

CHAPTER V

CONCLUSION

5.1. Conclusion

The purpose of this research is to obtain a clear understanding about the students' attitude especially for students who have experience of joining student organizations in UAJY (student activity units/ UKM, student institution, or student communities). This research focused on the difference of students' attitude towards female leaders based on their gender.

Based on data analysis in chapter IV, some conclusions have been made as follows:

1. From the statistical analysis of WAMS score, most students have unfavourable attitude towards female leaders. This means that students in UAJY still have negative perception towards female leaders.
2. From the descriptive analysis of WAMS score, female respondents are having higher score than male respondents. This means that female students have better perception towards female leaders rather than male respondents.
3. From independent sample t-Test analysis, the total score of WAMS is tested with gender of respondents to see if there is any significant difference between the attitude of female and

male respondents towards female leader. From the result, it is proven that gender has significant impact on students' attitude. Then, it is answering hypothesis 1 that stated gender difference does affect students' attitude towards female leaders.

5.2. Scholar Implication

Similar research has been done in Greece by Mihail, (2006). On that research, gender is the only factor that affect students' attitude significantly.

This research has provide an empirical evidence about students' attitude towards female leaders in the scope of Indonesia.

5.3. Managerial Implication

Based on research findings, there are some managerial implications that could be drawn:

1. From the mean score, we can conclude that students do not believe that women is ambitious and competitive enough in the business world. Students also do not believe that women can be assertive and aggresive in business situations that demand it. UAJY and all the student organizations within should give more chance for women to lead and support them with all they need in order to show and practice their leadership skill, so that

they can prove to other students that women also capable on being a good leader.

2. Students do not believe that women can give good contribution to organization's overall goals. They believe that men are better on learning mathematical and mechanical skills rather than women. UAJY and all the student organizations within should give knowledge and understanding about gender equality. It is better to start making gender equality as one of the university culture so that women will not be underestimated in the university area. This can be done by making "women as leaders" as a mandatory material on the moral/ civic classes for the start. Later, university also can start a new mandatory class about woman as leaders, or making a mandatory seminar or talkshow about it to make sure every students understand and aware about this issue.
3. Students believe that women will allow their emotions to influenced their managerial behavior. They also believe that housewife are a better mother rather than working woman. UAJY can invite famous female leaders which also a mother, to come to UAJY and give public lecture or seminar about leadership. They will be able to give the students new perspective about feminity and leadership. Students will be able to see that although women are more emotional than men,

and although they have responsibility of becoming a mother, women are still capable of being a good leader.

5.4. Limitations and Suggestion for Further Research

A major limitation of the current study is that researcher can not reach all student organizations in UAJY, especially those organizations in Law Faculty. This is happened because researcher can not find a way to contact any of the member in those organizations. Further research may reach every student organizations in order to make better analysis.

Another limitation is some of the student organizations in UAJY, especially student communities are not officially listed by UAJY. This made it quite hard to know which one is official and which one is not. Further research may try to get the official list of student organizations in UAJY in order to make the research accurate.

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APPENDICES

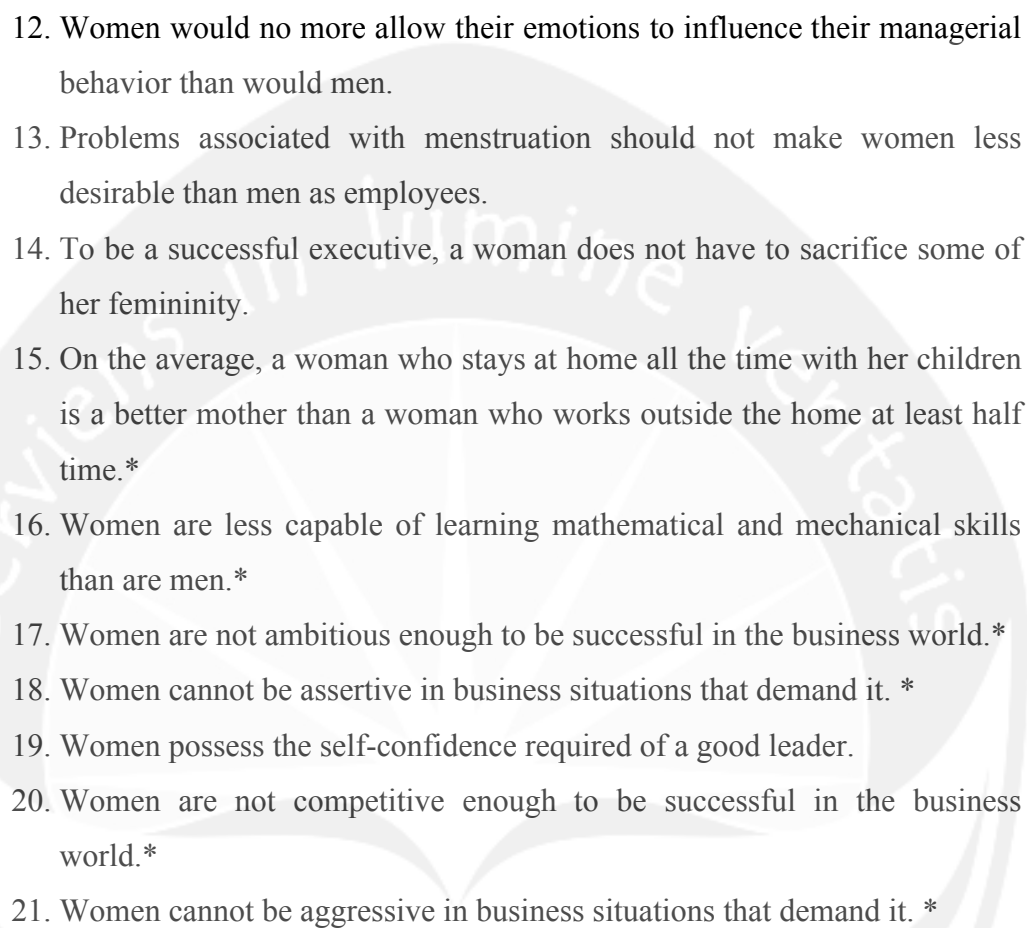
APPENDIX I

WAMS Questionnaire (Original Version)

The following items are an attempt to assess the attitudes people have about women as leaders. The best answer to each statement is your honest opinion. Use the rating scale to indicate your personal opinion about each statement. Remember, give your personal opinion according to how much you agree or disagree with each item. Please respond to all items.

Rating Scale: 1= Strongly Disagree, 2= Disagree, 3= Slightly Disagree, 4=Neither Disagree nor Agree, 5= Slightly Agree, 6= Agree, 7= Strongly Agree

1. It is less desirable for women than men to have a job that requires responsibility.*
2. Women have the objectivity required to evaluate business situations properly.
3. Challenging work is more important to men than it is to women.*
4. Men and women should be given equal opportunity for participation in management training programs.
5. Women have the capability to acquire the necessary skills to be successful managers.
6. On the average, women managers are less capable of contributing to an organization's overall goals than are men.*
7. It is not acceptable for women to assume leadership roles as often as men.*
8. The business community should accept women in key managerial positions.
9. Society should regard work by female managers as valuable as work by male managers.
10. It is acceptable for women to compete with men for top executive positions.

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11. The possibility of pregnancy does not make women less desirable employees than men.
 12. Women would no more allow their emotions to influence their managerial behavior than would men.
 13. Problems associated with menstruation should not make women less desirable than men as employees.
 14. To be a successful executive, a woman does not have to sacrifice some of her femininity.
 15. On the average, a woman who stays at home all the time with her children is a better mother than a woman who works outside the home at least half time.*
 16. Women are less capable of learning mathematical and mechanical skills than are men.*
 17. Women are not ambitious enough to be successful in the business world.*
 18. Women cannot be assertive in business situations that demand it. *
 19. Women possess the self-confidence required of a good leader.
 20. Women are not competitive enough to be successful in the business world.*
 21. Women cannot be aggressive in business situations that demand it. *

* = Question is reverse scored

APPENDIX II

Questionnaire of the Research (Indonesian Version)

This research uses an online formed questionnaire. The online questionnaire can be accessed through this link:
<http://goo.gl/forms/bHpbRWXsCQ>

I. Seleksi Sampel

- a. Apakah anda mahasiswa UAJY yang masih terdaftar aktif pada semester genap tahun ajaran 2015/2016? (Periode Januari-Agustus 2015)

☐ Ya

☐ Tidak

- b. Apakah anda pernah mengikuti salah satu organisasi mahasiswa di kampus UAJY? (Organisasi mahasiswa yang dimaksud adalah UKM/UKF, komunitas, atau lembaga mahasiswa di lingkup UAJY)

☐ Ya

☐ Tidak

- c. Punya pengalaman dipimpin langsung oleh perempuan

☐ Ya

☐ Tidak

II. Data Pribadi

- a. Jenis kelamin

☐ Perempuan

☐ Laki-laki

- b. Usia

☐ 18-19

☐ 20-21

III. WAMS Questionnaire

1= Sangat Tidak Setuju
2= Tidak Setuju
3= Kurang Tidak Setuju

4= Netral
5= Kurang Setuju
6= Setuju
7= Sangat Setuju

No.	Pertanyaan	1	2	3	4	5	6	7
		STS	TS	KTS	N	KS	S	SS
1	Perempuan kurang diharapkan untuk memiliki pekerjaan yang membutuhkan tanggung jawab dibanding laki-laki.*							
2	Perempuan memiliki kemampuan untuk bersikap objektif yang dibutuhkan untuk mengevaluasi situasi bisnis dengan selayaknya.							
3	Pekerjaan yang menantang lebih dirasa penting oleh laki-laki dibanding perempuan.*							
4	Laki-laki dan perempuan harus diberi kesempatan yang setara untuk berpartisipasi dalam program training manajemen.							

No.	Pertanyaan	1	2	3	4	5	6	7
		STS	TS	KTS	N	KS	S	SS
5	Perempuan memiliki kemampuan untuk menguasai keterampilan yang dibutuhkan untuk menjadi manajer yang sukses.							
6	Rata-rata manajer perempuan kurang mampu untuk berkontribusi terhadap keseluruhan tujuan perusahaan dibanding manajer laki-laki.*							
7	Perempuan tidak pantas memegang peran pemimpin sesering laki-laki.							
8	Komunitas bisnis harus menerima perempuan di posisi-posisi penting manajerial.							
9	Masyarakat harus menganggap pekerjaan manajer perempuan sama berharganya seperti pekerjaan manajer laki-laki.							
10	Perempuan pantas bersaing dengan laki-laki untuk mendapatkan posisi top eksekutif.							
11	Peluang kehamilan perempuan tidak membuatnya menjadi karyawan yang kurang diminati dibanding laki-laki.							
12	Dibanding laki-laki, perempuan tidak akan membiarkan emosi mempengaruhi keputusan manajerialnya.							
13	Masalah yang berkaitan dengan menstruasi tidak boleh membuat perempuan menjadi karyawan yang kurang diminati dibanding laki-laki.							
14	Untuk menjadi eksekutif yang sukses, seorang perempuan tidak harus mengorbankan beberapa faktor feminitasnya.							

No.	Pertanyaan	1	2	3	4	5	6	7
		STS	TS	KTS	N	KS	TS	SS
15	Rata-rata, seorang perempuan yang selalu di rumah bersama anaknya adalah ibu yang lebih baik dibanding seorang perempuan yang bekerja di luar rumah paling tidak setengah hari.							
16	Perempuan kurang mampu mempelajari matematika dan keterampilan mekanik dibanding laki-laki. *							
17	Perempuan tidak cukup ambisius untuk menjadi sukses di dunia bisnis.							
18	Perempuan tidak bisa menjadi tegas di situasi bisnis yang membutuhkan sikap tersebut. *							
19	Perempuan memiliki rasa percaya diri yang dibutuhkan oleh seorang pemimpin yang baik.							
20	Perempuan tidak cukup kompetitif untuk menjadi sukses di dunia bisnis.*							
21	Perempuan tidak bisa menjadi agresif di situasi bisnis yang membutuhkan sikap tersebut. *							

APPENDIX III Reliability and Validity Test

Reliability Statistics

Cronbach's Alpha	N of Items
.852	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Job with high responsibility level	96.8544	192.145	.296	.851
Objectivity	98.3592	182.546	.540	.841
Challenging work	97.5728	196.482	.199	.854
Equal opportunity in training programs	97.1165	184.888	.505	.842
Ability to acquire necessary skills	97.7767	180.018	.607	.838
Contribution to organization's goals	96.9223	197.798	.215	.853
Frequency of being a leader	96.3398	191.462	.392	.847
Acceptance in key managerial positions	97.9612	180.606	.646	.837
Work value	97.3204	178.024	.658	.836
Competition for top executives	97.2427	175.107	.691	.834
Pregnancy	98.4563	186.015	.439	.845
Emotions and decision making	98.9320	185.182	.487	.843
Menstruation	98.0097	181.755	.527	.841
Femininity	97.9126	182.688	.551	.840
Motherhood and working time	97.2039	197.752	.195	.854
Mathematical and mechanical skills	96.6311	198.608	.203	.853
Ambition	96.6408	194.723	.262	.852

Assertiveness	96.6019	195.242	.228	.853
Self confidence	97.8447	181.466	.629	.838
Competitiveness	96.3204	194.181	.319	.849
Aggresiveness	96.8350	194.845	.260	.852



APPENDIX IV
Frequency Analysis of Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	49	47.6	47.6	47.6
	Female	54	52.4	52.4	100.0
	Total	103	100.0	100.0	

APPENDIX V

WAMS Score

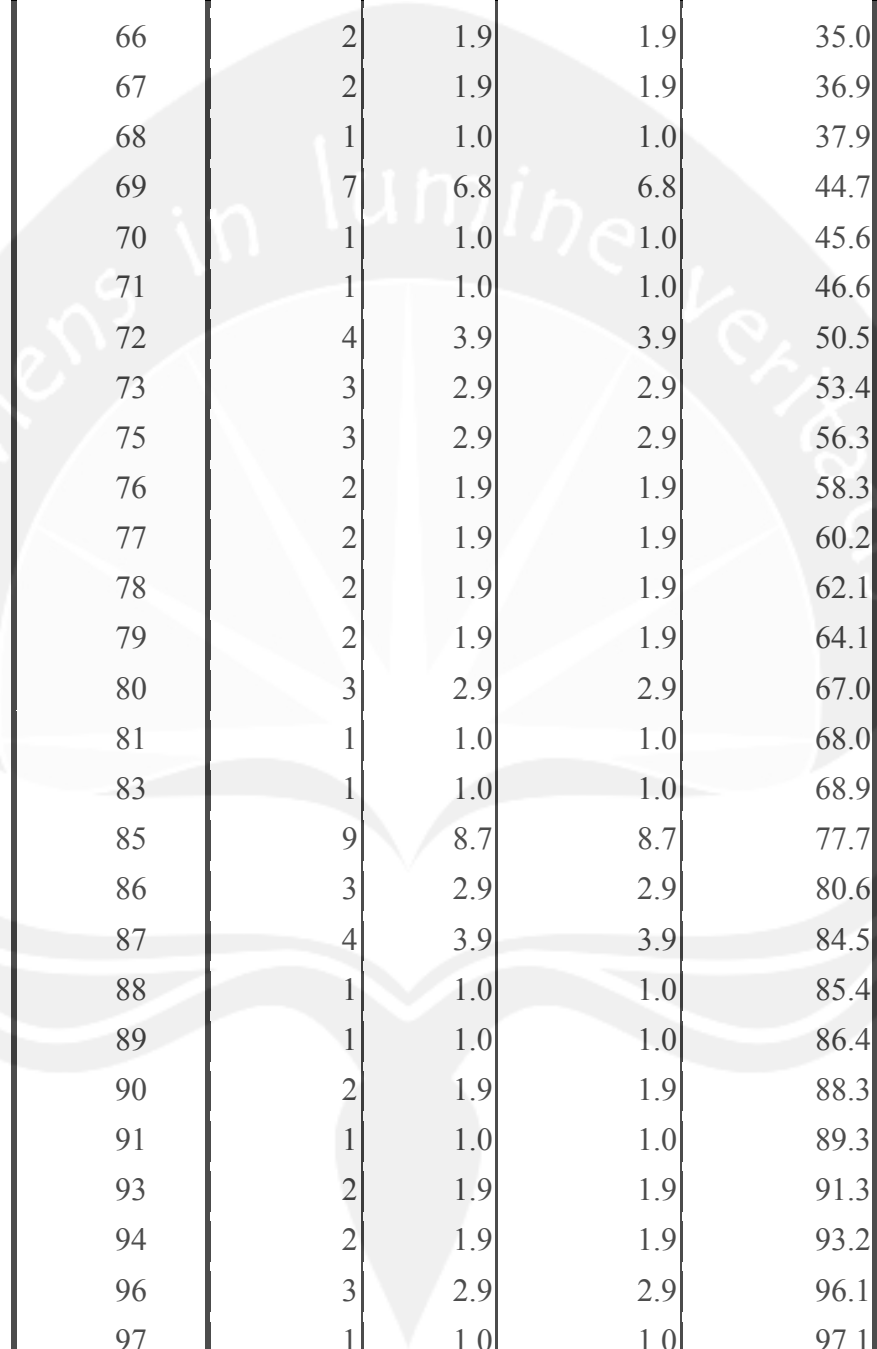
Statistics

Score

N	Valid	103
	Missing	0
Mean		73.23
Minimum		32
Maximum		105

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	1	1.0	1.0	1.0
	36	1	1.0	1.0	1.9
	38	1	1.0	1.0	2.9
	51	1	1.0	1.0	3.9
	52	2	1.9	1.9	5.8
	54	2	1.9	1.9	7.8
	56	3	2.9	2.9	10.7
	57	3	2.9	2.9	13.6
	58	2	1.9	1.9	15.5
	59	3	2.9	2.9	18.4
	60	2	1.9	1.9	20.4
	62	2	1.9	1.9	22.3



63	3	2.9	2.9	25.2
64	5	4.9	4.9	30.1
65	3	2.9	2.9	33.0
66	2	1.9	1.9	35.0
67	2	1.9	1.9	36.9
68	1	1.0	1.0	37.9
69	7	6.8	6.8	44.7
70	1	1.0	1.0	45.6
71	1	1.0	1.0	46.6
72	4	3.9	3.9	50.5
73	3	2.9	2.9	53.4
75	3	2.9	2.9	56.3
76	2	1.9	1.9	58.3
77	2	1.9	1.9	60.2
78	2	1.9	1.9	62.1
79	2	1.9	1.9	64.1
80	3	2.9	2.9	67.0
81	1	1.0	1.0	68.0
83	1	1.0	1.0	68.9
85	9	8.7	8.7	77.7
86	3	2.9	2.9	80.6
87	4	3.9	3.9	84.5
88	1	1.0	1.0	85.4
89	1	1.0	1.0	86.4
90	2	1.9	1.9	88.3
91	1	1.0	1.0	89.3
93	2	1.9	1.9	91.3
94	2	1.9	1.9	93.2
96	3	2.9	2.9	96.1
97	1	1.0	1.0	97.1
98	1	1.0	1.0	98.1
99	1	1.0	1.0	99.0
105	1	1.0	1.0	100.0
Total	103	100.0	100.0	

APPENDIX VI
Mean Scores of WAMS' Dimensions

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Acceptance	103	8.00	32.00	22.0097	5.21780
Feminine Barrier	103	8.00	33.00	21.0097	4.99901
Ability	103	6.00	25.00	13.8252	4.11460
Valid N (listwise)	103				

1. Acceptance

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Equal opportunity in training programs	103	1	7	5.13	1.391
Contribution to organization's goals	103	1	6	2.68	1.131
Acceptance in key managerial positions	103	2	7	4.28	1.353
Work value	103	1	7	4.92	1.467
Competition for top executives	103	1	7	5.00	1.553
Valid N (listwise)	103				

Gender		Equal opportunity in training programs	Contribution to organization's goals	Acceptance in key managerial positions	Work value	Competition for top executives
Male	Mean	4,65	2,78	3,90	4,31	4,31
Female	Mean	5,56	2,59	4,63	5,48	5,63

2. Feminine Barrier

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pregnancy	103	1	7	3.79	1.480
Emotions and decision making	103	1	7	3.31	1.414
Menstruation	103	1	7	4.23	1.535
Feminity	103	1	7	4.33	1.424
Motherhood and working time	103	1	6	2.96	1.220
Mathematical and mechanical skills	103	1	5	2.39	1.078
Valid N (listwise)	103				

Gender		Pregnancy	Emotions and decision making	Menstruation	Feminity	Motherhood and working time	Mathematical and mechanical skills
Male	Mean	3,33	2,67	3,47	3,67	3,02	2,43
Female	Mean	4,20	3,89	4,93	4,93	2,91	2,35

3. Ability

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ambition	103	1	6	2.40	1.301
Assertiveness	103	1	7	2.36	1.378
Self confidence	103	1	7	4.40	1.338
Competitiveness	103	1	6	2.08	1.169
Aggresiveness	103	1	7	2.59	1.294
Valid N (listwise)	103				

Gender		Ambition	Assertiveness	Self confidence	Competitiveness	Aggresiveness
Male	Mean	2,51	2,45	3,80	2,14	2,73
Female	Mean	2,30	2,28	4,94	2,02	2,46

APPENDIX VII
Independent t-Test with Gender as Independent Variable

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Score	Male	49	68.37	14.354	2.051
	Female	54	77.65	13.292	1.809

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
Score	Equal variances assumed	.000	1.000	-3.407	101	.001	-9.281	2.724	-14.685	-3.877
	Equal variances not assumed			-3.394	98.016	.001	-9.281	2.734	-14.707	-3.855

APPENDIX VIII Questionnaire Responses

Gender	Age	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Score
1	3	3	2	4	3	3	3	3	3	3	3	3	1	2	2	4	3	2	3	3	2	4	59
2	3	3	4	5	7	4	3	1	4	7	7	1	4	6	7	5	1	6	1	5	1	1	83
2	3	1	5	2	7	6	2	2	6	6	6	2	4	3	3	4	2	2	1	6	1	1	72
1	3	5	5	6	7	5	3	3	7	6	7	4	3	3	4	2	2	3	4	4	3	2	88
1	3	3	1	4	3	1	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	2	32
1	3	1	4	2	5	5	2	1	5	5	5	4	2	5	5	1	1	2	2	4	2	1	64
1	1	2	2	3	3	3	3	3	4	4	4	3	4	4	3	3	3	4	3	4	4	4	70
2	2	1	2	3	4	4	2	1	3	4	4	2	3	4	4	1	3	3	3	4	1	2	58
1	2	5	3	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	85
1	2	2	5	2	7	6	2	1	7	7	7	7	4	2	5	2	3	1	1	5	1	1	78
2	2	4	2	4	5	3	4	2	5	5	5	3	5	4	5	1	2	4	2	4	2	2	73
1	3	2	3	2	4	3	3	2	4	4	3	3	2	3	4	2	2	2	2	3	2	2	57
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2	3	2	5	5	7	5	4	2	4	7	7	4	4	7	5	4	4	4	4	4	4	4	96
2	2	1	7	6	7	4	1	2	6	6	6	5	6	7	5	3	2	2	2	6	2	4	90
1	1	1	6	5	7	5	2	1	6	7	7	5	5	5	6	2	2	2	2	5	2	2	85
2	1	1	7	2	7	7	3	1	5	7	7	4	5	4	4	1	1	2	2	4	1	1	76
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