

TRAINING, MANAGERIAL SKILLS, AND PRINCIPAL PERFORMANCE AT SENIOR HIGH SCHOOL IN NORTH LUWU REGENCY

Hilal Mahmud¹, Syamsu Sanusi²

Islamic Educational Management Department, Institut Agama Islam Negeri Palopo,
South Sulawesi, Indonesia

Email: hilalmahmud@iainpalopo.ac.id¹, syamsu@iainpalopo.ac.id²

DOI: <http://doi.org/10.33650/al-tanzim.v5i2.2150>

Received: April 2021

Accepted: July 2021

Published: August 2021

Abstract:

The principal needs training to have managerial skills to optimize his performance. Otherwise, several studies have shown the opposite. This study aims to examine the effect of exercise and managerial skills on principal performance. This study is field research with a simple path analysis design. Data were obtained through questionnaires, observation, and documentation study. This study shows that there is an effect of training and principal managerial skills on principal performance. This indicates that the more intense the principal attends training and has a deep understanding of training material, the higher the principal organizational skills are. The higher the principal managerial skills are, the higher the quality of the principal performance is, which in turn increases the rate of the school.

Keywords: *Managerial Skills, Principal Performance, Training*

Abstrak:

Kepala sekolah membutuhkan pelatihan untuk dapat memiliki keterampilan manajerial dalam upaya mengoptimalkan kinerjanya. Namun, sejumlah penelitian menunjukkan fakta sebaliknya. Penelitian ini bertujuan untuk menguji pengaruh pelatihan dan keterampilan manajerial terhadap kinerja kepala sekolah. Penelitian ini adalah penelitian lapangan dengan desain analisis jalur sederhana. Data diperoleh melalui kuesioner, observasi, dan studi dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh pelatihan dan keterampilan manajerial terhadap kinerja kepala sekolah. Hal ini menunjukkan bahwa semakin intens kepala sekolah mengikuti pelatihan dan memiliki pemahaman yang mendalam tentang materi pelatihan, semakin tinggi keterampilan manajerial kepala sekolah. Semakin tinggi keterampilan manajerial kepala sekolah, semakin tinggi mutu kinerja kepala sekolah yang pada gilirannya semakin meningkatkan mutu sekolah.

Kata Kunci: *Keterampilan Manajerial, Kinerja Kepala Sekolah, Pelatihan*

INTRODUCTION

Nowadays, the public has questioned the relationship between training, managerial skills, and principal performance, which is considered an essential part of human resource development. The appointment of a principal, for example, had a political reason. Different views with regional heads led to mutations or dismissals. Political motives were wrapped up with excuses for efficiency and the interests of service (BangkaPos.com). Although it was supposed that there was a scenario, in North Maluku, there was a rejection of the principles of SMA and SMK. This showed the public's distrust of the government's decision on the appointment of the principals.

On the contrary, human resources play an essential role in determining the school's success. The principals as human resources can be a determinant of a school's success. That is why many organizations continue to develop their resources. Botha (2006) believes that the role of principal leadership is a significant factor contributing to the successful relationship between school-based management and school improvement. The principal, as the leader of a school organization who is in a position to influence others, must-have skills that can make them take advantage of that position (Schlechty, 1990). To be competent in leading a school, the principal needs managerial skills. Principal organizational skills are often critical in differentiating between effective and ineffective schools (Blackburn, 2009). Ogoti (2006), in his study, to coordinate departmental management and human management roles, did not have adequate knowledge, managerial competence, skills, and attitudes needed to show weak leadership in managing an organization.

Several studies on the relationship between training, managerial skill, and performance have been carried out. Soma Mukherjee (2013) found a significant association between the effectiveness of principal management, principal enactment, and school performance. The findings of Muraina (2014) reveal that there is an important relationship between principal managerial skills and administrative effectiveness. Research by Akinola Oluwatoyin and Bolanle (2013) also found a significant association between principal managerial skills and school effectiveness. The same thing was found by Kamete (2014) about the effect of principal managerial skills on effective school management. Mehralian et al. (2019) found that managerial skills are positively associated with pharmacy performance. These studies show that improving performance requires a manager who has managerial skills that make him successful in his duties.

Piaw et al. (2014) noted that principals should be given many opportunities for professional development to improve the quality of managerial skills. To achieve this, proper and appropriate training must make them skilled in leading and managing schools. On various occasions in their routine, principals are faced with situations that require skills, knowledge, and attitudes to cope with multiple demands and changes (Mestry and Grobler, 2004). Several studies proved that training had a positive effect on managerial skills and performance. Yusuf and Abiddin (2018) found that exercise strengthens individuals to acquire knowledge, skills, and attitudes to achieve

adequate performance. Khalid et al. (2019) found a significant impact of training on organizational performance to ensure the best course of action for the business. Recent studies have shown that exercise has a positive and significant effect on performance (Abdullah, 2020) and principal competence (Basuki et al., 2020). This study tries to make up for previous studies' deficiencies that examined the relationship between training, managerial skills, and principal performance in partial.

This study is essential and exciting considering the various literature shows that principals need the training to have the right managerial skills to manage schools effectively. Soetopo and Soemanto (1988) describe that additional education and exercises that enrich their leadership position can affect one's leadership in terms of competence and performance. Valle, Marti'n, Romero, and Dolan (2000) explain that practical training is beneficial for organizations. Exercise plays a vital role in building and maintaining capabilities, both at the individual and organizational level and thus supporting the corporate change process. The same thing is stated by Jones and Wright (1992) that training helps increase the retention capacity of talented workers to reduce unwanted job rotation by workers. Even Bartel (1994) ensures that activity encourages increased employee performance and organizational productivity.

Paradox, ambiguity, economic uncertainty, and political turmoil have become norms and challenges for principals in this Millennial Era. In the current Regional Autonomy Era, the authority to appoint principals is in the hands of regional officials. When the regional head elections are over, the next turn is the appointment of school principals, who are sometimes not based on relevant criteria. The proximity factor is often a consideration in determining some principles. This condition raises debate, whether the intensity of principal influences the principal performance in attending training. Clark, Martorell, and Rockoff (2009) found little evidence of an association between school performance and principal selectivity. There was also a slight relationship between principal previous work performance and work experience. However, the school performance led by those who were previously deputy principals was higher than principals who had no prior experience as representatives. This study is intended to reveal whether there is an effect of training and principal managerial skills on principal performance at state senior high schools in the North Luwu Regency.

RESEARCH METHODS

This study uses a quantitative research design with a simple path analysis that uses inferential and descriptive statistical tools with a causal relationship path diagram. The population was 19 school principals at State Senior High Schools in North Luwu Regency in the 2018/2019 academic year. The research sample was taken using probability sampling and multistage cluster sampling, namely sampling, which was carried out through two stages of selection (Cochran, 1977). The first stake, divided based on geography (area), is divided into four regions: South, North, East, and West. The second stake,

division based on random sampling, took six schools as a sample from each school area. For the southern region the researchers takes 2 schools (SMA Negeri 6 Luwu Utara and SMA Negeri 11 Luwu Utara) as a sample, in the northern region 1 school (SMA Negeri 18 Luwu Utara), in the eastern region 2 schools (SMA Negeri 8 Luwu Utara and SMA Negeri 1 North Luwu) and 1 school in the west area (SMA Negeri 14 Luwu Utara).

The data collection technique used in this study was a questionnaire technique. However, to support the completeness of research data analysis, the researcher also made observations and documentation studies. The data analysis technique used was simple path analysis to separately test the effect of variable X_1 (training) on variable Y (principal performance), and then the effect of variable X_2 (principal managerial skills) on variable Y (principal performance). This research also examined the effect of variable X_1 (training) on X_2 (principal managerial skills) and to test the effect of X_1 (training) and X_2 (principal managerial skills) variables together on the Y variable (principal performance). For data analysis, this research used SPSS software for Windows ver. 22. The path analysis technique was used in testing the amount of contribution shown by the path coefficient on each path diagram. In data processing, IBM AMOS ver. 21 programm was used.

RESULTS AND DISCUSSION

Hypothesis testing of the effect of training on pricipal performance

The analysis of hypothesis testing was carried out to find out the effect of training (X_1) on principal performance (Y) by using data processing through the SPSS (Statistical Product and Service Solution) Ver. 22 for windows. Based on the result analysis shown in Table 1, principal performance (Y) and training (X_1) produces a constant " α " of 55,328 and a regression coefficient of " Bx_1 " of 0.188 so that the regression equation is: $Y = \alpha + Bx_1$ or $Y = 55.328 + 0.188x_1$. Testing the meaning between training (X_1) and principal performance (Y) through regression equation $Y = 55,328 + 0.188x_1$ shows an increase in each one score in training (X_1) causes an increase of 0.188 in principal performance score (Y) at a constant of 55,328+ 0.188.

Table 1 : Analysis of the Effect of Training on Principal Performance

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	55.328	13.183		4.197	.014
1 Training	.188	.161	.506	1.173	.306

a. Dependent Variable: Principal Performance

The analysis results through the model summary table show the coefficient of the determinant value as shown in Table 2. Simple regression analysis on training (X_1) and principal performance (Y) shows the correlation coefficient R_y of 0.506. The results of testing the significance of the coefficients

using the t test showed that $t_{count} = 4.197$ is significant at the significant level of 0.306. As for t_{table} at a significant level of 0.05 with $n = 6$ then $df = n-2$ is $6-2 = 4$. The value of $t_{table} = 2.132$. Thus, it is known that $t_{count} 4,197 \geq t_{table} 2,132$ with $\alpha = 0.05$ so that H_0 is rejected and H_a is accepted. It shows that there is an effect of training (X_1) on principal performance (Y). The effect of training (X_1) on principal performance (Y) is supported by a coefficient of R^2 (R Square) of 0.256 which indicates that there is a significant effect of training (X_1) on principal performance (Y) with a determination coefficient of 25.6%. It means that 25.6% of training (X_1) affects principal performance (Y) which is explained by the variation in aspects through the equation $Y = 55.328 + 0.188$.

Table 2 : Coefisient of Determinant Value of Training and Principal Peformance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.506 ^a	.256	.070	6.243	.256	1.376	1	4	.306

a. Predictors: (Constant), Training

The results of this study are relevant to the effects of research by Khan (2011), who found that training affected organizational performance. Suppose we refer to the findings of several researchers who show that principal leadership is a critical element of the effectiveness of school organizations. In this case, this further emphasizes the importance of the professional development efforts of principals. Waters and Marzano (2006) found that principal leadership had a significant effect on student achievement. While Emmanouil et al., (2014) suggest that leadership policy is an essential factor for teacher effectiveness. Likewise, the findings of Lai et al., (2014) shows that the leadership style of principal influences the efficiency and effectiveness of schools.

Bartel (1994) suggests that training needs to be done to improve employee performance and organizational productivity. Training is a very strategic form of human resource development, held in addition to professional development, problem-solving, remedial action, and increasing motivation, mobility, and safety of organizational members (Wahjosoemidjo, 2001). In addition, training is an effort to make it easier for employees to understand and master competencies related to their work (Noe et al., 2011). Meyer and Allen (1991) emphasized that to develop knowledge, skills and do a job well, an effective training program is needed.

Hypothesis testing of the effect of training on principal managerial skills

The analysis of hypothesis testing were carried out to find out the effect of training (X_1) on principal managerial skills (X_2) using data processing through the SPSS (Statistical Product and Service Solution) Ver. 22 for windows.

Analysis of the effect of training (X_1) on principal managerial skills (X_2) produces a constant " α " of 38,071 and a regression coefficient of " Bx_1 " of 0.583 so that the regression equation is: $Y = \alpha + Bx_1$ or $Y = 38.071 + 0.583$ as shown in Table 3. Testing the meaning between training (X_1) and principal managerial skills (X_2) through the regression equation $Y = 38.071 + 0.583$ shows an increase in every single score in training (X_1) causes an increase of 0.583 in the score of principal managerial skills (X_2) at a constant of $38,071 + 0.583$.

Table 3 : Analysis of the Effect of Training on Principal Managerial Skills

		Coefficients ^a			T	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	38.071	4.600		8.275	.001
	Training	.583	.056	.982	10.397	.000

a. Dependent Variable: Principal Managerial Skills

The results of the analysis through model summary table show the coefficient of determinant value as shown in Table 4. The results of multiple regression analysis of training (X_1) and principal managerial skills (X_2) show the R_y correlation coefficient of 0.982. The results of testing the meaning of coefficients using the t test show that $t_{count} = 8.275$ is significant at the 0.000 level. As for t_{table} at a significance level of 0.05 with $n = 6$ then $df = n-2$ is $6-2 = 4$. The value of $t_{table} = 2.132$. It shows that $t_{count} 8.275 \geq t_{table} 2.132$ with $\alpha = 0.05$ so that H_0 is rejected and H_a is accepted. It means that there is an effect of training (X_1) on principal managerial skills (X_2). The effect of training (X_1) on principal managerial skills (X_2) is supported by a coefficient of R^2 (R Square) of 0.964 which indicates that there is a significant influence between training (X_1) on principal managerial skills (X_2) with a coefficient of determination of 96.4 %. It means that 96.4% of training (X_1) affects principal managerial skills (X_2) which is explained by the variation in aspects through the equation $Y = 38.071 + 0.583$.

Table 4 : Coefisient of Determinat Value of Training and Principal Managerial Skills

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.982 ^a	.964	.955	2.178	.964	108.104	1	4	.000

a. Predictors: (Constant), Training

This study indicates that the more intense the principal is in attending training and a deep understanding of training material, the higher the principal's managerial skills. Experts agree that training is an effort to develop the competence of human resources to improve individual or organizational

performance. Bass and Vaughan (1966) emphasize that through training, employees' technical skills and socio-emotional attitudes range from simpler ones to complex development and philosophy change as an organizational improvement process. The same thing is stated by Lynton and Pareek (1967) that training means providing organized opportunities for participants to gain the necessary understanding and skills. Likewise, Goldstein and Ford (2002) argue that training is an effort to provide employees with skills, rules, concepts, or attitudes to improve performance. King (1964) also agrees that training gives individuals conditions to acquire knowledge, skills, or abilities. Training also plays a vital role in organizational effectiveness and has implications for productivity, health and safety in the workplace, and personal development (Goldstain and Ford, 2002).

Hypothesis testing of the effect of managerial skills on principal performance

Data analysis of the effect of managerial skills (X_2) on principal performance (Y) as seen in Table 5 produces a constant " α " of 44,617 and a regression coefficient of Bx_2 of 0.305 so that the regression equation is: $Y = \alpha + Bx_2$ or $Y = 44,617 + 0.305x_2$. Testing the meaning of the effect of managerial skills (X_2) on principal performance (Y) through regression equation $Y = 44,617 + 0.305x_2$, shows an increase in every single score of managerial skills (X_2) of 0.305 on principal performance score (Y) at a constant of 0.583 on the score of managerial skills (X_2) at a constant of 38.071 + 0.583. The test for the significance level of $\alpha = 5\%$, which means that it rejects the correct hypothesis.

Table 5 : Analysis of the Effect of Managerial Skills on Prinipal Perdormance

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	44.617	23.462		2.902	.130
Managerial skills	.305	.274	.485	1.110	.329

a. Dependent Variable: Principal Performance

The analysis of the effect of managerial skills (X_2) on principal performance (Y) shows the R_y correlation coefficient of 0.485. The results of testing the significance of the coefficients using the t test showed that $t_{count} = 2.902$ is at 0.329 significant level. As for t_{table} at significance level of 0.05 with $n = 6$ then $df = n-2$ is $6-2 = 4$. The value of $t_{table} = 2.132$. It shows that $t_{count} 2.902 \geq t_{table} 2.132$ with $\alpha = 0.05$ so that H_0 is rejected and H_a is accepted. It means that there is an effect of managerial skills (X_2) on principal performance (Y). The effect of managerial skills (X_2) on the principal's performance (Y) is supported by a coefficient of R^2 (R Square) of 0.235 which indicates that there is a significant influence of managerial skills (X_2) on principal performance (Y) supported by a coefficient of determination of 23.5%. It means that 23.5% of managerial skills (X_2) have an effect on principal performance (Y) which is explained by the variation in aspects through equation $Y = 38.071 + 0.583x_2$.

Table 6 : Coefisient of Determinant Value of Managerial Skills and Principal Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.485 ^a	.235	.044	6.328	.235	1.232	1	4	.329

a. Predictors: (Constant), Managerial Skills

The results of this study are in line with the views of Lusier and Achua (2010) in who identify three factors that affect performance, namely: ability, motivation, and resources. Gupta (2012) emphasizes that competency aspects are factors that organizations or companies must consider to achieve adequate performance. By adding motivational factors, organization, tradition, organizational characteristics, performance definition, technology, and type of task analysis, Landy and Conte (2010) suggest the same thing that competency factors can influence performance. Mukherjee's research (2013) found a significant relationship between principal managerial skills and school performance and the main driver of the success of the principal performance and school performance.

As a school leader, who has a vital role in leading and managing the school, the principal needs managerial skills. Katz (1974) defines managerial skills as a manager's ability to transform information and knowledge into action, including conceptual skills, human or interpersonal skills, and technical skills. Conceptual skills are the ability to understand the organization as a whole that is interrelated with the surrounding environment with relevant priorities and important issues. As top management in schools, principals need these conceptual skills because their duties require strong analytical skills and creative talents (Skripak, 2016). As managers, principal with good conceptual skills tends to be creative and willing to consider various methods to achieve goals (Madura, 2007). Interpersonal skills are the ability of managers to motivate workers, resolve work conflicts, and communicate and work with people. Meanwhile, technical skills are the manager's competency to use specific methods and techniques in performing managerial work (Mokroš, 2007).

Hypothesis testing of the effect of training and managerial skills on principal performance

Hypothesis testing analysis was carried out to find out the effect of training (X_1) and managerial skills (X_2) on principal performance (Y) as shown in Table 7 result at a constant " α " of 63,062 and a regression coefficient of Bx_1 of 0.307 and a regression coefficient of Bx_2 equal to 0.203 so that the regression equation is: $Y = \alpha + Bx_1 + Bx_2$ or $Y = 63.062 + 0.307 + 0.203$. Testing the meaning between training (X_1) and managerial skills (X_2) on principal performance (Y) can be seen through the regression equation $Y = 63.062 + 0.307 + 0.203$ shows an

increase in every single score in training (X_1) of 0.307 and managerial skills (X_2) of 0.203 causes an increase in the principal performance score (Y) at a constant of $63.062 + 0.307 + 0.203$.

Table 7 : Analysis of the Effect of Training and Managerial Skills on Principal Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
	(Constant)	63.062	64.637				2.976
1. Training	.307	.980	.824	.313	.775	.036	28.026
2. Managerial Skills	.203	1.650	-.324	.123	.910	.036	28.026

a. Dependent Variable: Principal Performance

The results of the analysis in Table 8 show the coefficient of the determinant value of the effect of training (X_1) and managerial skills (X_2) on principal performance (Y). It shows the Ry correlation coefficient of 0.510. The results of testing the significance of the coefficients using the t test show that $t_{count} = 2.976$ is significant at 0.287 level. As for t_{table} at a significance level of 0.05 with $n = 6$ then $df = n-2$ is $6-2 = 4$. The value of $t_{table} = 2.132$. It shows that $t_{count} 2.976 \geq t_{table} 2.132$ with $\alpha = 0.05$ so that H_0 is rejected and H_a is accepted. It means that there is an effect of training (X_1) and managerial skills (X_2) on principal performance (Y). It is supported by the R^2 (R Square) of 0.260 which indicates that there is a significant effect of training (X_1) and managerial skills (X_2) on principal performance (Y) supported by a determination coefficient of 26%. It means that 26% of managerial skills (X_2) have an effect on principal performance (Y) which is explained by the variation in aspects through the equation $Y = 63.062 + 0.307 + 0.203$. The results of this study indicate that the more intense the principal in attending the training and having a deep understanding of training material, the higher the principal managerial skills are. The higher of managerial skills is, the higher the quality of principal performance is. which in turn increases the quality of school.

Table 8 : Coefisient of Determinat Value of Training and Managerial Skill on Principal Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.510 ^a	.260	.234	7.190	.260	.526	2	3	.287

a. Predictors: (Constant), Managerial Skill, Training

The quality of schools as educational institutions is determined by a qualified and dedicated staff (Haskins & Shaffer, 2011). To improve the quality of schools, the opportunities and accessibility of staff in their professional development are significant (Crawford, 2008). Moreover, the challenges faced by higher education in the Industrial Revolution 4.0 Era are very high. To improve quality learning with a diverse student population, especially in anticipating advances in information technology in the digital era, the development of managerial skills for principals and staff is an essential requirement (Saroyan, & Trigwell, 2015). Everyone in the organization is required to develop their professional abilities so that they have the opportunity to contribute better to achieving organizational goals.

CONCLUSION

This study shows that there is an effect of training on principal performance and principal managerial skills. Managerial skills also affect the principal enactment. In addition, this study proves that there is an effect of training and managerial skills on principal performance. It shows that the more intense the principal in attending the training and a deep understanding of the training material, the higher the principal managerial skills are. The higher the principal managerial skills are, the higher the quality of the principal performance, which increases the rate of the school.

REFERENCES

- Abdullah, A. (2020). Relationship the Work Culture and Training Programs Within Performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 92-101.
- Allen, N. J., & Meyer, J. P. (1990). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to The Organization. *Journal of Occupational Psychology*, 63(1), 1-18.
- Armstrong, M. (2009). *Armstrong's Handbook of Performance Management: An Evidence-based Guide to Delivering High Performance*. London: Kogan Page Publishers.
- Bartel, A. P. (1994). Productivity Gains from The Implementation of Employee Training Programs. *Industrial Relations: a Journal of Economy and Society*, 33(4), 411-425.
- Bass, B. M., & Vaughan, J. A. (1966). *Training in Industry: The Management of Learning*. Belmont CA: Wadsworth.
- Basuki, S., Perdinanto, P., & Hamid, A. (2020). Effect of Strengthening Supervisory Training on Principal Competence. *Utopía y Praxis Latinoamericana*, 25(6), 353-364.
- Bernardin, H. John dan EA Russel. (1998). *Human Resources Management: An Experiential Approach*. New York: McGraw-Hill Inc.
- Blackburn, D. (2009). *Socio-cultural leadership: The Art of Restructuring Schools through Research-Based Principal Leadership*. NSW: Booktopia Pty Ltd

- Ofoegbu, F. I., Clark, A. O., & Osagie, R. O. (2013). Leadership Theories and Practice: Charting a Path for Improved Nigerian Schools. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, 41(2), 1-11.
- Botha, N. (2006). Leadership in School-based Management: a Case Study in Selected Schools. *South African Journal of Education*, 26(3), 341-353.
- Clark, D., Martorell, P., & Rockoff, J. (2009). School Principals and School Performance. Working Paper 38. *National Center for Analysis of Longitudinal Data in Education research*.
- Cochran, William G. (1977). *Sampling Technique*. United States of America: John Wiley & Sons Inc.
- Colquitt, J., Lepine, J. A., & Wesson, M. J. (2014). *Organizational Behavior: Improving Performance and Commitment in the Workplace (4e)*. New York: McGraw-Hill.
- Crawford, K. (2008). Continuing Professional Development in Higher Education: The Academic Perspective. *International Journal for Academic Development*, 13(2), 141-146.
- Delbridge, A. (1982). *The Macquarie Dictionary*. Australia: The Macquarie Library Pty. Ltd.
- Elnaga, A., & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4), 137-147.
- Emmanouil, K., Osia, A., & Paraskevi-Ioanna, L. (2014). The Impact of Leadership on Teachers' Effectiveness. *International Journal of Humanities and Social Science*, 4(7), 34-39.
- Fatoni, A. (2006). *Manajemen Sumber Daya Manusia*. Jakarta: Rineka Cipta.
- Fullan, M. (2005). *Leadership & sustainability: System thinkers in action*. Thousand Oaks: Corwin Press.
- Irwin L. Goldstein, & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation*. Belmont: Wadsworth.
- Gupta, B. (2012). *Competency Framework for Human Resources Management*. New Delhi: Publishing Company Pvt. Ltd.
- Hallinger*, P. (2004). Meeting The Challenges of Cultural Leadership: The Changing Role of Principals in Thailand. *Discourse: studies in the cultural politics of education*, 25(1), 61-73.
- Haskins, M. E., & Shaffer, G. (2011). Assessing Professional Development Program Impact. *Strategic HR Review*, 10(1), 15-20.
- Hernandez and Boyatzis. (2009). *Strategic Human Resources Management: In Health Services Organizations*. Delmare: Cengage Learning Ltd.
- Hersey, P. Blanchard, K. & Johnson D. E. (1996). *Management of Organizational Behavior Utilizing Human Resources*. Englewood Cliffs: Prentice-Hall.
- Hoy, W., & Miskel, C. (2000). *Educational Administration: Theory, Research and Practice*. New York: McGraw Hill.
- Ibrahim, A. S., & Al-Taneiji, S. (2015). Principal Leadership Style, School Performance, and Principal Effectiveness in Dubai Schools.' *International Journal of Research Studies in Education*, 2(1), 41-54.

- Jones, G. R., & Wright, P. M. (1992). An Economic Approach to Conceptualizing The Utility of Human Resource Management Practices. *Research in Personnel and Human Resources Management*, 10(27), 1-29.
- Kamete, Janeth M. (2014). 'The Influence of Headmaster's Managerial Skills on Effective School Management A Case of Public Secondary School in Mbeya Tanzania. *Dissertation*. The Open University of Tanzania.
- Katz, R. L. (2009). Skills of an Effective Administrator. *Harvard Business Review*, 33(1), 33-42.
- Khalid, N., Islam, D. M. Z., & Mahmoud Ahmed, M. R. (2019). Sentrepreneurial Training and Organizational Performance: Implications for Future. *Humanities & Social Sciences Reviews*, 7(2), 590-593. <https://doi.org/10.18510/hssr.2019.7270>
- Khan, R. A. G., Khan, F. A., & Khan, M. A. (2011). Impact of Training and Development on Organizational Performance. *Global Journal of Management and Business Research*, 11(7), 1-12
- King, D. (1964). *Training within Organizations*. UK: Travistock Publications.
- Lai, T. T., Luen, W. K., Chai, L. T., & Ling, L. W. (2014). School Principal Leadership Styles and Teacher Organizational Commitment among Performing Schools. *Journal of Global Business Management*, 10(2), 67-75.
- Landy, F. J., & Conte, J. M. (2016). *Work in The 21st Century: An Introduction to Industrial and Organizational Psychology*. Hoboken: John Wiley & Sons.
- Leithwood, K., & Duke, D.L. (1999). A Century's Quest to Understand School Leadership. *Handbook of Research on Educational Administration*. San Francisco: Jossey-Bass.
- Lynton, R.P., & Pareek, U. (1967). *Human Resource Management & Personnel*. Home Wood IL: Irwin Inc.
- Madura, J. (2007). *Introduction to Business*, Canada: Thomson South-Western.
- Mehralian, G., Peikanpour, M., Rangchian, M., & Aghakhani, H. (2020). Managerial Skills and Performance in Small Businesses: The Mediating Role of Organizational Climate. *Journal of Asia Business Studies*, 14 (3), 361-377.
- Mestry, R., & Grobler, B. R. (2003). The Training and Development of Principals in Managing Schools Effectively. *Education as change*, 7(2), 126-146.
- Papulová, Z., & Mokroš, M. (2007). Importance of Managerial Skills and Knowledge in Management for Small Entrepreneurs. *E-leader, Prague*, 1-8.
- Mukherjee, S., & MK Tyagi, D. (2013). A study of The Managerial Skills of School Principals to Assess Their Impact and Relative Importance in Driving School's Performance. *International Journal of Education and Psychological Research (IJEPR)*, 2(4), 1-6.
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership Skills for a Changing World: Solving Complex Social Problems. *The Leadership Quarterly*, 11(1), 11-35.
- Mumford, M. D., Troy, V., Campion, M. A., & Morgeson, F. P. (2007). The Leadership Skills Strataplex: Leadership Skill Requirements Across Organizational Levels. *The Leadership Quarterly*, 18, 154-166. <http://dx.doi.org/10.1016/j.leaqua.2007.01.005>.

- Muraina, M. B. M. (2014). Principals Managerial Skills and Administrative Effectiveness in Secondary Schools in Oyo State, Nigeria. *Global Journal of Management and Business Research*, 14(3), 1-13.
- Murphy, J., & Louis, K. S. (1999). *Handbook of Research on Educational Administration*. Jossey-Bass: American Educational Research Association.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2011). *Manajemen Sumber Daya Manusia: Mencapai Keunggulan Bersaing*. Jakarta: Salemba Empat.
- Ogoti. (2006). Role of the Department Head in a University: A Study Report on the Need for Management Training for Academic Personnel. *Training and Development Journal*. June, 35-39.
- Piaw, C. Y., Hee, T. F., Ismail, N. R., & Ying, L. H. (2014). Factors of Leadership Skills of Secondary School Principals. *Procedia-Social and Behavioral Sciences*, 116, 5125-5129.
- Rivai, V., & Mulyadi, D. (2012). *Kepemimpinan dan Perilaku Organisasi*. Rajawali Pers: Jakarta.
- Saroyan, A., & Trigwell, K. (2015). Higher Education Teachers' Professional Learning: Process and Outcome. *Studies in Educational Evaluation*, 46, 92-101. DOI: 10.1016/j.stueduc.2015.03.008.
- Schlechty, P. C. (1990). *Schools for the Twenty-First Century: Leadership Imperatives for Educational Reform*. The Jossey-Bass Education Series. San Francisco: Jossey- Bass.
- Skripak, S. J. (2016) *Fundamental of Business*. Virginia: Pamplin College of Business and Virginia Tech Libraries.
- Soetopo, H., & Soemanto, W. (1988). *Kepemimpinan dan Supervisi Pendidikan*. Jakarta: Bina Aksara.
- Valle, R., Martin, F., Romero, P. M., & Dolan, S. L. (2000). Business Strategy, Work Processes and Human Resource Training: Are They Congruent ?. *Journal of organizational behavior*, 21(3), 283-297.
- Waters, J. T., & Marzano, R. J. (2006). *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement*. Denver^ eCO CO: Mid-continent Research for Education and Learning (McREL).
- Yuniarsih, T. & Suwanto. (2008). *Manajemen Sumberdaya Manusia*. Jakarta: Rineka Cipta.
- Yusuf, M. A., & Abiddin, N. Z. (2018). Relationship between Training and Job Performance to Enhance Human Resource Development. *Educare*, 11(1), 49-58.