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Educational Leadership in Improving School Performance and Teacher Professional Development: A Literature Review

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Abstract: The purpose of this study is to examine and describe educational leadership in improving school performance and teacher professional development. This study uses a literature review approach and uses data collection methods in the form of journals and scientific articles related to research studies. The analysis used in this study includes a review of the latest research findings and screening of relevant research materials in sequence. This study reveals that educational leadership plays a role in improving school performance and encouraging teacher professional development. The instructional and distributed leadership models, as well as the professional learning community approach, show that collaboration, ongoing support, and focused professional development are key to achieving educational goals. Effective leadership not only improves teacher performance, but also contributes to improving the quality of education and student learning outcomes as a whole.

Keywords: Educational Leadership, School's Performance, Teacher's Professional Development

A. Introduction

Leadership in education is one of the factors that determines the success of school institutions in achieving educational goals. An effective educational leader is able to direct schools towards improving performance and achieving optimal results for students, teachers, and the entire school community (Vega et al., 2024). This also forces schools to focus not only on student learning outcomes but also on improving the quality of professionalism of educators as the spearhead of the learning process (Henry et al., 2023). School performance is often measured by students' academic achievement, but behind it are various interrelated elements, one of which is the role of the principal's leadership (Pedraza-Montaño et al., 2024). Research by Tambingon et al. (2024) found that effective leadership strategies, such as open communication and professional development opportunities, significantly improved teacher performance. They also found that leadership fosters a culture of professional

learning, encourages collaboration between teachers and creates a work environment conducive to growth.

A principal who has visionary and transformational leadership is able to influence the organizational culture of the school (Fadhilah et al., 2024), develop an environment conducive to learning (Singh, 2024), and create a productive and collaborative work climate for teachers (Sari, 2024). The principal plays a role in providing strategic direction, inspiring, and motivating teachers to continue to develop professionally (Song & Rizal, 2023). Effective leadership is also demonstrated through the ability to respond to change and face challenges, both in terms of curriculum, management, and educational technology (Perez & Banayo, 2023). Optimal performance in many schools has not been achieved due to less supportive leadership (Triokoyulisma et al., 2024). Some principals only focus on administrative aspects and pay less attention to teacher competency development, even though teacher professional development is an essential factor in improving the quality of education (Soabeb & Plessis, 2023). Research by Utami et al. (2024) found that challenges faced such as time constraints and lack of understanding of effective leadership practices, which can hinder their ability to support teacher development. In addition, according to Triokoyulisma et al. (2024) the alignment of teachers' scientific backgrounds with their roles is often inadequate, affecting their professional growth and performance. Strong educational leadership plays a vital role in creating a positive school climate, where teachers feel valued, supported, and involved in decision-making (Chaudhary et al., 2024). This involvement, in turn, increases teachers' motivation and commitment to contribute more to school development (Musengamana et al., 2024). Thus, there is a close relationship between the principal's leadership style, teacher professional development, and the overall performance of the school. Therefore, this study will focus on how educational leadership can play a role in improving school performance through continuous teacher professional development efforts.

This research is important to be conducted considering the increasingly complex challenges in today's education world, including policy changes, technological developments, and the need for more efficient resource management. Through this literature study, it is hoped that effective leadership strategies can be found that can be a reference for school principals in improving school performance while encouraging teacher professional development, which will ultimately have an impact on improving the quality of education as a whole.

B. Methods

Systematically, there are several steps taken in this research as follows:

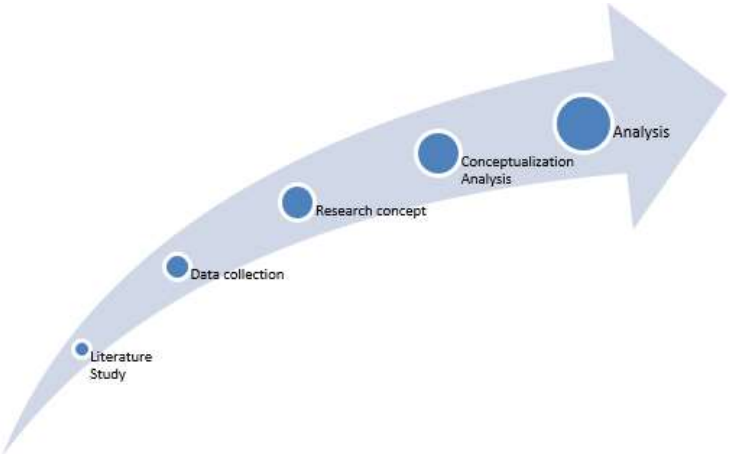

Figure 1. Systematic Research Literature Study

This research approach uses a literature study method. The purpose of this study is to review and analyze relevant literature in the field being studied. This study does not involve collecting new data, but rather analyzing existing data in the form of articles, journals, books, and other library sources. The research design is a literature review, also known as meta-analysis, which requires searching, selecting, and evaluating literature relevant to the research topic. Research can be conducted systematically, using clear criteria for selecting literature to be included in the analysis. The location and time of this research are not limited, because researchers can access literature from various sources and time periods. The population in this study is literature that is relevant to the selected research topic. The research sample can be determined by using predetermined inclusion and exclusion criteria to select the most relevant and high-quality literature. The background and data sources in this qualitative research are literature collected from various sources such as scientific journals, books, research reports, and other literature sources. The data used in this study comes from existing literature. The data collection technique in this study involves searching and selecting relevant literature. Researchers can utilize academic databases such as PubMed or Google Scholar to search for literature that is in accordance with the research topic. Once relevant literature is found, researchers then proceed to make a selection based on predetermined criteria. The data analysis technique in this study requires reading and critical evaluation of the selected literature. Researchers will identify the main findings of each literature, compare and integrate relevant research results, and compile a synthesis or summary of these findings. Analysis can be done narratively, thematically, or through meta-analysis, depending on the purpose of the study and the characteristics of the existing literature.

C. Results and Discussion

Literature study was conducted by analyzing 30 articles published on PubMed or Google Scholar. The articles used were articles published in 2020-2024. The following is a literature review that can be seen in the following table:

Table 1. Literature Study Analysis

No.	Title	Author (Year)	Research Type	Insight
1.	Unpacking the Role of Instructional Leadership in Teacher Professional Development	(Kilag & Sasan, 2023)	Qualitative	Instructional leadership significantly improves school performance and teacher professional development by encouraging collaboration, providing ongoing support, and setting clear expectations, ultimately leading to improved student learning outcomes.
2.	Schools as professional learning communities: what can schools do to support professional development of their teachers?	(Admiraal et al., 2021)	Qualitative	The concept of School as a professional learning community is grouped into five groups: 1) Shared school vision about learning; 2) Professional learning opportunities for all staff; 3) Collaborative work and learning; 4) Change in school organization, and 5) Leadership of learning.
3.	The Effect of Instructional Leadership and Distributed Leadership on Teacher Self-efficacy and Job Satisfaction: Mediating Roles of Supportive School Culture and Teacher Collaboration	(Liu et al., 2021)	Quantitative	Both distributed leadership and instructional leadership are positively and directly related to teacher job satisfaction and teacher self-efficacy. Meanwhile, distributed leadership is positively and indirectly related to teacher job satisfaction and teacher self-efficacy, while instructional leadership is indirectly related to teacher job satisfaction through the mediating effects of supportive school culture and teacher collaboration.
4.	The association between teacher leadership and student achievement: A meta-analysis	(Shen et al., 2020)	Meta-analysis	Among the seven dimensions of teacher leadership that were all positively related to student achievement, facilitating improvements in curriculum, instruction, and assessment demonstrated the strongest relationships. Subgroup analyses showed similar relationships across studies that conceptualized teacher leadership and used outcome measures differently, and for elementary and middle school students.

Table 1. (Continued)

No.	Title	Author (Year)	Research Type	Insight
5.	Educational Leadership and Professional Learning in Teacher Education: a Indian Perspective	(Singh, 2024)	Qualitative	Educational leaders play a critical role in improving school performance by promoting continuous professional development, which significantly impacts teacher effectiveness and ultimately improves student outcomes in India.
6.	Implementation of Transformational Leadership in Improving Teacher	(Sari, 2024)	Qualitative	Transformational leadership significantly improves school performance and teacher professional development by inspiring commitment, encouraging innovation, and providing consistent support, ultimately improving teacher performance and the educational environment.
7.	Professional Development and Leadership	(Oredein & Obadimeji, 2024)		Teacher professional development increases knowledge and skills, which, when supported by effective educational leadership, can significantly improve school performance and the overall quality of instruction.
8.	School Leadership Transformation: Improving Teacher Performance through Strategic Decision-Making	(Fadhilah et al., 2024)	Qualitative	Strategic decision-making by principals, involving stakeholder participation, significantly improves teacher performance and encourages professional development, leading to improved overall school performance.
9.	Leadership Strategy Head School in Improving Teacher Performance at Santa Rosa De Lima Tondano Catholic High School	(Tambingon et al., 2024)	Qualitative	Effective leadership strategies, including open communication, support, motivation, and professional development, significantly improved teacher performance and subsequently improved overall school quality at Santa Rosa de Lima Tondano Catholic High School.
10.	Designing teacher leadership for school improvement	(Henry et al., 2023)	Qualitative	Teacher leadership encourages collaboration and empowers educators, enabling them to analyze and critique school improvement plans, ultimately improving school performance and professional development opportunities.
11.	Rationalizing the Role of Teacher Leadership in	(Song & Rizal, 2023)	Qualitative	Teacher leadership significantly improves school performance and professional development by

Table 1. (Continued)

No.	Title	Author (Year)	Research Type	Insight
	School Development Towards Creative and Sustainable Development Framework			encouraging collaboration, knowledge sharing, and effective instructional strategies aligned with professional practice standards.
12.	Leadership of The School Principal in Improving Teacher Performance in Elementary Schools	(Hayati et al., 2023)	Qualitative	Effective educational leadership improves school performance and teacher professional development through targeted training, academic supervision, and cultivating a productive school culture, which ultimately improves teacher effectiveness and student outcomes.
13.	Proposal of pedagogical leadership strategies to promote academic performance in preschool students	(Pedraza-Montaño et al., 2024)	Qualitative	Pedagogical leadership strategies enhance teacher performance and academic outcomes in preschool settings, foster continuous improvement and address educational challenges effectively.
14.	Leadership Practices and Management behavior of School Heads Towards Quality Service and Performance of Teacher	(Perez & Banayo, 2023)	Qualitative	Effective leadership practices and management behaviors significantly improve teacher performance and professional development, fostering an environment that supports growth and quality services in education.
15.	A Study on the Effects of Professional Development on Teacher Leadership Skills	(Makuachukwu, 2023)	Qualitative	Targeted professional development enhances teacher leadership skills, fosters collaboration and innovation, which are critical to improving school performance and creating a supportive educational environment.
16.	The development direction of educational leadership in the context of globalization	(Qiu, 2023)	Qualitative	Enhancing educational leadership improves teacher quality through multi-dimensional change vision, diverse knowledge systems, and optimized management skills, which significantly impact school performance and professional development.
17.	Effect of Instructional Leadership on School Performance	(Akram et al., 2022)	Quantitative	Effective instructional leadership significantly improves school performance, with significant impacts on teacher professional development through shared leadership and monitoring of curriculum and instruction.

Table 1. (Continued)

No.	Title	Author (Year)	Research Type	Insight
18.	Principal Leadership in Improving Teacher Performance in Schools	(Setiawan et al., 2022)	Qualitative	Principal leadership significantly influences teacher performance and professional development by fostering teamwork, motivation, and accountability, which are essential to achieving educational goals and improving student learning outcomes.
19.	Educational Supervision in Improving the Performance Teacher of State Elementary School	(Aslam et al., 2024)	Literature review	Effective educational supervision improves teacher performance through structured observations, feedback, and collaborative development plans, encouraging professional growth and innovative teaching methods in public elementary schools.
20.	Linking Instructional Leadership and School Support to Teacher Expertise: The Mediating Effect of Teachers' Professional Development Agency	(Li et al., 2023)	Quantitative	Principal instructional leadership and school support significantly influence teacher expertise, with teacher professional development agents mediating these effects, ultimately enhancing school performance and professional growth.
21.	Professional Development of School Leaders in Supporting Effective Teaching and Learning in The Shiselweni Region, Eswatini	(Jethro et al., 2022)	Qualitative	Effective educational leadership improves school performance by equipping leaders with managerial skills and encouraging teacher empowerment through training, despite challenges such as financial constraints and resistance to change.
22.	Educational Leadership - A Perspective Beyond Managerial Processes	(Baştea & Catalano, 2023)	Qualitative	Empowering teachers and fostering ethical relationships is essential for principals to improve school performance and support professional development, going beyond mere managerial processes.
23.	Impact of Leadership Practices of Principals and Teachers on Classroom Management and School Environment	(Tang, 2023)	Quantitative	Effective school leadership improves classroom management and school climate, which in turn supports teacher professional development and improves overall school performance and student achievement.

Table 1. (Continued)

No.	Title	Author (Year)	Research Type	Insight
	Towards an Institutional Leadership Training Program			
24.	Instructional Leadership Practices and Students' Academic Performance in Morogoro Municipality, Tanzania	(Mtei, 2022)	Qualitative	Instructional leadership practices improve school performance by collaboratively setting goals, monitoring the instructional process, and promoting teacher professional development, which collectively improves student academic outcomes.
25.	How to Improve School Leadership (in Beijing's High Schools)	(Zuo, 2023)	Quantitative	Educational leadership significantly influences school performance and teacher development through collaborative practices, distributed leadership, and targeted training, cultivating an environment conducive to academic excellence in Beijing secondary schools.

Based on the 25 articles that have been analyzed, it can be seen that educational leadership can play a role in improving school performance through continuous teacher professional development efforts. From the results of the analysis, it can also be concluded that there are 100% of articles stating that effective leadership strategies can improve school performance while encouraging teacher professional development, which will ultimately have an impact on improving the overall quality of education.

Based on the literature review that has been analyzed, it can be concluded that an effective leadership model in improving school performance and encouraging teacher professional development. Instructional leadership is one model that has consistently been shown to be an effective model in improving school performance and teacher professional development. This is as found by Kilag dan Sasan (2023) that instructional leadership is able to encourage collaboration, provide ongoing support, and set clear expectations. This results in improved student learning outcomes because teachers feel supported in their learning process, and have clear guidance on academic expectations. Liu et al. (2021) added that instructional leadership is not only related to teacher job satisfaction but is also supported by a collaborative school culture.

In addition, the concept of distributed leadership also shows positive results. This leadership involves sharing responsibilities among staff and teachers, so that each individual feels empowered and involved in making important decisions. According

to Liu et al. (2021), distributed leadership increases teacher job satisfaction and self-efficacy. This is important because teachers who feel they have control over their teaching process are more likely to engage in innovation and improve teaching effectiveness. This model also strengthens collaboration between teachers, which according to Shen et al. (2020) is very important for improving student performance.
Transformational leadership, as explained by Sari (2024), has also been shown to be effective in improving school performance. This leadership emphasizes inspiration, commitment, and innovation, which provide encouragement for teachers to continue to develop professionally. By inspiring teachers to take on greater responsibility and encouraging innovation in teaching practice, transformational leadership creates a work environment that supports personal and professional growth, thereby improving teacher performance and ultimately school performance.

Meanwhile, the concept of schools as professional learning communities, as expressed by Admiraal et al. (2021), provides the basis for a leadership approach that focuses on collaboration and continuous learning. This community is characterized by a shared vision of learning, professional development opportunities for staff, and collaborative work. Within this framework, leadership plays a key role in driving organizational change that enables all staff to continue learning and innovating. This is particularly relevant to efforts to improve school performance, where each member has a shared understanding of the school's goals and supports each other in achieving them.

In all leadership models discussed, teacher professional development is an important element that influences school performance. Oredein dan Obadimeji (2024) showed that teacher professional development supported by effective educational leadership can significantly improve the quality of teaching. This development involves not only formal training, but also coaching and feedback provided in a structured manner. Tambingon et al. (2024) stated that leadership strategies involving open communication, support, and motivation are essential to fostering continuous professional development, which in turn improves school performance.

D. Conclusion

Based on the results of the literature that has been presented, it can be concluded that educational leadership can play a role in improving school performance through continuous teacher professional development efforts. The results of the study showed that of the 25 articles analyzed, 100% stated that educational leadership plays a role in improving school performance and encouraging teacher professional development. The instructional and distributed leadership models, as well as the professional learning community approach, show that collaboration, ongoing support, and focused professional development are key to achieving

educational goals. Effective leadership not only improves teacher performance, but also contributes to improving the quality of education and student learning outcomes as a whole.

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