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LEADERSHIP AND DIRECTION

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1. **Introduction**

 Educational leadership at the doctoral level necessitates a profound understanding of various interdisciplinary areas, including leadership and social psychology, direction, theoretical paradigms for integrated management and administration of people, leadership and delegation of authority, leadership styles, goal setting, speaking points, transformational leadership, emotional effects, and task-oriented leadership. This comprehensive understanding equips educational leaders to navigate complex educational environments, enact positive change, and effectively lead diverse teams towards shared educational goals.

Leadership and social psychology are critical aspects of educational leadership, influencing how leaders interact, motivate, and guide individuals and groups within an educational institution. Social psychology delves into the study of human behaviour within social contexts, shedding light on how social interactions, attitudes, and perceptions impact leadership effectiveness (Abbas, Ekowati,, & Suhariadi, (2022). Educational leaders need to grasp these psychological underpinnings to build relationships, manage conflicts, and foster a positive learning environment.

Direction involves setting a clear path and vision for an educational institution, aligning organizational goals with the educational mission. Theoretical paradigms guide integrated management and administration of people by providing frameworks to streamline operations, foster collaboration, and maximize organizational effectiveness. Educational leaders integrate these paradigms to align the institution's direction with the needs and expectations of stakeholders (Tran, 2022).

Leadership and delegation of authority involve empowering team members to make decisions within defined parameters, allowing for efficiency and flexibility. Effective delegation in educational leadership fosters a sense of responsibility, growth, and empowerment among staff, enabling them to contribute meaningfully to the institution's objectives.

 Different leadership styles, such as democratic, autocratic, transformational, transactional, and laissez-faire, have varying impacts on educational institutions. Educational leaders at the doctoral level must grasp these styles and their implications to choose an approach that aligns with their institution's culture, goals, and values.

 Setting clear, achievable goals is fundamental for educational leaders to guide their institutions effective. Educational leaders utilize goal-setting techniques to motivate staff, track progress, and drive the institution towards continuous improvement (Shermukhammadov, 2022).

 Effective communication is a vital skill for educational leaders. Crafting appropriate speaking points, addressing diverse audiences, and delivering messages with clarity and persuasion are crucial aspects of educational leadership at the doctoral level. Leaders use speaking points to articulate their vision, influence stakeholders, and mobilize support for educational initiatives (Mulyana et al. 2022).

Transformational leadership focuses on inspiring and motivating individuals to exceed their own expectations. Educational leaders apply this approach to drive innovation, nurture creativity, and create a positive organizational culture. Understanding the emotional effects of leadership behaviours is essential for fostering a supportive, emotionally intelligent environment within educational institutions (Hartono, 2022).

Task-oriented leadership emphasizes achieving specific tasks and objectives efficiently and effectively. Educational leaders apply this approach to manage projects, allocate resources, and ensure timely completion of critical educational initiatives.

**1.1 Definition & rationale for its selection**

Leadership is the process of guiding, motivating, and influencing individuals or groups to achieve common goals and objectives. It involves the ability to provide a clear vision, set direction, make informed decisions, and effectively manage people and resources to bring about positive change. Leadership encompasses a wide range of skills and behaviors, including communication, decision-making, problem-solving, and the capacity to inspire and empower others. It is a dynamic and multifaceted concept that is crucial in various contexts, including education (Bento & Khanal,2023).

 Direction, in the context of leadership, refers to the course or path that a leader sets for an organization, group, or individuals to follow. It involves defining goals, outlining strategies, and providing a sense of purpose and focus. Direction encompasses the ability to chart a course of action, communicate it effectively, and ensure that all efforts are aligned with the intended objectives (Hwang & Chien, 2022).

**1.12 Rationale**

Educational Leadership at the doctoral level is a specialized field of study that focuses on leadership principles and practices within educational institutions. It includes the study of leadership in both administrative and instructional roles. The selection of leadership and direction as areas of study for a course in Educational Leadership at the doctoral level is based on several key reasons:

Educational institutions are complex entities with multiple stakeholders, including students, teachers, parents, administrators, and community members. Effective leadership is essential to navigate these complexities and achieve educational goals.

Leadership plays a critical role in shaping the quality of education and the overall learning experience for students. Effective leadership can lead to improved student outcomes, which is a central concern in education.

Educational institutions often have limited resources, and effective leadership is required to allocate these resources efficiently to meet the needs of students and staff.

Leadership and direction are essential for fostering a culture of continuous improvement in education. Doctoral programs in Educational Leadership aim to equip future leaders with the tools to effect positive change and innovation.

Educational leaders must be well-versed in the legal and ethical considerations that apply to educational institutions. This knowledge is crucial in ensuring that educational practices are following regulations and standards (Andersson, et al. (2022).

Leaders in education often face complex decisions, such as curriculum development, teacher evaluation, and student assessment. The study of leadership provides tools and frameworks to make informed decisions.

Educational leaders are involved in the development of policies and practices that impact the entire education system. Doctoral-level programs often include a research component to equip leaders with the skills to conduct research and contribute to policy development ( Mei, & Symaco, 2022).

**1.3 Description**

Understanding social psychology is crucial for educational leaders as it provides insights into human behavior, group dynamics, and the impact of social factors on learning. In the modern world, where diversity and inclusion are emphasized, educational leaders need to be aware of how social factors can influence the educational environment, student interactions, and overall school culture (Yuldashev et. al, 2022).

 In the modern world, educational institutions are becoming increasingly complex. A theoretical paradigm for integrated management and administration helps leaders navigate these complexities by providing a structured framework for decision-making and resource allocation. It encourages a holistic approach to managing educational institutions, considering various interconnected elements.

Delegation is a critical skill for educational leaders, allowing them to distribute responsibilities and tasks effectively. In the modern world, where collaboration and teamwork are essential, effective delegation ensures that all stakeholders are empowered to contribute their expertise, leading to more efficient and successful educational initiatives (Rubbab et al. 2023).

Different leadership styles, such as autocratic, democratic, transformational, and transactional leadership, have varying effects on an organization's culture and performance. Modern educational leaders need to adapt their leadership style to the specific context and goals of their institution. For example, a transformational leadership style is increasingly valued in the modern world for its ability to inspire and motivate teams to achieve ambitious educational objectives (Nurlina, 2022).

Goal setting is a fundamental component of effective leadership. In today's educational landscape, where accountability and measurable outcomes are emphasized, setting clear and achievable goals is essential. Educational leaders must align goals with the institution's mission and vision to drive progress (Yarygin, et al., 2019).

Effective communication, including the ability to craft compelling speaking points and deliver messages with clarity, is vital in the modern world. Educational leaders often engage with various stakeholders, including parents, teachers, and policymakers. Being able to convey a vision and educational priorities persuasively is key to garnering support and trust.

Transformational leadership is highly relevant in the modern world of education. It emphasizes inspiring and empowering individuals to reach their full potential, fostering innovation, and creating a positive school culture. In an era where educational institutions face ever-changing challenges and opportunities, transformational leadership is well-suited to drive necessary reforms and improvements.

Educational leaders need to be aware of the emotional effects of their decisions and policies. Empathy and emotional intelligence are essential for addressing mental health and well-being issues, especially in times of crisis and change (Dodd, et al. 2021).

Task-oriented leadership focuses on efficient task execution and is relevant in the modern world where educational institutions are under pressure to deliver results. Task-oriented leaders ensure that educational initiatives are carried out effectively and that resources are optimized (Alvi & Rana, 2019).

**1.4 General Analysis**

In educational leadership at the doctoral level, the study of social psychology goes beyond basic understanding. It delves into advanced topics like the impact of social identity and group dynamics on educational outcomes. Doctoral students learn to design interventions that address issues related to discrimination, bias, and inclusion in educational settings. This knowledge is vital in developing strategies to create inclusive learning environments and address disparities in academic achievement (Pak, et al, 2020).

Educational leadership often explore and develop new theoretical paradigms that address the evolving needs of educational institutions. These paradigms may involve holistic approaches that consider not only administrative aspects but also the impact of educational policies, technology, and community engagement. Doctoral candidates engage in research to develop and test these innovative frameworks.

Educational leadership emphasizes the complexity of delegation, including how to delegate responsibilities while maintaining accountability. Doctoral students may conduct research on delegation strategies in various educational contexts, from K-12 schools to higher education institutions. They learn to balance delegation with the need for oversight and evaluation (Amon & Bustami, 2021).

Educational leaders explore the nuances of different leadership styles and their applicability in diverse educational settings. They conduct in-depth research on how leadership styles impact student achievement, staff satisfaction, and organizational culture. Doctoral research may also investigate the role of leadership styles in innovation and change management in education (Limna et al. 2022).

Educational leadership often involves advanced coursework on strategic planning and goal setting. Students are trained to align goals with state and national standards, assess the feasibility of achieving objectives, and use data-driven decision-making to refine and adapt goals. Doctoral research frequently focuses on the long-term impact of goal setting on educational outcomes.

Communication and public speaking are honed at the doctoral level to include skills such as persuasive communication, crisis communication, and stakeholder engagement. Doctoral students may conduct case studies on effective communication in educational leadership, exploring real-world examples of leaders who successfully navigated challenging situations through their communication skills (Talebi Khansari, 2020).

Educational leadership often place a significant emphasis on transformational leadership theory and its practical applications. Doctoral candidates delve into the research surrounding transformational leadership in education and conduct original research to assess its effectiveness in specific contexts. They explore strategies for fostering a culture of innovation and continuous improvement.

Emotional intelligence and understanding the emotional needs of students and staff are critical at the doctoral level. Doctoral students investigate the impact of leadership decisions on the emotional well-being of stakeholders. They may also develop interventions and support systems to address emotional and mental health issues in educational settings, such as stress reduction programs for educators or student counseling services (Gómez-Leal, et al.,2022).

Task-oriented leadership is studied within the broader context of strategic leadership. Doctoral students analyze how task-oriented leadership can be integrated with other leadership styles to achieve educational objectives efficiently. Research often focuses on optimizing resource allocation and organizational efficiency without compromising the quality of education.

**1.5 Actualization**

**Case Study: Transformative Leadership at Aurora Secondary School**

Background:

Auroa Secondary School is a large secondary school serving a diverse student population. In recent years, the school faced several challenges, including declining test scores, low student engagement, and a high dropout rate. The school district appointed Mr. Boodhnarine as the new principal to lead a turnaround effort.

**Leadership Approach:**

Mr. Boodhnarine adopted a transformative leadership approach, recognizing the need for significant changes to improve student outcomes. His approach focused on inspiring and empowering both students and staff to drive positive change. He believed that by fostering a culture of innovation and collaboration, the school could overcome its challenges.

**Key Initiatives:**

Stakeholder Engagement: initiated regular meetings with students, parents, teachers, and community members to understand their concerns and aspirations. He actively listened to their feedback and incorporated their suggestions into school policies and programs.

Curriculum Enhancement led Mr. Boodhnarine development of a more engaging and relevant curriculum that included project-based learning and real-world applications. This shift aimed to increase student motivation and provide them with practical skills for the future.

Teacher Professional Development: Recognizing that teacher quality was pivotal to student success, Mr. Boodhnarine invested in ongoing professional development he encouraged teachers to attend workshops, collaborate, and share best practices to enhance their instructional skills.

Student Support Services: Mr. Boodhnarine established support services for students facing academic, emotional, or social challenges. These services included tutoring, counseling, and mentorship programs to ensure that every student had the resources needed to succeed.

Community Partnerships: The school forged partnerships with local businesses and organizations to provide students with work study opportunities, and career planning, which foster students real-world applications of their education.

**Results:**

Improved Test Scores: Within two years of 's Mr. Boodhnarine leadership, the school's test scores began to rise. Student achievement increased as the more engaging curriculum and targeted support services took effect.

Increased Graduation Rate: The school's graduation rate also saw a notable increase. Fewer students dropped out, and more students were motivated to complete their education.

Enhanced School Culture: The school's culture shifted from one of complacency to one of enthusiasm and innovation. Students felt more connected to their school, and teachers reported higher job satisfaction.

Community Involvement: Community partnerships not only benefited the students but also improved the school's standing in the community. Aurora Secondary School became a hub for community engagement and collaboration.

**Lessons Learned**:

Transformational Leadership Works: Mr. Boodhnarine transformative leadership approach had a significant positive impact on the school. By inspiring and empowering stakeholders, she created a culture of improvement and collaboration.

Inclusivity Matters: Engaging with all stakeholders, including students, parents, teachers, and the community, was essential for success.

Focused Initiatives: Mr. Boodhnarine’s initiatives were targeted and aimed at addressing the specific challenges the school faced. This approach ensured that resources were used effectively.

Sustainability: Mr. Boodhnarine leadership was characterized by sustainable change. The initiatives put in place to ensuring continued growth and improvement.

In this case study, Mr. Boodhnarine’ s transformative leadership at Aurora Secondary School showcases how a dynamic and inclusive leadership style, coupled with targeted initiatives, can positively transform a secondary school, ultimately improving student outcomes and building a strong sense of community and innovation.

**1.6 Discussions**

**Pros**

Expertise in Educational Leadership: A doctoral program in educational leadership equips you with in-depth knowledge and expertise in the field, allowing you to become a leader and change-maker in educational institutions.

Career Advancement: This degree can open up various career opportunities in educational leadership, including roles as principals, superintendents, university administrators, or policymakers.

Research and Innovation: Doctoral programs often involve extensive research, enabling you to contribute to the development of best practices, policies, and innovations in the field of education.

Networking: You can connect with other professionals in your field, including faculty, fellow students, and guest speakers, which can help build valuable professional networks.

Personal Growth: Pursuing a doctorate is a significant personal accomplishment, fostering skills like critical thinking, problem-solving, and perseverance.

Contribution to Education: You can make a lasting impact on education by influencing policies, curriculum design, and educational practices.

**Cons of Leadership and Direction:**

Responsibility: Leaders bear significant responsibility for the outcomes of their decisions and actions, which can be stressful and overwhelming.

Conflict Management: Leaders often must address conflicts and disagreements, which can be emotionally draining and time-consuming.

High Expectations: There are high expectations for leaders to perform consistently, which can lead to burnout and stress.

Risk of Failure: Leadership comes with the risk of making mistakes or decisions that don't yield the desired results, which can have negative consequences.

Pressure: Leaders often work under pressure, especially in high-stakes situations, which can be mentally and emotionally taxing.

Communication Challenges: Effective leadership requires strong communication skills, and miscommunication can lead to misunderstandings or conflicts.

 1.7 **General Recommendations**

Emphasize Ethical Leadership: Promote ethical and moral leadership within educational institutions. Encourage leaders to prioritize values, integrity, and ethical decision-making to create a positive and ethical school culture.

Equity and Inclusivity: Advocate for inclusive leadership practices that prioritize equity in education. Develop policies and practices that address disparities in access and outcomes, particularly for marginalized and underserved students.

Professional Development: Establish ongoing professional development programs for educational leaders to enhance their leadership skills, including effective communication, conflict resolution, and strategic planning.

Collaboration and Teamwork: Encourage a collaborative leadership approach that values input from teachers, staff, students, parents, and the community. Effective teamwork can lead to better decision-making and shared responsibility.

Embrace Technology: Advocate for the integration of technology not only in classrooms but also in administrative tasks, streamlining processes, and increasing efficiency in education management.

Community Engagement: Encourage educational leaders to engage with the local community, building partnerships and relationships that benefit both the school and the community.

Wellness and Support Services: Promote a focus on student and staff well-being by offering mental health services, counseling, and professional development to create a more supportive educational environment.

Flexible and Adaptive Leadership: In a rapidly changing world, leaders should be flexible and adaptable, prepared to adjust their leadership styles and strategies as the educational landscape evolves.

Research and Evaluation: Support educational leaders in conducting and using research to inform their practices, ensuring continuous improvement in educational leadership and direction.

Policy Advocacy: Engage in advocacy efforts to influence educational policies at the local, state, and national levels, promoting leadership practices that align with best practices in the field.

Sustainability and Environmental Education: Encourage the inclusion of sustainability and environmental education in leadership practices, fostering a sense of responsibility for the environment and its impact on education.

Assessment and Accountability: Develop a balanced approach to assessment and accountability, focusing on holistic evaluations that consider the well-being and growth of students, educators, and institutions.

Parental Involvement: Promote strategies for increasing parental involvement in the education system, recognizing the importance of a collaborative partnership between schools and families.

These recommendations aim to improve educational leadership practices, enhance the educational experience for students, and address the evolving challenges and opportunities in the field of education. Researchers in educational leadership at the doctoral level can play a vital role in advancing these ideas and promoting positive change in the education system.

1.8 **Relevance of leadership and direction to the researcher**

There are much relevance of leadership and direction to the researcher some key reasons why leadership and direction are highly relevant includes.

Professional Growth: Studying leadership and direction prepares the researcher with the skill set to excel in leadership capacity within educational institutions. This professional growth can lead to career advancement and increased opportunities.

Research Opportunities: Leadership and direction in education offer a rich landscape for research. Doctoral-level researchers can explore topics such as effective leadership practices, leadership impact on student outcomes, and the influence of leadership on school culture and climate (Nabella, et al. 2022).

Innovation and Change: Educational institutions often look to leaders for innovation and change. The researcher will be able to identify and develop strategies for driving positive changes in educational systems, such as curriculum development, teaching methods, and administrative practices.

Policy Influence: Researchers in educational leadership can influence policies and practices in education. Their research can inform decision-makers and lead to the development of policies that improve the quality of education and enhance leadership practices.

Addressing Challenges: Educational leadership researchers can identify and address challenges in the education system, such as achievement gaps, school performance, and student engagement.

Impact on Student Success: Effective leadership has a direct impact on student success. Researchers in this field can explore how leadership practices affect student achievement, social and emotional development, and overall well-being (Jamali, et, al.2022).

Community Engagement: Educational leaders often play a crucial role in building relationships with the community. Researchers can examine how leadership impacts community engagement and how effective leadership can foster positive relationships with students, parents, and local stakeholders.

Promoting Inclusivity: Educational leadership researchers can contribute to the promotion of inclusive practices in education. They can explore how leadership can address diversity, equity, and inclusion issues in schools and educational organizations.

Mentoring and Training: Leadership researchers can become mentors and educators themselves, guiding the next generation of educational leaders and helping them develop the skills and knowledge needed to excel in leadership roles.

Continuous Improvement: Leadership and direction are essential for the continuous improvement of educational institutions. Researchers can work on developing best practices, improving leadership training programs, and enhancing the overall quality of education.

Personal Fulfilment the process of learning allows the researcher to contribute to the betterment of the education system, making a positive impact on the lives of people in the neighbourhood.

* 1. **How is leadership and direction beneficial to the researcher community?**

Leadership and direction are highly beneficial to the researcher community in several ways inclusive of

Guidance and Mentorship: Effective leadership within the researcher community provides guidance and mentorship to junior researchers. Experienced researchers who assume leadership roles can help newcomers navigate the complexities of research, share their knowledge, and provide valuable insights into the research process.

Facilitation of Collaborative Research: Leadership fosters collaboration among researchers. Research leaders can initiate and manage interdisciplinary research projects, encourage teamwork, and create an environment where researchers from various backgrounds can work together to address complex problems.

Resource Allocation: Leaders in the research community often play a role in allocating resources, whether it's funding, lab space, or access to equipment. Effective resource allocation ensures that researchers have the necessary tools and support to conduct their research.

Advocacy for Research Funding: Research leaders can advocate for increased funding for research at local, national, or international levels. Their advocacy efforts can help secure financial support for research projects, ensuring the continuation of scientific advancement.

Setting Research Priorities: Leadership can contribute to setting research priorities within a specific field or organization. Leaders may identify key research areas that require attention and allocate resources accordingly.

Dissemination of Research Findings: Leaders often have a platform to disseminate research findings to a wider audience, whether through publications, presentations, or media engagement. They can promote the sharing of knowledge and research outcomes.

Quality Assurance: Leadership can establish and enforce quality standards in research, ensuring that studies are conducted with rigor, ethics, and adherence to best practices. This is vital for maintaining the integrity and credibility of research (Aburizaizah, 2022).

Mentoring the Next Generation: Effective leaders within the research community mentor and train the next generation of researchers. They help early-career researchers develop their skills, identify opportunities, and build networks.

Catalyst for Innovation: Research leaders often champion innovation in their fields, encouraging researchers to explore new ideas, methodologies, and technologies. This promotes advancements in science and technology.

Global Impact: Leadership in the research community can have a global impact. Leaders may collaborate internationally, contributing to the global exchange of knowledge and the resolution of worldwide challenges, such as climate change, health crises, or technological advancements.

**1.9 Conclusion**

By examining leadership and direction in educational leadership, researchers and educational leaders can identify innovative strategies and best practices to transform the traditional educational systems. This transformation might include a shift towards more student-centered approaches, personalized learning, and the integration of technology in education. Effective leadership can drive these changes, fostering a culture of continuous improvement and adaptability within educational institutions (Peyton & Ross 2022).

Furthermore, discussions around leadership in education may inspire the development of new policies and initiatives aimed at promoting inclusive practices and addressing disparities in access to quality education. Leaders can advocate for policies that prioritize equity, diversity, and inclusion in schools.

. By focusing on data-informed leadership, educational leaders can drive improvements in teaching methods, curriculum development, and student support services. This approach can lead to better outcomes for students and the overall quality of education.

Additionally, leadership discussions in education can lead to the establishment of mentorship and training programs that prepare the next generation of educational leaders. By mentoring and guiding aspiring leaders, the educational community can ensure a steady supply of effective leaders who are equipped to address the evolving challenges and opportunities in the field.

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