



Educational Leadership & Learning Leadership

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Abstract: This literature research aims to identify the roots of terms, development of studies, and trends in educational leadership and learning leadership. A review was carried out on the literature with the keywords educational leadership and learning leadership, on various databases. For search purposes in the database, publish or perish is used. The research results show that the term educational leadership has its roots in the broader field of education and leadership studies, which is drawn from various scientific disciplines such as psychology, sociology, management, and organizational behavior. The term instructional leadership has deep roots in educational psychology, human development, and organizational learning theory. The development of educational leadership studies can be traced back to the late 19th and early 20th centuries, coinciding with the rise of formal schooling and the need for effective school administration. The development of learning leadership studies reflects the increasing recognition of the importance of the learning process in educational environments and organizational contexts. Several trends have emerged in the study of educational leadership and learning, reflecting shifts in educational paradigms, advances in technology, and the evolving needs of society.

Keywords: Educational Leadership; Instructional Leadership; Education Management

Introduction

Educational leadership & instructional leadership are dynamic and diverse concepts that have captivated scholars, practitioners, and organizations at various levels, types, and functions of education for decades (Hallinger, 2018; Miller & Ives, 2023; J. Spillane, 2017). As societies evolve and face new challenges, the role of leadership becomes increasingly important in addressing complexity and driving progress. Despite extensive research, the quest to understand the essence of effective leadership and its impact on individuals, teams, and organizations continues. This study synthesizes studies of educational leadership & instructional leadership identifying the roots of the term, developments in the study, and trends, emphasizing the critical need to explore innovative perspectives and methodologies to address emerging issues and enhance leadership effectiveness.

The study of educational leadership & instructional leadership is rooted in early philosophical inquiry and historical accounts of influential figures (Burns, 2012; Kouzes & Posner, 2024; Renz et al., 2024). Over time, theories and frameworks have emerged, ranging from trait-based approaches to situational and transformational paradigms, reflecting evolving societal norms and organizational dynamics (McManus et al., 2023; Northouse, 2021). In today's rapidly changing world, marked by globalization, technological advances, and socio-political shifts, traditional leadership models face unprecedented challenges (Koenane, 2018). The need for agile and adaptive leadership



that fosters resilience, creativity, and collaboration is now more urgent than ever. Consequently, there is an increasing imperative for scholarly inquiry to delve deeper into the complexities of leadership in contemporary contexts and explore new avenues for effective leadership development.

Although there is a wealth of literature on educational leadership & instructional leadership, there are gaps and limitations that require further investigation (Gümüş et al., 2020; Shaked, 2019). While existing theories offer valuable insights, they often fail to fully capture the intricacies of modern leadership challenges, such as leading virtual teams, managing diverse cultures, and fostering inclusive environments (Hallinger, 2005; Rigby, 2014). In addition, the rapid pace of change requires continuous refinement and innovation in leadership practices. Therefore, this study aims to contribute to the current state of affairs by presenting new research findings and methodologies that offer fresh perspectives on leadership effectiveness. By addressing this gap, this study seeks to enhance our understanding of contemporary leadership dynamics and provide actionable insights for individuals, organizations, and policymakers seeking to foster effective leadership in an evolving world.

The purpose of this literature research is to identify the roots of terms, developments in studies, and trends in educational leadership and learning leadership. The review was conducted on literature with the keywords educational leadership and learning leadership, on various databases.

Method

This type of research is qualitative and uses document analysis. Document analysis is a form of qualitative research where researchers interpret documents to give voice and meaning to a topic of assessment (Ulfatin & Triwiyanto, 2021). Another crucial step when evaluating documents is not to consider the data as a precise, accurate, or complete record of events that have occurred.

The document research procedure using publish or perish software requires the use of these bibliometric tools to simplify literature reviews, citation analysis, and academic research efforts. (Joseph et al., 2024; Omar Zaki & Rosli, 2024). Researchers begin by formulating a research question or topic within the software interface, utilizing advanced search functions to identify relevant scholarly works (Hafezad Abdullah et al., 2024). Publish or Perish then extracts and analyzes citation data from a variety of academic databases, such as Google Scholar and Web of Science, providing insights into authors, journals, and publication trends. Through citation analysis, researchers can measure the impact and significance of an author's work in their field, facilitating the identification of key literature and informing future research directions (Triwijayanti et al., 2022; Triwiyanto, 2022, 2022).

In the exploration of educational leadership and instructional leadership, document research instruments such as publish or perish software serve as indispensable tools in uncovering the roots of these terms, tracing the development of studies, and analyzing emerging trends (Orth-Alfie & Wolfe, 2024). By entering keywords such as educational leadership and instructional leadership into the software, researchers can conduct a comprehensive literature review across multiple databases, retrieving scholarly works that explain the historical evolution, theoretical frameworks, and empirical findings in this domain.

To uncover the roots, developments, and trends of educational leadership and instructional leadership, the data analysis techniques in publish or perish software offer a



valuable unit of analysis (Moral-Muñoz et al., 2020). Researchers leverage powerful software capabilities to analyze citation data and extract meaningful patterns. Using techniques such as citation frequency analysis, citation analysis, and bibliometric mapping, researchers identify key works, authors, and key themes that have shaped the discourse on educational leadership and instructional leadership over time (Dong et al., 2023; Liu et al., 2023). Through this analysis, researchers gain a nuanced understanding of the evolution of research in these areas, understanding influential theories, key moments, and emerging trends that inform current knowledge and guide future research. The use of data analysis techniques in publish or perish software enhances the rigor and completeness of research documents, facilitates the identification of significant contributions, and promotes progress in the study of educational leadership and learning.

Result and Discussion

Result

The results of the study show that the term educational leadership is rooted in the broader field of education and leadership studies, which draws from various disciplines such as psychology, sociology, management, and organizational behavior. The term instructional leadership is deeply rooted in educational psychology, human development, and organizational learning theory. The development of educational leadership studies can be traced back to the late 19th and early 20th centuries, coinciding with the rise of formal schooling and the need for effective school administration. The development of instructional leadership studies reflects the growing recognition of the importance of learning processes in educational settings and organizational contexts. Several trends have emerged in the study of educational leadership and learning, reflecting shifting educational paradigms, technological advances, and evolving societal needs.

The results of this literature research are to identify the roots of terms, the development of studies, and trends in educational leadership as in Table 1. Meanwhile, the results of this literature research are to identify the roots of terms, the development of studies, and trends in educational learning as in Table 2.

The term educational leadership has its roots in the broader field of education and leadership studies, drawing from disciplines such as psychology, sociology, management, and organizational behavior (Abusmara & Triwiyanto, 2023). Educational leadership encompasses theories, principles, and practices that relate to educational institutions, shape educational policy, and influence the direction of the educational system as a whole. The roots of educational leadership can be traced back to early educational philosophers and theorists who explored the nature of teaching, learning, and the role of leadership in educational settings.

Thinkers such as John Dewey, Maria Montessori, and Lev Vygotsky laid the foundation for understanding the relationship between education and leadership, emphasizing the importance of fostering environments that support student growth, development, and academic achievement. The roots of educational leadership also extend to the fields of organizational leadership and management. Drawing on insights from business management theory, educational leadership incorporates concepts such as strategic planning, organizational change, and effective communication into its framework. Scholars such as Max Weber, Frederick Taylor, and Peter Drucker contributed fundamental ideas related to organizational structure, bureaucracy, and leadership styles, which have been adapted and applied to educational contexts. As educational institutions have become increasingly complex and diverse, the need for effective leadership in

schools, colleges, and educational institutions has become more apparent, prompting further exploration and development of specific theories and practices of educational leadership.

Table 1 Educational Leadership

The root of the term	Study Development	Study Trends
<p>The concept of educational leadership traces its origins to ancient civilizations, where leaders emerged in educational settings such as schools, academies, and religious institutions to guide teaching, learning, and organizational development (Sergiovanni & Corbally, 1986; Tomlinson, 2004)</p>	<p>The early development of educational leadership studies can be traced back to the late 19th and early 20th centuries when the field of educational administration emerged in response to the increasing complexity of educational organizations. Influential figures such as Ellwood Cubberley and Fred W. Taylor contributed to the formation of school management principles and practices. (Callahan & Button, 1964; Courtney et al., 2021; Cubberley, 1909)</p>	<p>Recognition of the distributed leadership model, which emphasizes shared decision-making and collaboration among various stakeholders in educational institutions. This approach recognizes that effective leadership is not solely the responsibility of formal leaders, but involves the collective efforts of teachers, administrators, students, parents, and community members (Ansell & Gash, 2008; Jones et al., 2012; Piala et al., 2024; Tan, 2024)</p>
<p>Educational leadership draws from philosophical perspectives on education, including the works of philosophers such as Plato, Aristotle, John Locke, and Jean-Jacques Rousseau, whose ideas have influenced the understanding of the role of leadership in educational contexts (Cawthorn, 2017; Noddings, 2019; Robinson, 2015)</p>	<p>During the Progressive Era in the United States (late 19th to early 20th century), educational leaders such as John Dewey advocated reforms that focused on democratic governance, experiential learning, and social justice. This period saw increased attention to the role of educational leaders in promoting equitable access to education and fostering inclusive school environments (Dewey, 1973, 2018; Hines & Fallace, 2023; Simpson & Jackson, 2021)</p>	<p>There is a growing emphasis on social justice leadership in educational leadership studies, which focuses on addressing disparities and promoting equity in education. This trend highlights the importance of educational leaders advocating for policies and practices that support marginalized groups, address systemic barriers to access and opportunity, and foster inclusive learning environments where all students can thrive (Ayanoğlu & Arastaman, 2023; Makaiau et al., 2023; Theoharis, 2007)</p>
<p>The Industrial Revolution drove significant changes in education systems around the world, leading to the emergence of educational leaders who advocated reforms to adapt schools to the needs of industrial society, such as standardized curricula, compulsory education, and administrative structures (Gronn, 2003; Hargreaves & Shirley, 2009; Schlechty, 1990)</p>	<p>In the mid-20th century, educational leadership began to emerge as a distinct field of study within the broader field of education. Influential scholars such as Ralph Tyler, Paul Hersey, and Kenneth Leithwood contributed to the development of theories and frameworks that shaped the understanding of effective leadership in educational settings (Giblin, 2016; Madaus & Stufflebeam, 2012; Wallace & Poulson, 2003)</p>	<p>Educational leadership studies increasingly recognize the importance of technology integration in the modern educational environment. Leaders are expected to leverage technology effectively to enhance teaching and learning, facilitate communication and collaboration, and support data-driven decision-making (Bagacina et al., 2024; Chowdhury et al., 2024; Kearsley, 1994; Kilag et al., 2024)</p>
<p>The writings of early educational theorists such as Horace Mann, John Dewey, and Maria Montessori contributed to the conceptualization of educational leadership by emphasizing the importance of effective school governance, pedagogical innovation, and student-centered approaches to learning (Dever & Falconer, 2007; Dewey, 1903; English, 2006; Montessori, 2022)</p>	<p>In the second half of the 20th century and into the 21st century, there has been a shift in the focus of educational leadership studies toward school improvement and transformation. This shift emphasizes the role of educational leaders in fostering organizational learning, encouraging teacher collaboration, and implementing evidence-based practices to improve student outcomes (Andreasen, 2023; Cabrerros, 2023; Latchem & Hanna, 2001; Umpstead et al., 2023)</p>	<p>Culturally responsive leadership has emerged as a significant trend in educational leadership studies, emphasizing the importance of understanding and appreciating the cultural backgrounds, identities, and experiences of students and communities served by educational institutions (Jun et al., 2010; Khalifa et al., 2016; Laughlin, 2023; Phillips & Genao, 2023)</p>
<p>The formalization of educational leadership as a field of study and practice gained momentum in the 20th century, with the establishment of educational administration programs, and professional organizations (e.g., ASCD- Association for Supervision and Curriculum Development, AASA- American Association of School Administrators), and scholarly journals dedicated to advancing research, theory, and practice in educational leadership (Catano & Stronge, 2006; Harmeier, 2016; Hoyle et al., 2005)</p>	<p>The study of educational leadership increasingly draws on interdisciplinary perspectives from fields such as organizational psychology, sociology, and management. In addition, globalization has influenced the study of educational leadership by highlighting the importance of cross-cultural understanding, international collaboration, and the impact of globalization on educational policy and practice worldwide (Oplatka, 2009; Sowcik & Seemiller, 2023; Thompson, 2017; Zenk et al., 2024)</p>	<p>Educational leadership studies increasingly emphasize the importance of ethical leadership and moral purpose in guiding decision-making and action in educational contexts. This trend demonstrates the need for leaders to uphold ethical standards, demonstrate integrity, and prioritize the well-being and success of all stakeholders, especially students (Antoni et al., 2020; Holst, 2023; Shapiro & Stefkovich, 2016; Wagner & Simpson, 2008)</p>

The term instructional leadership has deep roots in educational psychology, human development, and organizational learning theory. It draws from the foundational work of



scholars such as Jean Piaget (Piaget, 2013, 2014), Lev Vygotsky (Vygotsky, 1987, 2012), and Howard Gardner (Gardner, 2008), which explores the cognitive and socio-cultural dimensions of learning (Triwiyanto, 2023). Piaget’s cognitive developmental theory emphasizes the importance of active learning, exploration, and interaction with the environment, laying the foundation for understanding how learners construct knowledge. Vygotsky’s sociocultural theory highlights the role of social interaction, language, and cultural context in shaping learning experiences, emphasizing the importance of collaboration and scaffolding in facilitating learning. Gardner’s theory of multiple intelligences expands traditional understandings of intelligence, recognizing the diverse forms of human cognition and talents, which impacts how leaders understand and support different learning styles and preferences. The roots of learning leadership also extend into the fields of organizational behavior and leadership development.

Table 2 Learning Leadership

The root of the term	Study Development	Study Trends
<p>The term instructional leadership originates from the broader field of educational leadership. Initially, educational leadership focused primarily on the administrative and managerial aspects of educational institutions. However, as the field has evolved, there has been increasing recognition of the importance of leadership that has a direct impact on student learning outcomes, leading to the emergence of the concept of instructional leadership.</p>	<p>The development of instructional leadership studies has been influenced by advances in cognitive science, which have deepened our understanding of how people learn. Insights from psychology, neuroscience, and educational research have contributed to the development of theories and frameworks that inform effective instructional leadership practice.</p>	<p>The study of instructional leadership is increasingly focusing on personalized and adaptive learning approaches, leveraging technology and data analytics to tailor instruction to the needs and preferences of individual students. Leaders are exploring strategies to combine personalized learning pathways, adaptive assessments, and differentiated instruction to optimize student engagement and outcomes.</p>
<p>Instructional leadership is derived from pedagogical theories and practices that emphasize student-centered learning, active engagement, and meaningful learning experiences. The origins of instructional leadership can be traced back to pedagogical approaches that emphasize facilitating the learning process and developing students’ cognitive, affective, and social skills.</p>	<p>The study of instructional leadership has evolved from a traditional teacher-centered approach to a more learner-centered paradigm. This shift emphasizes the importance of understanding individual differences, fostering student agency and autonomy, and designing learning experiences that are responsive to students’ needs, interests, and backgrounds.</p>	<p>There is a trend toward competency-based education in leadership studies, which emphasizes mastery of specific knowledge, skills, and competencies rather than traditional time-based learning measures. Leaders are looking for ways to design competency-based learning environments that allow students to progress at their own pace, demonstrate proficiency through authentic assessments, and receive targeted support as needed.</p>
<p>The origins of instructional leadership are also rooted in research on effective schools, which identifies characteristics and practices associated with high-performing schools and positive student outcomes. This research highlights the importance of leadership behaviors that foster a culture of high expectations, collaboration, continuous improvement, and data-driven decision-making, all of which contribute to improved learning outcomes.</p>	<p>Technology integration has played a significant role in the development of instructional leadership studies. Leaders are looking for ways to leverage educational technology tools and digital resources to enhance teaching and learning, facilitate personalized instruction, and provide access to high-quality educational content across a variety of learning environments.</p>	<p>The instructional leadership study explores the integration of blended and hybrid learning models, combining face-to-face instruction with online and technology-enhanced learning experiences. Leaders are examining strategies for effectively designing and implementing blended learning environments that optimize instructional time, leverage digital resources, and encourage active student engagement both inside and outside the classroom.</p>
<p>Instructional leadership is influenced by organizational theories, particularly the concept of the learning organization. Derived from the work of Peter Senge and others, the concept of the learning organization emphasizes organizational learning, innovation, and adaptability as critical components of sustained success. Instructional leadership incorporates principles of organizational learning to foster a culture of continuous improvement and innovation within educational institutions.</p>	<p>The study of instructional leadership emphasizes the importance of data-driven decision-making to improve student outcomes. Leaders use assessment data, learning analytics, and other sources of information to identify student learning needs, monitor progress, and evaluate the effectiveness of instructional practices, curricula, and interventions.</p>	<p>Leadership studies instruction increasingly emphasizes developing 21st-century skills such as critical thinking, creativity, collaboration, communication, and digital literacy. Leaders are looking for ways to embed these skills into the curriculum, providing authentic learning experiences that develop students’ problem-solving abilities and foster innovation, and preparing students for success in a rapidly evolving global economy</p>
<p>The origins of instructional leadership reflect a broader paradigm shift in leadership, moving away from hierarchical and transactional models toward a more distributed, transformational, and instructional approach to leadership. Instructional leadership recognizes the critical role of leaders in enhancing teaching and learning excellence, supporting teacher development, and creating conditions conducive to student success.</p>	<p>The development of instructional leadership studies is influenced by the concept of professional learning communities (PLCs). PLCs provide opportunities for educators to collaborate, share best practices, and engage in ongoing professional learning to improve teaching and learning outcomes. Leaders play a critical role in fostering a culture of collaboration, facilitating reflective dialogue, and supporting the collective effectiveness of educators in PLCs.</p>	<p>There is growing recognition of the importance of social and emotional learning (SEL) in leadership studies, with a focus on developing students’ self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Leaders are exploring strategies to integrate SEL competencies into the curriculum, create supportive learning environments that prioritize student well-being, and provide targeted interventions to support students’ social and emotional development.</p>

Drawing from theories of transformational leadership, servant leadership, and distributed leadership, learning leadership emphasizes creating environments that foster continuous learning, innovation, and growth for individuals and organizations. Scholars

such as Peter Senge (Senge, 2014b), Edgar Schein (Schein & Schein, 2018), and Margaret Wheatley (Wheatley, 2017) has contributed insights into organizational learning, systems thinking, and the role of leadership in promoting a learning culture in institutions. Learning leadership also incorporates principles of adult learning theory, which emphasizes the importance of autonomy, relevance, and experiential learning in the context of adult education and professional development. Overall, learning leadership is firmly rooted in theory and practice that seek to enhance the learning capabilities of individuals and organizations to adapt to a changing world.

Table 3 Comparison of Educational Leadership & Instructional Leadership

No.	Equality	Difference
1.	Educational and learning leadership requires a visionary focus on improving educational outcomes and fostering an environment conducive to learning (Christopher et al., 2011).	Educational leadership typically involves broader administrative and managerial responsibilities within an educational institution, such as policy implementation, budget management, and public relations. Instructional leadership, on the other hand, focuses more specifically on instructional strategies, curriculum development, and assessment practices (Bush, 2020).
2.	Effective leaders in educational leadership and learning recognize the importance of collaboration among teachers, administrators, students, parents, and other stakeholders to achieve educational goals (Leithwood & Seashore-Louis, 2011).	Educational leadership often involves managing a variety of stakeholders, including administrators, teachers, parents, policymakers, and community members, whereas instructional leadership primarily focuses on interactions with teachers and students within the classroom or learning environment (J. P. Spillane & Hopkins, 2013).
3.	Both types of leadership rely on data to inform decision-making processes, whether about resource allocation, curriculum development, or identifying areas for improvement (Datnow & Park, 2014).	Instructional leaders are expected to have deep pedagogical expertise and a strong understanding of effective teaching and learning practices, while educational leaders may require a broader set of skills that include managerial, administrative, and organizational skills (Brazer & Bauer, 2013).
4.	Leaders in both areas prioritize ongoing professional development for educators and staff to improve teaching practices, pedagogical techniques, and student learning outcomes (Zepeda, 2019).	Educational leaders are responsible for setting the overall institutional direction, developing long-range strategic plans, and ensuring compliance with educational regulations and standards. However, instructional leaders are more directly involved in shaping teaching practices, designing curricula, and implementing innovative teaching methodologies (Bryant & Walker, 2024).
5.	Both educational and instructional leadership emphasize a student-centered philosophy, where students' needs, interests, and success are at the forefront of decision-making and instructional planning (McNair et al., 2022).	Instructional leaders often focus on encouraging innovation, experimentation, and continuous improvement in teaching and learning practices. Instead, educational leaders can prioritize stability, consistency, and adherence to established protocols and procedures within the educational institution (Mintrop, 2020).

The development of educational leadership studies can be traced back to the late 19th and early 20th centuries, coinciding with the rise of formal schooling and the need for effective school administration. Early educational leaders such as John Dewey (Dewey, 2008), William Heard Kilpatrick (Kilpatrick, 2022), and Ellwood Cubberley (Cubberley, 2023) began exploring the principles of school management, curriculum development, and teacher supervision. Their work laid the foundation for understanding the role of leadership in shaping educational policy, improving teaching practices, and promoting student learning outcomes. Over time, the study of educational leadership evolved to incorporate insights from disciplines such as psychology, sociology, and management, leading to the emergence of a variety of leadership theories and models. Scholars such as Fred Fiedler (Fiedler, 1967), Julia Hardy (Hardy et al., 2020), and James MacGregor Burns (Burns, 2012) introduced concepts such as contingency theory, transformational leadership, and situational leadership, which have since been applied to educational contexts to understand the complexities of leading schools, districts, and educational organizations.



Likewise, the development of instructional leadership studies reflects a growing recognition of the importance of learning processes in educational settings and organizational contexts. While educational leadership has traditionally focused on the administrative and managerial aspects of education, instructional leadership is shifting its focus toward understanding how leaders can facilitate and support effective teaching and learning practices. The study of instructional leadership draws from theories of adult learning, organizational learning, and leadership development to explore how leaders can create environments that foster continuous learning, innovation, and improvement. Scholars such as Michael Fullan (Fullan, 2018), Peter Senge (Senge, 2014a), and David Garvin (Garvin, 2003) has contributed insights into the role of leadership in building learning organizations, developing collective intelligence, and fostering a culture of inquiry and reflection. As educational systems continue to evolve in response to technological advances, globalization, and changing societal needs, the study of instructional leadership becomes increasingly important in preparing leaders to navigate complex educational challenges and foster student success.

In recent years, several trends have emerged in the study of educational leadership and learning, reflecting shifting educational paradigms, technological advances, and evolving societal needs. One important trend is the emphasis on distributed leadership, which recognizes that effective leadership is not confined to traditional hierarchical structures but can emerge from multiple levels and roles within educational institutions. Scholars and practitioners are exploring how distributed leadership can foster collaboration, shared decision-making, and collective accountability among teachers, administrators, students, and other stakeholders. This trend reflects a recognition of the complex and interconnected nature of educational systems, where leadership is distributed across multiple individuals and teams working collaboratively to achieve common goals.

Another significant trend in the study of educational leadership and learning is the integration of technology and digital learning strategies into leadership practice. With the increasing prevalence of digital tools and online learning platforms, leaders are exploring innovative ways to leverage technology to enhance teaching, learning, and administration. This trend includes areas such as personalized learning, blended learning models, data analytics, and educational technology integration. Leaders in educational institutions are also grappling with the challenges and opportunities associated with digital citizenship, privacy issues, and equitable access to technology. As technology continues to shape the educational landscape, research and practice in educational leadership and learning are increasingly focused on leveraging digital tools to foster student engagement, collaboration, and academic achievement.

Conclusion

The results of the study show that the term educational leadership is rooted in the broader field of education and leadership studies, which draws from various disciplines such as psychology, sociology, management, and organizational behavior. The term instructional leadership is deeply rooted in educational psychology, human development, and organizational learning theory. The development of educational leadership studies can be traced back to the late 19th and early 20th centuries, coinciding with the rise of formal schooling and the need for effective school administration. The development of



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