic and autocratic leadership. The democratic style is referring to the readiness head of the department to accept ideas from the lecturer and make decisions together. As a result, the decision-making will decide according to the discussion. This shows that the democratic style allows the lecturer to participate in decision-making. The decision will make the lecturer's a responsibility to achieve by utilizing knowledge and skill.

[8] identified the democratic leader as one who shares decision-making with the other members and therefore, democratic leadership is connected with higher morale in the majority of situations compared to the autocratic leadership. The autocratic leader acts in a more stylishly way. They make decisions unilaterally and more closely supervise the work activities of subordinates [9].

The lecturer will satisfy with the head of the department because allow them to come up with ideas, which is taken seriously. Any ideas are accepted by the head of the department for further discussion, which to makes the lecturer motivate to keep working together. It is very essential for the department to have volunteers among the lecturer to complete their task especially related to non-academics.

Diagram 1: The relationship between leadership characteristics, democratic style, and Voluntary



Academicians or sometimes refer as academic staff or lecturers at a university or college are with multiple roles namely as a teacher, clinicians, researchers, student supervisors, and even administrators [10]. In addition, academic staff is mainly responsible for the academic activities of institutions like research and teaching [11]. This shows that the main focus of the lecturer is teaching and learning to ensure that the student can gain knowledge and skills.

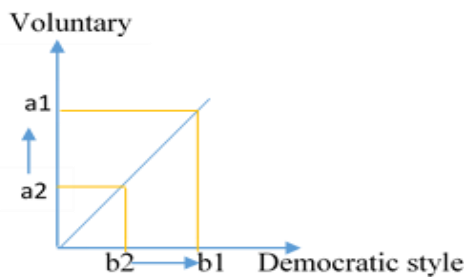
The Lecturer main task is the teaching and learning process which is involved preparation, assessment and delivery the material to the student. Time is a major problem because all the tasks should be completed at the same time. Meaning that the lecturer must know to manage their time properly to ensure that the student is able to understand. Without a better understanding, it may influence the examination results. How much time the lecturer spends related to the teaching and learning

process?.

The lecturer will spend more time without any enforcement from the head of the department to prepare materials before class start. The lecturer works hard to make sure the materials are better and enhance student understanding. Reading books, writing, and make slide power point prepared by the lecturer is for better understanding students. Two-way communication between the head of the department regarding the academic process makes the lecturers complete the task.

The head of the department gives priority to the teaching and learning process to ensure the student able to complete their study. What is best for the student to achieve better results becomes a priority for the head of the department and lecturer? Therefore, the lecturer voluntarily participates the activities such as sports day, team building, and others because they get support from the head of the department. The similar interest between the head of the department and lecturer to see their student succeed in examination through outside activities tends to lead who volunteered. Democratic style may influence the lecturer volunteered to participate.

Diagram 2: The relationship between academic's activities and voluntarily



The head of the department always looks at the student's progress throughout examination results, so the teaching and learning process can be improved. The lecturer gets authority from the head of the department to design academic activities so that teaching and learning can be improved. The democratic style gives more freedom for the lecturer propose better material and effectively deliver a lecture to students. However, it is challenging voluntary among the lecturer to non-academic's activities. There is role play by the leadership style to influence voluntary non-academics activities.

The head of the department should play an essential role related to the non-academic, activities that h becomes a burden to lecturers. Lecturers believe that non-academics, activities do not relate to the academics directly which is not beneficial to student employability. If activities do not relate to academic, is very difficult to get volunteers of the lecturer because it is not the priority or job description. Furthermore, what is the benefit from that activated for

student's future career?

Clarification of non-academic activities are very essential for the lecturer because it may influence their volunteer. If the lecturer though that the non-academic is not give benefit the students, they do not interest in volunteering. At this stage, the head of the department should use their authority to push the lecturer to do the task. What are non-academic activities?

Non-academic activities are activities that are not directly involved in the teaching and learning process, but more to support. Examples of non-academic activities such as monitoring of assets, either in department or faculty, cleanliness, graduation ceremony, student discipline, and others. These activities are not value-added knowledge directly to the subject taken which is less beneficial for examination purposes. How cleanliness in the department or faculty can influence student performance? This is very difficult to explain to the head of the department the necessity to keep the department or faculty clean. Without significance between cleanliness and student performance may influence the lecturer voluntarily. Eventually, the lecturer should do the task because they will be evaluated regarding the key performance index of the year.

Autocratic style sometimes should be applied to the lecturer to ensure the non-activities, academics do it. Indirectly, the non-academics activities are linked to academic activities which are beneficial for student employability. For example, asset control is very essential because it is related to teaching and learning aid. Without machine instead, the process of teaching and learning become less effective in student understanding. Less maintenance may cause the machine cannot work effectively and the student to have a problem doing the exercise. This scenario may influence student results. Therefore, the lecturer should be enforced to implement non-academic activities.

However, the democratic style is different from the autocratic style regarding decision-making. The lecturer can take participate in decision-making in a democratic style. The head of the department allow the lecturer to address their ideas and solution related to non-academic activities. As a result, the task given tends to be completely voluntary. This shows that the democratic style drives the lecturer to volunteer for non-academic activities. According to [12], the characteristics of democratic leadership are the distribution of responsibilities among members, the empowerment of group members, and support for group decision-making. But the autocratic decision made by the head of the department without getting ideas from the lecturers. Therefore, the lectures just follow the instruction from the head of the department and they are of less interest to do voluntarily.

The head of the department as a leader is responsible to

make sure that the non-academic activities must be doing for the student benefit. Therefore, the lecturer voluntarily is required to fulfill curriculum requirements. In order to make the lecturer voluntary, leadership styles such as the democratic style by the head of the department plays an important role. Throughout, the democratic style, the student gains benefits when the lecturer volunteered to do the activities outside the classroom to enhance soft skills which are good for employability.

### 3. Research methodology

#### 3.1 Sample

The sample of this study consists of various departments of the Polytechnic of Tuanku Sultanah Bahiyah. The lecturer is made up of the Department of Commerce (JP), Civil (JKA), Electrical (JKE), Mechanical (JKM), Mathematics, Science and Computing, and General studies. However, the study excluded non-academic staff such as financial, and administration departments. This study only focuses on the academic department regarding the complexion of management, staff, and students

#### 3.2 Instrument

A pilot survey questionnaire is prepared using the literature review. The sample for the pilot is from the Department of Mathematics, Science and Computer Science, and the Department of General Administration. Through the trial, the researcher can identify issues related to the questionnaire. If the questionnaire is unclear, it must be reviewed and rewritten. It is essential to ensure that respondents provide the right answer. When the questionnaire is provided to the respondent, the researcher may have to set a time frame to determine whether it is reasonable or not. If time is sufficient, the questionnaire may be shortened without affecting the validity of the question.

To achieve the objective of the study, the questionnaire is divided into two parts. The first section of the questionnaire focuses on demographics. It looked at work experience, education, and gender. Part B consists of a questionnaire (12 questions) about leadership styles like autocracy and democracy. There are 6 questions about each type of leadership. These sections are based on a self-assessment

ratio on a five-point Likert scale.

#### 3.3 Data Collection Procedure

Before data can distribute to the lecturer in Politeknik Tuanku Sultanah Bahiyah (PTSB), the researcher needs to get permission from the head of the department to ask for the study participants. The permit is necessary to ensure that the work pattern is not interrupted and that confidential information can be disclosed. All respondents are informed that the information is rigorously controlled by the researchers and confidential. Furthermore, the researcher should follow ethics when the respondent's name is not allowed to be disclosed. It is very important for a respondent to feel safe and in compliance. The survey was circulated to face-to-face respondents. Data does not have meaning without analysis and interpretation. Therefore, this study uses SPSS version 20.0 software to analyze the data.

### 4. Results and discussion

Table 4.1 shows the descriptive analysis such as department, gender, working experience, academic qualification, and marital status. Part 1 shows gender statistics. The results indicate that the female lecturers are dominant for each department except the mechanical department which is 7. Furthermore, the commerce department shows that 28 lecturers are female and 3 males.

Part 2 indicates the working experience (years) among the lecturers. The majority of lecturers 52 have working experience between 16 to 20 years. Furthermore, 41 lecturers have working experience between 11 to 15 years. The results show that 21 lecturers have experience working with more than 21 years. However, 7 lecturers have between 1 to 5 years working experience.

Table 1 shows that the descriptive analysis in Part 3 is academic qualification. The finding indicates that 77 lecturers have a master's level. Followed by 35 lecturers has a degree. However, only 2 lecturers hold a PhD. Part 4 addresses marital status among the lecturers. The finding shows that 88 lecturers' status is married. Bachelor status among the lecturers is 5. Only 3 lecturers are single mothers.

**Table 4.1 Descriptive Analysis**

	Department					
	Civil	Electrical	Mechanical	Commerce	Mathematics, Science and Computer	General Study
<b>Part 1 - Gender</b>						
Male	4	3	10	3	4	4
Female	15	19	7	28	11	8
<b>Part 2 - Working Experience (years)</b>						
1 – 5	0	0	1	6	0	0
6 – 10	0	0	1	1	0	0
11 – 15	6	8	8	7	6	6
16 – 20	11	9	9	13	6	4
>20	2	5	5	4	3	2
<b>Part 3 - Academic Qualification</b>						
Diploma	0	0	2	0	0	0
Degree	4	8	8	9	3	3
Master	14	14	6	22	9	12
PhD	1	0	1	0	0	0
<b>Part 4 - Marital Status</b>						
Married	17	19	17	29	15	11
Bachelor	1	1	0	2	0	1
Single	1	2	0	0	0	0
Mother/Father						

Exhibit 4.2 shows this democratic style. The results show that the average is higher, 4.48 as for the department head should support their staff. Mean shows 4.29 where the lecturers were happy when the head of the department guided without pressure. In addition, the findings indicate that lecturers prefer to be involved in the decision-making process. The mean 3.72, shows that the management's responsibility is to identify the speakers' passion.

The results indicate that the overall mean for the democratic style is higher than 4.13. This demonstrates that the

lecturers' leadership style is more democratic style. Lecturers need the head of the department to give advice and direction without pressure. This situation will make volunteers g lecturers work with the head of the department. Most importantly, the decision-making process should involve lecturers. The lecturer's motivation, is higher, and willing to accomplish the given task. There is very essential for the head of the department to identify the leadership style among their lecturer to head voluntarily.

**Table 4.2 Democratic Style**

No	Items	Means	STD Dev
2	Lecturers want to be part of the decision-making process.	4.09	0.654
5	Guiding without pressure is the key to being a good	4.29	0.672

	the head of the department.		
8	Most lecturers want frequent and supportive communication from their the head of the department	4.48	0.551
11	The head of the department needs to help lecturers accept responsibility for completing their work.	3.97	0.697
14	It is the head of the department's job to help lecturers find their "passion"	3.72	0.830
17	People are competent and if given a task will do a good job	4.22	0.661
<b>Total Mean</b>		<b>4.13</b>	<b>0.343</b>

Table 4.3 shows the autocracy style. The results show that the mean is higher at 4.14 related to the effective head of the department giving orders. However, the mean is below 1.49, if the head of the department said the lecturers are lazy. The mean is 2.77 addresses less interested lecturers when their work is closely supervised by the department head. The mean of 3.58 shows that the punishment was used to motivate the lecturers.

The finding shows that the lecturers are less interested in voluntarily working with the head of the department if the autocratic style is applied. The autocratic style links the lack of trust and punishment towards lecturers to motivate may not evoke the volunteerism of lecturers to work harder. The volunteer is very important to make sure that the task, is able to complete without further delay, thus reducing costs.

**Table 4.3 Autocratic Style**

No	Items	Means	STD Dev
1	Lecturers need to be supervised closely,	2.77	1.033
4	It is fair to say that most lecturers are lazy.	1.49	0.763
7	As a rules head of department must be given rewards or punishments to motivate them to achieve organizational objectives	3.58	0.846
10	Most lecturers feel insecure about their work and need direction	3.05	0.922
13	The head of the department is the chief judge of the achievements of the members of the group	3.73	0.838
16	The effective head of the department gives orders and Clarify procedures	4.14	0.594
<b>Total Mean</b>		<b>3.02</b>	<b>0.472</b>

Table 4.4 shows the correlation between democracy and autocratic style among the lecturers. The result shows a significant positive relationship between the style of democratic and autocratic leadership. Although the speakers

have a style of democratic leadership, but applied autocracy toward the lecturers in some aspects such as enforcement and guidance to accomplish the task.

**Table 4.4 Correlation Analysis**

Leadership Style	Autocratic	Democratic
Autocratic	1	0.237* 0.010
Democratic		1

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## 5. Conclusion

The democratic style of leadership can align similar interests between the department head and the lecturer because decision-making comes from both sides. As a result, the lecturers tend to achieve the department's objective because they are responsible for decision-making. The autocratic leadership characteristic may not motivate lecturers to volunteer to complement non-academic activities because the decision-making process comes from the department head only. Therefore, it is very critical for the head department to have the leadership feature put with the intention of the lecturers.

The purpose of the present study is to examine the influence of the leadership style of lecturers on their voluntary participation. The findings indicate that lecturers' leadership styles are democratic rather than autocratic. Lecturers are interested in participating in the decision-making process that led to voluntary involvement. The lecturer takes full responsibility for the decision as part of it.

A similar leadership style between the head of the department and the lecturers can stimulate the motivation of the lecturers for volunteering, especially in the case of non-academics. The department head's guidance is very important for the lecturer to do the job, but it should not be pressure. Lecturers are willing to learn from the department head to assure the task is completely successful. Therefore, it is essential for the department head needs to identify the lecturer's leadership style to align with their style.

This study suggests for future study is to examine the relationship between the head of the department and the lecturer leadership style. There is very important to get funding for future planning to avoid conflict between them.

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