

The Effect of Female's Administrative Leadership on Employee Performance in Higher Education

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Abstract—The aim of this study is to determine the effect of female's leadership style on the performance of universities employees in the city of Padang. The sampling technique uses purposive sampling so that there are 35 employees who led by female administrative leaders from two universities in the city of Padang. Data analysis techniques using simple linear regression analysis, correlation coefficient analysis (R), coefficient of determination analysis R² and t-test. The findings of this study indicate that most employees consider that a prominent female leadership style is the ability to encourage employees to participate in work. Based on the leader's assessment, most employees have good performance and among the highest performance dimensions are the ability to have the initiative in the work. The results of the influence test show that there is a significant effect on the female's leadership style on employee performance in universities.

Keywords—female's administrative leadership; employee performance; higher education

I. INTRODUCTION

Higher education is one of a professional institution that generates graduates who have expertise in various fields. The higher institution referred here is the level of education after secondary education, namely diploma programs, undergraduate programs, master programs, doctoral programs, and professional programs, as well as specialist education, organized by universities based on Indonesian culture, Law Number 12 of 2012 concerning Higher Education in article 1 paragraph (1). The university itself has three main activities, namely education, service and research which are called the tri dharma of higher education. To manage the tri dharma of higher education, qualified leaders are needed. Quality leaders can be seen from the leadership competencies they have. Leadership competencies have various levels, as stated by a training institution, namely the USFWS Leadership Competency Development Model, namely 1) basic level leadership competencies, including; responsibility, creativity and innovation, customer service, flexibility, problem-solving, team building, engineering credibility; 2) competence of middle-level leaders, including; responsibility, conflict management, creativity, and innovation, partnering, problem-solving, team formation, technical credibility, 3) competency of senior-level leaders, including; responsibility, certainty, other developments, external awareness, influence and

negotiation, team formation, strategic thinking, 4) competency of executive-level leaders, including; responsibility, certainty, other developments, influence and negotiate, political intelligence, strategic thinking, vision.

Although there are different types of leadership abilities according to their level, if we examine the capabilities of each level of leadership there is one common ability that must be possessed by each level of leadership, namely the ability to be responsible. In addition, each level of leadership must have interpersonal skills, oral and written communication, honesty, willingness to learn, and the ability to provide public services [1].

There are two types of leadership in higher education namely academic leadership and administrative leadership. Academic leadership is a leadership headed by a lecturer who is given an additional assignment to occupy the position of chancellor, vice chancellor, dean, vice dean, head of the department and department secretary and several institutions led by lecturers in universities. Meanwhile, administrative leadership is carried out by non-educational employees in accordance with applicable rules. Like the section head and sub-section head. Academic leaders and administrative leaders have different opportunities to improve their competencies. This is based on a different scope of work. Academic leaders are more likely to be flexible in dividing time aside from the teaching tasks that are carried out. Meanwhile, administrative leaders tend to be more rigid both of opportunities, time and hours of work. Especially for administrative staff, their hours are regulated based on Ministerial Regulation No. 31 of 2016 concerning Granting Employee Performance Allowances in the Ministry of Research, Technology and Higher Education article 8 paragraph 1 states for 5 working days from Monday - Friday, the amount of work is 37.5 hours (Ministerial Regulation).

Therefore, the opportunity to develop their leadership competencies must be programmed. However, the existence of administrative leaders is inseparable from college academic activities. Various scope of activities that must be managed by administrative leaders such as academics, student affairs, finance, public relations, information systems, curriculum, decision making, staffing, and facilities and infrastructure. Therefore, leadership is one of the important factors in the development of an organization in achieving its goals.

The issue of leadership is one of the interesting topics to discuss, especially the phenomenal female leadership that attracts scientists to examine how leadership is actually done by female. In terms of leadership, the position of female is still faced with the position of men. According to Siswandi, men's philosophy is that leaders are highly believed and upheld even in the existing culture and beliefs [2]. Setiawati also argues that female is considered to have less authority to lead men. Men who tend to be strong while female tend to be weak make female considered not having the power to support heavy duty and responsibility [3]. In addition, Kanter in Siswandi also found four factors that influence female's leadership [2], namely: First, the mother. Female leaders tend to behave like a mother, for example when a child is sick, the mother will provide medicine. Later there will be an assumption that female leaders have sympathetic, good listeners, and are easy to pour out problems. The second is the pet (pet). Female leaders tend to be beloved of their subordinates so that it will take care of them more. In this case, the employee will regard the female leader as a close person, as a result, there is no sense of awkwardness. Third, the sex object (sexual object). Female leaders tend to be encouraging work for their employees. In this case, female leaders are considered as a factor that motivates employees to work harder, but the willingness that arises from employees to work harder is not because of the orders given, but because there is an encouragement from within. Fourth, the iron maiden (iron-woman). Female leaders tend to be assertive in leading their subordinates, resulting in a strong impression. With this attitude, the leader is described as a tough leader.

Furthermore, according to Talerico and Blount, females dominate the ranks of teachers, the field of educational leadership has historically been comprised of males [4]. Coleman recognized the masculine nature of the leadership culture and pointed out that it can serve to marginalize and isolate females [5]. Thus, women may not seek leadership positions because the status quo does not appear to favor them. Specifically, a paradigm shift from a hierarchal approach to a community approach in educational leadership has emerged [6]. The widely used professional learning communities (PLCs) create significant demands for collaboration, involvement, and collective decision making [7,8]. Considering such a shift, Coleman concludes that women are thought to be caring, tolerant, emotional, intuitive, gentle, and predisposed towards collaboration, empowerment, and teamwork [5]. In other words, these characteristics are identified as transformational, shared leadership styles, whereas men are noted as having managerial, hierarchical styles [5,9-11]. That is why Shields [12] emphasized that "women leaders do not need to be bullies or boxers, nor do they need to lead in the soft and fluffy ways suggested by images of little girls playing hotscotch [sic], or in the frenetic, reactive, and unproductive ways reminiscent of jumping rope".

However, research has shown that women can be disliked and regarded as untrustworthy in leadership roles, especially when they exert authority over men, display high levels of competence, or use a dominant style of communication [13,14].

But, the opposite opinions come from Rillet in the magazine Paris, published on September 7, 2015 [15]. She states that in the battle of the genders, recent studies have shown that women are better leaders than men who still occupy the majority of positions [15]. According to this magazine, they communicate better than men, and this is the most decisive competence in the management of employees. Listening or communication are necessary skills because the employees want a manager who pays attention to their ideas and point of view. Some studies also maintain that women lead and direct in a more democratic and participative manner than men [16]. Likewise, several authors have proposed the idea that women more often and more effectively use a transformational leadership style than men [17,18].

In Indonesia, female as leaders have taken place especially in the academic, nursing and social welfare businesses, the number of female aged 15 years and over than men aged 15 years and over in the 2015-2019 period shows more opportunities for female to be opened as a leader and take part in decision making [19]. However, in his research on behavior and perceptions of female's social, economic and political participation, Halimah found that 77.6% of male and female respondents viewed male as decision makers and leading the community [20]. In addition, this study also revealed that some people still doubt the leadership of a female. Although female have a strategic role both in their families and environments. In relation to gender issues and Robbins' leadership in Hariyono, two conclusions were put forward [21], namely: First, ignoring differences between male and female tended to equate between the two. Second, what is the difference between female and male is that female have a more democratic leadership style, while men are more directive in style of leadership (emphasizing on ways that are ordered). Based on the findings above, it can be concluded that gender and leadership issues are still an interesting issue to be discussed. The results of these previous researches conclude that there is still a lack of public trust in female's leadership. However, the fact is that female as leaders now continue to increase, especially in the institution of education, one of them is the university. The gap between the results of previous research and the facts in the field makes this more interesting to analyze. In conclusion, this study is aimed to analyze the administrative leadership of female in the performance of employees in universities of Padang city.

II. METHOD

This research is a correlation study with the aim of explaining the relationships between variables. This research not only describes the occurrence of a phenomenon but also explains why the phenomenon occurs and what the effect is. The location of this study is in two universities in the city of Padang. The independent variable (X) in this study is the administrative leadership style of female in Padang city college. While the dependent variable (Y) in this study is the performance of employees at two universities in the city of Padang. The population in this study were 35 employees from two universities where the administrative leaders were female. Given the small number of population in this study, this study observed that all populations were used as research samples. This is confirmed by the opinion of Ari kunto which states that

if the population is less than 100, then the total sample is taken as a whole [22]. In this study, the number of population was 35 people, hence the number of samples was taken as a whole because in this study the total population is equal to the number of samples. Data analysis was carried out with the help of SPSS Version 24 computer application. Tests for the validity and reliability of the research instruments were also carried out. Hypothesis testing is done partially using simple linear regression analysis to see the influence between the independent variables and the dependent variable. This study is also purposed to show how far the effect of partially independent variables on the dependent variable is determined by the t-test.

III. RESULTS AND DISCUSSION

Leadership is the way and process of a leader in maintaining a productive working relationship with people in an organization to achieve goals within the organization. Therefore, leadership is an essential part in organizational management, which is attached to a leader in the form of ability and/or process to influence others or subordinates of individuals or groups, so that subordinates of individuals or groups want to behave as what the leader wants, and improve culture, and motivate subordinate behavior and direct into positive activities that have to do with work in order to achieve organizational goals.

The results of research conducted on the administrative leadership style of female in two universities in Padang city are explained in Table 1. below, the average administrative leadership style of female in higher education was obtained through questionnaires on 35 employees at 2 universities in the city of Padang led by female administrative heads and through interviews with 18 staff representatives from the two universities. The theory of female's leadership style is quoted from Kartono where female's leadership style consists of Charismatic, Paternalistic, Militaristic, Autocratic, Populistic, Administrative and Democratic [23].

TABLE I. THE AVERAGE ADMINISTRATIVE LEADERSHIP STYLE OF FEMALE IN TWO UNIVERSITIES IN THE CITY OF PADANG

Leadership Style	Mean
Charismatic	10,567
Paternalistic	10,345
Militaristic	9,09
Autocratic	6,095
Populistic	9,56
Administrative	7,56
Democratic	10,987

Based on the data obtained in Table 1, the female's administrative leadership style is dominated by democratic leadership styles. This shows that in carrying out their main tasks and functions as administrative heads of higher education, they are more dominant in applying democratic leadership styles that are able to influence and motivate others in achieving the goals of the organization. In addition, the democratic nature shown by the head of administration is to receive and listen to input, criticism, and suggestions so that the administrative head together with employees to complete

their tasks. While the authority leadership type occupies the last position even though there is still an authoritarian nature but the administrative head is not fully authoritarian but emphasizes more on regulations to improve employee discipline. The results of this study are in line with the results of Parker's research that women are more democratic and participative in leadership while men are more autocratic and directive [24]. This turns out to be in line with the opinion of Robbins that women tend to have a more democratic leadership style [25]. In addition, research conducted by Herachwati and Basuki on the regent's leadership style also showed that male regents tend to have an autocratic style while female deputy regents tend to have a democratic style [26]. Hariyono also found that women's leadership in the Aceh Tamiang District Social Service was also dominated by a democratic leadership style where leadership style was able to direct, guide, and manage subordinates well and be able to build a family atmosphere within the organization [21].

Furthermore, this study also analyzed the influence of the leadership style of female administrative heads on employee performance. Based on the results of data processing it is known that the administrative style of female's leadership has a positive and significant effect on the performance of employees in two universities in the city of Padang. The results of data processing obtained by $t_{observed}$ of 4.56 is greater than t_{table} 1.67 and the Sig t value for female leadership style variable (0.000) is smaller than α (0.05). The regression coefficient of 0.24 gives the meaning that every 1% increase in the level of female's leadership style, the employee's performance (Y2) will increase by 0.24. Based on the result of the regression coefficient value (+), then it can be said that the Women's Leadership Style (X) has a positive effect on employee performance (Y2) in two universities in the city of Padang.

Hence, it is known that leadership styles have an influence on employee performance. The leadership style possessed by the administrative leadership of women in two universities in the city of Padang has a good leadership style. This is supported by the results of interviews where the administrative leader of a woman is a friendly leader and able to foster subordinates technically, motivate in work and also discipline. Leaders also actively provide direction and also receive input and advice on every work done as a result an open attitude and cooperation can create an optimal and effective solution to achieve the goal. The existence of a strong administrative leadership style in higher education in the city of Padang has resulted in good quality work and employee working strength so that administrative employees in higher education tend to work with enthusiasm, responsibility, discipline and are able to work well together.

IV. CONCLUSION

Administrative leaders of female in universities in the city of Padang tend to adopt a democratic leadership style. In addition, the results of this study indicate that women's leadership style has a positive and significant influence on the performance of employees in Padang city colleges. Strong leadership style influences employee performance. This can be indicated by the quality of work and attitudes of employees in

collaborating and communicating both with leaders and coworkers in carrying out their duties.

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