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Transformational Leadership Practices of Senior High School Principals in Indonesian Context by Gender

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Abstract: This article is a sequel to a study and several have been published. The purpose of this study is to answer the questions 1) are there differences in the perceptions of principals' transformational leadership based on gender? 2) which is more solid on the perception of principals' transformational leadership based on gender? This survey on transformation by gender and the Multifactor Leadership Questionnaire was used as research tools via a five-point Likert scale. The sample in this study amounted to 140 teachers in Pesawaran Regency, Lampung Province. The data is processed using SPSS Version 22. The calculation results show 1) the significance of the calculation results with a statistical significance of 0.05 and independent samples test, the probability (sig) is 0.106 > 0.05, meaning that the male and female population variances are the same/identical, and 2) Variance statistic for male is 23,709 smaller than female 38,361. The results of these calculations mean that gender differences do not make difference in perceptions of transformational leadership practices and women are not more solid than men in perceiving transformational leadership practices. Thus, women's participation in contributing to development shows a significant increase both in quantity and quality, and women can act as a counterweight. In the final word, men and women, complement each other to participate in development.

1. Introduction

Gender is an important variable in education in all countries regardless of the system of government, from capitalist to socialist, in both developing and industrialized countries. Almost all countries, in particular, have a general pattern that the participation of men is higher than that of women. Issues of gender and education become important, especially when viewed in the context of the constitutional guarantee of equality for women in all areas of life: political, economic, cultural, social, and domestic. The discussion of gender has penetrated detail into the deepest niches in life including leadership. Leadership that is considered friendly with gender issues, one of which is transformational [1].

In today's collaboration era, a project, program or institution involves many elements of human resources including classic collaboration: women and men. Talking about the roles of men and women must involve gender diction. Gender research has developed many theories to help understand the tasks,

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experiences, identities, and lives of women and men. A long-standing problem is that gender appears to exert a strong influence in society, alongside recognition of the complex and diverse ways in which gender, and gender interpretations, can operate. Contemporary thought also tends to eschew essentialist or fixed views of gender "difference" [2]. Instead, the researcher asks what empirical findings mean about gender and gender differences, how they relate to controversies about the position of men and women in society, and how they relate to projects of community life. There are, therefore, several clear link points where such a theory can help to explain the existing empirical findings on gender and leadership [1].

Transformational leadership is a very effective type of leadership. Transformational leadership practices positively affect job satisfaction, motivation, collaboration, the culture of innovation, sense of purpose and mission, reduce feelings of stress, and stimulate commitment and engagement with the organization [3-5].

A successful project, program, or institution generally synergizes with a leadership style. As noted by Muller and Turner [6, 7], A manager's leadership style has a direct relationship with success. Implementing a leadership style, in particular, leadership that has traits that drive success is very important [8-10]. Leadership is often measured by three main elements; time, cost, and quality [11-13]. The three main elements are known as results-based leadership. These three main dimensions are directly influenced by the type of leadership [14, 15]. Meanwhile, education in the Indonesian context is measured by student outcomes in the form of scores. Although the results in the form of scores are a by-product of implementing effective leadership. Leadership can bring a domino effect. Leadership can open up new good opportunities called success. This implies that leadership styles can vary depending on the type of field and its followers. In the world of education, the followers are teachers and staff, and students.

The study of transformational leadership styles in various fields continues to increase [16, 17]. Swid [18] uses all types of leadership styles proposed by Bass (1985a) to analyze police officers in two Middle Eastern countries. The finding is that transformational leadership results in greater effectiveness than transactional leadership in terms of organizational outcomes. Like Swid [18], many studies on transformational leadership have excluded other leadership styles [19, 20]. Still, the findings are consistent, even when transformational leadership is applied across countries. For example, Shim, Cho [21] found that transformational leadership positively affects group culture and development, using a survey collected from Korean police officers. Furthermore, Bass explains that transformational and transactional leadership are not contradictory concepts, and some leaders can have both leadership styles [22]. Is it true

that the claims about transformational leadership also occur in the Indonesian context with an educational background at the high school level?

This paper intends research to present findings from areas where patriarchal customary social systems and belief systems are considered the practice of male hegemony over women [23]. This paper also refers to a conceptually differentiated approach, which many scholars call the gender effect [24, 25]. This research is in line with decades of approaches to gender theory and research and deals with the socio-political dimensions of gender primarily by revealing and questioning the social, historical, cultural, and psychological processes by which people, their social relationships, and their lives are biased. gender (or not). Indeed, there have been many studies on gender, but those that examine gender in transformational leadership practices in education are still rare. There is a gap in research information on gender originating from areas that already involve more women's roles [23]. In general, in Indonesia, the number of female teachers is more than the number of male teachers. The power of numbers if not managed properly will only waste resources [26]. Indonesian women have a significant effect on determining the future of the nation and state because women have the right to determine policy direction through participation in general elections and regional elections. For this purpose, this research was conducted. This study intends to answer research questions, 1) are there differences in the perceptions of principals' transformational leadership based on gender? 2) which is more solid on the perception of principals' transformational leadership based on gender?

2. Literature Review

2.1 Transformational Leadership

Although there are many definitions and theories of leadership, Burns [27] defined leadership as encouraging followers to support goals that represent the values and wants, needs, aspirations, and expectations on the part of leaders and followers. Burns [27] is widely supported by research such as the influence of leaders on the emotions and behavior of subordinates [28-36]. In particular, Bass [28], transformational leadership is considered a theory recognized by many leadership experts [37]. Bass [28] found that transformational leadership has many shortcomings in organizational leadership parameters but makes a major contribution to manager-employee relationships when used properly. Transformational leadership has four components: idealized influence, inspirational motivation, and intellectual stimulation [32].

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2.2 Gender perception

The higher the level of education, the fewer women are involved and are included in higher echelon positions. This trend does not only occur in countries such as Indonesia [23] but also occurs in almost all of the world, both developed, developing, and underdeveloped countries. Worldwide, women represent 53% of bachelor's and master's degrees. The gap is widening at Doctoral (43% female vs 57% male) and even more at the postgraduate level, where only 28% of research positions are occupied by women [6, 7]. This gender gap is more visible at the senior level, with women's lower representation in leadership positions and implications for decision-making and policy. A report investigating gender equality in research and innovation in Europe [38, 39], showed that only 21% of class A, top-level researchers were women and, surprisingly, not many. an increase from the 20% observed in 2010. Likewise in Spain's academic system, women's representation is nearly identical to that of other EU representatives (40.8% vs. 41.0%), and women occupy 21.0% of senior positions in Spain. vs 20.9% in the European Union [40].

Gender perceptions can influence women's advancement to senior positions [8]. Women are perceived as poorer scientific leaders [41, 42] and are stereotyped as lacking the necessary innate talent in some fields [11]. These and other gender stereotypes may explain why women receive the same level of research funding when they are judged on the quality of their research but less funding when judged on researcher excellence [14], are invited to conferences less frequently [15, 43], are less likely to be selected for scientific awards [44, 45], are underrepresented on the editorial board [46], their work is less likely to be cited, they have fewer opportunities to be invited to participate in peer reviews [47], they have less chance of being invited to participate in peer review [47, 48], and they have more limited access to influential networks [49].

Smith, Handley [50] reported that men did not acknowledge any gender bias in the study. However, when both men and women were asked to read an abstract from a study that reported on a gender-biased research report, the men tended to 'evaluate' this. Some facts show men's reluctance to admit gender bias. Gender differences are more pronounced among academics working in science, technology, engineering, and mathematics (STEM) [1, 51].

In addition, many female undergraduate discipline choices depend on the potential for discrimination anticipated in each field [52]. Lack of understanding of these issues, particularly at the senior level, is likely to result in less action being taken to address them. Therefore, it is important to understand how gender bias is perceived by researchers in their workplace, and most importantly, whether gender, seniority, the field of research, and type of institution influence these perceptions. While reports are published regularly to evaluate the current situation of gender in science and its evolution over the years [7, 43], less is known about researchers' perceptions of gender equality.

A large number of studies have emerged on gender and leadership, particularly on the influence of leader gender on their perception of leadership style, but one variable that is often overlooked is the gender role identity of leaders [54]. Gender role identity defines the stereotype of an individual's self-perception as masculine or feminine and includes qualities that are considered ideal for each gender in society [55]. In this model, gender identity content is framed within the framework of agency and alliance. Men are expected to display agency characteristics, such as assertiveness, striving for achievement, and competitiveness. In contrast, women are expected to display communal characteristics, including nurturing, benevolence, and personal concern for the individual interests of others [56-58]. Some individuals do not conform to traditional differences: even though they are female, they display stereotypical masculine or agency traits— or, conversely, even though they are male, they display stereotypical communal or feminine characteristics [25, 26, 59].

According to role congruence theory [60, 61], the mismatch—or role mismatch—between women's leaders and perceived leadership demands is the basis for biased evaluations of women as leaders. Despite progress, showing increasing acceptance of androgynous leadership, researchers emphasize that the stereotype of "successful leaders" is still defined in masculine terms [62, 63]— highlighted by the maxim Think male – Leader who thinks" [64-66].

Role congruence theory states that a double bond to women's leadership can arise due to: (a) unfavorable evaluations of women's leadership potential; and (b) a less favorable evaluation of women's actual leadership behavior [67, 68]. While social scientists often emphasize the disadvantages women face when carrying out leadership functions [67-69], recent studies suggest a paradigm shift. A growing body of literature argues that a specific form of leadership, namely transformational leadership, is becoming more "feminine" [67, 70-72]. Such leadership involves the transformation of followers' values and goals by increasing their level of awareness [73]. By communicating the vision and providing symbols and emotional appeal to raise awareness of their followers, transformational leaders encourage them to imagine new ways of thinking and treat them differently but fairly on a one-to-one basis [59, 74-77].

Transformational leadership appears at the same time as changes in organizations characterized by a looser and more flexible organizational structure toward hierarchies, leading to more collaboration and

empowerment for employees [71, 78]. For example, Eagly and Carli [78] argue that changes in leadership contexts cause people to rethink leadership traits, suggesting that the qualities required to display transformational behavior are characterized by collaboration, interpersonal interaction, and power-sharing, stereotyped characteristics. as reflecting feminine or communal attributes [71, 78, 79].

Research on gender and leadership has neglected the influence of the relationship between leader gender role identity and leader gender on perceptions of leadership style, with little research looking at how leader gender and leader gender role identity affect followers' perceptions of leadership. In particular, the authors attempt to extend the theory of role congruence by linking to the leadership prototype theory of Lord and Maher [80] to offer a more comprehensive framework for explaining how the interaction between leader gender identity and leader gender affects perceptions of transformational behavior [81].

The leadership prototype theory Lord, Foti [82] show that followers hold mental representations of what constitutes the prototype of the ideal leader. As a result, researchers argue that when leaders do not fit this prototype, subordinates form favorable evaluations of their leadership [83]. Thus, the core question is to understand whether the mismatch between the gender of the leader and their perception of their gender identity affects their perception of transformational leadership behavior. The authors focus on followers' perceptions of leadership because their attribution to transformational leadership is key to understanding biases and stereotypes, which can influence the leadership process. Since research on gender and leadership shows that transformational leadership is more suitable for female leaders [78], the authors argue that such leadership behavior is a prototype of the ideal leader. Based on the theory of role congruence [61], the authors argue that when there is a mismatch between the gender identity of the leader and the gender of the leader, perceptions of transformational leadership among followers can be affected, by both male and female leaders.

2.3 Gender roles of leaders and transformational leadership

The literature review provides strong support for the relationship between communal orientation and transformational leadership [59]. Transformational leaders inspire followers to go beyond their self-interest for the sake of the team [27]. Based on gender role theory [61, 84], the authors expect leaders who score higher on communal orientation to display more transformational behaviors, as they tend to highlight the importance of cooperation and interdependence

(considered feminine qualities) among group members to achieve team goals.

Park [85] investigated the relationship between a leader's gender identity and two leadership styles, which he described as "task-oriented" and "relationship-oriented". The findings show a significant positive relationship between communal traits and "relationship-oriented" leadership styles, and between agency traits and "task-oriented" leadership. Another study investigated the relationship between gender role characteristics and transformational leadership, using a sample of management students [86]. The results show a significant positive relationship between communal characteristics and transformational leadership, while a significant negative relationship between agent characteristics and transformational leadership is found. In a similar vein, [87] examines the impact of gender roles on transformational leadership. They concluded that communal attributes such as benevolence and caring were positively related to followers' perceptions of transformational leadership. In contrast, agent attributes such as being assertive, dominant, and striving for power were negatively related to followers' perceptions of transformational behavior; such attributes do not match the collaboration, emotional appeal, and collective sense exhibited by transformational leaders. Finally, through research conducted in Israeli banks, Kark, Waismel-Manor [59] show that regardless of the gender of the leader, their communal attributes are rated as more transformational by their followers.

In particular, transformational leaders inspire followers to go beyond their personal goals to serve collective interests. Leaders who score higher on communal factors tend to be more considerate and kinder to their followers and highlight the importance of collective goals, which is in line with the characteristics of transformational leaders [59, 87]. In contrast, leaders who score higher on agency factors tend to be more dominant and goal-oriented and strive to control followers, which is inconsistent with the characteristics of transformational leaders [59, 86, 87]. Thus, the authors suggest that leaders who describe themselves as having communal characteristics, whether male or female, will be considered the most transformational by their followers. On the other hand, leaders who describe themselves as having agent characteristics, whether male or female, will be perceived as less transformational by their followers.

3. Method

The purpose of writing is to examine perceptions of transformational leadership based on gender. Gender identity defines the stereotype of the individual's self-perception as masculine or feminine. Men are generally perceived to display agency characteristics (e.g., assertiveness and competitiveness, whereas women are perceived to display communal characteristics, such as benevolence and personal concern for the individual interests of others). Transformational leadership is a special form of leadership that inspires followers to go beyond their personal goals to serve collective interests. The authors' results highlight the weighting of gender stereotypes, which trumps followers' perceptions of the leader's gender role identity, suggesting that male leaders may also suffer the effects of backlash. Thus, future research on gender and leadership should introduce congruence between leader gender and gender identity to investigate other effects on leaders, such as leader-member exchange, authentic leadership, and other outcomes of interest to organizations. This survey on transformation by gender and the Multifactor Leadership Questionnaire was used as research tools via a five-point Likert scale. The sample in this study amounted to 140 teachers in Pesawaran Regency, Lampung Province. The data were processed using SPSS Version 22.

4. Result

Table 1 Correlations items

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Totl1_9
Item1	Pearson Correlation	1	,758**	,623**	,489**	,438**	,517**	,526**	,293**	,303**	,726**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item2	Pearson Correlation	,758**	1	,690**	,503**	,471**	,511**	,550**	,290**	,324**	,745**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,001	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item3	Pearson Correlation	,623**	,690**	1	,578**	,575**	,695**	,628**	,371**	,423**	,813**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item4	Pearson Correlation	,489**	,503**	,578**	1	,673**	,612**	,596**	,377**	,411**	,772**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item5	Pearson Correlation	,438**	,471**	,575**	,673**	1	,709**	,605**	,273**	,496**	,763**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,001	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item6	Pearson Correlation	,517**	,511**	,695**	,612**	,709**	1	,677**	,331**	,426**	,797**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item7	Pearson Correlation	,526**	,550**	,628**	,596**	,605**	,677**	1	,357**	,508**	,796**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000	,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item8	Pearson Correlation	,293**	,290**	,371**	,377**	,273**	,331**	,357**	1	,538**	,620**
	Sig. (2-tailed)	,000	,001	,000	,000	,001	,000	,000		,000	,000
	N	140	140	140	140	140	140	140	140	140	140
Item9	Pearson Correlation	,303**	,324**	,423**	,411**	,496**	,426**	,508**	,538**	1	,683**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	140	140	140	140	140	140	140	140	140	140
Totl1-9	Pearson Correlation	,726**	,745**	,813**	,772**	,763**	,797**	,796**	,620**	,683**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	140	140	140	140	140	140	140	140	140	140

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

Source: 2021 Research Data

Table 3 shows the total data taken from 140 respondents and nothing data is missing.

Table 4 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
,775	10

Source: 2021 Research Data

Referring to table 4, the Cronbach Alpha value is 0.775 which indicates that the 9th item statement has high reliability.

Table 5 Group Statistics

Group Statistics					
	Coding	N	Mean	Std. Deviation	Std. Error Mean
MTF	1	48	29,31	4,869	,703
	FTF	92	28,54	6,194	,646

Source: 2021 Research Data

Table 5 above shows that the two groups had 48 and 92 respondents, respectively. The MTF (Male Transformational) Leader score was higher than the FTF (Female Transformational) group from an average of 29.31 to 28.54.

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Table 6 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MTF	Equal variances assumed	2,654	,106	,748	138	,456	,769	1,029	-1,265	2,803
	Equal variances not assumed			,806	116,841	,422	,769	,954	-1,121	2,659

Source: 2021 Research Data

In table 6 independent samples test, it appears that the probability (sig) is 0.106 > 0.05, meaning that the male and female population variances are the same/identical, meaning that gender differences do not make any difference in perceptions of transformational leadership practices.

Tabel 7 Male's Descriptive Statistics

	N	Range	Minimum/ Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic/ Std. Error	Statistic	Statistic	Statistic/ Std. Error	Statistic/ Std. Error
MTF	48	21	15/36	1407	29,31/,703	4,869	23,709	-,883/,343	,978/,674
Valid N (listwise)	48								

Source: 2021 Research Data

Table 7 shows that Male Transformational (MTF) data consists of 48 participants with a variance are 23.709.

Tabel 8 Female's Descriptive Statistics

	N	Range	Minimum/ Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic/ Std. Error	Statistic	Statistic	Statistic/ Std. Error	Statistic/ Std. Error
FTF	92	35	1/36	2626	28,54/,646	6,194	38,361	-1,259/,251	3,135/,498
Valid N (listwise)	92								

Source: 2021 Research Data

Table 8 shows that Female Transformational (FTF) data consists of 92 participants with a variance are 38.361.

5. Discussion

RQ1 Is there a difference in the score of the transformational leadership practice of the SMA principals in Pesawaran based on gender?

To answer this question, the author refers to the output table and compares the results of the calculation the significance of the calculation results with a statistical significance of 0.05. In table 6 independent samples test, it appears that the probability (sig) is 0.106 > 0.05, meaning that the male and female population variances are the same/identical, meaning that gender differences do not make any difference in perceptions of transformational leadership practices. The identical perception of female and male teachers can be explained as follows.

Gender identity defines stereotyped self-perceptions of individuals as masculine or feminine. Men are expected to display agency characteristics (e.g., assertiveness and competitiveness), whereas women are expected to display communal characteristics (e.g., benevolence and personal concern for the individual interests of others) [2].

The authors' findings suggest that female teachers, who described themselves as having highly communal attributes, rated their leaders as equally transformational compared to male teachers. Talking about the relationship between gender and perceived leadership can't just be about women or about caring but needs to include beliefs and statements that have "true" values about men and human behavior. Empirically, the discussion of gender is related to the

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parental role thesis and economic salience thesis [88] and to the perception that men and children are perceived as less concerned with surrounding (sensitive) leadership while women are more concerned. Such differentiation occurs when men become more concerned with their ability to be economic providers, while women show increased concern because of their role as mothers/caregivers. Another empirical fact is that both men and/or women who work are more likely to care about economic problems which lead to a lower level of concern for problems that occur in the workspace and scope [88].

The findings of this study break gender bias as occurs in other fields in the Indonesian context, as is seen in many small business intervention and development programs which usually tend to prioritize male groups as business owners. As a result, women entrepreneurs' groups are more 'directed' toward programs and interventions for sectors that are assumed to be feminine. In other areas of life, such as politics, economics, mass media, education, and society, women are still far behind men. In the field of productive work, more women are engaged in fields that are considered 'fit' with women (feminine), such as teaching, skills, secretarial, etc. Meanwhile, in development programs, women still lack opportunities and roles, both as policymakers, development agents (development workers), and active participants. Usually, women only receive development benefits indirectly, namely from their husbands. Nevertheless, the struggle for gender equality is aimed at strengthening men and women, with the conditions experienced in society.

RQ2 How solid is the perception of the transformational leadership practices of high school principals in Pesawaran based on gender?

Table 9 Variance Statistic between Male and Female

	MTF	FTF
Variance Statistic	23,709	38,361

The variance is a measure of how scattered the data is. Low variance indicates the data are clustered close to each other. A high variance indicates more dispersed data. Table 9 shows that MTF is smaller than FTF.

In probability theory and statistics, the variance or variance of a random variable (or probability distribution) is a measure of how far apart a set of numbers is. A zero variance indicates that all values are equal. The variance is always non-negative: a low variance indicates that the data points are skewed very close to the mean (expected value) and each other, while a high variance indicates that the data points are

highly spread out around the mean and from one another.

The same measurement is the square root of the variance, also known as the standard deviation. The standard deviation has the same dimensions and data; therefore, it can be compared with the deviation from the mean.

Variance is one of the descriptions of a probability distribution. In particular, variance is one of the moments of a distribution. In that context, it becomes part of a systematic approach to distinguishing between probability distributions. Although other approaches have been developed, the moment-based one is more advantageous in terms of mathematical and computational convenience.

The variance is a parameter that describes, among other things, the true probability distribution of a population of observed numbers, or the theoretical probability distribution of a population that is not fully observed from which a sample number is drawn. In the latter case, sample data from the distribution can be used to form an estimate of the variance of the underlying distribution; in the simplest case, this estimate can be the sample variance.

From a psychological perspective, there are two concepts of perception theory. That is a concept in which the processing of inputs or stimuli received by the senses, where there is a transformation of this low-level information into higher-level information, for example, is getting to know objects through their shapes.

Direct perception, states that perception is formed from obtaining information directly from the environment. Complete Dictionary of Psychology Perception (perception) is the process of knowing or recognizing objects and object events with the help of the senses. Awareness of organic processes and a sensory group with the addition of meanings derived from past experiences [89].

Referring to Table 9 which shows that the Variance Statistics for males is 23,709 smaller than females for 38,361, it can be concluded that women are less solid than men in perceiving the practice of transformational leadership of their principals.

6. Conclusion

Unfavorable evaluations of women's leadership potential and unfavorable evaluations of women's leadership behavior often led to wrong views and stereotypes. The author proposes two conclusions, namely that gender differences do not make differences in perceptions of transformational leadership practices and men are more solid than women in perceiving transformational leadership practices. Thus, women's

participation in contributing to development shows a significant increase both in quantity and quality, and women can act as a counterweight. In the final word, men and women, complement each other to participate in development.

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