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School Leadership: A Narrative Review of Literature

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ABSTRACT

Objective: The purpose of this paper is to present an overview of empirical studies on school leadership across the globe and then specifically for public high schools in Vietnam. There are very few studies done on the leadership of school leaders in Vietnamese public schools and how leadership can affect the school's overall performance. Hence this review aims to address this gap and provide a review of leadership practices, the effect of school leadership which might enhance the leadership at public high schools in Vietnam

Methodology: Narrative systematic review was conducted by identifying the papers published in educational journals were analyzed using different databases and based on the main findings of those papers, the review of the literature was written.

Findings: The review suggested that there are differences in the leadership styles practiced in Vietnam as compared to the rest of the world. The leaders in Vietnamese schools do not have full autonomy to make the decisions and MOET (Ministry of Education and Training) plays a significant role in making decisions.

Value added: This review of literature has aimed to fill the gap regarding the educational leadership system in the Vietnamese high school context whereas very limited studies have focused on this and how leadership can impact school performance in general.

Recommendations: This review can prove to be an effective document for government authorities in Vietnam and other worldwide schools where the leaders might not be given the full autonomy to make the decisions and hence might have an effect on teachers and students' satisfaction levels in the schools. Hence, it is important to provide some autonomy to leaders at least at micro-level.

Key words: Vietnam, public schools in Vietnam, school leadership, leadership styles, School performance

JEL codes: A21, O53

Introduction

Leadership is the key factor impacting the performance of the organization regardless of industry type. The Leadership of school leaders in schools has the direct influence of their leadership style on the teachers, and indirect influence on the student's performance and school performance. Research done by Shila and Sevilla

(2015) supports that there is a significant impact of different leadership styles of the school leaders on the teachers' performance, their motivation level, their organizational commitment and behavior, and their job satisfaction. There is a significant positive impact on the students' performance and their learning if they are studying with motivated lecturers who are considered as good leaders (Ho & Lin, 2015). The teaching staff quality plays an important part in enhancing the reputation of the school. As per Wood and Harrison (2014), the preference of the school mainly depends on the quality of the teachers. The school leaders' leadership style plays a central role in enhancing the performance of the teachers and keeping them motivated (Wu, 2017). The teachers' performance and motivation have a positive impact on students' academic performance. Students' academic performance further helps in building the school's reputation and all these might help the school in enhancing their business by getting more enrollments (Wood & Harrison, 2014).

The transformational leadership style of the school leaders has a significant impact on teachers' performances and their job satisfaction, and this further contributes to the higher academic performance of the students (Shila & Sevilla, 2015). Research also suggests that there is a direct impact of the lecturer's leadership on the students' learning which in turn enhances the university learning environment (Sun, 2015). One of the factors that influence students' choice of school selection is the quality of teachers at the school, and this is the main factor that students look at (Shah, Chenicheri, & Bennett, 2013). Hence, this implies that teachers are the ones who play the most important role in students' satisfaction level and their academic performance. The teachers' performance, satisfaction, and motivation level, in turn, depend on the effective leadership of the school leaders who can create a supportive environment in the school.

This article offers a specific review of work dealing with leadership in schools in emerging countries and more precisely in Vietnam. It is believed that a good leader may be effective in develop-

ing the future leaders who may bring clear benefits to an organization. In an educational system context, the school leaders' leadership styles may have a benefit on the teachers' performance, which in turn may be helpful in building the school's reputation and enhancing the school business. Vietnam is a state-run system of public and private schools consisting of around 28,791 schools in Vietnam (General Statistics Office of Vietnam, 2017), and is divided into five school levels; preschool, primary school, secondary school, high school, and higher education. Out of the total schools, 2,391 are upper secondary schools in Vietnam (General Statistics Office of Vietnam, 2017).

As mentioned by Tran (2013), there are differences in the learning styles of Asian and Western students. Asian students being second-language English learners face the biggest challenge in their learning due to their language proficiency and this affects their motivation level. In contrast, Western students are proficient in the language, and they do not have any language barrier in their learning. Hence, there is already one less barrier for the Western students as compared to Asian students. As the language is the barrier for Asian students, they are reluctant to participate in the class and this poses the biggest challenge for the lecturer (Dobinson, 2015). The students in Asia are passive learners and it is hard for the lecturer to enhance the collaborative learning in the classroom as there is little teacher-student and student-student interaction and thus the teacher is the one who dominates the class most of the time (Tran, 2013).

Hence, in such a learning environment in Asian countries like Vietnam, the leadership style of teachers plays an important role in motivating the students, enhancing their learning experiences, and helping the students to achieve their learning outcomes. This in turn will help to build the reputation of the school and increase the students' enrollment numbers. For the teachers to feel motivated at the workplace and in the class, the leadership style of school leaders might play a significant role. Thus, the identification

of different leadership styles of the school leaders and their effect on the performance of teachers is an important issue in Asia.

This article will address all these issues and will be particularly useful for the schools in Vietnam and other Asian countries, where the teachers might be impacted by the leadership styles of the school leaders (Argyriou & Iordanidis, 2014; Maheshwari, 2021). The school leadership affects the teachers' satisfaction level and their performance and this, in turn, affects the students' satisfaction level and the performance of the school. The ineffective leadership style from the top management may hinder the growth of the school despite having good infrastructure and many other facilities which usually students consider while enrolling in any school.

It is believed that good leadership styles can be the source of motivation for the teachers and the students and hence this article will help in valuing the existing literature dealing with leadership styles in schools in the Asian and Vietnam context. This study conducted the narrative literature review which mainly focused on the leadership of school leaders in a positional role and their influence on the overall performance of the school as opposed to the distributed school leadership wherein leadership is distributed among both positional and informal leaders (Spillane, 2012) which is another part of the literature and is not considered here in this review. This review will help to map the current knowledge related to school leadership, particularly in Southeast Asia and Vietnam.

The narrative systematic review for this study was conducted by identifying the articles published in educational journals from 1997 – 2017 from various databases such as Scopus, Elsevier, Web of Science, Emerald, JSTOR, SAGE, Springer, Taylor & Francis and Wiley. The keywords used for searching the articles were school leadership, leadership styles, school performance, educational leadership, high school and the search was conducted across the globe and not specific to any region. The purpose of this narrative literature review was to pull various articles together and to present a broad overview of leadership and the history of the development

of various leadership theories in an educational context and how it impacts school performance in general. The initial search resulted in 107 papers but only the papers related to educational leadership were retained and the final articles included in this narrative were narrowed down to 65 articles. The review started with a discussion from the studies around the world, which was narrowed down to Asia, and finally, towards the end of the review, the discussion was further narrowed down specifically to Vietnam.

Leadership

There are different leadership styles that leaders can practice in the organization. As per Denmark (1993), the leadership styles can be categorized further based on the characteristics of a leader. Autocratic Leadership style is a boss-centered leadership style where the leader holds all the responsibilities and authority. Democratic Leadership style is the sub-ordinates centered leadership style where the subordinates are involved in making decisions, but the leader holds the final responsibility. Strategic Leadership revolves around strategic thinking and here the leader can be anyone and not limited to the top management people. Transformational Leadership style is about transforming or initiating the changes in the organization, oneself, or within groups. Cross-cultural Leadership style fits best when there are various cultures existing in an organization. Laissez-faire Leadership style is the style of leadership where the subordinates are given the authority to work without any interference from the leader, and this style has been found to be least effective. Transactional Leadership style is focused on the exchange of clear goals, objective setting from a leader to a subordinate, and subordinates are given clear instructions on what is expected from them and get regular feedback on their performance. Charismatic Leadership style is based around the charisma of a leader wherein the followers' beliefs and values are transformed with the revolutionary power of the leader.

In modern organizations, Transformational Leadership is most promoted and practiced. In the past, Transactional Leadership was mainly practiced and it revolved around the leaders making decisions themselves. In contrast, Transformational Leadership is based on working with the team (Judge & Piccolo, 2004). In Transformational Leadership, the leader focuses on bringing any change in the organization by consulting the followers in an organization instead of working solely, and thus promoting positive transformation in the followers (Yukl, 1999).

As per Conger (1989), in Charismatic style of Leadership, the followers are drawn towards the leader due to the influential personality of a leader. Charismatic leaders have the personality to bring the transformations within the organizations due to the charm and persuasiveness in their personality and hence sometimes they are also referred to as transformational leaders. The focus on the charismatic leader is not on the process or structure of their leadership but it is about their personality and actions and their ability to engage with their subordinates (Yukl, 1999).

Visionary Leadership is mainly about creating an environment in an organization by considering the future vision of the organization. Visionary leaders display similar characteristics as transformational and charismatic leaders, with the only difference being that they work on future vision right from the beginning by understanding the need of followers and engaging them in the direction to achieve common goals. The focus of visionary leaders is on organized learning by creating the learning opportunities to solve complexities within the organization (Nanus, 1992).

In the past, the differentiation of leaders from non-leaders was based on individual differences in personality traits. The leadership theories in the past were based solely on the traits of the leaders, while nowadays the leadership theories are focusing on leadership which includes the leaders, followers, and everyone in the organization (Denmark, 1993). Moreover, the challenges and the competition can only be effectively faced if the leadership is developed overall in the organization and not just by developing a single

leader in the whole organization (Hernez & Hughes, 2004). As per Bass (1996), to manage the new rapid changes within the organizations, the “old paradigm” model has been shifted to the “new paradigm” model. The new paradigm model has been discussed in the next section.

The new paradigm model had been evolved due to the continuous changes the organization faces and how the leader can face these rapid changes to continuously improve the performance of the organization. New modern leadership theories such as Transformational Leadership, Charismatic Leadership, and Visionary Leadership have been evolved in this new paradigm model (Day, 2012). The most commonly practiced old leadership theory was transactional theory where the leaders focused more on group performance and the role of leaders was more like principal/vice-principals who were more concerned towards day-to-day progress rather than focusing on the future shared mission (Bass, 1996).

The leadership development process is not just restricted to the development of the leaders’ capability, but it is also related to engaging the other members in the organization by working towards the shared vision (Day, 2001). The purpose of leadership development hence focuses on the individual as well as organizational level, as the leadership development will bring in positive outcomes which will impact the organizations, and all the individuals (Black & Earnest, 2009). According to McGurk (2010), the management-related competencies are important as they challenge the leader to develop the strategies within the organization, manage the resources, motivate all the subordinates so that they can perform better and this improves the overall performance of an organization.

Apart from developing task-related and management-related competencies, leadership development is also associated with developing the ability within the leader to manage the stress at work (Lovelace, Manz, & Alves, 2007). Due to the recent competitive world and their demanding role in an organization, the leaders may experience stress. If the leader is well capable to manage the stress, this, in turn, will overall improve the organization’s perform-

ance and also might increase the job satisfaction of a leader (Lovelace, Manz, & Alves, 2007). The leadership development process helps the manager to cope with the problems and other types of emotional conditions within the organization. Further, the leadership development process also helps the leader through the pathway to developing an active working environment, resulting in increased work engagement of the subordinates (Avolio, Avey, & Quisenberry, 2010). Hence, the purpose of the leadership development process is to help the leader to embrace the collaborative learning environment within the organization to engage the subordinates and at the same time retain their own voice (Avolio, Avey, & Quisenberry, 2010).

In the present world, organizations have viewed the leadership development process as a way to survive and succeed in a competitive business environment and achieve organizational goals (Black & Earnest, 2009). Education and schools also face this reality where a collaborative learning environment that enhances the group performance and ultimately improves the organization's performance also became a key issue. Several studies (Pepper & Hamilton, 2002; Eyal & Roth, 2011; Sun & Leithwood, 2015; Lai et al., 2014), suggested that this development process is equally important in the education industry where the school leaders play a vital role in motivating the teachers, improving students' academic performance and hence shaping the performance of the school.

Leadership in Schools

According to Northouse (2012), despite many different perspectives of leadership, it can be concluded that leadership is a process that happens between the leader and the followers. The followers are affected by the influence of their leaders. Leadership always occurs in a group and cannot be a one-way event. Leadership aims at attaining the mutual and shared goals of the leader and the followers.

The school leaders being in the highest-ranking administrative position play an important role as to how well the teachers teach and also how the students perform (Kurland, Peretz, & Hertz-Lazarrowitz, 2010). In the past, the role of the school leaders was to manage the administrative work in the school including teachers and school activities, but in recent days the role of the school leaders has shifted from manager to academic leader where more emphasis is paid on their leadership styles and the impact of their leadership on the school community (Karunanayake, 2012). The current role of the school leaders is not only limited to managing the administrative tasks within the school but also to developing the strategic plans to improve school performance, increase teachers productivity, keep the teachers motivated and increase the retention rate, and playing a central role within the school community (Draina, 2006). Hence, many studies suggested that the effective leadership style of the school leaders have a high level of influence on teachers' job satisfaction, teachers' organization commitment, and overall improvement in the schools' performance (Adhi, Hardienata, & Sunaryo, 2013; Eliophotou-Menon & Ioannou, 2016; Shila & Sevilla, 2015).

Extensive research has been done on the leadership of the school leaders and how their leadership plays a significant role in motivating the teachers and improving the students' performance. It is suggested that it is the school leaders' responsibility to introduce the new effective instructional tools which can be applied in classroom teaching to enhance students learning. Hence, the school leaders' instructional leadership will indirectly affect the classroom instruction and how effective the school leaders are in transferring these instructional changes to the teachers which, in turn, will transfer to the students in the classroom (Whitaker, 1997).

The research done by Short, Rinehart and Eckley (1999) suggested that teachers feel more confident and empowered when the school leaders display good leadership styles and keep the teachers involved in the decision-making processes and create a collaborative, professional environment that is built upon trust and re-

specting the teachers. The Transformational Leadership style of school leaders can impact the teachers' job satisfaction, organizational commitment, and job performance. The school leaders who follow the Transformational Leadership style give enough power to the teachers in an effort to help the teachers realize their self-role in the school and in turn the highly-motivated teachers show more engagement in their job, resulting in better performance (Eyal & Roth, 2011). The study conducted by Eslamieh and Hossein (2016) found that the school leaders' leadership style has a positive relationship with teachers' organizational commitment and a negative relationship with teachers' burnout. The study showed that pressure from the leaders is one of the major causes of teachers' burnout and quitting the job, whereas the effective leader has the most prominent role in improving job satisfaction, organizational commitment of the teachers, and further improving the school productivity (Eslamieh & Hossein, 2016).

The school climate is mainly associated with the behaviors of individuals including the school leaders, teachers, and students in the school community as opposed to the school culture which is comprised more of the values and norms of the school, but both the school climate and culture are associated with creating a positive workplace and job satisfaction (Springer et al., 2012). The school climate is mostly established by the leader and the disciplinary school climate has a positive impact on the classroom environment which leads to less disruption amongst both the teachers' teaching and students' learning, resulting in higher achievement scores (Willms & Ma, 2004). The studies done in the past also indicated that the positive school climate is linked with many outcomes such as lower absenteeism rate, effective teaching, and learning practices (Caldarella et al., 2011). The study has also been conducted to examine the relationship between a school leaders' leadership style and the school climate and the results indicated that there is a positive relationship between the leadership style and school climate, which is related to most of the academic activities, behavioral outcomes which included students' achievement,

teachers' motivation level, and students' attitudes towards school life (Pepper & Hamilton, 2002). Hence, this part of the literature review indicates that teachers' motivation level and their job satisfaction, teachers' performance, students' performance are all affected by the positive school climate, and building the positive school climate depends on the leaders' leadership style.

Hallinan (2008) conducted research to find the influence of teachers on students' feelings about school and used cross-sectional and longitudinal models for sixth, eighth, and tenth grade students. The results of the research indicated that the teachers play a vital role in shaping students' feelings about the school. The students who perceive that they are being respected and cared for by their teachers tend to like the school and achieve higher grades, display lower disciplinary problems, lower absenteeism, and lower rates of those dropping out of school. The teachers in the classroom use motivational teaching strategies to motivate and keep the students engaged in the classroom and connected to the school. The different strategies used by the teachers were the classroom behaviors of the teachers, collaborative and supportive classroom environment, apt selection of teaching and learning activities, and the way of providing feedback to the students (As-tuti, 2016). Hence, these studies clearly indicated that teachers' influence is the most on students' performance, students' motivation level, and students' attachment to the school. Thus, the leadership of teachers is most crucial in shaping student learning and the school leaders are the source of inspiration and motivation behind these teachers.

The school leaders' leadership style has an effect on teachers' motivation level and teachers play a role in students' motivation and their performance. Past research indicated that there is a positive correlation between school leaders-teacher social relations and this further affects teachers' perception of students' engagement. The teachers who had better leaders-teacher interaction were able to positively impact the students' engagement as the teachers' motivation level had a direct impact on the teachers' per-

formance in the classroom environment by keeping the students better engaged in their studies (Price, 2015). The research done by Sun and Leithwood (2015) found similar results which indicated that school leaders have an indirect effect on the students' achievement. The leaders had the direct effects of their leadership style on teachers' emotions which in turn affect the teaching and learning in the classroom. The results of this study showed that teachers' organizational behaviors are enhanced if the school leaders encourage the teachers to experiment and allow them to make important decisions in the teaching and learning process, arrange the mentoring program regularly, do not assign teachers with too much administrative work and allow them to focus on their teaching, and support teachers by developing appropriate skills needed in their teaching. This behavior of the teacher in the classroom has a direct impact on students' performance, and hence it can be deduced that a school leaders' leadership style has an indirect effect on students' performance too (Sun & Leithwood, 2015).

The school's performance is critical as it influences all the stakeholders of the school community including the leaders, teachers, students, and their parents. According to Skallerud (2011), the parent-based school's performance is measured using four dimensions: learning quality at the school, quality of teachers, safe environment, and parent orientation. The parents who viewed that the school had good teachers and all the other dimensions of judging the school performance had a direct relationship with their loyalty intentions. Retaining the good quality teachers was related to the leader of the school and creating a safe learning environment was a part of the school climate which is also affected by leaders' management and leadership style (Skallerud, 2011).

Educational Leadership in Asia

Leadership style can be affected by both the organizational needs and the needs of an individual. Transactional Leadership is more

focused on an individual desire where the individuals are motivated to work due to some rewards or benefits. In contrast, transformational leadership is more focused on organizational needs, wherein the leader understands the needs of the followers and works together to achieve the organizational goals. The studies have suggested that Transformational Leadership has a more positive impact on the organization's performance as compared to transactional leadership (Witzel, 2016). Similarly, the school leaders are considered as a central position to lead the school, and hence their leadership style can be important in shaping the future of the school. The research done by Deluga (1988) suggests that transformational leadership practiced by the school leaders helps in coping with the educational challenges which the school faces in this century, and this contributes towards the school success as these leaders are capable of bringing the changes and the needed innovations in the schools. Apart from the personal and organizational needs, the leadership style also depends on the culture of the countries. Cultural background plays an important role in the leadership practices within the country.

The study conducted by Jogulu (2010) on two countries, Malaysia and Australia, suggests that there is a strong influence of culture on the leadership styles of a leader. This study suggested that there was a difference in the leadership styles followed in the Asian and the Western culture. In Asian culture, the followers are more dependent on their leader, while in Western culture, people like to work independently without much direction needed from their superiors. Hence, transactional leadership is practiced generally in Asian culture as opposed to Transformational Leadership in the Western culture (Jogulu, 2010). A similar study done by Petzall and Willis (1996) on India and Australia also found that the style of leadership practiced in Western culture does not suit the Asian culture due to the strong cultural values cultivated from the past. The study further determined that there is a difference in leadership style between male and female leaders, wherein the male leaders

follow more authoritative leadership styles and female leaders are more relation-oriented leaders (Petzall & Willis, 1996).

The research done by Oplatka (2006) suggested that in the schools in developing countries, women are given fewer opportunities to be in the leadership position due to the several barriers they face like male dominance, discrimination between male and female leaders, lack of aspirations, duties at home and these all barriers affect the women's own decision too by not applying to the leadership positions or the promotions. According to this study, if there are women leaders in the school then they are into more of a democratic leadership style with a caring attitude where they are ready to spend more time for school initiatives, and for the betterment of teachers and the students (Oplatka, 2006).

As discussed in the literature it is clear that Vietnam, being one of the Asian countries has a strong influence from its leader, Ho Chi Minh, and his leadership style has a strong influence on its culture too (Vo & Hannif, 2013). The people in Vietnam are still dependent on the instructions and directions are given by the leader instead of working independently. The same trend has been followed in the schools of Vietnam too, especially in public schools where the school leaders have the influence of political authority as well in their leadership styles (Hallinger et al., 2017). The next section will review the existing works related to this issue.

The Leadership Practices in Vietnam

It has become very important for leaders to possess local, as well as international competencies as today's world has been shaped by globalization. Vietnam is an emerging economy and hence to survive in the competitive world, leadership development is a strategic initiative for leaders in an organization in Vietnam. The culture plays a significant role in shaping the leadership concepts across the globe (Adler, 1983; Feldman, 1986). To assess the leader attributes across diverse cultures, to date GLOBE (Global Leader-

ship and Organizational Behavior Effectiveness) is the largest worldwide study which has been conducted for 11 years across 62 different countries with an intention to explore the impact of culture and to identify their effect on leadership attributes (Muenich & Williams, 2013). GLOBE has established the framework which focuses on nine cultural dimensions and six leadership styles (Vo & Hannif, 2013). The cultural dimensions are power distance, avoidance of uncertainty, group collaboration, institutional collectivism, gender fairness, assertiveness, personal orientation, performance orientation, and future orientation. Based on the 65 leadership traits, six leadership styles were identified: team-oriented style, performance-oriented style, participative style, autonomous style, humane style, and self-protective style (Vo & Hannif, 2013).

The different leadership styles have been practiced in different countries based on their culture. The participative leadership style as a component of transformational leadership style is most popularly used worldwide except in Eastern Europe, Middle East regions, and most of Asia (Vo & Hannif, 2013). Vietnam, being an Asian country is deeply rooted in its culture and still prioritizes the group, family, and community over self-interest (Quang & Vuong, 2002). The senior members are always in the front seat with more authority and power, and the younger members try to follow their seniors. Vietnamese culture has been highly influenced by the high level of power distance, moderate level of uncertainty, and high collectivism (Quang & Vuong 2002). In the family, as well as in the organization, a high level of power is highly respected and the subordinates or junior family members show high obedience towards the seniors. The defining feature of Vietnamese culture includes collectivism where the role of an individual is secondary in a group (Maheshwari, 2021). The Vietnamese generally avoids conflicts and if it arises then they try to settle the conflict with a win-win situation.

As per Quang & Vuong (2002), the Vietnamese culture is characterized by avoidance of moderate level of uncertainties as ambiguity is considered a higher level of threat at the workplace, and

hence to avoid the uncertainties it is difficult in the Vietnamese work culture to accept the innovative ideas and novel changes quite easily. Research done by Quang, Swierczek and Thi Kim Chi (1998), was to understand the similarities and differences between the leadership styles of international managers and Vietnamese managers. The similarities between the international managers and Vietnamese managers were that both the leadership styles placed emphasis on people orientation, long-term orientation, strategic vision, competitiveness but there were differences in their leadership styles. Vietnamese managers give more value to the leadership style which has more control over the subordinates and less value on collaborative leadership. Hence, in the past transactional leadership style where the manager has more authority than others was well suited as per the Vietnamese culture, but a study done by Ho (2013) suggests that employees are more satisfied when transformational leadership is practiced as opposed to transactional leadership, and thus the leadership styles and their influence on employees is also changing in Vietnam.

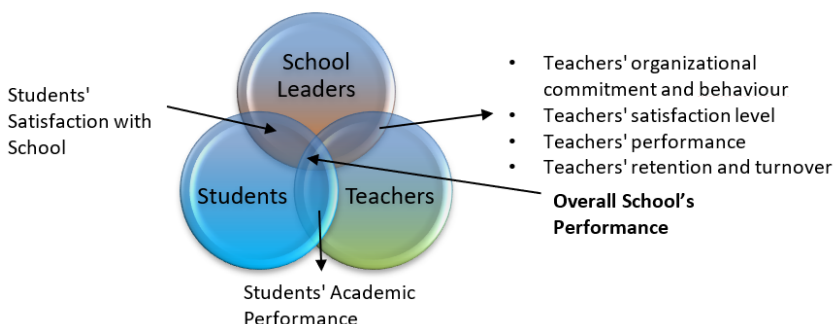
Vietnam's educational system consists of public and primary schools run by the Ministry of Education and Training (MOET). The public schools are established and monitored by the state, while the private schools are established after getting permission from the state but are managed by groups or individuals (London, 2011). Apart from public and private schools in Vietnam, there are recently many international schools that are established which include the various curriculum: British curriculum, American curriculum, Singaporean curriculum, and many more.

The development of institutional context of education in Vietnam is influenced by the Soviet Union's education system, which was established post Second World War period, which consists of a highly hierarchal system where the school leaders hold the formal title of "government officer", which highlights that a school leader is a representative from the government as well as from school. Unlike western countries, Vietnam School leaders have two lines of authority; bureaucratic authority and political authority.

Bureaucratic authority is related to MOET, and political authority relates to the political power in the communist party. The hiring of school leaders is more based on political and cultural influences than on their skills and knowledge (Hallinger et al., 2017). It was mentioned by Truong (2013) in his study that the Vietnamese culture highly influences the four leadership functions: exercising power, building relationships, making decisions, and conflict solving. The study results indicate that still in contemporary Vietnam, the juniors must be well-behaved, obedient, and should respect the line of authority and hierarchy. The research done by Hallinger, Walker and Trung (2015) raised a concern that because of the relationship between the national context and leadership practices, the school leaders face different challenges in their leadership as opposed to the school leaders in other neighboring countries like Thailand, Malaysia, Hong Kong, and Singapore.

The above review of the literature suggests that in Vietnam educational system, the leaders working in the public schools do not have sole authority to make the decision and from the other literature in educational leadership, as discussed in this study above shows that there might be a strong relationship between school leadership with teachers and students' performance which might in turn affect the overall performance of the school. This study has explored the linkage between school leadership on school teachers and students and suggests the following framework as the in figure 1 below for future studies.

Figure 1. Conceptual Framework



Source: Author's elaboration.

The school leaders can play a vital role in affecting teachers' satisfaction level, their performance, their retention level, and finally their commitment to the school. Further, teachers might be influential in affecting students' academic performance and their satisfaction with the school. Hence, the leaders might have a direct or indirect influence on students' performance and satisfaction too along with affecting overall school performance. The school's business can be measured by the school's success and it seems that very few studies have been done in this field in Asia where student performance is the primary indicator to measure the success of the school. Apart from the students' performance, other indicators of success are the quality of leadership, the high quality of teachers, ongoing school development, and the increased number of enrollments (Lynch, 2015). The contribution of this article is to map the existing works on this topic in Asia and Vietnam. In this context, this paper aims at identifying to what extent there is a gap or not in the existing literature on this issue.

Conclusion

Most of the studies focused on how the leadership of school leaders affected the performance of teachers, their motivation level, and their retention rate. Some studies also focused on how teachers' motivation affected the students' performance. The gap in the literature between these studies is that all these factors ultimately affect the school's performance and their business. In other words, this review article identifies that gap in the literature in the Asian and Vietnamese context, wherein, it would be interesting to see whether there is any indirect influence of school leaders' leadership style on the school business. Also, very few studies have been done in the public schools in Vietnam which are mostly managed by the government and it would be interesting to see whether the

school leaders have much to contribute in these schools or not and whether they are given any freedom to make the decisions and how the leadership style of school leaders in these schools affect the teachers' motivation level, teachers' performance and satisfaction level of teachers and students and hence overall performance of the school. This article paves the way for further research and invites the scholars to consider all these gaps in the future studies on this important issue.

Very limited research has been done to understand the effect of school leaders' leadership on the school's overall business performance. The school's overall business might be measured by many variables such as students' abilities to enter into high-ranking universities, increasing number of enrollments, and higher retention rate of teachers. This article contributes towards this element of the research which has not been investigated intensively so far. Inspired by the existing literature on the topic, this review also suggested a conceptual framework for schools in Vietnam which can be a useful link to design the studies to understand the factors affecting schools' overall business performance. More generally, this literature review opens the direction for further research about leadership effectiveness in increasing school business in an Asian context. Further research on school leadership might be helpful for the educational authorities to ponder over the motivational issues of teachers and for developing the school leadership framework wherein the leaders might be given higher autonomy to make decisions as in the current school systems of several countries in Southeast Asia. Dealing with motivations and leadership in a context in which leaders do not have much authority to make the decisions is a key issue for education in these countries.

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