

The Effect of Self-Efficacy, Managerial Competence, Work Stress, and Work Motivation on the Principals Performance in the State Elementary School of Medan

¹Wanti Simanjuntak, Benyamin Situmorang², Paningkat Siburian³

¹(Postgraduate Program of Education Management in UNIMED, Medan, Indonesia)

²(State University of Medan (UNIMED), Medan, Indonesia)

³(State University of Medan (UNIMED), Medan, Indonesia)

Corresponding Author: WantiSimanjuntak

Abstract: This research aims to examine the effect of self - efficacy on working stress, and working motivation and also principals' performance, the effect of managerial competence on working stress, and working motivation and also principal performance, the effect of working stress and working motivation on principals' performance. Research using correlation research with an approach of ex post facto research, and was held out in state elementary schools Medan. The sample of research consists of 200 principal chosen with proportional random sampling technique. The Data analysis has done with descriptive and path analysis. The results found, there was the direct effect of self-efficacy and managerial competence simultaneously on working stress, there is a direct effect of self-efficacy and managerial competence simultaneously on working motivation, and there is a direct effect of self-efficacy, managerial competence, working stress, and working motivation simultaneously on the work of the principals.

Keywords-Self-Efficacy, Managerial Competence, Work Stress, Work Motivation, Performance.

Date of Submission:06-09-2019

Date of Acceptance: 21-09-2019

I. INTRODUCTION

The Objective of Providing basic education based on the National Education Act of 2003 is laying the foundation of intelligence, knowledge, personality, character, and skills to live independently and can be following up for further education. Then, it can be also explained that the basic education is education that underlies secondary or middle education. Basic Education which is the basic form is in the Elementary School. In this form of education, there will be the foundation of human development. Therefore, the Government itself nowadays concerned the management of Elementary School. Based on data from Medan state education department office on April 2018, the number of state elementary schools consists of 383 schools in Medan. Among 383 state elementary schools in Medan, only 47 schools got (A) accreditation. Referring to the opinion of Sani, Pramuniati, and Mucktiany, One of indicator in the school that has a good quality of education is the accredited school, so the percentage of state elementary school which has a good quality ranges from 12.27%, it means that the performance of principals' in the state elementary school in Medan still low relatively.

The role of principals' performance in improving the quality of education at the school became one of the important factors. The principals' performance can be demonstrated by how principals perform their duties and functions to achieve maximum results. The performance is about doing the work and results of the work, because of the performance related with what is done and how to do it^{1 2 3}. The performance is a series either of work behaviour that contributes, positively or negatively to achieve the objectives of organization.⁴ Performance is a result of work related to organizational objectives such as quality, efficiency and other criteria of effectiveness. The results of the study explained, the principal's performance was influenced by mental attitude (work motivation, work discipline, work ethic); education; skills; education Management; income level; salary and health; social Security; work climate; infrastructure; technology; opportunity to achieve.⁶ Principal's performance is determined by internal and external factors. Internal factors include attitude to work, talent, interest, satisfaction, ability, and experience, external factors of supervision, salary, work environment, and leadership.⁷

The results of the principal's competency test in 2015, managerial competence has not yet reached the minimum standard required. Therefore managerial competence needs to be improved, because it affects the performance of the principals⁸. Managerial competence can manage human resources, material resources, and

financial resources effectively, so as to improve the performance of the principal. Because the principal's job is very heavy, so that it will experience work stress, to reduce work stress by building time management capacity in order to increase time on high priority tasks so as to reduce stress and foster work motivation.^{9 10}

Self-efficacy also affects the principal's performance. Self-efficacy is a belief in an individual's success in his ability to complete certain tasks. When the principal feels confident about his competence or ability, he will be able to carry out his duties and functions according to the expected level of performance, because there is a belief that encourages the principal to do and achieve something despite the many challenges faced.^{11 12} Self-efficacy affects work motivation, the higher the self-efficacy, the lower the level of stress, conversely the higher the self-efficacy, the stronger the determination to complete the task well so that it will show high performance. Therefore self-efficacy affects work stress and work motivation.¹³

The description on above, describes the various factors that affect the performance of the principal, both of which are found from the results of research and theoretical explanations. In addition, also found the gap between the performances of principals who are expected to head performance owned by the elementary school in Medan at this time. If this problem is not seriously concern and addressed, will affect the quality of elementary school graduates and a decrease in the quality of education in Medan. Therefore, in order to develop a theoretical model and solve problems with the performance of the principal, it is necessary to do research on the effects of self-efficacy (X_1), managerial competence (X_2), work stress (X_3), and motivation (X_4) on the performance of the principal (X_5) in Medan.

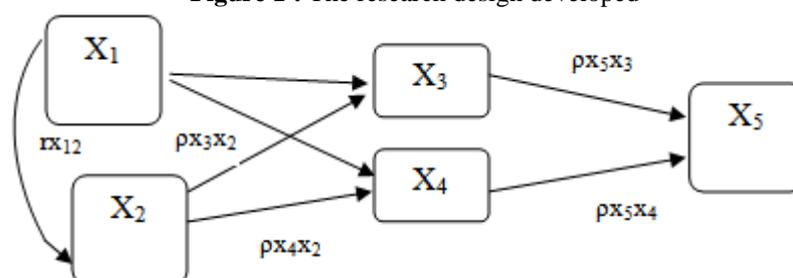
II. MATERIAL AND METHODS

This type of research is quantitative descriptive research, which aims to describe systematically, factually, and accurately about the facts and nature of certain populations, or try to describe phenomena in detail. In general, this study aims to prove the direct or indirect influence of self-efficacy, managerial competence, work stress, and work motivation on the performance of principals in state primary schools in Medan.

Study Design: Causal-Comparative research

This study analyzes the effect of one variable with other variables: self-efficacy (X_1), managerial competence (X_2), work stress (X_3), work motivation (X_4), and school principal performance (X_5). Exogenous variables are self-efficacy (X_1), managerial competence (X_2), work stress (X_3), work motivation (X_4), endogenous variable are the principal's performance (X_5). Exogenous variables will affect endogenous variables. The influence of exogenous variables on endogenous variables includes direct effects, so path analysis is very appropriate to analyze research data. The research design developed is as in Figure 1 below.

Figure 1 : The research design developed



Research Hypothesis :Based on literature review and conceptual framework that has been filed, the research hypothesis is formulated as follows:

1. Self efficacy has directly negative direct effect on work stress.
2. Direct managerial competence has directly negative on work stress.
3. Self-efficacy has positively direct effect on the performance of principals
4. Managerial competence positive has direct influence on the performance of principals
5. Managerial competence positive has direct effect on work motivation.
6. Self-efficacy has positively direct effect on work motivation.
7. Work stress has direct effect negatively on the performance of principals.
8. Work motivation has directly positive on the performance of principals.

Study Location: Public elementary school in the city of Medan.

Study Duration:January to June 2019.

Sample size: 200 elementary school principals.

Sample size calculation: The sample of this study was a portion of the population members taken using proportional random sampling based on the provisions of the sample from the population developed by Krejcie and Morgan at a significant level α of 0.05, obtained a sample of 194 people, but to increase the representative sample of the population 200 people were taken as samples. Sampling was carried out at a proportional random minimum of 200/383 from the population of elementary school principals in each district in the city of Medan. The study population is the principal of Medan City Public Elementary School, spread in twenty-one districts. Therefore, to get representative research samples taken proportional random research subjects from the population in each district.

Table 1: Sample distribution and study population in each district in the city of Medan.

No.	District Name	Population Amount	Number of samples
1	Medan Amplas	22	11
2	Medan Area	23	12
3	Medan Barat	10	5
4	Medan Baru	10	5
5	Medan Belawan	25	13
6	Medan Deli	21	11
7	Medan Denai	33	17
8	Medan Helvetia	22	11
9	Medan Johor	23	12
10	Medan Kota	18	9
11	Medan Labuhan	26	14
12	Medan Maimun	11	6
13	Medan Marelan	28	15
14	Medan Perjuangan	11	6
15	Medan Petisah	13	7
16	Medan Polonia	5	3
17	Medan Selayang	8	4
18	Medan Sunggal	17	9
19	Medan Tembung	11	6
20	Medan Timur	24	13
21	Medan Tuntungan	22	11
Total		383	200

Procedure methodology

Data on self-efficacy, managerial competence, work stress, work motivation, and the performance of elementary school principals are collected through instruments that have been prepared in accordance with instrument development procedures.¹⁵ The instrument used was in the form of a questionnaire to measure performance, self-efficacy, work stress and work motivation, while the test was in the form of multiple choice to measure the managerial competence of the principal. The instrument is built based on the conceptual and operational definition of each variable. Conceptual definition of performance is the result of one's work in carrying out its duties and functions to achieve organizational goals. Definition of operational performance elementary school principal is the result of work achieved a school principal in performing basic tasks and functions, and responsibilities as leaders to develop schools that captured via closed questionnaire filled in by the elementary school principal with the following indicators: (1) the quantity work result; (2) The quality of the work; (3) timeliness in performing the task; (4) efficient use of school resources. Conceptual definitions of self-efficacy are a person's belief in the ability itself against the actions necessary to achieve the performance demands. Operational definition of efficacy in this study is the belief principals' owned by ability to determine the necessary actions to improve the performance of which is expressed through a closed questionnaire filled by the principal through indicators: (1) involvement in carrying out the task, (2) effort and diligence, (3) the mindset and emotional reactions. Conceptual definition of managerial competence is the ability to manage resources through planning, organizing, directing, and monitoring to achieve organizational goals effectively and efficiently, Operational definition of managerial competence in this study is a set of knowledge, skills and attitude of the principal manage the school as a whole expressed by charging instrument in the form of multiple choice objective test by principals through indicators: (1) The competence planning and development of the school, (2) the competence to manage the learning program or curriculum, (3) the competence to manage student, (4) the competence to manage facilities and infrastructure, (5) the competence to manage school personnel (Teachers and Education Personnel) , (6) the competence to manage school finances, (7) the competence to manage the relationship of the school with the community, (8) the competence to manage school administration, (9) the competence to manage the information system of the school, (10) the competence to monitor and evaluate school programs, (11) the competence manage special services school. Conceptual

definition of work stress is a condition that arises from the interaction between man and the work that led to changes in human behaviour that forces them to deviate from their normal functions. Operational definition of job stress in this study is a condition that creates the tension of physical and psychological imbalance, affecting the emotions, thought patterns, and the condition of the principal, expressed through a closed questionnaire filled by the principal through indicators: (1) conditions of employment; (2) clarity of roles; (3) interpersonal relationships; and (4) development of a career. Conceptual definition of work motivation is the desire or impulse within the individual to carry out the work as well as possible in order to achieve organizational goals. Operational definition of motivation to work in this research is desire or urge within the principal to carry out the duties which have been assigned in order to achieve school goals expressed through a closed questionnaire filled by the principal through indicators (1) The desire for a job well done, (2) The desire to overcome the problems arising in the work, (3) Always strive to be superior than others, (4) Working with the expectation to get incentives, (5) Trying to be recognized.

Data analysis

Analysis of the data used descriptive analysis, test requirements analysis, and hypothesis testing. Through the use of descriptive statistics, the mean score, mean, median, mode, standard deviation, and variance of each variable can be made, so that the frequency distribution and histogram graph can be used to describe the research variables. To identify the tendency of each variable in this study, the mean ideal score (Mi) and the ideal standard deviation (SDi) of each variable are guided by the Normal Curve. Hypothesis testing is done using Path Analysis. Path analysis as part of inferential statistics of parametric type can only be used, if the analysis requirements are met. Hypothesis testing is done using Path Analysis. Path analysis as part of inferential statistics of parametric type can only be used, if the analysis requirements are met. Testing the normality of data from each research variable is carried out with the Liliefors test. Meanwhile, to test the linearity of the relationship between exogenous variables and endogenous variables used Analysis of Variance (ANOVA) at a significance level of 0.05. While the feasibility test for the regression model, the predictor accuracy test, the regression coefficient feasibility test, the autocorrelation test, and the multicollinearity test were performed with the help of the application version 21 of the SPSS program for Windows.

III. RESULT

Description of the data that will be presented in this section includes data on Self-Efficacy variables (X_1), Managerial Competence (X_2), Job Stress (X_3), Work Motivation (X_4), and Performance of Principals of Public Elementary Schools (X_5). The data is the result of the quantification of respondents' answers to the questionnaire distributed to the Head of the Public Elementary School in Medan as a research sample. The questionnaire distributed as many as 200 sets in accordance with the sample.

Table2 :Summary of Descriptive Statistics of Research Data Calculations

		Self-Efficacy	Managerial Competence	Job Stres	Work Motivasi	Performance
N	Valid	200	200	200	200	200
	Missing	0	0	0	0	0
Mean		103,17	19,74	120,91	105,50	113,78
Median		104,00	19,50	123,00	106,00	115,00
Mode		100	18 ^a	124	112	124 ^a
Std. Deviation		21,475	5,747	18,600	18,393	16,707
Variance		461,187	33,030	345,966	338,291	279,130
Minimum		52	10	68	61	71
Maximum		140	30	157	139	141
Sum		20634	3947	24181	21100	22755
Mean Ideal		90	16	99	90	93
Ideal Std. Deviation		20	5,3	22	20	20,667
Ideal Minimum		30	0	33	30	31
Ideal Maksimum		150	32	165	150	155

Normality test :The results of normality error test results in estimating data on self-efficacy variables (X_1), managerial competence (X_2), work stress (X_3), self motivation (X_4), and school principal performance (X_5) are presented in the summary of normality test results .

Table 3: Summary of Results Normality Test

No	Endogenous Variabel to Eksogenous	Lilliefors Test		
		L _{count}	L _{tabel}	Status
1	X ₃ with X ₁	0,052	0,063	Normal distribution
2	X ₃ with X ₂	0,058	0,063	Normal distribution
3	X ₄ with X ₁	0,047	0,063	Normal distribution
4	X ₄ with X ₂	0,061	0,063	Normal distribution
5	X ₅ with X ₁	0,056	0,063	Normal distribution
6	X ₅ with X ₂	0,061	0,063	Normal distribution
7	X ₅ with X ₃	0,061	0,063	Normal distribution
8	X ₅ with X ₄	0,034	0,063	Normal distribution

Based on the table above, it can be concluded that the distribution of Self-Efficacy Data (X₁), Managerial Competence (X₂), Job Stress (X₃), Work Motivation (X₄), and Performance of Principal of Public Elementary School (X₅) are normally distributed, thus the normality assumption has been fulfilled.

Linearity Test

Summary of the linearity test results for pairing exogenous variables with endogenous variables obtained by using a computer program application program SPSS for windows version 21.

Table 4 : Summary of tes Linearity

No	Exogenous Variables to Endogenous Variables	Linearity test			Test the Significance of Regression		
		F _{count}	Sig.	Status	F _{count}	Sig.	Status
1	X ₁ dengan X ₃	0,682	0,937	Linier	21,677	0,000	Signifikan
2	X ₂ dengan X ₃	0,789	0,718	Linier	12,332	0,001	Signifikan
3	X ₁ dengan X ₄	0,941	0,586	Linier	17,204	0,000	Signifikan
4	X ₂ dengan X ₄	1,137	0,318	Linier	11,742	0,001	Signifikan
5	X ₁ dengan X ₅	0,888	0,677	Linier	35,507	0,000	Signifikan
6	X ₂ dengan X ₅	0,446	0,979	Linier	19,266	0,000	Signifikan
7	X ₃ dengan X ₅	1,159	0,255	Linier	25,492	0,000	Signifikan
8	X ₄ dengan X ₅	0,876	0,716	Linier	33,107	0,000	Signifikan

The summary in the table for the linearity significance of the F_{count} value must be greater than 0.050 and for the significance of the regression test the significance of the F_{count} value must be less than 0.050, the relationship of the exogenous variable with the endogenous variable is linear.

Research Hypothesis Testing

Statistical computation of correlation coefficients and path coefficients along with their tests are summarized in the following Table 5.

Table 5 Summary of Results of Correlation Coefficient Calculation, Path Coefficient and Meaning.

Hypothesis number	Coefficient correlation*	Phat Coefficient	T _{count}	Significance	Status
1	r ₁₃ = -0,314	ρ ₃₁ = -0,276	-4,072	0,000	Significance
2	r ₂₃ = -0,242	ρ ₃₂ = -0,186	-2,738	0,007	Significance
3	r ₁₄ = 0,285	ρ ₄₁ = 0,247	3,603	0,000	Significance
4	r ₂₄ = 0,235	ρ ₄₂ = 0,185	2,695	0,008	Significance
5	r ₁₅ = 0,395	ρ ₅₁ = 0,239	3,641	0,000	Significance
6	r ₂₅ = 0,305	ρ ₅₂ = 0,157	2,475	0,014	Significance
7	r ₃₅ = -0,338	ρ ₅₃ = -0,174	-2,676	0,008	Significance
8	r ₄₅ = 0,385	ρ ₅₄ = 0,244	3,792	0,000	Significance

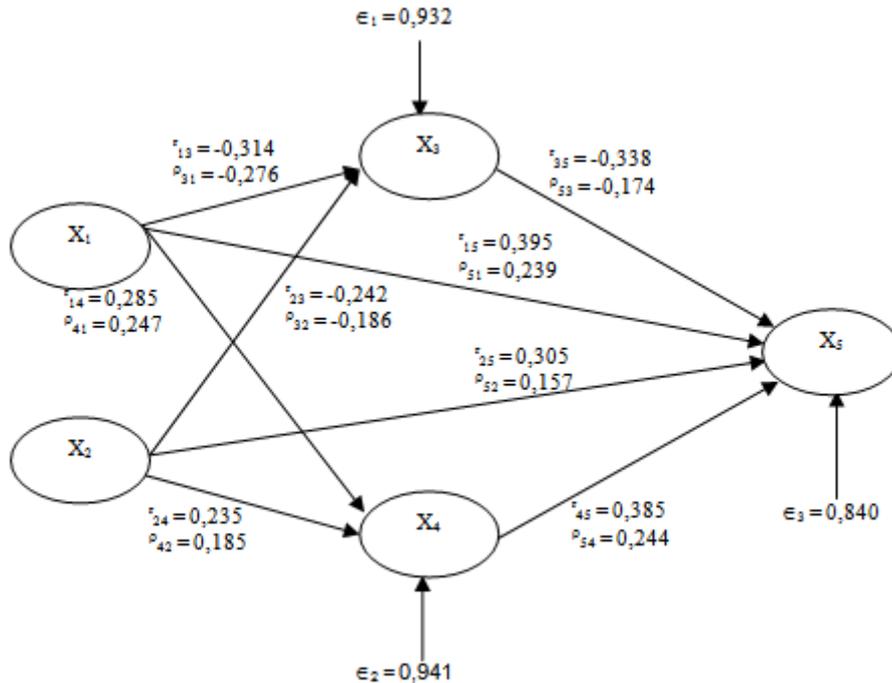
*All correlation coefficients are significant {t_{count} > t_{tabel (5%)} = 1,658}

Based on the table above, all hypotheses can be accepted.

1. Self-efficacy has a direct negative effect on the Work Stress of the Principal of Public Elementary Schools.
2. Managerial competence has a direct negative effect on the Work Stress of the Principal of Public Elementary Schools.
3. Self-efficacy has a positive direct effect on the Work Motivation of the Principal of Public Elementary School.
4. Managerial competence has a direct positive effect on the Work Motivation of the Principal of SD Negeri.
5. Self-efficacy has a positive direct effect on the performance of the Principal of Public Elementary Schools.

6. Managerial competence has a direct positive effect on the performance of the Principal of Public Elementary Schools.
7. Job Stress has a direct negative effect on the performance of the Principal of Public Elementary Schools.
8. Work motivation has a direct positive effect on the performance of the Principal of Public Elementary Schools.

Figure 2 :The Empirical Causal Relations of X1, X2, X3 and X4 with X5



Direct Effects and Indirect Effects

In accordance with the path diagram of the research variables obtained by testing the hypothesis and referring to the explanation of Pedhazur¹⁴ in the correlation decomposition, the magnitude of the relative and proportional influence of the exogenous variables on the endogenous variables is calculated.

Table 6 Summary of Calculation Results of the Relative Effect of Self-Efficacy (X1), Managerial Competence (X2), Job Stress (X3), and Work Motivation (X4) on the Performance of the Principal of Public Elementary Schools (X5)

Variable	Causal Influence			Non Pathway		Total
	Direct Effect on X5	Indirect through X3	Indirect through X4	Unanalyzed	Spurious	
X1	0,239	0,125	0,070	0,032	-	0,395
X2	0,157	0,042	0,057	0,049	-	0,305
X3	-0,174	-	-	-0,089	-0,075	-0,338
X4	0,244	-	-	0,105	0,036	0,385

Table 7 The Result of Calculation of the Effect of Proportional Self-Efficacy (X1), Managerial Competence (X2), Job Stress (X3), and Work Motivation (X4) on the Performance of the Principal of Public Elementary School (X5).

Variable	Effect			Effect Total	Non Pathway	
	Direct Effect on X5	Indirect effect on X5 through			Spurious	Unanalyzed
		X3	X4			
X1	0,057	0,013	0,017	0,087	-	0,007
X2	0,025	0,007	0,009	0,041	-	0,007
X3	0,030	-	-	0,030	0,019	0,009
X4	0,060	-	-	0,060	0,025	0,009
Total				0,218	0,044	0,032

The total effect consists of direct influence and indirect effect of Self-Efficacy (X1), Managerial Competence (X2), Work Stress (X3), and Work Motivation (X4) on the Performance of the Principal of Public Elementary School (X5) of 0.218. Thus, the strength of Self-Efficacy (X1), Managerial Competence (X2), Job Stress (X3), and Work Motivation (X4) together determine changes in Performance of the Principal of Public Elementary Schools (X5) of 21.8%; while the remainder in the Spurious component is 0.044 and the Unanalyzed component is 0.032.

IV. DISCUSSION

The results showed that self-efficacy has a direct negative effect on work stress principal of Elementary school; means that if principal's self - efficacy of elementary school is getting better, then work stress will decrease. This is achieved by testing the hypothesis with a path coefficient $\rho_{31} = -0.276$ and $t = -4.072$ with a significance level of 0.000 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$), thus a great influence (direct effect) self - efficacy against work stress is - 0,276. The value of this coefficient implies an increase of 1 unit of self-efficacy variable will decrease job stress variables for 0,276 units, assuming other variables held constant. Based on the path coefficient values obtained in the substructure 1, it can be concluded that the effect of self -efficacy variable against the stress of work is greater than other exogenous variables (managerial competence). Furthermore, according to the calculations of the total direct influence Managerial Competence of the Elementary School Principal, Work Stress is at -0.076. This shows that the higher the self-efficacy of elementary school principals, the lower work stress experienced by elementary school principals. Vice versa, if the self-efficacy is low, then it will get experience high work stress too. So, the changes (high to low) Elementary School Principal Working Stress can be determined by the level of self-efficacy.

Managerial Competence has a direct impact negative on Work Stress principal Elementary School it means, if principal's Managerial Competence of elementary school is getting higher, then work stress will getting lower too. This is achieved by testing the hypothesis with a path coefficient $\rho_{32} = -0.186$ and $t = -2.738$ with a significance level of 0.007 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit variable managerial competence would reduce job stress variable of 0.186 units assuming other variables held constant. Furthermore, according to the calculations, of total direct influence Managerial Competence of the Elementary School Principal Work Stress at -0.186. This shows that the higher the managerial competence of primary school principals, the lower work stress experienced by primary school principals. Vice versa, if the low managerial competence, it will experience high job stress as well. So changes (high to low) Elementary School Principal Working Stress can be determined by the level of Managerial Competence.

Self-Efficacy has a direct positive effect on the Work Motivation of the Principal of the State Elementary School, meaning that if the Self-efficacy of the Principal of the Elementary School is getting better, then the Motivation of the Work will also be better. This is achieved by testing the hypothesis with a path coefficient $\rho_{41} = 0.247$ and $t = 3.603$ with a significance level of 0.000 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit of self-efficacy variables will increase work motivation variable of 0.247 units assuming other variables held constant. Based on the path coefficient values obtained in the substructure 2, it can be concluded that the effect of self - efficacy variable of work motivation is greater than the other exogenous variables (managerial competence). So, self - efficacy has a greater effect on work motivation than managerial competence.

Managerial competence has a direct positive effect on the Work Motivation of the Principal of state elementary school, means that if the Managerial Competency of the Principal of state elementary school is higher, then his Work Motivation will also be higher. This is achieved by testing the hypothesis with a path coefficient = 0.185 and $t = 2.695$ with a significance level of 0.008 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit variable managerial competence will enhance work motivation variable of 0.185 units assuming other variables held constant Subsequently, based on the calculations, the direct effect on work motivation Managerial Competence of 0.185. Principals who have good managerial competence would be able to increase the motivation because it will increase the spirit in carrying out their duties, so that the educational goals will be achieved optimally.

Self-Efficacy has a direct positive effect on the performance of the Principal of Public Elementary School means that if the Self-efficacy of the Principal of Public Elementary School is getting better, then the performance of the Principal of State Elementary School will also be better too. This is achieved by testing the hypothesis with a path coefficient $\rho_{51} = 0.239$ and $t = 3.641$ with a significance level of 0.000 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit of self-efficacy variables will increase by 0.239 units of performance. Then, based on variables assuming other variables held constant. Based on the calculations of the total direct and indirect effects of the Self Efficacy on the performance of principal Elementary School at 0.239, assumed another variables is constant. Then, the changes that occurred in the performance of principal seen from the quality of work the better of the principal.

Due to the involvement of the principal in the implementation of the tasks which are a form of self-efficacy of the principal so that the quality of work can be controlled in accordance with the conditions set. One example, principals directly involved in the coaching process in accordance with the implementation of learning content standards and process standards issued by the Ministry of Education and Culture.

Managerial competence has a direct positive effect in the principal of the state elementary school; it means if the managerial competence of the Principal of the state elementary school getting stronger, then the performance of principal of state elementary school will also be stronger. This is achieved by testing the hypothesis with a path coefficient $\rho_{52} = 0.157$ and $t = 2.475$ with a significance level of 0.014 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit variable managerial competence will increase by 0.157 units of performance variables assuming other variables held constant. So, based on the calculations, the result is total direct and indirect influence Managerial Competence of the performance of the principal Elementary School amount at 0.157.

Work Stress has direct negative effect on the performance of the principal Elementary School; it means if the Work stress of the principal is higher then the performance of the principal of elementary School will be lower. This is achieved by testing the hypothesis with a large coefficient of channels, namely: ρ_{53} at $t = -0.174$ and -2.676 with a significance level of 0.008 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of one unit of job stress variables will degrade the performance variable of 0.174 units assuming other variables held constant. Changes in the performance of this research can be seen through the indicator of the quantity of work, quality of work, timeliness of performance of duty, and the efficient use of resources, but the most dominant change as a result of job stress in this study is the quality of work. This means that when the high-quality work then work stress experienced by the head of lower school. If the quality is low, then the job stress will increase.

Work Motivation has direct positive effect on the performance of the principal Elementary School; it means if the Work motivation of the principal is higher, then the performance of principal elementary school will also be getting stronger. This is achieved by testing the hypothesis with a large coefficient of channels, namely: ρ_{54} at 0.244 and $t = 3.792$ with a significance level of 0.000 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit of work motivation will increase by 0,244 units performance variables assuming other variables held constant. Based on the path coefficient values obtained in the substructure 3, it can be concluded that work motivation variable influence on the performance of larger than other exogenous variables (self-efficacy, managerial competence, and job stress). So, based on the calculation of the effect of proportional known that the direct influence on the performance of the Head of Work Motivation of 0,244 primary schools.

The research findings show that the work motivation of Medan elementary school principals is the most influential variable on improving the performance of school principals, so it can be said that if you want the performance of Medan elementary school principals to increase, then first increase work motivation, self-efficacy, managerial competence, and reduce levels work stress. The results of this study also explain that work stress affects the performance of the principal of the Medan primary school. If work motivation is increased and work stress is reduced, there will be an increase in the performance of Medan city elementary school principals. There are two variables that directly affect work motivation and work stress, namely self-efficacy and managerial competence. The dominant variable affecting work motivation and work stress is self-efficacy. The variables of self-efficacy and managerial competence directly affect performance, the dominant variable influencing performance between these two variables is self-efficacy. So it can be said that if you want to improve the performance of the Medan City Elementary School Principal, you can do it by:

1. Increase work motivation through: the desire to complete tasks well, the desire to overcome problems that arise at work, always trying to be superior to others, working with the hope of obtaining incentives, and trying to be recognized for his work.
2. Improving self-efficacy by: actively involved in carrying out duties as a principal, having a strong business and perseverance, as well as having a mindset and emotional reaction that is very good.
3. Increase managerial competence by: increasing competency in planning and developing schools, increasing competency in managing learning programs or curriculum, increasing competency in managing students, increasing competency in managing facilities and infrastructure, increasing competency in managing school personnel (Educators and Education Personnel), increasing competence in managing school finances, increasing competency in managing school relations with the community, increasing competency in managing school administration, increasing competency in managing school information systems, increasing competency in monitoring and evaluating school programs, and increasing competency in managing school-specific services.
4. Reducing work stress levels by: feeling enjoy or really enjoying working conditions in any form (always grateful), understanding the clarity of roles, improving interpersonal relationships, and managing well career development.

V. CONCLUSION

Based on data obtained from the field can be found a number of facts, and the fact-based data analysis, and discussion of research results so, it can be concluded as follows:

1. Self-efficacy has significant negative direct effect on work stress principal of state elementary School in Medan with the value path coefficient of -0.276. Indicators of self-efficacy are realized with involvement in carrying out the task, effort and perseverance, as well as mindset and emotional reactions. Indicators of self-efficacy greatest effect in this study are on the indicator involvement in carrying out the task. In other words, better involvement in carrying out the task, principal of elementary school to high school, the lower the stress of work principal of elementary school in Medan.
2. Managerial competence has direct impact negatively on work stress principal of state elementary schools in Medan with the path coefficient value of -0.186. Managerial competence manifested by indicators of planning and development of the school, managing learning programs (curriculum), managing student affairs, managing facilities and infrastructure, manage educators and education personnel, managing school finances, managing the relationship of the school with the community, managing school administration, manage information systems school, monitor and evaluate school programs, and managing special services school. Indicators managerial competence has greatest effect in this study on the indicators of competence to manage the information system of the school. In other words, more better the competence to manage the information system of the school, the lower the stress of work principal of elementary school in Medan.
3. Self-efficacy has significant positive direct effect on work motivation in principal of elementary school in Medan with path coefficient value of 0.247. Indicators of self-efficacy gave a greatest effect in this study were self-efficacy on indicator involvement in carrying out the task. In other words, better involvement in carrying out the task of principal of the elementary school to his school, higher on work motivation principal of elementary school in Medan.
4. Managerial competence has positive direct effect on work motivation principal of elementary schools in Medan with the path coefficient value of 0.185. Dimensions of managerial competence gave greatest effect in this study on indicators competence to manage school information system, In other words, better management of school information system, will be higher of work motivation of principal of elementary school in Medan.
5. Self-efficacy has a positive direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of 0.239. The dimensions of self-efficacy gave greatest effect in this study were self-efficacy on indicator involvement in carrying out the task. In other words, better involvement in carrying out the task, the higher the performance of principal of state elementary schools in Medan.
6. Managerial competence has positive direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of 0.157. Dimensions of managerial competence gave greatest effect in this study on indicator to manage school information system. It Means, better the competence to manage school information system with managerial competence, the higher the performance of principal of state elementary schools in the Medan.
7. Work stress has negative direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of -0.174. The decline in job stress can be realized through conducive working conditions indicators, clarity of roles, interpersonal relationships, and career development. Indicators of work stress that gave the greatest influence in this research on indicators clarity of roles. It means, better the clarity of the role of elementary school principals, the higher the performance of principal of state elementary schools in Medan.
8. Work motivation has positive direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of 0.284. Work motivation can be realized through the indicator desire for a work well done; a desire to overcome the problems that arise in the work, and always strive to be superior to others, working with the expectation would like get the incentives, and strive to be recognized on his working. Indicators of work motivation greatest effect in this study on indicator the desire to overcome the problems that arise in the work. In other words, better the desire to solve problems arising in the work, the higher the performance of principal of state elementary schools in Medan.

REFERENCES

- [1]. Fred Luthans. Organization Behavior : An Evidence Based Approach. 2011. Twelfth Edition . McGraw-Hill/Irwin.
- [2]. Kavita Girish Adsule & Berad. The Study Of Managerial Competencies For Effective Job Performance. 2014. International Journal In Multidisciplinary And Academic Research (SSIJMAR).3,(1), 20-36

- [3]. Colquit, Lapine, Wesson. *Organizational Behavior, Improving Performance and Commitment in the Workplace*. 2009. New York: McGraw-Hill
- [4]. Gibson, James L., John M. Ivancevich, James H. Donnelly, Jr., Robert Konopaske. *Organization*, 2012. (New York McGraw-Hill)
- [5]. Hogg, B. *European Managerial Competencies*. *European Business Review*, 1993; 93 (2), 21-26.
- [6]. Hussain, Khaliq, Nisar Kamboh, Ali. *Impact of Employees' Recognition, Rewards and Job Stress on Job Performance: Mediating Role of Perceived Organization Support*. 2019 *SEISENSE Journal of Management*, 2 (2). p.69-82.
- [7]. Lakshminarayanan, Pai, dan Ramaprasad. *Managerial Competencies, Self Efficacy, and Job Performance : A Path Analytic Approach*. 2016. Prabandhan : *Indian Journal of Management*, 7-21
- [8]. Aarabi, M.S., I.D. Subramaniam and A.B. Akeel. *Relationship between Motivational Factors and Job Performance of Employees in Malaysian Service Industry*. 2013. *Canadian Center of Science and Education, Asian Social Science*, 9,(9),301-309
- [9]. Akinfolarin Akinwale Victor. *Analysis Of Principals' Managerial Competencies For Effective Management Of School Resources In Secondary Schools In Anambra State, Nigeria*. 2017. *IJSSHE-International Journal of Social Sciences, Humanities and Education*, 1 (4).
- [10]. Jason A. Grissom, Susanna Loeb, Hajime Mitani. *Principal time management skills: Explaining patterns in principals' time use, job stress, and perceived effectiveness*, *Journal of Educational Administration*, 2015. Vol. 5, No. 6, pp.773-793
- [11]. Debra L. Nelson and Cary L. Cooper. *Positive Organizational Behavior*. London SAGE Publications. 2007
- [12]. Schermerhorn, Hunt and Osborn. *Organizational Behavior*. Eight Edition. New York : John Wiley & Sons. 2003
- [13]. Aisyah, dkk. *Perkembangan dan Konsep Dasar Perkembangan Anak Usia Dini*. Jakarta : Universitas Terbuka. 2008
- [14]. Pedhazur. *Multiple Regression in Behavioral Research. Explanation and Prediction*. New York: CBS College. 1982
- [15]. Muri Yusuf. *Metode Penelitian: Kuantitatif, Kualitatif & Penelitian Gabungan*. Jakarta : Prenadamedia Group. 2014

IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Wanti Simanjuntak. "The Effect of Self-Efficacy, Managerial Competence, Work Stress, and Work Motivation on the Principals Performance in the State Elementary School of Medan." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 09, 2019, pp. 57-66.