
Some factors affecting the performance of the Principal

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Abstract: This paper describes some of the factors that affect the performance of the principal. Research conducted by the survey, involving a total of 116 persons of Secondary School Principals in Medan, North Sumatra, Indonesia, which was taken by random sampling technique. Data captured with three types of instruments, namely instrument tests, observation sheet and questionnaire which is developed by the researchers. This research is explanatory, which is intended to explain the effect of exogenous variables on the endogenous variables, either directly or indirectly. Based on the results of path analysis, found that the principal organizational knowledge affect the performance of the principal, either directly or through achievement motivation, the accuracy of decision-making, and organizational commitment. Even so that the performance of the principal affected by the achievement motivation, the accuracy of decision-making, and the organizational commitment directly.

Keywords: Performance, Organizaional Knowledge, Need of Achievement, Decision Making, Organization Commitment

1. Introduction

The concept of decentralization in education is the provision of a broad autonomy to school institutions, is part of the concept of school-based management. Authority and responsibility to manage the school was given to the school institution, as the implementation of the spearhead of education. It is oriented on four aspects, namely improving the quality of education, the educational equity, the efficiency of the education budget and the relevance of the education provision management [1]. The fourth aspect of this is a problem that is very prominent in the development of education in Indonesia, which has yet to be resolved completely.

The principals is the driving force of the activities of the school institutions in Indonesia, which is tied with a task outlined by the agency it came in, namely the Department of National Education of Indonesia. All the principal tasks include efforts to do aneducation better, which relates to improving the quality of school under his leadership, effectiveness and efficiency in the management of the resources owned by the school, the accommodation of stakeholder participation in decision-making, transparency, accountability, creativity and execution of the tasks innovative [2, 3, 4]. By looking at the principal's duty coverage in Indonesia, The educational advancement rank should be able to be coupled with other state education. But

[5] claimed education in Indonesia is ranked 58 of 130 countries. This situation requires serious handler, so that all the elements involved can contribute optimally.

An organization of a school can achieve effectiveness when all the elements, namely administration, school performance, and individuals involved with the school as an institution, can function effectively [6, 7]. In this case it takes a positive performance of the aspects of the initiative to overcome the difficulties in reaching the target, the creativity in solving various problems, contributed to the formation of a team spirit through cooperation with others, contributed to the development of its own employees, and other behaviors that stand out. This is a description of the task execution through the behavioral approach, the approach of behavior requirements, the approach of capability requirements, and the approach of the task characteristics [8, 9].It became an evaluation of the results of the central person's behavior and performance (George & Jones, 2005; Haynes, 1984). A high level of performance is the result of doing the right thing at the right time, which is determined by several factors include the ability, the effort to expend and, the organization support. The successes of these are determined by the factors associated with the individual self [10, 11, 12, 13].

Besides performance, one's commitment is also crucial to success in achieving organizational goals. Commitment will

determine an individual's performance variation, or the organizational commitment can directly determine the performance [14]. Similarly, The knowledge of the organization through the indicators of task structure, formalization, and group norms are directly affects motivation and job satisfaction [15].A manager must have the knowledge of the organization, and sees the organization as a system, because it will affect the commitments directly or indirectly. This can be done by declaring a vision, encouraging employee involvement in various activities, designing the specific objectives challenging and measurable, to inform about changes in the organization to the subordinates [16, 17, 18]. The commitment of the principals when playing the role of manager, is indicated by the determination and the ability to accept the existence of the school as his own life, doing all their activities voluntarily, earnest, responsible, and high loyalty. This is evident from the willingness to work hard, the sense of responsibility, is loyal to the work, the sense of a pride in the work and concern for the employment of principals [19, 20, 21].

The effectiveness of an individual's performance is determined by one's knowledge of the organization, which is a requirement to be a member of an organization, through the commitment of the person [22, 23]. This is reflected from one's understanding of the principle or the theory of the organization explicitly, about techniques or methodologies in organization practice. [24]states that there are at least fourteen principles of organization that must be mastered by the managers, which are the division of labor, the authority, the discipline, unity of command, the unity of direction, the individual interests of the service, the payroll personnel, the centralization, the hierarchy chain position (organizational structure), the rules, the balance, the stability of personnel, the initiative and spirit of unity. Furthermore, [25] shows that the knowledge of organization affects the effectiveness of leadership directly.

Aprincipals is required to know the basic principles of organization theoretically and practically. The organization theory include understanding the organization, the division of labor, the organizational goals, the delegation of authority, the work procedures, the formalization, the teamwork, the job descriptions preparation, the organizational structure, the span of control. Organizational practices include the technology implementation, the coordinate resources, the program planning, the reward systems, the inter-personal interaction, and the analysis system [26, 27]. The principals effective will be able to improve the school performance by pointing to its ability to manage the school, the students, and the teachers as the main component to achieve the objectives of the school by means responsive to the personnel of the school[28].

The school based management is categorized into three groups, namely its' controlled by society, where the authority is transferred from professional educators to parents or school committee, its' controlled by teachers, while decision-making is delegated to professional school committee or board, and the principals as a controller, and its' responsible

for making decisions in consultation with the parents, the teachers and the community [29]. The series of the activities related to solving the problem indicated by maximizing the the achievement of objectives, simplifying the consequences that may complicate choices, gathering facts, involving subordinates in decision making, finding a satisfactory alternative in accordance with the objectives, choosing the type of action that is worth doing, maximizing the best possible solutions, choosing one alternatif satisfactory solution, assessing or evaluating the decision [30, 31, 32, 33, 34]. This is the basis to identify several factors that affect the performance of the principal either directly or indirectly in order to find an effective model to improve the performance of the principal. The shape of the constellation is built like Figure 1.

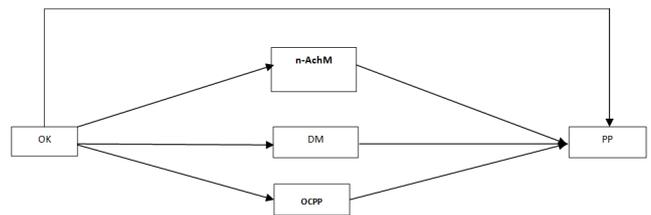


Figure 1. Contelation of variable relation

OK = Organizational Knowledge, n-AchM= Need For Achievement Motivation, DM= Decision Making, OC= Organizational Commitment, PP = Principals Performance

2. Methods

The samples of the study were a total of 116 principals out of 348 principals, taken by random sampling technique. Data is captured with regard to the knowledge organization of the principals, the achievement motivation of the principals, the decision making done by the principals, and the organizational commitment of the principals, and the principals performance. There are three types of instruments used to retrieve data, ie sheet observation and questionnaire and test instrument. Data on the principal organizational knowledge is captured through the test instrument. Collecting the data of the achievement motivation of the principals, the decision making, and the organizational commitment is used the questionnaire. The observation sheet is used in taking the data of principals performance. The instrument was developed by the researchers first, and then its' tested to see the level of reliability and validity of the instrument.

This research is explanatory, which is intended to explain the effect of one variable (exogenous) to the other variables (endogenous variable) either directly or indirectly. Furthermore, the data obtained were analyzed with path analysis technique.

3. Results

Data were analyzed descriptively in advance, as a basis for further analysis. The data described in Table 1.

Table 1. Descriptive analysis of the data

Statistics		OK	nAch M	DM	OC	PP
N	Valid	116	116	116	116	116
	Missing	0	0	0	0	0
Mean		20,3793	94,7759	93,8879	96,8707	109,6293
Median		21,0000	96,5000	95,0000	95,0000	108,5000
Modus		21,12	100,03	97,27	92,14	100,70
Mode		21,00 ^a	103,00	83,00 ^a	86,00 ^a	58,00 ^a
Std. Deviation		5,16620	22,92562	23,02391	24,42968	27,73368
Variance		26,690	525,584	530,100	596,809	769,157
Range		21,00	95,00	96,00	95,00	112,00
Minimum		9,00	45,00	43,00	46,00	53,00
Maximum		30,00	140,00	139,00	141,00	165,00
Sum		2364,00	10994,00	10891,00	11237,00	12717,00
IdealMinimum Score		0	30	30	31	36
Ideal Maximum Score		32	150	150	155	180
Ideal Mean		16	90	90	93	108
Ideal Standard Deviation Ideal		5,3	20	20	20,6	24

OK = Organizational Knowledge, n-AchM= Need For Achievement Motivation, DM= Decision Making, OC= Organizational Commitment , PP = Principals Performance

Level trend of each variable is seen from the highest percentage of category score of each variable as shown in Table 2 below.

Table 2. Level tendency of variables

No	Variable	High Category (%)	Sufficient Category (%)	Less Category (%)	Low Category (%)	Tendency
1	Principals' Performace	11,2	38,8	37	12	Sufficient
2	Organizational Knowledge	22,4	54,3	23,3	-	Sufficient
3	nAch Motivation	15,5	45,7	30,2	8,6	Sufficient
4	Decicion Making	8,6	30,2	45,7	15,5	Less
5	Organizaion Commitment	15,5	36,2	38,8	9,2	Less

From Table 2 it appears that the principal is likely to have sufficient performance, have sufficient knowledge of the organization, and has a considerable achievement motivation. Whereas in taking decisions, principals tend to be less daring

and commitment within the organization also is likely to be less owned. Correlational relationships between variables were obtained as outlined in Table 3 below.

Table 3. Summary of results of analysis of correlation and path analysis between exogenous variables with the endogenous variable

No	Corelation Coefficient (r)	Path Coefficient (ρ)	t	P _{value}	Description
1	$r_{12} = 0,436$	0,436	5,179	0,000	Significant
2	$r_{13} = 0,338$	0,338	3,837	0,000	Significant
3	$r_{14} = 0,601$	0,601	8,025	0,000	Significant
4	$r_{15} = 0,603$	0,254	3,384	0,001	Significant
5	$r_{25} = 0,653$	0,298	3,783	0,000	Significant
6	$r_{35} = 0,500$	0,187	2,784	0,006	Significant
7	$r_{45} = 0,663$	0,260	3,067	0,003	Significant

Paths between variables is described as shown in Figure 2. Which all of path coefficients are significant.

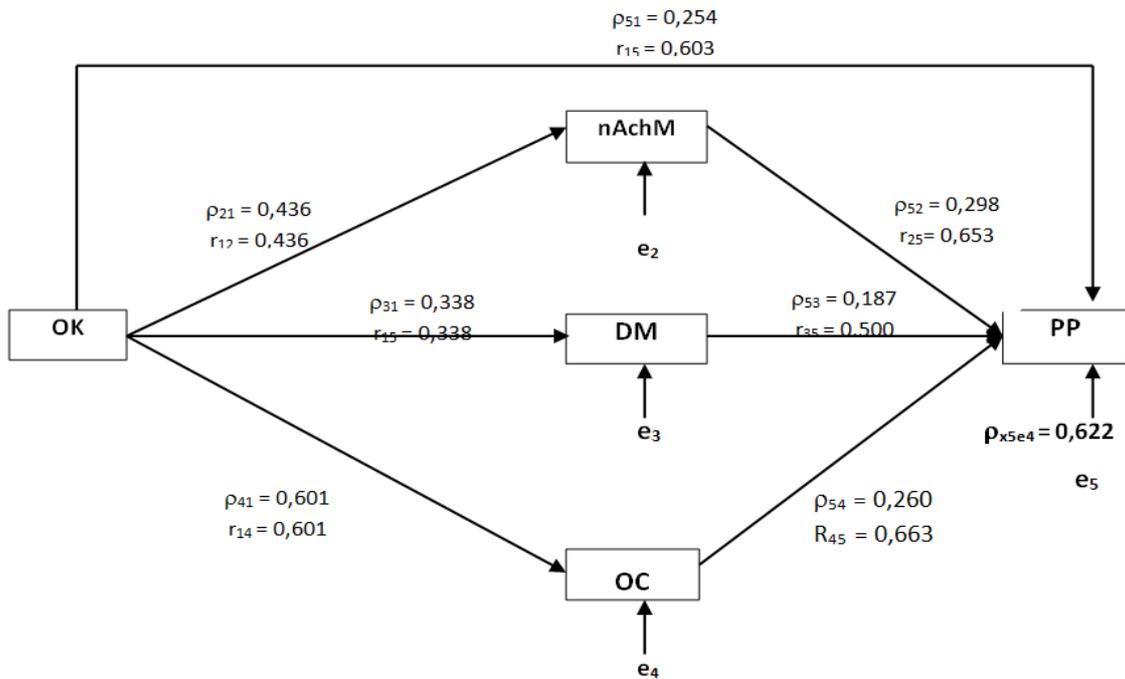


Figure 2. Path coefficient value of exogen variable to endogen variable

The result of the calculation direct effect and indirect effect of exogenous variables on the variables outlined in Table 4.

Table 4. Direct effect and Indirect effect of exogen variable to endogen variable

Variable	Effects					Total Effect	Non Path	
	Direct effect to PP	OK	nAchM	DM	OC		S	U
OK	0,064		0,033	0,016	0,040	0,153	-	-
nAchM	0,089					0,089	0,033	0,073
DM	0,035					0,035	0,016	0,042
OC	0,068					0,068	0,040	0,065
Jumlah						0,345	0,089	0,180

In Table 4. it appears the principal organizational knowledge affect performance directly with the school principal influence coefficient of 0.004, whereas the effect through achievement motivation influence coefficient is 0.033, through decision is 0.016, and through organizational commitment is 0.040.

4. Discussion

The findings show the performance of the principal in Medan tends to be pretty. There are five indicators used in measuring the performance of the principal. The first is an indicator of quality in the lead. This indicator has an average score of 3.06 and the minimum score is 2.00, which is owned by two of the principal, while the maximum score of 4.00 is only owned by one respondent. The above results indicate that the quality of the leadership of the principals of the Junior High School in Medan city has included enough,

possessing a minimum score just two principals and a maximum score is only owned by one person, may be considered as a case or bias.

The second indicator, namely the responsible for the task has the average of the score 3.10, the minimum score is 2.66 and the maximum score is 5.00. The maximum score is owned by two principals and a minimum score is owned by seven principals. This shows that there are less than 6.03% of principals are responsible for the task. In the third indicator, finding the right way to lead had an average of 2.99 and the minimum and maximum scores were 1.00 and 5.00. The number of respondents who had a score of 1.00 is five principals. These results indicate that there are five principals (4.3%) of respondents were less concerned with the improvement of leadership. These conditions need attention so that the Principal endeavored to find the right way in the lead, because the performance of the Principal is very closely related to individual behavior. As [10] explains that the

performance is a self-evaluation of the results of one's behavior. Properly Principal must evaluate its performance every time, so that he knows whether the goal has been reached. While that has a maximum score is as much as four principals or 3.4% of the Principal who always try to find the right way in the lead.

In the fourth indicator, delivering clear information, is obtained an average of 3.02, the minimum and maximum scores were 1.00 and 5.00. Total Principal who has a score of 1.00 is as many as 24 principals or 20.69%. This suggests that the Principal has not been willing to be transparent in providing information to the teachers and staff, or the Principal have not been able to establish cooperation with stakeholders. While the final indicator, discipline time in duties and responsibilities, has an average of 3.03 and a minimum score of 1.00 (owned by 34 principals) as many as 29.31% of the respondents. This condition indicates that 29.31% Principal should be improved the discipline of time in their duties and responsibilities. These results support the statement of Anwar that the performance is the result of the quality and quantity of work achieved of an employee in carrying out his duties in accordance with the responsibilities assigned to him. This indicator has a maximum score of 5.00 which is owned by 35 principals, or 30.17% of the respondents. These results indicate that only about 30.17% of the Junior High School Principals in Medan city already have a discipline in duties and responsibilities included a good discipline.

Organizational knowledge of the principal is inclined enough, that there are 46 persons (54.3%) and 19 (22.4%) were high. While belonging to the category of less there were 20 principals (23.3%). The above results indicate that the principal still needs to be improved understanding of the organization, because the school is organization.

The path coefficient of organizational knowledge of principals variable to Achievement Motivation is $\rho_{21} = 0.436$, and the influence of Organizational knowledge to achievement motivation is 19.00%. This indicates that the knowledge organization plays an important role to enhance the achievement motivation of the principal. This finding supports the statement of [35], which stated that to be an effective member of the organization of the various disciplines of expertise, should has a basic knowledge of the organization. Similarly the organizational knowledge influence the decision making significantly. The organizations knowledge path coefficient to decision making is $\rho_{31} = 0.338$, then the influence of Organizational knowledge to decisions making is 11.42%. It shows the knowledge organization was instrumental in increasing the Decision making of the Principal. This finding supports the statement of [38] which states the Decision making quality is the result of an agreement that can help the organizations to achieve the goals. It brings the benefits for the organization and all parties in the organization. This statement advocates that all organizational leaders must understand the principles of the organization to be used in decision making quality. The organizational knowledge of the principals impact on

Organizational commitment directly and significantly. The magnitude of the path coefficient for Organizational commitment to Organizational knowledge is $\rho_{41} = 0.601$. The influence of Organizational knowledge on Organizational commitment is 0.361. It shows the great influence of organizational knowledge to organizational commitment ie 36.1%. It can be concluded that the Organization knowledge was an instrumental in improving the Organizational commitment. These findings support the idea of [23] which states that a persons' commitment will increase if he had understood the problems being in the organization. This opinion assumes when one's understanding of the organization is adequate, he will tend to discuss problems in the organization, so that his commitment to the organization increases. The results of this study also support the idea of [20], which states that the Organization of knowledge affect on Organizational commitment directly. Knowledge of organization impact on performance directly and significantly. The magnitude of coefficient of the Organization knowledge track performance is amount of $\rho_{51} = 0.254$. Organizational Knowledge influence on performance is 0.065. This shows the great influence of the Organization knowledge is a performance of 6.5%. It can be concluded that the organization was an instrumental of knowledge to improve the performance of the Principal.

The findings show the distribution of Achievement motivation scores is in enough category. Only 18 principals (15.52%) are above the average grade, while there are 45 principals (38.79%) below the average complaint. This study shows that achievement motivation effect on the Principals' performance directly and significantly. The magnitude of the path coefficient of the performance to organizational knowledge $\rho_{52} = 0.298$. The influence of achievement motivation on performance is 0.088. This shows that the influence of achievement motivation on performance is at 8.8%, it can be concluded that the achievement motivation plays an important role to improve the performance of the principal. The results of this study support the statement of [15] which states that a person's performance is determined by three things, which are motivation, ability and work environment. Then the results of this study support the theory of [13] and the theory of [12] which states that the performance is affected by the organization mechanism, the mechanism of the team, individual characteristics directly and indirectly. The performance is affected by job satisfaction, the stress, the motivation, the trust, the fairness and the ethics, the learning, and the decision making directly. While the factors that do not affect directly is the organizational factors (organizational culture, organizational structure), the factor of group (styles and behaviors of leadership, power and influence of leadership, team processes and team characteristics), and the individual characteristics (values of culture and personality, abilities).

The results showed that the score of the decisions making is in enough category, because there are 52 principals (44.82%) above the average, while 16 principals (13.8%) remained below the average. This study shows that the

decision making effect on the Performance of the Principals directly and significantly. The magnitude of the path coefficient of the performance principals to organizational knowledge is $\rho_{53} = 0.187$. The decision making influence on performance is 0.034. This shows that the major influence on the performance of the decision-making is at 3.4%, it can be concluded that the decision was an instrumental to improve the performance of the principal. The results of this study support the statement of [39], which states that the effective leadership should involve subordinates in decision making. This means that the leaders must always involve subordinates in decision making, so that it will be more effective performance. [36] said that the core of the leader task is to make a decision. Furthermore, the results of this study support the results [40] and [41]. Both these studies concluded that there was an influence of the decision-making process on the performance.

The results of the study showed the organizational commitment of the principals tend to be less, although there are 60 Principals (51.72%) are above the average grade and 11 Principals (9.5%) is low. Based on the results the organizational commitment and effect on the performance of the principal directly and significantly. The magnitude of the path coefficient $\rho_{54} = 0.260$ and the effects' magnitude = 0,067, presented the influence of organizational commitment to the performance of the principal is 6.7%. Based on this it can be concluded that the organizational commitment was an instrumental in improving the performance of the principal. These findings support the statement of [23], [17], states that organizational commitment affects the performance directly.

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