

LEADERSHIP STYLE PREFERENCES AMONG EXECUTIVE AND LEGISLATIVE ORGANIZATION STUDENTS OF STATE UNIVERSITY OF JAKARTA

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Abstract

The styles of leadership exemplified in higher educational organizations has an important role to play in organizational success or failure. The development of leadership style and organizational skills of students can be achieved through student organizations. The study aimed at understanding gender differences in leadership style preferences and the influence of residential background on leadership style preference. It was conducted among 20 students (7 males and 13 females) from Executive and Legislative Organization Students of State University of Jakarta. The primary data was collected through online questionnaire. The questions were adapted from Introduction to leadership: Concepts and practice by Northouse, P. G. It was analyzed using descriptive and cross-sectional method. The results will be presented in tables and chart. It revealed that there was significant gender difference on leadership style. It was seen that more preference for democratic leadership. Based on gender, and males also indicated preference for democratic leadership than authoritarian or laissez-faire leadership style. The students from rural and urban areas didn't show any differences in their leadership preferences. The complete results have been explained along with the existing theories and literature.

Keywords: Leadership Style, Organizational Leadership, Higher Education

Introduction

Nowadays, higher educational institutions are responsible for providing required skill that human needed, giving opportunities to learn, and allowing students to pursue their passions in this global competitive environment (Hao and Yazdanifard 2015). Meanwhile, the development of leadership style and organizational skills can be achieved through student organizations. The concept of leaders and subordinates has been common in human society. Moreover, the significance of leaders in improving the reputation and performance of an organization is considerably recognized (Bond 2015). Other than that, great leaders can influence, support, and motivate their teams by creating a positive organization culture.

Knowledge of leadership definitions have been proposed substantially. This often refers to different ways people communicate when they lead groups as their leadership style. (Northouse 2016) came up with an idea that leadership is a process, entails influence, happens within a group setting and involves shared purposes or visions. According to (Newstrom & Davis, 1993) leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

As a result, in 1939 Kurt Lewin who had been referred to by some as the father of modern psychology. Lewin suggested an alternative approach that instead of focusing on traits of leaders, he advised looking at leadership styles. He came to this conclusion after running experiments with children to see how they responded to

different behaviors. Commonly Lewin identified three main leadership styles, there are authoritarian or autocratic; participative or democratic, and laissez-faire. Commonly, effective leaders will implement all styles. It means they don't stick to one style but try to adapt depending on the situational demands. Therefore, it can be inferred that leadership is a kind of power where one person has the ability to influence or change the values, beliefs, behavior and attitudes of another person in a suitable environment.

Based on the previous comparative study in Nigeria (Deji & Makinde, 2006) another factors of leadership preferences were analyzed such as various demographic variables like age, education levels, and gender. Researchers found that women leaders had a higher level of external orientation and leadership skill than men. Women tended to adopt a more democratic or participative style and a less autocratic or directive style than men did. Gender contrast effect may exist in that, autocratic female managers were perceived to be higher performers than autocratic male managers (Ahmad Najjar and Ahmad Dar 2017). Also, study showed that males emphasize the goal setting, while females emphasize the interaction facilitation dimension in their leadership behaviors (Gibson 1995).

Numerous research have also supported the perspective that genes have more influence on leadership role occupancy than environment (Avolio & Gibbons, 1988). On the contrary, others suggest that environment might have a moderating role to play in shaping the leadership behavior of an individual (Zhang, & Arvey, 2007). A big part of that is leadership style of how people come across and perceive leadership preferences in their community. Hence, the study will be focused on the leadership styles preferences among executive and legislative organization students in relation to their gender and residential background.

This research is expected to answer the following questions:

1. What leadership styles are preferred among executive and legislative organization students of State University of Jakarta?
2. What is the preferred leadership styles of each male or female college students?
3. What leadership styles are preferred by rural and urban students?

Related to the questions above, the main objectives of the present study are:

1. To investigate the leadership style preferences among executive and legislative organization students of State University of Jakarta
2. To compare the leadership style preference of each male and female college students
3. To compare the leadership style preference of rural and urban students

Methodology

A descriptive and cross-sectional method was used for the present study. A cross-sectional study involves looking at data from a population at one specific point in time. The participants in this type of study are selected based on particular variables of interest. The population for the present study are the executive and legislative organization students of State University of Jakarta.

The primary data was collected through online questionnaire via Google form. The total participants who completed the questionnaire were so significantly different in gender: 80% were female and 20% male. The school and the participants who become part in the study will remain anonymous. The questionnaire was conducted for 4 days in January 2021. The survey was personally given by sending the google form link to the leaders of BEM and MPM, then the leader informed their staffs to response the questionnaire. Participant's limitation in arranging a direct face to face meeting and the school itself is under the COVID-19 alert and abandoning outsiders to enter the school area without a proper permission. The students took about ten

minutes to complete the survey. It received 20 responses from all students. The Google form will automatically count the statistical data from the completion of questionnaires by showing pie chart.

The questionnaire was adapted from Introduction to leadership: Concepts and practice by Northouse, P. G. It aims at measuring leadership style preference for authoritarian, democratic, or laissez-faire style. It consists of 18 items which are to be answered in terms of strongly agree, agree, undecided, disagree and strongly disagree. Each question represent whether they are authoritarian, democratic, or laissez-faire style. The scoring is very simple, with positive items being scored as 54321 for strongly agree, and agree and so on. For negative items the scoring is reversed. Various statistical techniques were used for the present study like mean test using Ms. Excel software package and the analysis tables were also provided to make the findings clearer.

Findings and Discussion

The questionnaire provides three categories of leadership style (Authoritative, Democratic, Laissez faire) which are determined by a participant’s cumulative score based on the gender and their residential background as well. This helps incoming leaders understand their preferred leadership style.

Table 1: showing frequency distribution and percentage of leadership preferences among university students.

Leadership Dimension	Number	Percentage
Authoritarian	2	10
Democratic	17	85
Laissez-Faire	1	5

The above table indicates that 85% (17/20) of sample group preferred democratic leadership, 10% (2 out of 20) preferred

Table 3: showing comparison the sum of leadership preferences of sample group with respect to residential background:

authoritarian leadership, and only 5% (1 out of 20) preferred laissez-faire leadership.

Gender	Authoritarian	Democratic	Laissez-Faire
Male	1	6	0
Female	1	11	1

Table 2: showing comparison the sum of leadership preferences with respect to gender.

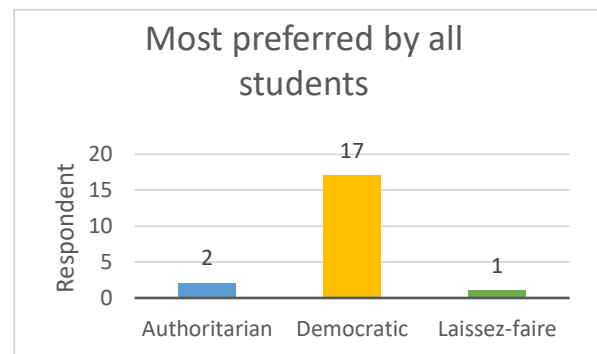
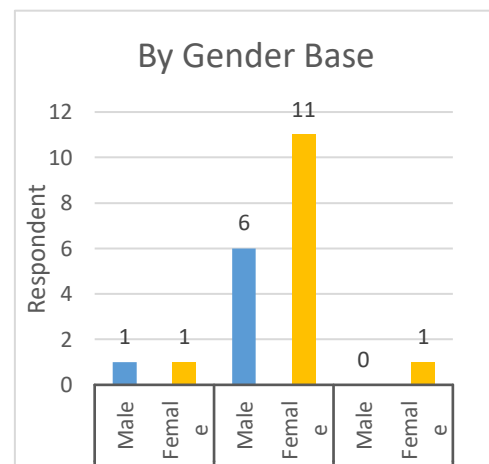


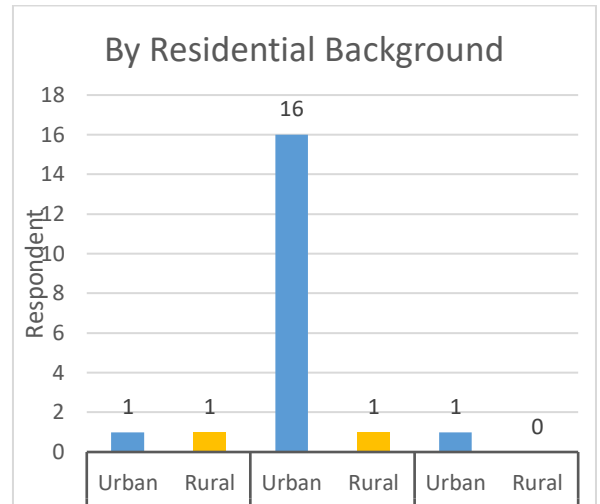
Table 2 shows the difference between the total of leadership of university students with respect to their gender. In fact, mostly the respondents both male and female chose democratic as their leadership style preferences. It also reveals that was no male chose laissez-faire as their leadership preferences.



Residence	Authoritarian	Democratic	Laissez-Faire
Urban	1	16	1
Rural	1	1	0

Table 3 shows the difference between the total of leadership preferences of

university students with respect to their residence. As is evident from the table, the most students come from urban area preferred democratic as their leadership. In fact, the participants come rural area only 2 out of 20.



Conclusion

The conclusion that the researcher can convey is, that this study uses the blended learning theory which comes from the theory of an expert, Dwiyoogo. The news that is analyzed is news from online media. The number of texts of online news analyzed is two. From the discussion above, the writer concluded that there are some challenges of using technologies in teaching and learning process of maritime English studies in new – normal era, those are:

- 1.The students do not have a good network to access the internet;
- 2.The students' concentration is not as conducive as face to face learning process;
- 3.The students have a social life; they will not be able to focus to the materials;
- 4.The parents' economy aspects is influence;
- 5.The accessibility of online classroom uses data of internet;
- 6.The lecturers have trouble in the internet connection; and
7. Not all students are active in doing the tasks and responding to the lecturer's instructions.

To cover those problems, Maritime English lecturers must give attractive, fun, easy, interactive through online learning process. The lecturers blended between synchronous and asynchronous meeting so

that all students could actively join the class. To encounter the problems happened in students who live in rural area, the lecturers must use the teaching learning methods that friendly for students in rural areas. It can be said that, the lecturers must be able to make the students more active in participating in the virtual class

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