

# The Success of the Primary School Affected by the Principal's Managerial Capability

Umbu Tagela<sup>a</sup>, <sup>a</sup>Universitas Kristen Satya Wacana, Salatiga - Indonesia,  
Email: [umbu.leba@ukasw.ac.id](mailto:umbu.leba@ukasw.ac.id)

The research objectives were to determine the ability of managerial primary school principals in Waingapu City, East Sumba District; and to prove the influence of the headmasters' managerial ability to the attainment of school programs, especially at the primary schools in the District of Kota Waingapu, East Sumba District. The total sample was comprised of 30 principals. The data analysis used a linear multiple regression, firstly revealing that the success of the primary schools program in the District of Waingapu City, East Sumba is significantly influenced by variables of the headmasters' coordination abilities, and surveillance capability. Secondly, the success of the primary schools program in the District of Waingapu City, East Sumba was not significantly influenced by the variables of the headmasters' abilities to plan, and organise.

**Keywords:** *Principal's managerial, Capability, Primary school program.*

## Introduction

The Indonesian Ministry of Primary and Secondary Education states there are four key factors that play a role in determining the success of the school: the human resources, such as primary school principals, teachers, and other education personnel; materials, such as school facilities; money, including funds; and management (French, 1974; Sedarmayanti, 2007). Of these factors, the headmaster is considered to hold a central position in managing the school. This requires reliable managerial capabilities, in accordance with the objectives, and targets of the school to be achieved (Powell, 2014; Stegmann, 2007). Therefore, the headmaster has the leadership skills to achieve the school goals (Carnahan, Agarwal, & Campbell, 2010; Graves & Thomas, 2006).

The Ministry of Education and Culture recognizes that the managerial ability of school principals has a very important role, as well as increasingly strategic tasks; the government is very concerned about this problem (Murtono, Utaminingsih, & Zamroni, 2020; Zamroni, Hanurawan, Muslihata, Hambali, & Hidayah, 2020). The Government, through The Indonesian Ministry of Primary and Secondary Education, set the decision through the Decree of the Indonesian Ministry of Primary and Secondary Education, namely Decree No. 0296/V/2006 dated October 1, 2006 on the Assignment Master of Civil Servants, as the primary school headmaster in the Ministry of Primary and Secondary Education (Beck & Wiersema, 2013; Bish & Becker, 2015; Slamet, 2007).

Following up on the primary, and secondary education, as well as to assess the success of the principals in running the school programs, the Office of Education of East Nusa Tenggara Province assigned the principals as the indicators of success in the region. These indicators serve as the basis of evaluation for the primary, and secondary education of the headmaster in carrying out their functions, and duties. Meanwhile the indicators to determine the success of the headmaster are in accordance with their functions, and duties, specifically: educator, manager, administrator, supervisor, and leader (Burton, 1983; Knowles, 1977).

On the basis of the above description, the author posed the problem in this paper, as follows: is there any influence of the managerial capacity of principals upon the success of the primary schools program in Waingapu City, in the District of East Sumba, East Nusa Tenggara Province?

## **Literature Review**

### ***Managerial Ability***

The definition of ability is "... adequate mental or physical strength, energy, dexterity or other qualifications, skills and resources to perform particular acts, job responsibility, duties and so forth" (Benn, 2012). Meanwhile, Hatry (2013) states that 'ability' usually denotes a potential for performing a task to be utilised. It refers to what a person 'can do', and not 'does do' (Hatry, 2013). Based on the opinion of Benn, it can be concluded that ability is qualifying the potential for someone to do a task or job. When linked with the ability of the primary school principals, the ability for qualifying here is the potential of the headmaster to carry out his duties.

Furthermore, management is simply defined by Ihalauw (2008b, 2008a) as an attempt to get something through the efforts of others, and functions, which suggests that there are two responsibilities; planning is the first, and the second is control. Meanwhile, Terry (Siagian, 1996) suggests the presence of management functions, which consists of planning, organising, controlling, and actuating. Referring to the above definitions of management, it may be concluded that management is an activity to mobilise others to achieve goals. In this case, the



achievement of these goals is through the implementation of certain functions (Adner & Helfat, 2003; Ethiraj, Gambardella, & Helfat, 2013; Huy & Zott, 2019; Jones & Craven, 2015; Sikula, 1987).

In connection with this research, application management aspects are matters relating to the tasks performed by elementary school principals in implementing programs that have been outlined by the Ministry of Primary and Secondary Education, as well as those set by the school concerned, as the targets to be achieved. The managerial functions that will be investigated in this study concerns assessing the managerial skills of the elementary school principals. Specifically, to gain a clearer picture of the managerial functions pertaining to matters of planning, organising, coordinating, and monitoring (Castetter, 1981; Khan, Atlas, Xuehe, Khan, & Khan, 2019; Liu & Ko, 2014).

### ***School Program***

The scope of this study is the elementary school program, which includes: curriculum or teaching, student affairs, school financial sector, personnel, and education infrastructure, as well as the relationship of the schools, and the communities (Gibson & Dembo, 1984; Horvat, Weininger, & Lareau, 2003).

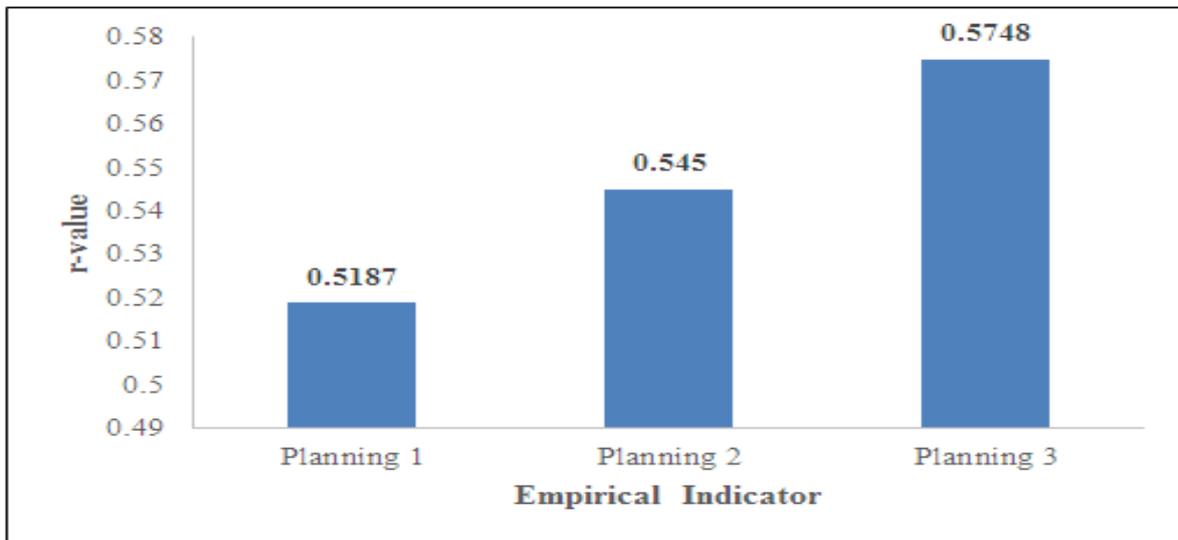
### **Methods**

This research uses a descriptive method. The data collection technique uses questionnaires, and the data analysis uses a multiple linear regression analysis.

### ***Planning***

The planning is measured by three indicators: 'Planning 1', 'Planning 2', and 'Planning 3'. Following calculation, it was confirmed that all empirical indicators have r values equal to or greater than 0.40. Thus, the three indicators are considered valid and reliable to measure the planning.

**Diagram 1.** Corrected Item to Total Correlation Coefficient: Planning (X1)

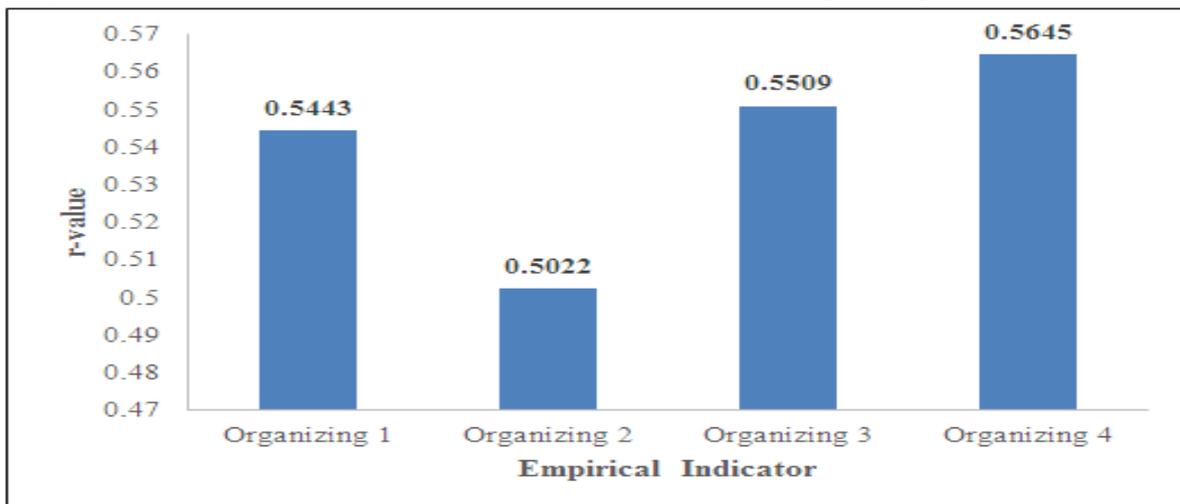


**Source:** Processed primary data, September 2019

### *Organising (X2)*

The organising is measured by four empirical indicators: ‘Organising 1’, ‘Organising 2’, ‘Organising 3’, and ‘Organising 4’. The result of the calculation to the corrected item total correlation coefficients found all indicators have an r value greater than 0.40. Thus, the four indicators are considered valid and reliable to measure the organising.

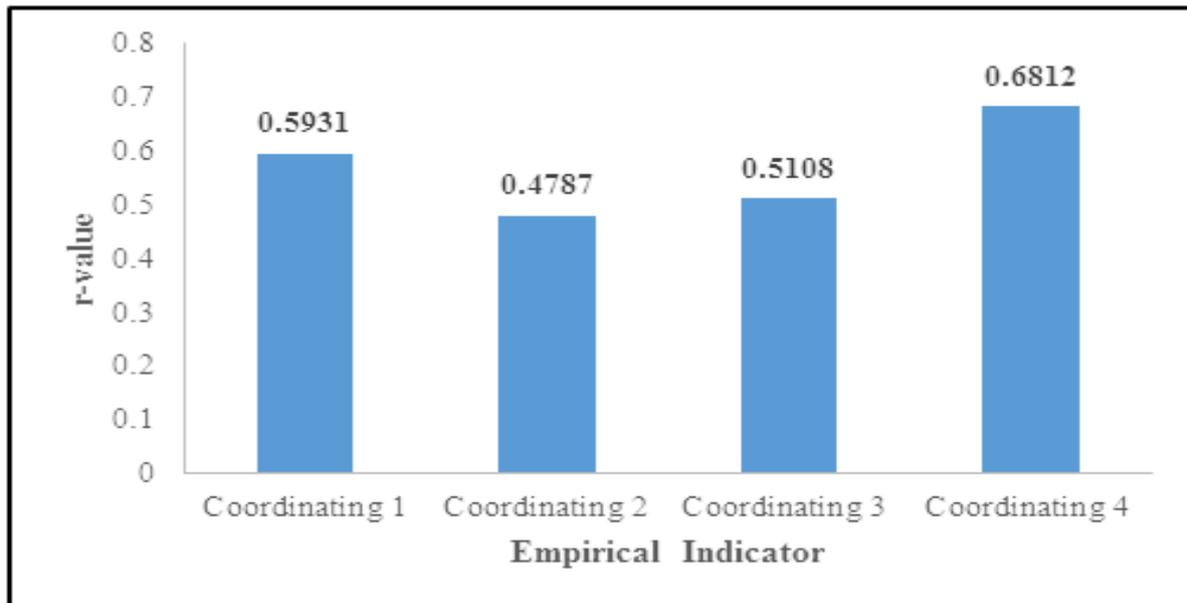
**Diagram 2.** Corrected Item to Total Correlation Coefficient: Organising



**Source:** Processed primary data, September 2019

### *Coordination (X3)*

**Diagram 3.** Corrected Item to Total Correlation Coefficient: Coordinating



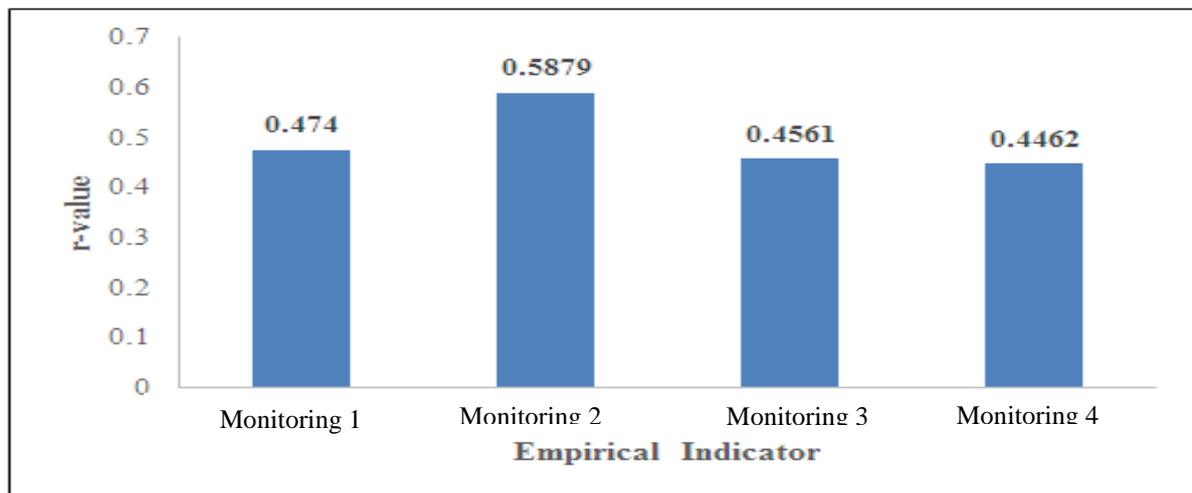
**Source:** Processed primary data, September 2019

The coordination is measured empirically with four indicators. The result of the calculation to the corrected item total correlation coefficients found that the four empirical indicators have correlation coefficients ( $r$ ) which are equal to or greater than 0.40. Based on these calculations, the four indicators will serve as the measuring tool for the coordination.

### *Monitoring*

Monitoring, which may also be referred to as 'supervision', is also measured by four empirical indicators. The result of the calculation to the corrected item total correlation coefficients found that the four empirical indicators have correlation coefficients ( $r$ ) which are equal to or greater than 0.40. Based on these calculations, the four empirical indicators will serve as the measuring tool for the concept of monitoring or supervision.

**Diagram 4.** Corrected Item to Total Correlation Coefficient: Monitoring

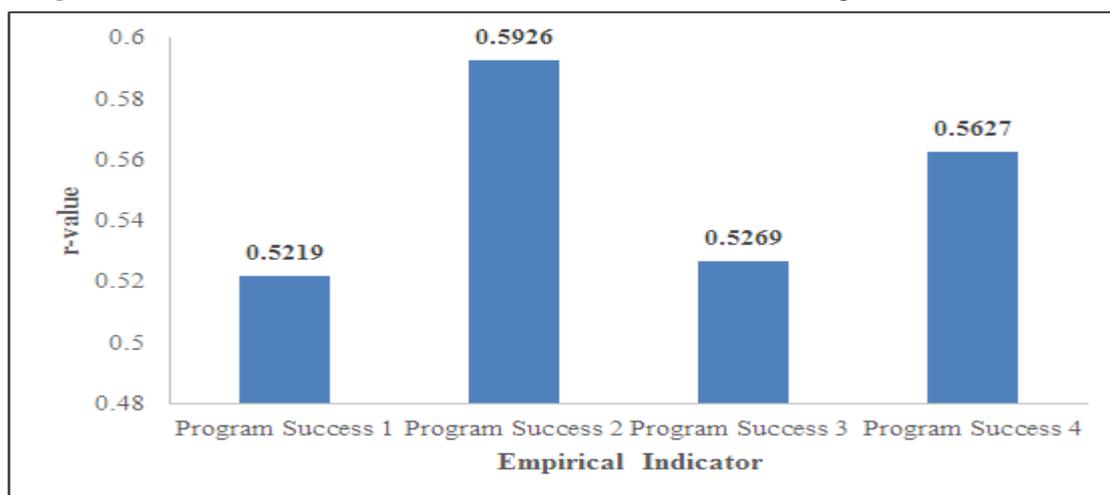


**Source:** Processed primary data, September 2019

### *Program Success (Y)*

The program success is measured by four empirical indicators. The result of the calculation to the corrected item total correlation coefficients showed that the four empirical indicators have correlation coefficients (r) which are equal to or greater than 0.40. Based on these results, they will serve as a measuring tool for the success of the primary school program.

**Diagram 5.** Corrected Item to Total Correlation Coefficient: Program Success



**Source:** Processed primary data, September 2019

According to the tables above, it appears that the number of valid and reliable empirical indicators for each concept is not the same, varying between three and four indicators each. For the purposes of regression analysis, and subsequent analysis, the value of r on several empirical

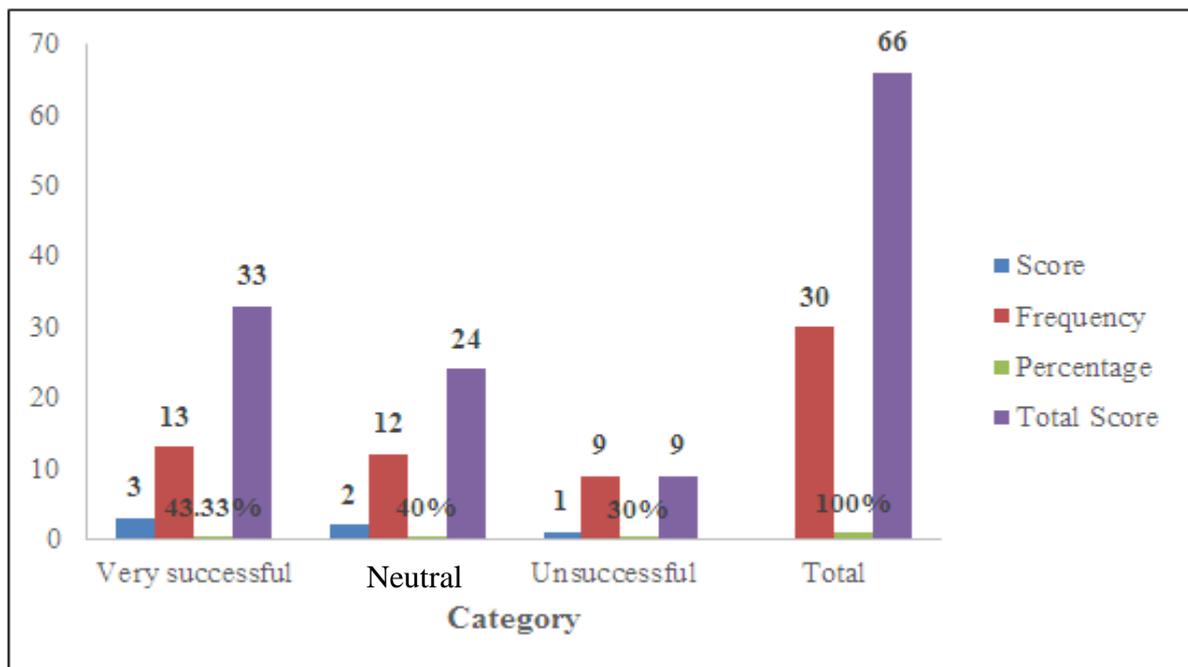
indicators within each of the concepts will be used as an index, so that it becomes an empirical indicator only. The strategy is to add up the values of all indicators which are valid and reliable empirical concepts, and then divide by the number of valid and reliable empirical indicators (n). The index is referred theoretically, in accordance with the views of Jacobson and Then (Ihalauw, 2008).

Based on the results of the corrected item to the total correlation coefficients factor, this school program has four valid and reliable empirical indicators, namely: the achievement of the target or targets; savings; the increase of budget money; and increased enrolment. The answers to each question above were scored according to a scale that has been set. Subsequently, the average (mean), standard deviation, squared deviation, and maximum and minimum scores were calculated. In detail, the frequency distribution, and descriptive statistical analysis of each empirical indicator can be seen in the following description.

### *The Achievement of the Target or Targets*

The variance of the arithmetic mean is 0.5748, and the variance of the standard deviation is 0.7582. It can be said that the degree of homogeneity is low enough or is varied.

**Diagram 6.** Goal of Target Category



**Source:** Processed primary data, September 2019

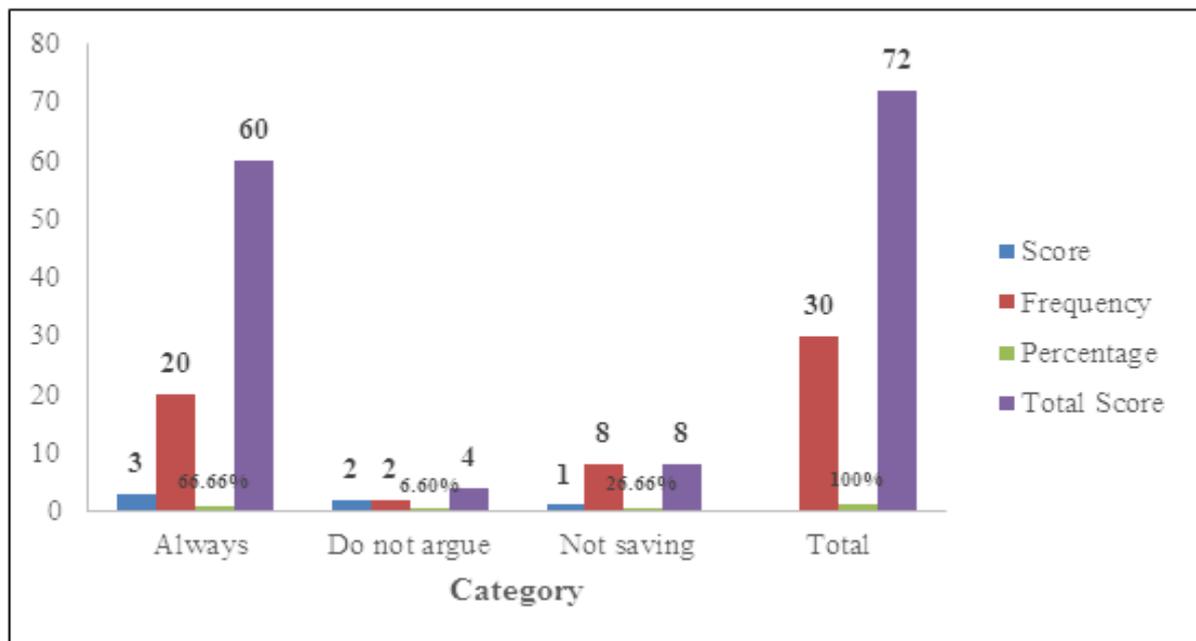
Based on the answers, it is known that those who responded 'very successful' were 13 principals (43.33 per cent). The respondents who answered 'did not argue' comprised as much

as 40 per cent of the total. The remaining 30 per cent answered ‘unsuccessful’. It is clear that the respondents' answers to these questions are in the high category, with an arithmetic mean of 2.3088.

### *Savings*

The maximum value of the score of the answers to the empirical indicators is three, and the minimum value is one. This means that the answers to the empirical indicators, which are scattered from the category answers of ‘always’ to ‘no response’. The variance of the arithmetic mean is 0.4554, and the variance of the standard deviation is 0.6749. It can be said that the degree of homogeneity is low enough or is varied.

**Diagram 7.** Category Savings



**Source:** Processed primary data, September 2019

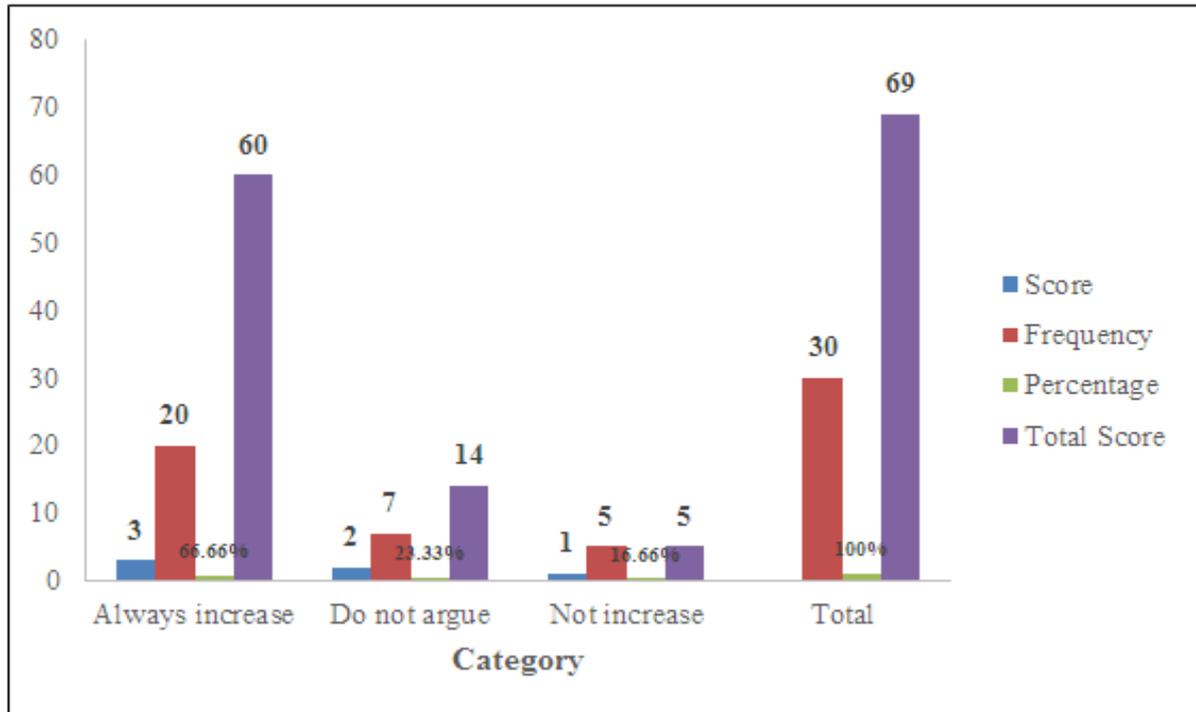
Based on Diagram 7. the answers of respondents, it was found that a majority of 66.66 per cent or 20 people answered ‘always’ prudence or economical. A minority of 6.66 per cent responded ‘did not argue’, and the remaining 26.66 per cent of respondents answered ‘no saving’. It is clear that the respondents' answers to these questions are in the high category, with an arithmetic mean of 2.6912.

### *The Increase of Budget Money*

The maximum score of the respondents' answers to the empirical indicators is three, and the minimum value is one. This means that the answers of the respondents to the empirical

indicators are scattered from the category answers ‘always increases’ to ‘not increased’. The variance of the arithmetic mean is 0.6065, and the variance of the standard deviation is 0.7788. This suggests that the answer score varies by 0.7788, from the arithmetic mean of 2.5735. It can be said that the degree of homogeneity is low enough or is varied.

**Diagram 8.** The Increase of Budget Money Category



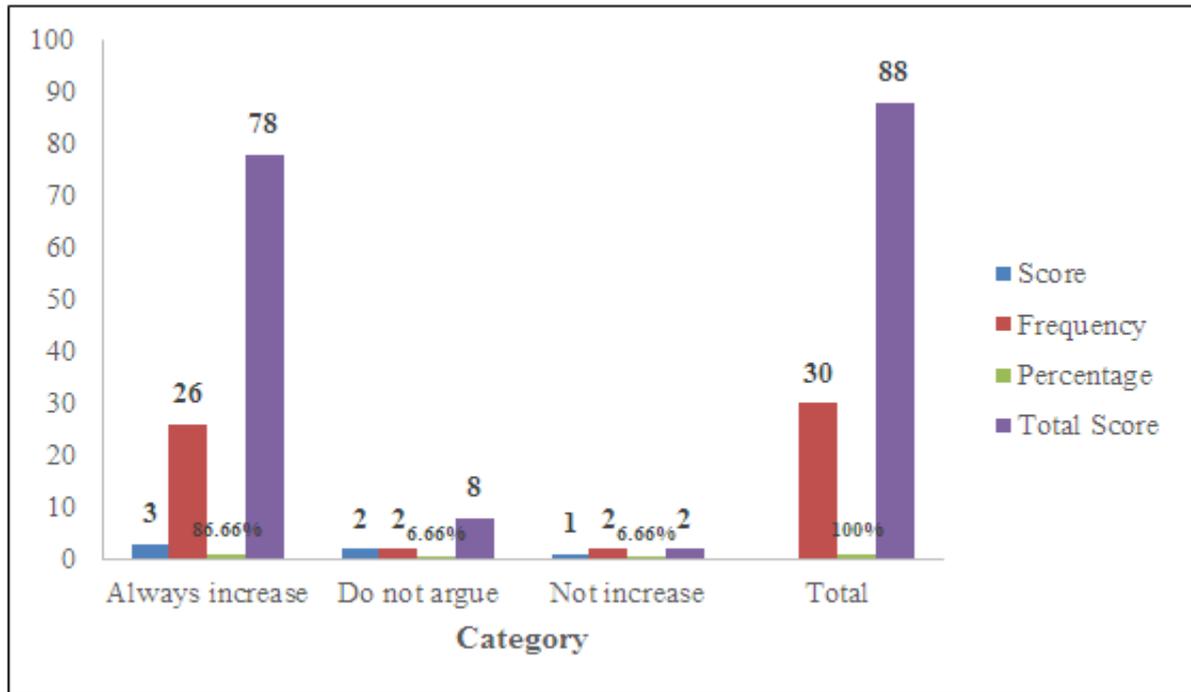
**Source:** Processed primary data, September 2019

The results found that the majority of 20 respondents or 66.66 per cent answered, ‘always increasing’. This was followed by 23 respondents or 33 per cent responding ‘did not argue’, and 16.66 per cent stating, ‘no increase’. It is clear that the respondents' answers to these questions are in the high category, with an arithmetic mean of 2.5775.

### ***Increased Enrolment***

The maximum value of the score is three, and the minimum value is one. This means that the answers of the respondents to the empirical indicators were scattered from the category answers ‘always decreased’ to ‘not increased’ (Rendall & Jackson, 1993; Siagian, 1996; Sraus & Sayless, 1987). The variance of the arithmetic mean is 0.6065, and the variance of the standard deviation is 0.7788. This suggests that the answer score varies by 0.7788, from the arithmetic mean of 2.5735. It can be said that the degree of homogeneity is low enough or is varied.

**Diagram 9.** Increased Enrolment Category



**Source:** Processed primary data, September 2019

The results found that a majority 86.66 per cent or 26 respondents answered ‘always increasing’. This was followed by the category ‘no increase’ at 16.66 per cent, and ‘do not argue’ at 6.66%. It is clear that the respondents’ answers to these questions are in the high category, with an arithmetic mean of 2.5775.

### Hypothesis Testing

**Table 1:** Calculation of the value T (T-Test)

No.	Dependent Variable	Independent Variables	df	T-Test
	Program Success (Y)	Planning (X1)	30	1.934
		Organising (X2)	30	0.812
		Coordination (X3)	30	2.468
		Monitoring/Supervision (X4)	30	4.512

**Source:** Processed primary data, September 2019

Furthermore, the comparison between the T-count, and T-table, is as follows:

1. The planning variables (X1) do not have a significant influence on the success of the program, as indicated by the value T count of 1.934, which is less than the T table for 1960, and at a 95 per cent confidence level. Therefore, the alternative hypothesis is rejected, and the null hypothesis is accepted.

2. The organising variables (X2) do not have a significant influence on the success of the program, as indicated by the value T count of 0.812, which is less than the T table for 1960, and at a 95 per cent confidence level. Therefore, the alternative hypothesis is rejected, and the null hypothesis is accepted.
3. The coordination variables (X3) have a significant impact on the success of the program, as indicated by the value T count above 2.468, which is greater than the value of the T table for 1960, and at a 95 per cent confidence level. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected.
4. The control variables (X4) have a significant impact on the success of the program, as indicated by the value T count above 4.512, which is greater than the value of the T table for 1960, and at a 95 per cent confidence level. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected.

The determinant coefficient value  $(R)^2$  of 0.5308 indicates that variations in planning, organising, coordinating, and monitoring may explain the variation in the success of the program, which amounted to 53.08 per cent. The remaining 46.02 per cent is explained by other factors, which were not included in this study. These factors are the environment, school committees, and social and cultural circumstances.

## Discussion

In multiple regression analysis, the lack of influence is reflected in the value of the regression coefficient, which is small, while the probability value is high.

**Table 2:** Proposition Dependent and Independent Variable which are Not Significant

No.	Dependent Variable	Independent Variables
	Program Success (Y)	Planning (X1)
		Organising (X2)

The values of the regression coefficients between the variables of ‘planning’ and the ‘success of the program’ were 1.934, which is not sufficient to prove that the two variables in question have a close relationship. This assumption is reinforced by the comparison between the value T count of 1.934, with a T table value of 1.960 ( $\alpha = 0.05$ ;  $df = 30$ ), showing that there was no significant relationship between the variables of ‘planning’, and the ‘success of the program’.

The variables considered that the organisation does not have a significant effect on the success of the program (Agut & Grau, 2002; Awasthi, 1992). Moreover, a lack of influence is reflected through the multiple regression analysis calculation, with a value T count of 0.812, compared with the T table value ( $\alpha = 0.05$ ;  $df = 30$ ) amounting to 1.960. These values prove that the organising variables do not have a significant effect on the success of the program variables.

The results of the regression analysis showed that of the four hypotheses proposed, only two can be proven statistically. A further analysis of these two hypotheses is put forward, as follows:

The hypothesis, that: “the higher the score of the planning reinforces the program's success”, can be proven empirically through a statistical analysis. The argument that having a positive direction based on the regression analysis, in which the regression coefficient is 0.2468, with a confidence interval of 95 per cent, is in favour of the statement. The acceptance of this hypothesis indicates that the success of the program is supported by coordination (Carnahan et al., 2010; Gauthier, Bastianutti, & Haggège, 2018; Urbig, Bürger, Patzelt, & Schweizer, 2013). The hypothesis, that: “the higher the score of the organising, the greater the program's success”, can be proven empirically through a statistical analysis (Purwati, Risdiana, & Bakhriar, 2020; Zanuddin, Shai, Ainun, & Othman, 2020). The argument that having a positive direction based on regression analysis, in which the regression coefficient is 0.4812, with a confidence interval of 95 per cent, is in favour of the statement. The acceptance of this hypothesis indicates that the success of the program is supported by supervision (Hadiwinarto, 2014; Sugiyono, 2015).

Furthermore, a discussion of the unproven hypotheses is, as follows. Firstly, is the effect of the planning of the program's success. The statistical hypothesis about this proposition is: “the higher the score of the planning, the greater the success of the program” (Chen, Liu, & Chiu, 2017; Corrêa, Bueno, Kato, & Silva, 2019; Forceville & Urios-Aparisi, 2009). The statistical analysis suggests that this hypothesis cannot be proven empirically. The value T count of 1.934 is smaller than the value of the table T, 1960 ( $\alpha = 0.05$ ,  $df = 30$ ). On that basis, the alternative hypothesis was rejected, and the null hypothesis was accepted.

Secondly, is the influence of the organisation to the success of the program (Adner & Helfat, 2003; Aduloju, 2014; Mohammed, 2020). The statistical hypothesis about this proposition is: “the higher the score of the organising, the higher the score of the success of the program”. The statistical analysis suggests that this hypothesis cannot be proven empirically. The value T count of 0.812 is smaller than the value of the table T, 1969 ( $\alpha = 0.05$   $df = 30$ ). On that basis, the hypothesis of alternatives was rejected, and the null hypothesis was accepted.

## **Conclusion**

Based on the results of this research, it can be concluded that the success of the program of the primary schools in Waingapu Kota, in the District of East Sumba is influenced significantly by the variables of the school principals' coordination abilities, and their supervision capabilities. The success of the program of the primary schools in Waingapu Kota, in the District of East



Sumba is not influenced significantly by the variables of the school principals' abilities to plan, and organise.



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