



The influence of managerial competence and achievement motivation on the leadership effectiveness of high school principals

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ABSTRACT

This study investigates the impact of managerial competence and achievement motivation on the leadership effectiveness of high school principals in Medan City. Employing a robust quantitative approach, the research encompasses a total population of 231 principals, from which a representative of 144 individuals was drawn utilizing the Cochran formula for sample. Questionnaires with a Likert scale were used for data collection. The analytic framework involves path analysis to elucidate the relationships between variables. Empirical findings from the path analysis underscore the significant direct effects of managerial competence and achievement motivation on leadership effectiveness, with path coefficients of 0.164 and 0.189, respectively. The results highlight the critical role of enhancing managerial skills and fostering motivational drives among principals to elevate their leadership capabilities. Consequently, the study advocates for strategic initiatives to bolster these competencies to advance leadership effectiveness in the educational sector.

Keywords: leadership, managerial competence, prestigious motivation, principal

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INTRODUCTION

The adage that states that the ability of the principal is very influential on the success or failure of education and learning in schools is indisputable. As a leader in the school, the headmaster has an important responsibility in managing all aspects of the school, including educators, students, and the school environment. However, many principals still do not fully understand the duties and functions they are supposed to perform. Some of the problems that are often found are a lack of good planning in managing schools, a lack of understanding of the tasks assigned to them, a lack of supervision of classroom learning, and a lack of evaluation of all tasks carried out by school residents. This shows that efforts are still needed to improve school principals' understanding and leadership qualities to effectively manage schools and achieve expected educational goals.

This is clear evidence that the effectiveness of the principal has not taken place as expected. As a manager, the principal must be able to manage all aspects of the school well so that education and learning in the school can run effectively and efficiently. Therefore, it is important for the principal to pay attention to the main duties and functions that must be performed and carry out these duties properly. The principal must also be able to make good planning, supervise learning regularly, and evaluate all tasks carried out by school residents. Thus, it is expected that the

principal can lead the school well and create a conducive environment for education and learning in the school to achieve the expected goals.

The principal is indeed the spearhead within the educational institution. The principal has a fundamental role in determining the progress or retreat of a school. As one of the main components, the principal has an influential role in improving the quality of learning and education in schools. Principals with good knowledge and competence and a strong desire to improve all school efforts and programs can contribute greatly to improving the quality of education in schools. In this case, the success of improving the quality of education in schools is closely related to the quality of school principals.

Principals with good knowledge and competence can manage all aspects of the school well, including educators, students, and the school environment. Principals who strongly desire to make improvements will also try to create an environment conducive to education and learning in the school. Therefore, it is crucial for school principals to improve their knowledge and competence in the school. Thus, the principal can contribute greatly to improving the quality of education and learning in schools and lead the school to the expected success.

Leithwood & Day (2018) said that 'school leaders can improve student performance through effective leadership' and show how school performance can be improved through the involvement of school leaders. Principals are important in improving student performance and influencing their mental and physical (McGuinness, 2019). According to Frost & Durrant (2019) leadership training can assist school leaders in dealing with pressures faced and increase their contribution to school improvement. Well-distributed leadership can help improve school performance and demonstrate the contribution of school leaders to this improvement (Li & Hsieh, 2020).

The direct impact of the ineffective leadership of the principal is the weak learning process and the low quality of education. According to the TIMSS (Trend in International Mathematics and Science Study) research, Indonesia occupies a position far below the international average in the field of science. TIMSS is an international study institution focusing on mathematics and science at the junior high school level. In 1999, Indonesia was ranked 34th out of 38 countries with a total score of 403; in 2003, Indonesia ranked 35th out of 46 countries with a score of 411. In 2007, Indonesia again dropped to rank 36th out of 49 countries, with a total score of 397. Regarding science achievement scores in PISA, Indonesia ranks below other Southeast Asian countries, such as Singapore, Malaysia, Thailand, and Vietnam. In 2007, Indonesia could only rank 35th with a score of 435, while in 2003, Indonesia ranked 37th with a score of 420.

The results of the evaluation of TIMSS and PISA show that the quality of national education, especially in the fields of mathematics and science literacy, still needs much improvement in general. The government then replaced the National Examination with the National Assessment (AN), which includes the Minimum Competency Assessment (AKM). Through AKM, it is expected that there will be a paradigm shift in the learning process in schools, where teachers not only pursue the material but also focus on developing student competencies in the fields of mathematical and science literacy. In achieving this goal, it is important to support guidance and coaching through academic supervision from the principal. Academic supervision of the principal relates to school policy, which determines the quality of learning in schools. Through academic supervision, the principal can guide teachers to develop effective learning methods for improving student competence. In addition, the principal can also assist teachers in formulating appropriate lesson plans according to student needs. In this case, the principal must have sufficient knowledge and skills in the field of learning and assessment to provide effective guidance and coaching to teachers. In addition, school principals also need to encourage and facilitate teachers in self-development to improve the quality of learning in the classroom. By implementing effective academic supervision from the principal, the quality of school learning is expected to improve so that students can develop the competencies needed to face future challenges.

The same condition also occurs in Medan City, where the effectiveness of the principal's leadership still needs assistance. Preliminary interviews with several school heads and high school heads of the North Sumatra provincial education office exposed the effective

leadership of a principal, which impacts positive and innovative changes to the school environment. However, school principals need more focus on a priority scale in solving school problems while still considering efforts to improve teacher performance in learning (Alfikri, 2022). In the educational context, school principals are professionally expected to bring positive and innovative changes to the school environment. According to Hao & Yazdanifard (2019), effective leadership can positively change organizations, especially in an ever-changing and evolving business environment. Good leadership relates to increasing productivity, motivating employees, increasing innovation, and developing the organization's ability to achieve long-term goals. Ineffective leadership, organizations can build a positive work culture and create an environment where employees feel valued and supported to contribute to the organization's success. This can help organizations to better face future challenges and opportunities, thus becoming more innovative and able to compete in an increasingly competitive market.

Theoretically, there are several factors affect the effectiveness of the principal's leadership were explained by some researchers, such as Avolio & Hannah (2019), Chen et al. (2021), Day & Dragoni (2019), Duan et al. (2023), and Ng & Lucianetti (2019). 1) the understanding of job design, including understanding each dimension of the principal's duties as a manager, educator, and supervisor; 2) strong work motivation, characterized by the spirit to continue to develop themselves, pay attention to quality, and carry out tasks optimally; 3) the discipline in carrying out the assigned tasks; 4) the ability to communicate well and effectively with various related parties; 5) commitment to the organization and its goals; and 6) the adequate managerial competence in managing the school and utilizing the various resources available; 7) the adequate professional skills; 8) the strong motivation to achieve success; 9) good self-awareness; 10) experiences that include the process of imagination and experience itself; 11) corruption prevention, action to prevent school principals from committing acts of corruption and enriching themselves or others in the organization; 12) the principal's vision, i.e. the principal's views and goals towards himself and the duties undertaken; 13) team building, i.e. teamwork in which each member of the organization works together to achieve a set goal; 14) feedback, i.e. the principal provides feedback to evaluate the achievement of the activity. All of these factors potentially impact on the principal's performance and the organization as a whole; 15) credibility, which is an important attitude exemplified by the leader to encourage other positive attitudes, such as loyalty and maximum work spirit; 16) empowerment, namely giving responsibility and ability to subordinates to carry out organizational tasks; 17) adjustment, that is, adjustment to the new environment to cooperate with other employees in the organization; 18) development, i.e. the development of human resources to support organizational goals; 19) involvement of all members of the organization in carrying out tasks in accordance with the specified fields; 20) reflection to evaluate achievements and obstacles in the task at hand; 21) leadership that cares about long-term sustainability both in terms of business and the environment; 22) the ability to face challenges by adhering to positive values and ethics; 23) an attitude of integrity that is consistent with values, rules, and codes of ethics and is able to communicate openly, honestly, and directly, and actively participate in achieving organizational goals correctly and according to the rules.

The word effectiveness is often compared to the word "efficiency". In a general sense, efficiency is usually associated with the utilization of resources (inputs). While effectiveness is associated with the achievement of goals (outputs). Efficiency relates to "doing things right". While effectiveness is about goals or results, namely "doing the right things". Hamadat (in Fattah, 2019) revealed:

The human element is highly valued in society because it drives creativity and development. Leadership skills are essential for effective management operations as they enable a leader to motivate their employees towards achieving common goals. Leadership can be described as an influential activity carried out by a leader to inspire their employees toward achieving shared objectives. A leader's moral values and sense of responsibility play a critical role in unifying the efforts of employees toward achieving objectives that transcend individual interests.

Leadership has a very important role in the success of an organization, including schools. To improve leadership in schools, several steps can be taken, such as 1) education, 2) certification, 3) selection, 4) replacement, 5) situation engineering, and 6) transformation. An educational approach can be taken through training and development to improve leadership skills. Certification can be implemented to guarantee leadership quality by professionally certifying leaders who meet certain standards. Strict selection can also be done to select leaders with the best qualities.

Leadership replacement is decided if the leader is unable to meet the demands of the organization. Situational engineering can be done by correcting situations that lack support leadership abilities. Finally, transformation is implemented by “changing the outlook and values of the organization to improve leadership quality” (Gurr, 2018). According to Pont et al. (2019), “Transformation or change in organizational leadership, including in schools, is an effort to change how an organization works and its vision. An effective leader must be able to identify weaknesses in the system and develop a comprehensive plan to improve it. Successful transformation requires support and involvement from all members of the organization.”

Leadership lies in influence. Leadership is the ability to move, influence, motivate, invite, direct, advise, foster, guide, train, order, command, prohibit, and even punish (if necessary) with the intention that humans, as part of the organization, want to work to achieve their own goals and the organization effectively and efficiently. There are three elements of leadership, namely the leader, followers, and situation. To determine an activity's effectiveness level, current achievements are compared to achievements in setting optimum and objective resources. Effective leadership is not only concerned with power or position but involves effective interaction between the components involved. Several general criteria can be used to evaluate effective leadership, including (1) intelligence, (2) confidence, (3) ability to make decisions, (4) integrity, and (5) social care. By meeting these criteria, a leader can set a good example and motivate his subordinates to achieve common goals effectively.

Effective leadership has become an important topic in organizational management, particularly in the context of education. Various studies and theories have provided views on the criteria of effective leadership that include essential characteristics and behaviors for success in leading an organization. Avolio & Yammarino (2019) stated that there are several general criteria for effective leadership, including “intelligence, high self-confidence, the ability to determine the right steps, strong integrity, and social spirit”. These criteria are considered important to be an effective leader.

Intelligence refers to a leader's ability to understand situations, process information, and make intelligent and effective decisions. Smart leaders to identify complex problems, analyze complex situations, and develop appropriate strategies to achieve organizational goals (Northouse, 2019). Confident leaders have reasonable arguments and values in leading and making the right decisions. This is helpful to deal with challenges and to motivate members of the organization to achieve common goals (Riggio, 2018)

Determination refers to a leader's ability to take decisive and effective action to achieve organizational goals. Decisive leaders have determination and persistence in overcoming obstacles and making difficult decisions in the face of complex situations (Yukl, 2019). Integrity is an important characteristic required for effective leadership. Integrity leaders are known to have high ethical and moral standards and be honest, fair, and responsible in their actions. This allows leaders to build good relationships with members of the organization and gain their trust (Sholihuddin, 2020). *Social-mindedness* is a characteristic that indicates a leader's ability to understand and respond to the needs and expectations of members of the organization and the community around him. Social leaders are those who build good relationships with others, understand individual differences, and lead with sensitivity and care (Abidin & Murtadlo, 2020).

To measure the effectiveness of the principal's leadership, it can be used as an indicator of several criteria, which include (1) having a clear vision in leading the school, (2) having intelligence in decision-making, (3) having sufficient confidence, (4) being able to determine the

right goals and strategies to achieve long-term goals, (5) having high integrity, and (6) having social spirit in interacting with school members.

Managerial competence theory underscores the crucial role of managerial skills and expertise in achieving successful organizational leadership. According to Yusuf & Satria (2018), the effectiveness of a manager is largely dependent on their ability to proficiently manage and utilize organizational resources. Several key competencies are identified as essential for managerial success.

Technical competence involves understanding and effectively using the technology, equipment, and procedures integral to the organization's operations. This competence ensures that managers can navigate and leverage technological tools and systems to enhance productivity and efficiency.

Interpersonal competence focuses on the manager's capability to communicate and interact positively with others. This includes skills such as motivating team members, influencing peers, and fostering good working relationships with subordinates. Effective interpersonal skills are vital for creating a harmonious and productive work environment.

Conceptual competence is the ability to understand, analyze, and solve complex organisational issues. Managers with strong conceptual skills can think strategically, develop innovative solutions, and address problems effectively, ensuring the long-term success of their organization. Administrative competence encompasses the skills needed to organize, coordinate, and control organizational resources efficiently, including budget, labour, and time.

Extensively discussed in managerial literature, the theory of managerial competence from the basis for many training and development programs for managers. Northouse (2018) indicates that managers with a high level of competence tend to be more successful in their leadership roles, guiding their organizations toward achieving their objectives. Measurement of managerial competence of school principals includes (1) planning, (2) mobilizing/organizing/organizing, (3) development/*actuating*, and (4) supervision/*controlling*.

The word motivation comes from the Latin "*Motive*", which means the drive, driving force, or force contained in the organism that causes the organism to act or do. Motivation is a collection of several theories used to explain how people are motivated and the reason to do what they do (Bukhari, 2021). Achievement motivation is the drive to succeed and excel at a particular task or goal. It is characterized by the desire to achieve high perfection and unique goals. Individuals with high levels of achievement motivation tend to be goal-oriented, persistent, and enjoy challenges. One influential theory in achievement motivation is the expectation-value theory, which says that an individual's motivation to achieve is influenced by their beliefs about their ability to succeed (expectations) and the perceived value of those goals (values). Other theories of achievement motivation include self-determination theory, goal-setting theory, and self-efficacy theory (Elliot & Dweck, 2018). This theory of motivation encompasses a wide variety of approaches, ranging from psychological to sociological approaches. Some well-known theories of motivation include Abraham Maslow's hierarchy of needs theory, Douglas McGregor's X and Y theory, and David McClelland's theory of achievement motivation.

Abraham Maslow's hierarchy of needs theory says that humans have a series of needs that arise sequentially and that each need must be met before the next need can arise. These needs are physical, security, social, reward, and self-actualization needs (Luthans, 2018). Douglas McGregor's X and Y theories are theories that assume two different approaches to human resource management. Theory X assumes that humans dislike work and require close supervision, whereas theory Y assumes that humans love work and will perform well if they are given autonomy and responsibility (Robbins, 2019). David McClelland's theory of achievement motivation assumes that human motivation is based on the need to achieve goals and meet expectations. People with high achievement motivation tend to set and try to achieve high goals (Locke & Latham, 2019). Herzberg argues that to increase employee motivation, managers must pay attention to and fulfil motivational factors. Hygienic factors must be maintained to not reduce employee motivation, but cannot significantly increase motivation (Herzberg, et al, 2019).

In a school organization, a group works together to achieve a predetermined goal. To achieve these goals, “cooperation between organizational elements and especially human resources must be active and motivated to achieve common goals” (Latham & Pinder, 2018). In other words, individuals with achievement motivation have several characteristics: 1) being able to choose the right level of task difficulty to achieve predetermined goals, 2) having resilience or perseverance in facing challenges and obstacles, 3) having personal responsibility for their performance and strive to achieve the best results, and 4) able to innovate or have the ability to create new solutions and produce better results.

In this study, achievement motivation is explained as a strong drive possessed by the principal to achieve success in his work by pursuing self-actualisation, focusing on excellence, and carrying out tasks optimally based on rational consideration. Some of the indicators of achievement motivation in this study are namely (1) having dedication, (2) being responsible for personal performance, (3) choosing tasks with a high level of difficulty, (4) having resilience and perseverance, (5) being ready to compete, (6) working hard, (7) wanting the best results, (8) not being satisfied quickly, (9) not being too impulsive, and (10) being open to feedback.

METHOD

This study examines whether there is a relationship between managerial competence and achievement motivation with the leadership effectiveness of high school principals in Medan City. In this case, researchers examined the hypothesis that principals with good managerial competence and high achievement motivation will be more effective in leading schools. Thus, this study is directed to provide a clearer understanding of the factors contributing to the leadership effectiveness of high school principals in Medan City.

In this study, the population was 231 public and private high school principals in Medan. To determine the number of samples, researchers used the Cochran formula and obtained the results of calculations as many as 144 people as samples taken.

A recapitulation of the results of the descriptive analysis of variables (X_1), achievement motivation (X_2), and leadership effectiveness of the principal (X_3) can be seen below.

Table 1. Recapitulation of descriptive analysis X_1 , X_2 , & Y

Statistics		Managerial Competence (X_1)	Motivation Excel (X_2)	Effectiveness Leadership (Y)
N	Valid	144	144	144
	Missing	0	0	0
Mean		119,71	118,76	118,36
Median		120,00	119,00	119,00
Mode		128,00	115,00	118,00
Std. Deviation		11,45	14,58	9,47
Variance		131,21	212,84	89,84
Minimum		88	85	93,00
Maximum		149	152	139,00
Sum		35986,00	35986,00	35865,00

The effect of managerial competence on the effectiveness of the principal’s leadership was 0.17. The calculated value of the t coefficient is $2.61 \geq$ the table t value $(0.05) = 1.97$ and the table $t_{\alpha(0.01)} \alpha = 2.59$. Therefore, the seventh hypothesis states that: There is no direct influence of managerial competence on the effectiveness of the principal’s leadership. Thus, H_0 is rejected. Instead, H_a is accepted.

The effect of achievement motivation on the principal’s leadership effectiveness was 0.19. The calculated value of the t coefficient is $3.47 \geq$ the table t value $(0.05) = 1.97$ and the table $t_{\alpha(0.01)} \alpha = 2.59$. Therefore, the eighth hypothesis states that achievement motivation has no direct effect on the effectiveness of the principal’s leadership. Thus, H_0 is rejected. Instead, H_a is accepted.

FINDING AND DISCUSSION

Finding

Based on the results of statistical calculations, it is known that there is a direct positive and significant influence between managerial competence and the effectiveness of the principal's leadership. This can be interpreted with a calculated coefficient value of 2.61, which is greater than Table 1, with significance levels of 0.05 and 0.01. Thus, the null hypothesis, that there is no direct effect of managerial competence on the leadership effectiveness of the principal is rejected, while the alternative hypothesis is accepted. This proves that good managerial competence will impact leadership effectiveness.

The managerial competence of a principal is useful for planning school programs. The success of school programs is largely determined by how the headmaster develops plans that are easy for all school residents to implement. Activities that take place at school are activities of human relations and interaction between members of the organization to achieve predetermined goals. In daily activities, there are often less harmonious relationships between individuals in the organization due to poor communication. Therefore, establishing good cooperation may create harmonious relationships among members of the organization.

Effective leaders are characterized by high achievement motivation. They have a strong desire to succeed in work and are interested in meeting a high level of needs. For them, gaining power and control over situations and achieving self-actualization through improved performance is very important. In this case, they strive to be as good as possible in their work and always strive to achieve the best results.

In any organization, company, or educational institution, the leader's effectiveness must be a desirable and achievable characteristic to achieve maximum results. According to researchers, the behavior of the leader and the results of subordinates depend on how subordinates perceive the effectiveness of the leader. Studies have also shown that extra effort from subordinates correlates with leader effectiveness (Ubben & Hughes, 2017). Therefore, it is important for leaders to create an effective environment and motivate subordinates to work harder.

A study conducted by Frew et al. (2020) examined factors that contribute to leadership effectiveness, namely professional skills, motivation, commitment, awareness, experience, and corruption. Each of these independent variables, namely professional skills with a coefficient of 0.195, motivation with a coefficient of 0.281, commitment with a coefficient of -0.137, awareness with a coefficient of 0.632, experience with a coefficient of 0.708, and corruption with a coefficient of -0.758, is known to influence leadership effectiveness. Experience was the independent variable with the highest influence, followed by awareness, motivation, professional skills, commitment, and corruption.

Discussion

Based on Frew et al.'s (2020) research results, the variables of experiences have the highest influence on leadership effectiveness, followed by variables of awareness, motivation, professional skills, commitment, and corruption. These results suggest that experience is the main factor influencing leadership effectiveness. The more experience a leader has, the more effective his leadership will be. In addition, awareness and motivation also have a significant influence on leadership effectiveness. A leader can lead more effectively by having high awareness and strong motivation. Meanwhile, professional skills, commitment, and corruption have a lower influence on leadership effectiveness. This suggests that professional skills, commitment, and honesty in leadership are also important, but the effect is not as great as experience, awareness, and motivation.

Halemu (2018) states that leadership effectiveness is contextually influenced by factors such as vision, motivation, team building, communication, feedback, credibility, and empowerment. The research of Akins et al. (Halemu, 2018) showed that ten qualities of leadership effectiveness are important in supporting sustainable development, namely empowerment, adaptation, development, engagement, reflection, sustainability, humility, integrity, and practice.

In the results of Sogunro's study (2021), it is known that the personal characteristics of group members, such as "personality, abilities, and experience, affect leadership effectiveness". In addition, leader training and development is also an important factor that can improve leadership skills and abilities, to increase leadership effectiveness in the group. The characteristics of the led group, such as the size of the group, the type of tasks, and the level of interaction among members, also play a role in determining leadership effectiveness. In addition, situations within the group, such as crisis or conflict circumstances, can affect leadership effectiveness. The goals to be achieved are also important in determining leadership effectiveness because clear and measurable goals can motivate group members to work together and achieve optimal results.

Dabke, cited by Hawaldar et al. (2020), found that "emotional intelligence and transformational leadership behavior contribute positively to leadership effectiveness". The results showed that a leader's ability to understand and manage emotions, environment, and relationships with his subordinates significantly affects leadership effectiveness. In addition, transformational leaders are also proven to have a high level of trust in motivating and inspiring their subordinates to achieve higher goals.

Bekele (2019) in Ethiopian Electric Power (EEP), factors that influence leadership from an employee perspective were examined. The findings show that employees perceive leadership effectiveness as influenced by important variables, such as empowerment, motivation, communication, and vision sharing. These important factors still require improvement to achieve optimal leadership effectiveness.

Perceptions regarding leadership effectiveness are related to several variables such as empowering leadership, the use of humor, transformational behavior, and strong vision communication (Ubben & Hunghe, 2017). Ubben & Hunghe (2017) found that leader behaviour becomes an example, and behaviour modelling is related to perceived leadership effectiveness. Effective leaders can also act by supporting subordinates from negative consequences (Ubben & Hunghe, 2017). Effective leaders are those who are "empathetic, social, loyal to subordinates, and have emotional intelligence", "Openness to experience" is also a quality related to the perception of effective leadership (Ubben & Hunghe, 2017).

Leadership style also plays an important role in the perception of leadership effectiveness and leader behavior and characteristics. Transformational and transactional leadership have a strong correlation with leadership effectiveness, although transactional leadership tends to have a weaker correlation than transformational leadership (Ubben & Hunghe, 2017) Leadership ethics also have a positive relationship with perceptions of effective leadership. In addition, interpersonal relationships between organizational members are also important for dynamic leadership. Subordinates can understand leadership effectiveness as a result of relationships formed through the leader's activation of self-concepts, schemes, or implicit theories regarding leadership (Ubben & Hunghe, 2017).

Leadership effectiveness by the role of the leader and the orientation of the goals. Hooijberg et al. (Ubben & Hunghe, 2017) found that goal orientation became an important predictor of leader effectiveness towards superiors and direct subordinates, while the role of facilitator became an important predictor among peers. Leadership in the organization aims to influence subordinates to carry out tasks and achieve organizational goals. Studies on leadership show that principals' managerial competence and supervision contribute to principals' leadership effectiveness. Managerial competence contributed positively and significantly by 23.2%, while supervision competence contributed the largest by 79.90%. These two competencies together contribute 80.3% to the principal's leadership effectiveness (Winaryo & Retnaningdyatuti, 2018).

The study's findings emphasize that managerial competence is important in achieving organizational effectiveness. Leaders have the capacity to influence others to behave according to organizational expectations. In addition, a leader who has the ability to formulate and articulate the organization's vision will be able to determine the effectiveness of the organization in the future. Organizational effectiveness also depends on managerial competence and leadership effectiveness. Based on this explanation, it can be concluded that the high and low effectiveness of the principal's leadership is determined by the good and bad managerial competence of the principal. Furthermore, the effect of achievement motivation on the effectiveness of the

principal's leadership was 0.19. The value of the calculated t coefficient of 3.47 is greater than the value of the table $t(0.05) = 1.97$ and the table $t_{\alpha(0.01)} = 2.59$. Therefore, the eighth hypothesis states that achievement motivation has no direct effect on the effectiveness of the principal's leadership. Thus, H_0 is rejected. Instead, H_a is accepted. This proves that high achievement motivation will have an impact on leadership effectiveness.

Based on the results of the analysis, it reveals that achievement motivation has a direct and significant effect on the effectiveness of the principal's leadership. To obtain functional benefits from the results of this study, it is necessary to carry out appropriate interventions from the education takers and implementers appropriately and proportionally to the variables of achievement motivation and leadership effectiveness. This study's results showed that achievement motivation was an important and decisive factor in building the principal's leadership effectiveness. Because all educational and learning activities, including leadership in schools, will be carried out properly, effectively, and efficiently if the motivation for teacher achievement receives appropriate attention from the principal, colleagues, and people involved in educational organizations where teachers carry out their duties.

Specifically, it can be mentioned that the effectiveness of leadership in schools is influenced by achievement motivation. Principals with high achievement motivation have great potential to lead the school and manage all available resources to support the quality learning process. Therefore, the factor that must be considered related to the principal's condition is the achievement motivation problem. Usually, no matter how good the principal's ability is, if it is not supported by high achievement motivation, the desire to realize the effectiveness of his leadership will be difficult to achieve. Therefore, the principal's achievement motivation must be considered and improved by paying attention to the needs of teachers, both leaders and colleagues, so their abilities can continue improving. If the principal's achievement motivation can be improved, it will affect the effectiveness of leadership, because he will carry out all his duties properly and responsibly, providing a driving force that creates excitement in one's work so that they want to work together, work effectively, and integrate with all their efforts to achieve satisfaction.

CONCLUSION

The study affirms that managerial competence is very important in achieving the effectiveness of the principal's leadership, which is realized through planning, organizing, mobilizing, and supervising activities. Principals who have the ability to formulate a vision for the future, have an authoritative appearance, are smart in leading, are confident in making decisions, have integrity in leading, and have a social spirit will have high leadership effectiveness. Therefore, leadership effectiveness is influenced by the principal's managerial competence, which is manifested in planning, organizing, mobilizing, and supervising activities.

Achievement motivation can be interpreted as a person's drive or desire to achieve high achievements in his work or activities. Dedication, personal responsibility, good performance, and the ability to choose difficult and competitive tasks, are some indicators of achievement motivation that are reflected in the principal's behaviour. The principal's level of achievement motivation directly affects leadership effectiveness, which is reflected in visionary ability, authoritative appearance, intelligence in leading, self-confidence, right decisions, integrity, and good social traits. Therefore, the level of leadership effectiveness of the principal is influenced by the level of achievement motivation possessed, where the higher the achievement motivation, the higher the effectiveness of the principal's leadership.

The results of this study show that an effective leadership model for school principals can be seen from the causality relationship between managerial competence and achievement motivation that is additive. This shows that all variable indicators of the study measured have contributed to the leadership effectiveness of the principal.

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