

The influence of transformational leadership style, competency and emotional intelligence on job stress, job satisfaction and performance of women leaders of private universities (PTS) in LLDIKTI region VII, which is moderate by work-life balance

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Abstract: This research aims to examine the influence of transformational leadership style, competence, and emotional intelligence on job stress, job satisfaction, and performance of women leaders, which are moderated by work-life balance. Using a quantitative approach with explanatory research as the object of study using SEM-PLS analysis. The sampling technique used was simple random sampling, and a sample of 78 respondents was obtained. Data collection techniques were carried out using observation, interviews and questionnaires. The results are transformational leadership style has a negative and significant effect on work stress, transformational leadership style has a positive and significant effect on job satisfaction, transformational leadership style has no significant effect on individual performance, competence has a negative and significant effect on work stress, competence has a positive and significant effect on job satisfaction, competence has a positive and significant effect on individual performance, emotional intelligence has a negative and significant effect on work stress, emotional intelligence has a positive and significant effect on job satisfaction, emotional intelligence has no significant effect on individual performance, work stress has a negative and significant effect on individual performance, job satisfaction has a positive and significant effect on individual performance, work-life balance strengthens the negative influence of work stress on individual performance and work-life balance weakens the positive influence of job satisfaction on individual performance.

Keywords: Competency, Emotional intelligence, Job stress, Job satisfaction, Performance of women leaders, Transformational leadership style, Work-life balance.

1. Introduction

The leadership style of educational institutions is one form of organization that implements many of these indicators and is appropriate for interpreting them in the work process. Education is one of the driving forces that aims to produce quality young people who have an important role in the progress of the nation (Sinamo, 2011). Educators are members of society who dedicate themselves and are appointed to support the implementation of education, which includes educators; as stated in Law No. 20 of 2003 concerning the National Education System, teaching staff are members of the community who dedicate themselves and are appointed to support the implementation of education. Educators are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units. Teaching staff include education unit managers, supervisors, researchers, librarians, laboratory assistants and learning resource technicians. Higher education is an organization in the field of education. In an organization, higher education leaders are individuals who are responsible for the continuity of the organization. According to Usman (2011:334), transformational leadership is leadership that has a vision for the future and is able to identify environmental changes and is able to transform these changes into the organization by pioneering change and providing motivation and inspiration to individuals and employees to be creative and

innovative, as well as building Solid teamwork, bringing renewal in work ethics and management performance, being brave and responsible in leading and controlling the organization.

Table 1.

Data on the forms of private higher education in East Java.

No	Private higher education	2021
1	University	99
2	Institute	25
3	College	124
4	Polytechnic	12
5	Academy	51
6	Community college	10
Total		321

Source: LLDIKTI region VII East Java 2021.

Table 2.

Data on accredited status of private higher education in East Java.

No	Private higher education	Total of Private College							
		A	B	C	Superior	Good	Very well	Not yet accredited	Expired
1	University	7	42	29	0	3	7	7	1
2	Institute	0	5	1	0	1	6	10	0
3	College	0	37	48	0	1	15	17	6
4	Polytechnic	0	8	15	0	0	5	18	0
5	Academy	0	1	2	0	0	5	4	0
6	Community college	0	0	0	0	0	0	10	0
Total		7	93	95	0	5	38	66	7

Source: LLDIKTI Region VII East Java 2021.

Table 1 shows that in East Java, based on data from the Higher Education Service Institution (LLDIKTI Region VII) in 2021, there are 321 private higher education institutions (PTS) in East Java in various forms ranging from community academies to universities. This shows that with a large number of forms of educational organizations/institutions in the East Java region, there are also a number of leaders in these organizations who have different leadership styles. Table 2 shows the results of institutional accreditation at Private Higher Education (PTS) in East Java can be explained, starting from Universities to Community Academies. The results of institutional accreditation are a form of assessment of the quality of the institution. A leader of an educational institution also determines how to lead that institution. The research results of Martono and Wijayanto (2014) concluded that leadership style abilities have a significant influence in obtaining accreditation results at private universities in West Kalimantan. Higher education leaders are given the opportunity to continue to improve the accreditation status of the higher education institutions they lead.

The current leadership challenges in organizations or institutions have 2 (two) main points; ideally, a leader has a quick response from policymakers, namely, how to lead and condition the organization he leads and his work ethic. The second point is the leadership spirit, which is influenced by genetic and social background. Genetically, society assumes that someone can become a leader because of their bloodline, whereas socially, there is an assumption that everyone can and has the possibility of becoming a leader. It was further said that leadership with a certain gender background was able to improve work discipline. The leadership referred to here is women's leadership. This is because one of the reasons is that female leaders prioritize creating a sense of comfort in the work environment. This is different from male leadership, which prioritizes rhythm and work ethic.

In terms of leadership, women's positions are still compared to men's positions. The philosophy of men as leaders is highly believed and upheld even in existing cultures and beliefs. Women are considered to lack the authority to lead men. Men who tend to be strong while women tend to be weak mean that women are seen as not having the strength to support their duties and responsibilities. Women themselves, from a feminist perspective, are a form of gender equality that requires men and women to be able to work together and provide support for achieving a goal. The success or achievement of leadership is not necessarily due to the elements of leadership from a particular gender perspective but rather the role of both parties, both men and women (Meisa & Anzari, 2021). Different conditions in a region, including a strong patriarchal culture, women's leadership in several places have proven themselves as figures who are able to separate themselves in traditional affairs and the world of work. As a result, female leadership is able to show professionalism and is able to show achievements. Female leaders prioritize creating a sense of comfort in the work environment. This is different from male leadership, which prioritizes rhythm and work ethic. Women's leadership itself, from a feminist perspective, is a form of gender equality that requires men and women to be able to work together and provide support for achieving a goal. The success or achievement of leadership is not necessarily due to leadership elements from a particular gender perspective but rather the role of both parties, both men and women (Meisa & Anzari, 2021).

Based on the description above, the author attempts to describe the model of women's leadership in higher education. This is because, quantitatively, the number of female leaders in higher education is smaller than that of male leaders. Apart from that, new perceptions and discourses related to women's leadership are also needed.

2. Methods

2.1. Population and Sample

Poulation is the totality of all possible values, either the results of counting or quantitative or qualitative measurements of certain characteristics regarding a complete set of objects. The population in this study were PTS leaders in East Java. The research sample is a portion of the population taken as a data source and can represent the entire population. Based on these calculations, the sample distribution was determined by proportionally calculating the number of female leaders of private higher education institutions (PTS) in various forms. In this way, a sample size of 78 female-led respondents consisting of various forms of private universities in East Java was obtained.

2.2. Document Study

The survey data collection technique is a technique that takes samples from a population and uses a questionnaire as the main data collection tool (Singarimbun, 2006). Surveys are a type of descriptive reearch method carried out on a certain number of subjects and research objects at the same time. Bascally, surveys are not only carried out to make a description of a situation, but also to explain the relationship between the various variables studied from objects that have quite a lot of units or individuals.

2.3. Data Analysis

Data analysis in this research uses an analytical method that can provide a simultaneous analysis process related to multi-variant research models, namely Structural Equation Modelling (SEM) analysis. The use of Partial Least Squares (PLS) with Structural Equation Modelling (SEM) using the SmartPLS software is appropriate for this research for a number of reasons. Firstly, SEM-PLS allows for the simultaneous analysis of many dependent and independent variables, making it a good choice for complicated model analysis incorporating multiple constructs and indicators. Second, SEM-PLS is robust even with small to medium sample sizes, making it suitable for this research given the purposive sampling method and specific respondent criteria. This characteristic ensures reliable results despite potential deviations from normality. SEM-PLS is perfect for both exploratory and predictive research since it is prediction-oriented and maximizes the explained variance of dependent variables. In this

study, SEM-PLS helps predict the relationships between these constructs. The method also offers flexibility in specifying the measurement and structural models, allowing for accurate modelling of the constructs involved.

The use of bootstrapping techniques in SEM-PLS for hypothesis testing enhances the robustness of the results. Bootstrapping assesses the significance of path coefficients without relying on parametric assumptions, thus rigorously testing hypotheses. Furthermore, a thorough assessment of the model's explanatory and predictive capacity is made possible by SEM-PLS's extensive model evaluation metrics, which include R^2 (coefficient of determination), path coefficients, effect sizes (f^2), and predictive relevance (Q^2).

Table 3.
Profile.

Profile of respondents	Information	Frequency	%
Sex	Men	0	0,0
	Women	78	100,0
Background of education	Doctor	28	35,9
	Magister	50	64,1
Marriage status	Single	0	0,0
	Marriage	78	100,0
Age	< 30 years old	0	0,0
	31-40 years old	4	5,1
	41-50 years old	54	69,2
	51-60 years old	20	25,6
	More than 60 years old	0	0,0

3. Results

3.1. Profile of Respondents

Table 3 shows a sample of female leaders of private universities in LLDIKTI Region VII East Java, the majority of whom are 78 women or 100 percent, 50 people or 64.1 percent have a Master's degree, and 28 people or 35 have a Doctoral level of education. .9 percent. 78 of the respondents were married or 100 percent, and 54 people aged 41-50 years or 69.2 percent, and 20 people aged 51-60 years or 25.6 percent, the remaining 4 people or 5.1 percent were aged 31 – 40 years.

3.2. Outer Model

The following is an illustration of the SEM diagram used in this research:

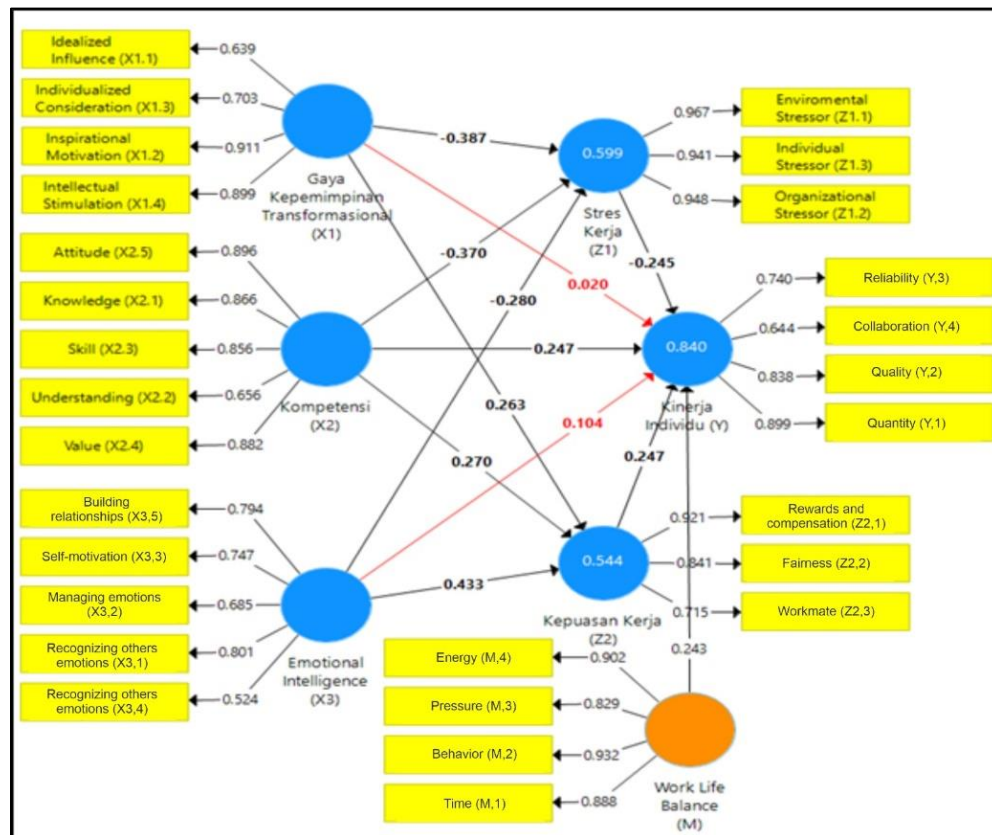


Figure 1.
Loading factor.

The loading factor of each indicator on the variable has a minimum value of 0.6, and also the Average Variance Extract (AVE) analysis has a minimum value of 0.5, but they meet the requirements. Based on the table below, it can be seen that the results of convergent validity testing show that all variables have indicators with loading factor values of more than 0.6 or 0.5, meaning that all indicators have met the convergent validity criteria.

Table 4.
Convergent validity.

Construct	Indikator	<i>Outer loadings</i>	T-stat	P-values
Transformational leadership (X1)	Idealized influence (X1.1)	0.639	5.446	0.000
	Inspirational motivation (X1.2)	0.911	35.224	0.000
	Individualized consideration (X1.3)	0.703	4.327	0.000
	Intellectual stimulation (X1.4)	0.899	32.502	0.000
Competency (X2)	Knowledge (X2.1)	0.866	25.979	0.000
	Understanding (X2.2)	0.656	7.684	0.000
	Skill (X2.3)	0.856	23.457	0.000
	Value (X2.4)	0.882	31.043	0.000
	Attitude (X2.5)	0.896	28.193	0.000
Emotional intelligence (X3)	Recognizing self-emotions (X3.1)	0.801	11.663	0.000
	Managing emotions (X3.2)	0.685	5.639	0.000
	Self-motivation (X3.3)	0.747	13.986	0.000
	Recognizing others' emotions (X3.4)	0.524	4.504	0.000
	Building relationships (X3.5)	0.794	15.548	0.000
Job stress (Z1)	Environmental stressor (Z1.1)	0.967	95.201	0.000
	Organizational stressor (Z1.2)	0.948	62.983	0.000
	Individual stressor (Z1.3)	0.941	43.883	0.000
Job satisfaction (Z2)	Rewards and compensation (Z2.1)	0.921	60.532	0.000
	Fairness (Z2.2)	0.841	26.384	0.000
	Workmate (Z2.3)	0.715	9.015	0.000
Work-life balance (M)	Time (M.1)	0.888	22.941	0.000
	Behavior (M.2)	0.932	61.507	0.000
	Pressure (M.3)	0.829	10.446	0.000
	Energy (M.4)	0.902	40.208	0.000
Performance (Y)	Quantity (Y.1)	0.899	25.287	0.000
	Quality (Y.2)	0.838	27.260	0.000
	Reliability (Y.3)	0.740	11.872	0.000
	Collaboration (Y.4)	0.644	3.004	0.003

Next, the AVE Method is used to assess the convergent validity of each construct and latent variable. The minimum value that is considered to be met is at least 0.5. The cross-loading values based on the results in this SEM are as follows:

Table 5.
Fornell-larcker criterion.

Construct	X1	X2	X3	Z1	Z2	M	Y
X1	0.797						
X2	0.253	0.836					
X3	0.215	0.554	0.717				
Z1	-0.541	-0.623	-0.568	0.952			
Z2	0.424	0.576	0.639	-0.576	0.830		
M	0.565	0.485	0.655	-0.650	0.704	0.889	
Y	0.480	0.723	0.701	-0.709	0.708	0.707	0.754

X1: Transformational leadership
 X2: Competency
 X3: Emotional intelligence
 Z1: Job stress
 Z2: Job satisfaction
 M: Work-life balance
 Y: Performance

Table 5 shows the Fornell-Larcker Criterion value, which is the root value of AVE (in bold), resulting in a value for each variable that is greater when compared with the correlation value between those variables and other variables in the model, so it can be concluded that the variables transformational leadership style, competence, emotional intelligence, work stress, job satisfaction, work-life balance, and individual performance have met discriminant validity. The results of the discriminant validity assessment via the Heterotrait-Monotrait Ratio (HTMT) are presented in Table 6.

Table 6.
Heterotrait-monotrait ratio (HTMT).

Construct	X1	X2	X3	Z1	Z2	M	Y
X1							
X2	0.287						
X3	0.352	0.578					
Z1	0.523	0.673	0.611				
Z2	0.495	0.669	0.755	0.667			
M	0.625	0.513	0.765	0.692	0.821		
Y	0.524	0.873	0.851	0.823	0.809	0.804	

X1: Transformational leadership
 X2: Competency
 X3: Emotional intelligence
 Z1: Job stress
 Z2: Job satisfaction
 M: Work-life balance
 Y: Performance

Table 6 shows that the HTMT value for all combinations of constructs produces a value smaller than the maximum limit of 0.90 (Hair et al., 2017, p. 119). So, it can be concluded that the variables transformational leadership style, competence, emotional intelligence, work stress, job satisfaction, work-life balance, and individual performance have met discriminant validity.

Table 7.
Internal consistency.

Construct	Cronbach's alpha	Composite reliability	AVE
X1: Transformational leadership	0.825	0.872	0.636
X2: Competency	0.890	0.920	0.699
X3: Emotional intelligence	0.774	0.839	0.515
Z1: Job stress	0.949	0.967	0.907
Z2: Job satisfaction	0.769	0.868	0.689
M: Work-life balance	0.911	0.938	0.790
Y: Performance	0.733	0.834	0.569

Table 7 shows the estimation results of the SEM-PLS model producing internal consistency values for all constructs having Cronbach's Alpha values and Composite Reliability values greater than 0.70 so that the constructs of transformational leadership style, competence, emotional intelligence, work stress, job satisfaction, work-life balance, and individual performance is declared to have met good reliability. The results of the outer model analysis provide the conclusion that all indicators have met convergent validity and discriminant validity, as well as internal consistency (reliability) so that the measurement model can be accepted and the process can be continued to the inner model analysis.

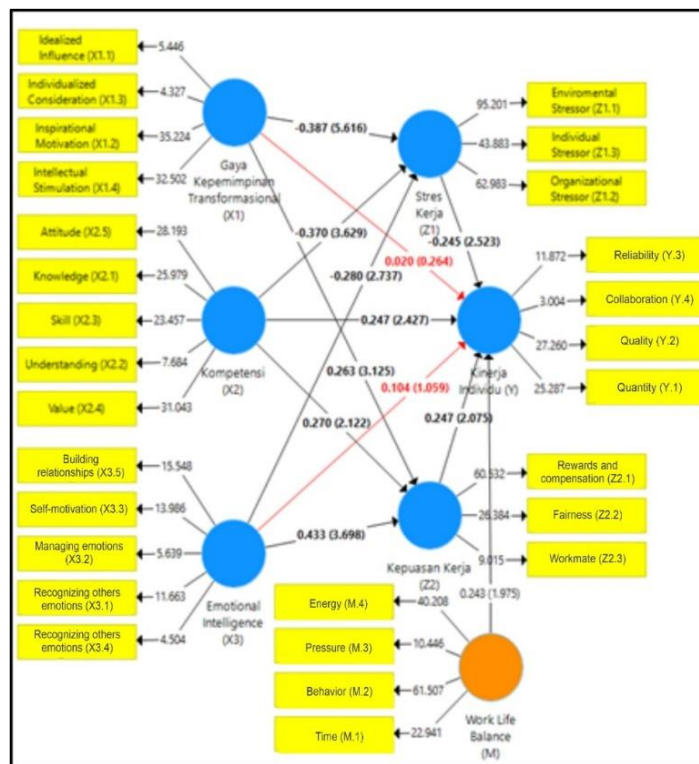


Figure 2.
Inner model direct.

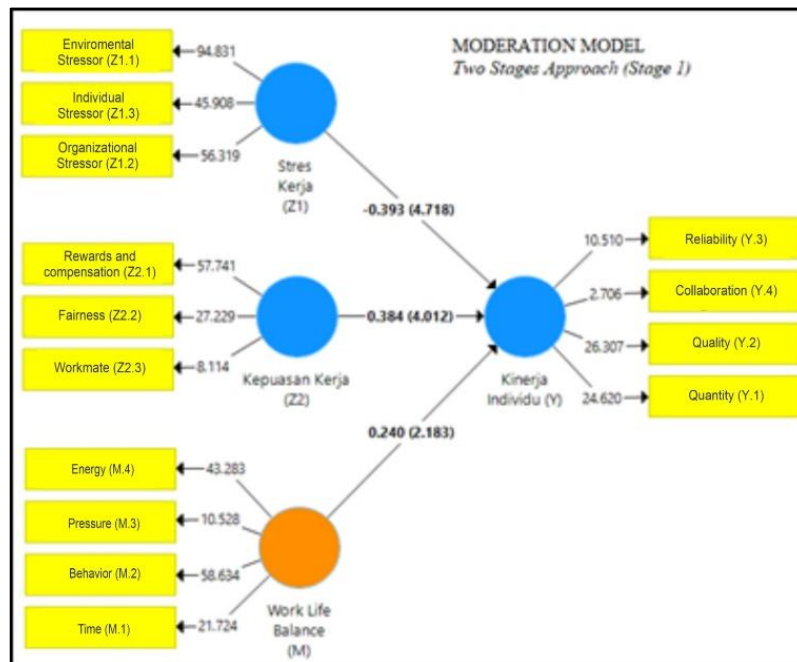


Figure 3.
Moderation model: Two stages approach (Stage 1).

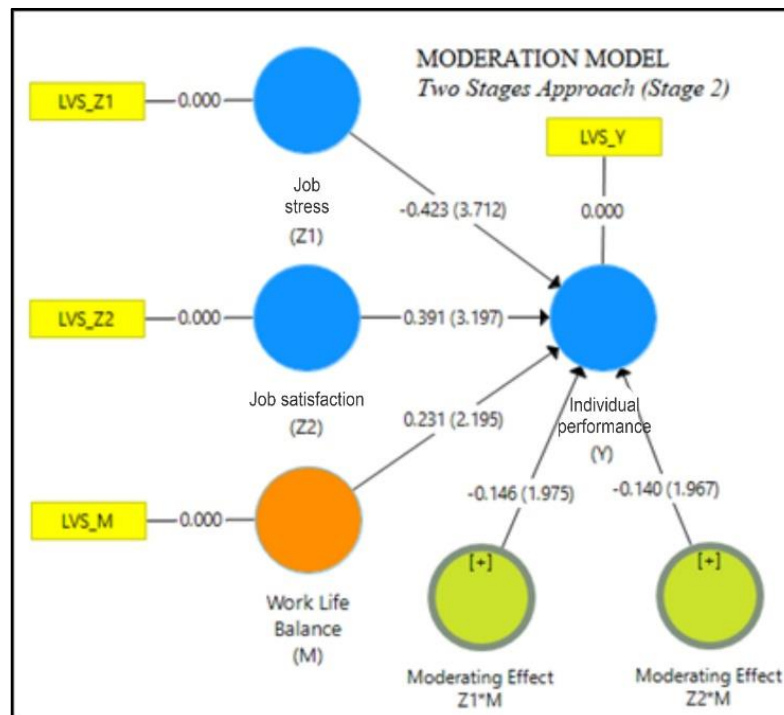


Figure 4.
Moderation model: Two stages approach (Stage 2).

3.3. Inner Model

The model's feasibility test examines the R-square value, which ranges from 0 to 1. An R-square value of 0.75 is considered good, 0.50 is moderate, and 0.25 is considered poor. The following R-square values are based on the SEM results, as shown in the table and figure:

Table 8.
R-square.

Construct of endogen	R-square	Info.
Z1: Job stress	0.599	Moderat
Z2: Job satisfaction	0.544	Moderat
Ki Y: Performance (Y)	0.840	Substansial

Based on data processing with PLS-SEM, the resulting R² value for the work stress variable is 0.599, which means that the percentage of influence of transformational leadership style, competence and emotional intelligence on work stress is 59.9% and is included in the moderate category, so Also, the R² value for the job satisfaction variable is also included in the moderate category with a value of 0.544. Furthermore, the resulting R² value for the individual performance variable is 0.840, meaning that the percentage influence of transformational leadership style, competence, emotional intelligence, work stress and job satisfaction on individual performance is 84.0% and is included in the substantial category.

Table 9.
Path coefficient SEM-PLS direct.

No	Direct effect	Coeff.	T-stat	P-values	Info.
1	Transformational leadership (X1) → Job stress (Z1)	-0.387	5.616	0.000	H ₁ accepted
2	Transformational leadership (X1) → Job satisfaction (Z2)	0.263	3.125	0.002	H ₂ accepted
3	Transformational leadership (X1) → Performance (Y)	0.020	0.264	0.792	H ₃ not accepted
4	Competency (X2) → Job stress (Z1)	-0.370	3.629	0.000	H ₄ accepted
5	Competency (X2) → Job satisfaction (Z2)	0.270	2.122	0.034	H ₅ accepted
6	Competency (X2) → Performance (Y)	0.247	2.427	0.016	H ₆ accepted
7	Emotional intelligence (X3) → Stres Kerja (Z1)	-0.280	2.737	0.006	H ₇ accepted
8	Emotional intelligence (X3) → Job satisfaction (Z2)	0.433	3.698	0.000	H ₈ accepted
9	Emotional intelligence (X3) → Performance (Y)	0.104	1.059	0.290	H ₉ not accepted
10	Job Stress (Z1) → Performance (Y)	-0.245	2.523	0.012	H ₁₀ accepted
11	Job satisfaction (Z2) → Performance (Y)	0.247	2.075	0.038	H ₁₁ accepted

Table 10.
Path coefficient SEM-PLS moderation.

No	Moderating relationship	Std. estimate	S.E.	C.R.	P-value	Hypothesis
1	Work-life balance moderation effect job stress on performance $Z1 * M \rightarrow Y$	-0.146	0.074	1.975	0.049*	H ₁₂ accepted
2	Work-life balance moderation effect job satisfaction on performance $Z2 * M \rightarrow Y$	-0.140	0.071	1.967	0.049*	H ₁₃ accepted

Note: *. Significant at the 0,05 level n.s. Not significant.

Based on the table above, the results of the hypothesis test show the following results and conclusions:

1.) Transformational leadership style has a negative and significant effect on work stress. The influence coefficient value is -0.387 (negative) with T-statistics of 5.616 (≥ 1.96) and p-value of 0.000 ($\leq 5\%$), so it was decided that transformational leadership style has a negative and significant effect on work stress, meaning the better the leadership style. transformational, work stress will be lower. Based on these results, the first hypothesis, which states that transformational leadership style influences work stress in female leaders of private universities in LLDIKSI Region VII East Java, can be accepted (H1 is accepted).

2.) Transformational leadership style has a positive and significant effect on job satisfaction. The influence coefficient value is 0.263 (positive) with T-statistics of 3.125 (≥ 1.96) and p-value of 0.002 ($\leq 5\%$), so it was decided that the transformational leadership style has a positive and significant effect on job satisfaction, meaning that the better the transformational leadership style. then job satisfaction will be higher. Based on these results, the second hypothesis, which states that transformational leadership style influences job satisfaction among female leaders of private universities in LLDIKSI Region VII East Java, can also be accepted (H2 is accepted).

3.) Transformational leadership style does not have a significant effect on individual performance. The influence coefficient value is only 0.020 with T-statistics of 0.264 (< 1.96) and p-value 0.792 ($> 5\%$), so it was decided that the transformational leadership style does not have a significant effect on individual performance, meaning that the better the transformational leadership style is, it is not able to provide real impact on improving individual performance. Based on these results, the third hypothesis which states that transformational leadership style influences individual performance in female leaders of private universities in LLDIKSI Region VII East Java, cannot be accepted (H3 is rejected).

4.) Competence has a negative and significant effect on work stress. The influence coefficient value is -0.370 (negative) with T-statistics of 3.629 (≥ 1.96) and p-value of 0.000 ($\leq 5\%$), so it is decided that competence has a negative and significant effect on work stress, meaning that the higher the competence, the greater the work stress. will get lower. Based on these results, the fourth hypothesis, which states that competence influences work stress in female leaders of private universities in LLDIKSI Region VII East Java, can be accepted (H4 is accepted).

5.) Competency has a positive and significant effect on job satisfaction. The influence coefficient value is 0.270 (positive) with T-statistics of 2.122 (≥ 1.96) and p-value of 0.034 ($\leq 5\%$), so it is decided that competence has a positive and significant effect on job satisfaction, meaning that the higher the competence, the greater the job satisfaction. will get higher. Based on these results, the fifth hypothesis, which states that competence influences job satisfaction among female leaders of private universities in LLDIKSI Region VII East Java, can also be accepted (H5 is accepted).

6.) Competence has a positive and significant effect on individual performance. The influence coefficient value is 0.247 (positive) with T-statistics of 2.427 (≥ 1.96) and a p-value of 0.016 ($\leq 5\%$), so it is decided that competence has a positive and significant effect on individual performance, meaning that the higher the competence, the higher the individual's performance. will get higher. Based on these

results, the sixth hypothesis, which states that competence influences individual performance in female leaders of private universities in LLDIKSI Region VII East Java, can also be accepted (H6 is accepted).

7.) Emotional intelligence has a negative and significant effect on work stress. The influence coefficient value is -0.280 (negative) with T-statistics of 2.737 (≥ 1.96) and p-value of 0.006 ($\leq 5\%$), so it is decided that emotional intelligence has a negative and significant effect on work stress, meaning that the higher the emotional intelligence, the work stress will be lower. Based on these results, the seventh hypothesis, which states that emotional intelligence influences work stress in female leaders of private universities in LLDIKSI Region VII East Java, can be accepted (H7 is accepted).

8.) Emotional intelligence has a positive and significant effect on job satisfaction. The influence coefficient value is 0.433 (positive) with T-statistics of 3.698 (≥ 1.96) and p-value of 0.000 ($\leq 5\%$), so it is decided that emotional intelligence has a positive and significant effect on job satisfaction, meaning that the higher the emotional intelligence, the greater the satisfaction. employment will also increase. Based on these results, the eighth hypothesis which states that emotional intelligence influences job satisfaction in female leaders of private universities in LLDIKSI Region VII East Java, can also be accepted (H8 is accepted).

9.) Emotional intelligence has no significant effect on individual performance. The influence coefficient value is only 0.104 with T-statistics of 1.059 (< 1.96) and p-value of 0.290 ($> 5\%$), so it was decided that emotional intelligence does not have a significant effect on individual performance, meaning that higher emotional intelligence is not able to have a significant impact. real improvement in individual performance. Based on these results, the ninth hypothesis which states that emotional intelligence influences individual performance in female leaders of private universities in LLDIKSI Region VII East Java, cannot be accepted (H9 is rejected).

10.) Work stress has a negative and significant effect on individual performance. The influence coefficient value is -0.245 (negative) with T-statistics of 2.523 (≥ 1.96) and p-value of 0.012 ($\leq 5\%$), so it is decided that work stress has a negative and significant effect on individual performance, meaning that the higher the work stress, the individual performance will be lower. Based on these results, the tenth hypothesis, which states that work stress influences individual performance in female leaders of private universities in LLDIKTI Region VII East Java, can be accepted (H10 is accepted).

11.) Job satisfaction has a positive and significant effect on individual performance. The influence coefficient value is 0.247 (positive) with T-statistics of 2.075 (≥ 1.96) and p-value of 0.038 ($\leq 5\%$), so it is decided that job satisfaction has a positive and significant effect on individual performance, meaning that the higher the job satisfaction, the higher the performance. Individuals will also get taller. Based on these results, the eleventh hypothesis which states that job satisfaction influences individual performance in female leaders of private universities in LLDIKTI Region VII East Java, can also be accepted (H11 is accepted).

12.) The results of work-life balance moderation on the influence of work stress on individual performance show a significant influence with a CR value of 1.975 (greater than 1.96) and a significance value (p-value) of 0.049 (smaller than $\alpha 5\%$). The moderating influence coefficient is -0.146 (negative), and it was previously known that the direction of the influence of work stress on individual performance is negative, so it is concluded that work-life balance strengthens the negative influence of work stress on individual performance (H12 is accepted).

13.) The results of work-life balance moderation on the influence of job satisfaction on individual performance also show a significant influence with a CR value of 1.967 (greater than 1.96) and a significance value (p-value) of 0.049 (smaller than $\alpha 5\%$). The moderating influence coefficient is -0.140 (negative), and it was previously known that the direction of the influence of job satisfaction on individual performance is positive, so it is concluded that work-life balance weakens the positive influence of job satisfaction on individual performance (H13 is accepted).

4. Discussion

4.1. The Influence of Transformational Leadership Style on Job Satisfaction of Female Leaders of Private Universities in East Java

Female leaders with a transformational leadership style feel more satisfied in their work because they feel more involved and instrumental in achieving larger goals. By emphasizing communication, appreciation, and inspiration, this style increases feelings of personal fulfillment and accomplishment. High job satisfaction arises from success in leading a team, achieving common goals, and feeling progress in your career. Women leaders in LLDIKTI Region VII, by implementing a transformational leadership style, can increase motivation and, at the same time, feel satisfaction with their leadership style. This opinion is supported by Risambessy et al. (2022), who say that the application of a transformational leadership style will have an effect on job satisfaction. If the more effective the transformational leadership style is applied, the higher the level of job satisfaction among members of the organization.

4.2. The Influence of the Transformational Leadership Style on the Performance of Individual Leaders of Private Universities in East Java

Although a transformational leadership style can increase satisfaction and reduce stress, it does not directly affect the individual performance of the leader himself. The profile of respondents are all married, highly educated (Master's and Doctorate), and aged 40-50 years. These leaders have reached a good level of competence and experience, so they have developed strategies and work methods that are effective and independent. Higher education allows them to have broad insight and strong skills in overcoming work challenges, so they do not rely too much on a transformational leadership style to improve their individual performance. In addition, all married respondents indicated that they had a good family support system and were used to managing the balance between work and personal life. Support from family and experience in managing multiple responsibilities allows them to remain focused and productive in their work without being overly influenced by a particular leadership style. There is a positive influence between transformational leadership and employee job satisfaction. This shows that work satisfaction is influenced directly by leadership, where one of the employees' satisfactions with their work is from a leader.

4.3. The Influence of Competency on Work Stress of Female Leaders of Private Universities in East Java

Competence is a characteristic that underlies individuals to achieve superior performance. Competency is also knowledge, skills, and abilities related to work, as well as the abilities needed for work (Sedarmayanti, 2009, p. 32). Meanwhile, according to Sumarsono (2004:64), conceptually, a person's competence shows job maturity (ability) and psychological maturity (willingness), which can direct one's own behavior. It can be said that competence is the ability to direct and control oneself to achieve maximum performance according to organizational needs.

Work stress is a form of a person's response, both physical and mental, to a change in their environment, which they feel is disturbing and causes them to be threatened (Anoraga, 2001, p. 108). Stress is something that is unpleasant or can bother you. An individual's response to stressors depends on personality, the resources available to help them cope, and the context in which the stress occurs (Daft, 2006, p. 290). The conclusion is that work stress is something that disturbs a person's mental state, which is a form of response to things that happen. The high competency of female leaders in private universities helps them manage their work more efficiently, reduce uncertainty, and overcome challenges with more confidence. Thus, competent leaders tend to experience lower work stress because they are better prepared and able to face job demands. Good competencies enable leaders to make better decisions and solve problems more effectively.

4.4. The Influence of Competency on Job Satisfaction of Private Higher Education Leaders in East Java

Competence is a characteristic that underlies individuals to achieve superior performance. Competency is also knowledge, skills, and abilities related to work, as well as the abilities needed for work (Sedarmayanti, 2009, p. 32). Meanwhile, according to Sumarsono (2004:64), conceptually, a person's competence shows job maturity (ability) and psychological maturity (willingness), which can direct one's own behavior. It can be said that competence is the ability to direct and control oneself to

achieve maximum performance according to organizational needs. Women leaders who have high competence in private universities usually feel more satisfied with their work because they feel capable and effective in carrying out their duties. High competence allows them to achieve desired results, solve problems quickly, and gain recognition for their achievements. High job satisfaction can also come from feeling that they can make a significant contribution to the organization and their team.

4.5. The Influence of Competency on the Performance of Individual Leaders of Private Universities in East Java

This research shows results that are in line with the theory put forward by Abdi and Wahid (2018), which explains that if employees have high competence, they will be able to improve the employee's own performance. Improving work competency needs to be done within the company organization. Employees who have work competence tend to have good abilities in carrying out work and have the skills to be able to complete work based on work targets given by the company. This can provide work enthusiasm among employees to continue to progress in carrying out work, which can improve performance within the company. Meanwhile, if employees do not have high competence, they tend not to have the ability to work. Where employees do not fully have the skills to complete the work, resulting in poor performance within the company. Even though employees have knowledge about work, it is not balanced with the skills they have; it will be difficult for the work to achieve the specified work targets, so the results achieved will be less than optimal. The individual performance of female leaders in private universities is positively influenced by their competence. Competency involves the knowledge, skills, and abilities needed to carry out tasks effectively. Competent leaders are better able to strategize, make sound decisions, and manage resources well, all of which contribute to higher performance.

4.6. The Influence of Emotional Intelligence on Work Stress of Female Leaders of Private Universities in East Java

High emotional intelligence enables female leaders at private universities to better manage their own and others' emotions. With high emotional intelligence, leaders can handle stressful situations more calmly and rationally, reduce conflict, and minimize the negative impact of work stress. The ability to recognize and manage emotions helps them stay calm under pressure and find effective solutions to problems as they arise.

4.7. The Influence of Emotional Intelligence on Job Satisfaction of Female Leaders of Private Universities in East Java

Female leaders with high emotional intelligence feel more satisfied with their work because they are able to build positive relationships and maintain a harmonious work environment. Emotional intelligence enables leaders to better understand and respond to the emotional needs of themselves and staff, improving communication and interpersonal relationships. High job satisfaction arises when leaders feel valued, supported, and able to create a positive impact in the workplace.

4.8. The Influence of Emotional Intelligence on the Individual Performance of Female Leaders of Private Universities in East Java

Although emotional intelligence contributes to stress management and job satisfaction, these results indicate that emotional intelligence does not directly influence the performance of individual leaders. Leaders are known to have developed mature and stable emotional skills along with their life and career experiences. The age of 40-50 years is a period where individuals have gone through various experiences and challenges that strengthen their ability to manage emotions and build relationships. Higher education also indicates that they have received formal training that covers aspects of emotional intelligence so this ability has become an integral part of the way they operate on a daily basis. Therefore, emotional intelligence is so embedded in them that it does not appear to be a prominent

factor in improving individual performance. The combination of life experience and higher education makes emotional intelligence less significant as a factor that has a direct impact on their performance.

4.9. The Influence of Work Stress on the Individual Performance of Female Leaders of Private Universities in East Java

High work stress can interfere with concentration, reduce motivation, and reduce the ability of female leaders in private universities to work effectively. When work stress is not managed well, this can result in fatigue and decreased individual performance. Leaders who experience high stress may have difficulty making good decisions, solving problems, and managing teams, all of which negatively impact their performance.

4.10. The Influence of Job Satisfaction on the Individual Performance of Female Leaders of Private Universities in East Java

High job satisfaction is related to better individual performance because female leaders in private universities who feel satisfied with their work tend to be more motivated, dedicated, and committed. Job satisfaction increases positive energy and the desire to achieve good results. Leaders who are satisfied with their jobs are also more likely to demonstrate innovation, creativity, and perseverance, all of which contribute to improved individual performance. Job satisfaction among female leaders of private universities in region VII LLDIKTI East Java has an influence by having a sense of satisfaction. Women leaders of private universities in LLDIKTI Region VII East Java can further motivate their employees so that they can feel satisfaction with their work; besides that, by motivating, they can improve productivity and quality of work. Female higher education leaders can be better involved, have less stress, and reduce absenteeism, interpersonal relationships, and employee retention so that institutional targets can be further achieved.

4.11. The Influence of Work-Life Balance in Moderating the Influence of Work Stress on Individual Performance of Female Leaders of Private Universities in East Java

Work-life balance is a balance between work-life and feeling comfortable with work (Daipuria & Kakar, 2013). According to (Greenhaus et al., 2003), work-life balance is about involving someone in different roles that provide a level of commitment, time, and attention. Another view of work-life balance focuses on reducing conflict between work and non-work roles. Job satisfaction is measured by mentally challenging work, supportive working conditions, fair rewards, and supportive coworkers. Based on the assessment, job satisfaction can be described as pleasant working conditions and feeling comfortable with one's work, which is caused by a personal assessment of individual working conditions in the organization, where when their work-life balance is fulfilled, they are able to balance work roles and personal life, then job satisfaction can be achieved. managed well so that it can improve work performance. This is in line with previous research (Alfatihah et al., 2021); (Omar et al., 2021), and (Maeran et al., 2013), which states that work-life balance has a positive and significant effect on employee job satisfaction. Work-life balance shows that a good balance between work responsibilities, family life, and the social life of an employee will improve the employee's performance.

5. Conclusion

This research aims to develop a conceptual framework that discusses the influence of transformational leadership style on work stress, transformational leadership style on job satisfaction, transformational leadership style on individual performance, competence on work stress, competence on job satisfaction, competence on individual performance, emotional intelligence on work stress, emotional intelligence on job satisfaction, emotional intelligence on individual performance, work stress on individual performance, job satisfaction on individual performance, work-life balance moderates the influence of work stress on individual performance, work-life balance moderates the influence of job satisfaction on individual performance on female leaders of private universities in East Java.

From the analysis, the following research conclusions can be drawn:

1. The transformational leadership style has a significant effect on the work stress of female leaders of private universities in East Java with a p-value = 0.000, meaning that the better the transformational leadership style, the lower the work stress will increase.
2. The transformational leadership style has a significant effect on the job satisfaction of female leaders of private universities in East Java with a p-value of 0.002, meaning that the better the transformational leadership style, the more job satisfaction will increase.
3. The transformational leadership style does not have a significant effect on the individual performance of female leaders of private universities in East Java with a p-value = 0.792 (>5%), meaning that the better the transformational leadership style is, it is not able to have a real impact on improving individual performance.
4. Competence has a significant effect on the work stress of female leaders of private universities in East Java with a p-value = 0.000, meaning that the higher the competence, the lower the work stress will be.
5. Competence has a significant effect on the job satisfaction of female leaders of private universities in East Java with a p-value = 0.034, meaning that the higher the competency, the higher the job satisfaction.
6. Competence has a significant effect on the individual performance of female leaders of private universities in East Java with a p-value = 0.016, meaning that the higher the competency, the higher the individual performance.
7. Emotional intelligence has a significant effect on the work stress of female leaders of private universities in East Java with a p-value = 0.006, meaning that the high emotional intelligence of female leaders in private universities is used to manage their own and other people's emotions better.
8. Emotional intelligence has a significant effect on job satisfaction of female leaders of private universities in East Java with a p-value = 0.000, meaning that female leaders with high emotional intelligence will feel more satisfied with their work because they are able to build positive relationships with their work environment.
9. Emotional intelligence does not have a significant effect on the individual performance of female leaders of private universities in East Java with a p-value = 0.290, meaning that the higher emotional intelligence is not able to have a real impact on improving individual performance.
10. Work stress has a significant effect on the individual performance of female leaders of private universities in East Java with a p-value = 0.012, meaning that the higher the work stress, the lower the individual performance will be.
11. Job satisfaction has a significant effect on the individual performance of female leaders of private universities in East Java with a p-value = 0.247, meaning that the higher the job satisfaction, the higher the individual's performance.
12. Work-life balance moderates the significant influence of work stress on the individual performance of female leaders of private universities in East Java, with a p-value = 0.049, meaning that work-life balance strengthens the negative influence of work stress on individual performance.
13. Work-life balance moderates the significant influence of job satisfaction on the individual performance of female leaders of private universities in East Java, with a p-value = 0.049, meaning that work-life balance weakens the positive influence of job satisfaction on individual performance.

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