



## Research on the Pathways for Enhancing Leadership in Educational Management

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### Abstract

**Background and Aim:** Educational leadership plays a critical role in shaping the direction and success of educational institutions. However, despite its significance, leadership within educational management faces numerous challenges, including issues related to decision-making, team coordination, and adaptability. This paper seeks to explore the pathways and strategies for enhancing leadership in educational management. Specifically, it will identify key leadership qualities that need to be developed and analyze the best practices for cultivating these qualities in educational managers.

**Materials and Methods:** This research utilizes a mixed-methods approach, incorporating both qualitative and quantitative techniques. Data is gathered through a review of relevant literature, case studies, and surveys administered to educational leaders. Interviews with school administrators provide further insights into leadership challenges and the effectiveness of leadership development programs.

**Results:** The research reveals several effective pathways for enhancing leadership in educational management, such as continuous professional development, fostering collaborative team cultures, and implementing data-driven decision-making processes. The findings also highlight the importance of mentorship and peer learning in leadership enhancement.

**Conclusion:** Improving leadership in educational management is vital for achieving institutional success. By focusing on leadership training, experiential learning, and innovative leadership techniques, educational managers can significantly improve their decision-making abilities and management practices, ultimately contributing to better educational outcomes.

**Keywords:** Educational Management; Leadership Enhancement; Leadership Development; Decision-making; Collaborative Leadership

### Introduction

Educational management is a complex field that requires balancing academic oversight, resource management, and the guidance of various stakeholders such as students, teachers, parents, and policy-makers. Research indicates that effective educational management goes





beyond the daily operations of schools and institutions, encompassing a comprehensive leadership approach that impacts all facets of the educational experience. For example, the Ministry of Education's 2024 "Annual Humanities and Social Sciences Research Fund and Youth Fund" project, led by Lu Ting, focuses on predicting and optimizing the learning efficiency of online courses from a multi-dimensional educational data perspective, emphasizing the importance of educational data in enhancing educational quality (moe.gov.cn). Furthermore, the Ministry of Education launched the national educational statistics work in 2024, training a team to support statistical modernization reform and providing data support for educational decision-making (csdp.edu.cn). However, despite the emphasis on the role of educational data and statistics in educational management, there remains a gap in research on how to effectively utilize this data to optimize educational management practices. This gap presents an opportunity for further research on data-driven management strategies in education, as current studies have not fully addressed how to effectively apply data analysis to enhance management outcomes.

Despite its significance, the field of educational leadership is fraught with challenges, particularly in the areas of change management, staff motivation, conflict resolution, and aligning resources with educational goals. Educational leaders, especially those in diverse educational contexts, often face difficulties in balancing these demands. The increasing complexity of leading diverse groups, combined with external pressures such as budget constraints, policy shifts, and societal expectations, further exacerbates the role of educational managers. As a result, many leaders struggle to develop the necessary skills to effectively address these challenges. They often rely on traditional methods that may no longer be effective in the context of modern educational needs. This issue is particularly pertinent in schools and educational institutions with limited resources or facing significant changes in the educational landscape. Previous studies, such as those by [Author, Year], have shown that leadership development programs frequently overlook the unique needs of leaders in such environments. Therefore, it is crucial to explore how educational leaders can be better equipped to face these challenges and how leadership programs can be tailored to meet the specific needs of the target group—educational managers in diverse settings.

This study aims to explore pathways for enhancing leadership within educational management and provide a deeper understanding of how leadership in this field can be strengthened. This research focuses on identifying the specific qualities that define effective educational leaders, such as decision-making abilities, emotional intelligence, conflict resolution skills, and adaptability to technological advancements and evolving educational paradigms. By examining these traits and skills, the study aims to construct a comprehensive framework for cultivating leadership within educational settings.





To achieve these objectives, a mixed-methods approach will be used, combining qualitative and quantitative research methods. This will include reviewing relevant literature, conducting surveys with educational leaders, and carrying out in-depth interviews with school administrators to better understand the challenges they face and the effectiveness of current leadership development programs. Additionally, case studies of high-performing educational institutions will be analyzed to uncover best practices in leadership.

The reason for conducting this research stems from the ongoing challenges faced by educational leaders in navigating the rapidly changing landscape of education. Despite the growing recognition of leadership's importance, many leadership development programs still fail to address the specific needs of educational leaders, particularly in diverse and resource-constrained contexts. By identifying these gaps and proposing tailored strategies for leadership development, this research aims to provide actionable recommendations that can benefit educational institutions, policymakers, and training organizations.

The findings of this study will offer practical insights for improving leadership practices in educational management. These recommendations are intended to assist educational institutions and policymakers in enhancing leadership capabilities, which in turn will improve the overall quality of education, boost staff morale, and contribute to institutional success. The research aims to make a significant contribution to the academic field of educational management by offering concrete solutions to the challenges faced by educational leaders in today's dynamic educational environment.

## Objectives

1. To study the essential characteristics of effective leadership in educational management, focusing on both personal and professional traits that contribute to success in this field.
2. To study the current state of leadership development programs within educational institutions, evaluating their effectiveness and identifying gaps that need to be addressed for further improvement.
3. To study and propose strategies for enhancing leadership in educational management, using the findings from the previous objectives to develop actionable recommendations for better leadership practices.
4. To study the impact of enhanced leadership on the overall effectiveness of educational management, exploring how improved leadership practices can positively influence key outcomes such as institutional performance, teacher quality, and student achievement.





## Literature review

The literature on educational leadership and management provides critical insights into the evolving role of educational leaders and the various approaches to leadership development. Numerous theories of leadership have emerged, each offering unique perspectives on how leadership can influence educational institutions. Among the most influential models are transformational leadership, servant leadership, and situational leadership, which provide frameworks for understanding effective leadership practices in education.

### 1. Transformational Leadership

Transformational leadership has been widely recognized as one of the most effective models in educational settings. This model emphasizes the leader's ability to inspire and motivate followers to reach their full potential by fostering a sense of ownership and promoting continuous learning. Research by Bass (1999) and Leithwood et al. (2004) demonstrates that transformational leaders not only set clear goals but also encourage innovation and collaboration. Studies indicate that leaders adopting this style help build a positive organizational culture, improve teaching and learning outcomes, and engage teachers in shared decision-making. However, while transformational leadership has been shown to enhance school performance, its application remains underexplored in certain educational contexts, such as rural and under-resourced institutions. This gap suggests the need for more context-specific applications of transformational leadership practices in diverse educational environments.

### 2. Servant Leadership

Servant leadership focuses on the leader's role as a servant to others, prioritizing empathy, listening, and the development of people. In educational settings, servant leadership is particularly effective in building trust, fostering collaboration, and improving teacher retention (Greenleaf, 2002). Studies by Spears (2004) emphasize the importance of emotional intelligence and relational dynamics in creating supportive learning environments. However, while servant leadership is increasingly recognized as effective in fostering positive school cultures, the literature suggests that its implementation in educational management has not been fully explored, particularly in the context of leadership training programs. There is a knowledge gap in understanding how to integrate servant leadership principles into leadership development programs that cater to the specific needs of different educational contexts.

### 3. Situational Leadership

Situational leadership is based on the idea that effective leadership requires adapting one's style to the specific circumstances of the situation. According to Hersey and Blanchard (1982), situational leaders assess their environment and adjust their approach based on the needs of the institution, making it a highly flexible and context-sensitive model. Research on situational





leadership in education suggests its utility in handling crises, managing diverse teams, and responding to changes in educational policy (Northouse, 2018). However, despite its applicability in dynamic educational environments, the literature shows that there is a lack of in-depth studies on how situational leadership can be developed and applied through targeted leadership development programs. This gap highlights the need for further research on how situational leadership training can be tailored to educational leaders facing diverse challenges.

#### 4. Leadership Development Programs

The literature on leadership development emphasizes the importance of programs designed to cultivate leadership skills within educational settings. These programs often include workshops, mentorship, peer-learning networks, and immersive leadership experiences. Research by Robinson et al. (2009) and Hargreaves & Fullan (2012) suggests that leadership development programs that integrate both theoretical knowledge and practical, real-world experiences are more effective in preparing educational leaders to navigate complex challenges. However, many leadership development programs remain generic and fail to address the unique needs of educational leaders in different contexts. Studies by Darling-Hammond et al. (2017) reveal that effective programs should be context-specific and incorporate experiential learning opportunities. The literature suggests a significant knowledge gap in the customization of leadership programs to meet the diverse needs of educational institutions, particularly those in rural or resource-constrained areas.

#### 5. The Knowledge Gap and Research Contribution

Despite the extensive literature on leadership theories and development programs, there remains a gap in how these theories are applied to specific educational contexts, particularly those that face unique challenges such as limited resources and diverse student populations. The existing research has largely focused on general leadership principles and their applications in ideal settings, but the practical application of these models in real-world, diverse educational environments has not been adequately addressed. This research aims to fill this gap by exploring how transformational, servant and situational leadership can be tailored and applied in different educational settings to enhance leadership effectiveness. Additionally, it seeks to evaluate current leadership development programs and propose strategies for making them more relevant and effective in supporting the professional growth of educational leaders.

#### Conceptual Framework

This research is a study of leadership enhancement in educational management. The researcher has defined the research conceptual framework based on the concepts and theories of Transformational Leadership, Servant Leadership, Situational Leadership, and Collaborative





Leadership, with an emphasis on how these theories can be applied to educational contexts. The framework is developed to examine the competencies required for effective leadership and how these can be cultivated through targeted professional development programs.

### 1. Transformational Leadership Theory

Transformational Leadership is one of the most influential models in leadership studies, particularly in education. This theory, developed by Bass (1999), focuses on the leader's ability to inspire and motivate followers to achieve their highest potential. Transformational leaders set a vision for the future, encourage innovation, and foster a learning environment. The key variable that emerged from this theory in the conceptual framework is Decision-Making Ability. Transformational leadership suggests that educational leaders must make informed, long-term decisions that align with the institution's goals and values. This decision-making process requires not only technical expertise but also emotional intelligence and the ability to inspire and motivate others.

### 2. Servant Leadership Theory

Servant Leadership, conceptualized by Greenleaf (2002), emphasizes the leader's role as a servant to others, prioritizing the needs of followers and fostering an environment of trust and collaboration. This theory focuses on empathy, listening, and the development of people. The key variable derived from this theory in the framework is Conflict Resolution Skills. According to servant leadership, effective leaders resolve conflicts by promoting understanding, empowering others, and helping them grow. This approach leads to a positive organizational culture and strengthens interpersonal relationships, which are critical in educational institutions where collaboration and trust are necessary for success.

### 3. Situational Leadership Theory

Situational Leadership, developed by Hersey and Blanchard (1982), suggests that effective leadership depends on the leader's ability to adapt their style to the specific needs of the situation. The key variable derived from this theory is Adaptability. In educational management, leaders often face diverse challenges and need to assess the situation and choose the most appropriate leadership style—whether it is directive, supportive, or delegative. This adaptability allows leaders to navigate various educational contexts, whether facing crises, managing diverse teams, or responding to changes in policy or student demographics.

### 4. Collaborative Leadership Theory

Collaborative Leadership, discussed by Hargreaves & Fullan (2012), emphasizes the importance of building relationships and fostering teamwork among staff, students, and external stakeholders. This theory suggests that leadership should not be seen as a solitary endeavor but as a collective effort. The key variable from this theory in the framework is Collaboration and



Teamwork. Leaders who adopt a collaborative approach create an inclusive culture where different perspectives are valued, leading to innovative solutions, better staff morale, and improved outcomes. Collaborative leadership helps cultivate a sense of shared ownership and responsibility among all stakeholders, contributing to the overall success of the educational institution.

### 5. Data-Driven Decision-Making

In today's educational environment, data-driven decision-making has become a critical tool for improving management practices and outcomes. This approach relies on analyzing data related to student performance, teacher effectiveness, and resource allocation to inform leadership decisions. The key variable derived from this approach is Data-Driven Leadership. By using data, educational leaders can make objective, evidence-based decisions that enhance accountability and improve student outcomes. Leaders must be equipped with the skills to analyze and interpret data, allowing them to identify trends, assess the effectiveness of interventions, and make necessary adjustments to policies and practices.

This research conceptual framework integrates multiple leadership theories—Transformational, Servant, Situational, Collaborative, and Data-Driven Leadership—into a holistic approach to educational management. Each theory contributes a specific variable that is crucial for effective leadership. The framework emphasizes the importance of developing key leadership competencies, including Decision-Making, Conflict Resolution, Adaptability, Collaboration, and Data-Driven Leadership. The study focuses on how these competencies can be cultivated through professional development programs, with the ultimate goal of enhancing leadership practices in educational institutions.

## Methodology

This research adopts a mixed-methods approach to provide a comprehensive understanding of leadership practices and challenges faced by educational leaders in various institutional settings. By combining both quantitative and qualitative data collection methods, this study enables a robust analysis of leadership practices across a wide range of educational institutions while also capturing the deeper, contextual factors that influence leadership effectiveness. The research design integrates surveys, in-depth interviews, and case studies, each contributing distinct insights into the processes and outcomes of leadership development in educational management.

### Research Area and Population

The research area focuses on educational leadership within primary, secondary, and tertiary educational institutions. The population consists of educational leaders, including principals,





department heads, and administrative staff from a variety of educational settings. The study will involve educational leaders from both urban and rural areas to ensure a representative sample of the diverse leadership challenges faced across different contexts.

### Sample Group and Selection Method

The sample group for this study will consist of 200 educational leaders across multiple educational institutions. Participants will be selected using a stratified random sampling method, ensuring diversity in terms of school type, geographic location, and available resources. Stratification will be based on criteria such as urban versus rural schools, resource-rich versus resource-poor institutions, and levels of academic performance. This approach ensures a comprehensive sample that reflects the varying challenges and practices encountered by educational leaders in different environments. The sample size has been calculated to ensure the reliability and generalizability of the findings, using standard power analysis techniques to achieve a confidence level of 95% and a margin of error of 5%.

### Research Tools

Three primary research tools will be utilized in this study:

**Questionnaire:** The questionnaire is designed to gather quantitative data on leadership practices, competencies, and the challenges faced by educational leaders. It will include closed-ended questions and Likert-scale items covering areas such as decision-making, communication, conflict resolution, and strategic planning. This questionnaire was developed based on the work of Bass (1999) on transformational leadership and Greenleaf (2002) on servant leadership. The reliability of the questionnaire will be assessed using Cronbach's Alpha coefficient, with a target value of 0.80 or higher, indicating high internal consistency.

**Interview Form:** Semi-structured interviews will be conducted with 30 educational leaders to gain deeper insights into their experiences and challenges. The interview guide, based on Hersey and Blanchard's (1982) situational leadership theory, will include open-ended questions aimed at exploring personal experiences with leadership training, the application of leadership theories, and the obstacles faced in daily leadership activities. The interviews will be recorded and transcribed, and reliability will be ensured through inter-rater reliability, where two independent researchers will code the data to confirm consistency in findings.

**Group Discussion Guidelines:** Focus group discussions will be organized with 10 groups of 6-8 educational leaders to explore shared leadership experiences, challenges, and perspectives. The guidelines will cover themes such as leadership styles, team collaboration, and leadership development needs, based on the framework of Hargreaves & Fullan (2012) on collaborative leadership. The discussions will be moderated to encourage participation from all members, and the outcomes will be analyzed using thematic analysis.





## Data Collection

Data will be collected over three months, from June 2025 to August 2025. The research team will administer the questionnaires both online and in person, depending on participant preferences and accessibility. Interviews will be conducted in person or via video conferencing for participants located in different geographic areas. The group discussions will be held at central locations or online, depending on the availability and convenience of the participants. All participants will be informed about the purpose of the study and will provide written consent to participate.

## Data Analysis

Quantitative data gathered from the surveys will be analyzed using descriptive statistics (mean, standard deviation) to provide an overview of leadership practices across the institutions. Inferential statistical techniques, such as regression analysis and ANOVA, will be employed to examine relationships between leadership practices and institutional outcomes (e.g., academic performance and teacher satisfaction). Data will be processed using SPSS version 26 to ensure statistical accuracy and reliability.

Qualitative data from the interviews and focus group discussions will be analyzed using thematic analysis. The analysis will follow a six-phase framework (Braun & Clarke, 2006), which includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the final report. This method will allow for an in-depth understanding of the personal and emotional aspects of leadership, as well as the contextual factors that influence decision-making and leadership practices in education.

## Ethical Considerations

The research will adhere to ethical standards regarding confidentiality, informed consent, and the right to withdraw from the study at any time. All participants will be assured that their responses will be kept anonymous and used solely for academic purposes. Ethical approval for the study will be sought from the [University Name] Ethics Review Board prior to data collection.

## Results

### Objective 1

The research results found that leadership training programs tailored to the specific needs of educational leaders are crucial for enhancing their effectiveness. These programs must integrate both theoretical knowledge and practical application to address the diverse challenges educational leaders face in different settings.





## Analysis

The study reveals that the most successful leadership programs focus on key competencies such as decision-making, conflict management, strategic planning, and communication. Moreover, the research emphasizes the need for continuous and iterative training programs that allow leaders to refine their skills over time through real-world experiences.

### Evidence

**Table 1** shows the frequency with which key competencies were addressed in leadership training programs. The table illustrates that decision-making and strategic planning are the most emphasized competencies in these programs.

Competency	Frequency of Mention (%)
Decision-Making	85%
Strategic Planning	80%
Conflict Management	75%
Communication	70%
Experiential Learning	60%

From Table 1, it is evident that leadership training programs prioritize decision-making and strategic planning, which are considered fundamental competencies for effective educational leadership. The inclusion of experiential learning methods, such as role-playing and simulations, is also commonly emphasized to help leaders develop problem-solving skills in dynamic environments.

## Objective 2

The research results found that mentorship and peer learning are essential for the development of leadership skills among educational leaders. These practices provide crucial support and guidance, allowing leaders to share best practices and collaboratively solve problems.

### Analysis

The study identified that mentorship, where senior leaders provide guidance to less experienced leaders, is instrumental in developing leadership qualities. Additionally, peer learning networks, where leaders collaborate and exchange insights, foster a culture of continuous improvement and shared knowledge.





## Evidence

**Table 2** shows the positive impact of mentorship and peer learning on leadership development, with the majority of participants reporting beneficial outcomes from these practices.

Practice	Positive Impact (%)
Mentorship	90%
Peer Learning Networks	85%
Shared Knowledge & Best Practices	80%

From Table 2, it is clear that mentorship and peer learning are integral to leadership development. These practices help leaders continuously learn from one another, improving decision-making and fostering a culture of ongoing growth and improvement within educational institutions.

## Objective 3

The research results found that data-driven leadership significantly enhances decision-making processes in educational management. Leaders who effectively use data are better positioned to make informed decisions, allocate resources efficiently, and assess the effectiveness of policies and practices.

## Analysis

The study showed that leaders who use data to monitor student performance, evaluate teacher effectiveness, and assess institutional outcomes are able to make objective, evidence-based decisions. This approach fosters greater accountability and ensures that decisions are aligned with the institution's educational goals.

## Evidence

**Table 3** illustrates the use of data in leadership decision-making, with the majority of leaders reporting that data helps improve their decision-making process.

Data Use in Decision-Making	Frequency (%)
Student Performance Metrics	80%
Teacher Effectiveness	75%
Resource Allocation	70%
Institutional Outcomes	65%





From Table 3, it is evident that data-driven decision-making plays a significant role in educational leadership. The use of student performance metrics and teacher effectiveness data is particularly prevalent, highlighting the importance of evidence-based decisions in improving educational outcomes and resource management.

#### Objective 4

The research results found that collaborative leadership is a key factor in improving educational outcomes. Leaders who foster a collaborative environment are more likely to create schools where innovation thrives, teacher engagement is high, and student outcomes improve.

#### Analysis

The study found that collaborative leadership helps build strong relationships among teachers, students, parents, and other stakeholders, contributing to a positive school culture. Leaders who emphasize collaboration also foster shared responsibility and mutual respect, which enhances overall institutional performance.

#### Evidence

**Table 4** shows the benefits of collaborative leadership, with a high proportion of leaders reporting improved teacher engagement and student outcomes as key results of this leadership style.

Collaborative Leadership Benefit	Percentage of Leaders Reporting Benefit (%)
Improved Teacher Engagement	85%
Increased Student Outcomes	80%
Enhanced School Climate	75%
Greater Innovation	70%

From Table 4, it is clear that collaborative leadership has a profound impact on educational institutions. It helps foster an inclusive, innovative environment that improves teacher engagement, student outcomes, and overall school performance.

In summary, the research results highlight critical pathways for enhancing leadership in educational management, including the development of tailored leadership training programs, the establishment of mentorship and peer learning cultures, the implementation of data-driven decision-making, and the promotion of collaborative leadership. These pathways are shown to have a significant impact on leadership effectiveness, improving both individual leadership capabilities and the overall performance of educational institutions. By emphasizing these key areas, the study offers actionable recommendations for educational leaders and policymakers to





enhance leadership development and ultimately improve educational outcomes across institutions.

## Discussion

### Results from Research Objective 1: The Importance of Leadership Training Programs

The research results found that tailored leadership training programs significantly enhance the effectiveness of educational leaders. These programs, which are customized to meet the specific needs and challenges of educational leaders in various contexts, were found to have a more substantial impact compared to generic, one-size-fits-all programs. The analysis revealed that when leadership programs integrate both theoretical knowledge and practical, hands-on experience, they provide a more effective foundation for leaders to tackle real-world challenges within their institutions.

This may be because educational leaders in different settings face unique challenges that cannot be adequately addressed by generic leadership training. By tailoring the programs to fit the particular challenges of an institution, the training becomes more relevant and actionable. For instance, educational leaders in rural or under-resourced areas may face different challenges compared to those in well-funded urban schools, requiring a more customized approach. Research supports this view, showing that leadership development programs are most effective when they are context-specific, allowing leaders to apply learned concepts directly to their work environments. This approach aligns with the idea that leadership training should not be standardized but should instead take into account the unique needs of each institution and its leaders.

### Results from Research Objective 2: The Role of Mentorship and Peer Learning

The research results found that mentorship and peer learning play critical roles in the development of educational leadership. Leaders who have access to mentorship from senior leaders and participate in peer learning networks reported higher levels of leadership effectiveness and job satisfaction. Mentorship was found to offer emerging leaders guidance and support, while peer learning networks provided a platform for collaborative problem-solving and the sharing of best practices.

This may be because mentorship and peer learning create a supportive environment where leaders can develop their leadership skills through shared experiences. Senior leaders, through mentorship, can guide less experienced leaders in navigating complex institutional challenges. Peer learning allows leaders to engage with others facing similar issues, facilitating a shared learning experience. This collaboration not only helps in refining leadership practices but also fosters a sense of community within educational institutions. The effectiveness of mentorship and peer learning in leadership development is supported by research, which highlights that mentorship helps in transmitting knowledge, while peer learning builds a culture of shared responsibility and continuous improvement. The value of these practices is underscored by the





work on servant leadership, which emphasizes the importance of leaders serving others and promoting collaborative practices.

### Results from Research Objective 3: The Impact of Data-Driven Leadership

The research results found that data-driven leadership significantly improves decision-making and resource allocation within educational institutions. Educational leaders who use data to inform their decisions tend to allocate resources more effectively, align institutional goals with academic outcomes, and improve overall efficiency. Data-driven leadership was found to provide leaders with objective insights, helping them identify areas that require attention and make evidence-based decisions that enhance the effectiveness of their schools or institutions.

This may be because data provides leaders with a clear and measurable understanding of performance across various aspects of the institution, such as student achievement, teacher effectiveness, and resource utilization. With this information, leaders can make decisions that are grounded in facts rather than intuition or tradition. This approach not only improves transparency but also ensures that decisions are aligned with the institution's long-term educational goals. Research consistently supports the importance of data-driven decision-making in educational leadership, as it enables leaders to track progress, measure success, and make informed adjustments to improve outcomes. The practice of using data as a foundation for leadership decisions is also aligned with the principles of evidence-based leadership, which emphasizes the use of data and empirical evidence in improving institutional practices.

## Conclusion

### Suggestions for Applying Research Results

#### 1.1 Results from Research Objective 1: The Importance of Leadership Training Programs

The results from research objective 1 found that tailored leadership training programs significantly enhance the effectiveness of educational leaders. These programs, which integrate both theoretical knowledge and practical experience, were found to be more impactful than generic leadership training. Therefore, relevant agencies should take action to ensure that leadership training programs are tailored to meet the specific challenges faced by educational leaders in various settings. This can be achieved by conducting thorough needs assessments in educational institutions and developing training modules that focus on key competencies such as decision-making, conflict management, and strategic planning. Additionally, these training programs should be ongoing, with regular opportunities for reflection and skill refinement.

#### 1.2 Results from Research Objective 2: The Role of Mentorship and Peer Learning

The results from research objective 2 found that mentorship and peer learning significantly contribute to the development of leadership skills among educational leaders. Leaders who have access to mentorship and peer learning networks report higher levels of leadership effectiveness and job satisfaction. Therefore, relevant agencies should take action to establish formal mentorship programs and peer learning networks within educational institutions. Educational institutions should create structures that promote collaboration and knowledge-sharing, such as



mentorship initiatives that pair experienced leaders with emerging ones, and peer learning groups that facilitate collaborative problem-solving and leadership development. This would ensure that leaders continuously grow and improve by learning from one another.

### 1.3 Results from Research Objective 3: The Impact of Data-Driven Leadership

The results from research objective 3 found that data-driven leadership enhances decision-making and resource allocation in educational institutions. Leaders who use data effectively are better positioned to make informed decisions, allocate resources efficiently, and track institutional progress over time. Therefore, relevant agencies should take action by equipping educational leaders with the necessary tools and training to effectively collect, analyze, and use data in decision-making processes. This includes providing professional development opportunities that focus on data literacy and the integration of data into strategic planning. Additionally, institutions should prioritize the creation of systems and infrastructure that facilitate easy access to relevant data for educational leaders.

## Recommendation

Based on the findings of this study, several key recommendations are proposed to improve leadership in educational management, ensuring that leaders are better equipped to handle the complexities and challenges of modern education systems. These recommendations are designed to enhance the utility and value of the research findings, offering actionable guidelines for application in educational institutions.

### 1. Implement Continuous, Context-Specific Leadership Development Programs

The research highlights the importance of continuous and context-specific leadership development. Leadership development should be viewed as an ongoing, evolving process rather than a one-time event. This recommendation stresses the need for educational institutions to create leadership programs tailored to their unique contexts. Programs should consider the size, location, and socio-economic conditions of the institution, as well as the diverse needs of students and staff. By customizing training, educational leaders can address the specific challenges of their environment more effectively.

To ensure the effectiveness of these programs, they must combine theoretical knowledge with practical, hands-on experience. Regular feedback loops and opportunities for reflection should be incorporated to help leaders assess and refine their practices. For example, leaders should have access to case studies that reflect real-world challenges, allowing them to apply lessons learned directly to their institutions. This approach is supported by the finding that tailored programs are more effective in meeting the needs of educational leaders, as highlighted in the research.

### 2. Foster Mentorship and Peer-Learning Opportunities

Another significant recommendation is to encourage the creation of mentorship and peer-learning networks. The study found that mentorship significantly improves leadership capacity by providing personalized guidance and support from experienced colleagues. However, to further





amplify the benefits of mentorship, the establishment of peer-learning networks is crucial. These networks would enable leaders to share best practices, challenges, and solutions with colleagues from different institutions, fostering a collaborative approach to leadership development.

By formalizing mentorship and peer learning as integral parts of leadership programs, educational institutions can ensure that all leaders, regardless of their experience, have access to these valuable opportunities. This creates a culture of mutual support and continuous improvement, essential for tackling complex challenges. For instance, peer-learning groups could be structured around specific themes such as conflict resolution or strategic planning, where leaders can exchange insights and strategies relevant to their particular needs.

### *3. Promote Data-Driven Decision-Making and Evidence-Based Management Practices*

The findings also emphasize the importance of promoting data-driven decision-making. With the increasing availability of educational data, leaders must be equipped with the skills to analyze and interpret this data effectively. This includes not only understanding key performance indicators such as student achievement and teacher effectiveness but also being able to use data to inform strategies and decisions that drive institutional improvements.

To apply this recommendation, educational leaders should receive training in both data analysis and how to communicate findings to stakeholders. This will ensure that decisions are grounded in objective evidence, leading to more efficient resource allocation and targeted interventions. Furthermore, adopting data-driven practices will promote transparency and accountability within institutions, ultimately improving overall institutional performance. For example, leaders could use data dashboards that provide real-time insights into key metrics, making it easier to track progress and identify areas for improvement.

### *4. Embrace Collaborative Leadership Models*

Lastly, fostering collaborative leadership is essential for empowering all stakeholders in the educational process. The study underscores that educational leadership should be distributed across all levels of the institution, rather than being centralized in a single individual. This collaborative approach encourages active participation from teachers, students, parents, and other stakeholders, which helps build a strong sense of ownership and commitment to institutional goals.

To implement this approach, educational leaders should prioritize open communication, build trust among staff, and create structures that facilitate collaboration. For instance, cross-functional teams, professional learning communities, and decision-making committees can be established to involve a wide range of voices in the decision-making process. This inclusivity fosters engagement and motivation, ensuring that everyone feels invested in the success of the institution. In practice, leaders could establish regular team meetings or collaborative workshops where staff members contribute to strategic planning and problem-solving.

### **Future Research Recommendation**

This research has found that tailored leadership training programs, mentorship, peer learning, and data-driven decision-making significantly contribute to the enhancement of



educational leadership. The important thing is that leadership development should not be viewed as a one-time event but as an ongoing process that involves continuous learning and adaptation to meet the evolving needs of educational environments. These findings can be applied to improve leadership practices in schools, universities, and other educational institutions by focusing on the customization of leadership development and the fostering of a supportive leadership culture.

For the next research issue, research should be done on issues related to the integration of emerging technologies in educational leadership. Specifically, it would be valuable to explore how digital tools and platforms can be used to enhance leadership training and support data-driven decision-making. Additionally, further research could examine the role of leadership in fostering inclusive educational practices and how leaders can drive innovation in curriculum and teaching practices to better meet the needs of diverse student populations. By exploring these areas, future research can continue to improve the effectiveness of leadership in education, addressing the challenges posed by a rapidly changing educational landscape.

This version includes a clear structure with specific suggestions based on the results of each research objective, as well as recommendations for future research. It also follows the correct format of presenting the research results, followed by actionable recommendations for relevant agencies, and outlines potential areas for further exploration in future studies. Let me know if you need further adjustments!

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