



TEACHERS' PERCEPTION OF A FEMALE MANAGER LEADERSHIP STYLE

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Abstract

The most important part of an organization, an institution or a school is the leadership and the person who did it called the leader. The leader is someone who can give big influence and also inspire the subordinate. Leadership is people-driven and the ability to inspire people helps to achieve the set goals of an organization (Lahti, 2013). Most of organization is sometimes lead by a male leader. Only a few that leads by the female leader. People believe that male is better than female in leading an organization. Kuchynkova (2015) reported that men tend to be more logical and rational with the requisite toughness, while women are more intuitive, sensitive and predisposed towards change and diplomacy. The writer conducted a descriptive qualitative study for this mini research. This study was conducted in order to get the teacher's perception of female manager leadership style.

Keywords: Leadership, female leadership, female principal/manager

INTRODUCTION

The most important part of an organization, an institution or a school is the leadership and the person who did it called the leader. The leader is someone who can give big influence and also inspire the subordinate. Leadership is people-driven and the ability to inspire people helps to achieve the set goals of an organization (Lahti, 2013). In other side leadership is an attempt at influencing the activities of followers through the communication process and toward the attainment of some goal. Gordon (2010) stated that leadership is about working with people to do new things in a world which is increasingly complex and fast changing.

Most of organization is sometimes lead by a male leader. Only a few that leads by the female leader. People believe that male is better than female in leading an organization. Kuchynkova (2015) reported that men tend to be more logical and rational with the requisite toughness, while women are more intuitive, sensitive and predisposed towards change and diplomacy. Eagly and Schmidt (2001) reported that women face more barriers to becoming leaders than man do, especially for leader role that are male-dominated or in other words it is almost impossible if a woman can lead an organization. It can be said that gender is playing a role in leadership. This stereotype is also stick in people's mind about the leader of the school or in the non-formal institution.

The successful of a school or non-formal education institution is influenced by the characteristic of the leader and their leadership style. The principal or the manager as the head of the institution has a duty to reach the institution's goals. In order to reach the goals, they need a support and help from their subordinate –teachers, administrators- and the parents. Male principal gets full support from their subordinate and the parents while in contrast the female principal gets lack of support (Mdluli, 2002). Actually, besides to reach the goals, the principal has a duty to sets the tone for the school through varied leadership styles or behavior displayed as leadership functions are carried out (Eboka, 2016). This means that both male and female are not a problem in leading a school or institute while in fact female still remain radically under-represented in academic leadership positions. Rancer (1993) in his study reported that most of female work as a teacher instead of as a leader of an institution.

However, there are schools, institutes or universities which are led by the female leader. For example, one of the state universities in Palembang which was led by a female rector, on her era this university got successes in held the biggest sport competition for university students of South East Asia. Female participation in educational administration has occurred more at primary and secondary levels than at college and university

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levels. Female leadership in organizational settings seemingly display a nurturing, caring, and collaborative style of leadership towards others and peers, whereas men tend to display a directive style of leadership that focuses on task and order in the public domain (Porter, 2009).

From the fact and theory, the writer would like to conduct a study about the perception of the teachers in a non-formal education institution about the female principal leadership style, in this case the manager, because based on the accreditation instruments for non-formal education by *BAN-PNF* 2014, the leader of a non-formal education institution should have the social competence where they can work together or have a good collaboration with their subordinate, in this case the teacher. In this case, the writer will take the data from one of English institution in Palembang which leads by the female manager.

LITERATURE REVIEW

Leadership

Leadership is the art of influencing and managing the subordinate in order to change people's mind and reach the goals of an institution or organization. Cohen (1990) in his book said that leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project. Leadership is also a people-driven and the ability to inspire people helps to achieve the set goals of an organization (Lahti, 2013).

The View of Female Leadership

The female leadership style has always been a good discussion among the researchers. There are many views and perception for this issue. Some people are always underestimated with the female leadership. There are some disadvantages if a female leads an organization or an institution. They lacked the necessary management potential and skills. Not only that, they were lacking administrative, financial and supervisory skills, but some females also lacked job commitment, assertiveness, leadership aspirations, confidence, and risk-taking tendencies (Mdluli, 2002). Some people believe there are the advantages of female leadership. Patel (2013) said that female excel at most leadership competencies, they are more vision for the future and inspiring optimism and last, they are more participative in decision making.

Previous Related Study

The writer conducting this study is in line with the study done by Mdluli about the evaluative study of the leadership style of female principals. He conducted the study in 2002. He made use of interviews and questionnaires to evaluate the perceptions of parents and educators towards the leadership style of female principals, and how effective female principals are when carrying out their managerial duties at school. The study concluded that the leadership styles of the female principals in the area studied, were effective in areas such as promoting order and discipline and keeping accurate records of all financial transactions. But not all respondent can perceive this statement. Some of the respondent is uncertain or even they do not agree that female leadership is effective.

METHOD

In this mini research, the writer conducted a descriptive qualitative study. This study was conducted in order to get the teacher's perception of female manager leadership style. Qualitative study is use to explore a problem and develop a detail understanding of a central phenomenon (Creswell, 2012).

Sample

The sample of this study is purposive sampling where the sample is taken based on places and people that can best help the writer understand the central phenomenon (Creswell, 2012). The sample was taken from 8 teachers of English in one of English Course in Palembang. Every teacher has to fulfill the questionnaire given by the writer.

Data Collection

In this study, the writer gave a questionnaire to the teacher to collect the data. The writer gave a questionnaire about the female leadership styles. The questionnaire will be used in order to get the teacher perception about their female manager leadership styles in lead the non-formal education institution. The questionnaire is based on five points of Likert scale from strongly agree (SA) to strongly disagree (SD).

Data Analysis

To analyze the questionnaire, the writer used descriptive analysis and percentage analysis which means the writer would like to analyze and describe each question in the questionnaire by seeing the total percentage of the point in the questionnaire.

FINDING AND DISCUSSION

There are 6 questions were given by the writer in the questionnaire. The questionnaire was adapted from a study done by Mdluli in 2002. The total of 8 teachers of English gave their respond to the questionnaire. The table 1 will present the respond:

Table 1. Teachers' response to the questionnaire

Questions	Strongly disagree	disagree	Neutral	Agree	Strongly Agree	Total and %
Female principal/manager acts in collaboration with educators to implement the vision and mission of the institution.	2 25%	-	1 12.5%	4 50%	1 12.5%	8 100%
Female principal/manager initiates the policies and guidelines that facilitate the attainment of goals.	2 25%	-	1 12.5%	3 37.5%	2 25%	8 100%
Female principal/manager promotes consensus in decision making, in running of the institution matters.	2 25%	-	2 25%	2 25%	2 25%	8 100%
Female principal/manager promotes collegiality or democracy in decision making.	-	3 37.5%	-	3 37.5%	2 25%	8 100%
Female principal/manager organizes staff development programs.	-	1 12.5%	2 25%	3 37.5%	2 25%	8 100%
Female principal/manager clarifies and promotes the mission and the vision of the institution.	2 25%	-	1 12.5%	3 37.5%	2 25%	8 100%

The first question shows that around 62.5% teachers agree that the female principal or manager can collaborate well with the educators to implement the vision and mission of the institution. It is in line with *BAN-PNF* regulation in the accreditation instrument for non-formal education institution 2014 where the leader of a non-formal education institution should have the social competence which means they have to work together with their subordinate in order to reach the goal. From the result, it means that the female manager of non-formal education institution can work together with the teachers to bring the positive change for the institution. The second question shows the result that around 62.5% teachers agree that the female principal/manager initiate the policies and guideline that facilitate the attainment goals. There are only two teachers (25%) who do not agree with this statement and one teacher is neutral. Since the manager is the one who lead and manage the institution, he/she have to initiate the policies and give the guidelines to the teacher in order to reach the goal of the institution.

The third question is about the female principal/manager promotes consensus in decision making, in running of the institution matters. 50% teachers agree that the manager have to promote consensus in decision making, 25% teachers are neutral and 25% teachers do not agree with the statement. Combs, Miser and Whitaker (1999) in their book said that the principal or the manager is the one who face the conflict almost daily, so they must learn how to face dissension or conflict without perceiving it as a "personal attack". The fourth question is almost the same with the third question. This question is talking about female principal/manager promotes collegiality or democracy in decision making. Around 62.5% teachers agree that the female manager in this English course promote the democracy in decision making. It is in line with what Sedlmyr (2017) reported in her study. She reported that most of female leader are applying the democratic leadership style in leading an organization or an institution and Comb et.al (1999) in their book said that the manager or the principal must learn how to face dissension or conflict without perceiving it as a "personal attack".

Next question is about the female principal/manager organizes staff development programs. 62.5% teachers agree with this statement while 25% teachers are neutral and 12.5% teachers do not agree with the statement above. In the accreditation instruments set by the *BAN-PNF* 2014, in the process standard the manager have to provide the training schedule for the teacher in order to help the teacher to get a new knowledge related with the teaching activity which can bring positive change to the institution.

The last question is talking about the female principal/manager clarifies and promotes the mission and the vision of the institution. Around 62.5% teachers agree with the statement. It is in line with the accreditation instrument

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set by *BAN-PNF* in 2014. In the management standard, the manager has to promote the vision and mission of an institution to the teacher and other staff in order to avoid the misunderstanding or mistake. Through the finding, it can be said that female can lead an organization or an institution as well as man do, they are more democratic in leading something than men. Female leader can build a good teamwork with her subordinate in reaching the goals.

CONCLUSION

From the description of each question above, it can be concluded that the female manager of this non-formal education institution can lead an organization or an institution as well as man do. She can collaborate well with the subordinate in order to reach the goals of an institution. Female are better in negotiate an MoU or a business with other organization (Patel, 2013). From the data that writer get, it is also concluded that the female manager of this non formal education institution is democratic leadership. She promotes the democracy in decision making, do not let the conflict as her own problem, listens for all the comment and suggestion from all her subordinate in order to make the decision.

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