

Investigating Leader Skills that Effect Leadership Effectiveness: A Case Study on Vocational High School Headmaster

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Abstract— The objective of the research was to investigate the effects of interpersonal skills, task structure and directive leader behavior on leadership effectiveness. This research was conducted at Vocational High Schools (SMK) in Medan, using the survey method with 132 principals as population and the sample of 60 principals as respondents who were selected by applying proportional random sampling. The hypotheses were tested by path analysis. This research findings were as follows (1) There was a significant direct positive effect of interpersonal skills on directive leader behavior (Hoy and Miskel, 2008); (2) There was a significant direct positive effect of task structure on directive leader behavior (Hoy and Miskel, 2008); (3) There was a significant direct positive effect of interpersonal skills on leadership effectiveness; (4) There was not significant direct positive effect of task structure on leadership effectiveness (Robbins and Coulter, 2007); (5) There was a significant direct positive effect of directive leader behavior on leadership effectiveness (Hoy and Miskel, 2008).

Keywords- leadership effectiveness, headmaster, vocational high school

I. INTRODUCTION

Related to central government policy in 2008 about the expansion chance of vocational school, Bambang Indriyanto (2008, p.10) explains that the government policy in vocational school are: (1) Expanding access about education in vocational school (SMK) appropriate with necessary and local superiority, through adding program vocational education which more flexible agree with labor market demand; (2) Changing the vocational students ratio toward senior high school student; (3) Vocational school efficacy can increasing graduation competencies so that vocational school can decreasing unemployment and make available standard manpower which competitive advantage.

Vocational school not only has a role to prepare standard manpower which compatible but also as education institution which can decrease the unemployment. The vocational school role decrease unemployment can make by labor market way, but also have to able to provide opportunities for employment. The opportunities for employment that meant to be can conduct

through the management of School Unit Production in every majority which is professionally implementing the management functions well.

The reshuffle role which is significant gave fundamental effect toward the headmaster leadership. The headmaster should be able to implementing management functions when leading their school. According to the Institut Aminuddin Baki (2006), in a study of school leadership in Peninsular Malaysia, found the leadership characteristics of excellent headmasters is to give serious attention to the aspects of leadership such as leadership styles, cultural knowledge and thinking, collaboration, motivation and encouragement, leadership, curriculum and leadership empowerment in the workplace. Based on the theory, then aspects were determined as an indicator of performance by school inspectors to measure the effectiveness of headmaster leadership in schools. Therefore, the future headmaster of vocational high school not only fulfill the standarization for vocational high school which is lined in Minister Regulation of National Education number 13 in 2007. Based on the regulation, the qualification to become a headmaster of vocational high school are: 1) have status as SMK/MAK teacher; 2) have educator certificate as the teacher of SMK/MAK; and 3) have certificate as the headmaster of SMK/MK. But the main challenge to scars the changing that happened is needed the effective leadership, so the vocational school goal as the school organization could be achieved well. But in fact, headmaster leadership nowadays generally stills in problem. Wahyosumidjo (2008, p.460) explains that headmaster leadership still in problem in meaning, achievement, contribution which is can given by headmaster to achieve the school goal, not always like expected. Moreover Wahjosumidjo explains that the main caused problem headmaster leadership happened are organizational, headmaster personality and maturity level teacher subordinate, report, librarian, administration worker and students. Then Samidjo (2004, p.2) explains that any some specific problems for vocational high school headmaster leadership that is vocational practice problem, industry practical, workshop management, work safety management and founding the corporation relationship with trade and industry world. Therefore, the research about leadership effectiveness of vocational high school headmaster is very urgent to be implemented.

Leadership effectiveness can be interpreted as leader achievement affecting another person, so the goal is achieved well. The effectiveness of leadership in a vocational school can be affected by some factors, such as interpersonal skills, task structure, and directing behavior. Moreover, the objective of this research is to investigate the direct positive effect of interpersonal skills on directive leader behavior, the direct positive effect of task structure on directive leader behavior, the direct positive effect of interpersonal skills on leadership effectiveness, the direct positive effect of task structure on leadership effectiveness, and the direct positive effect of directive leader behavior on leadership effectiveness.

II. LITERATURE REVIEW

A. Leadership Effectiveness

Based on leadership contingency theory, Hoy and Miskel (2008, p. 432) expand the leadership contingency model of leadership in schools (contingency model of leadership in schools). Based on this model, the effectiveness of leadership is affected by leader behavior, attitude, and leader skill, and situation characteristics. Leader behavior factors are self-confidence, stress tolerance, emotional maturity, integrity, and extraversion. Leader skill factors are technical skill, interpersonal skill, and conceptual skill. Situation characteristics are subordinate, organizational, internal environment, and external environment. Leader behavior factors are directive leader, supportive leader, participative leader, and achievement-oriented leader. Meanwhile, leadership effectiveness factors in schools are personal, organizational, and individual.

Based on the explanation above, it can be known that in a personal level, leader effectiveness education is felt by perceived reputation and self-assessment; whereas the indicator of leader effectiveness education in an organizational level is goal attainment; and in an individual level, the indicators of effectiveness of leadership are satisfaction and performance.

B. Interpersonal Skills

One thing that is important but often not considered in leadership in the field of education is leader skill to fill a position. According to Hoy and Miskel (2008, p. 425), the most up-to-date model positions that skills for solving the problem, skill in deciding one thing in social life, and knowledge make an effectiveness of leadership a reality. Moreover, Hoy and Miskel explain that any three important categories from skills that are associated with effectiveness of leadership are: 1) Technical skills, 2) Interpersonal skills, and 3) Conceptual or cognitive skills. According to Amir Khan and Wisal Ahmad, (2012: p. 304) describe the results of research that the leader having greater ability to communicate would be more effective at the middle level of management as compared to top and low levels of management. From the third manager level (top managers, middle managers, first-line managers) apparently interpersonal skills (social) was very important that possessed by all manager levels, that is 50%. Therefore, it can be concluded that interpersonal skills get the biggest portion for each leader in every leadership level.

C. Task Structure

According to Robbins and Coulter (2007, p. 524) that the pleasing situation for a leader is when the relationship between the

leader with the members are in a good level, the task structure is in the highest level, and the power position is in the strongest level.

Be in accordance with Robbins and Coulter, Wexley and Yukl (2005, p.207) explain that the supporting of leadership position is determined by: 1) the level of leader work structure, 2) the power of leader position, and 3) the relationship between the leader with the members. When the leader works very structurally, so it is possible to specify the details appropriately about subordinate behavior and what is necessary to implement the work effectively, and easily to monitor and evaluate the work implementation of the subordinate. If the leader has the strong position, so the leader can handle the reward and punishment that can be used to vouch for the subordinate's loyalty about the commands. And if the relationship between the leader with the subordinate is good, then the leader will have reference power to complete the position power. Based on Wexley and Yukl, leader situation which is very supporting when the work is structured, the position power which is strong, and the relationship between leader with the subordinate is good. Meanwhile, the unsupportive situation when the work is unstructured, the leader position is weak, and the relationship with the subordinate is unwell.

D. Directive Behavior

Directive behavior is one of the leader behaviors which is based on contingency theory. According to Robbins and Coulter's explanation (2007, p. 529), there are four leader behaviors, that are: 1) directive behavior (directive) is giving chance to the subordinate to know what is expected from themself, scheduling the task which must be done, and giving specific guidance about how to finish the work; 2) supporting behavior (supportive) is having a friendly attitude and care about subordinate needs; 3) participative behavior (participative) is consulting with the subordinate and using their opinion before making a decision; and 4) orienting achievement behavior (achievement-oriented) is determining the goal which is challenging and expecting the subordinate to work in the highest level. Based on path-goal theory, directive behavior will be more effective to the official employee who has an ambiguous task compared with the employee who has structured work, because producing the employee's satisfaction which is higher. Directive behavior will produce a higher employee satisfaction, when in the team work has conflict.

Yukl (2007, p.259) explains that any three ways that could be conducted by the leader in order to the directive behavior can increase the subordinate's efforts, there are: decreasing role ambiguity, increasing incentive scale, and empowering award dependence.

III. THEORETICAL FRAMEWORK

A. The was a significantly direct positive effect of interpersonal skills on directive behavior

Directive behavior is the behavior way of a leader to affect the subordinate, with the method giving guidance and direction to the subordinate. If this thing is related with interpersonal skills, then interpersonal skills will be capable to headmaster to create a good relation with teacher and staff. While the relation between headmaster with teacher and staff had been created well, so the headmaster communication strip with them

will smooth, then it would be more success to influence the teacher and staff. The importance to keep interpersonal relation by the headmaster is a good strategy to effecting the teacher and staff to do direction.

B. There was a significantly direct positive effect of task structure on directive behavior

Task structure is the high-low level task work formalization a leader to do their work. Task formalization of headmaster is the way to manage the teacher and staff behavior. In organization with high formalization, there is an analysis position which is clear, many organization rules, and procedure which defined clearly that including various work process. Meanwhile, when the formalization low, the work behavior relatively unstructured and the employee have many freedom in case how the way of them to do a task. If this thing is related to the directing behavior, so the headmaster success in directing the implementation of subordinate works is depending to high-low task structure level that will be doing. More higher the headmaster level of task structure that will be conduct, certainly will be more pleasing the leadership situation. Because of that, the high-low task structure level of headmaster will be influent to directive behavior, because the direction that given by headmaster will be more effective if supported by satisfying leadership situation.

C. There was a significantly direct positive effect of interpersonal skills on leadership effectiveness

The leadership effectiveness in vocational school is the success of headmaster to influencing another people. So the organization vocation school goal could be achieved well. Meanwhile, interpersonal skill was skills of a leader in order to could worked individually and have a work relation which cooperative. A competent headmaster who have a good relation teamwork with the teacher and staff will more success to influent them compared with the not competent headmaster in having a good relation. When a headmaster had been success to influent the teacher and staff to achieved the school organization school, then the headmaster leadership had decidedly effective.

D. There was a significantly direct positive effect of task structure on leadership effectiveness

Task structure is the high-low formalization level work task a leader when doing the job. The task formalization of headmaster is the way to manage teacher and staff behavior. In organization with high formalization, there any analysis position which is clear, many organization rules, and procedure which is defined clearly including various work process. Meanwhile, when the formalization low, work behavior relatively unstructured and the employee have many freedom in case how the way they doing a work. Meanwhile, the main focus from leadership effectiveness is the success of the leader to influence another people, to achieved the organization goal well. So the headmaster success when leading is depend on the high-low task work level. More higher the task structure level of headmaster, then will be more satisfying the leadership situation. On the contrary, more lower the task structure level of headmaster then more be dissatisfying the leadership situation. Therefore, the high-low task structure level of headmaster would be to effect leadership effectiveness.

E. There was a significantly direct positive effect of directive behavior on leadership effectiveness in vocational high school

Leadership effectiveness could be defined as the success of the leader to influence another people, so the organization goal could be achieved well. If this case is related with directing behavior, then the clearness directive from headmaster will be clarify the teacher and staff comprehension about the tasks that would be doing. So that the teacher and staff will be doing evaluation to their own self whether able to do the task or not, or need a guidance that more specyfic than the headmaster. When the teacher and staff had been felt able to do some work well, absolutely the result of the work would be good. The success of teacher and staff when doing the tasks will be achieved the school organization goal well and the teacher and staff itself will have work satisfaction.

IV. HYPOTHESES

According to theoretical framework which had been explained above, so it would be proposed some hypotheses, such as: First, there was a significantly direct positive effect of interpersonal skills on directive leader behavior in vocational high school. Second, there was a significantly direct positive effect of task structure on directive leader behavior in vocational high school. Third, there was a significantly direct positive effect of interpersonal skills on leader effectiveness in vocational high school. Fourth, there was a significantly direct positive effect of task structure on leadership effectiveness in vocational high school. Fifth, there was a significantly direct positive effect of directive behavior on leadership effectiveness in vocational high school.

V. METHOD

A. Research Design

Research method which is used is ex post facto method. This research analyzing the direct effect between one variable to another one. The variable which is discussed in this research are four, that are: interpersonal skills, task structure, directive behavior, and leadership effectiveness. Population of this research is all of the headmaster of government or private vocational high school in education department of medan region that the amount is 132 headmaster which consist of 12 of government vocational high school and 120 private of private vocational high school. Determining the sample on this research used technique sample taking in proportional way (proportional random sample) with form that explained before. Jonathan Sarwono(2006; p. 120), that is: $n = N / N (d^2) + 1$; n = sample; N = population; d = free degree (10 %). After calculating done, so from the amount of 132 headmaster is gotten the sample as much 60 person. To determining the each amount sample from government vocational high school and private vocational high school was conducted proportionally by comparing the amount of headmaster from each vocational high school.the comparison between one and another about 1 : 10. Then the sample that taken from government vocational high school is 6 persons and from private vocational high school is 12 persons. Therefore, from the technique that used to take the sample so the total sample which is decided has been representative.

Analysis unit in this research is vocational high school headmaster, so the respondent totally 240 person, that consist of 60 persons of headmaster and 180 persons of vocational high school teacher. This thing is based on the consideration that to evaluate 1 headmaster was needed 3 persons of teacher to fill the questionnaire.

More clearly about the explanation of sample distribution can seen in Table 1:

TABLE I. LIST OF SAMPLE DISTRIBUTION RESEARCH

No	Vocational High School	Sample framework	Sample size	Response		Total
				Headmaster	Teacher	
1.	Government Vocational High School	12	6	6	18	24
2.	Private Vocational High School	120	54	54	162	216
Total		132	60	60	180	240

B. Data Collection Process

Collecting data technique conducted by using assesment scale. Task structure instrument filled by headmaster, because people who knows most of the task structure of headmster is the headmaster itself. But for interpersonal skills, directive behavior, and leadership effectiveness filled by 3 persons of teacher in each vocational high school, because people who direct feel about interpersonal skills, directive behavior, and leadership effectiveness of headmaster in education level or school environment is teachers.

C. Instrument

Instrument that used is questionnaire. Score giving in instrument that used on this research based on some assumptions, likes:

- Number 0% - 20% = very weak, score 1
- Number 21% - 40% = weak, score 2
- Number 41% - 60% = average, score 3
- Number 61% - 80% = strong, score 4
- Number 81% - 100% = very strong, score 5

To determining variable measurement scale in every question in questinnaire consists of 5 criteria of answers score started from 1, 2, 3, 4, and 5. To revealing teachers opinion and headmaster used choice. Most agree (Sangat Setuju-SS), Agree (Setuju-S), Less Agree (Kurang Setuju-KS), Not Agree (Tidak Setuju-TS), Very Not Agree (Sangat Tidak Setuju-STs). Meanwhile, to revealing headmaster behavior used choice also. Always (Selalu-SL), Often (Sering-SR), Sometimes (Kadang-kadang-KD), Rare (Jarang-JR), and Never (Tidak Pernah-TP).

After instrument experiment conducted obtained some results, that are: interpersonal skills instrument which valid as much 35 of 40 with reliability coefficient as much 0,95, task structure instrument which valid as much 34 of 40 with reliability coefficient as much 0,95, directive behavior

instrument which valid as much 35 of 40 with realibility coefficient as much 0,92 and leadership effectiveness which valid as much 34 of 40 with realibility coefficient as much 0,95.

D. Data Analysis

Data analysis technique that used in this research consists of two things, there are analysis qualification test and hypthoheses test. To fulfill the analysis qualification test conducted by testing appraisal error normality testing by Lilliefors method and linierity tested by regretion lilierty also the qulaification about residue assumption, clausal plot, interval scale and measurement without mistaken. Meanwhile for hypthoheses test used path analysis technique and helped by programe computer AMOS.

TABLE II. THE SUMMARY OF DESCRIPTIVE STATISTIC ANALYSIS RESULT

Analysis	Variable			
	X ₁	X ₂	X ₃	X ₄
Data amount	60	60	60	60
Mimumum score	139,67	128	136,33	122,67
Maximum score	171,67	169	170	161,00
Average score	157,11	147,30	151,35	141,12
Standard branching	7,97	11,40	8,30	8,71
Minimum ideal score	35	34,00	35	34,00
Maximum ideal score	175	170,00	175	170,00
Average ideal score	105	102,00	105	102,00
Ideal standard branching	23,33	22,66	23,33	22,66
Range	32	41	33,67	38,33
Interval	4,6	5,9	4,8	5,5
Rounding off	4	5	4	
Class amount	6,87	6,87	6,87	6,87
Rounding off	7	7	7	
Varians	63,56	129,87	68,94	75,93
Median	157,33	147	150,50	140,67
Modus	165,33	142	143	133,00

Explanation:

- X₁ : Interpersonal skill
- X₂ : Task structure
- X₃ : Leader behavior
- X₄ : leadership effectiveness

Before model testing conducted first thing that should counted is the correlation between variables. The correlation between variables shown on Table 3.

TABLE III. CORRELATION BETWEEN VARIABLES

	X ₄	X ₁	X ₂	X ₃
X ₄	1,000	0,572	0,311	0,592
X ₁	0,572	1,000	0,464	0,654
X ₂	0,311	0,464	1,000	0,562
X ₃	0,592	0,654	0,526	1,000

Explanation:

- X₁ : Interpersonal skill
- X₂ : Task structure
- X₃ : Leader behavior
- X₄ : leadership effectiveness

The summary of estimation result path goal theory on research variables.

TABLE IV. THE SUMMARY OF PATH GOAL ESTIMATION

	Coefficient	t _{test}	t _{table 5 %}	t _{table 1 %}	Explanation
ρ_{31}	0,464	5,010	2,003	2,667	Significant
ρ_{32}	0,218	2,350	2,003	2,667	Significant
ρ_{41}	0,334	3,258	2,003	2,667	Significant
ρ_{42}	-0,056	-0,542	2,003	2,667	Not significant
ρ_{43}	0,403	3,930	2,003	2,667	Significant

Based on the hypotheses which had been conducted, from 5 (five) hypotheses that tested, apparently there is 1 (one) zero hypothesis which is failed to rejected (H0 accepted), that is: task structure (X2) was not significantly direct positive effect on leadership effectiveness (X4). Therefore, the testing of path goal theory will be continued on part II testing.

The summary result of second part analysis path goal theory on variables instrument shown on table 5.

TABLE V. THE SUMMARY OF PATH GOAL COEFFICIENT PART II

	Coefficient	t _{test}	t _{table 5 %}	t _{table 1 %}	Explanation
ρ_{31}	0,477	5,010	2,003	2,667	Significant
ρ_{43}	0,395	3,744	2,002	2,665	Significant

The summary of direct effect and undirect effect on X4.

TABLE VI. DIRECT EFFECT AND UNDIRECT EFFECT BETWEEN VARIABLES

Variables	Direct Effect	Undirect Effect Through				Total Effect
		X1	X2	X3	total	
X1	0,3222	-	-	0,1767	0,1767	0,4989
X2	0,0000	-	-	0,0829	0,0829	0,0829
X3	0,3811	-	-	-	-	0,3811

VI. RESEARCH RESULTS

A. *There was a significantly direct positive effect of interpersonal skills (X1) on directive leader behavior (X3)*

First hypotheses stated that the interpersonal skills (X1) was significantly direct positive effect on directive behavior (X3). Based on the calculation obtained that $t_{test} = 5,010 > t_{table} = 2,003$, it means H1 accepted. Testing result of research hypotheses showed that $\rho_{31} > 0$ and path coefficient from X1 to X3 as much 0,477 was significant with value ($\alpha < 0,05$). Concluded that interpersonal skills was significantly direct positive effect to directive behavior of vocational high school headmaster.

B. *There was a significantly direct positive effect of task structure (X2) on directive leader behavior (X3)*

Second hypotheses stated that the task structure (X2) was significantly direct positive effect to directing behavior (X3). According to the calculation obtained that $t_{test} = 2,350 > t_{table} = 2,003$, so H1 accepted. The result of research hypotheses testing showed that $\rho_{32} > 0$ and path coefficient from X2 to X3

as much 0,223 was significant with value ($\alpha < 0,05$). Concluded that task structure was significantly direct positive effect to directive behavior of vocational high school headmaster.

C. *There was a significantly direct positive effect of interpersonal skills (X1) on leader effectiveness of vocational high school headmaster (X4)*

Third hypotheses stated that interpersonal skills (X1) was significantly direct positive effect to leadership effectiveness of vocational high school headmaster (X4). Based on the calculation obtained that $t_{test} = 3,258 > t_{table} = 2,003$ so H1 accepted. The result of the research hypotheses testing showed that $\rho_{41} > 0$ and path coefficient from X1 to X4 as much 0,334 was significant with value ($\alpha < 0,05$). Concluded that interpersonal skills was significantly direct positive effect to leadership effectiveness of vocational high school headmaster.

D. *There was a significantly direct positive effect of task structure (X2) on leadership effectiveness in vocational high school (X4)*

Fourth hypotheses stated that task structure (X2) was significantly direct positive effect to leadership effectiveness of vocational high school headmaster (X4). The value of t table for $\alpha = 0,05$ and $dk = 58$ was 2,003. Based on the calculation obtained that $t_{test} = -0,542 < t_{table} = 2,003$ so H0 accepted. The result of research hypotheses testing showed that $\rho_{42} < 0$ and path coefficient from X2 to X4 as much -0,056 was not significant with value ($\alpha > 0,05$). Concluded that the task structure was not significantly direct positive influence to leadership effectiveness of vocational high school headmaster.

E. *There was a significantly direct positive effect of directive behavior (X3) on leadership effectiveness in vocational high school (X4)*

Fifth hypotheses stated that directing behavior (X3) was significantly direct positive effect to leadership effectiveness of vocational high school headmaster (X4). The value t table for $\alpha = 0,05$ and $dk = 58$ was 2,003. Based on the calculation obtained that $t_{test} = 3,930 > t_{table} = 2,003$ so H1 accepted. The result of research hypotheses testing shows that $\rho_{43} > 0$ and path coefficient from X3 to X4 as much 0,395 was significant with value ($\alpha > 0,05$). Concluded that directive behavior was significantly direct positive effect to leadership effectiveness of vocational high school headmaster. The preferred spelling of the word "acknowledgment" in America is without an "e" after the "g." Avoid the stilted expression "one of us (R. B. G.) thanks ...". Instead, try "R. B. G. thanks...". Put sponsor acknowledgments in the unnumbered footnote on the first page.

Leadership model in vocational high school that could found in image 1.

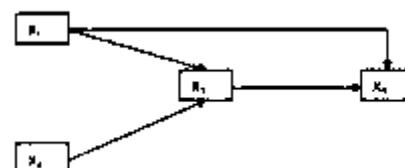


Fig. 1. Leadership model in vocational high school

Explanation: X1 (interpersonal skills); X2 (task structure); X3 (directive behavior); X4 (leadership effectiveness of vocational high school headmaster).

VII. DISCUSSION

Based on the research result which is found can concluded that the fourth variable which are interpersonal skills, task structure, directive leader behavior, and leadership effectiveness that used to build leadership model in vocational high school can accepted.

This research result also showing that interpersonal skills variable was significantly direct positive effect as much 0,477 on directive leader behavior. This thing supporting Hoy and Miskel model (2008) which suggest that technique skills is very important for a manafer of an estate the lowest hierarchy level, like the vice of headmaster work together with the teachers. Meanwhile, when the headmaster move to the medium level so their headmaster needs a higher degree which is the interpersonal skills.

The result of research also showing that task structure variable was a significantly direct positive effect as much 0,223 on directive leader behavior. This result supporting Wexley and Yukl explanation (2005) which explains that the leadership situation supporting is determined by structure level of leadership job. This result also supporting Hoy and Miskel model (2008) which describe that situation factors can effecting leader behavior in school and can seen as the factors which determining in leadership situation.

This result also showing that interpersonal skills variable was a significantly direct positive effect as much 0,334 on effectiveness leadership. This result supporting Robbin and Coulter (2007) about the effect of interpersonal skills (human skills) on leadership, that interpersonal skills is the determine factor of success a leader. This result also supporting the research of Amy, Dutton, and Debebe (2003) which concluding that interpersonal sensemaking is the priceless pieces from another person behavior that bring value signals to understanding how people see us. Meanwhile, if compared with Hoy and Miskel model (2008), this result does not supporting each other because in Hay and Miskel model conducted the affiliation of leader skills with leader characteristic whereas the leader characteristic is very different with leader skills factor.

This result also showing that directive leader behavior was a significantly direct positive effect as much 0,395 on leadership effectiveness. This result also supporting path-goal theory that suggested by Robbins and Coulter (2007) which describes that directive leader behavior was significantly direct positive effect on performance and satisfaction. This result also supporting the research of Daan and Hogg (2003) which find that in order to the leadership become effective, the leader should able to motivating and directing the followers to achieve the goal, mission, and vision of the organization.

However in this research any 1 (one) hypotheses which failed tested, that is task structure was not significantly directive positive effect on leadership effectiveness. This result also supporting path-goal theory (Robbins and Coulter, 2007), but not the whole of that supporting contingency leadership model in school according to Hoy and Miskel (2008). On path-goal

theory, was described that task structure was not significantly direct positive effect on performance and satisfaction. Meanwhile in Hoy and Miskel model, situation characteristic was significantly direct positive effect on leadership effectiveness. The difference of research result which is found very enabled because the difference of variable scope that thorough. The situation characteristics are: task structure, formal authority system, and reins place. Hoy and Miskel research the situation characteristic as the variable, and the researcher focusing the task structure as research variable. This research supporting in Hoy and Miskel model (2008) is: the leader behavior was significantly direct effect on effectiveness, situation characteristic was significantly direct effect on leader behavior, then character and leader skills was significantly direct effect on leader behavior.

VIII. CONCLUSION

The research result can conclude as like this: First, interpersonal skills of vocational high school headmaster was significantly direct positive effect on directive leader behavior. Second, task structure of vocational high school headmaster was significantly direct positive effect on directive leader behavior. Third, interpersonal skills of vocational high school headmaster was significantly direct positive effect on leadership effectiveness. Fourth, task structure of vocational high school headmaster was not significantly direct positive effect on leadership effectiveness. and Fifth, directive leader behavior was significantly direct positive effect on leadership effectiveness.

IX. IMPLICATION

Interpersonal skill was significantly direct positive effect on leadership effectiveness and was not significantly direct positive effect on leadership effectiveness through directive leader behavior. Task structure was significantly direct positive effect on directive leader behavior and was not significantly direct positive effect on leadership effectiveness through directive leader behavior. Therefore, to increasing the leadership effectiveness of vocational high school headmaster can conducted with increasing interpersonal skills the headmaster, a better directive leader behavior and pleasing of task structure.

X. SUGGESTION

In held to increasing the leadership effectiveness of vocational high school headmaster, so the headmaster should have good interpersonal skill. The things that should be concerned such as: used a good and right language verbal nor written, able to cooperative with another people, and have social sensitivity to another people. Then, the vocational high school headmaster implementing directive behavior to the subordinate. A clear direction would decreasing meaning which is ambiguous from the subordinate. The things that should be concerned such as: give special guidance about the way how to conduct the work, make the job schedule, directing the subordinate in order to following all of the job procedure, tell to the subordinate about what is expected from them and do the supervision strictly.

Because of the limitation of this research that focused on variable influence test of interpersonal skill, task structure, directive behavior on leadership effectiveness of vocational high

school still needed further research, because based on hypotheses testing which was conducted by the researcher saw so many another variable (epsilon) that effecting leadership effectiveness in vocational high school.

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