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CROSS-NATIONAL AND GENDER DIFFERENCES IN LEADERSHIP ORIENTATIONS AND SELF-DIRECTED LEARNING AMONG UNIVERSITY STUDENTS IN MALAYSIA AND INDONESIA

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Abstract

Grounded in the transformational and self-determination theory, this study examined cross-national and gender perspectives on leadership styles and self-directed learning (SDL), among university students in Malaysia and Indonesia. As the workforce is becoming more challenging and diverse, future leaders are expected to build on their character and leadership and become more self-driven and self-disciplined. Based on quota sampling, data were collected among 421 students in Malaysia and Indonesia. Inferential analyses were performed to identify any significant differences in the mean scores of different leadership styles and self-directed learning across gender and countries. The findings indicated that Malaysian students scored significantly higher than their Indonesian peers, on both people orientation and transformational leadership. An analysis of gender revealed that the national context did play a more significant role in shaping leadership qualities than gender itself. Comparisons between males and females within the same country showed no significant differences, aligning with past research which suggests that gender gaps in higher education in Asia are less pronounced when leadership opportunities are equally provided. However, Malaysian females did demonstrate a notable advantage over their Indonesian counterparts in transformational leadership. These findings underscore practical implications for higher education leadership programmes in diverse settings.

Keywords: *Leadership orientations; Self-directed learning; Gender; Higher education; Malaysia; Indonesia*

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1. Introduction

Leadership development in universities has recently become a crucial component of the higher education experience, owing to the increasingly globalised and competitive academic environment (**Anjum et al., 2022**). Universities not only provide technical skills but they also nurture students to become proactive and self-driven potential future leaders, who would be able to adapt to diverse and challenging situations. A student's ability to lead and assess himself during undergraduate years has been associated with future career development and professional readiness, innovative power, and institutional reputation. Therefore, it is necessary to learn more about these attributes among undergraduates, particularly across diverse cultural and national settings.

Although numerous past studies have examined the issue of gender differences in leadership, the results have been inconsistent in general, particularly within the context of academic institutions where educational systems and societies differ significantly (**Laguna-Sanchez et al., 2021; Anjum et al., 2022**). The neighbouring countries in Southeast Asia, such as Malaysia and Indonesia, provide a strong background for such research as they encompass diverse socio-cultural environments, with varying approaches to higher education and different student engagement models (**Rusydiyah et al., 2022**).

Transformational leaders inspire and motivate followers to look beyond their self-interests for the sake of the organisation or group, and foster an environment of commitment, innovation, and personal development (**Zhao & Jiang, 2025**). People-oriented leadership focuses on building strong relationships and prioritising the well-being and development of team members. Task-oriented leadership is centred on achieving specific goals,

maintaining high productivity, and ensuring that tasks are completed efficiently and effectively (**Gartzia & Baniandrés, 2015**). Self-directed learning (SDL) refers to learners' initiative in diagnosing their learning needs, setting goals, identifying resources, and evaluating their progress, often with minimal guidance from instructors (**Aljafari, 2021**). Examining leadership orientations among Malaysian and Indonesian students is not merely a reflection of academic interest. It has practical implications for national development, educational reform, and the strategic role of higher education institutions in shaping responsible, agile, and visionary leaders for the future workforce.

2. Review of Literature

2.1. Importance of Leadership Development among Undergraduates in Higher Education

As institutions that foster intellectual and character development in youth, universities are one of the cornerstones of leadership development for the future generation. These institutions also act as a talent pool of leadership, through formal curricular programmes, co-curricular programmes, student government, and community involvement and outreach programmes. Effective student leadership encourages the growth of important skills, including communication, interpersonal abilities, critical thinking, decision-making, proficiency in ICT, and emotional intelligence. These competencies are crucial for achieving academic success and being prepared for future careers (**Saidi & Abd. Aziz, 2025**). Recent findings, on 350 undergraduates in Malaysia, highlighted that the most dominant style of leadership is democratic leadership, which suits the country's transformational and people-oriented nature (**Abiddin, 2025).** The study also highlighted that to build stronger human resources in the future, it is important to foster an effective environment for nurturing leadership styles among undergraduates.

2.2. Perspectives of Gender and Leadership among Undergraduates

The relationship between gender and leadership among university students is a significant topic of research, particularly concerning the various forms of leadership and leadership behaviours associated with different gender identities. It has been indicated that gender may impact leadership perceptions and roles, which tend to display different behaviours in the leadership of male and female students. Many studies, examining gender differences in higher education, rely on self-reported leadership orientation, which reflects perceived leadership tendencies rather than externally validated behavioural outcomes. For example, transformational leadership qualities, such as empathy, collaboration, and inclusivity, are often attributed to women whereas men are perceived as being more transactional, with a focus on structure and directive communication (**Apple, 2016; Arham et al., 2020**). It may result in significant variations in leadership practices and experience in educational contexts, causing ramifications in personal and professional growth. In another study, transformational leadership is found to positively influence academic achievement by creating an inspiring learning environment, which supports self-directed learning (**Nanda et al., 2025**).

2.3. Self-directed Learning

In Southeast Asia, education is shifting from teacher-centred approaches, like those in Malaysia and Indonesia, to more learner-focused methods. Hence encouraging self-directed learning (SDL) is very important. The role of universities in preparing students to become autonomous and competent actors in a knowledge-intensive environment is becoming

more and more demanding. High SDL preparedness helps students become more motivated, better time managers, and active learners (**Wong et al., 2021**). The educational contexts in Malaysia and Indonesia pose distinct challenges and opportunities for SDL. For example, Malaysian students exhibit moderate readiness for SDL, suggesting a necessity for increased support and customised strategies to enhance their educational experiences (**Ahmad et al., 2023**). In Indonesia, the adoption of flipped learning techniques has been demonstrated to significantly boost self-regulated learning capabilities among pre-service educators. These results emphasise the significance of context-specific strategies in promoting SDL (**Alfurqan et al., 2025**).

Based on the above reviews, **Figure-1** presents the theoretical framework for this study.

3. Statement of the Problem

The increasing recognition of the importance of student leadership approaches in higher education is evident in fostering personal development, strategic thinking, ethical decision-making, and academic achievement, as well as in preparing students for future professional roles (**Saidi & Abd Aziz, 2025; Mekheimer & Abdelhalim, 2025**). While prior research has examined gender differences in leadership within single-country contexts, comparative analyses, integrating leadership orientations and SDL, across neighbouring Southeast Asian countries, remain limited. This study addresses that gap by simultaneously examining cross-national and gender-based differences within a shared regional cultural context. More specifically, the interaction between gender and country on major constructs, including transformational leadership, people- and task-oriented leadership, and self-directed learning, has attracted minimal research efforts (**Young et al., 2006; Arham et al., 2020; Lamm et al., 2021; Laritza et al., 2025).**

4. Need of the Study

To begin with, the two countries are fast-developing economies in the Southeast Asian region, and they mainly encounter common challenges related to workforce preparedness, innovation, and governance. With the aim of implementing a knowledge-based and digitally driven economy, the demand for more competent, ethical, and resilient leaders in society has become more critical than ever (**Passakonjaras & Hartijasti, 2020; Arokiasamy et al., 2022**). Therefore, understanding gender and country-specific differences can help tailor effective leadership development programmes.

Secondly, while Malaysia and Indonesia share some cultural and religious similarities, their educational systems, institutional priorities, and socio-political contexts differ in meaningful ways (**Loh & Teo, 2017; Rusydiyah et al., 2022**). For instance, in Indonesia, Islamic education is organised in a decentralised manner. It is varied, overseen by different ministries, which enables a curriculum that equips students for both religious and secular professions. In contrast, Malaysia has a centralised approach to Islamic education under the Ministry of Education, blending Islamic and non-Islamic disciplines (**Mas'ud et al., 2019**). In terms of institutional policies, Indonesia has implemented far-reaching political reforms and decentralisation, which impact the quality of its education due to regulatory dualism, compared to Malaysia which maintains a centralised political context with integrated management in education. Malaysian students generally receive better support compared to their Indonesian counterparts, although Indonesian students exhibit better leadership communication and cooperation skills

(**Sobri et al., 2017**). These contextual differences can shape students' exposure to leadership opportunities, their perceptions of leadership, and their development of leadership traits such as people and task orientations, transformational behaviour, and self-directed learning.

5. Objectives of the Study

The following objectives guided the direction of this study:

RO1: To examine whether there are significant differences in leadership orientations (people orientation, task orientation, and transformational leadership) and self-directed learning between university students in Malaysia and Indonesia.

RO2: To examine the extent of gender differences in leadership orientations and self-directed learning among university students within and across Malaysia and Indonesia.

6. Hypotheses of the Study

Based on the review of existing literature, the following hypotheses were proposed:

H1: There are significant differences in leadership orientations (people orientation, task orientation, and transformational leadership) and self-directed learning between university students in Malaysia and Indonesia.

H2: There are significant gender differences in leadership orientations and self-directed learning among university students within Malaysia and within Indonesia.

H3: There are significant differences between Malaysian and Indonesian students of the same gender (male and female) in leadership orientations and self-directed learning.

7. Research Methodology

This study employed a quantitative, non-experimental, cross-sectional, and comparative research design, to explore differences in leadership orientation and self-directed learning (SDL) among university students in Malaysia and Indonesia. The primary objective of the study is to compare these constructs across distinct demographic groups, such as gender and country, to determine whether statistically significant differences exist. Based on this type of investigation, the purpose of this study is known as descriptive-comparative research, which is designed to identify patterns and group differences among naturally occurring variables (**Sundram et al., 2016**).

7.1. Sample Selection

This study employed a sample of 421 respondents from two higher education institutions in Malaysia and Indonesia. With the assistance of respective faculty members from both institutions, encouraging participation from potential respondents was not an issue. Through the quota sampling approach, this study successfully obtained 421 respondents, 210 respondents from University A (Malaysia) and 211 respondents from University B (Indonesia), all of whom fully completed the questionnaire given to them.

7.2. Period of Study

The data collection took place between June to August 2024 and ethics approval was obtained from the research committee prior to the data collection.

7.3. Sources of Data

The research was conducted using a cross-sectional approach, whereby the primary data were collected at a single point in time, using a structured online questionnaire. Overall, this research design was well-suited to the study's aim: to describe, compare, and interpret differences in student leadership and learning characteristics across cultural and gender contexts, thereby contributing to a broader understanding of student development in

Southeast Asian universities.

All measures of constructs in this study were adopted from previous research. The original scaling format was retained to preserve construct validity and comparability with prior research. Finally, prior to data collection, the questionnaire was reviewed by academic experts from both Malaysia and Indonesia to ensure conceptual equivalence, contextual clarity, and cultural appropriateness.

7.4. Tools used in the Study

The researchers used Statistical Package for Social Sciences (SPSS) version 26, to examine the participants' demographic data and to perform inferential analysis. No missing value or incomplete information was found prior to the data analysis. Independent t-tests were performed to find out whether construct-level interpretation aligned with the study's descriptive-comparative objective.

8. Data Analysis and Interpretation

8.1. Characteristics of the Respondents

The distribution of the participants' age, gender, current Cumulative Grade Point Average (CGPA), experience in a leadership role, and their current study level at the university is presented in this section. The findings are presented in **Table-1**. The demographic profile of the 421 respondents, comprising students from both Malaysia (n = 210) and Indonesia (n = 211), revealed several notable patterns. In terms of age, the majority of students from both countries were between 18 and 20 years old, accounting for 68.25% of the Indonesian and 60.48% of the Malaysian respondents. A small proportion of Malaysian students (6.19%) were aged 24–27, whereas no Indonesian respondents were represented in this age group, indicating that the Malaysian sample had included slightly older participants. Gender distribution was heavily skewed toward females in both countries, with women representing 78.67% of the Indonesian and 77.62% of the Malaysian cohorts, leading to an overall female majority of 78.15% in the sample.

In terms of academic performance, measured by the CGPA, a vast majority of the Indonesian students (95.26%) reported a CGPA between 3.50 and 4.00, indicating an excellent academic achievement. In contrast, only 35.71% of Malaysian students were in the same CGPA range, with more than half (53.81%) reporting a CGPA between 3.00 and 3.50, and nearly 11%, below 3.00. In other words, there was greater variation in academic performance among Malaysian students. These CGPA values were self-reported. Regarding leadership experience, Malaysian students were more engaged in leadership roles, with 46.67% indicating they held such positions compared to only 25.12% of Indonesian students. This revealed a potentially stronger emphasis on leadership development or more opportunities for student leadership in Malaysian institutions.

The level of study further separated the two groups. Most Malaysian respondents (63.33%) were enrolled in diploma programmes while a majority of Indonesian students (55.0%) were registered for Bachelor's degree students. Additionally, a significant portion of Indonesian students (34.1%) were categorised under "Others", likely reflecting enrolment in alternative academic tracks or non-standard programmes.

8.2. Internal Consistency

To assess the internal consistency of the measurement instruments, Cronbach's alpha coefficients were calculated for each construct across the datasets: Malaysian students, Indonesian students, and the combined sample. This approach ensured that the reliability of each

construct was robust not only across the full sample but also within each national context, which is essential in cross-cultural comparative studies. As indicated in **Table-2**, all constructs demonstrated high internal consistency, with Cronbach's alpha values ranging from 0.86 to 0.92, exceeding the commonly accepted threshold of 0.70 for psychological scales (**Hair et al., 2019**). These results confirmed that the instruments used for measuring people orientation, task orientation, transformational leadership, and self-directed learning were deemed reliable for both the Malaysian and Indonesian student samples, thus supporting the validity of subsequent analyses.

8.3. Country Comparison: Descriptive and Independent Sample T-test on All Variables (H1)

Table-3 presents the descriptive and the t-test analyses, comparing Malaysian and Indonesian students. The data provide insight into how students in each country perceived themselves across the measured constructs and whether their mean differences were statistically significant. As shown in **Table-3,** Malaysian students reported slightly higher mean scores in people orientation (M = 4.47, SD = 0.67) as compared to the Indonesian students (M = 4.28, SD = 1.10). The results also revealed a statistically significant difference in the mean scores between the two groups (t = 2.167, p = 0.031). The effect size (η^2 = 0.01) indicated only a small practical difference. Indonesian students reported slightly higher means in task orientation (M = 4.42, SD = 1.06) as compared to Malaysian students (M = 4.28, SD = 0.65). Nevertheless, there was no statistically significant difference in the mean scores for this variable.

For transformational leadership, Malaysian students perceived themselves more as transformational leaders than the Indonesian students. An independent sample t-test was conducted to compare the scores between countries. There was statistically significant difference in the mean scores for Malaysian students (M = 3.34, SD = 0.44) and Indonesian students (M = 3.18, SD = 0.61; t = 3.186, p = 0.002). The magnitude of the differences in the means was small effect size (η^2 = 0.02). Finally, even though Malaysian students scored a higher mean score (M = 3.08, SD = 0.50) on SDL compared to their counterparts (M = 2.98, SD = 0.61), no significant difference was found.

Thus the findings provided only partial support for H1. Significant differences were found in people orientation (p = 0.031) and transformational leadership (p = 0.002), with Malaysian students scoring higher. However, no significant differences were observed in task orientation and self-directed learning.

8.4. Within Country and Between Country Gender Differences (H2 and H3)

The analysis of within and between-country gender differences is a test to compare the male and female students, within and between each country, regarding their leadership orientations and self-directed learning (SDL). An independent sample t-test was performed, and the results are depicted in **Table-4**.

With regards to gender differences within the country, the results from the Table indicated that there was no significant difference in any construct, as all *p-values* were greater than 0.05 (please refer to column 2). In other words, male and female students in Malaysia experienced similar levels of people orientation, task orientation, transformational leadership, and SDL. The same findings were obtained for the Indonesian respondents also. There was no significant difference in all constructs as all the *p-values* were greater than 0.05 (please refer to column 3). In other words, Indonesian

students also reported no gender gap in these constructs. In sum, there was no significant gender-based differences within each country. Hence H2 was rejected, as no significant gender differences were found within Malaysia or Indonesia across all constructs.

The analyses of the same-gender but between-country differences, examined how the same gender differed by country. Between the male respondents in Malaysia and Indonesia (please refer to column 4), there was no significant difference in all constructs, as the *p-values* were greater than 0.05.

But in the between-country comparison of female students (see Column 5), a statistically significant difference was observed in transformational leadership ($t = 2.60$, $p = 0.010$, $\eta^2 = 0.020$), with Malaysian female students reporting higher scores than their Indonesian counterparts. However, the effect size was small, indicating a modest practical difference. No statistically significant differences were found for people orientation ($p = .053$) or task orientation ($p = 0.057$). Although these values approached conventional significance thresholds, they did not meet the adjusted criteria and should be interpreted cautiously. Overall, the findings indicated limited cross-national variation among female students, with transformational leadership representing the most consistent difference. The findings provided only partial support for H3. No significant differences were observed among male students across countries. However, a significant difference was found among female students in transformational leadership ($p = 0.010$), with Malaysian females reporting higher scores.

Overall, effect sizes for within-country gender comparisons were negligible ($\eta^2 < 0.01$), indicating minimal practical differences. For between-country comparisons, effect sizes ranged from negligible to small, with transformational leadership among female students demonstrating a small effect ($\eta^2 = 0.020$).

9. Findings of the Study

This paper provides a comparative analysis of the leadership orientation and self-directed learning of Malaysian and Indonesian university students. The study was based on the data of two large institutions with diverse faculties, justifying the cross-national and gender-balanced research design. The results revealed statistically significant difference in transformational leadership between Malaysian and Indonesian female students, indicating contextual differences in leadership perception. The paper could add to an expanding literature on cross-cultural educational leadership and has practical implications for leadership education programmes in universities in Southeast Asia.

In line with previous Southeast-Asian results that emphasise relational leadership in collectivist but more individualised societies (**Anjum et al., 2022; Laguna-Sánchez et al., 2021**), the Malaysian students rated themselves to be more likely to practise the more individualised transformational leadership than their Indonesian peers. This supports the argument of **Abiddin (2024)** that the type of leadership predominant among Malaysian university students is the democratic leadership style, which may be linked to the features of people-oriented and transformational leadership.

Malaysian students also perceived themselves to possess higher levels of self-directed learning compared to their Indonesian counterparts. However, there was no significant mean difference in this aspect. This could be attributed to Malaysia's relatively stronger integration of learner-centred pedagogies, especially in higher education institutions, adopting international or Western educational

frameworks. This finding is parallel to previous research, indicating that Malaysian students scored higher than Indonesian students in terms of entrepreneurial intentions and self-efficacy (**Ana et al., 2016; Park, 2000**).

Gender analyses further demonstrated that national context, rather than gender alone, shapes leadership dispositions. As **Abdallah (2024)** argued, male and female students believe that both genders can develop similar leadership traits, thus supporting the insignificant differences between gender and leadership. The within-country male–female comparisons were non-significant, supporting studies which found diminishing gender gaps in Asian higher-education settings where leadership opportunities are equally available (**Caingcoy, 2023**). However, there was significant advantage of Malaysian females over Indonesian females in transformational leadership ($p = 0.010$). This indicates that culturally embedded educational practices in Malaysia may better cultivate women's leadership efficacy, paralleling earlier evidence, which showed that targeted mentorship increases female leadership uptake (**Bhatti & Ali, 2021**).

10. Suggestions

Theoretically, this study contributes to Transformational Leadership Theory and Self-Determination Theory, by situating both constructs within a cross-national higher education context in Southeast Asia. Rather than examining structural relationships, the study extends existing theory by evaluating whether leadership orientations and self-directed learning manifest differently across neighbouring cultural and institutional systems. The findings revealed that national context may play a more consistent role than gender in shaping leadership self-perceptions, although the magnitude of these differences was modest. By demonstrating limited gender-based variation and modest cross-national differences, this study clarifies boundary conditions under which leadership orientation differences emerge, thereby contributing to the refinement of comparative leadership scholarship.

These findings also carry important suggestions for both university leadership development programmes and educational policy in Malaysia and Indonesia. The significant differences in people orientation and transformational leadership suggest that Malaysian institutions may reflect differences in institutional practices or student engagement opportunities, such as structured leadership training, co-curricular activities, or cultural norms, that emphasise relational engagement in student development. For Indonesian universities, the lower scores in these areas paired with greater variability may encourage further evaluation of leadership development approaches across institutions. Given the modest cross-national difference observed in transformational leadership, institutions may consider examining how leadership development initiatives are structured across contexts. The significant advantage of Malaysian females over Indonesian females in transformational leadership ($p = .010$) may suggest that culturally embedded educational practices in Malaysia may better cultivate women's leadership efficacy, paralleling earlier evidence which showed that targeted mentorship increases female leadership uptake (**Bhatti & Ali, 2021**).

Abiddin (2025) suggested that universities cultivate positive environments to develop leadership skills among undergraduates. Thus one of the ways to integrate leadership development is for both countries to engage in active exchange programmes between students and lecturers to facilitate more effective

collaborations. These exchange programmes could offer several benefits, including enhanced cultural awareness, as students and faculty gain deeper understanding of different cultures, fostering global citizenship and inclusivity. Exposure to diverse perspectives can enrich academic discussions and encourage innovative problem-solving. These exchanges can create a vibrant academic community that promotes leadership growth and resilience among future leaders.

11. Conclusion

In conclusion, this study could contribute to comparative leadership research in Southeast Asia, by highlighting both similarities and modest differences between Malaysian and Indonesian university students. Although Malaysian students reported slightly higher mean scores across several constructs, only transformational leadership and people orientation differed significantly between countries, though the effect sizes were small. In other words, there was limited cross-national variation in leadership self-perceptions, indicating broadly comparable student leadership orientations across both contexts. From a practical standpoint, the results may encourage institutions to reflect on how leadership development initiatives are structured within their respective environments. Continued efforts to support transformational and self-directed learning capacities may contribute to the development of adaptable and contextually responsive graduates.

12. Limitations of the Study

This study acknowledges several limitations. Firstly, the use of quota sampling may limit the generalisability of the findings, as participants were selected to meet predefined subgroup quotas rather than through random sampling. Secondly, the study relied entirely on self-reported data, which is subject to common method biases such as social desirability and self-perception inaccuracies. Although anonymity was assured to reduce such bias, the possibility of inflated or deflated responses cannot be entirely ruled out. Thirdly, data were collected from only one higher education institution in each country, which may not capture the full diversity of educational settings, leadership cultures, or academic environments present across Malaysia and Indonesia.

13. Scope for Future Study

Future studies are encouraged to examine potential causal relationships, using predictive or structural modelling approaches. Additionally, as multiple independent t-tests were conducted to examine group differences across several constructs, future research may also consider multivariate analytical approaches to further validate group comparisons.

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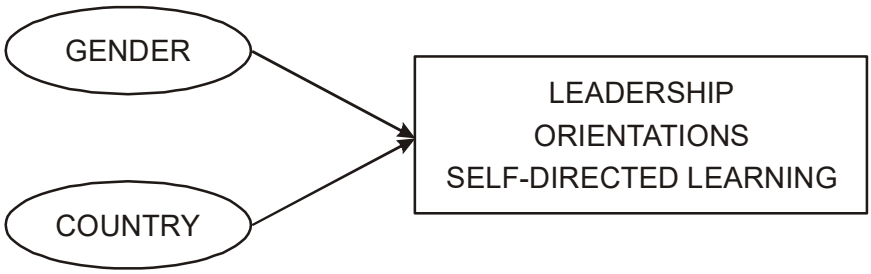
Figure-1. Theoretical Positioning Framework



Source: Developed by authors

Table-1: Demographic Profiles of the Respondents

Categories		Indonesia (n = 211)		Malaysia (n = 210)		Total (n=421)	
		Freq	%	Freq	%	Freq	%
Age	18 – 20 years old	144	68.25	127	60.48	271	64.37
	21 – 23 years old	67	31.75	70	33.33	137	32.54
	24 – 27 years old	-	-	13	6.19	13	3.09
Gender	Male	45	21.33	47	22.38	92	21.85
	Female	166	78.67	163	77.62	329	78.15
CGPA	3.50 < 4.00	201	95.26	75	35.71	276	65.57
	3.00 < 3.50	8	3.79	113	53.81	121	28.74
	2.50 < 3.00	1	0.47	20	9.52	21	4.99
	2.00 < 2.50	1	0.47	2	0.96	3	0.7
Leadership role	Yes	53	25.12	98	46.67	151	35.87
	No	158	74.88	112	53.33	270	64.13
Study Level	Diploma	23	10.90	133	63.33	156	37.06
	Bachelor	116	55	77	36.67	193	45.84
	Others	72	34.1	-	-	72	17.1

Source: Developed by authors

Table - 2: Reliability Analysis

Construct	No. of Items	Malaysia (α)	Indonesia (α)	Combined (α)
People Orientation	9	0.884	0.857	0.870
Task Orientation	9	0.897	0.888	0.894
Transformational Leadership	5	0.918	0.874	0.902
Self-Directed Learning	8	0.895	0.881	0.891

Source : Developed by authors

Table-3: Country Comparison: Descriptive Analysis and Independent Sample T-test

	Malaysia	Indonesia			
Construct	**Mean SD**	**Mean SD**	***t-statistic***	***p-value***	**effect size, η^2**
People_Orientation	4.47 0.67	4.28 1.10	2.167	0.031*	0.01 (Small)
Task_Orientation	4.28 0.65	4.42 1.06	-1.554	0.121	Not significant
Transformational_Leadership	3.34 0.44	3.18 0.61	3.186	0.002**	0.02 (Small)
Self_Directed_Learning	3.08 0.50	2.98 0.61	1.887	0.060	Not significant

Note: SD = standard deviation; * = *p-value* < .05; ** = *p-value* < .01

Source: Developed by authors

Table-4: Within and Between Country Gender Differences (*p-values*)

	Male_MY vs Female_MY	Male_ID vs Female_ID	Male_MY vs Male_ID	Female_MY vs Female_ID
People_Orientation	$t = 0.17$ $p = 0.866$ $\eta^2 = 0.0001$	$t = 0.09$ $p = 0.942$ $\eta^2 = 0.0000$	$t = 0.95$ $p = 0.343$ $\eta^2 = 0.0099$	$t = 1.95$ $p = 0.053$ $\eta^2 = 0.0115$
Task_Orientation	$t = 0.74$ $p = 0.461$ $\eta^2 = 0.0026$	$t = 0.74$ $p = 0.464$ $\eta^2 = 0.0026$	$t = 0.15$ $p = 0.878$ $\eta^2 = 0.0002$	$t = 1.92$ $p = 0.057$ $\eta^2 = 0.0111$
Transformational_ Leadership	$t = 0.26$ $p = 0.796$ $\eta^2 = 0.0003$	$t = 0.60$ $p = 0.552$ $\eta^2 = 0.0017$	$t = 1.87$ $p = 0.063$ $\eta^2 = 0.0375$	$t = 2.60$ $p = 0.010$* $\eta^2 = 0.0202$
Self-Directed_Learning	$t = 0.81$ $p = 0.419$ $\eta^2 = 0.0031$	$t = 0.09$ $p = 0.929$ $\eta^2 = 0.000$	$t = 1.26$ $p = 0.212$ $\eta^2 = 0.0173$	$t = 1.45$ $p = 0.152$ $\eta^2 = 0.0064$

Note: MY = Malaysia; ID = Indonesia; *t = t-value; p = p-value*; η^2 = effect size; * = *p-value* < .05

Source: Developed by authors