



THE IMPACT OF LEADERSHIP STYLE AND LOYALTY ON THE PERFORMANCE OF FACULTY AND EDUCATIONAL STAFF IN HEALTH EDUCATION INSTITUTIONS

Ingenida Hadning^{1*}, Hasna Fadia Sari¹, Indra Putra Taufani^{2,3}

¹School of Pharmacy, Faculty of Medicine and Health Sciences, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia

²Department of Pharmacist Profession Education, Faculty of Medicine and Health Sciences, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia.

³Graduate Institute of Pharmacy, China Medical University, Taichung, Taiwan

* ingenida.hadning@umy.ac.id

Abstract

Every institution requires optimal performance from its members to achieve expected goals. This research aims to determine the influence of leadership style and loyalty on the performance of faculty and educational staff in health education institutions. This study employs a correlational quantitative method. The research population consists of faculty and educational staff in health education institutions, and the sample is determined using simple random sampling in 44 faculty and 19 educational staff participants. The study is analyzed using validity tests, reliability tests, normality tests, and hypothesis tests, including T-test, F-test, adjusted R², and linear regression. The results reveal that the leadership style implemented by leaders in health education institutions is participative. The levels of loyalty and performance of faculty and educational staff are very high. The hypothesis test results indicate the correlation coefficient for the influence of leadership style on the performance of faculty and educational staff is -0.118 with a significance value of 0.357. Meanwhile, the correlation coefficient for the influence of loyalty on performance is 0.320 with a significance value of 0.011. The F-test result is at 0.000 with an R² of 0.107. Concluded that the leadership style implemented by leaders in health education institutions has a very low, negative, and insignificant influence, meaning that the higher the leadership variable value, the lower the performance variable value.

Keywords: Leadership, performance, Loyalty, faculty, education

Presented at The 3rd Bengkulu International Conference on Health (B-ICON), Bengkulu-Indonesia, September 12-14th, 2023

Published:
December 2nd, 2023
Copyright © 2023 by authors.
ISSN : 2986-027X

INTRODUCTION

The capability of human resources stands as a pivotal factor in the progress of all forms of organizations. Educational institutions are no exception, as human resources determine the direction and functioning of these institutions, ultimately yielding performance results in line with the institution's objectives. High-quality human resources are those with comparative, competitive, and cooperative values that can advance an organization (Charles, Hitt et al., 1992). Therefore, organizations like universities require potential human resources, both leaders and employees, in roles and supervision that determine goal achievement. Trust between leaders and members, coupled with individuals' integrity and competence, results in effective performance.

One of the most influential factors in performance is leadership style (Lyubovnikova, et al., 2017), including in educational institutions. Leadership is an individual's behavior that can influence others to collaborate towards a common goal. Each leader possesses a unique art of leading, known as leadership style. Leadership styles showcase characteristics that distinguish one organization from another. Leadership styles are categorized into four: directive, delegative, supportive, and participative.

Another factor that can impact the success of an organization is the loyalty of its members (Chen S, 2022). Loyalty can be described as a sense of shared fate among employees towards the organization. When this sense of shared fate emerges, employees become responsible for the progress and setbacks of the organization (Zhang H, 2022).

The objective of this research is to investigate the influence of leadership style on the performance of faculty and educational staff in health education institutions and to examine the impact of loyalty on the performance of faculty and educational staff in health education institutions.

MATERIALS AND METHODS

This research employed a quantitative correlational method to determine the extent of the relationship between variables based on correlation coefficients. The study aimed to investigate whether there is an effect of two variables on another variable. Data were obtained using a cross-sectional research design since the study emphasized measuring data for independent variables and dependent variables at a specific point in time.

The research was conducted at Health Education institutions in Yogyakarta from August to November 2021. The population comprised faculty and educational staff in health education institutions, with samples determined using simple random sampling and sample size calculations

employing the Slovin formula. Inclusion criteria for respondents were active employment at the health education institution and the completion of the questionnaire, while exclusion criteria were incomplete questionnaire responses. The study included 44 faculty members and 19 educational staff.

Two types of variables were identified in this research: two independent variables and one dependent variable. Independent variables are those that influence other variables, while dependent variables are influenced by other variables. In this study, independent variables were leadership style and loyalty, while the dependent variable was performance.

The research measured respondents' opinions or perceptions of the performance of faculty and educational staff, leadership style, and loyalty. Employee performance variables were measured using indicators from Koopmans et al.'s (2015) research, with a questionnaire comprising 17 questions assessing performance indicators such as quantity, quality, timeliness, attendance, and collaboration ability. Leadership style variables were measured using the Leader Behavior Analysis (LBA) questionnaire by Blanchard et al. (2013), consisting of 12 questions describing workplace situations. Each question had four answers representing the four leadership styles: directive, supportive, delegative, and participative. Employee loyalty variables were measured using a questionnaire by Pandey and Khare (2012), consisting of 18 questions describing the loyalty of faculty and educational staff. The research was analyzed using validity tests, reliability tests, normality tests, and hypothesis tests, including T-tests, F-tests, adjusted R2, and linear regression.

RESULTS AND DISCUSSION

Following the distribution of questionnaires, a total of 63 respondents were obtained, consisting of 44 faculty members and 19 educational staff, as illustrated in the following diagram (Figure 1).

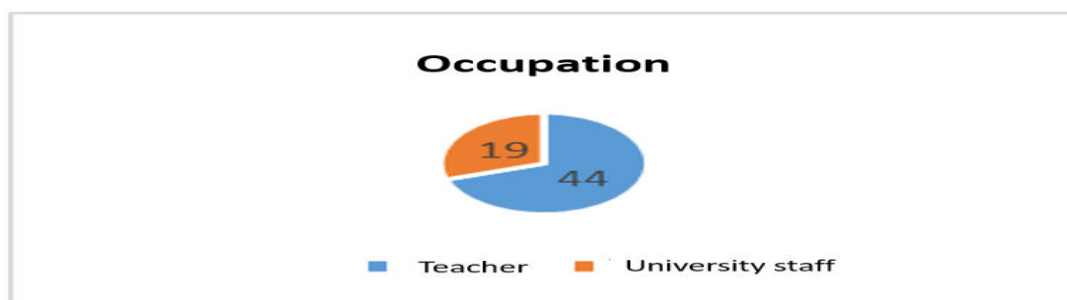


Figure 1. Description of Respondents Based on the Occupation

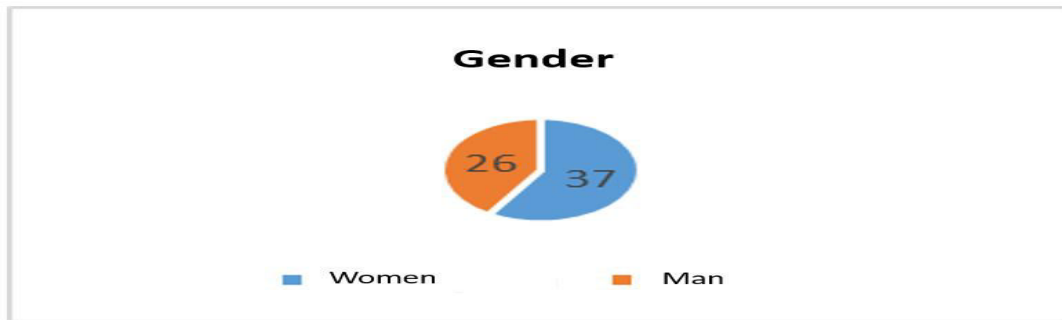


Figure 2. Description of Respondents Based on Gender Dominance of respondents.

The dominance of male respondents is likely attributable to the relatively significant disparity in the number of male and female faculty members, with 16 male and 28 female lecturers (Figure 2). Meanwhile, among the educational staff, males dominate with 10 individuals, compared to 9 females. This dominance may also be attributed to females juggling dual roles in their lives, fulfilling responsibilities both in households and workplaces (Margaretha et al., 2012).

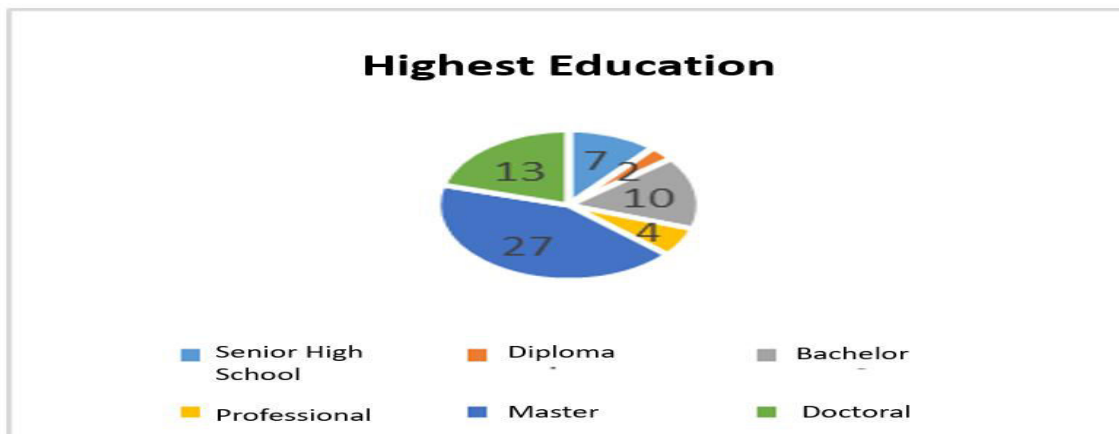


Figure 3. Description of Respondents Based on Highest Education

The educational level is predominantly master's degree, with a total of 27 individuals, as the majority of the respondents are lecturers (Figure 3). This aligns with Law Number 14 of 2005 regarding teachers and lecturers, which mandates a minimum academic qualification of a master's degree for individuals to become lecturers. Educational attainment also has a positive impact on an employee's performance (Hendrayani, 2020).

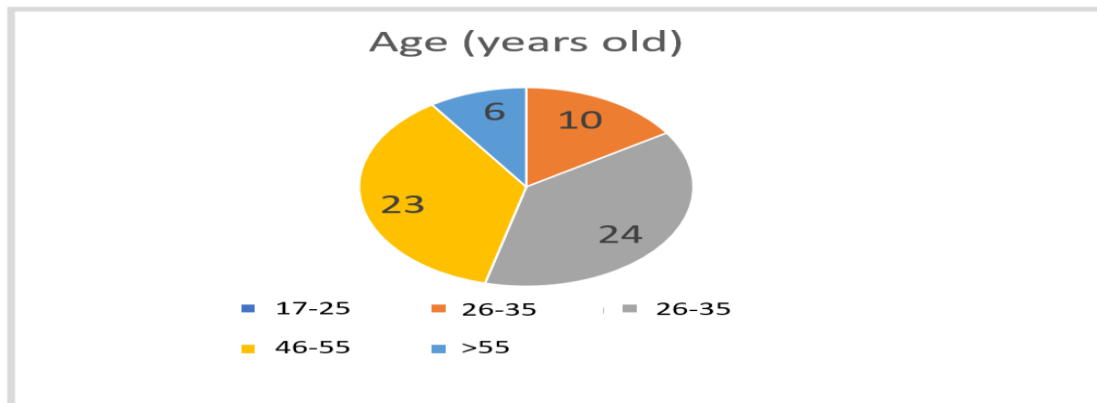


Figure 4. Description of Respondents Based on Age

Productive age group exhibits a higher level of productivity compared to older workers due to physical limitations and weakening (Figure 4) (Noor, 2011). Karima et al. (2017) stated that the length of employment has a positive influence on an employee's work productivity, meaning that the longer the tenure, the higher the work productivity of an employee (Figure 5).



Figure 5. Description of Respondents Based on Years of Work Experience

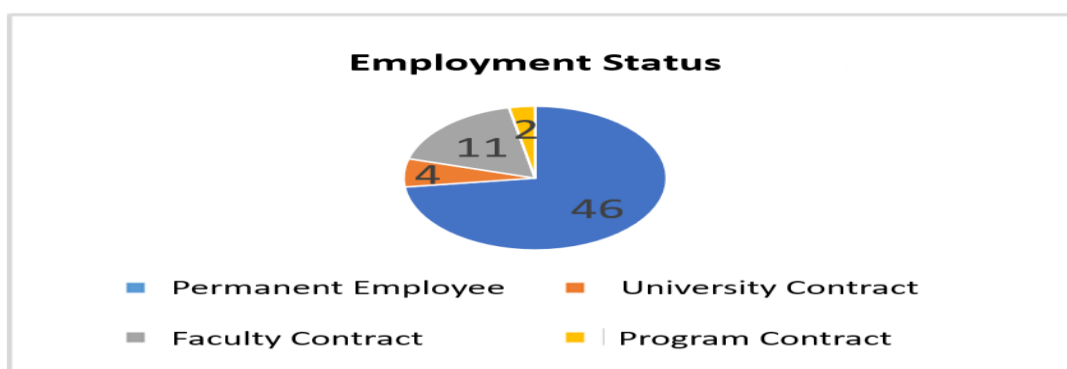


Figure 6. Respondent Description Based on Employment Status

(Figure 6) The dominance of permanent employment status aligns with Nugraha's (2017) research, indicating that employees with permanent employment status exhibit better performance compared to non-permanent employees, with employee satisfaction and comfort playing crucial roles in demonstrating their increasing performance

Validity Test

Validity test is used to measure the validity of a questionnaire; a questionnaire is considered valid if:

1. $r_{\text{calculated}} > r_{\text{table}} \rightarrow$ the statement is considered valid
2. $r_{\text{calculated}} < r_{\text{table}} \rightarrow$ the statement is considered invalid

Out of the 20 leadership style statement items, 8 statements have $r_{\text{calculated}}$ values < 0.361 , and 12 questions have $r_{\text{calculated}}$ values > 0.361 . Therefore, of the 12 items with $r_{\text{calculated}}$ values > 0.361 , they are considered valid and can be used for the research, while the items with invalid values can be eliminated.

Reliability Test

Reliability test is conducted to determine whether the questionnaire is reliable or not. A variable is considered reliable if it yields a Cronbach's Alpha value > 0.6 .

Table 1. Reliability Test Result

No	Variabel	R alpha	Critical Ratio	Status
1	Leadership Style	0,711	0,600	Reliable
2	Loyalty	0,947	0,600	Reliable
3	Performance	0,850	0,600	Reliable

Normality Test

Normality test is conducted to determine whether the collected data originates from a normally distributed population or not (Noor, 2011). The normality test employed is the Kolmogorov-Smirnov normality test, given the sample size of respondents > 50 . The results of the normality test are as follows.

Table 2. Normality Test Result

No	Variabel	R alpha	Note
1	Leadership Style	0,096	Normally distributed
2	Loyalty	0,057	Normally distributed
3	Performance	0,424	Normally distributed

Variable-Specific Testing

Based on the table below, the calculations resulted in the number of occurrences for each leadership style, namely delegative, directive, supportive, and participative leadership styles. For the delegative leadership style, there were 2 individuals, for the directive style, 6 individuals, for the supportive style, 18 individuals, and for the participative style, 37 individuals. This implies that the leadership

style applied by the Dean is participative leadership. Participative leadership is a style where the leader involves subordinates, seeks their advice, and considers it in the decision-making process.

Table 3. Leadership Style Variable Testing

No	Leadership Style	Number
1	Delegative	2 (53%)
2	Directive	6 (10%)
3	Supportive	18 (28%)
4	Participative	37 (59%)
TOTAL		63 (100%)

Table 4. Results of Employee Loyalty Variable Testing

Loyalty	Number
Very High (76-100)	60
High (51-75)	3
Low (26-50)	0
Very Low (0-25)	0
TOTAL	63

Table 4 shows the results of the employee loyalty variable test. The majority of respondents demonstrated very high loyalty levels (75-100%), in line with Hasibuan's (2011) concept of loyalty as an employee's willingness to defend the organization both within and outside of work.

Table 5. Results of Employee Performance Variable Testing

Performance	Number
Very High (76-100)	43
High (51-75)	10
Low (26-50)	0
Very Low (0-25)	0
TOTAL	63

Table 5 illustrates the results of the employee performance variable test. Most respondents showed very high performance levels (75-100%), suggesting that the performance of faculty and educational staff is considered excellent.

Hypothesis Testing

Table 6. The Results of T-test

	Variable	T _{statistic}	Sig	Note	
Table the of	Leadership style	0,546	0.587	Not significant	6 presents results
	Employee's loyalty	2,496	0.015	Significant	

hypothesis testing using t-tests. The results indicate no significant influence of the dean's leadership style on the performance of faculty and educational staff in a health education institution. However, there is a significant relationship between loyalty and the performance of faculty and educational staff.

Table 7. F-Test Results

3,584	0.000	Signifikan
-------	-------	------------

Table 7 concludes that there is an influence between leadership style and employee loyalty together, or simultaneously, on the performance of faculty and educational staff.

Table 8. R Square Test Results

Variable	R	R square	Adjusted R Square
Leadership style and Employee Loyalty	0.387	0.107	0.077

Table 8 reveals the results of the R square test. The analysis indicates that the influence of leadership style and loyalty on the performance of faculty and educational staff is 7.7%.

Table 9. Pearson Correlation Test Results for Leadership and Performance

Variabel	Pearson Correlation	Sig.
Gaya kepemimpinan-Kinerja	-0,118	0.357

Table 9 displays the Pearson correlation between leadership and performance. The correlation coefficient is -0.118, signifying a very low and negative correlation between leadership and performance. The relationship is not significant as the Sig. value (0.357) is greater than 0.05.

Table 10. Pearson Correlation Test Results for Loyalty and Performance

Variable	Pearson Correlation	Sig.
Loyalty-Performance	0.320	0.011

Table 10 exhibits the Pearson correlation between loyalty and performance. The correlation coefficient is 0.320, indicating a low positive correlation between loyalty and performance. The relationship is significant as the Sig. value (0.011) is less than 0.05.

Table 11. Linear Regression Test Results

Variable	Regression coefficient.
Constant	29,697
Leadership style	-0,085
Loyalty	0,446

Table 11 presents the results of the linear regression analysis. The multiple linear regression equation obtained is $Y = 29.697 - 0.085X_1 + 0.446X_2$.

CONCLUSION

From this research, it can be concluded that there is a very low, negative, and insignificant influence between the leadership style applied by the Dean and the performance of faculty and educational staff in a health education institution. This suggests that the larger the value of the leadership style variable, the smaller the value of the performance variable. Additionally, there is a low, positive, and significant influence between loyalty and the performance of faculty and educational staff in a health education institution. This implies that the larger the value of the loyalty variable, the larger the value of the performance variable.

REFERENCE

- Hambleton, R. (2013). *Leader* Blanchard, K., Zigarmi, D., Forsyth, D., & *Behaviour Analysis*. Global Headquarters.
- Hasibuan, M. S. P. (2011). *Manajemen Sumber Daya Manusia*. PT Bumi Askara.
- Hendrayani. (2020). Pengaruh Tingkat Pendidikan Dan Pengalaman Kerja Terhadap Kinerja Karyawan Pada Pd. Pasar Makassar Raya Kota Makassar. *Jurnal Economix*, 8.
- Karima, A. N. A., Idayanti, & Umar, F. (2017). *Pengaruh Masa Kerja, Pelatihan Dan Motivasi Terhadap Produktivitas Kerja Karyawan Pada Pt. Bank Sulselbar Cabang Utama Makassar*.
- Koopmans, L., Bernaards, C. M., Vincent, H. H., Lerner, D., Vet, H. C. W. De, & Beek, A. J. Van Der. (2015). *Cross-Cultural Adaptation Of The Individual Work Performance Questionnaire*.
- Margaretha, Saragih, & Meily. (2012). Faktor-Faktor Penentu Produktivitas Penelitian Dosen. *Jurnal Zenit*, 1.
- Noor, J. (2011). *Metodologi Penelitian: Skripsi, Tesis, Disertasi, Dan. Karya Ilmiah*. Kencana.
- Nugraha, B. A. (2017). *Pengaruh Status Pekerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan (Studi Pada Karyawan Auto 2000 Sukun Malang)*. 44.
- Pandey, C., & Khare, R. (2012). *Impact of Job Satisfaction And Organizational Commitment On Employee Loyalty. Nternational Journal ff Social Science & Interdisciplinary Research*. 1.