

## EVALUATION OF LEADERSHIP AND MANAGEMENT PROGRAMS FOR TEACHER PROFESSIONAL DEVELOPMENT

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### Abstract

This study aims to evaluate the effectiveness of leadership and management programs in the context of teacher professional development, using a literature review approach. The results show that effective leadership and management programs can strengthen teachers' capacity in decision-making, communication, conflict management and problem-solving, further contributing to the creation of a supportive and innovative learning environment. Furthermore, findings indicate that participation in these programs is positively associated with improved student performance, through more effective teaching and more efficient classroom management. Feedback from peers and program participants also highlighted the importance of elements such as mentoring, project-based training and self-reflection in improving the quality of leadership and management in the school environment. Overall, this literature review confirms that investing in teachers' professional leadership and management development is a vital strategy for improving teaching quality and educational outcomes. This research suggests that schools and other educational institutions design and implement structured and sustainable programs for teacher leadership coaching as part of their professional development strategies.

**Keywords:** Program Evaluation, Leadership, Management, Teacher Professional Development.

### Introduction

Education is one of the key elements in the development of a society. The quality of education is significantly influenced by teacher competence and professionalism (Sitopu et al., 2024); (Garner & Kaplan, 2023). As the main pillar in the education system, teachers play a crucial role in shaping the future of students. Therefore, continuous

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professional development for teachers is not only important, but also needs to be the main focus in the education system (Guna et al., 2024); (Chaaban & Sawalhi, 2020).

In an effort to improve teacher professionalism, leadership and management programs play an important role. These programs are designed to hone teachers' leadership and management skills, so that they can contribute more effectively in their educational environment (Hairiyanto et al., 2024); (Fitriani et al., 2024). Leadership and management programs for teachers not only develop teaching skills, but also abilities in curriculum design, classroom management, and innovation and research in education (Polatcan, 2021).

Leadership and management play a crucial role in education as they are key to implementing innovations, maintaining teaching quality and improving the overall performance of educational institutions. Effective leadership not only motivates and inspires teachers to develop their professional abilities but also creates a conducive learning environment for students (Margolis & Strom, 2020). Meanwhile, good management ensures that resources are allocated efficiently, the educational process runs smoothly and educational goals are optimally achieved. Without effective leadership and management, an educational institution may struggle to face challenges and adapt to change, potentially hindering the achievement of quality educational outcomes (Baron et al., 2020).

Leadership programs have a close relationship with teacher professional development as they equip educators with the skills and knowledge needed to lead and manage resources effectively inside and outside the classroom (Novodvorsky et al., 2022). Through this program, teachers not only improve their teaching abilities but also learn how to support and positively influence colleagues, utilize the latest technology in education, and implement innovative learning strategies. Leadership programs also instill a deeper understanding of how to manage change, which is particularly important when institutions adopt new curricula or learning technologies. Thus, leadership programs strengthen teachers' professional development by providing tools and insights that enhance their capacity to contribute maximally to educational success (Chalmers & Fraser, 2022).

However, the implementation and effectiveness of leadership and management programs often face challenges. These challenges can include limited resources, lack of institutional support, and gaps between the theory taught in the program and the practice in the field. Therefore, evaluation of leadership and management programs is essential to ensure that the goal of improving teachers' professional development can be effectively achieved (Kendall, 2020); (Tubagus et al., 2023).

Evaluation of leadership and management programs plays a vital role as a quality assurance tool that ensures the program has a positive impact on teacher professional development and improved performance of educational institutions. This evaluation is conducted through the systematic collection and analysis of data related to the

effectiveness of the program, including aspects such as improvements in participants' leadership and management skills, changes in teaching practices, and impact on student learning outcomes (Thien & Yeap, 2023). Through this process, educational institutions can identify program strengths and weaknesses, measure achievements against set objectives, and formulate action plans for further program development. Overall, such evaluation allows for continuous adjustment and improvement, ensuring that leadership and management programs effectively support the vision and mission of education (Manuti et al., 2022); (Aslan & Shiong, 2023); (Nurdiana et al., 2023).

Thus, this condition raises the need for thorough research on leadership and management programs for teacher professional development. Evaluation of these programs will provide important insights into what components are effective, how the programs can be optimally implemented, and what evaluation methods are most appropriate to measure their success. Through a literature review, this study aims to fill this knowledge gap and provide recommendations that can assist in the development and improvement of leadership and management programs to achieve maximum teacher professional development.

## **Research Methods**

The study conducted in this research uses a literature review. The literature research method is a systematic approach to collecting, reviewing, and analyzing publications relevant to a particular topic or research question. This process aims to build a comprehensive understanding of what is known about a topic and identify gaps in existing knowledge (Helaluddin, 2019); (Sanusi, 2015); (Wekke, 2020).

## **Results and Discussion**

### **Theories of Leadership and Management in Education**

Leadership in the context of education refers to the process of influencing and directing the behavior of others in an educational institution to achieve the expected goals and vision. It involves strategic decision-making, resource management, and the development and implementation of policies that support institutional growth and progress (Manuti et al., 2022). Educational leaders, which often include principals, administrators and other educational figures, are required to not only run day-to-day operations but also ensure that a conducive learning environment is created and sustained, supporting both teachers and students in the achievement of academic success and personal development (Katzel, 2021).

Leadership principles in education include vision, integrity, collaboration, empathy and innovation. A strong vision helps education leaders to set clear goals and inspire the entire school community to work towards those goals collectively. Integrity emphasizes the importance of transparency and fairness in all actions and policies, creating a safe and trustworthy environment (Ghamrawi et al., 2024). Collaboration is

necessary to bring together the expertise and perspectives of various stakeholders, including teachers, parents and students, contributing to more holistic and effective solutions of educational challenges. Empathy is important to understand and respond to the needs and challenges faced by members of the school community, while innovation promotes the adoption of new learning methods and technologies that can improve educational outcomes. Together, these principles support the creation of an educational environment that is adaptive, inclusive and focused on sustainable growth (Oppi & Eisenschmidt, 2022).

Educational management approaches are important in their influence on professional development for educators and administrative staff in educational institutions. These approaches include a range of management styles, from authoritarian to democratic, each of which has its own impact on the work climate and employee motivation (Švaříček et al., 2022). Inclusive and participatory management styles, for example, often encourage a wider exchange of ideas and empowerment of staff, which can increase engagement and job satisfaction. This engagement not only improves job performance but also encourages continuous professional development through training, education and other learning opportunities (Christoforidou & Kyriakides, 2021).

Furthermore, management approaches that focus on leadership development and individual capacity can have a significant impact on employees' professional growth. By implementing systems that support mentorship and coaching, as well as providing access to professional conferences, workshops and courses, educational institutions can stimulate the development of broader competencies and skills among their staff (Hou & Zheng, 2021). This not only benefits individuals in expanding their professional and personal skills, but also strengthens the institution's capacity to face dynamic and complex educational challenges. Therefore, an effective education management approach should integrate the principles of continuous professional development to ensure that educators and administrative staff remain competent, innovative and responsive to learners' needs (Calderón, 2023).

In conclusion, an effective education management approach is essential in supporting continuous professional development within educational institutions. An inclusive and democratic management style can establish a positive work climate, increase staff engagement and promote growth and innovation. Through support systems of mentorship, learning opportunities and access to professional development resources, educational institutions can strengthen the competencies of educators and administrative staff. This not only benefits individual growth but also increases the effectiveness of the organization as a whole in facing changes and challenges in the education sector. Therefore, education management should always focus on human resource development as the core of educational success.

## **Teacher Professional Development**

Teacher professional development is an ongoing process that involves learning and training to improve teachers' knowledge, skills and teaching practices (Thien & Yeap, 2023). The concept posits that teachers as educators require continuous evolution to remain relevant to current educational needs and the challenges that come with them. The aim is to ensure that teachers can provide high quality teaching, promote students' academic and personal development, and adapt teaching methodologies to be more effective based on best practices and innovations in education (Haddar et al., 2023); (Tuhuteru et al., 2023). To achieve this goal, teachers are expected to function as multiple science education funding consultants growing not only through direct classroom experience, but also through other forms of professional learning (Watzek et al., 2022).

Key components of teacher professional development include in-service training, collaboration and professional learning with peers, and self-reflection and assessment. In-service training may include workshops, seminars or courses that address the latest teaching methodologies, educational technology, curriculum strategies or other relevant pedagogical topics (Janu & Kuswando, 2023). Collaborations between teachers, such as learning communities or teaching teams, encourage the exchange of ideas, sharing of experiences and mutual support that improve teaching practices. Through the process of self-reflection and assessment, teachers can evaluate the effectiveness of their own teaching methods, set personal learning goals, and identify areas that require further development (Zaky, 2022).

Rapidly changing technology and information also have a significant impact on the professional development component of teachers. The integration of technology in the learning process requires teachers to have relevant digital skills, so training in educational technology is becoming increasingly important (Lee & Vongkulluksn, 2022). Professional development in this domain can include learning about digital learning tools, utilization of online education platforms, and mastery of course management tools. Finally, commitment by educational institutions in providing resources for professional development-through time allocation, budget, and administrative support-is an important factor in achieving effective and sustainable outcomes for teachers' career development and teaching quality (Rani et al., 2023).

The standards and competencies expected of professional teachers cover various dimensions of skills, knowledge and attitudes that must be mastered to ensure effective fulfillment of students' educational needs. In general, professional teachers are required to have an in-depth mastery of the subjects taught, including a broad theoretical and practical understanding of current content, curriculum and educational standards (Boylan, 2021). In addition, pedagogical competence, the ability to design, implement and evaluate stimulating and inclusive learning processes for all students, is also essential. These competencies include the use of varied teaching methodologies,

the utilization of technology in learning, and the ability to respond to students' individual learning needs (Medero et al., 2023).

On the other hand, professional teachers must also possess personality and social competencies that reflect ethical values, integrity and professionalism in their work. These competencies are important for building positive relationships with students, parents, and other members of the school community (Sukmawati, 2022). Effective communication, collaboration and interpersonal skills are key in creating a learning environment that supports and motivates students. In addition, commitment to continuous professional development, through self-reflection, research, and collaborative learning with peers, is an important part of the professional teacher standard (Lin, 2020). Through these competencies, teachers can not only improve the quality of their teaching but also contribute to the development of the wider education system (Chaaban & Sawalhi, 2020).

In summary, the standards and competencies expected of professional teachers include content and pedagogical mastery, interpersonal skills, and a commitment to continuous professional development. These competencies equip teachers with the necessary skills to design and implement effective teaching, adapt learning methods to meet the unique needs of each student, and build constructive relationships with all stakeholders in the school environment. Through the application of high standards and competencies, professional teachers not only improve the quality of learning but also contribute to the sustainable development of society. Investing in teacher professional development is thus a key step towards achieving excellence in education and preparing future generations with the capabilities needed to succeed in a rapidly changing world.

### **Leadership and Management Program for Teacher Professional Development**

Professional development programs for teachers today include a variety of initiatives designed to support teachers' growth and effectiveness in teaching (Smith & Davis, 2022). One common form of program is ongoing training that involves workshops, seminars, and courses that offer the latest knowledge on teaching techniques, educational technology, and pedagogical strategies. These programs are often organized by educational institutions, professional associations, or government agencies that aim to ensure that teachers stay updated with changes in the curriculum and emerging teaching methods (Hunter, 2022).

In addition, professional development also often involves collaborative learning between teachers. This includes the formation of communities of practice or learning networks that facilitate teachers to exchange ideas, share resources and strategies, and support each other in overcoming challenges in teaching. This collaboration not only enhances individual skills but also helps strengthen professional relationships between teachers, which can translate into improved performance in the classroom (Geel et al., 2022).

The implementation of these programs at the school level often involves a coordinator or team dedicated to professional development, who is responsible for identifying teachers' learning needs, designing and implementing training, and assessing the effectiveness of the program. Ongoing evaluation of these professional development programs is important to ensure that teacher development activities have a real impact on classroom teaching (Perry et al., 2022). Schools and education districts that successfully implement professional development programs typically show improvements in student learning outcomes, reflecting the direct correlation between teacher quality development and educational effectiveness (Gul et al., 2022).

The synergy between leadership and management practices and teacher development needs is critical in creating an effective educational environment that is responsive to changes in the education sector. Effective leadership in schools plays a key role in identifying teachers' development needs, allocating appropriate resources and promoting a culture of continuous learning (Afshar & Doosti, 2022). School leaders who are committed to teacher professional development often ensure that development programs are strategically integrated with school goals. This includes providing structured work time for professional learning and collaboration, but also includes support for the implementation of new teaching practices learned in training (Szeto, 2020).

On the management side, systematic implementation of teacher development programs requires reliable management to ensure efficiency and effectiveness of execution. Learning managers in schools need to work with staff to develop appropriate development plans and monitor progress regularly (Fovet, 2020). This includes teacher performance evaluations that focus not only on student academic achievement but also on the development of teaching skills and teacher professionalism (Sainio et al., 2022). Good management also facilitates the exchange of feedback between teachers and administrators, helps identify challenges in the field, and adjusts training programs to achieve maximized results. The synergy between leadership and management in this context is necessary to ensure that teachers' professional development is sustainable and has a direct impact on improving the quality of teaching in schools (Minton, 2021); (Dodman, 2021).

In conclusion, the synergy between leadership and management practices in the context of teacher professional development is a critical factor that determines the success of development programs in schools. Effective leadership plays an important role in setting the vision, motivating and directing resources to support teachers' development needs, while efficient management ensures systematic and sustainable program implementation. These two aspects come together to form an environment conducive to teachers' learning and professional growth, which in turn improves the quality of teaching and student learning outcomes. Thus, improving the synergy between leadership and management in supporting teachers' professional

development is a strategic investment that has far-reaching impacts on overall educational effectiveness.

### **Education Program Evaluation**

In the context of education, evaluation models and methods are designed to measure the effectiveness of teaching and learning processes, and assess the achievement of desired educational outcomes. One popular evaluation model is the CIPP (Context, Input, Process, Product) Model, developed by Daniel Stufflebeam. This model analyzes context (educational environment), input (resources and strategies required), process (program implementation), and product (results achieved) (Buyukgoze et al., 2022). These evaluations are continuous and help educators understand the strengths and weaknesses in the education program, and provide a database for future decision-making and improvement (Lipscombe et al., 2020).

Other methods often used are formative and summative evaluation. Formative evaluation is conducted on an ongoing basis throughout the learning process, often through observation, discussion, and examination of student work, with the aim of providing constructive feedback to students and teachers for improvement. It helps in recording progress as well as identifying difficulties that may be faced by students (Alazmi & Hammad, 2021). On the other hand, summative evaluations are usually conducted at the end of a learning unit or the end of the year, in the form of exams or projects, to measure the level of understanding and competence that students have achieved on the set learning materials (Stewart & Jansky, 2022).

In addition, portfolio-based evaluation methods are becoming increasingly popular as a comprehensive assessment tool. In this approach, students are brought together to demonstrate various evidence of their learning through time, including different types of work such as writing, art and projects (Desimone, 2020). Portfolios allow for a more in-depth assessment of individual student growth and provide a holistic perspective of student capacity beyond traditional formal assessments. This method also emphasizes the reflection process of students, which assists them in becoming more introspective and independent learners (Torres et al., 2024).

In addition to the previously mentioned models and methods, technology also plays an important role in the evolution of educational evaluation methods. With the advancement of information technology, computer-based and online evaluations are becoming increasingly common, providing convenience in data administration and analysis (Dias, 2022). Online evaluations can accommodate a variety of assessment formats, including multiple-choice, short-answer, and essay, as well as the use of multimedia in questions. The technology also allows for adaptive evaluation, where the system automatically adjusts the level of difficulty based on students' previous answers, providing a more personalized and in-depth assessment (Yada & Jäppinen, 2022).



The adaptation of project-based assessment methods is also gaining interest as a strategy to assess students' competencies in a more authentic and multidisciplinary context. It requires students to demonstrate not only academic knowledge, but also problem-solving, collaboration, and communication skills. It aims to prepare students with relevant skills for future success, both in advanced academic life and in the job market (ILGAN et al., 2023).

The way forward in the development of educational evaluation methods may involve further integration of information technology, more inclusive evaluation models that consider students' diverse ways of learning, as well as a greater emphasis on competency-based evaluation (Sahlin, 2023). Through innovative evaluation that is responsive to student learning needs, education can more effectively evaluate and improve learning processes and student learning outcomes. Collaboration between educators, researchers and technologists can encourage the development of more dynamic and adaptive evaluation practices, which will enrich the overall education ecosystem (Darling-Hammond et al., 2021).

Indicators and metrics of success in leadership and management programs are important to measure the effectiveness and impact of such interventions on individuals and organizations. These indicators often include improvements in leadership abilities such as decision-making, problem-solving, and the ability to inspire and motivate teams (Siata, 2021). In addition, aspects of managerial skills such as project management, negotiation, and conflict management are also important benchmarks. The ability to implement new organizational strategies, achieve established business goals, and contribute to the overall growth of the organization are part of the success indicators. Evaluation of leadership behavior through 360-degree feedback, where leaders are rated by superiors, peers, and subordinates, is often used to gather information about improvements or changes in leadership style (Zainuddin et al., 2020).

Other metrics often used to measure the success of leadership and management programs include improvements in individual and team performance, such as in sales, productivity, and product or service quality. Increased employee satisfaction and retention are also important indicators of a more positive work environment and effective management (Boutelier & Anderson, 2022). On the other hand, a decrease in employee absenteeism and turnover rates may indicate improved morale and job satisfaction. To assess the long-term effectiveness of the program, organizations can monitor improvements in overall business performance, including growth in revenue, profits, and market share. The use of these specific metrics provides concrete insights into the impact of leadership and management programs, supporting the continuous development of organizational leaders (Kao et al., 2020); (Chidakwa, 2022).

In conclusion, when evaluating leadership and management programs, a range of quantitative and qualitative indicators and metrics should be taken into account to provide a comprehensive analysis. Key indicators include the development of individual

leadership and managerial skills, improvements in the achievement of organizational goals, as well as the long-term impact on business performance. Merit-based metrics such as improvements in productivity, profitability, and employee morale are also important for measuring program success. An effective evaluation framework should involve a multi-faceted assessment that accommodates feedback from various stakeholders and reflects changes in organizational dynamics. As a result, organizations can identify the added value of leadership and management programs and direct their resources to strengthen those aspects that will support sustainable leadership development and improved organizational performance.

## **Conclusion**

Assessment of the leadership and management program using diverse indicators and metrics provided key findings that the development of individual skills in leadership and management is an important foundation for achieving organizational success. Increases in decision-making skills, effective communication, and team building reflect the positive influence of the program on individual leadership skills. Performance indicators, such as increased productivity, product or service quality, and employee satisfaction and retention, demonstrate the direct impact of improved managerial skills on operational outcomes.

Furthermore, 360-degree feedback in the evaluation of leadership behaviors and the implementation of effective organizational strategies confirms the importance of the association between theoretical learning and practical application. This underscores that a memorable leadership program should not only focus on theory, but also on the application of concepts in real work situations. The transformation in leadership style evident from the evaluation shows a positive adjustment to the needs of the organization and the team, which directly contributes to improved performance and business outcomes.

Ultimately, the findings show that investments in leadership and management programs yield significant ROI (Return on Investment) by improving efficiency, job satisfaction, and overall business performance. Well-designed leadership and management programs with continuous and adaptive assessment support the sustainable growth of individuals and organizations. Therefore, it is important for organizations to embrace a holistic approach to leadership development, integrate formal learning with practical experience, and encourage a culture of constructive feedback to ensure long-term sustainability and success.

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