Power Influence of Leadership on Lecturer Performance for University Quality Management

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Abstract: This review article give analysis about the relationship between path goal leadersip and job satisfaction of lecturers at the 4.0 revolution era. The leader uses the leadership pattern of the goal path in managing the lecturer. The job satisfaction of lecturers depends on the leadership behaviour of the college. There is a significant correlation between the pattern of leadership path goals with lecturer job satisfaction in the form of: support, participatory, achievement-oriented leaders, assignments, and effective supervision. There is also a correlation between the demographic characteristics of lecturers (age, gender, educational qualifications, and years of service) with job satisfaction of lecturers. The correlation between situational factors such as self-control, completion of tasks assigned, ability to accept pressure, and salary with lecturer job satisfaction is significant. University quality management that impact from the analysis about path goal leadership and lecturer satisfaction. Quality management in university is an important thing that must be reviewed and implemented so that the university can maintain its existence.

1 INTRODUCTION

The 4.0 revolution era produced growth and competition in the success of a tertiary institution . So that there is a need for management and perspective of leadership patterns so that the work environment is a university. Because with effective management and leadership will create job satisfaction lecturers so that lecturer performance will increase. In theories about leadership has been recommended antecedents for employee job satisfaction (Ronald, 2014). The state of the art of this article can be seen in Table 1.

Table 1. State of the art

Researcher	Titlle	Result
S.H. Malik (2012)	A Study of Relationship between Leader Behaviors and Subordinate Job Expectancies : A Path Goal Approach	There is an inverse relationship between job expentancy with leadership
Marva L Dixon and L.K Hart (2010)	The Impact of Path Goal Leadership Styles on Work Group	Study's findings for organizational leaders and the fields of workers are
	Effectivennes and Turn Over Intention	significant
S.H. Malik (2013)	Relationship between Leader Behaviors and Employees's Job Satisfaction : A Path Goal Approach	There are relationship between leadership with job satisfaction
Jens Rowold (2014)	Instrumental Leadership : Extending the Transformational-Transactional Leadership Paradigm.	These Result demonstrate that potentially, instrumental leadership is valid extension to the transformational and transactional leadership paradigm.
Busse Ronald (2014)	Comprehensive Leadership Riview-Literature, Theories and Research	Historical foundation of leadership theories and then elucidates modern leadership

Lecturers are elements of education that occupy a strategic position to create quality education and can improve the ranking of the colleges they support (Dewan and Dewan, 2010). The active participation of lecturers has a great influence on national development(Dixon and Hart, 2010). For this reason,

in order to improve performance in tertiary institutions, effective job satisfaction of lecturers needs to be considered by university leaders (Antonakis and House, 2013). Lecturers are professionals who have the principles of talent, interest, calling, idealism, commitment to the leadership to improve the quality of education, have academic qualifications that are linear in their fields, competencies that are appropriate to the field, responsible and professional in carrying out tasks, earning salaries according to achievements work, have the opportunity to develop professionalism in a sustainable manner, guarantee legal protection, take shelter in an authorized professional organization with lecturer professionalism duties (Forceville, 2011).

Improved lecturer achievement is influenced by the style of leadership (Grace, 2011). Some research on leadership has been carried out and more on transformational and transactional leadership styles while with the development and revolution in the world of education which has implications for the effectiveness of higher education needs to be reviewed in order to be recommended as an antecedent for leadership from other institutions (Kromhout and Forceville, 2013). Some opinions regarding the definition of leadership include that if leadership is an activity influencing a person or group in order to achieve the desired goals and objectives (Malik, 2013). Leadership is the influence of the relationship between leaders and employees to make a change in achieving common goals (Famakin and Abisuga, 2016). Experts divide leadership into four categories, among others based on: nature, behavior, contingency and transformational (Hernandez et al., 2011). Other experts divide leadership into three eras, the era of nature, the era of behavior and the era of contingency. All leadership styles have advantages and disadvantages depending on the situation and conditions encountered (Vandegrift and Matusitz, 2011). Power influence approach is related to participative leadership where the division of power and empowerment of its employees (Silverthorne, 2001). The appropriate leadership style for this participatory approach is the path goal leadership theory. This path goal was developed by House which states that leaders have a role in improving the performance of their employees (Malik, 2012). The goal theory path in this study is certainly recommended for application to tertiary institutions (Malik et al., 2014). House identifies four leadership behaviors with style path goals including: having directive behavior that shows dominance in

directing, supervising and regulating the performance of its employees to work according to existing rules, having supportive behavior that is the leader has a plan, paying attention to employee needs and assuming employees are partners work, having participatory behavior that is consulting and discussing problems with employees before making a decision, having achievement-oriented behavior where the leader has high-quality performance and improving performance in the future (Dixon and Hart, 2010). In relation to the path goal theory, Gibson argues that the use of the path goal leadership style has implications for effective behavior. Such behavior can be accepted by employees and is considered as motivation (Famakin and Abisuga, 2016). In higher education leaders with different leadership styles will affect the satisfaction of lecturers in the institution. According to Rowold satisfaction is defined as attitude, meaning satisfaction is an evaluative statement whether it has a positive or negative impact on individuals, groups or certain events Satisfaction can be a reaction to the cognitive, affective and evaluative nature of an event (Landrum and Daily, 2012). According to Kromhout and Forceville, job satisfaction is a person's perspective both good and bad of a job (Kromhout and Forceville, 2013). Satisfaction is an individual's general attitude towards his job (Forceville, 2011). Aspects of job satisfaction include locus of control, abilities, tasks assigned, roles in institutions, stress levels when carrying out tasks, the need for achievement (promotion), salary, co- workers (Kromhout and Forceville, 2013). Job satisfaction can also be felt good or bad because different demographic factors include age, gender, educational qualifications, long the service term (Landrum and Daily, 2012). From the background that has been described, the purpose of this article riview is a novelty in the form of the application of leadership path goals with the satisfaction of lecturers at University.

2 ANALYSIS

Analysis framework for thinking flow in this article riview can be seen in figure 1.
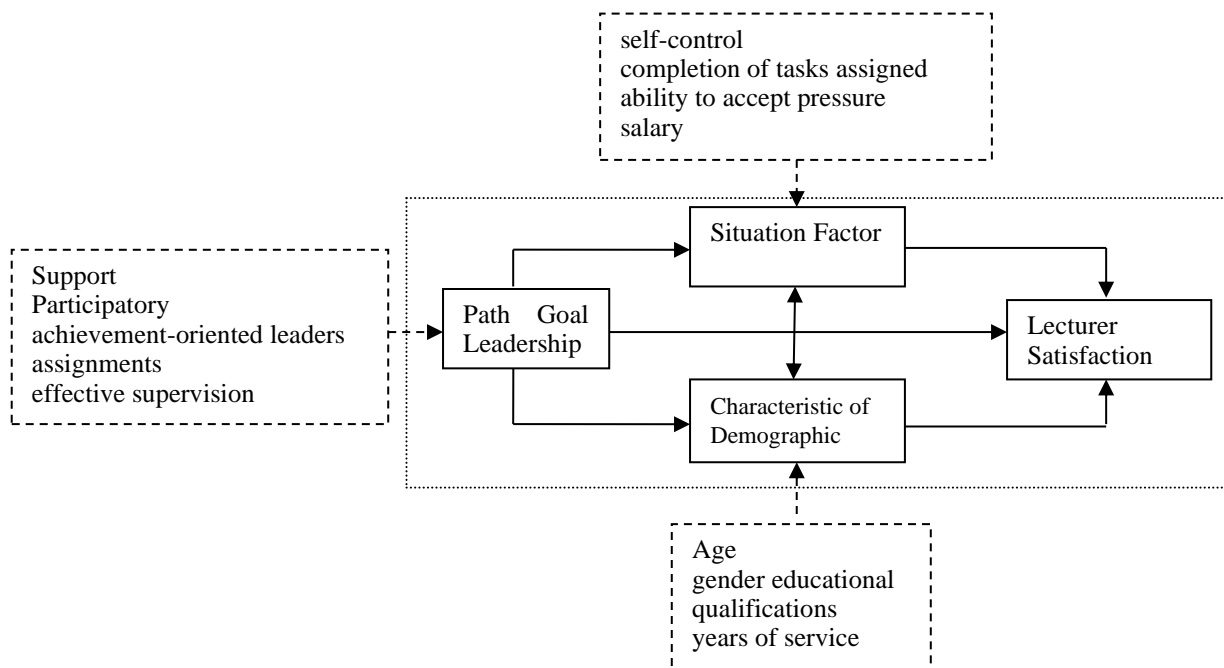
Figure 1. Research framework

Figure 1 is a framework that writer want to analyze in which they want to know whether the leadership goal path applied at University has a positive impact or a negative impact on the performance satisfaction of lecturers. The writer wants to know also the extent to which the situation factor and demographic characteristics affect lecturer performance satisfaction.

Aspects of the leadership goal path analyzed include support, participation, achievement-oriented leaders, assignment of tasks, and effective supervision (Polston-Murdoch, 2013). While the situation factor is self control which means the condition with good emotional intelligence, the ability to accept assignments, the role and level of stress that can be experienced, the need for achievement, and salary (Vecchio et al., 2008).

Lecturers with male gender feel that the path goal leadership has a good impact, even though lecturers with female gender have the same opinion. This is in line with research conducted by Alanazi which states that the assessment of the merits of the behavior of leaders is influenced by the gender of their subordinates. This also affects the task and the level of stress received by the lecturer (Alanazi et al., 2013). Male lecturers will have the ability to accept more and stronger assignments with pressure. So they can work better so that lecturer satisfaction will also be faster achieved (Malik et al., 2014). Lecturers with master's qualifications can better

accept the application of path goal leadership. The number of masters that is greater than the doctor causes the leader to be more supportive and motivate the lecturer to improve performance. The existence of motivation from the leadership resulted in increased lecturer performance so that achievement is better. The satisfaction of lecturers in this master's qualification is influenced by the assignment of tasks and motivation in achievement. Path goal leadership has an achievement oriented character so that the leader will encourage lecturers who are still master qualifications to be able to achieve achievement (Grace, 2011).

The level of maturity and emotional intelligence possessed by lecturers with an older age. The emotional level is more awake so that it can accept leadership in any form. Emotional intelligence is directly proportional to age, so the older a person is, the higher emotional intelligence, so that he can more wisely accept the pattern of leadership in path goals. Lecturers of this age have good locus of control, lecturers will be wiser in making decisions and carrying out their activities (Famakin and Abisuga, 2016). Older lecturers have knowledge and experience about the work being done than younger lecturers. Based on seniority positions, lecturers with old age can control the portion of work, more freedom in decision making and more social recognition(Malik, 2013).

The demographic characteristics of the lecturer are also analyzed in which the sense of ownership of the institution and the role of lecturers who feel they have helped raise the name of the tertiary institution make lecturers with long tenure can accept the leadership goal path. Support from lecturers will be given to their leaders. The leadership also invited lecturers to participate in making joint decisions in order to achieve the vision and mission of higher education. The long work period also has an impact on the welfare received (Famakin and Abisuga, 2016). So that the satisfaction of lecturers can also be felt because they have fought for the institution and got the appropriate results. The longer the working period of course the salary earned is greater

so that the lecturer is in a safe and secure condition from fulfilling needs, this is the time when they do not think selfishly for themselves, but rather the advancement of higher education.

3 IMPLICATION

Good leadership and job satisfaction of lecturers have an impact on the quality of the university. So that later management is needed to guarantee the quality of the university. The implication from this object can be seen in figure 2.
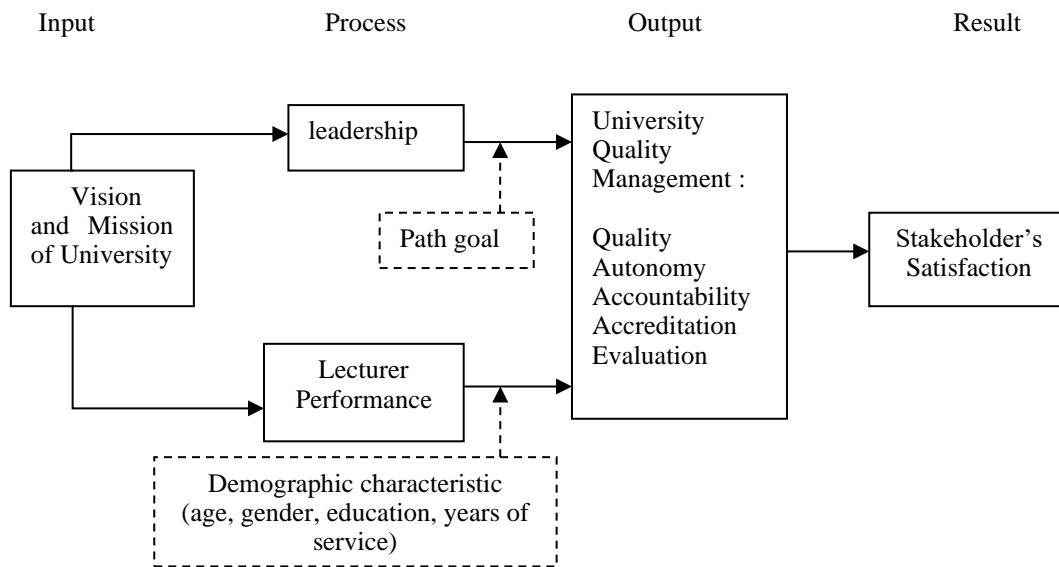
Figure 2. The Impact of Leadership and Lecturer Performance for University Quality Management

Quality management is a means to maintain the existence of universities in order to face intense competition. Management of good university quality is supported by good leadership and performance of outstanding lecturers. Pathgoal leadership is a visionary leadership pattern, leadership that is able to formulate the vision and mission of the university and then is able to translate into clear policies and specific goals. Basically, education at universities is important in society, and stakeholders also demand universities to be able to provide quality graduates. Education programs in universities must be able to support the achievement of quality, relevant and internationally competitive education services. University quality is determined by the products and

services provided to the public as users of educational services.

University Quality Management contains quality, autonomi, acountability, accreditation, evaluation. University products and services are expected to meet the needs and expectations of users. The quality of education is related to fulfillment desires and expectations of education customers themselves, namely students, parents as well as the environment and stakeholders. The concept of quality assurance is not just user-focused with regard to product and service characteristics that meet user expectations, but also includes characteristics and completeness that show strengths compared to products and services from competitors. These advantages pertain

with the new offer model, blend product offerings with service, response or fast service, and a special relationship. In the field of education, quality relates to programs and educational outcomes can meet expectations according to the level and development of society and the world of work. Lecturers try to provide learning services that give satisfaction to the students the students. In the concept of quality of education services is the quality of services measured from customer or student satisfaction. Educational or learning services quality, is that which meets the needs and gives satisfaction to students as an education customer. Quality education programs must have special characteristics or different from other universities. This difference can be distinguished by reflected on the specific objectives, characteristics and people of the college.

A university must be more effective in carrying out educational programs quality, and that will be realized if the intended learning outcomes have been defined clearly and learning achievements are documented and communicated clearly persuasive.

4. CONCLUSION

This research has formed a positive correlation between job satisfaction of lecturers and attain goal leadership. The awareness that lecturers are the most important assets of tertiary institutions, so that performance is more effective so that the satisfaction of the leadership is achieved, it is necessary to explore knowledge and information about how lecturers can achieve achievement. Path goal is a influence approach to understanding employee motivation so there is a significant correlation between path goal leadership and lecturer demographic characteristics including age, gender, years of service, educational qualifications. This research shows that lecturers are satisfied with their work, because it is related to welfare in the form of salary received. The leadership has the authority to openly, reliably and be accountable in the provision of salaries so that the lecturer sees opportunities for achievement.

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