

Contribution of Transformational Leadership and Years of Leader Experience on the Effectiveness of Organization Efficacy

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Abstract

During the pandemic, organizational effectiveness remains at a very low level. Many universities are underperforming when a pandemic hits a country. When the pandemic subsided, the organization's effectiveness became exciting again. This study aims to examine the effect of transformational leadership and years of service or experience of organizational leaders on organizational effectiveness, both directly and through organizational commitment, as intervening variables. The study adopted a quantitative approach and specifically the correlational verification approach. The study was conducted at the Public and Private SMAs in Samarinda, Indonesia, from January to August 2022. The study population consisted of 254 principals, vice principals and teachers, with a sample size of 145 selected through the proportional random sampling technique. The collected data were analyzed using smart PLS and SPSS software. The study findings revealed that there is no significant effect between transformational leadership on organizational effectiveness. The results show that the more experience the leader has, the more effective an organization is. The better the transformational leadership and the longer the experience as a leader, the more effective the institution will be. Organizational commitment does not effectively become a moderator variable in mediating the effect of transformational leadership and experience of leadership on organizational effectiveness.

Keywords: *Transformational, leadership, work experience, effectiveness, institution*

Introduction

Educational institutions do not seem to be able to return to normal as before the COVID-19 outbreak. Various schools in cities use two main learning methods: offline and online. Studies showed that the effectiveness of post-pandemic institutions has not reached optimal points which mean there are still many obstacles in the field to match the level of effectiveness as before the pandemic (Mutongoza, et. al., 2021). Effective schools have been indicated by the role of leadership to which transformational leadership is prominent. In addition, principals, vice principals and teachers are required to have strong leadership (Budiharso & Tarman, 2020) to make better working in the schools. Data from the effectiveness of Senior High School (SMA) in Samarinda, Indonesia, show that the effectiveness of new institutions is still low. Table 1 shows the level of effectiveness for the last five months.

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Table 1*Organizational effectiveness Level During June-October 2022*

Month	Score (%)	Classification
June	65,2	Moderate
July	66,7	Moderate
August	68,2	Moderate
September	69,1	Moderate
October	70,1	Moderate-High
Average	67,86	Moderate

The data in Table 1 show the level of organizational effectiveness has not been maximized until October 2022, only reaching the upper-middle class. This means that the organization's effectiveness in achieving the institution's vision and mission cannot yet approach 100%. This is caused by several conditions, as shown in Table 2.

Table 2*Factors Causing Low Organizational Effectiveness*

Causative factor	F	%
There are still many campus residents who have been confirmed with Covid-XBB	24	12
Morale is still low	30	15
Carried away by a prolonged pandemic situation	52	26
The organizational culture is still like during the pandemic	28	14
Unenthusiastic organizational environment	28	14
Less than optimal leadership	38	19
Total	200	100

Source: Pre-survey 2022

The data in Table 2 show that some obstacles still cause the post-pandemic situation and conditions to not recover from their pre-pandemic situation. One of the biggest obstacles, for example, is the situations and conditions during a pandemic. This is one of the reasons that triggers low work motivation. Organizational effectiveness (Budiharso, et. al., 2022) can also be seen from the quality of service, the satisfaction level of the students with the lecturers, the satisfaction level of the students with administrative services, the satisfaction level of the lecturers with management, and the satisfaction level of the lecturers with administrative services. It can be said that all of this is still low. Table 3 shows the low condition.

Table 3
Level of Internal Stakeholder Service Satisfaction

Service type	High (%)	Moderate (%)	low (%)
Service quality	13	33	54
Level of student satisfaction with lecturers	12	26	62
The level of student satisfaction with administrative services	16	20	64
Level of lecturer satisfaction with management	9	32	59
The level of lecturer satisfaction with administrative services	8	19	73
Average	11,6	26	62,4

Source: Output of pre-survey 2022

The data in Table 3 show that the satisfaction level of the majority is still low.

As Table 4 shows, work experience of the dean, deputy dean, and head of the department can increase organizational effectiveness. However, the average years of the experience of the leaders range between four and eight years.

Table 4
Structural Officer Leadership Experience in the Faculty

Leadership experience	F	%
> 8 years	7	10
4.1 -8.0	12	17,1
1.1-4.0	32	45,7
< 1 year	19	27.2
Amount	70	100

Source: Output of pre-survey 2022

Table 4 shows that the majority of the respondents have leadership experience ranging between 1.1 and 4.0 years, with a rate of 45.7%, followed by employees with less than one year of service. Table 5 shows that the quality of transformational leadership played by leaders in the faculty environment also seems to be low, as postulated by Townsend, (2007).

Table 5
Leadership Experience of Officials in the Faculty Environment

Transformational leadership conditions	F	%
Very good	5	7,1
Well	14	20.0
Currently	31	44,3
Not good	13	18,6
Not very good	7	10,0
Amount	70	100

Source: Output pre-survey 2022

As Table 5 shows, the quality of transformational leadership adopted by the management is still not good.

Previous research findings (Burušić et al., 2009; Budiharso & Tarman, 2020) revealed that when an institution can improve the quality of leadership toward transformational leadership, its organizational effectiveness will increase rapidly. The strategy that institutions can adopt is to improve the quality of leadership with an orientation toward achieving long-term vision and mission, which will simultaneously increase organizational effectiveness (Kirk & Jones, 2004; Bush, 2014).

Creemers & Kyriakides (2006) found that when the work experience of leaders shows good conditions, it will provide valuable lessons for the robustness of an institution from the leadership side. It takes leadership with mature experience and leadership that can take the organization far beyond time and space. All of that is to improve the quality, competitiveness, and effectiveness of the organization in winning a competition in the real world (Gortazar et al., 2014).

The novelty of this research is evident in the importance of transformational leadership, which can translate various difficulties and challenges into opportunities and hopes that can be achieved easily in accordance with the vision and mission of the institution to become an effective institution and able to win the competition. Leadership experience in the field of work is considered to be a novelty in explaining its contribution to the effectiveness of higher education organizations as non-profit organizations, unlike previous research, which mostly examined profit-oriented organizations.

Research Questions

Based on the background of the problem and the state of the art of the research, the research questions are as follows.

1. What is the effect of transformational leadership on organizational effectiveness?
2. What is the effect of leadership experience on organizational effectiveness?
3. What is the simultaneous effect of transformational leadership and leadership experience on organizational effectiveness?
4. What is the indirect effect of transformational leadership and leadership experience on organizational effectiveness through organizational commitment as a moderator variable?

Study Hypothesis

- H₁. There is a significant relationship between transformational leadership and school effectiveness in achieving the vision, mission, and goals of the organization.
- H₂. There is a significant relationship between the experience of being a leader and the effectiveness of school organizations in Samarinda.
- H₃. There is a significant simultaneous relationship between transformational leadership and experience as a leader and organizational effectiveness.
- H₄. There is a significant relationship between transformational leadership and organizational effectiveness through organizational commitment.
- H₅. There is a significant relationship between the experience of being a leader and organizational effectiveness through the organizational commitment variable.

Theoretical Review and Hypothesis Development

Transformational leadership's effect on organizational effectiveness

There is a positive and significant relationship between transformational leadership and organizational effectiveness (Lyle, 2018). Effective institutions are marked by the application of transformational leadership. Transformational leadership can bring all staff and employees to look at the desired future together with confidence (Budiharso, et al., 2022). Leadership can bring a change toward the desired future (Nyagosia, et al., 2013). Leadership that dares to carve togetherness toward the goals has been determined in the vision, mission, and goals through various well-organized and programmed strategies (Ayuba, 2018).

Transformational leadership is characterized by leadership conditions that confidently look to the future with enthusiasm and pride in the belief that they will win the competition (Musungu & Nasongo, 2008). Subordinates will love such leadership because it brings fresh air that can improve the overall welfare of employees. Employee trust in the organization becomes stronger. Employees have a higher level of commitment to the company, which impacts the company's effectiveness in achieving its goals (Cheng, 1996).

Transformational leadership provides strategies for solving problems easily, quickly, and cheaply. Such leadership can also provide various solutions without creating new problems. All efforts to overcome problems are easy without requiring a long time, a lot of money, and excessive effort (Ontai-Machado, 2016). Transformational leadership can also turn obstacles into challenges and

challenges into opportunities. Thus, this type of leadership progressively moves forward, never gives up, and such leaders are always optimistic about winning the competition in this era of free competition (Daggett, 2005).

Thus, the better the transformational leadership adopted by organizational managers, the more likely the organization will be more effective in achieving the organization's vision, mission, and goals (Doran, 2004). Concerning this research, when faculty-level leaders from the dean, deputy dean, heads of departments, department secretaries, heads of study programs, and heads of laboratories apply good transformational leadership in leading, the institutions they lead will also be more effective in achieving goals. Conversely, when faculty-level leaders cannot apply good transformational leadership, the organizational effectiveness will also be poor (Kyriakides, 2004).

Hypothesis 1. There is a significant relationship between transformational leadership and school effectiveness in achieving the vision, mission, and goals of the organization.

Leadership experience's effect on organizational effectiveness

Experience is very valuable. His existence becomes a teacher above a teacher who deserves the highest respect. Experience is like a clue that cannot be denied (Özgenel, 2019). He is a reflection of success with a very high level of effectiveness. Experience can foster good or bad perceptions. Experiences that cause good perceptions will be used as steppingstones to move forward. Experiences that cause bad perceptions will always be remembered and not repeated (Greenberg & Baron, 2000).

No learning load weighs more than experience. People flock to seek the expertise of something because its value is so valuable. If experience could be bought, everyone would buy that experience because of its high value (Sailer, 1985). Smart people will lose compared to experienced people. This is where the need for tenacity to gain the experience needed to meet the necessities of life and solve various life problems. Concerning organizational effectiveness, mature leadership experience in the sense of long experience will be more effective when leading an organization (Scheerens & Creemers, 1989). Moreover, the organization being led is an organization that is already complex, already has many divisions, so an experienced leader is needed (Kyriakides, 2006). The higher the level of experience the leader has, the higher the possibility of the effectiveness of the organization he leads (Hallinger & Heck, 2010).

In this study, when faculty-level leaders, from the dean, deputy dean, head of the department, secretary of the department, head of the study program, and head of laboratory, have long experience in leading the institution, they will also lead more effectively in achieving goals. Conversely, when faculty-level leaders do not have long enough experience, the effectiveness of the Institute is also not good.

Hypothesis 2. There is a significant relationship between the experience of being a leader and the effectiveness of school organizations in Samarinda.

Effect of transformational leadership and leadership experience on organizational effectiveness

Organizational effectiveness does not stand alone but is influenced by other highly related variables such as transformational leadership and leader experience. Leaders who can apply transformational leadership will affect the effectiveness of leaders, as well as being a leader for a long time, and will gain various experiences that can find strategies to increase organizational effectiveness (Hoy, 2019).

Organizational effectiveness is an endogenous or dependent variable, while many independent or exogenous variables can influence organizational effectiveness (Scheerens & Stoel, 1988). The results of previous research believe that good transformational leadership will increase organizational effectiveness. The better the transformational leadership, the better the organization's effectiveness in finding various innovations that can be used to improve the speed at which organizational goals are achieved (Kirk & Jones, 2004).

Leader experience that is manifested through long work as a leader will provide various strengths in overcoming work, life, and organizational development problems. An invaluable experience cannot be simply forgotten, but an experience that is always remembered. Others may forget the experiences they have had. However, a tenacious leader will always remember the various experiences he has experienced in his life (Konok, 2011).

Concerning this research, when faculty-level leaders at tertiary institutions ranging from deans, vice deans, heads of departments, department secretaries, heads of study programs, and heads of laboratories can simultaneously implement good transformational leadership and have sufficient experience in leading, then the Institution he leads will also be more effective in achieving goals (Wallin, 2003). Conversely, when faculty-level leaders at a university cannot apply good

transformational leadership and do not have sufficient leadership experience, the institution's effectiveness will also be poor (Landis, 1998).

Hypothesis 3. There is a significant simultaneous relationship between transformational leadership and experience as a leader and organizational effectiveness.

The influence of transformational leadership and experience on organizational effectiveness through organizational commitment

Organizational commitment is the willingness of staff and employees to devote themselves to the organization they participate in with high awareness to advance the organization to beat its competitors. This awareness grows among organizational leaders, staff, and employees to jointly advance the organization to achieve sustainability (Lyle, 2018).

From the top-level management to all employees working with their respective areas of expertise to contribute dedication and competence to achieve the organization's vision, mission, and goals as determined jointly (Kemaca, 2008). In all organizational components, no one is left behind to jointly achieve common goals to improve shared welfare (Yusuf & Alabi, 2013)

To increase commitment, many theories say that the level of employee welfare must be increased. Likewise, employee satisfaction must be increased through various incentives, bonuses, health insurance, work facilities, position benefits, family allowances, insurance, transportation assistance, lunch, overtime, recreation, and other benefits (Kanmaz & Uyar, 2016). All this is done so that their level of satisfaction increases, which will affect increasing commitment to the organization (Lezotte et al., 2002).

In this study, organizational commitment is placed as a moderator variable that will moderate the effect of transformational leadership on organizational effectiveness and the effect of length of service as a leader on organizational effectiveness (Budiharso & Tarman, 2020). Theoretically, when organizational commitment is included in the influence of these variables, the effect will increase. Conversely, when organizational commitment is removed from this influence, the influence effect will decrease.

Hypothesis 4. There is a significant relationship between transformational leadership and organizational effectiveness through organizational commitment.

Hypothesis 5. There is a significant relationship between the experience of being a leader and organizational effectiveness through the organizational commitment variable.

Methods

Research Design

This study is a quantitative, correlational, and verificative study aiming to test study hypotheses based on data originating from research locations explored using surveys (Creemers et al., 2010). This study is also a model development research because the theoretical model developed by the researcher is then tested and once accepted as a good model, it can be applied and generalized to a wider population. Specifically, the study adopted a quantitative method and aimed to examine the relationship between transformational leadership and years of experience of leadership their effectiveness on the organization efficacy for SMA during the COVID-19 pandemic. The study has the following three variables: the independent variables (X) are transformational leadership and years of experience, while the dependent variable (Y) is organization efficacy to manage school.

Study Sample

A proportional random sampling technique was used to select the study sample that was assigned as the respondent of this study. Proportionally, the total number of the sample was 154 coming from 6 Public schools and 5 private schools. At the time of data collection, 9 individuals were absent so that the final number of the sample as 145. The researchers assigned the 145 sample as the respondents of this study. Each school contributed 14 respondents, consisting of 1 principal, 3 vice principals, and 10 teachers. See table 6.

Table 6

Study sample

School	Occupation	Public School	Private School	Total
SMA 1	Principal	1	1	2
	Vice principal	3	3	6
	Teacher	10	10	20
SMA 2	Principal	1	1	2
	Vice principal	3	3	6
	Teacher	10	10	20
SMA 3	Principal	1	1	2
	Vice principal	3	3	6
	Teacher	10	10	20
SMA 4	Principal	1	1	2
	Vice principal	3	3	6
	Teacher	10	10	20
SMA 5	Principal	1	1	2
	Vice principal	3	3	6
	Teacher	10	10	20
SMA 6	Principal	1	-	1
	Vice principal	3	-	3
	Teacher	10	-	10
		84	70	154

Research Instrument

The study used a self-constructed questionnaire developed based on a grid compiled with reference to each variable's theory, dimensions, and indicators. Table 7 shows the dimensions and indicators of each variable.

Table 7
Dimensions and Indicators of the Research Instrument

Variable	Dimensions	Indicator	Item number
Transformational leadership	View of vision	Understanding of the organization's vision	1
		Ability to translate vision	2
	A view of the organization's mission	Understanding of the organization's mission	3
		Ability to translate missions	4
	Organization goals	Understanding of organizational goals	5
	Strategy for achieving vision and mission	The strategy used by leaders to achieve the vision	6
		The strategy used by the leader to achieve the mission	7
Years of experience as a leader	Long time in the previous position	The length of years of office is different from the current position	8
	Long time in current position	Years in the last position	9
Organizational effectiveness	Product Quantity	Number of products that have been produced	10
		Product achievement level	11
	output quality	quality level	12
		Level of quality achievement	13
Organizational commitment	Commitment to duties and functions	Commitment to carry out tasks	14
		Commitment to perform a function	15
	Commitment to Institutions	Commitment to advancing the organization	16
		Commitment to organizational goals	17
	Loyalty to the Leading Institution	Commitment to organization	18
		Commitment to the leadership of the organization	19

Source: Relevant theory (Carmichael, 2002).

Instrument Calibration

Instrument calibration includes testing the validity and reliability of the instrument. The validity of the instrument was tested by checking the relationship between the item scores and the total

score (Table 8). The reliability of the instrument was tested using Cronbach's alpha scores (Table 9).

Table 8

Instrument Validity Test

Item Number	R	Sig.	Conclusions
1	.784	.000	Valid
2	.834	.000	Valid
3	.734	.000	Valid
4	.751	.000	Valid
5	.834	.000	Valid
6	.812	.000	Valid
7	.781	.000	Valid
8	.814	.000	Valid
9	.821	.000	Valid
10	.832	.000	Valid
11	.783	.000	Valid
12	.784	.000	Valid
13	.817	.000	Valid
14	.821	.000	Valid
15	.831	.000	Valid
16	.772	.000	Valid
17	.776	.000	Valid
18	.837	.000	Valid
19	.851	.000	Valid

Source: 2022 research instrument trial results

Table 8 shows that all 19 instrument items are valid as they have a correlation coefficient greater than .70 and a significance of <0.05. The instrument reliability test to determine the consistency level of the instrument is shown in Table 9.

Table 9

Validity Test in Terms of Loading Factor

	Effectiveness of faculty (Z)	Organizational commitment (Y)	Transformational leadership (X ₁)	Year of leadership experience (X ₂)
EFF1	0,861			
EFF2	0,942			
EFF3	0,956			
EFF4	0,916			
OC1		0,943		
OC2		0,938		
OC3		0,936		
OC4		0,942		
OC5		0,841		
OC6		0,843		
TL1			0,976	
TL2			0,972	
TL3			0,971	

TL4	0,974
TL5	0,983
TL6	0,977
TL7	0,979
YLE1	0,964
YLE2	0,970

As Table 9 shows, the average of each manifest variable studied has a loading factor value of > 0.7. Based on these results, it would be safe to say that overall the manifests used in this study have met the reliability criteria and can be used for further analysis.

Table 10 presents the data related to AVE values, AVE roots, and correlations between variables.

Table 10
AVE, AKAR AVE, and Latent Variable Correlation

Variable	AVE	$\sqrt{\text{AVE}}$	Job satisfaction	Employee performance	Managerial Performance	Organizational Commi
Job satisfaction	0.795	0.891	1.000	0.346	0.208	0.485
Employee performance	0.695	0.834	0.346	1.000	0.793	0.299
Managerial performance	0.748	0.865	0.208	0.793	1.000	0.182
Organizational commitment	0.794	0.891	0.485	0.299	0.182	1.000

Source: Data processed by SmartPLS

Table 10 shows that all AVE roots are higher than the correlation values between constructs and other constructs, which means that all constructs in the estimated model meet the discriminant validity criteria. The Cronbach's alpha value is also used to strengthen the reliability test results above. If the Cronbach's alpha value is greater than 0.6, it will be safe to say that the variable is reliable. Table 11 shows the Cronbach's alpha scores of each variable.

Table 11
Cronbach's Alpha Scores

	Cronbach's Alpha	rho_A	Composite Reliability (Rho_C)	Average Variance Extracted (AVE)
Effectiveness of faculty (Z)	0,939	0,959	0,956	0,845
Organizational commitment (Y)	0,957	0,963	0,966	0,825
Transformational leadership (X1)	0,992	0,993	0,993	0,953
Year of leadership experience (X2)	0,931	0,936	0,966	0,935

Source: Results of instrument trial 2022

As Table 11 shows, Cronbach's alpha coefficient scores for all variables are greater than 0.6, and thus it is safe to say that all variables are reliable. Reliable instruments will produce relatively fixed data even though they are used by other researchers, in other places, and at different times.

Based on the instrument calibration test as described in Tables 8 and 9, it can be concluded that the instrument compiled based on reading the theory is feasible for an instrument for collecting primary data in the field (Luyten & Sammons 2010).

Data Collection

The research data were collected from the research location by distributing questionnaires to the respondents (Goldstein, 1995). The questionnaire was distributed to 154 respondents from 11 SMAs. The data were collected in two stages for two weeks. In the first week, the questionnaire was distributed to respondents in the 6 Public SMAs. For this purpose, 84 respondents were assigned to answer the questionnaire. Accordingly, in the second week, 70 respondents from 5 Private SMAs were assigned to answer the questionnaire. After the questionnaire was collected, there were identified that 9 respondents were absent, so that the total number of respondents became 145. This way, the initial examination results of $N = 145$ were complete and eligible for entry. Complete data entry into Microsoft Excel is then transferred to the SPSS and with the Smart PLS software.

Data Analysis

Structural equation modeling (SEM) was utilized to analyze the data. Descriptive and assumption tests were conducted using SPSS. Descriptive test was used to determine central tendency (mean, median, and mode), minimum, maximum, range, standard deviation, variance, kurtosis, and skewness. Assumption tests were utilized to check normality, homogeneity, and linearity of the study data. This assumption test is used to determine whether primary data from the field is appropriate to test the research hypothesis. The process of testing the hypothesis uses Smart PLS software. In accordance with the SEM procedure, before testing the hypothesis, the outer model is tested first, then the inner model is tested, both the direct and indirect models (Hox, 2002).

Study Results

The research results include a descriptive test, an assumption test, and a hypothesis test.

Descriptive analysis

Table 12 shows the details of the descriptive test.

Table 12
Descriptive Analysis

	TL	YLE	EFF	OC
N	Valid	145	145	145
	Missing	0	0	0
Mean	28.0828	7.7448	15.2483	24.9103
Median	28.0000	8.0000	17.0000	26.0000
Mode	28.00	8.00	18.00	26.00
Std. deviation	7.68522	2.10086	4.30525	5.35661
Variance	59.063	4.414	18.535	28.693
Skewness	-1.299	-1.192	-1.033	-1.633
Std. error of skewness	.201	.201	.201	.201
Kurtosis	.718	.515	-.137	2.148
Std. error of skewness	.400	.400	.400	.400
Range	28.00	8.00	16.00	24.00
Minimum	7.00	2.00	4.00	6.00
Maximum	35.00	10.00	20.00	30.00

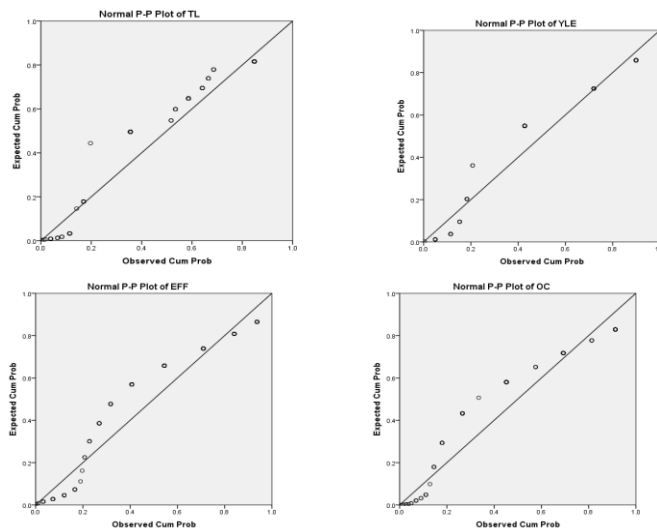
Source: SPSS Analysis 2022

Table 11 shows that the largest mean is on the transformational leadership variable, and the largest variance is on the same variable. The worst slope occurs in the organizational commitment variable, namely -1.633. So, the highest peak point is in the same variable, which is equal to 2.148. The widest range is the transformational leadership variable, with a score of 28.0.

Testing of Assumptions

The first assumption test is carried out to check the normality of the data. Figure 1 illustrates normality test results using a scatter plot.

Figure 1
Normality Test



As Figure 1 illustrates, the data for all variables are distributed normally as the point tends to approach the normal line.

The second assumption test is the test of linearity. Tables 13, 14, and 15 show the intended test results.

Table 13
TL Linearity Test for EFF

		Sum of	df	Mean	F	Sig.	
		Squares		Square			
EFF * TL	(Combined)	538.947	17	31.703	1.890	.024	
	Between v	Linearity	126.445	1	126.445	7.539	.007
	Deviation from	Linearity	412.502	16	25.781	1.537	.097
	Within groups		2130.115	127	16.773		
	Total		2669.062	144			

Source: SPSS Output 2022

The linearity of the data on transformational leadership on organizational effectiveness is linear with an F of 7.539 with a significance of 0.007 < 0.05 (Raudenbush & Bryk, 2002).

Table 14
YLE Linearity Test on Efficiency

			Sum of	df	Mean	F	Sig.
			squares		square		
EFF * YLE		(Combined)	1113.435	8	139.179	12.168	.000
	Between groups	Linearity	758.222	1	758.222	66.287	.000
		Deviation from linearity	355.213	7	50.745	4.436	.000
	Within groups		1555.628	136	11.438		
	Total		2669.062	144			

Source: SPSS output 2022

The primary research data for leadership experience/tenure on organizational effectiveness also shows a linear trend with $F = 66.287$ and a significant value of $0.00 < 0.05$. Thus, it would be safe to say that the data for these two variables are linear.

Table 15
Linearity Test of Organizational Commitment to Efficiency

			Sum of	df	Mean	F	Sig.
			Squares		Square		
EFF * OC		(Combined)	692.542	18	38.475	2.453	.002
	Between groups	Linearity	261.384	1	261.384	16.663	.000
		Deviation from linearity	431.158	17	25.362	1.617	.069
	Within groups		1976.521	126	15.687		
	Total		2669.062	144			

Source: SPSS output 2022

The primary data for the variable organizational commitment to organizational effectiveness also shows a linear condition with $F = 16.663$ and a significant value of $0.00 < 0.05$, so it can be stated that the two data are linear. The third assumption test is the test of homogeneity. Table 16 shows the test results.

Table 16
Test of Homogeneity of Variances

Levene statistic	df1	df2	Sig.
45.619	3	576	.063

Source: SPSS output 2022

Table 16 shows that the variance of each variable shows no significant difference and all variants are homogeneous.

The fourth assumption test is the multicollinearity test. Table 17 provides evidence that there is no strong relationship between independent variables.

Table 17
Test of Multicollinearity

	Effectiveness of faculty (Z)	Organizational commitment (Y)	Transformational leadership (X ₁)	Year of leadership experience (X ₂)
Effectiveness of faculty (Z)				
Transformational leadership (X ₁)	0,227	0,810		
Year of leadership experience (X ₂)	0,573	0,328	0,162	

Source: Smart PLS output 2022

Table 17 provides evidence that the effect of X₁ and X₂ is only 0.162 < 0.60. Thus, the transformational leadership variable and length of service as a leader do not have a strong effect or are also called mutually independent.

Hypothesis Testing

Based on the hypothesis that has been formulated, the research data are inferential statistical data and will be measured using the Smart PLS application, starting from the measurement model (outer model), structure model (inner model), and hypothesis testing. Figure 2 depicts the calculation results of the PLS-SEM model using the PLS-SEM algorithm.

Figure 2
PLS-SEM Algorithm

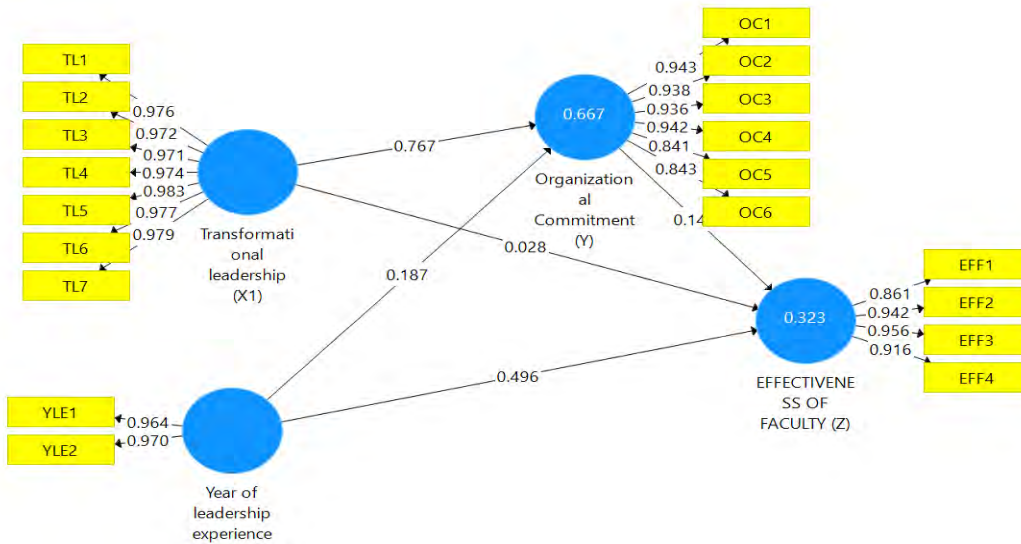


Figure 2 illustrates that all the path efficiency has been described, and the loading factor for each indicator exceeds 0.7. Thus, all dimensions can be used to test the hypothesis. The test results with the bootstrapping method using the SmartPLS software are shown in Figure 3.

Figure 3
Bootstrapping Inner Model

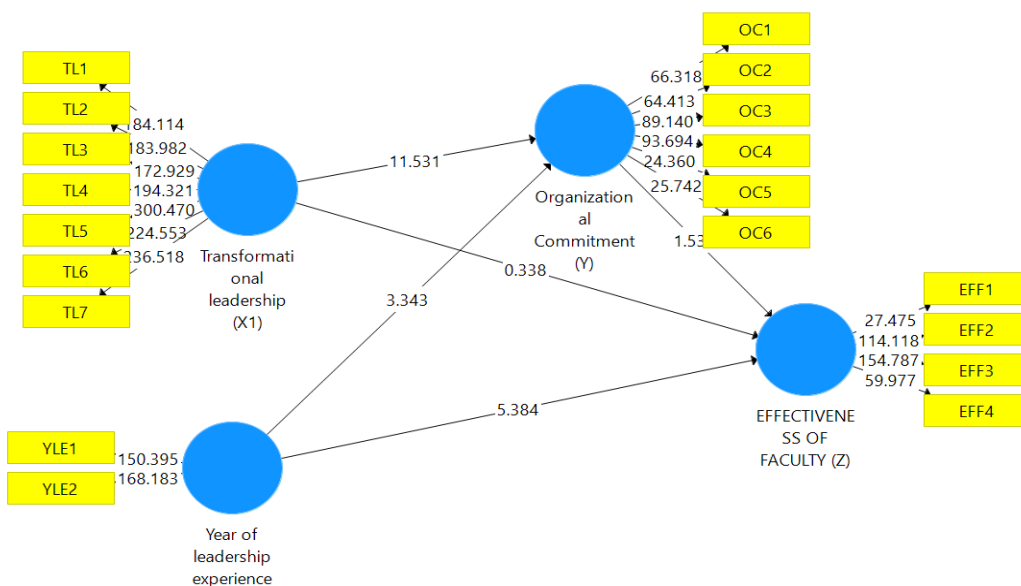


Figure 3 illustrates the magnitude of the t-test for each pair of variables.

Table 18
Research Hypothesis Test

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Transformational leadership (X1) -> Effectiveness of faculty (Z)	0,028	0,083	0,338	0,736
Year of leadership experience (X2) -> Effectiveness of faculty (Z)	0,496	0,092	5,384	0,000

Source: Output Smart PLS 3.0 (2022)

H₁: The effect of transformational leadership on organizational effectiveness

Testing the first hypothesis showed a path coefficient of 0.028 with a t count of 0.338 < t table 1.96 with a significance of 0.736 > 0.05. Thus, H₁ is rejected. Transformational leadership has no significant effect on the organizational effectiveness. The level of organizational effectiveness is not affected by the transformational leadership that is carried out in the institution.

H₂: Effect of leadership work experience on organizational effectiveness

Testing the second hypothesis showed a path coefficient of 0.496 with a t count of 5.384 > t table 1.96 with a significance of 0.000 < 0.05. Thus, H₂ is accepted. Testing the second hypothesis proves that leadership work experience positively affects organizational effectiveness, meaning that the longer the leadership work experience, the higher the organizational effectiveness.

H₃: The mutual effect of transformational leadership and leadership work experience on organizational effectiveness

Table 19
R dan R²

	R square	R square adjusted
Effectiveness of faculty (Z)	0,323	0,309

Source: Analysis of Smart PLS 2022

The results of the third hypothesis test showed an R² of 0.323. That means that both transformational leadership and leadership work experience positively affect the institution's

effectiveness. The contribution of these two variables to the effectiveness of the institution is 32.3%, and the remaining 67.7% is influenced by other variables not included in the model.

H4: The effect of transformational leadership on organizational effectiveness through organizational commitment

Table 20 shows that from the results of the analysis of the total effects. The results showed that the effect of transformational leadership on the effectiveness of the institution through organizational commitment showed a path coefficient of 0.111 with a t of 1.544 < t table 1.98 with a p-value of 0.123 > 0.05, and thus H4 is rejected. Thus, it can be concluded that the organizational commitment variable cannot effectively act as a mediating variable. Its role is only pseudo or partially mediating.

Table 20
Total Effect

	Original sample (O)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Transformational leadership (X ₁) -> Organizational commitment (Y) -> Effectiveness of faculty (Z)	0,111	0,072	1,544	0,123
Year of leadership experience (X ₂) -> Organizational commitment (Y) -> Effectiveness of faculty (Z)	0,027	0,023	1,198	0,231

Source: Results of SmartPLS 3.0 Data Processing (2022)

H5: The effect of leadership work experience on the effectiveness of the institution through the mediation of organizational commitment

The results of the analysis of the fifth hypothesis test are shown in Table 18. The fifth hypothesis test showed a path coefficient of 0.027, t count 1.198 < t table 1.98, and p-value 0.231 > 0.05 (alpha significance 5%). Thus, it can be concluded that H₅ is rejected. Mediation variables are only pseudo or partially mediating.

Discussion

The effect of transformational leadership on organizational effectiveness

The results of the analysis show that transformational leadership has no significant effect on organizational effectiveness. Theoretically, effective organizations should always apply transformational leadership with far-reaching insights into the future (Reynolds et al., 2014). Leadership that is applied must be able to articulate the vision and mission of the organization to be easily understood by all internal stakeholders of the organization itself. Many previous studies have reported this effect. This research is different from previous studies, which conclude that better transformational leadership carried out by organizational leaders will increase organizational effectiveness (Bass & Riggio, 2006).

The results of this study cannot answer that transformational leadership that invites subordinates to be ready to fight for a challenging future makes them prepared to compete and win all competitions. The market is the main target of winning the competition. Concerning tertiary institutions, this research is unable to answer that competition among tertiary institutions will be won by those who explicitly apply transformational leadership strictly (Bogler, 2001),

The results of this study are also not in line with previous research (Bush, 2014) in the following context. When transformational leadership can be applied in a strictly disciplined manner, it is expected that internal stakeholders will also be strict in following the wishes of leaders who adopt transformational leadership. In other words, this research is different from previous research, which concluded that the good intentions of the leadership to apply transformational leadership must be fully supported by stakeholders so that the energy that the leadership has expended can produce good results in increasing organizational effectiveness (Dinh et al., 2014).

All parties must be highly aware of the commitment to support leaders who try to use all their capabilities to implement transformational leadership so that increasing productivity efficiency can be realized quickly, precisely, and according to predetermined goals. The true meaning of this finding is that when leaders want to improve organizational effectiveness in achieving organizational goals, they should always focus on implementing perfect transformational leadership (Dowling, 2007).

The effect of leadership tenure experience on organizational effectiveness

Year of experience as an institutional leader has a positive effect on increasing organizational effectiveness. Leader experience becomes a determining factor for the effectiveness of an

organization in achieving organizational goals. Various strategies for achieving organizational goals will not be achieved on time if they are not led by experienced leaders who can translate various obstacles into opportunities.

Work period and experience as a leader can guide the smooth achievement of goals. Experience is the most effective teacher in overcoming various problems faced by staff in the field. Experience has the most valuable meaning for a leader in overcoming unexpected problems. Experience as a leader is needed for anyone, especially in fields with a high risk of failure (Leithwood & Jantzi, 2005).

Organizational effectiveness in capturing various opportunities and taking advantage of opportunities to turn them into golden opportunities will be determined by the experience of their leaders. Inexperienced leaders must work hard and make extra adjustments to compensate for the lack of field experience (Kurland et al., 2010).

A leader who crawls from the bottom to pursue a career sequentially over a long time makes him like a captain who is hit by storms and high waves every time. No captain is tough before he is full of these two precarious situations. Likewise, in organizations, leadership that is rich in experience and full of challenges in every way, makes them tough and solid like a rock that doesn't shake because of strong waves and winds (Nir & Hameiri, 2014).

The effect of transformational leadership and leadership experience on organizational effectiveness

The results of the hypothesis testing the joint effect of transformational leadership and leadership experience on organizational effectiveness are positive and significant. The effect is far greater than partially. This shows that when organizational leaders want to increase organizational effectiveness, they must take the following two steps: improving the quality of transformational leadership and selecting prospective leaders with proven experience and a good track record. Leader experience and experience in applying transformational leadership is needed for organizational effectiveness in achieving organizational goals (Eyal & Kark, 2004).

Assuming that organizational goals are dreams, management must be able to persuade leaders at all levels, from top and middle to lower leaders, to always jointly implement transformational leadership that prioritizes long-term orientation and enhances the quality of leaders through

various leadership experiences. This cannot be done in pieces or parts, but it will be stronger and faster when done together (Eyal & Roth, 2011).

This cannot be done piecemeal, but it will be stronger and faster when done together (Eyal & Roth, 2011).

This study's results align with the findings that transformational leadership and leadership experience can jointly affect organizational effectiveness. When working together, these two variables have a greater effect than individually. The implication is, of course, that leaders must apply these findings according to the results of research that previous researchers have conducted by not leaving out one of the variables. Simultaneous direct effect is believed to be the best model for increasing organizational effectiveness in achieving the organization's vision, mission, and goals (Heck & Hallinger, 2014).

Indirect effect of transformational leadership and experience on effectiveness through organizational commitment

The indirect effect test analysis results concluded that the organizational commitment variable could not effectively mediate the influence of transformational leadership on organizational effectiveness and the effect of experience as a leader on organizational effectiveness. The findings revealed that the direct effect has a greater R coefficient than the indirect effect. Thus, the moderating variable does not provide significant benefits. Therefore, leaders should improve organizational effectiveness directly by increasing the ability to apply transformational leadership rather than through organizational commitment. Likewise, institutional leaders can directly increase leadership experience rather than going through organizational commitment (Hsiao & Chang, 2011).

The study results align with previous research, which concluded that transformational leadership could directly affect organizational effectiveness in producing an output. Organizational output can be increased by increasing the quality of applied transformational leadership. Likewise, organizational effectiveness in improving organizational products can be done through increasing leadership experience in moving the organization (Judge & Piccolo, 2004).

The process of planning, organizing, implementing, and evaluating can be carried out by leaders who adopt transformational leadership and leaders with high experience. Organizational commitment is not an intervening or moderating variable but outside these two roles (Kark et al.,

2003). The position of organizational commitment is more effective as an independent variable or exogenous variable than as a moderating variable ((Budiharso & Tarman, 2020).

This research results imply that transformational leadership should be implemented in the vision and mission of an organization thorough leadership practices. Experience of work is an effective factor to contribute the effectiveness of higher education organizations.

Conclusion

This study reveals the role of transformational leadership and years of experiences demonstrated by principals, vice principals, and teachers of public and private SMA in Indonesia. First, there is no significant effect of transformational leadership on organizational effectiveness. Institutions that wish to improve their work effectiveness do not need to apply transformational leadership but democratic leadership that can bring all activities towards the organization's mini-vision by prioritizing easy, straightforward problem solving and always referring to standard operating procedures set by the organization. Second, there is a significant relationship between leadership experience and organizational effectiveness. Leaders with work experience with high working hours will generate effective performance without making many mistakes that render the organization to be ineffective. Third, there is a jointly significant relationship between transformational leadership and years of service as a leader and organizational effectiveness. Transformational leadership combined with a leader's experience will jointly determine an organization's effectiveness. In other words, an effective organization will not forget the process of implementing transformational leadership and the leadership work experience of officials within the organization. Fourth, organizational commitment is not able to play an effective role in mediating the indirect effect of transformational leadership on organizational effectiveness. Likewise, organizational commitment cannot play an effective role in mediating the indirect effect of leadership tenure on organizational effectiveness. Therefore, the direct effect is more meaningful than the indirect effect.

This study has a novelty in that the vision and mission of higher education can be achieved through leadership transformation where leadership experience becomes the effective factor to implement. This study however, has a limitation in that the sample is selected from one university only. Future research is suggested to enlarge this sample through for example a survey research involving more than one university and thousand samples.

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