

## **CHAPTER II**

### **THEORITICAL BACKGROUND**

#### **A. Theory Description**

##### **1. Definition of Professional Leadership**

Leadership is not simply about the qualities of individual leaders, although these are of course important. Leadership is also about the roles that leaders play, their management style, their relationship to the school's vision, values and goals, and their approach to change. The role of the principal as a leader in the school has an important meaning in creating an effective school. There are several roles that owned by the principal, namely: administrator, supervisor, manager, leader, and educator. In practice, principal leadership can occur either directly or indirectly Kleine & Kracht, (1993). Direct leadership is done when principals work together with teachers and other school staff to improve student learning processes and outcomes, such as conducting classroom observations of teachers. For effective leadership, there are three behavioural characteristics of effective principals as effective school leaders, namely: have a clear vision of what they want to achieve, the vision directs the principal in managing and leading the school, and effective principals focus their activities on the school, and effective principals focus their activities on learning and teacher performance in the classroom in accordance with the vision they set Greenfield, (1987). Professional Leadership schools are an important part of education. It is the responsibility of school administrators and teachers to ensure that students attending their schools receive the highest quality education. Through careful and thoughtful planning, school professionals can create an environment that promotes student growth and success.

Effective school leaders apply their educational expertise and management skills to focus their efforts, and those of the teaching staff, on improving student learning outcomes. This keeps them abreast of the latest technology and learning trends, and requires excellent interpersonal skills -

as leaders work with students, staff, parents and external groups to get consistent feedback and find opportunities to innovate. School leaders must have a strong understanding of operational best practices and the ability to drive continuous development.

Professional leadership in schools can promote a positive culture and motivate teachers and staff for a high-quality experience for students. Leaders at all levels in the school can contribute to this by developing the key skills needed by school leaders.

## **2. Indicators of Professional Leadership**

To make schools effective, professional leadership must have some indicators to achieve professional leadership practices. These Indicators include 3 things as follows:

### **a. Firm and purposeful**

Effective leadership is generally decisive and purposeful. The increase in school authority in recent years has reduced the need for this type of activity, but it has increased the scope of other factors in effective leadership, namely success in obtaining additional resources, for example through grants, or contributions from businesses and the community Sammons et al., (1995).

The development of science, technology, arts, and culture has also begun to penetrate the world of education, thus requiring professional school principals. Efforts to improve the professionalism of school principals need to be carried out in a sustainable and planned manner by looking at existing problems and limitations, because principals are educational leaders who are also responsible for improving the professionalism of educators (teachers) and other education personnel. Professional principals will be more aware of the needs of the world of education. That way the principal will make various adjustments so that education develops and advances in accordance with the needs of the development and progress of science and technology.

**b. A participate approach**

The next feature of an effective principal is the sharing of leadership responsibilities with other members of the senior management team, and the general involvement of teachers in decision-making. According to Mortimore et al. (1998), in their study of primary schools mentioned, in particular, the involvement of the vice-principal in policy decision-making, the involvement of teachers in curriculum management and planning, and deliberating with teachers on expenditure and other policy decisions, all of which are related to school effectiveness.

The principal as well as being a participative leader positions himself as a coordinator and integrator of the various elements in the organization there is a synergistic performance in realizing a joint commitment between teachers and staff. Participative leaders will be more respected and respected, not feared, therefore it will encourage the emergence of innovative creativity that lifts the performance of the organization at school.

**c. The leading professional**

An effective principal in some instances is not just a top administrator or manager, but also a leading professional. This involves and implies an understanding of what happens in the classroom, including the curriculum, teaching strategies, and monitoring student progress. The impact that principals have on student achievement levels and progress is more indirect than direct, by influencing the culture, attitudes and behaviours of the school and staff, which in turn affect classroom practices and the quality of teaching and learning Sammons et al., (1995).

The principal's most important role as a school leader is to create a teaching and learning situation so that teachers can teach and students can learn well. In carrying out this role, the principal has a dual responsibility, namely carrying out school administration in order to realize a good teaching and learning atmosphere, then supervising so that

teachers improve in carrying out their teaching duties and in guiding student development.

### **3. Definition of Shared Vision and Goals**

According to Sammons et al., (1995) book entitled “*Key Characteristics of Effective Schools*”, shared vision is intended to generate a clear organizational purpose and promote the necessary changes in the organization so that it can achieve its desired future outcomes. Schools become more effective if teachers can build consensus on the school's vision and goals and put them into practice through consistent and collaborative ways of thinking and making decision. A shared vision between leaders and subordinates is widely regarded as one of the keys in promoting better performance Kantabutra, (2012). However, a leader who has a vision alone is not enough. In particular, followers' affective commitment to a shared vision of education has become a hallmark of the school effectiveness and improvement literature in the last two decades Hallinger & Heck, (2002). The creation of a school vision, as an integral component of the change process, emerges from time to time and is based on shared values and beliefs. The lack of an attractive vision for public schools continues to be a major obstacle in efforts to improve schools. Building a shared vision is a challenge for school leaders continuously and never ends, because in order to create an effective school, especially the implementation of the teaching and learning process and the quality of educators in the school.

### **4. Indicators of Shared Vision and Goals**

To make schools effective, shared vision and goals must be have some indicators to achieve shared vision and goals practices. These indicators include 3 things as follows:

#### **a. Unity of purpose**

Almost all research on effective organizations has emphasized the importance of a shared vision in raising aspirations and building common goals. According to Mortimore et al., (1998) it was found that in schools

where teachers adopted a consistent approach to using school curriculum guidelines, there was a positive impact on student progress.

**b. Consistency of practice**

Consistency of practice focused specifically on a consistent approach to discipline, and showed that students were more likely to maintain principles and behavioural guidelines when they could understand that discipline standards were based on "general expectations set by the school" and not on the whims of individual teachers Mortimore et al., (1998).

**c. Collegiality and collaboration**

The importance of teachers serving as positive role models for students, both in their relationships with other students and staff, as well as their attitudes towards the school. Student success is greater when schools have a decision-making process where teachers feel that their views have been shared and taken seriously. In the primary education sector by Mortimore et al., (1998) also draw attention to the importance of teachers' participation in decision-making and the development of school guidelines to foster a sense of 'ownership'.

**B. Previous Study**

Based on the results of a review of previous studies, researcher found several previous studies that were relevant to this research. Although there are related discussions, this research is still very different from previous studies. Some of these previous studies are:

First: Research entitled "*21st Century Professional Leadership Standards for Secondary School Administrators in Nakhon Nayok, Thailand*" by Iskak & PaalISKisbo, (2019)). This research discusses 21st Century Professional Leadership Standards. The focus of this research is 21st century professional leadership standards. The results of the research conducted by the researchers on teachers and school administrators showed that principals strongly implemented 21st century professional leadership standards in the cultural, institutional, strategic, human resources, and managerial areas.

Second: Research entitled "*School Leadership and Educational Change: Tools and Practices in Shared School Leadership Development*" by Hauge et al., (2014). This research discusses the features of school leadership that develop in high schools in improving school improvement through a special team consisting of leaders in the school. The results obtained from the study are that there are challenges for principals as school leaders in providing innovations for educational progress, only principals who know and how to pay attention in shared leadership and collaboratively, it can support overall school improvement.

Third: The research entitled "*Professionalism in Principal Leadership Development of Work Cultures in Schools*" by Tanjung, (2020). In this research, it discusses the principal who plays an important role in realizing the development of professionalism in schools. With professional leadership, the development of educators becomes more advanced because it is in accordance with their respective duties. The principal understands and pays attention to the needs of the school he leads. The results of the research, namely, overall to determine the advancement of the quality of education must be seen from 5 aspects such as output, services, human resources (teachers), aspects of the learning process and the environment in the school. So that the creation of a good culture in the school is the result of a meeting between the principal and teachers and the meeting resulted in an agreement in sharing the vision and mission of the school.

Fourth: The research entitled "*The Effect of Principals Leadership Towards Effective Learning at an Indonesian Secondary School*" by Indra et al., (2020). This research analyses the evaluation model of professional leadership and character traits of successful principals in Indonesian secondary schools. The findings and results of this study indicate that there is a significant relationship between school leadership with character and learning for effective schools. The indicator of the principal's professional leadership as a school leader is a direct relationship with the creation of effective learning in the school.

These indicators are the principal must be wise in solving problems that occur in the school environment, act decisively, and monitor the process of implementing

learning in the classroom, actively discuss with teachers and school staff regarding things that can be done so that the quality of learning improves. The principal as a school leader must certainly lead the school towards the process of creating a good learning model for effective schools.

Fifth: The research entitled "*Mission, vision, values, and goals: An exploration of key organizational statements and daily practice in schools*" Gurley et al., (2015). This study analyses the findings of postgraduate students' understanding of educational leadership on the school's mission, vision, values and goals statements and their impact on the school's daily practice. The principal's core values and beliefs, along with the values and capacities of other members of the school community, directly contribute to the development of a shared school vision, which shapes student teaching outcomes and the school's social capital. The power of the shared mission, vision, values, and goals among school personnel in shaping teaching and learning, namely the school's core technology, is difficult to describe and certainly deserves continued focus and reflection. Careful consideration of these findings could benefit school leadership professionals, and professionals working to prepare school leaders, seeking a strong and effective impact for effective school.

Sixth: The research entitled "*Investigating shared vision and size effects on public school performance: a proposed efficiency model*" by Kantabutra, (2012). This study analyzed the effectiveness used to assess school performance. Although shared vision between principals and teachers and school size (class size and school size) are considered important factors affecting school performance. If school size (class size and school size) is considered an important factor affecting student achievement, little research has been conducted on the relationship between shared vision, school size, and school performance. This study aims to investigate the relationship between shared vision, school size, and efficiency in Thailand.