



Principal Leadership Effectiveness and Some the Determinant Variable

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Abstract

This study aims to answer eight problems related to leadership effectiveness. It is realized that the quality of education in general and the achievement of students in particular is not a stand-alone thing, but it is the result of a learning process that is determined by various factors such as principals, teachers, students, curriculum, source books, libraries, laboratories, and facilities. other supports. The population of this study was the principal of a high school in Medan, amounting to 231 people. Sampling was carried out using a stratified proportional random sampling technique using the Cochran formula to produce a sample of 114 people. The research instrument used a questionnaire with a Likert. Research data is processed and analyzed by path analysis. The results of this study indicate that there is a direct effect of job design on managerial competence 0.5881 job design on achievement motivation 0.3105 job design on leadership effectiveness 0.2481 interpersonal communication on managerial competence 0.1428 interpersonal communication on achievement motivation 0.2573 interpersonal communication on leadership effectiveness 0.1779 teacher managerial competence on leadership effectiveness 0.1644 and achievement motivation on leadership effectiveness 0.1893. It can be stated that increasing the effectiveness of the principal's leadership can be done through job design, interpersonal communication, managerial competence, and achievement motivation.



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INTRODUCTION

The problem of principal leadership and the quality of education is still interesting to study until now. Because the principal has an important and strategic position in advancing an educational institution. The principal is the spearhead in educational institutions, in the hands of the principal it is determined the progress of a school. The principal is one of the main components that have the most role in improving the quality of learning and education. This is because there is a relationship between the success of improving the quality of education in schools with the quality of school principals. A successful school is a school led by a principal who has the knowledge and competence and a strong desire to make improvements to all of its businesses and programs. (Day, Gu, & Sammons, 2016), said School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement. On the other hand, less successful schools are schools led by principals who lack knowledge and lack of competence. Effective principal leadership has a major impact in increasing the morale of teachers and employees, improving the performance of teachers and employees, increasing the effectiveness of the teamwork of teachers and employees and ultimately being able to improve the learning achievement of their students. Improving the quality of education will always attract public attention, because the future of the nation is at stake, especially in the 4.0 era. Therefore, leadership effectiveness is needed to bring change in the intended direction.

Theoretical foundation

1. Effectiveness of principal's leadership

Leadership is a very important aspect for organizational success. An organization will not succeed if it is not based on and implemented with effective leadership. Based on the theory and research results reveal several ways to improve leadership in schools, there are several steps that must be passed: (1) education (education), (2) certification, (3) selection, (4) succession, (5) situational engineering, and (6) transformation (transformation) (Mohran et al, 2012). Yukl in (Mello, 2015), "Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective". Yukl's definition emphasizes the keyword leadership on influence.

Measurement of leadership effectiveness variables include: (1) visionary, (2) authoritative appearance, (3) intelligent, (4) confident, (5) decisive, (6) integrity, and (5) social spirit.

2. Job Design

In an organization, it is certain that there are goals that will be realized together. In order to achieve this goal, cooperation between members in the organization is needed. It is necessary to divide the tasks according to each person's ability in order to simultaneously realize the goals of an organization. (Driggin et al., 2020), job design is a tool to motivate and challenge employees. Therefore, companies need to have a work system that can support the achievement of company goals effectively and efficiently which can stimulate employees to work productively, reduce boredom and increase job satisfaction. Job design is sometimes used to deal with work stress faced by employees.

(Driggin et al., 2020), job design is the organization of tasks, authorities, and responsibilities into a productive work unit. An important factor that is observed in job design is the content of jobs and the effect of jobs on employees. (Guedes et al., 2020), job design is the process of determining specific tasks to be carried out, the methods used in carrying out these tasks, and the way the work in question relates to other jobs in the organization. Therefore, job design is a function of determining the work activities of an employee organizationally. Job design requires job structure such as content, function, and job relationships. Job design is the process of determining the tasks to be carried out, the methods used to perform the task, and how the job relates to other jobs in the organization. Job design is one of the factors driving the success of organizational productivity. Therefore job design refers to all the efforts the leader makes to create the current job and the next job in order to achieve the desired goals. an organizational leader can divide tasks and responsibilities continuously. If the goals and organizational processes do not go well, the leader can redesign the work (Gibson, et al., 2013). Therefore job design refers to all the efforts the leader makes to create the current job and the next job in order to achieve the desired goals. an organizational leader can divide tasks and responsibilities continuously. If the goals and organizational processes do not go well, the leader can redesign the work. Therefore job design refers to all the efforts the leader makes to create the current job and the next job in order to achieve the desired goals. an organizational leader can divide tasks and responsibilities continuously. If the goals and organizational processes do not go well, the leader can redesign the work.

Luthans defines job design as the ways used in management to develop job content, including all relevant tasks in which work is constructed (Luthans, et al., 2021). Job analysis has introduced job descriptions and job specifications because organizations can use that information to design jobs or redesign jobs. Interpersonal communication includes: 1) openness, 2) empathy, 3) supportive attitude, 4) having a positive attitude, and 5) prioritizing an attitude of similarity to others.

3. Interpersonal Communication

Communication is one of the most fundamental activities in human life. Muhammad (2002), the process of exchanging information between a person and at least another person or usually between two people who can be directly identified behind it. Interpersonal communication aims to form relationships with other people. Interpersonal communication is a form of communication that is most often done by everyone in his life. Interpersonal communication is a process of delivering news by someone and receiving the news by other people or small groups of people, with a result and immediate feedback. This interpersonal communication is behavior-oriented, so the emphasis is on the process of conveying information from one person to another. In this case, communication is seen as the basis for influencing behavior change, and which unites psychological processes such as perception, understanding, and motivation on the one hand with language on the other (De Aquino et al., 2022).

Interpersonal communication is a communication process that takes place between two or more people face to face. Interpersonal communication is communication involving two or more people in a face to face setting. Small

group communication is a communication process that takes place between three or more people face to face. Interpersonal communication includes: 1) openness, 2) empathy, 3) supportive attitude, 4) positive attitude, 5) similarity (Bazzan, & Scheuermann, 2014).

4. Managerial Competence

Crudy in (Ribeiro & Faustino, 2020), managerial ability is the ability to manage schools, organize people and resources, use good personnel and good public relations techniques, utilize effective communication in dealing with various subjects of interest such as parents of students. and teachers. On the other hand, managerial competence is a set that emphasizes technical skills in carrying out duties as school managers to utilize all available resources to achieve school goals effectively and efficiently. Managerial competence is a skill or personal characteristic that helps achieve high performance in management tasks. Managerial competence can also be interpreted as the ability to manage tasks according to their position, by implementing management functions, carrying out management dynamics and utilizing management resources effectively and efficiently. In essence, the principal's managerial competence is a set of skills possessed by the principal in managing the school by utilizing various existing resources to be directed at achieving the expected school goals.

Principal managerial competencies, namely:

- (1) Planning/planning,
- (2) Mobilizing/organizing/organizing,
- (3) Developing/actuating, and
- (4) Supervision/controlling.

5. Achievement Motivation

(Manullang, 2017), "motive is a something within the individual which incites him to action". This understanding is in line with The Liang Gie's opinion that an inner motive or impulse is an impulse that becomes the basis for a person to do something or work. McClelland as quoted by (Manullang, 2017), achievement motivation as a competition with a standard of excellence. Thus, the achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective. Principals have a strong commitment and motivation to improve school quality optimally. In order to obtain the progress of a school, it is very necessary for a principal who has challenges to advance and is highly motivated (Ribeiro et al., 2020). Achievement motivation includes: 1) dedication, 2) having personal responsibility and performance, 3) choosing a task with a high level of difficulty, 4) resilience and perseverance, 5) ready to be competent, 6) working hard, 7) wanting the best results, 8) not satisfied quickly, 9) not reckless, and 10) feedback. Based on the theoretical study above, the framework for this research can be made as follows.

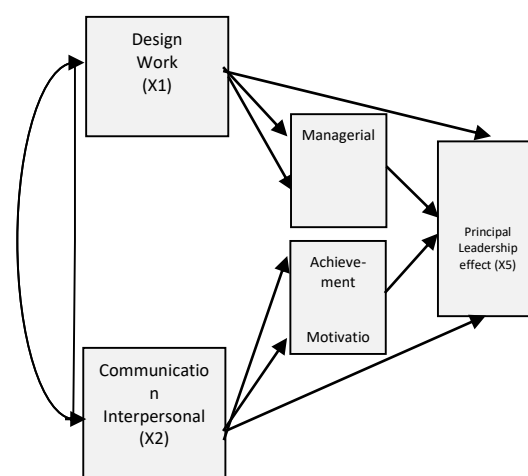


Fig 1. Design

Population and research sample

There are 231 principles of public and private sma schools spread across the city of medan. The technique of determining the sample of this study used random sampling, using the formula (cochran, 2017). The sample set is 144 people.

Description of research data

1. Leadership effectiveness

The lowest score was 93, the highest score was 139, the arithmetic mean (mean) was 118.36, the median (median) was 119.00, the mode (mode) was 118, the variance (variance) was 88.84, the standard deviation (standard deviation) was 9.47.

2. Job design

The lowest score was 108, the highest score was 187, the arithmetic mean (mean) 148.31 median (median) 150, mode (mode) 150, variance (variance) 331.47, standard deviation (standard deviation) 18.20.

3. Interpersonal communication

The lowest score was 84, the highest score was 165, the mean (mean) 125.99, median (median) 127, mode (mode) 112, variance (variance) 289.95, standard deviation (standard deviation) 17.02.

4. Managerial competence

The lowest score was 88, the highest score was 149, the mean (mean) 119.71, median (median) 120, mode (mode) 128. Variance (variance) 131.21, standard deviation (standard deviation) 14.58.

5. Achievement motivation

The lowest score was 85 and the highest score was 152, the mean (mean) 118.76, median (median) 119, mode

(mode) 115, variance (variance) 212.84, standard deviation (standard deviation) 14.58.

Research hypothesis testing

1. First statistical hypothesis

The effect of job design on managerial competence is 0.588. Coefficient tcount $12.89 \geq t_{table} (0.05) = 1.97$ and $t_{table} (0.01) = 2.59$. The first hypothesis shows that job design has a direct effect on the managerial competence of principals and can be accepted empirically.

2. Second Statistical Hypothesis

The effect of job design on achievement motivation is obtained by the coefficient value of 0.31. The value of the tcount coefficient is $5.90 \geq t_{table, (0.05)} = 1.96$ and $t_{table, (0.01)} = 2.59$. The second hypothesis shows that job design has a direct effect on the principal's achievement motivation.

3. Third Statistical Hypothesis

The effect of job design on leadership effectiveness is obtained by the coefficient value of 0.24. The value of the tcount coefficient is $4.03 \geq t_{table, \square} (0.05) = 1.97$ and $t_{table, (0.01)} = 2.59$. The third hypothesis shows that job design has a direct effect on the effectiveness of principals' leadership.

4. Fourth Statistical Hypothesis

The influence of interpersonal communication on the principal's managerial competence 0.14. Coefficient tcount $3.13 \geq t_{table, \square} (0.05) = 1.97$ and $t_{table, \square} (0.01) = 2.59$. The fourth hypothesis shows that interpersonal

communication has a direct effect on the principal's managerial competence.

5. Fifth Statistical Hypothesis

The influence of interpersonal communication on achievement motivation 0.25. Coefficient count $4.89 \geq t_{table} (0.05) = 1.97$ and $t_{table} (0.01) = 2.59$. The fifth hypothesis shows that interpersonal communication has a direct effect on the principal's achievement motivation.

6. The Sixth Statistical Hypothesis

Interpersonal communication has a direct effect on leadership effectiveness 0.17. The value of the tcount coefficient is $3.48 \geq t_{table} (0.05) = 1.97$ and $t_{table} (0.01) = 2.59$. The sixth hypothesis shows that interpersonal communication has a direct effect on the effectiveness of the principal's leadership.

7. The Seventh Statistical Hypothesis

The effect of managerial competence on the effectiveness of the principal's leadership is 0.16. Tcount coefficient value $2.61 \geq t_{table} (0.05) = 1.97$ and $t_{table} (0.01) = 2.59$. The seventh hypothesis shows that managerial competence has a direct effect on the leadership of school principals.

8. Eighth Statistical Hypothesis

The effect of achievement motivation on the effectiveness of the principal's leadership is 0.18. Coefficient tcount $3.47 \geq t_{table} (0.05) = 1.97$ and $t_{table} (0.01) = 2.59$. The eighth hypothesis shows that achievement motivation has a direct effect on the effectiveness of the principal's leadership.

RESULTS AND DISCUSSION

1. Effect of Job Design on Managerial Competence

Job design is one of the factors driving the success of a leader. Job design combines job content (duties, authority and relationships), remuneration and required qualifications (skills, knowledge and abilities) for each job in a way that meets the needs of both the employee and the company. Therefore, job design is a determination of the tasks that must be carried out by the incumbent, the right to organize the work, and the responsibilities for all the work. It is very important to do job design, because people spend a lot of time doing their work. Job design requires a job structure such as, content, function and job relationship. Job design is the organization of tasks, authorities, and responsibilities into a productive work unit (Mathis & Mahdavi, 2019). An important factor to consider in job design is "content of jobs and the effect of jobs on employees." Job design is the process of determining the specific tasks to be performed, the methods used in carrying out these tasks, and the way the work relates to other jobs in the organization (Mondy, Larras, & Usseglio-Polatera, 2017). Based on the results of the research on the first hypothesis, it is stated that job design has a positive effect on managerial competence. This means that if the job design applied by the principal is good, then managerial competence will also increase positively.

2. The Direct Effect of Job Design on Achievement Motivation

Torrington, et al (2020), argue that job design is the process of arranging various tasks and responsibilities to create a combination for individuals to

perform in their work and to regard it as their own. This is very important not only that based on individual satisfaction and achievement in the workplace, it is necessary to complete the work efficiently, economically, reliably and safely. The success of a leader in carrying out his duties is determined by the extent to which he understands these tasks. The task in question is a set of programs or work plans for school principals in achieving the desired school goals. Understanding of the task is also a manifestation of the competence or ability of the principal's profile. Because of that. Several previous studies have shown that job design has a direct positive effect on achievement motivation. The better the design of the work carried out by the principal, the principal in terms of mobilizing, empowering teachers to carry out the learning process, and improving the quality of education in schools as well as fostering strong trust in the policies and programs that were previously planned, the higher the motivation for achievement in one's self.

Memoona Zareen (Alsubeh, 2013), this research is entitled Job Design and Employee Performance: The Moderating Role of Employee Psychological Perception. The purpose of this study was to analyze employee psychological perceptions of its influence on job design and employee performance. Job design plays an important role in maximizing performance. A well-designed job brings engagement and satisfaction to employees and they perform well by putting all their energy into work. Job design remains a valued issue among researchers for its importance and effectiveness. In addition, this study proposes a new variable known as employee psychological perception to highlight how employees behave towards job design. A conceptual framework has

been proposed to demonstrate the construction of job design with job rotation, job enrichment and job expansion and the relationship of job design to employee performance. It has been found that an employee's psychological perception has a significant positive impact on the relationship between job design and employee performance. (Mekel & Tumbuan, 2016) in their research entitled The Influence of Job Design and Rewards on Employee Performance at PT. Wahana Tata Insurance Manado". The respondents were all 35 employees at Wahana Tata Insurance. This study uses multiple regression analysis with quantitative methods. The results and conclusions show that job design and rewards have a significant effect on employee performance. Job design has a partial and significant effect on employee performance. (Andri, & Yonaldi, 2013), conducted a study on the Effect of Job Design and Organizational Commitment on Employee Job Satisfaction at the Padang State Treasury Service Office. This study aims to examine and analyze the effect of job design and job satisfaction on employee job satisfaction at the Padang State Treasury Service Office. This type of research includes correlational quantitative descriptive research in which the population is all permanent employees of KPPN Padang and the sample is in accordance with the total population. The results showed that job design did not significantly affect employee job satisfaction. Fahr state conducted research on Job Design and Job Satisfaction – Empirical Evidence for Germany. The aim of this study was to analyze the effect of an enriched job design, which is characterized by a high degree of autonomy and multitasking, on job satisfaction. In our empirical approach, we take job satisfaction as a proxy variable for worker utility

following the approach suggested in (Clark & Lepinteur, 2021). Job design is the way in which tasks are combined to form a complete job which has an influence on achievement motivation. In this study, job design has an effect on achievement motivation where job design will produce strength in the form of great energy to carry out its tasks. There are similarities between the results of this study and that of (Zareen, Razzaq, & Mujtaba, 2013), job design also affects employee performance where job design can play an important role in maximizing performance. Well-designed jobs bring engagement and they do well by putting all their energy into work. This research emphasizes the aspects of job design and employee performance more broadly.

3.The Effect of Job Design on Leadership

Effectiveness

In relation to the duties of the principal, there are several research results that indicate that the principal's leadership cannot be effective without an understanding of the main tasks and other supporting tasks. With this description, it can be assumed that the understanding of the task has a positive relationship to the effectiveness of the principal's leadership. In other words, the better the job design, the more effective the leadership will be. The principal functions as a supervisor and innovator at the school he leads. As a supervisor, the principal plays a role in supporting, coordinating and guiding the growth of all teachers on an ongoing basis, both in groups and individually so that it is hoped that they will be able to encourage and guide the growth of each student on an ongoing basis as well. As an innovator, the principal functions to provide opportunities for changes to the condition of the school, both physically and psychologically (Murphy, 2021). The findings of this study are in line with

Nowack, concluding that leadership effectiveness has a significant effect on organizational commitment. Teachers who assess principals who have good leadership practices, this will make a teacher have a higher tendency to work and increase teacher commitment to the organization.

Several research results are also in line, including (Abid, Jabbar, Sarwar, Akhtar, & Iqbal, 2013), Effect of Job Design on Employee Satisfaction (A Study of Fertilizer Companies Listed in Lahore Stock Exchange). This study clearly states the effect of job design on employee satisfaction and states 6 job design variables which are independent variables and finds the relationship between these variables and employee satisfaction through correlation and linear regression techniques. Muhammad Ali, (Jamal et al., 2018) this research is entitled Impact of Job Design on Employee Performance, Mediating Role of Job Satisfaction: A Study of FMCG's Sector in Pakistan . Muhammad et al, The Mediating Effect of Work Motivation on the Influence of Job Design and Organizational Culture Against HR Performance (Al-Musadieq, Nurjannah, Raharjo, Solimun, & Fernandes, 2018). Impact of Job Design on Employees' Performance (With Special Reference to School Teachers in the Kalmunai Zone) (Aroosiya & Ali, 2014). The results showed that there was a significant and positive relationship between the perceived level of job design and the perceived level of employee performance in schools. The Influence of Job Design and Rewards on Employee Performance at Wahana Tata Insurance Manado. The results and conclusions show that job design and rewards have a significant effect on employee performance. Job design has a partial and significant effect on employee performance. Rewards have a partial significant effect on employee

performance (Mekel & Tumbuan, 2016). Job Design and Employee Performance: The Moderating Role of Employee Psychological Perception. It has been found that an employee's psychological perception has a significant positive impact on the relationship between job design and employee performance (Zareen et al., 2013). Spector disclose adds that job design is a function of determining the work activities of an employee or group of employees organizationally. The goal is to organize work assignments so that they can meet the needs of the organization. Job design describes the scope, depth, and purpose of each job that distinguishes one job from another. The purpose of the work is carried out through job analysis, where managers describe the work according to the activities required to produce optimal, effective and efficient results. Based on the explanation above, it can be concluded that the effectiveness of the principal's leadership depends on the quality of the work design model carried out by the principal (Klionsky et al., 2021).

4. Effect of Interpersonal Communication on Managerial Competence

(Ulfa & Fatawi, 2020), the role of principal interpersonal communication in improving managerial competence, states that the principal's interpersonal communication skills if able to be synergized will have a positive impact on managerial competence. The principal does not only provide direction and supervision to teachers, but he is also able to communicate important matters in order to create a conducive and dynamic work atmosphere. Such an atmosphere will in turn give birth to the ability of the principal to manage the organization which in turn can accelerate the achievement of the school's vision,

mission and goals. Several recent studies have shown that interpersonal skills which include communication skills are important for managerial effectiveness. Based on the explanation above and empirical evidence through the analysis results show that interpersonal communication has a direct effect on the managerial competence of principals.

5. The Effect of Interpersonal Communication on Achievement

Motivation

In interpersonal communication will flow a variety of information that may not be known, and this becomes a source of new lessons for someone. The more a person performs interpersonal communication with others, the more knowledge, values, and new ways he gets so that it will be very useful for his work activities. Based on this statement, it can be stated that by optimizing interpersonal communication, he will be motivated to do his tasks and work quickly and precisely. This is in line with the opinion of Colquitt "a set of energetic forces that originates both within and outside an employee, initiates work-related efforts, and determines its direction, intensity, and persistence." A set of energetic forces originating both inside and outside the worker, in this case the teacher, initiates work-related endeavors, determines its direction, intensity, and persistence. The findings of this study are in line with Pace & Faules in (Iskandar, 2021), interpersonal communication has an effect on achievement motivation. Interpersonal communication, principal leadership, organizational work culture, and work motivation have a significant influence on the dependent variable. Can be concluded that interpersonal communication has a direct effect on the principal's achievement motivation (Rahayu & Angg, 2017).

6.The Effect of Interpersonal Communication on Leadership Effectiveness

Interpersonal communication seeks to improve the relationship between school principals so that it can trigger the emergence of principal leadership effectiveness in carrying out their duties. The principal must provide encouragement to teachers to be able to work with enthusiasm. Principals can pay attention to the needs and interests of teachers in relation to their duties and functions. If the needs and interests of the teachers can be bridged by the principal, the teachers in carrying out their duties will be more aware of what comes from within them to create a learning atmosphere and learning process oriented towards optimizing learning objectives. The findings of this study can be concluded that the process of interpersonal communication that occurs in schools is going well,

7.The Effect of Managerial Competence on Leadership Effectiveness

The managerial competencies measured in the research are planning, organizing, mobilizing, and supervising have a very significant influence on leadership effectiveness with indicators of visionary, authoritative, intelligent, confident, setting goals, integrity, and social spirit. This means that if managerial competence is improved, the effectiveness of leadership will be better. Researchers argue that leader behavior and subordinate outcomes depend on how subordinates perceive the effectiveness of the leader (Weaver, 2015). This research shows that leaders are considered effective, positively influence subordinates. Research has also revealed a number of additional factors that contribute to effective leadership and

influence perceptions of subordinates reveal. These factors include leader behavior, characteristics, and leadership style. Perceptions of leadership effectiveness are related to a number of variables such as empowering leadership reveal (Hassan et al, in, 2015), the use of humor by (Decker & Rotondo 2015), the use of transformational behavior reveal Jausi & Dionne in (Weaver, 2015) and communicating a strong vision found that the example of a leader, modeling behavior, is related to perceived leader effectiveness. Effective leaders can also behave by providing a buffer for subordinates from negative consequences) An effective leader is an empathetic leader, sociable, loyal to subordinates, and emotionally appropriate, reveals Hovatter in In addition to behaviors and characteristics, leadership style contributes to perceptions of leadership effectiveness. Transformational and transactional leadership behaviors are highly correlated with leadership effectiveness, although transactional leadership has a weaker correlation than transformational leadership. Ethical leadership is also positively related to perceptions of effective leadership. The relationships of people in an organization are important for dynamic leadership, and subordinates can understand leadership effectiveness as a function of relationships through the leader's activation of self-concepts, schemas, or implicit theories of leadership. Certain leadership roles are also related to leader effectiveness. found that for both superiors and direct subordinates, goal orientation was the most important predictor of leader effectiveness, while the role of facilitator was a significant predictor among peers. Based on the explanation above, it can be concluded that the effectiveness of the principal's leadership is determined by

the good or bad managerial competence of the principal.

8. The Effect of Achievement Motivation on Leadership Effectiveness

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 parties taking and implementing education appropriately and proportionally to the variables of achievement motivation and the effectiveness of the principal's leadership. Achievement motivation based on the results of this study proved to be an important and decisive factor in building the effectiveness of the principal's leadership. Because all educational and learning activities including leadership in schools will be carried out properly, effectively and efficiently of achievement motivation teachers receive appropriate attention by principals, colleagues and people involved in educational organizations in which teachers carry out their duties. The effectiveness of leadership in schools is influenced by achievement motivation. Principals who have high achievement motivation have great potential to lead schools and manage all existing resources so that they also support a quality learning process. Therefore, the factor that must be considered related to the condition of the principal is the problem of achievement motivation. No matter how good the ability of the principal 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, either

by leaders or colleagues, so that their abilities can continue to increase. Provides the driving force that creates one's work enthusiasm, so that they want to work together, work effectively and be integrated with all their efforts to achieve satisfaction (Hasibuan, & Trihariastuti, 2022). Willingness to put forth high effort for organizational goals, which is conditioned by the ability of such efforts to meet certain individual needs. The effectiveness of an organization is strongly influenced by human behavior, because it is a common resource for all organizations. Organizational performance depends on individual performance, and managers/leaders must have more than just knowledge in terms of determining individual performance. It can be stated that there is a positive influence of achievement motivation on the effectiveness of the principal's leadership (Robbins, & Fitzgerald, 2020).

CONCLUSION

Based on the previous explanation, it can be concluded that the level of managerial competence, achievement motivation, the effectiveness of the principal's leadership and Interpersonal Communication is very determined by the good and bad job design applied by the principal. Furthermore, it is also concluded that managerial competence, achievement motivation. The effectiveness of the principal's leadership and Interpersonal Communication in its implementation greatly influence each other.

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