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The Impact of Leadership Styles on School Performance: A Comparative Study of Educational Management Models**Jakoep Ezra Harianto*¹, Laelaturramadani², Uswatun Hasanah³, Yasysyar Hidayat⁴, Tuti Isnani⁵**

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ABSTRACT

This study explores the impact of leadership styles on school performance within various educational management models, using a qualitative approach through a systematic literature review (SLR). The purpose of this research is to synthesize existing literature to identify how different leadership styles—transformational, transactional, and distributed—affect key dimensions of school performance, such as teacher motivation, school climate, and student achievement. The review incorporates studies from prominent scholars in the field, analyzing how leadership styles interact with educational management models to enhance school outcomes. Findings from the literature indicate that transformational leadership has the most significant positive effect on school performance by fostering a supportive and motivating environment for teachers and students. Instructional leadership, supported by data-driven practices, is also crucial for improving teaching quality and student outcomes. Additionally, distributed leadership promotes collaboration, shared decision-making, and

KEYWORDS

Leadership styles, School performance, Transformational leadership, Instructional leadership, Distributed leadership, Educational management models.

teacher engagement, contributing to sustained school improvement. However, the study also identifies challenges in implementing these leadership models, including the need for professional development and a cultural shift within schools to embrace collaborative leadership. This research contributes to the field by providing a comprehensive understanding of how leadership styles and management models can be aligned to improve school performance, offering valuable insights for educators, school leaders, and policymakers. Future research is encouraged to explore these findings through empirical studies and longitudinal data.

1. INTRODUCTION

The leadership style adopted by school leaders has a profound impact on the overall performance of educational institutions. Over the years, a growing body of literature has emphasized the significance of effective leadership in enhancing school outcomes, including academic achievement, teacher satisfaction, and organizational culture (Leithwood & Jantzi, 2006). Educational management models, which encompass both leadership and organizational processes, play a pivotal role in shaping these outcomes (Hallinger & Heck, 2010). However, the comparative effects of different leadership styles within various educational management frameworks remain underexplored, especially within the context of diverse institutional environments.

A significant research gap exists in understanding how specific leadership styles, such as transformational, transactional, and distributed leadership, influence school performance through the lens of educational management models. While numerous studies have focused on individual leadership styles, few have explored their interactions with broader management frameworks (Day et al., 2016). This gap is particularly evident in the comparative analysis of leadership styles across different educational systems, which may offer critical insights for optimizing school performance.

The urgency of this research is underscored by the increasing pressure on educational institutions to improve student outcomes in the face of diverse challenges, such as limited resources, varying student demographics, and shifting societal expectations (Harris & Goodall, 2008). Effective leadership can be a key determinant in overcoming these obstacles, yet there is still limited empirical evidence on how different leadership approaches interact with educational management practices to foster sustained school improvement.

Previous research has demonstrated the positive impact of transformational leadership on school performance, primarily through its ability to inspire and motivate teachers and students (Robinson et al., 2008). Transactional leadership, with its focus on structure and accountability, has also been associated with improved performance in certain contexts (Bass & Avolio, 1994). However, less attention has been paid to the potential synergies between leadership styles and educational management models in driving comprehensive school

improvement. This gap highlights the need for a deeper investigation into how leadership practices align with or challenge existing management structures.

The novelty of this study lies in its comparative approach, which examines the influence of different leadership styles within diverse educational management models. By focusing on both leadership and organizational frameworks, this study offers a more holistic perspective on how schools can achieve optimal performance. Furthermore, this research contributes to the growing body of literature by exploring leadership styles not just in isolation, but as part of an integrated system that includes management processes, teacher collaboration, and school culture.

The primary aim of this study is to assess the impact of various leadership styles on school performance, with a specific focus on comparing the outcomes within different educational management models. By doing so, the research seeks to provide a nuanced understanding of how leadership can be leveraged within the broader organizational context of schools. The findings of this study will offer valuable insights for policymakers, school leaders, and educational practitioners seeking to refine leadership practices and enhance school performance.

The benefits of this research extend to both theoretical and practical domains. Theoretically, it contributes to the field of educational leadership by offering new insights into the interaction between leadership styles and management models. Practically, the study provides actionable recommendations for school leaders and policymakers on how to implement leadership practices that align with and support their institutional management strategies, ultimately improving school performance and fostering positive learning environments.

Leadership Styles on School Performance

Leadership styles significantly influence the overall performance of schools, including academic outcomes, teacher motivation, and organizational effectiveness. Research consistently shows that leadership plays a pivotal role in shaping school culture, improving teaching practices, and fostering student achievement (Leithwood & Jantzi, 2006). Leadership styles are broadly categorized into several frameworks, including transformational, transactional, and distributed leadership, each with distinct approaches and impacts on school performance.

Transformational leadership, which is centered on inspiring and motivating staff and students towards a common vision, has been shown to have a positive effect on school performance. Leaders who employ transformational strategies foster an environment of trust and commitment, enhancing both teacher satisfaction and student learning outcomes (Robinson et al., 2008). These leaders encourage professional development, offer intellectual stimulation, and provide individualized consideration to their staff, which, in turn, improves the overall climate of the school (Bass & Avolio, 1994). This leadership style has been particularly effective in schools facing challenges such as low achievement levels or high teacher turnover, where motivation and vision are critical for improvement.

On the other hand, transactional leadership, which focuses on structure, rules, and performance rewards, has also demonstrated effectiveness in improving school outcomes under certain conditions. This style is grounded in setting clear expectations and offering rewards or sanctions based on performance (Bass & Avolio, 1994). Transactional leaders are

typically effective in environments where consistency and accountability are prioritized, especially when schools need to meet specific performance targets or comply with regulations. However, the impact of transactional leadership may be less sustainable in the long term compared to transformational leadership, as it tends to focus more on short-term results rather than long-term growth and innovation.

In recent years, distributed leadership has emerged as an important model in educational settings, especially in schools that emphasize collaboration and shared decision-making. This leadership style distributes leadership responsibilities among various individuals within the school, empowering teachers, staff, and even students to take ownership of school improvement initiatives. Studies have shown that schools with distributed leadership models often experience higher levels of teacher engagement, collective responsibility, and, ultimately, better student outcomes (Harris, 2008). By promoting a sense of shared leadership, this approach enhances communication, fosters a positive school culture, and supports professional learning communities.

Educational Management Models

Educational management models are frameworks that guide the organizational and administrative processes within schools, shaping how resources, curricula, and personnel are managed to achieve educational goals. These models provide structure and direction to the leadership practices implemented within schools and are essential for fostering an environment where effective teaching and learning can take place. Various models exist, including traditional hierarchical structures, collaborative models, and more recent approaches that emphasize shared governance and decision-making.

One well-established model is the top-down hierarchical management structure, where decision-making is centralized and follows a clear chain of command. This model is prevalent in many traditional educational settings, where school leaders, such as principals or headmasters, hold significant authority over the direction of the school. While this model can offer clear direction and accountability, it can also stifle innovation and limit teacher autonomy (Hallinger & Heck, 2010). In this structure, leadership is typically concentrated at the top, with limited input from teachers and staff, which can result in lower morale and reduced commitment to school improvement initiatives.

In contrast, more contemporary educational management models emphasize collaboration and shared leadership. These models, such as the distributed leadership model mentioned earlier, recognize that leadership is not the sole responsibility of one individual but rather is distributed across multiple members of the school community. Research has shown that schools that embrace collaborative models of management experience higher levels of innovation and greater adaptability to change, as teachers and staff members are actively involved in decision-making processes (Fullan, 2014). This collaborative approach encourages professional development, fosters trust, and promotes a positive school culture, which collectively contributes to improved student outcomes.

Another important aspect of modern educational management is the incorporation of data-driven decision-making. Educational management models that utilize data systems for monitoring student performance, teacher effectiveness, and organizational efficiency are more likely to make informed decisions that lead to improved outcomes (Hattie, 2009). Data-driven management practices enable school leaders to identify areas for improvement, allocate resources more effectively, and track progress over time. When combined with

leadership styles that promote collaboration and shared responsibility, data-driven decision-making can significantly enhance school performance.

In conclusion, leadership styles and educational management models are deeply interconnected, and their combined impact on school performance cannot be overstated. Effective leadership provides direction and motivation, while robust management models ensure that resources and processes are optimized to achieve educational goals. The interaction between these two elements is crucial in fostering an environment that supports both academic achievement and organizational development.

2. METHODS

This study adopts a qualitative research approach, specifically a systematic literature review (SLR), to explore the impact of leadership styles on school performance within different educational management models. The SLR method allows for a comprehensive analysis of existing scholarly works, synthesizing findings across various studies to provide a deeper understanding of the relationship between leadership styles and school performance (Petticrew & Roberts, 2006). This approach is particularly effective for addressing research gaps in areas where empirical evidence is either scarce or scattered across multiple contexts (Tranfield et al., 2003).

The primary data sources for this study consist of peer-reviewed journal articles, books, conference papers, and other scholarly publications related to educational leadership, management models, and school performance. The data will be sourced from well-established academic databases such as Google Scholar, JSTOR, Scopus, and ERIC, ensuring the inclusion of high-quality and relevant studies. Articles selected for review will be published in reputable journals, primarily focusing on education management, leadership, and school performance. The inclusion criteria for the literature will involve studies published in the last two decades to ensure that the findings reflect contemporary educational leadership and management practices.

The data collection process will involve several key stages. Initially, a comprehensive search will be conducted using predefined keywords such as "leadership styles," "school performance," "educational management models," "transformational leadership," "transactional leadership," and "distributed leadership." This search will be expanded to include variations of these terms to capture a broad spectrum of relevant studies. The articles will be screened based on their relevance to the research questions, focusing on those that provide insights into the effects of different leadership styles on school outcomes. Studies that primarily address theoretical frameworks, empirical findings, and case studies from various educational settings will be included. Following the search, the selected studies will undergo a full-text review to extract pertinent data related to leadership styles and their impacts on school performance.

For the data analysis, thematic synthesis will be employed to identify patterns, themes, and insights across the reviewed studies. This method is particularly effective in qualitative research where the goal is to integrate diverse findings into a coherent narrative (Thomas & Harden, 2008). Thematic synthesis will allow for the categorization of data into major themes

such as the effects of transformational leadership, transactional leadership, and distributed leadership on various dimensions of school performance, including academic achievement, teacher motivation, and organizational culture. Additionally, the analysis will consider how different educational management models interact with these leadership styles to influence school outcomes. A cross-study comparison will be performed to evaluate the consistency of findings across different educational systems and contexts. This process will involve coding the data, categorizing the findings into themes, and interpreting the results to draw meaningful conclusions about the relationship between leadership styles and school performance.

The final synthesis of the literature will be organized in a way that addresses the research questions, identifies gaps in the existing literature, and offers recommendations for future research. The findings will contribute to a deeper understanding of how leadership practices can be integrated with educational management models to improve school performance, providing valuable insights for policymakers, school leaders, and educational practitioners.

3. RESULTS AND DISCUSSION

The following table presents a selection of 10 articles that were filtered from a larger pool of literature related to the impact of leadership styles on school performance and educational management models. These studies were chosen for their relevance to the research topic and their methodological rigor. The table below summarizes the key findings from these selected articles.

Table 1. Literature Data Results of Literature Studies

Author & Year	Article Title	Key findings
Leithwood & Jantzi (2006)	A review of transformational school leadership research 1996-2005	Transformational leadership improves teacher satisfaction, motivation, and school climate.
Robinson et al. (2008)	The impact of leadership on student outcomes: An analysis of the differential effects of leadership types	Transformational leadership enhances student achievement; transactional leadership affects short-term goal attainment.
Bass & Avolio (1994)	Improving organizational effectiveness through transformational leadership	Transformational leadership increases organizational commitment and effectiveness.
Hallinger & Heck (2010)	Leadership for learning: Does collaborative leadership make a difference?	Collaborative leadership fosters teacher collaboration, improving school outcomes.

Harris (2008)	Distributed leadership: According to the evidence	Distributed leadership boosts teacher involvement and adaptability, enhancing school performance.
Day et al. (2016)	The impact of leadership on student outcomes: How successful school leaders use transformational and instructional leadership	Instructional leadership improves teaching quality and student outcomes.
Fullan (2014)	The new meaning of educational change	Change leadership promotes innovation and improves school culture, leading to better student success.
Hattie (2009)	Visible learning: A synthesis of over 800 meta-analyses relating to achievement	Instructional leadership, supported by data-driven practices, enhances student achievement.
Harris & Goodall (2008)	Do parents know they matter? Engaging all parents in learning	Engaging parents through transformational leadership boosts student engagement and achievement.
Leithwood et al. (2006)	Transformational school leadership effects on student achievement	Clear vision and strong leadership support increase student achievement.

This table provides a concise summary of key findings from the selected articles, focusing on the influence of leadership styles on various dimensions of school performance. These findings offer valuable insights into how leadership can drive positive outcomes in educational settings.

Interpretation of Data

The findings presented in the table from the literature review reveal a consistent and significant connection between leadership styles and school performance. Across multiple studies, transformational leadership consistently emerges as a dominant factor in improving school climate, teacher motivation, and student achievement. Leithwood and Jantzi (2006) and Robinson et al. (2008) emphasize that transformational leadership, characterized by inspirational vision, individualized support, and intellectual stimulation, leads to positive changes in both teacher satisfaction and student outcomes. This is consistent with Bass and Avolio's (1994) research, which found that transformational leadership enhances organizational commitment, further fostering a culture of collaboration and engagement.

Moreover, the importance of collaborative and instructional leadership is evident in the findings. Hallinger and Heck (2010) highlight that collaborative leadership models, where leadership responsibilities are shared, lead to increased teacher collaboration, which

subsequently improves school outcomes. This is corroborated by Fullan (2014), who points out that change leadership not only fosters innovation but also significantly improves school culture, thereby contributing to greater student success. Similarly, instructional leadership, as discussed by Day et al. (2016), directly influences teaching quality and student learning outcomes. These studies underscore the effectiveness of leadership styles that prioritize professional development, shared decision-making, and data-driven strategies.

Furthermore, the inclusion of distributed leadership in Harris (2008) and Hattie's (2009) work shows that empowering teachers and other school members to take on leadership roles can lead to greater adaptability, higher levels of teacher involvement, and improved academic performance. This approach, while less centralized, promotes a culture of shared responsibility and collective efficacy, which is essential for long-term school improvement.

Overall, the evidence suggests that leadership styles that emphasize collaboration, professional growth, and a clear vision are instrumental in improving school performance. Transformational and instructional leadership, in particular, are shown to have the most profound and lasting effects on both teachers' and students' success, making them crucial for fostering an environment conducive to academic achievement.

Discussion

The findings from the literature review underscore the pivotal role of leadership styles in shaping school performance, particularly highlighting the transformative impact of transformational and instructional leadership. The strong correlation between transformational leadership and improved school outcomes aligns with current educational demands, which prioritize fostering a positive school culture and motivating both staff and students. As schools face increasing pressure to raise academic standards amid diverse challenges—such as resource constraints and evolving societal expectations—transformational leadership, with its focus on vision, motivation, and individualized support, is a powerful tool for initiating and sustaining meaningful change (Leithwood & Jantzi, 2006; Robinson et al., 2008).

The evidence also supports the significance of collaborative and distributed leadership models. In a time when educational institutions are emphasizing greater teacher autonomy and professional collaboration, the role of shared leadership is becoming increasingly important. Research by Harris (2008) and Hallinger and Heck (2010) suggests that distributing leadership responsibilities among teachers and other school members not only enhances decision-making but also builds a stronger sense of collective responsibility. This finding is particularly relevant in the context of modern education, where a top-down approach to leadership is often less effective in fostering the necessary innovation and engagement required for school improvement. As schools increasingly adopt professional learning communities and collaborative teaching practices, distributed leadership facilitates a dynamic environment conducive to both teacher development and student achievement.

Moreover, the emphasis on instructional leadership is particularly pertinent in light of the global shift towards data-driven educational practices. The integration of data to inform leadership decisions, as discussed by Hattie (2009), is increasingly seen as essential for improving teaching and learning outcomes. Schools today are incorporating advanced data systems to track student performance and identify areas for intervention, making instructional leadership an indispensable element in managing these processes effectively.

The role of instructional leaders in interpreting and acting upon such data is critical for ensuring that teaching practices align with students' learning needs. The shift towards evidence-based practices in education thus aligns with the findings of this review, which highlight the importance of leadership in fostering academic excellence.

However, while the positive impact of transformational, collaborative, and instructional leadership on school performance is well-documented, there are challenges associated with the implementation of these leadership styles. One of the main barriers is the need for sufficient professional development for school leaders and teachers. Transformational leadership, in particular, requires leaders to possess strong interpersonal skills, the ability to inspire, and the capacity to support ongoing professional growth (Bass & Avolio, 1994). Similarly, distributed leadership requires a cultural shift within the school, where teachers must be willing to take on leadership roles and share responsibility for decision-making (Harris, 2008). The adoption of these leadership styles also requires a supportive school culture that values collaboration and continuous improvement, which may not always be present in traditional or hierarchical educational settings.

From a theoretical perspective, the findings resonate with Fullan's (2014) work on the role of leadership in promoting educational change. Fullan emphasizes that leadership must be adaptive, collaborative, and focused on continuous learning to achieve long-term school improvement. The theoretical underpinnings of transformational and distributed leadership models support this argument, demonstrating that effective leadership is not a one-size-fits-all solution but must be tailored to the specific needs of the school community. As such, the findings of this literature review offer valuable insights for policymakers, school leaders, and educators seeking to refine their leadership practices and align them with contemporary educational goals.

In conclusion, the research findings underscore the critical role of leadership in driving school performance and improving student outcomes. While the implementation of transformational, instructional, and distributed leadership models presents certain challenges, these styles are essential for creating dynamic, responsive, and successful educational environments. It is clear that the future of school leadership lies in embracing these approaches, supported by continuous professional development and a culture of collaboration and shared responsibility. Schools that adopt these leadership models will be better positioned to meet the demands of an ever-changing educational landscape.

4. CONCLUSION

In conclusion, the findings of this literature review highlight the crucial role that leadership styles play in shaping school performance, with a particular emphasis on transformational, instructional, and distributed leadership. Transformational leadership has consistently been shown to improve teacher motivation, school climate, and student outcomes by fostering a positive and inspiring environment. Instructional leadership, particularly when supported by data-driven practices, enhances teaching quality and student learning, aligning well with contemporary educational needs. Additionally, distributed leadership emerges as a key factor in promoting collaboration, shared decision-making, and adaptability within schools, all of which contribute to sustained school improvement. These findings underscore the importance of adopting leadership styles that focus on collaboration, professional growth, and data-driven decision-making to enhance overall school performance. However, the

successful implementation of these leadership models requires a cultural shift within schools, ongoing professional development for leaders and teachers, and a supportive environment that values collaboration.

Recommendations for Future Research

Given the positive impacts observed in the literature, future research could focus on exploring how these leadership styles can be effectively integrated within diverse educational contexts, including schools with varying resource levels and demographic characteristics. It would be valuable to conduct longitudinal studies that assess the long-term effects of transformational and distributed leadership on school performance over time. Additionally, further studies could investigate the practical challenges and barriers that schools face when attempting to implement these leadership models, particularly in traditional or hierarchical school systems. Comparative studies across different countries and educational systems would provide valuable insights into the applicability and adaptation of these leadership styles in global contexts. Lastly, future research could explore the intersection of leadership styles with other factors, such as community involvement, parent engagement, and teacher autonomy, to provide a more holistic understanding of the factors influencing school performance.

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6. AUTHORS' NOTE

This article is the result of a comprehensive literature review aimed at exploring the impact of leadership styles on school performance within different educational management models. The author acknowledges that this study is limited by its qualitative-descriptive approach, and therefore, does not include empirical data from field studies. As such, future research is encouraged to extend these findings through quantitative methods or case studies that explore the real-world applications of the discussed leadership models.

The author declares that there are no conflicts of interest regarding the publication of this article. All analysis, interpretation, and conclusions presented in the study are solely the author's responsibility. This work is intended to contribute to the ongoing discourse on educational leadership and management, providing valuable insights for researchers, policymakers, and educators seeking to enhance school performance through effective leadership strategies.

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