

The Effect of Leader Trait, Leader Capability and Leader Style on Teacher Performance in Pamekasan 1st State Senior High School



Adriana Pakendek

Faculty of Law, Universitas Madura, Jl. Raya Panglegur No. Km 3.5, West, Panglegur, Kec. Tlanakan, Pamekasan Regency, East Java 69371, Indonesia.

ABSTRACT: The general objective of this study was to determine the influence of the principal's leadership, namely leader trait, leader capability and Leader Style on teacher performance in Pamekasan 1st State Senior High School. The specific objectives are: 1) To determine the influence of the principal's leadership factors, namely the leader trait, leader capability and Leader Style on teacher performance at Pamekasan 1st State Senior High School; 2) To find out the performance of teachers in Pamekasan 1st State Senior High School. The type of research used is descriptive using multiple linear regression models. The location of the research was conducted at Pamekasan 1st State Senior High School. With a population of all teachers in Pamekasan 1st State Senior High School, the technique used is probability sampling with simple random sampling technique, where the sampling of members of the population is done randomly without regard to strata in the population (homogeneous); The sample size is 59 teachers with an error rate of 5%, so the number of samples in this study is 51 teacher. Data is collected through a list of questions (questionnaire/questionnaire). From the results of the study it can be concluded: 1) There is an influence of the principal's leadership factors, namely the leader trait, leader capability and Leader Style simultaneously have a significant effect on teacher performance in Pamekasan 1st State Senior High School, and 2) There is an influence of leadership factors the principal, namely leader style partially influences the teacher performance in Pamekasan 1st State Senior High School where leader style is a leadership factor that has a dominant influence on teacher performance in Pamekasan 1st State Senior High School. But the leader trait and leader capability partially did not affect the teacher performance in Pamekasan 1st State Senior High School.

KEYWORDS: Leader Trait, Leader Capability. Leader Style, Teacher Performance

I. INTRODUCTION

Every citizen has the right to education (paragraph 1 of article 33 of the 1945 Constitution), and the Government seeks and organizes a national education system (paragraph 3). National Education has a vision: the realization of an education system as a strong social institution that is authoritative to empower all Indonesian citizens to develop into quality human beings so that they are capable and proactive in responding to the challenges of the ever-changing times. Meanwhile, one of the national education missions is: to increase the professionalism and accountability of educational institutions as a center for cultivating knowledge, skills, experience, attitudes and values based on national and global standards [1].

School is an organization engaged in education which is one of the determining factors for the quality of Human Resources. Through this institution, students, both mentally and intellectually, are trained to achieve quality according to the targets set by the school. If we observe the condition of our human resources and the quality of Indonesian people who are not yet satisfactory, this has become news material. Every time the Human Development Index (HDI) report comes out, the quality of our human resources is always at the bottom. One of the causes as well as the main key to the low quality of Indonesian people is the low quality of education. The high quality of socio-economic and health nutrition will not be able to survive without people who have quality education. In order for an organization (for example: a school) to have high competitiveness on a global scale, the organization must be able to do a better, more effective and efficient job in producing high quality output at competitive prices. In order to produce competitive output, in the future you will no longer rely on comparative advantage, but you must also increase competitive advantage [2].

In connection with that, every educational institution has a leader so that these educational institutions can develop to educate their students and as an organization can achieve the desired goals. Leadership studies the will and ability to shape policies and practices at optimal levels, then cooperate effectively in the implementation of the vision and mission [4]. The success of a leader is influenced by many factors, one of which is leadership techniques, namely how a leader is able to create situations so that the

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awareness of the people he leads arises to carry out what a leader wants. Successful leadership requires behavior that unites and stimulates followers to achieve the goals set in certain situations [5].

As a leader, the principal in carrying out his function as a supervisor is demanded of himself a competency that is able to research and determine the conditions for efforts to achieve progress in his school. It is hoped that the various educational goals at the school level can be achieved optimally. Efforts to achieve a level of progress must be continuously made by the school principal. Headmaster. in addition to being responsible for the smooth running of the teaching and learning process and daily school administration activities as a manifestation of their role as administrators, they are also responsible for supervising, fostering, and motivating the performance of teachers and other employees as a manifestation of their role as supervisors [6].

Meanwhile in the era of decentralization where the education sector is managed autonomously by the local government, education must be improved in a better direction in terms of its relevance to regional and national interests. In order for the decentralization and autonomy of education to work well, the leadership of school principals needs to be empowered. Empowerment means increasing functional capacity so that the principal is able to play a role in accordance with his duties, authorities and responsibilities ([7]. Principal as a person. which is fully responsible for the success of carrying out its functions as an educational institution. Meanwhile, teachers and other employees are other actors who participate in playing in the educational arena. The success of the principal is not solely determined by his individual abilities, but is also determined by his collaboration with teachers and other staff at the school. In this capacity the principal is also a manager or an organizer [8].

Principals are people who are responsible for achieving and improving the quality of education in their respective schools. The school principal continuously plans with the teacher, monitors and supervises the implementation of teaching and learning activities, as well as evaluates the suitability between program plans and implementation in the field. The key to the success of school principals is seeking to increase the ability of teachers and staff to jointly develop conducive teaching and learning situations through a more effective communication role [9]. The main key in improving the quality of education is the quality of the teachers. By improving the quality and proper respect for the teaching profession, an education system can be built that supports the birth of a democratic society, a disciplined society, a united society full of tolerance and understanding, as well as those who can work together [10]. The principal's leadership role in relation to teacher development includes relationships with staff, students, parents, and other people outside the community where the school is located. In understanding leadership, school principals must have various abilities including fostering employee discipline and motivation and appreciation [11].

II. THEORETICAL REVIEW AND HYPOTHESES

Leader Trait

Identification of the characteristics of leaders by researchers such as Gandhi, Lincoln, and so on includes intelligence. Dominance, self-confidence, energy, activity, and task-related knowledge [12]. According to Keith Davis, the qualities that leaders need to have, such as intelligence; maturity and breadth of social views (social maturity and breath); have the motivation and desire to achieve success that comes from within themselves (inner motivation and achievement desires); and have behavioral attitudes that like to establish human relations (human relations attitudes). Meanwhile, according to Ordway Tead, John D. Millet, Keith Davis, and George R. Terry [13] the traits that leaders should have are known as The Traitist Theory of Leadership. According to Ordway Tead and George R. Terry, both argue that there are ten (10) traits; while John D. Millet and Keith Davis each state that there are four (4) traits that leaders should have [14].

The ten characteristics of a leader according to Ordway Tead are 1) having physical and mental strength, 2) understanding direction and goals, 3) enthusiasm, 4) warm-hearted and effective. 5) have integrity (trustworthy), 6) have technical expertise. 7) fast and precise in decision making, 8) intelligent. 9) Capable of teaching, and 10) loyal. According to John D. Millet there are four (4) traits that every leader should have, namely 1) the ability to see the company (or organization) as a whole; 2) the ability to make decisions; 3) the ability to delegate and or delegate authority; and 4) the ability to instill loyalty to orders [15].

George R. Terry gave his opinion that the characteristics of a leader are intelligence; initiative (initiative); strength or drive (energy or drive); emotional maturity (emotional maturity); belief (persuasive); communication skills (communicate skills); confidence (self-assurance); clever (perceptive); creative (creativity); and participate in social interaction (social participation). According to Gardner, the general attributes or characteristics possessed by a leader are physical vitality and stamina, intelligence, willingness to accept responsibility, assignment competence, understanding the needs of others, skilled in dealing with people, wanting to succeed and having the ability to motivate [16]. Furthermore, a leader must have courage, determination, and personal resilience, be able to win trust, be able to manage, decide, and set priorities, as well as be adaptable and flexible [17].

Leadership based on the trait approach above is based on the idea that to be a successful leader in exercising influence, the person concerned must have certain characteristics such as piety, healthy, capable, honest, firm, loyal, smart, brave, knowledgeable, efficient, disciplined, and humane. , wise, enthusiastic, self-confident, mature-minded, and acts fairly (Sutarto (2000). In addition, strong-willed, original creative, situational insight, good expectations, able to communicate, and sharp responsiveness [18].

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Other characteristics such as being able to make plans, being able to make decisions, being able to exercise control, being healthy motivated, having a sense of responsibility, being single in words and actions, and prioritizing the interests of others. According to Rodger D. Collons [19] research on leadership reveals a number of characteristics identified in leaders, including: fluency in speech (ability to communicate), ability to solve problems (some leaders help solve problems with "no" doing and not "doing" something), awareness of needs (effective leaders understand the needs of those they lead, whether stated or not), flexibility (flexible leaders are able to adapt the organization to meet changing needs without unduly unsettling those they lead), intelligence (leaders who have the ability to helping them meet personal needs), willingness to accept responsibility (another characteristic of successful leaders), social skills (a leader who does not belittle group members in front of other members), and awareness of self and their environment (insight is a very rare trait and is often misinterpreted as a weakness) [20].

Leader Capability

According to George R. Terry that a leader has a mission or goal to achieve. A leader has the ability to develop emotional and rational strengths in his followers. Just to understand that a leader is not synonymous with a manager. A leader is not necessarily a manager. However, a manager also functions as a leader [21].

Based on the level of organizational structure, managers are generally divided into 3 (three) levels, namely Top Manager, Middle Manager, and First Level Manager (First Line/First Level Manager/Supervisor Manager) [22].

Top Manager is responsible for all activities and results of activities as well as organizational management processes. Its main task is to set policies, provide general instructions or directions related to goals. Managerial work at the top level of the organization that is more needed is the ability of conception and knowledge of humans rather than technical skills [23].

The principal as a manager in order to be successful is determined by 3 (three) abilities, namely conceptual ability, human relations ability, and technical ability. What is meant by conceptual skill is the ability to understand the complexity of the organization, integrate the movement of units of people in the overall unity of organizational goals and align oneself and others in one common goal [25]. Social skill is the ability to decide everything related to oneself and others regarding tasks, motivation, and effective leadership. The last is technical skills, namely abilities related to their main tasks and functions, methods, techniques and equipment related to the level of education, training and experience. In other words, according [26] three kinds of skills that a school principal must have are first, conceptual skills, namely skills to understand and operate an organization; second, human skills, namely skills to cooperate, motivate, and lead; and third, technical skills, namely skills in using knowledge, methods, techniques, and equipment to complete certain tasks. Leadership according to Nawawi can be interpreted as the ability/intelligence to encourage a number of people to work together in carrying out activities that are directed at a common goal. Kartono said that leadership is the ability to carry out a cooperative effort to achieve the stated goals, while Siagian stated leadership as a person's ability and skill to influence the behavior of his subordinates in such a way that behavior that was previously individual or selfish is changed into organizational behavior in order to achieve goals and various targets that have been set through cooperation [27]. From the explanation above, everything emphasizes the ability of a leader to move others to achieve the goals that have been set [28].

Leader Style

The Leader Style contained in every organization is a factor related to the productivity and effectiveness of the organization. Sutermeister stated that there are several determinant factors on work productivity, including leadership climate, type of leadership, and leaders from 33 other influential factors [29].

Based on the opinions above, it can be concluded that Leader Style influences employee performance to increase work productivity in order to achieve goals. In relation to the role of Leader Style in improving employee performance, it is necessary to understand that every leader is responsible for directing what is good for his employees, and he himself must be an example, patient and understanding. The function of the leader should be interpreted as the motto of Ki Hajar Dewantara: *ing ngamio sung tu/ada, ing madya mangun karsa, tut wuri handayani* (be a role model in front, in the middle foster will. behind be a driver/give power) [30]

Leader Style is a typical leader's behavior pattern when influencing his subordinates, what the leader chooses to do, the way the leader acts in influencing group members forms his Leader Style. Theoretically, many Leader Style. however which style is best is not easy to determine. Leader Style can be studied from three main approaches, namely the trait, behavioral, and situational approaches [32].

According to the University of Iowa Leadership study put forward by Ronald Lippitt and Ralph K. White, there are three Leader Style s, namely Authoritarian, Democratic, and Liberal [33]. According to [34,44,45,47] there are three Leader Style s, namely autocratic, democratic, and free (liberal) control. The autocratic leader makes his own decisions because the power lies with him [35,47]. He bears full responsibility and authority. Democratic (participatory) leaders are leaders who consult with groups about issues that interest them and where they can contribute something [36,42,43]. Communication went smoothly and suggestions were made both ways. Both praise and criticism are used. Subordinates participate in setting goals and solving

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problems [37]. Participation encourages member commitment to the final decision. Meanwhile, the leader who adheres to free rein gives power to subordinates [38.39.40]. The group can develop its own goals and solve its own problems. There is little or no direction.

III.METHODOLOGY

Types of research

The type of research used is descriptive using multiple linear regression models.

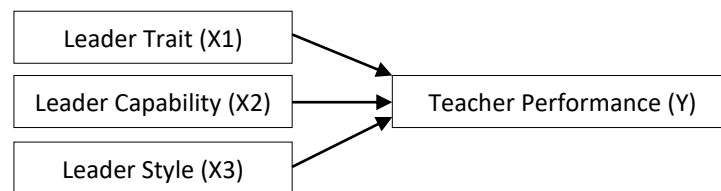
Variable Identification

The dependent variable (also known as dependent, dependent, or consequential variable) is Teacher performance at State Senior High School 1 Pamekasan. Independent variables (causes) are leadership factors, namely Leader Trait, Leader Capability and Leader Style.

Variable description

The dependent variable (Y) in this study is Teacher performance at State Senior High School 1 Pamekasan. The independent variables (X) are leadership factors, including the variables of Leader Trait (X1), Leader Capability (X2), and Leader Style (X3).

Research Framework



Picture 1

RESEARCH FRAMEWORK

Defenisi Operasional Variabel

The operational definitions of the variables above are as follows:

Teacher Performance is the completion of the tasks of teacher responsibilities in Pamekasan 1 Public High School with indicators of pedagogic competence, professional competence, personal competence, and social competence. The measurement scale used is a Likert scale with five (5) levels.

Leader traits are the traits shown by a school principal in daily activities at State Senior High School 1 Pamekasan. The measurement scale used is a Likert scale with five (5) levels.

Leader Capability is the ability shown by a school principal in daily activities at Pamekasan State High School. The Likert measurement scale is used with five (5) levels.

Leader style is the style of attitude and action that is shown by the leader, in this case a principal in daily activities at State Senior High School 1 Pamekasan in doing work. The Likert measurement scale is used with five (5) levels.

Population/Sample

The population is all teacher in Pamekasan 1 Public High School recorded until May 2010, namely a total of 59 teacher. The sample is part of the teacher population at State Senior High School 1 Pamekasan. The technique used is probability sampling which is to provide equal opportunities to the sample using simple random sampling technique where the sampling of members of the population is carried out randomly without regard to the existing strata in the population (the population is considered homogeneous). The size of the sample is 59 teacher/teachers and the error rate is 5%, so the number of samples in this study is 51 teacher [3, 41].

RESULT AND DISCUSSION

This study aims to determine the influence of the leader's trait variables (X1), Leader capability (Xz), and Leader Style (Xs) simultaneously influence Teacher performance in Pamekasan 1 Public High School. In addition to knowing which variables partially influence Teacher performance at State Senior High School 1 Pamekasan.

The primary data obtained through the research questionnaire was tabulated in the form of quantitative data and then statistically analyzed using the SPSS 15.0 for Windows program.

First Analysis

To determine the effect of the variables of Leader Trait, Leader capability, Leader style on the performance of teacher. Or to prove the first hypothesis by conducting an F test or simultaneous test.

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The first hypothesis put forward is that the variables of Leader Trait, Leader capability, and Leader style simultaneously (together) influence Teacher performance in State Senior High School 1 Pamekasan.

The results of the calculation of quantitative analysis using the SPSS 15.0 program. For more details can be seen in Table 1, below.

Table 1. Results of Variable Analysis of Leader Traits, Leader Capability, and Leader Style on Teacher Performance at State Senior High School 1 Pamekasan

No1	Variable	Regression Coefficient
1	Leader Thrait (X1)	-0,021
2	Leader capability (X2)	-0,006
3	Leader style (X3)	0,894
	R Squared = 0.760 Ratio F = 49,476 Multiple R = 0,871	Probability = 0.000 Constant = 0.462 DF = 3

Source: Processed data (2023)

From the table above which are the figures calculated with the help of SPSS 15.0 for Windows. produces the regression equation as follows:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 0,462 + (-0.021)X_1 + (-0,006)X_2 + 0,894X_3$$

From the above equation it can be seen that the linear regression coefficient on the independent variable X1 (Leader Traits) is 0.021 and X2 (Leader capability) is 0.006 (sign (-) indicates the opposite direction of the relationship) which means that these variables have a weak and opposite correlation with the independent variable (Y = Teacher Performance). while X3 (Leader Style) is positive (+) which means that the variable has a unidirectional relationship with the independent variable.

The understanding that can be drawn is that if the Leader Character variable (X1), the Leader capability variable (X2) will reduce Teacher performance while the Leader Style variable (X3) is increased it will result in increased Teacher Performance (Y) at State Senior High School 1 Pamekasan.

To find out the contribution of the independent variables simultaneously to the dependent variable, it can be seen in the determinant coefficient (R square=R²). The R square number is 0.760 (76.0%). this shows that Teacher performance in Pamekasan 1 Public High School can be explained by independent variables, namely Leader Trait, Leader capability, and Leader style at 76.0%. While the remaining 24.0% is explained by variables outside the model.

The magnitude of the correlation coefficient (Multiple R) is 0.871 or 87.1%, this shows a close relationship between the independent variable and the dependent variable, because the coefficient is close to 1 (100%). Testing the first hypothesis which states that there is an influence of leadership factors, namely Leader Trait, Leader capability, and Leader style simultaneously (together) have a significant effect on Teacher performance at State Senior High School 1 Pamekasan. The hypothesis above will be proven using a simultaneous test or F test.

The table above shows the magnitude of F count = 49.476 with a significance level of 0.000, while F table = 1.20. With a level of significance (α) of 5% (0.05). Because the probability is 0.000 < 0.05 and F count > F table, it can be concluded as follows:

- Ho which states that the variables of leadership factors are Leader Trait, Leader capability, and Leader Style simultaneously (together) have no influence on Teacher Performance at State Senior High School 1 Pamekasan are rejected.
- Ha who stated that the variables of leadership factors, namely Leader Trait, Leader capability, and Leader style simultaneously (together) have an influence on Teacher performance in State Senior High School 1 Pamekasan is accepted.

Based on the conclusions above, the first hypothesis states that there is an influence of leadership factors, namely Leader Trait, Leader capability, and Leader style simultaneously (together) are proven to have a significant effect on Teacher performance at State Senior High School 1 Pamekasan.

Second Analysis

To find out how far the influence of each leadership factor, namely Leader Traits (X1), Leader Capability (X2), and Leader Style (X3) partially affect Teacher performance in Pamekasan 1 Public High School by using the t test. The intention is to test the significance of the constants and independent variables. For more details can be seen in Table 2 below.

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Table 2. The Partial Effect of Leadership Variables on Teacher Performance at State Senior High School 1 Pamekasan

Variable	Regression Coefficient	T Count	T table	Probability (sig.)	r ² partial
X1	-0,0 21	-0,360	1,20	0,721	-0.052
X2	-0,006	-0,098	1,20	0,922	-0.014
X3	0,894	11.957	1,20	0,000	0,868

Source: Processed data (2023)

From the two variables above, it can be seen that the independent variables X1 and X2 have a t count < t table, meaning that these independent variables at a significance level of 5% do not have a significant effect on Teacher performance at State Senior High School 1 Pamekasan, while X3 has a t count > t table this means that the independent variable at the 5% significance level has a significant influence on Teacher performance at State Senior High School 1 Pamekasan. Judging from the magnitude of the t count of each independent variable, it turns out that Leader Style (X3) has t count = 11.957 so that X3 has a greater influence on the independent variable (Y) and partially has the largest partial r² number, namely 0.868, which means it is able to provide the contribution to Teacher Performance is 86.8%, and the probability is very small, namely 0.000 < 0.05.

With the results of the analysis above, the Leader Style variable (X3) has the most dominant influence on Teacher Performance. So it can be concluded that Leader Style is a leadership factor that has a dominant influence on Teacher Performance at State Senior High School 1 Pamekasan.

The Effect of Leader Traits on Teacher Performance.

The regression coefficient for Leader Characteristics (X1) shows a number of 0.021, which means that the Leader Characteristics variable (X1) has a weak influence (with a sign (-) indicating the opposite direction of the relationship, which means that the variable has a weak correlation and is opposite to the variable not independent (Y = Teacher Performance), thus not significant to Teacher Performance, because the probability is greater, namely 0.721 > 0.05.

From the results of the research above, it can be seen that Leader Trait, in this case the Principal of State Senior High School 1 Pamekasan, has not shown a significant effect on improving Teacher performance in their schools. This is because the principal has not clearly shown the traits that are expected to appear naturally to the teacher, or the teacher still doubts the sincerity of the principal. Even if Teacher performance so far has actually been running, it cannot be separated from the teacher's sense of responsibility in carrying out their main tasks and functions.

As previously explained that the principal as someone who is trusted to lead a school has leadership traits that are always considered by his staff. Therefore, the characteristics of the principal leader need to be put forward, such as strong will, original creativity, situational insight, good expectations, able to communicate, and sharp responsiveness.

The Effect of Leader capability on Teacher Performance

The regression coefficient for Leader capability (X2) shows a number of 0.006 meaning that Leader capability (X2) has a weak influence with a sign (-) indicating the opposite direction of the relationship which means that the variable has a weak correlation and is opposite to the dependent variable (Y, Teacher Performance), thus not significant to Teacher Performance, because the probability is greater, namely 0.922 > 0.05 on Teacher Performance.

As with the characteristics of a leader, the ability of the Principal of State Senior High School 1 Pamekasan, based on this research, has not shown a significant influence in improving Teacher performance in their schools. The Principal's ability as a leader must be demonstrated in front of all of his staff.

These abilities are conceptual abilities, human relations skills, and technical abilities. What is meant by conceptual skills is the ability to understand organizational complexity, integrate the movements of units of people in the overall unity of organizational goals and align oneself and others in one common goal. Meanwhile, social skill is the ability to decide everything related to oneself and other people related to tasks, motivation, and effective leadership. And finally, technical skills, namely abilities related to their main tasks and functions, methods, techniques and equipment related to the level of education, training and experience.

It is understood that the principal in carrying out his duties and functions must have the ability and skills to successfully influence the behavior of his subordinates so that behavior that was previously individual or selfish is transformed into organizational behavior in order to achieve goals and various targets that have been set through cooperation. In addition, the principal must have the ability to plan, be able to make decisions, able to exercise control, have healthy motivation, have a sense of responsibility, one word and one deed, and put the interests of others first.

As a leader, the school principal performs more management functions, so it is very important for the principal to improve his management abilities and skills both formally (taking a Master of Management program) or informally (management courses) and non-formal (daily application).

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The Effect of Leader Style on Teacher Performance

The Leader Style regression coefficient (X3) shows a positive number of 0.894 meaning that Leader Style (X3) has a positive and significant influence (the probability is very small, namely $0.000 < 0.05$) on Teacher Performance. This means that if the Leader Style (X3) is applied, the Teacher's Performance at State Senior High School 1 Pamekasan will increase. Even though it is clear from the results of the research that the Leader Style of the Principal of State Senior High School 1 Pamekasan shows an influence on Teacher performance in their schools, it is still necessary to understand that Teacher performance can decline at any time. Therefore, the way of applying Leader Styles to influence employees is like a fingerprint in the sense that each one is different. Whatever Leader Style is used, it must be based on sensitivity and consideration that is appropriate for both human relations and task accomplishment. The ideal Leader Style uses all available styles as well as possible. This means that the situation may determine what style is used.

CONCLUSIONS

Based on the results of the analysis and discussion of the results of the research analysis, several conclusions that can be drawn are as follows:

1. There is the influence of the principal's leadership factors, namely Leader Trait, Leader capability, and Leader style simultaneously have a significant effect on Teacher performance in State Senior High School 1 Pamekasan.
2. There is the influence of the principal's leadership factors, namely Leader Style partially influences Teacher performance at State Senior High School 1 Pamekasan where Leader Style is a leadership factor that has a dominant influence on Teacher performance at State Senior High School 1 Pamekasan. But Leader Trait and Leader capability partially did not affect Teacher performance at State Senior High School 1 Pamekasan.

SUGGESTIONS

Some suggestions that can be recommended to the Principal of State Senior High School 1 Pamekasan are:

1. In improving Teacher performance at State Senior High School 1 Pamekasan, it is necessary to pay attention to leadership factors, namely Leader Trait, Leader capability, and Leader style, therefore the Principal must always improve his abilities and show leadership characteristics and have a Leader Style that supports his duties and functions ;
2. Select and apply a Leader Style according to the conditions and situation at hand.

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