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7 PRINCIPALS CHANGES AS THE MAIN FACTORS TO EMBODY EFFECTIVE SCHOOLS IN PUBLIC SENIOR HIGH SCHOOLS

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ABSTRACT

Education as one of the main sustain Economic growth in Indonesia must be effectively built competitive human resources and better social capital. Effective education strategies of the government of Indonesia as the developing country should be able to accelerate its economic growth in the future. One of them is creating Effective schools. Effective schools can influence the school development and its learning outcomes, as well as its Leaders or principles who must be ones who could influence others to be motivated, cooperative, and do things effectively. This study set out to explore and describe principals' changes as the main factors to embody effective schools in public senior high schools. This study was conducted by using quantitative method i.e. cross-sectional survey design. The findings indicated that there was a significant correlation between school principals' leadership, attitude, and organization climate towards an effective secondary school. Meanwhile, the correlation between cooperation and integrity towards an effective secondary school did not be significant. The finding also showed that change management, principals' behaviour, harmonious cooperation, and the community integrity have significant contribution partially and simultaneously to an effective secondary school. In the other hand, principals' leadership ability and school climate have low contribution to an effective school. Therefore, an effective school could be determined, one of them, through its principles who are leading and well managing school's organization climate, having good behavior, performing good cooperation, and blending naturally in the environment in order to be able to serve a good quality of learning, student learning outcomes in specific, and improving human and economic quality of the country in general. The paper then serves ground criteria in selecting a school's principal to embody an effective school.

Keywords: attitude, effective school, leadership

INTRODUCTION

The education sector is the main element of economic development in Indonesia. It increases human capacity and social capital which accelerate the economic growth in the future (Indonesian constitution No.20, the year of 2003). In Indonesia, as a developing country, government strategy in organizing the education is a determining factor. Effective and efficient management and budget become the main key of the government role in the successful education. In specific, the school management as the government representative in the field or implementation unit of Education should carry out the teaching and learning process successfully reaching the national education goals in the effective and efficient way.

An effective school's management is influenced by several factors. It is related to the school's management i.e. School agenda, implementation and evaluation, human resources, infrastructure, and leadership aspects. All of them are integrated as the major factors of effective schools (Ibrahim & Wahab, 2012). Mahmood (2008) stated that leadership is one of the critical factors in determining effective schools. Many kinds of research about effective schools from the 1970s believe that leadership was the major key to embody the effective schools (Botha, 2010, 2016). Someone who has capability and skills in managing school and education (Dwyer, 1985; Edmonds, 1979; Hallinger & Leithwood, 1994), however, can only establish effective schools. The results of research conducted by Mulford and Edmonds (2009) showed no evidence of effective school administered by an incapable leader. The results of these studies proved that the experts who were able to transform a regular in effective school into an effective school where a skilful and capable leader. Likewise, Mahmood (2008) stated that effective schools could only be established by a capable and professional leader in taking care of the school. Therefore, to embody the effective schools, the first thing we need is a professional and skilful leader to enrol the school duties. Effective schools also have an impact on school improvement and learning outcomes, as well as the role of parents and the society, are suggested to pay more attention to the school (Mutlu, 2006; Pratama & Corebima, 2016), with the creation of an effective school will have an impact on the quality of learning and student learning outcomes in particular (Kusumaningrum, Hidayat, Ganefri, Anori & Dewy, 2016; Hidayat, 2017) and continuous improvement of the human and economic quality of the country.

The Leaders who are able to embody the effective schools must be ones who could influence others to keep their heads up, be cooperative, and to do things effectively as well as to facilitate personal and/or collective group efforts to achieve the goal (Northouse, 2015; Gage & Smith, 2016). According to Northouse (2015) described that the term leadership means someone's attempt to influence a group of people in order to achieve organizational objectives. The other factors related to leadership that affect the school's effectiveness are the behaviour of the headmaster him/herself and the headmaster's ability to create a harmonious environment at work, organizational climate, and management changing. In association with the school community, teachers and employees' integrity to do their job with care and responsibility is also included as the related factor to improve the school being.

Related to the leaders' behaviour, we believe that there must be some well-behaved leaders and some were not (Hughes, Ginnett & Curphy, 2012). Leadership behaviour is a behaviour pattern that is shown at the time when someone affects the activity of other people as perceived by others (Northouse, 2015). From some views on leadership behaviour, it can be concluded that leadership behaviour had a significant relationship with the effectiveness of the organization. Hersey and Blanchard (1995) confirmed that the attempt to achieve the greatness of an organization, as well as school organization, is closely related to the leadership and their leader's behaviour. The similar point of view was also expressed by Dwyer (1985) who stated that the leader's behaviour, harmonious and cooperative relationship, and the school climate; they are associated with the school leadership. They influence the effectiveness of schools.

In this study, the definition of leadership behaviour is any action taken by the school principals in their daily activities at schools that have positive and negative impacts to school organization. A discipline principal will show his/her empathy to his teachers and employees, be preserve at work, and is able to hide his/her personal emotion in handling conflicts happened at school. These are the objects of this research. The school harmonious environment will also upgrade teachers' academic achievement. With highly committed

teachers, students will also be grateful and feel cozy at school. The principal creative ideas to build harmonious environment at school and the school disciplines are also the important factors to embody the effective school. Hoy and Miskel (2008) stated that school environment is closely related to the school effectiveness, in addition to school requires effective leader if they want to provide the best education for their learners (Bush, 2007).

The research will also focus on the integrity of the school community as an effort to embody the effective school. A person with integrity is able to do good things, to rectify the mistakes and is able to do the changes. The term Integrity in the dictionary means the quality of being honest and having strong moral principles; moral uprightness and the state of being whole and undivided. It is expected to reach the common goal. Within a school organization, integrity is one valuable thing to have. It is impossible to embody an effective school without integrity. People without integrity would only do their parts under pressure and/or if they are being observed. They would possibly work arbitrarily in the signify time because they would only do thing by force, instead of their own will. People with integrity are people who are honest and have strong characters. Integrity itself comes from the Latin word “integer” means the attitude to stand firm and honest as their basic principles and have become the basis of their moral values.

Effective schools in this research, according to Komariah and Triatna (2006) and Mortimore (1992), is marked by 11 characteristics. They are (1) professional leaders of the principals, (2) the school vision and mission were compiled together as a team, (3) conducive school environment, (4) emphasis learning activity, (5) earnest teaching method, (6) highly expectation from the teachers and staff, (7) award and appreciation to students performances, (8) environmental sustainability, (9) students rights and responsibilities, (10) cooperation between, school, parents, and community, and (11) school as a learning organization.

By exploring the correlation of effective schools variables and their effects on an effective public senior school, it could be referenced in selecting appropriate principal to embody an effective public senior school.

Conceptual Framework

This study notifies influencing factors of schools effectiveness in Public Senior High school in Padang, West Sumatra. The school's effectiveness is influenced by com dimensional factors consist of six independent variables, for the purposes of this research, the suspected factors affected the effective schools are those variables defined in the conceptual framework of this research. The factors independent variables were examined as factors that influence the effectiveness of schools are, 1) Principal's Leadership; 2) Principal's behaviour; 3) Harmonious Relationship; 4) School Climate; 5) Integrity of the Schools' Citizens; 6) Change Management.

Accordingly, to see the correlation between the six independent variables and the bounded variable of the effective schools, the following six hypotheses are conducted:

- H1: The Principals' leadership abilities are integrated with schools' effectiveness.
- H2: The principals' behaviours are integrated with schools' effectiveness.
- H3: Harmonious cooperation are integrated with schools' effectiveness.
- H4: School climate is integrated with schools' effectiveness.
- H5: Integrity of the Schools' residents are integrated with schools' effectiveness.
- H6: Change Management is integrated with schools' effectiveness.

Moreover, in order to figure out the effect of six independent variables and the bounded variable of the effective schools, the following seven hypotheses are conducted:

- H1: The Principals' leadership abilities are significantly affected in embodying effective schools.
- H2: The principals' behaviours are positively integrated with schools' effectiveness.
- H3: Harmonious cooperation are positively integrated with schools' effectiveness.
- H4: School climate is positively integrated with schools' effectiveness.
- H5: Integrity of the Schools' residents are positively integrated with schools' effectiveness.
- H6: Change Management is positively integrated with schools' effectiveness.
- H7: The principals' leadership abilities, the principals' Behavior, harmonious cooperation, School Climate, Integrity of the Schools' residents, and Change Management—together are positively integrated with schools' effectiveness.

METHOD

In this research, the data collecting method is conducted by doing a survey. Creswell (2002) emphasized that the survey method is a direct way to collect data from the samples by generalizing the entire population. In survey method, questionnaire, as the research instrument in quantitative approach is needed. The target population of this research was taken from of 16 units of the Public Senior Highs, their 16 principals, 45 vice-principals, and 1,258 teachers in Padang, West Sumatra. Eight schools were selected from two different zones; downtown and suburb area, along with their 56 teachers. Halphin (1957) stated that the qualified samples for each school are around seven to ten teachers. In this research, the interview sections were designed by the existing variables that have been conducted above. The purposes of the interviews are to retrieve the correlated information in accordance with the research.

The instrument presented with Likert scale 5 to indicate the approval or disapproval of every statement proposed. The respondents should provide the answers to every statement by circling the number. The Likert scales were (1) 5 = fully agree, 4 = agree, 3 = less agree, 2 = disagree, and 1 = strongly disagree and (2) 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1 = never.

Data Analysis Procedures

All data were analyzed with the Statistical Package for the Social Sciences (SPSS version 20) by descriptive statistical inference and regression. Descriptive analysis is used to analyze the performance stage of the implementation from each variable with the minimum score and standard deviation. The Interpretation minimum score is determined based on the scale purposed, presented in table 1.

Table 1. Interpretation of Scores

Range	Interpretation
1.00 to 1.89	Very Low (VL)
1.90 to 2.69	Low (L)
2.70 to 3.49	Medium (M)
3.50 to 4.29	High (H)
4.30 to 5.00	Very High (VH)

Meanwhile, Pearson correlation was used to analyze the research hypothesis to see the relationship strength between variables. The findings of the analysis (r) interpreted into three phases: low, medium, and high presented in table 2.

Table 2. The Relationship between Two Variables

No.	Correlation (r)	Relationship Strength
	+ 0.70-1.00	High
	+ 0.30-0.69	Medium
	+ 0.00-0.29	Low

Source: Creswell (2002)

The analysis of Corrected Item-Total Correlation, Cronbach Alfa rule, and Exploratory Factor Analysis was used to test the validity and reliability of the instruments. In the other hand, Confirmatory Factor Analysis was used to see the instrumental items that created the single factor of the research variables. The analysis of Regression method stepwise was used to analyze the contribution of six independent variables on the dependent variables of the school effectiveness in Public Senior Highs in Padang, West Sumatra.

RESULTS

Before the questionnaire distributed to respondents, to test the validity and reliability of the 46 instruments, they were divided into 35 independent variables and the 11 dependent variables. There are seven independent variables within 35 items and one independent variable (i.e. Dis-satisfaction against the Status Quo) failed the validity and reliability test by using Cronbach Alfa rule. The whole 11 school effectiveness variables were also tested and finally made the cut.

The results of the validity and reliability test were analyzed with Corrected Item-Total Correlation and Cronbach Alfa suggested by Majid (1990). The correlation value items with the total score (r) greater than 0.30 means that the instrument items are valid. Alfa coefficient values near 1.00 means that the items are reliable or have reliability in measuring the same thing and 0.60 means the minimum reliability index for the use of these instruments (Majid, 1990).

Table 3. The Results of research

School Effectiveness Variables	Corrected Item-total Correlation	The Alfa Value if the item is being undermined	Total alpha coefficients
X 1 The Principals' leadership abilities	0.539 - 0.880	0.873 - 0.930	0.909
X 2 The principals' behaviors	0.600 - 0.705	0.753 - 0.796	0.822
X 3 Harmonious cooperation	0.269 - 0.665	0.549 - 0.778	0.719
X 4 School climate	0.326 - 0.749	0.750 - 0.857	0.824
X 5 Integrity of the Schools' residents	0.269 - 0.756	0.480 - 0.746	0.702
X 6 Change Management	0.392 - 0.869	0.735 - 0.823	0.816
Y School Effectiveness	0.440 - 0.827	0.886 - 0.902	0.900

Table 3 shows a summary of the results of the correlation value items with the total score (Corrected Item-total Correlation) and total alpha coefficients. It showed that a correlation value items with a total score exceeding 0.30. Meanwhile, the reliability value (Cronbach Alpha) of the instruments for all variables of the alpha score exceeded 0.60. It means that the item has a good reliability value. According to Creswell (2002), the alpha score of 0.60 to 0.80 considered as acceptable and if the Alfa score exceeding 0.80, it is considered as good.

Majid (1990) explained that 0.60 in Cronbach Alpha score ¹ is often used as an index of the level of confidence in doing a research.

Furthermore, the instrument that has been valid and reliable based Cronbach Alpha consists of 28 items for the independent variable and 11 items for dependent variable to be tested by Exploratory Factor Analysis. Through the analysis, the valid and reliable instrument could be indicated and the resulting factor of each item and the indicators are more than 0.5

Table 4. The Summary of the result of the Validity Test with Exploratory Factor Analysis

School Effectiveness Variables	Principals and Vice-Principals Perceptions		
	Anti-image Correlation	Rotated Component Matrix	KMO and Cronbach's Alpha
X1 The Principals' leadership abilities	0.740 - 0.945	0.682 - 0.933	KMO = .909
X2 The principals' behaviors	0.640 - 0.700	0.741 - 0.848	KMO = 0.665 C.Alpha = 0.822
X3 Harmonious cooperation	0.459 - 0.694	0.759 - 0.897	KMO = 0.651 C.Alpha = 0.719
X4 School climate	0.599 - 0.648	0.759 - 0.880	KMO = 0.629 C.Alpha = 0.824
X5 Integrity of the Schools' residents	0.509 - 0.577	0.473 - 0.909	KMO = 0.515 ² Alpha = 0.702
X6 Change Management	0.613 - 0.805	0.667 - 0.936	KMO = 0.701 ² Alpha = 0.816
Y School Effectiveness	0.574 - 0.820	0.525 - 0.949	KMO = 0.715 C.Alpha = 0.900

The results of the analysis, based on Table 4, shows the acquisition value of MSA (Measure of Sampling Adequacy) instrumental items of the variables are exceeding 0.5 and rotated component metric value are greater than 0.5. It indicates that the instrument is valid and established six independent variables and the one dependent variable. The KMO and Bartlett's Test that produced more than 0.5 means that the KMO can be processed. Cronbach's Alpha scoreless is less than 0.7. It indicates that the instruments are reliable. The Summary results are presented in table 5.

Table 5. The summary of the analysis of Cronbach's Alpha and Exploratory Factor Analysis

Instrument	Annotation
Independent variables	KMO = 0.798 ² Cronbach's Alpha = 0.889
Dependent variables	KMO = 0.715 Cronbach's Alpha = 0.900

Conclusion: six independent variables and one dependent variable within 39 items are valid and reliable.

As shown in Table 4, 28 instruments that have been tested are grouped into six dependent variables and 11 items are part of the dependent variable. To see how far the items of the instrument remain as the sole factor of each variable, the analysis was continued to the instrumental phase analysis using confirmatory factor analysis.

In the result of the analysis for Principals' Leadership abilities as the acquisition of matrix, component has formed a single factor with a set of six valid items. Likewise, Principals' behaviour has formed a single factor with a set of four valid items. Harmonious cooperation formed a single factor with two valid items. School Climate, consisted of five items, formed a single factor with a set of three valid items. The Integrity of the Schools' residents, consists of three items, formed a single factor with three valid items and Change Management consists of six items, formed a single factor with three valid items.

The results could be interpreted from 28 independent variables. 7 items were failed the Confirmatory factor analysis test. 21 survival items of the independent variable are presented in table 6.

Table 6. The summary of the single factor analysis using Confirmatory factor analysis

School Effectiveness Variables	Instrumental items	Matrix Components	Failed items
X1 The Principals' leadership abilities	6	0.682 – 0.933	0
X2 The principals' behaviours	4	0.741 – 0.848	0
X3 Harmonious cooperation	4	0.398 – 0.918	2
X4 School climate	5	0.799 – 0.965	2
X5 Integrity of the Schools' residents	3	0.473 – 0.909	0
X6 Change Management	6	0.799 – 0.965	3
Total	28		7

The minimum acquisition value of each variable, described in Table 7 below, will show that in the variables of Principals' Behavior and Integrity of the Schools' residents are very high compared to the other variables premises. The second lowest acquisition of the variables, Principals' Leadership Ability, means that leadership is very significantly effective to embody an effective school. The next lowest acquisition is the integrity of the schools' residents. It is also extremely important in developing an effective school.

Both of these variables, Principals' behaviour and the integrity of the schools' residents, are the two important factors in comparison with the other factors. It means that without good and professional leadership behaviour from the principals and without the support of the schools' residents, it is impossible to embody an effective school. The principals' success needs to be supported by the schools' residents and their full responsibility to the completely new level, and their integrity will support the implementation of school programs. The results of the minimum acquisition value per each variable are presented in table 7.

Table 7. Minimum Acquisition Value per Each Variable of the Effective Schools

Variables	Teachers' Perceptions		
	Mean	Dev.	Stage
The Principals' leadership abilities	4.3	0.54	H
The principals' behaviours	4.41	0.52	VH
Harmonious cooperation	4.12	0.40	H
School climate	4.18	0.48	H
Integrity of the Schools' residents	4.39	0.39	VH
Change Management	4.08	0.48	H
School effectiveness	4.27	0.40	H

Table 8 below shows that there is a significant relationship between the six independent variables with effective schools by teachers' perceptions. The results of Pearson correlation analysis showed highly significant correlation ($r = 0.787$ and $\text{sig.} = .000 < 0.05$) between Principal Leadership behaviour and School Effectiveness.

There is also a high significant correlation ($r = 0.695$ and $\text{sig.} = 0.000 < 0.05$) between the principals' behavior and school effectiveness and a medium significant correlation ($r = .644$ and $\text{sig.} = 0.000 < 0.05$) between harmonious cooperation and school effectiveness. High Significant correlation ($r = 0.820$ and $\text{sig.} = 0.000 < 0.05$) between school climate and school effectiveness. High Significant correlation ($r = 0.552$ and $\text{sig.} = 0.000 < 0.05$) between the integrity of the schools' residents with school effectiveness. Moreover, there were high significant correlation ($r = 0.835$ and $\text{sig.} = 0.000 < 0.05$) between the change management and school effectiveness.

Table 8. The Correlation Stage of Six Independent Variables

Correlation between two variables	Teachers' Perceptions		
	r	Sig.	Stage
The Principals' leadership abilities and School Effectiveness	0.787	0.000	High
The principals' behaviours and School Effectiveness	0.695	0.000	High
Harmonious cooperation and School Effectiveness.	0.644	0.000	Medium
School climate and School Effectiveness	0.820	0.000	High
The integrity of the Schools' residents and School Effectiveness.	0.552	0.000	Medium
School Effectiveness and School Effectiveness	0.835	0.000	High

DISCUSSION

This means that six independent variables are the factors that correlated significantly. The principals' visionary leadership has the ability to build a solid and dedicated team. Followed by a bold move to make changes, creative and innovative ideas, and set the commitment on learning process to improve student achievement, the ability to communicate with the school community, the confidence and become a good listener, and is able to convince the teachers and staff are some indicators that directly correlates to embody effective schools. The result is in line with effective schools purposed by Mahmood (2008), Komariah (2010), and Mortimore (1995). They believe that only strong and professional principals could transform ineffective schools to become effective schools. It is also in line with the findings of the research purposed by Harriet, Paris & Kirby (2011) about improving the quality of schools which explains the better and professional leadership of the principal, the more effective the school will be. Mulford and Edmonds (2009) incoherent stated that there is a close relationship between the school leadership with school effectiveness. The findings are also similar to Sweeney's research in 1982. Sweeney believed that leadership is one important factor to form effective schools.

A discipline principal who always come early to school, become a good example for teachers and school employees, resilient, energetic, stay at school until five in the afternoon, calm, and able to conceal his/her emotion when criticized, and is able to solve the problems of is highly correlated to school effectiveness. The findings of this study are in tune with Yukl (2006) who states that an effective leader is characterized by the behaviour in solving the problems and his/her steady relationships within the organization. Johnson (2011), about the ethics of principal, stated that in behaviour aspect, there are two kinds of a leader good leader and a

bad leader. A leader who is responsible and treats his followers well is considering as a good leader.

The following factors that are also correlated with effective schools are: 1) the principal who is able to create a pleasant working atmosphere, be open, and honest, 2) the harmonious cooperation among school community who help each other in creating innovations and new school programs. The finding is consistent with Komari⁽²⁾ (2010) who wrote that the atmosphere of harmonious cooperation is directly correlated to the realization of an effective school.

When the school gives emphasis on students' academic achievement indicated by the high commitment of teachers in carrying out duties in the classroom so students were happy to be at school and principals have creative ideas to improve school climate and discipline are well controlled, the Indicators of school climate is directly correlated to the school effectiveness. These conditions aligned with theory by Mortimore (1995) which asserts that one of the characteristics of effective schools is the establishment of an encouraging school climate.

The school community who has the responsibility to move forward together and the high moral responsibility as a teacher also determines effective schools (Indra, 2016; Indra & Hamzah, 2014; Indra & Kustati, 2016). It also includes teacher attitudes to prioritize duties as a teacher rather than other activities. This indicator means that the residents, especially school principals, teachers, and employees with integrity are school internal factors capable of promoting the school. Integrity at schools according to Komariah (2008) is an important factor to create effective schools.

Factors and indicators related to the change management characterized by well-organized school environment, School discipline, well-documented school administration, students comfortable, and the challenging working atmosphere. These Indicators is highly correlated with the school effectiveness. It is in line with Mahmood (2008) who stated that a leader who keeps their objectives to do the reformation is considered as an innovative leader.

Change is an ongoing process that can only be done by creative and innovative leaders and leaders who want to make changes beyond the required standard criteria. The findings of this study revealed 75% of principals of the sample school stay at the school up to 06:00 PM and 25% stay until 05:00 pm. These findings indicate that the principals felt comfortable at school over the average working hours of the Civil Servant. The comfortable feeling at school also resembles the harmonious working atmosphere between at school and the favourable school climate. Although the results of regression analysis showed that, the leadership and school climate does not directly affect the school effectiveness. Leadership and conducive school climate are have spawned a high ⁽¹⁾ commitment of the school community, especially teachers, employees, and students to create an effective learning environment together.

The findings of this study are the biggest contribution to embody effective schools is determined by change management by the principal. The school principal who took the role to make changes in school organization brings more the tangible contribution in creating effective schools compared to a professional leader who did not take risks to make changes. These findings are in line with Mahmood (2008) who described that the effective schools can only be realized by a leader who is creative and innovative; take the risk in making changes in order to reach the school objectives. The findings also show an indicator about the changes made by the principal contributors to school effectiveness: 1) well-ordered school environment; 2) school discipline; 3) comfortable working atmosphere in honest and

harmonious; 4) well-documented school administration; 5) 50 students comfortably at school for having extra-curricular activities; and 6) a challenging working environment.

These indicators are in line with the concepts and strategies of school improvement proposed by Purkey and Smith (1985) who argued that the graceful school climate, student's discipline, and principals' high commitment in performing their duties are the indicators of the schools that constantly do the changes in a sustainable manner. According to Purkey and Smith (1985) school improvement is the transformation of a change for the better quality. Therefore, changes that are run in schools need to be well taken care of by a leader who has the courage to make changes to the school to a better direction.

However, two other variables, Principals' Leadership, and School Climate do not directly contribute to embody effective schools. As already discussed above, it gives the sense that the Principals' Leadership and school climate do not directly affect the quality of schools. The Principals' Leadership will only count if they actually perform it (i.e. to bring empathy to teachers, staff, and students; has a good personality; is able to conceal his emotions in accepting criticism and is able to resolve the problem). Four variables that significantly influence the effective schools are only counted if they were shown in the real action or in the real behaviour.

In line, there are factors that affect the realization of effective school, especially in Public senior highs in Padang, West Sumatra. There is a model instrument containing six independent variables and a dependent variable that consists of 46 indicators. On the results of validity and reliability of the instrument is performed by analysis of Corrected Item-total correlation and Cronbach Alfa rules, one variable and seven instruments have been disqualified. In Exploratory Factor Analysis has obtained the results of all the instruments are 39 items that meet the validity and reliability aspects. To obtain a single factor of the six independent variables, the item instrument of each variable was tested by confirmatory factor analysis. Of the 28-item instrument on the independent variables, found 21 items were successfully tested theoretically and empirically and seven indicators disqualified.

Furthermore, the results of the acquisition of effective school minimum score as the dependent variable are at high stage (min = 4.27). It means that the respondents agreed that Public Senior highs in Padang were at the stage of effective schools. The details of the acquisition of a minimum score on six independent variables as follows: principals' Leadership is on a high stage (min = 4.23), means that respondents agreed that the principals in Public senior highs in Padang were categorized as visionaries and professionals. Respondents also provide an assessment of principals' behaviour. They strongly agree that the behaviour of the Public Senior highs in Padang are at a very high stage (min = 4.41) because they are able to create a harmonious working relationship and conducive school climate. Harmonious cooperation is at a high stage (min = 4.12). School climate is at a stage (min = 4.18). The integrity of the Schools' Residents is at the very high stage (min = 4.39). In addition, change management is at high stage (min = 4.08).

The Regression test results show the overall result of analysis of variance F test proves only four variables that contributed significantly, while the two variables did not contribute significantly variable leadership and school climate variables. The overall value was 81% with the largest donation given by change management for 69.8%. The detail contribution of each variable is shown in Table 10. The next variable is the principals' behaviours, which contribute for 7.8%, harmonious cooperation accounts for 1.8% and the integrity of the schools' residents, contribute for 1.6%.

There were interesting findings that the ability to lead of the principal should have a high contribution to an effective school but in contrary, the findings showed that it has a low contribution as well as cooperation and integrity with an effective secondary school. Meanwhile, an effective school has a significant correlation towards school principals' leadership, attitude, and organizational climate. In conclusion, an effective school is determined by who is leading, with the creation of an effective school which will have an impact on the quality of learning and student learning outcomes in particular (Kusumaningrum, Hidayat, Ganefri, Anori & Dewy, 2016; Hidayat, 2017) and continuous improvement of the human and economic quality of the country (Ateş & Artuner, 2013; Bloom, Lemos, Sadun & Van Reenen, 2015). The research findings on the correlation of effective schools variables and their effects on an effective public senior school can be references or indicators in selecting appropriate principal to embody an effective public senior school. In addition, the effective schools can be organized effectively not only through its infrastructure but also its principles and management. It is also useful for schools in developing countries as one of the efforts in enhancing their social capital and economic growth.

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