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Effectiveness of Principals Interpersonal Communication: A Literature Review

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Abstract: The purpose of this review is to determine the effectiveness of interpersonal communication of the principal in context of the world. This research uses compare journals related to the effectiveness of interpersonal communication in the sphere of education. Based on the results of a literature review from various countries in the world, the authors found that interpersonal communication can help the school principal in carrying out their duties by communicating in interpersonal with anyone. Therefore, the principal is expected to communicate well in interpersonal to create relationships, openness and trust within the scope of the organization. Communication that can be done by the principal is interpersonal communication to create the relationship and trust are invited to communicate. Interpersonal communication can be effective if communication is conducted face-to-front and two-way with openness, clarity, transparency, brief, kindness, concrete, consideration. The importance of the effectiveness of interpersonal communication in education attracts researcher to examine, and this article is to test how the effectiveness of interpersonal communication of the principal in the organization. With the expectation of the principal can develop continuously interpersonal communication to build relationships and trust to anyone.

Keywords: effectiveness, communication interpersonal, principal

I. INTRODUCTION

Communication is 98% of the most effective and significant of may running function of management and aspects of leadership (Baxter, 2014; Sabancı, Ahmet Şahin, Sönmez, & Yılmaz, 2016). Communication plays an important role in the implementation of organizational activities are supported by the rapid development of communication as organizational needs change (Üstüner & Kis, 2014). Managers' skills and effective leaders can be seen in human relationships, can develop other people and networks, can understand each other in receiving and providing information, positive non-verbal behaviour, encouraging communication up and down, listening effectively, developing strong symbolic messages (Sabancı, Şahin, & Özdemir, 2016). The leader in carrying out his duties and responsibilities with management functions is primarily communication that can effectively streamline his leadership.

The leader that will be discussed in this paper is the principal. Principals struggle in conducting effective conversations about staff performance issues, tend to tolerate, protect, and work effectively in their resolve (Le Fevre & Robinson, 2015). Judging from the assessment and monitoring is less effective from the aspect of internal communication,

communication that occurs from the principal to the teachers and employees who only in the form of orders to promptly complete the duties of teachers and employees or the delivery of information from the school principal to the teachers and employees is still very difficult due to separate principal and teacher offices and employee offices (Iriyono, 2017).

In communication, competent communicators should ideally be able to control and manipulate their environment to achieve personal goals (Lesenciuc dan Codreanu, 2012). Interpersonal communication is believed to effectively lead the leader in carrying out its duties. Interpersonal communication will realize a person in carrying out his duty with a big responsibility to achieve educational objectives and otherwise will have the impact the quality of human resources if communication is not used properly (Syarif, 2011). Interpersonal communication will give a change in leadership behavior (Le Fevre & Robinson, 2015).

II. LITERATURE RIVIEW & METHODS

The review of this library focuses on the effectiveness of school Interpersonal communication.

Search methods and reviews

The review process starts with a search engine, Google Scholar, to search for articles with keywords "Interpersonal communication effectiveness of school principals". The search was made the boundaries of 2005-2020 and identified a total of more dari 200 studies and articles in and out of line with research and that entered into this study. Previous research criteria for inclusion in this study are as follows:

- a. Qualitative and quantitative results of relationship Effectiveness Of Principals Interpersonal Communication
- b. Research conducted in the world
- c. This study uses English
- d. Dissertations and theses excluded

The steps in the Literature Review of each of the variables of the school principal's transformational leadership toward the performance of teachers to improve student achievement include:

Step1: Formulate problems

1. Choose a topic that fits your issues and interests
2. Problems must be written in full and accurate.

Step 2: Find the literature

1. Find relevant literature with research
2. Get an overview of research topics
3. Research sources are helpful when supported by the knowledge of the topics studied.
4. The source provides an overview or summary of previous research.

Step 3: Evaluate the Data

1. Take a look at any contributions to the topics discussed
2. Search and find the right data source as needed to support research
3. Data can be quantitative data, qualitative data and data derived from the combination of bot

Step 4: Analyze and interpret

1. Discuss and discover and summarize literature.

Table 1: Mean and Standard Deviation of Pretest and Posttest Scores

Author and Publication Year	Title	Country	Methods	Sample	Findings
Arar (2019)	Arab Principals' and Teachers' Perceptions of Trust And Regulation and Their Contribution to School Processes	Arab di Israel	Qualitative	35 Respondent	<p>The analysis of the interviewees' accounts yielded three main themes: perceptions of trust, factors assisting or hindering the formation of trust in school, and the expressions of trust in schools.</p> <p>Trust is considered important for successful schools. trust increases in schools when the principal applies, transparent decision-making process. This increases the staff's sense of self-effectiveness and their sense from school</p> <p>When the principal opens up dialog with the teachers and practices fair assessment and support for the teachers, providing them with autonomy for their teaching and participation in the school organization, a common language is formed and a culture of dialog-dialogue creates the basis for a supportive, trust-based work environment</p>
Bambacas and Patrickson (2008)	Interpersonal communication skills that enhance organisational commitment	Indonesia Australia Selatan	Qualitative	32 HR managers and 100 or more employees	<p>Senior HR managers expect managers to be effective interpersonal communication that focuses primarily on the clarity and frequency of messages, their ability to actively listen to and the ability to lead in a collaborative manner. The way messages are sent, especially their clarity, and the leadership style that generates trust, is most important when HR managers want to increase employee commitment to the organization. However, this skill is also found less</p>
Baxter (2013)	An independent inspectorate? Addressing the paradoxes of educational inspection in 2013	Inggris	Qualitative	-----	<p>Ofsted is in a difficult position and in this paper I have argued that the 2012 Inspection Framework and its associated re-modelling of the workforce, in seeking to address previous criticisms and in attempting to bring an ostensibly more developmental culture to inspection, have created a paradoxical system which presents a substantial threat to its continued existence as a credible regulatory body and legitimate tool by which to effect the governing of education in England.</p>
Cohen (2019)	Principals' leadership behaviours that shaped teachers' motivation to implement educational ICT reform imposed by state authorities in Israel	Tivon, Israel	Qualitative	5 Kepsek dan 35 guru	<p>Results revealed that the difference in the headmaster's attitude toward filing changes influenced the way they introduced it to school staff. The principal enthusiasm led to the teacher's active involvement in process changes. The principal supporting the proposed change at the beginning of the implementation are those who can recognize the relationship between the reform vision, local school needs and core values. Previous studies in the world and in Israel show that principals often experience gaps between school needs, processes occurring in schools based on local initiatives and state reform standards</p>
Iriono (2017)	Hubungan Antara Komunikasi Interpersonal Kepala Sekolah dengan Kinerja Guru Di Sma Swasta Uisu Medan Relationship between school's Interpersonal communication with teacher performance at Uisu Medan Private High School.	Indonesia	Quantitative	29 Orang guru	<p>Research suggests that between interpersonal communication principal with the performance of private high school teachers UISU Medan has a positive and significant relationship. It is shown from the magnitude value of $r_{count} = 3.09$ &gt; $r_{tabel} = 1.70$. While correlation coefficient of $R_{count} = 0.5121$ &gt; $R_{tabel} = 0.367$. The influence of the school principal's interpersonal communication variables on the teacher's performance was 26.23%.</p>

Kwan (2012)	32 Assessing school principal candidates: perspectives of the hiring superintendents	Hongkong	Quantitative	93 supervisors	Four criteria were used to assess the principal's position of school applicants from high school by a Hong Kong school supervisor. This, in order of importance: a generic managerial; A communication and presentation; Knowledge and experience; and supplying religious values. Of these four criteria, only knowledge and experience is directly related to teaching and learning and is also the only criterion that can be assessed more objectively.
Le Fevre 1 and Robinson (2015)	7 The Interpersonal Challenges Of Instructional Leadership: Principals' Effectiveness In Conversations About Performance Issues	Selandia baru	Quantitative and Qualitative	27 Principals	Overall, the principal showed a low to moderate skill level across Indonesia two conversations. Typically, principals are more skilled in advocating they have themselves positions rather than deeply investigating and examining their understanding of the views of parents or teachers
Lunenburg (2010)	30 The Principal And The School: What Do Principals Do?	Indonesia	Qualitative	248 administrator	These functions and roles, the headmaster requires three conceptual, human, and technical skills. Conceptual skills are more important at the top of the school district hierarchy; Important human skills at all levels; and technical skills are more important for first-line supervisors, such as department heads and team leaders. An effective principal study reveals that the main reason for the principal's failure is the inability to deal with people. Effective principals are involved in two categories of task dimensions. One category includes managerial tasks that are usually associated with the principal's role and enforce policies, rules, and procedures, and authority relations. The other categories, called link waking cultures, include setting behavioural norms, using symbols, institutionalized rituals, and storytelling designed to build a culture of the foundation of school Excellence. Superior principals also have excellent people skills. The difference between effective and successful principals is also examined.
Mhaidli, et.al (2020)	23 Listen Only When Spoken To: Interpersonal Communication Cues as Smart Speaker Privacy Controls	Australia	Mix Method	----	Privacy controls based on practical gesture interpersonal communication, do not ruin the speaker's intelligent functionality, and can be easily used by users to choose mute the microphone. Based on our findings, we discuss insights about the use of interpersonal cues as a privacy control for smart speakers and other IOT devices.
Odhiambo and Hii (2012)	1 Key Stakeholders' Perceptions of Effective School Leadership	Australia	Qualitative	One Principal Women, deputy headmaster, 60 teachers and a number of specialists and support staff	Highlighting the way that key stakeholders view quality school leadership. These are: (1) The principal uses administrative power (administration); (2) The responsibility of the principal to ensure quality teaching and learning (instructional leadership); (3) Relational leadership as a repentant thing for a strong school community (internal and external relations); (4) Challenging nature of leadership schools; and (5) The role of the principal in religious leadership and organizational management.
Saba, et.al (2016)	37 28 The Correlation Between School Managers' Communication Skills and School Culture	Antalya, Turki	Qualitative	372 sampel	4 Interpersonal communication skills from school managers and organizational cultures are medium-correlated. First analysis, emphatic sensitivity, reflective listening, and creating positive communication variables together predict a power culture significantly. Secondly, the final analysis demonstrates emphatic sensitivity, reflective listening and creates positive communication variables alongside predicting significant role culture. Thirdly, the model demonstrates emphatic sensitivity, reflective listening, and creates positive communication variables together predicting a significantly successful culture.
Sabancı, Şahin, and Özdemir (2016)	15 Interpersonal Communication Skills of the Leaders of Inspection Groups in Turkey	Turkey	Quantitative	266 Sampel	Group leaders have high-performance interpersonal communication skills. The Agreement on communication skills is crucial which is likely to be a positive proof of climate communication between leaders and inspectors in the inspection group.
Sahenk (2010)	9 Characteristics of the headmasters, teachers and students in an effective school	Turki	Literature review	-----	Emphasis is made on the existence of strong communication between peers, manifesting cognitive, social development, psycho-motor and kinetic students and the utilization of Academic technology and new methods of teaching.
Sezgin and Er (2016)	20 Teacher Perception On School Principal Communication: A Qualitative Study Of A Turkish Primary School	Ankara, Turki	Qualitative	14 teachers	Interpersonal communication skills build clear, meaningful and two-way communication with the teacher. Such skills' development might also include establishing open communication between the principal and school stakeholders. It is clear from this study that the teacher's expectations of good interpersonal communication with the principal

					can vary.
Shoho and Barnett (2010)	The Realities of New Principals: Challenges, Joys, and Sorrows	Amerika	Qualitative	62 Principals	the principals has become far too complex to rely solely on fragmented approaches for preparing current and future school leaders to deal with the complexities of the job. Challenges experienced by new principals pertain to instructional leadership; managerial issues such as budgeting and human resources; and community issues involving climate, politics, and differing expectations from parents.
Syarif (2011)	⁵ Pengaruh Komunikasi Interpersonal dan Supervisi Kepala Sekolah terhadap Kinerja Guru (The Effect of Interpersonal Communication and Principal Supervision on Teacher Performance)	Indonesia	Qualitative	-----	Parse teacher performance which is influenced by interpersonal communication and supervision by the principal. These two things have a big influence on teacher performance.
Tschannen-Moran; DiPaola and Forsyth (2011)	²¹ In search of trust: Contributing to the understanding of a taken-for-granted construct	Columbus	Quantitative		¹⁶ Trust is increasingly recognized as an important element in high-functioning schools. The research reported here reported the development of a strong definition of trust and measures to assess the primary faculties and beliefs in key stakeholders in their school community. The study reviewed link trust to school effectiveness, collaboration, collective efficacy, organizational citizenship, and teacher professionalism. Cultivating Trust has been linked to authenticity, collegial and consideration of behavior, as well as adopting a strength-based approach to school reform furthermore the student and teacher Trust has been associated with achievement and identification with the school.
Umar (2019)	¹⁸ Conceptualizing the Influence of Principals' Competence on Skill Acquisition in Agricultural Science Subject in Secondary Schools	Nigeria	Literatur Review	Articles 2010 to 2018	Influence of selected factors of the principal's competence on student acquisition skills in agricultural science subjects. This explains how these predictions can be improved skill acquisition.
Üstüner, and Kış (2014)	¹⁹ The Relationship between Communication Competence and Organizational Conflict: A Study on Heads of Educational Supervisors	Indonesia Turki	Penelitian Asosiasi	217 Supervisor	Head of education most supervisors demonstrate communication competencies including empathy components, social relaxation and supporting behaviors. Education supervisors also stated that they sometimes experienced organizational conflicts including intergroup components, between groups and personal conflicts in their head departments. A negative level correlation is being found between competency level communication and organizational conflict of supervisory head education.

III. DISCUSSION OF FINDINGS

This section reports the key findings reviewed from some articles that the author has read. The analysis showed that most articles focus on how the school's interpersonal communication is effective in the sustainability of an educational organization. The articles that have been reviewed are research conducted in the world. Based on the articles that are reviewed, there are various ways of data collection related to the effectiveness of interpersonal communication, the school principal and the effectiveness of interpersonal communication of the principal. The most commonly used method is using quantitative and qualitative methods.

The research on the effectiveness of interpersonal communication of school principals has been conducted in various countries. Table 1 shows that research has been conducted in educational institutions. The results of most research show that the headmaster in conducting interpersonal communication effectively so it affects the Sustainability of the Organization.

Communication will be effective when the principal knows how to communicate, and understands how important formal and informal communication is, for example: when the meeting; Conversations made by individuals with parents, teachers, and students; Receive and share information about phone calls and email messages with different groups of stakeholders (F. C. Lunenburg, 2010). The Arab education System sees communication to build trust for all stakeholders and education leaders (Arar, 2019). Positive communication, and openness between the headmaster and teachers enables full collaboration and transparency created from the trust in the Organization (Tschannen-Moran, Dipaola, & Forsyth, 2011).

At the assessment of Hongkong ESR communication Skills School Head is considered to be increasingly important (Kwan, 2012). In this paper will discuss interpersonal communication skills concentrated primarily on the dimension of empathy, understanding, active listening, feedback, effectiveness (openness, clarity, transparency, brief, kindness, concrete, consideration), persuasion, trusting and becoming

effective senders that are effective body language, verbal effectiveness and non-verbal communication (Sabanci et al., 2016).

The Principal began to focus on the importance of having strong communication skills, not just words but their ongoing actions. Their interpersonal communication skills are constantly being tested in communicating their parents' complaints to teachers (Le Fevre & Robinson, 2015). Some principals in Israel conduct private and individual communication with teachers to encourage teachers accustomed to implementing changes to be enforced by listening, providing support and support feedback (Cohen, 2019).

In the effectiveness of interpersonal communication, principal need to develop their interpersonal communication skills. The headmaster develops interpersonal communication by establishing clear, meaningful and two-way communication with the teachers and stakeholders of the school (Sezgin & Er, 2016) Interpersonal communication will be effective when the headmaster performs effectiveness (openness, clarity, transparency, brief, kindness, concrete, consideration) in an organization. Besides supervisors as well as leader groups they think that group leaders have high performance interpersonal communication skills. Groups of leaders report that they perform better in listening to the emphatic, effectiveness, feedback and dimension of mutual trust compared to the view of the inspector (Sabanci et al., 2016) The time of the school principal from 70 to 80% is spent in interpersonal communication with various stakeholders (Green, 2010; F. C. Lunenburg, & Irby, B. J., 2006; Matthews, 2010; Sergiovanni, 2009; Tareilo, 2011; Ubben, 2010). According to (Shoho & Barnett, 2010) Interpersonal communication can help the school principal in carrying out their duties by communicating in interpersonal with anyone. Principals often focus on the importance of having strong communication skills, one of which is that interpersonal communication skills are constantly being tested in dealing with conflicts with teachers, staff, and parents. The effectiveness of interpersonal communication, the principal indicates that there is the interpersonal relationship between the headmaster and the person who is invited (supervisor, teacher, staff or student). The headmaster is regarded as a leader with adequate communication skills to create an effective interpersonal communication network in the school community. In accordance with the results of interpersonal communication research is one of the things that the principal should be aware of in creating a trust relationship between the community (Arar, 2019).

Therefore, the principal is expected to communicate well in an interpersonal way, thus creating relationships, openness and trust within the scope of the organization. Communication that can be done by the principal is interpersonal communication to create the relationship and trust that is invited to communicate (Sabanci et al., 2016; Tschannen-Moran et al., 2011). Interpersonal communication can be effective when

communication is conducted face-to-front and two-way with openness, clarity, transparency, brief, kindness, concrete, consideration. With the expectation that the headmaster can continuously develop its interpersonal communication skills so that it can build relationships, trust the participation of organizations in implementing the policies to be applied (Sabanci et al., 2016; Şahenk, 2010; Sezgin & Er, 2016).

The findings of this study cannot be generalized. The future of studies can focus on how various stakeholders define effective interpersonal communication skills. Therefore, researchers can offer an alternative perspective of the effectiveness of the interpersonal communication skills of the principal, which is pointless to enrich the discussion surrounding the communication quality of the principal. Furthermore, given its small size and qualitative properties of this study, may not be transferred to other contexts. Thus, the future of research can examine the characteristics of effective interpersonal communication skills in large-scale studies. In addition, an international study is needed to compare how effective the interpersonal communication skills of the head of the school are based in different educational systems around the world.

Its broad conclusion is that when the author considers all reviews of the studies on the effectiveness of interpersonal communication, school principals conducted in various countries in the world, indicating that the effectiveness of interpersonal communication is crucial for an organization, including educational and interpersonal communication institutions, having a positive and negative impact on the sustainability of the organization. As with any research, this review has its limitations. First, the articles are reviewed only in English so that other studies are not reviewed due to limitations. Secondly, the scope of the articles being reviewed is still very limited, in Indonesia the existing articles only include on interpersonal communication the headmaster in influencing, related to other factors,

Despite the limited literature we must acknowledge, our findings are expected to contribute to information as the importance of school principal communication for the sustainability of the organization by looking at previous research in the context of the world. In addition, it can help to develop the knowledge of the school principal in communicating interpersonal so that the system exists in the organization effectively and efficiently. Thus, it can broaden our view all in developing interpersonal communication skills. The leader is expected to conduct interpersonal communication so that create interpersonal relationships with the members of the organization. What has not been done in this review literature is expected that researchers can further develop interpersonal communication coverage that corresponds to the development of his day? Because the theme and discussion of communication can always develop, so it is hoped that there will always be research on interpersonal communication in the context of education and the world to provide an understanding in the effectiveness of interpersonal communication.

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