

## THE IMPACT OF QUALITY, VISIONARY, AND ENTREPRENEURIAL LEADERSHIP OF VOCATIONAL SCHOOL PRINCIPALS ON THE SUCCESS OF SCHOOL MANAGEMENT

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### Abstract

Principal leadership plays a central role in determining the success of school management, especially in vocational schools that face the challenges of industry and technological developments. This study investigates the influence of school principals' leadership styles specifically quality leadership, visionary leadership, and entrepreneurial leadership on the success of school management in Vocational Schools specialising in Technology and Engineering in Yogyakarta. This study used a descriptive quantitative approach with an ex-post facto design; data were collected from 282 teachers selected through random sampling in 16 Vocational Schools with various levels of accreditation. The results reveal significant positive influences of quality leadership (31.5%), visionary leadership (11.1%), and entrepreneurial leadership (35.7%) on school management success. Simultaneously, the combined leadership styles contributed 37.3% to the variance in management success. These findings highlight the importance of multifaceted leadership in improving educational outcomes and suggest the need for policy reinforcement to support effective school governance.

**Key words:** school leadership, quality leadership, visionary leadership, entrepreneurial leadership, school management.

### INTRODUCTION

Education plays a strategic role in shaping the quality of human resources and determining the direction of a nation's development (Calder & Foletta, 2018). Its critical importance is reflected in its capacity to enhance national competitiveness, strengthen character formation and expand access to social and economic well-being (Govindasamy & Mestry, 2022). However, efforts to improve the quality of education in Indonesia continue to face various challenges, particularly in school management, the equitable distribution of educational quality, and the professionalism of educators (Suryadi et al., 2024).

The main determinant of a school's quality lies in leadership effectiveness (Silva Valverde et al., 2024). The principal plays a central role in directing the institution's performance, motivating educators, and building a conducive and productive learning climate (Skýpalová et al., 2024). Leadership that is oriented towards quality management, visionary, and has an entrepreneurial spirit is a crucial factor in responding to the increasingly complex and dynamic challenges of education (Ilin, 2019).

In Indonesia's vocational education sector, particularly in vocational schools focused on Technology and Engineering, principals face challenges such as limited resources, underqualified teaching staff, and inconsistent school performance (Odo, 2023). Vocational teachers do not meet minimum qualification

standards, and many schools operate with inadequate infrastructure. Furthermore, disparities between schools with different levels of accreditation, A, B, or C, reflect the effectiveness of school leadership and uneven resource management (Rostini et al., 2022).

Moreover, current national education standards applied uniformly across schools may not adequately account for these contextual disparities (Valdés Izquierdo et al., 2023). The enforcement of these standards often focuses more on administrative compliance than actual educational outcomes. This raises questions about the effectiveness of school management, particularly in low-performing or under-resourced schools (Odo, 2023).

The results of this study are expected to provide an empirical basis for policymakers, school principals, and education stakeholders in formulating effective leadership strategies to improve the governance and performance of vocational schools in a sustainable manner.

### METHODS

This study uses a quantitative descriptive method with an ex-post facto design to analyze the influence of leadership style on the success of school management (Sugiono, 2023). This study was conducted at the Vocational School of Technology and Engineering in Yogyakarta.

### 1. Population and Sample

The target population included 122 vocational schools in the Yogyakarta, and the subject population comprised all teachers working in these schools. The sample consisted of 282 teachers selected through a two stage sampling technique. First, cluster sampling was used to determine 16 vocational schools representing accreditation levels A, B, and C. Then, proportional stratified random sampling was applied within these clusters. The Slovin formula, with a 5% margin of error, was used to calculate the required sample size.

### 2. Instruments and Data Collection

Data were collected using a structured questionnaire developed based on validated theoretical indicators. The instruments covered four constructs: quality leadership, visionary leadership, entrepreneurial leadership, and school management success. Instrument validity was assessed through expert judgment and construct validation, while reliability testing employed Cronbach's Alpha (Sugiono, 2023).

### 3. Data Analysis

The data were analyzed using descriptive statistics, classical assumption testing, and regression analysis. Descriptive statistics were used to determine the tendency levels of each variable. Regression analysis, both simple and multiple, was applied to test the individual and combined effects of the three leadership types on school management outcomes (Sugiono, 2023).

## RESULTS AND DISCUSSION

The study analysed the influence of principals' leadership, specifically quality, visionary, and entrepreneurial leadership, on the success of school management in vocational schools. Descriptive data and regression analyses were conducted to interpret the relationships among the variables.

### 1. Influence of Quality Leadership

Regression analysis shows that quality leadership has a significant positive effect on school management success, contributing 31.5% ( $R^2 = 0.315$ ). This indicates that principals who emphasise vision, staff development, continuous improvement, and teamwork significantly improve school operations and outcomes (Arendse et al., 2024).

### 2. Influence of Visionary Leadership

Visionary leadership contributed 11.1% ( $R^2 = 0.111$ ) to the variance in school management success.

Although smaller than the effect of quality leadership, this impact was statistically significant. Principals who articulate a clear, future-oriented vision help align staff with organisational goals and foster a sense of shared purpose (Le et al., 2025).

### 3. Influence of Entrepreneurial Leadership

The influence of entrepreneurial leadership was found to be the most substantial among the three, contributing 35.7% ( $R^2 = 0.357$ ). Principals who demonstrated innovative thinking, resource mobilisation, and risk-taking behaviour were better able to overcome budget constraints and lead revenue-generating initiatives, especially relevant in vocational schools that often operate production units (Vivas & Núñez, 2024).

### 4. Combined Effect of All Leadership Dimensions

When all three leadership variables were entered simultaneously into a multiple regression model, they explained 37.3% of the variance in school management success (adjusted  $R^2 = 0.373$ ). This suggests that while each leadership dimension has a distinct role, their integration offers the strongest leverage for improving school performance. The results reinforce the Total Quality Management (TQM) framework in educational settings, where effective leadership combines strategic vision, operational excellence and innovation.

## DISCUSSION

These findings illustrate that leadership is a multifaceted construct in educational settings. Different leadership styles complement each other: quality leadership ensures system efficiency, visionary leadership drives long-term direction, and entrepreneurial leadership equips schools to be adaptive and resilient. Thus, it can be concluded that principals must balance administrative tasks with innovation and vision development to drive institutional excellence.

## CONCLUSIONS

Based on the results of the study and the discussion, several conclusions can be drawn:

1. Quality leadership has a significant positive impact on the success of vocational school management. Principals who demonstrate commitment to continuous improvement and empower school personnel contribute meaningfully to achieving educational goals.
2. Visionary leadership influences school management by providing direction and fostering a shared purpose among school stakeholders. Although its individual effect is

smaller, it plays a critical role in long-term organisational alignment.

3. Entrepreneurial leadership has the strongest individual influence on school management success. Principals who act innovatively and pursue opportunities for resource development are key to ensuring sustainability, especially in vocational schools.
4. When combined, these three leadership styles explain 37.3% of the variation in school management success, indicating that integrated leadership approaches are more effective than isolated efforts.

These findings emphasise the importance of multidimensional leadership in vocational education. Stakeholders, including policy makers and school administrators, should invest in leadership development programs that combine quality, vision, and entrepreneurship to improve school performance and responsiveness to community and industry needs.

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