
SCHOOL LEADERSHIPS AND THEIR RELEVANCE TO MANAGEMENT: FINDINGS FROM A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

Leadership has always been a topic that has attracted the attention of researchers. The purpose of this literature review research is to know the participants' characteristics in the articles, the type of measurement, the type of school leadership and their relevance to the management. A total of 11 articles in the period 2017-2022 were used to carry out this literature review taken from the Google scholar database with the help of Harzing's Publish or Perish 8 software for data mining. The article search was done online using the keywords "school leadership management". The literature review results show that the participants in this research were principals, teachers, students, and family members. The setting of the studies is widely carried out in some countries, including Indonesia. The measurements used in the quantitative studies are questionnaires. However, interviews and focus group discussions were used in the qualitative approach. Most school leadership types in this literature review are instructional, transformational, and transactional. Instructional leaders were mainly focused on pedagogical issues. Meanwhile, transformational implies mobilization and teacher participation. Moreover, transformational and transactional leadership were proven effective in conflict resolution. The results of this study also reveal a significant influence on the effective leadership style of the principal on conflict management.

A. INTRODUCTION

Researchers have proposed many leadership styles to help achieve group or organizational goals. According to (Amanchukwu et al., 2015), leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. As a leader in the school, the principal is believed to have a role as one of the determinants of the success of a school. Previous research conducted by (ten Bruggencate et al., 2012) revealed the critical role of school leaders in school effectiveness and offers valuable insight into how school leaders can make a difference. Similarly, (Branch et al., 2013)

discovered new evidence on the importance of school leadership by estimating individual principals' contributions to growth in student achievement.

Some experts agree that leadership and management should go hand in hand. A study conducted by (Kanokorn et al., 2014) in Thailand revealed that school principals, who have improved their knowledge skills and competencies in management, were also able to develop several quality projects for their school by applying action research, strategic planning, and instructional leadership. Similarly, (Sunaengsih et al., 2019) proved that the principal leadership was one of the main factors in implementing effective school management in terms of technology, school culture, information systems, and organizations. A preliminary study in South Solok Regency, West Sumatra Province, also revealed that the school principal has an important and influential role in the activities of teachers and staff in carrying out their duties (Riski et al., 2021).

From the mentioned previous studies that have been carried out, there is an assumption that the ability of school principals to achieve the school's vision has different leadership styles depending on what goals. To answer this assumption, a systematic literature review is needed to verify various leadership style practices by school principals in achieving the school's vision based on previous studies. This systematic review also discusses the research participants and the research methodology used to look at the leadership style of school principals. The author intends to conduct a systematic literature review (SLR) in the current study.

A literature review is an essential feature of academic research. A literature review method identifies, evaluates, and interprets all findings on a research topic to answer previously determined research questions. A systematic review is a formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research and to collect and analyze data from the studies included in the review (Moher et al., 2009). Knowledge advancement can also be designed from the findings of pre-existing studies. As scientific inquiries, literature reviews should be valid, reliable, and repeatable (Xiao & Watson, 2019).

In dissimilarity to previous studies ((I Gusti Ngurah Santika, 2017), (Jamrizal, 2022), & (Hidayat et al., 2019)), this systematic literature review adopts the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) model and uses the Google Scholar and Pubmed databases to retrieve data. This study tries to answer the question of who are the participants from the previous studies? What type of measurement is being taken? and What type of leadership usually appears in studies of leadership and its relevance to management? The purpose of this literature review study is to: 1) determine the characteristics of the participants in the research articles on school leadership, 2) to know the type of measurement, 3) to know the type of school leadership and their relevance to the management. The SLR framework was created following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) standard, which can be seen more clearly in Figure 1.

B. METHOD

This study uses a systematic literature review method that adopts the PRISMA model (Moher et al., 2009). Furthermore, this research follows a set of standard rules, commonly called protocols, to identify and synthesize all relevant studies and assess what is known from the study topic. PRISMA model guided the writer to set the protocols, including the database to be searched, keywords used in the search strategy, limits applied (by years, etc.), and summary data to be reported. Those had to be closely linked with the initial aims or questions of the literature review (Zurynski, 2014) & (Moher et al., 2009).

The searching protocols for articles were done online by using the keywords "school leadership management" in the title words of Harzing's Publish or Perish 8 software from Google Scholar and PubMed database. All articles that have passed the selection process were then reviewed and

summarized based on the objectives, author's name, year of publication, number of respondents, instruments used, research results and suggestions for further research. The Inclusion criteria in the current study include 1) research on leadership in the school settings, 2) published research articles, and 3) written in the English language. On the other hand, the exclusion criteria in this study include 1) research conducted on informal education, 2) literature review or meta-analysis articles, and 3) papers with an h-index less than 3.50 per year. Choosing articles with an h-index above 3.5 per year is because data from the Google Scholar database had enormous data variations and were sometimes unindexed. Furthermore, this study would use a paper with a citation quality h-index above 3.50, as recommended in the Harzing's publish or perish program. Furthermore, the literature search was limited to articles published from 2017 to 2022, on June 10, 2022.

C. RESEARCH FINDING AND DISCUSSION

After inputting the keywords in Harzing's Publish or Perish 8, the search process begins by reviewing the title and abstracts of the entire search results and comparing them with the established criteria. The data mining from the Google Scholar database obtained 359 articles. Meanwhile, data mining from PubMed database resulted in 42 articles. After examining the title, there were the same articles in two different databases. The results after deducting the duplicates are 317 articles. After scanning the language, there were articles written in a non-English language. A total of 92 discoveries were excluded because it was in the form of book chapters (27), literature review (14), journal index (16), book review (24), and non-English language articles (11). Along with it, 213 articles did not meet the requirements, h-index less than 3.50 (195), namely in the form of inclusive leadership (12), and articles with leaders from informal education (7). At the end, there are 12 articles included in literature review. Literature search is described in more detail in PRISMA Flow shown in Figure 1 below adapted from (Moher et al., 2009).

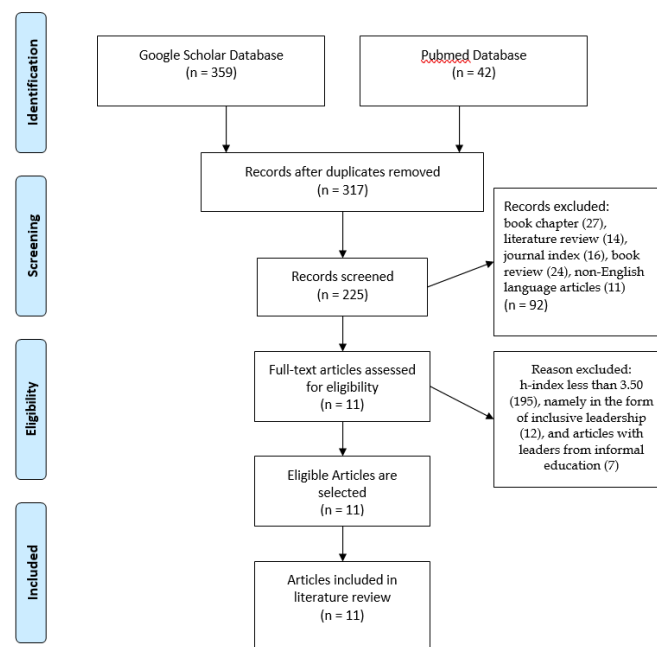


Figure 1. PRISMA Flow

The Figure PRISMA Flow illustrates the outflow of activities from the different phases of the systematic review. The figure explains the number of identified article records, then the articles included or excluded, and the reasons for exclusion.

Participants and Settings

The research participants included in the literature review consisted of 4 groups: principals, teachers, students and family members. Most principals who participate in these studies stated in (Beauchamp et al., 2021) and (Gómez-Hurtado et al., 2016). Meanwhile, (Meirink et al., 2020), (Sunaengsih et al., 2019), (Chandolia & Anastasiou, 2020), (Naidoo, 2019), (Antonioni & Lu, 2017), used teacher participants. Whereas (Vélez et al., 2017) used family members and teacher participants. However, (Cheng et al., 2017) used principals and teacher participants. Furthermore, (De Oliveira & De Carvalho, 2018) used principals, teachers, and student participants (See Table 1).

Most of the research in this literature review is located on the European continent. Study with teacher participants examined 55 males and 73 females at twelve (12) Secondary Education school units in the Arta, Epirus, NW Greece (Chandolia & Anastasiou, 2020). Another researcher (Meirink et al., 2020) used teacher participants who studied 8 males 4 females novice teachers at 11 schools for secondary education in other parts of the Netherlands. Meanwhile, research with principal participants looked at 36 males and 71 females qualitatively across the four devolved nations of the United Kingdom (UK). Likewise, another researcher (Gómez-Hurtado et al., 2016) studied 4 principals qualitatively in four secondary schools in Andalusia/Spain (See table 1).

Table 1. Participants' Characteristics & Measuring Instrument

Researchers	Participants & Setting			Measuring instruments and methods
	Male	Female	Total	
(De Oliveira & De Carvalho, 2018)	Principal, teachers, and fifth-grade students who participated in the 2007, 2009 and 2011 editions of Prova Brazil			Questionnaire. Quantitative: Factor Analysis
(Vélez et al., 2017)	46 teachers and 46 family members in Spain.			Questionnaire: educational leadership in managing coexistence in schools. Quantitative: factorial and correlation analyses and structural equation analysis.
(Cheng et al., 2017)	School managers, Hongkong	principals, and teachers	middle in	Interview. Qualitative.
(Naidoo, 2019)	354 teachers in South Africa			Interview and Questionnaire. A mixed-method sequential, exploratory approach. Principal Factor Analysis (PFA)
(Beauchamp et al., 2021)	36 males	71 females	107 principals total in the	Interview and FGD. Qualitative

Researchers	Participants & Setting			Measuring instruments and methods
	Male	Female	Total	
(Meirink et al., 2020)	4 males	8 females	12 total teachers total in the Netherlands	United Kingdom Interview. Qualitative
(Sunaengsih et al., 2019)	1 Principal and 15 teachers in Public Primary Schools in Sumedang Regency, West Java, Indonesia.			Interview principals and survey teachers. Qualitative
(Chandolia & Anastasiou, 2020)	55 males	73 females	128 teachers total from Greece, EU	Questionnaire. Quantitative: ANOVA (Analysis of Variance)
(Gómez-Hurtado et al., 2016)	4 principals Andalusia/Spain.			Interview and FGD. Qualitative.
(Antoniou & Lu, 2017)	311 teachers in the Haidian District of Beijing			Questionnaire. Confirmatory Factor Analysis (CFA) Quantitative.
(Sebastian et al., 2019)	Principals in the United States.			Self-ratings questionnaire to construct typologies of effectiveness. Quantitative.

The Table 1 above briefly describes the 11 articles included in this systematic literature review study. The left column contains the names of the authors. The middle column contains the participants of the studies, and the right column contains information about the research instruments and methods.

Measuring Instruments of School Leadership

Of the 11 articles used in this literature review, 5 used quantitative methods for data retrieval, 1 used the mix-methods for data collection and analysis, and 5 used qualitative approach methods (See table 1). In quantitative research, (De Oliveira & De Carvalho, 2018) measured Brazilian principals' profile based on answers to the contextual questionnaire of Prova Brasil. Furthermore, (Vélez et al., 2017) designed a questionnaire to assess the importance of educational leadership in managing coexistence in schools. The rest three papers ((Chandolia & Anastasiou, 2020), (Sebastian et al., 2019); & (Antoniou & Lu, 2017)) provided questionnaires that measured leadership styles such as instructional, transformational, transactional, and *laissez-faire*.

Several studies using qualitative methods conducted in-depth interviews and focus group discussions ((Gómez-Hurtado et al., 2016) & (Beauchamp et al., 2021)). Meanwhile, (Sunaengsih et al., 2019) added a survey to teachers to examine their behaviour and view the ordinary routine and natural activities. Furthermore, ((Cheng et al., 2017) & (Meirink et al., 2020)) also interviewed teachers. Whereas (Naidoo, 2019) employed the mixed method sequential, an exploratory approach that uses both quantitative and qualitative data collection and analysis. The analysis of the qualitative study and literature review led to the development of a questionnaire. The first phase dealt with the collection of qualitative data from Advanced Certificate in Education: School Leadership and Management (ACESLM) graduates, followed by the second phase, where quantitative data was collected from

teachers, heads of departments and deputy principals who worked in the same schools as the graduates.

Type of School Leadership and Relevance to Management

From the literature review process, there were several forms of school leadership. Instructional leadership is the most common type of leadership mentioned in this study ((De Oliveira & De Carvalho, 2018), (Naidoo, 2019), (Sebastian et al., 2019), & (Antoniou & Lu, 2017)). For the papers that discuss instructional leadership were mostly focused on pedagogical issues. Furthermore, transformational is also commonly found ((Beauchamp et al., 2021), (Chandolia & Anastasiou, 2020)). This leadership style implies mobilization and teacher participation.

Another form that appears is transactional leadership (Chandolia & Anastasiou, 2020) & (Beauchamp et al., 2021). In addition, (Chandolia & Anastasiou, 2020) mentioned several theories and different leadership styles that can be grouped accordingly: trait theories, behavioral theories, situational theories, contingency theories, transformational leadership, innovative leadership, transactional leadership, strategic leadership, empowerment leadership, authentic leadership, servant leadership and symbolic leadership.

In most of the selected articles, leadership style is a predictor variable. This could be seen in some studies from (De Oliveira & De Carvalho, 2018), (Chandolia & Anastasiou, 2020), (Vélez et al., 2017), (Vélez et al., 2017), (Sebastian et al., 2019), and (Naidoo, 2019). A study by (De Oliveira & De Carvalho, 2018) stated that the predictor variables had a stronger correlation in state schools than in municipal schools. This difference may propose adding other predictors to explain local specificities more accurately, particularly in municipal networks.

In this literature review, several characteristics of school leaders focus on instruction and the people. (Naidoo, 2019) explained that principals can be effective instructional leaders when teachers are engaged with more culturally relevant teaching practices and strategies that result in improved student outcomes. In line with this, (Sunaengsih et al., 2019) explained that giving rewards and motivation to teachers is one of the added values of the principal's managerial ability; therefore, giving motivation to teachers is considered important. As seen in decision-making, good communication, the ability to direct and develop teachers, and the ability to solve problems and evaluate school activities are one aspects that can support effective school management implementation.

In particular articles, researchers also discuss the relationship between principals' leadership and student learning outcomes. The research conducted by (De Oliveira & De Carvalho, 2018) shows a positive relationship between the average school performance of fifth graders in mathematics tests and the principal's leadership. The paper also reveals two important factors. The first is related to the role of the principal to create a comfortable situation for both teachers and students. Then the second is the function of the principal in managing school management which statistically has a significant influence on student learning outcomes. The principal is not only tasked with being able to manage resources efficiently, but the principal is also required to be able to implement policies properly. Therefore, if leadership can go hand in hand with management, it can be interpreted as skills to manage an organization, which is accompanied by the ability to lead, direct, and motivate efficiently and effectively (Sunaengsih et al., 2019).

However, another paper stated that the role of the principal is not only for internal matters (related to students and teachers). A study by (Naidoo, 2019) explained that twenty-first-century principals are required to develop and maintain healthy relationships with all stakeholders, ensuring that effective teaching and learning is the "core business" of schools. With the complexity of the principal's task, the principal should be able to demonstrate various leadership styles. The paper written by (Chandolia & Anastasiou, 2020) stated that school Principals might exhibit a range of leadership styles according to

the national educational systems' policies, their personality traits, values, experiences and skills, as well as the particular issues and environmental parameters of their school unit.

In selected papers, the principal must make decisions correctly and solve conflicts as supreme leaders in their organizations. (Beauchamp et al., 2021) stated that leadership in a crisis is usually focused on immediate decision-making processes by those at the top of organizations. Meanwhile, (Chandolia & Anastasiou, 2020) revealed that The transformational and transactional leadership styles exhibited were equally effective in successful conflict resolution, whereas a laissez-faire leadership style was not. The results indicate that leadership and conflict management style can be associated with the effectiveness of conflict management. The results of this study also reveal a significant influence on the effective leadership style of the principal on conflict management. In addition, teacher job satisfaction, commitment, and school performance will improve with effective conflict management.

The selected papers also explained the importance of knowledge management that supports the growth of innovation in organizations, which is one of the school success factors. As (Cheng et al., 2017) mentioned, knowledge leadership, knowledge-sharing culture, and knowledge management system support were identified as success factors for schools to implement knowledge management. This is in line with what was stated by (Vélez et al., 2017). These leaders shall clearly and significantly determine how receptive the organization is to alternative interpretations and proposals for change.

D. CONCLUSION AND RECOMMENDATION

Conclusion

The results of this literature review examine various studies that have been carried out related to the result of school leadership and their relevance to management. The result is displayed information on the characteristics of the participants and settings. There are commonly four groups of participants in this literature review research: principals, teachers, students and family members. The papers analyzed in this literature review are studies conducted in some European, African, American, and Asian countries, including Indonesia. The measuring instruments for the school leadership articles in this literature review are questionnaires, interviews, and focus group discussions.

Based on the results of the discussion, it can be concluded that there were mainly the types of school leadership in this literature review: (1) instructional, (2) transformational, and (3) transactional leadership. Instructional leaders were primarily focused on pedagogical issues relevant to teaching practices and strategies that result in improved student outcomes. Meanwhile, transformational implies mobilization and teacher participation. Moreover, both transformational and transactional leadership were proven effective in conflict resolution.

Recommendation

This review literature is limited to research published in 2017-2022, constraining other variables that may be related to school leaders that have not been discussed in this article. For this reason, research published more than the scope of years or from different databases (e.g., Scopus, Web of Science, Science Direct, Directory of Open Access Journals, etc.) is necessary to obtain a more comprehensive portrait. The results of this literature review are expected to be used as a factual consideration by prospective or current school principals to apply various leadership styles according to the school's current conditions.

Furthermore, this study might be groundwork or can be recommended for other researchers interested in examining school leadership and management. Moreover, other researchers could use different terms to label school leadership. It is also necessary to conduct a more extensive search involving these keywords so that the results will be different and enhance the gathering of new information.

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