

## Analysis of the Principal's Democratic Leadership Style in State Elementary School 2 Cipanas West Java

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**Abstract:** This study aimed to ascertain the democratic leadership style of the principal of State Elementary School 2 Cipanas, West Java, Indonesia. This research employed a qualitative approach. In order to collect the requisite data for this study, the researchers employed a combination of techniques, including a literature review, interviews, and observation. The data processing phase was conducted using the atlas.ti software. The text-interactive application was employed to facilitate the drawing of conclusions from the interview results and the presentation of the research results. The findings of this study indicate that the democratic leadership style of State Elementary School 2 Cipanas's principal is characterized by a proclivity to engage in deliberations with teachers and education personnel regarding decision-making, a tendency to recognize the potential of members, a disposition to listen to criticism or opinions expressed by members, and a commitment to collaboration with members, particularly in matters pertaining to learning governance, habituation, and related administrative tasks. This study represents a significant contribution to the field of educational research, as it challenges the prevailing trend of focusing on the correlational paradigm alone in the study of principals' democratic leadership. The implications extend beyond the theoretical realm, offering a compelling rationale for the implementation of democratic leadership practices. These practices have the potential to align with specific local contexts, facilitate strategic innovations in educational settings, cultivate a positive school climate, enhance collaboration between principals and teachers, and ultimately improve the quality of the learning process.

**Keywords:** Leadership; Democratic leadership; Principal elementary school

## INTRODUCTION

Leadership plays a pivotal role in an organization's success (Gomathy, 2023). To establish an efficacious organization, it is essential to comprehend the organization's potential and then mobilize the organization to align with that new vision (Supriani et al., 2022). In the context of education, the principal, as a leader, plays a pivotal role in determining the fate of the school (Aulia et al., 2021). Leadership entails a relationship of influence between leaders and followers, who tend to submit to the leader's authority (Kovach, 2020; Nizomi, 2019).

Education is a significant contributor to the advanced knowledge and comprehension of life's complexities (Kumar Mishra Mohd, 2024). In Indonesia, education is classified into three categories: formal, non-formal, and informal (Sulaeman, 2022). Schools, as formal education institutions, bear the responsibility of providing learning service (Suleiman, 2021) through the optimal utilization of available resources to achieve educational goals (Komarudin, 2023). The successful achievement of educational goals hinges on the collaboration of all elements within the school (Ikävalko et al., 2024), including the quality of facilities and infrastructure.

As the most senior figure in the administrative hierarchy, the principal bears the responsibility of articulating a clear vision and mission for the advancement of education (Bhakuni, 2022). The effectiveness of educational institutions is significantly influenced by the leadership of the principal (Nicolau & Anastasiou, 2023), consequently, it is essential that principals possess the requisite managerial and leadership competencies (Asyari et al., 2024).

Democratic leadership represents an effective solution for advancing educational institutions in an efficient, autonomous, and productive manner (Omede et al., 2019). Democratic leadership can be defined as the manner in which a leader engages with organizational members with the objective of facilitating their involvement in the decision-making process (Kurniati et al., 2023). The objective of democratic leadership is to accomplish the objectives of the educational institution, encourage accountability, facilitate transparency and collaboration with subordinates, and provide high-level motivation for teaching staff (Rocha & Abreu, 2024). It has been demonstrated that this style of leadership can enhance teacher performance and student learning outcomes (Helmina & Giatman, 2023).

In a variety of educational settings, including Hong Kong, school principals have been observed to implement democratic leadership practices that address social justice concerns, facilitate the inclusion of all students, and

promote equitable learning opportunities (Szeto, 2021). Similarly, in South Africa, the Schools Act of 1996 has the objective of redistributing power to local school communities, encouraging participatory democracy that strengthens collaboration between educators, parents, and the state (Kruger et al., 2022). While democratic leadership has the potential to empower teachers and improve school climate, research indicates that it may also present challenges, such as time constraints and the possibility of conflicts among stakeholders (Torres et al., 2020). This entails ensuring that all voices are heard while maintaining a clear focus on educational objectives (Summak & Kalman, 2020). Additionally, Nazneen, et al. (2024) posited that a democratic leadership style can enhance teacher dedication, particularly when coupled with a positive school climate, which in turn fosters superior educational quality.

Mulawarman, et al., (2021) assert that the success of educational institutions is significantly influenced by the leadership style employed, with democratic leadership being a crucial factor in maintaining the quality of education. Democratic leadership in schools also plays a role in fostering an inclusive environment (Maqbool et al., 2024). This, in turn, results in better educational outcomes and supports the growth of mutual respect (Jatuporn et al., 2024). Furthermore, democratic leadership not only encourages shared responsibility but also facilitates ethical practices that are critical in addressing the challenges of today's educational landscape (Chibaya, 2024). By involving teachers, principals, and other stakeholders in every step of decision-making, democratic leadership can improve school effectiveness and promote a positive educational culture (Karatas et al., 2024).

Democratic leadership is an effective approach to ensuring that all voices are heard and that decisions made align with the needs and expectations of the entire school community. This is achieved by fostering collaboration and shared responsibility for educational outcomes (Berhanu, 2024). Such an environment not only enhances the quality of learning but also cultivates a sense of community and ownership among all stakeholders (Healey, 2024). In this context, educators and stakeholders can be actively involved in the formulation of education policies and reforms that reflect the needs and values of the community (Rehman et al., 2024). In their capacity as pivotal leaders, principals are directly involved in decision-making processes with parents, teachers, and students, with the objective of enhancing educational outcomes and fostering a sense of community within the school community (Demirbilek, 2024). Furthermore, democratic leadership encourages teachers to assume an active role in decision-making, which not only enhances their job satisfaction but also yields superior educational outcomes in general (Garcia, 2020).

Despite the evident relevance of democratic leadership in the context of decentralized education, the existing literature on the subject remains largely silent on the question of how democratic leadership in schools can be effectively implemented in practice. The research that does exist on the practice of principals' democratic leadership in Indonesia tends to be limited in scope. For example, Amdayanti, et al., (2021) conducted a successful study that captured the practice of principals' democratic leadership in the context of teacher discipline. Moreover, this research topic is still predominantly conducted using a correlational research paradigm, whereby the influence of the implementation of the concept of democratic leadership of school principals on other aspects within schools is sought. For example, Yanti, (2021) identified the influence of democratic leadership on teacher competence. A similar study was conducted by Rusmeni, (2023), who identified the impact of the principal's democratic leadership and teacher achievement motivation on teacher professional work simultaneously.

The aforementioned studies demonstrate that research on the democratic leadership of school principals has not progressed significantly. Consequently, a subsequent study is required that can provide a comprehensive account of the practice of democratic leadership of school principals. The research may also serve to initiate a review of the literature on this topic.

Prior to the commencement of the research study, an observation was conducted of the leadership style employed by a newly appointed principal who had assumed the role at State Elementary School 2 Cipanas. The leadership style of the previous principal was characterized by a tendency towards a closed attitude. The leadership style of the new principal, as observed, indicated a democratic approach. This was corroborated by the school community through unstructured interviews conducted. Teachers and other education personnel explained that a sense of ownership of the vision by the school community, a climate of collaboration, and many other aspects of the organization developed with this leadership style. These findings were the rationale for the decision to select the location of State Elementary School 2 Cipanas for the research study.

In light of the aforementioned conditions, it is imperative to delve deeper into the nuances of democratic leadership and situate it within the broader context of alternative leadership models. This endeavor is crucial for the development of future leaders who exemplify integrity and democratic values. Furthermore, it is essential to gain a deeper comprehension of the characteristics, dimensions, and consequences of democratic leadership for a leader. This research endeavors to address the following pivotal inquiries: 1) How is the concept of democratic leadership of principals elucidated in the

extant literature? and 2) How is the implementation of democratic leadership of principals operationalized in elementary schools?

## RESEARCH METHODOLOGY

In order to respond to the research questions, this study employed a qualitative research design (Charli et al., 2022) with a case study model. Data collection utilizing a literature review, interviews, and observations. This approach was utilized to provide a descriptive account of principals' implementation of a democratic leadership style in Elementary Schools, with the objective of enhancing teacher professionalism. Creswell (2012) posits that qualitative research is an efficacious instrument for examining and understanding the composition of a particular individual or group. Given the emphasis on outcomes, this study necessitates qualitative outcomes to circumvent bias in the analysis of the individuals or institutions that are the subject of the study. The aforementioned phenomenon provides comprehensive information on what must be done in terms of qualitative research design (Thadya Azrielyani, Soni Mirizon, 2024).

In selecting research participants, the purposive sampling method was employed, and a homogeneous sample was selected. In qualitative research, this method is utilized to identify specific characteristics that align with the research objectives, with the aim of addressing the research problem. Consequently, the participant selected to collect data for this research is the principal of Elementary School 2 Cipanas, West Java, Indonesia.

The data were collected using three distinct instruments, literature review, interview, and observation. The authors employed the technique of a literature review. In order to collect data for the purposes of this study, the authors screened journals indexed in the Google Scholar and Scopus databases. A literature review can be defined as a systematic examination of existing research in a particular field. Its purpose is to identify patterns and gaps in existing knowledge, synthesize findings, and recommend new research topics. It serves as a basis for advancing knowledge in the field (Setiyo & Rochman, 2023).

The interview was conducted with the principal directly in order to gain insight into the specific aspects of school leadership and management. In a relaxed yet professional atmosphere, the researcher explores the principal's perspectives on the educational challenges currently facing the institution and the strategies they believe would be most effective in improving the quality of learning. In the field of narrative studies, interviews are defined as a process of recovery. This involves the collection of participant reports through interviews

and discussions. These reports are then subjected to a narrative element analysis, which includes the examination of characters, time, place, setting, action, conflict, and resolution. Finally, the narrative is presented in a linear order (Bingham, 2023).

In addition to interviews, observations in research serve to further enrich the data set. Data was obtained by observing the principal in the practice of his democratic leadership style. Observational actions represent an advanced method, characterized by several key features, including intention, variable manipulation, and interaction with prior knowledge. As a result, this is a process that is far more complex than just a simple or passive data-collection exercise (Kraus, 2024).

In the data analysis process, the data obtained from the instrument were subjected to qualitative analysis, with a particular focus on the extent to which the principal's role contributes to the advancement of teacher professionalism. Next, the ATLAS.ti application was employed to process the data (Smit & Scherman, 2021). The data obtained from the interviews were subjected to coding in order to facilitate the process of grouping the data (Skjott Linneberg & Korsgaard, 2019). Furthermore, the compilation of the codings was conducted into a concept map pertaining to principal leadership.

## **RESULTS AND DISCUSSION**

### **1. A Review of The Concept of Democratic Leadership in Literature**

#### **1.1 The Meaning of Leadership**

Leadership is defined as the manner in which a leader influences their subordinates to work effectively and consistently towards the objectives set by the organization (Alrivan, 2019). Additionally, it encompasses the direction and influence exerted on activities related to working with group members (Iqbal, 2021).

Leadership style can be defined as the manner in which a leader fulfills their leadership or management responsibilities in relation to their subordinates (Mattayang, 2019). Leaders are tasked with the responsibility of inspiring their followers to transcend self-interest and exert a profound influence (Silard et al., 2021). They collaborate with their subordinates to address their needs and communicate the organization's vision and mission. In doing so, they can exert a significant impact on employee performance (Putra & Sry, 2023).

Those in leadership roles bear significant responsibility for the success of the work process of those they lead (Mjaku & c, 2020). Given the multifaceted nature of this responsibility, it is not a role that can be assumed

without considerable preparation and skill, Asy et al., (2023) note that not all individuals will possess the same aptitude for leadership and that the effectiveness of a leader's actions may vary depending on the circumstances. The value of a leader is not determined by their individual achievements, but rather by the results they generate through their subordinates and the influence they exert on external parties (Bashir et al., 2023).

It is essential for leaders to possess specific characteristics that enable them to influence others and organizations. These characteristics can be defined as leadership styles (Khumaira & Muhid, 2022). Rahayu and Agustina (2022) identified three distinct leadership styles: autocratic, which is characterized by a lack of consultation and a tendency towards coercion; laissez-faire, which is passive and grants subordinates complete autonomy; and democratic, which involves consultation and collaboration with subordinates to achieve organizational effectiveness.

The Grand theory employed in this study is based on the concept of democratic leadership as proposed by Bernard M. Bass. Democratic leadership is defined as a style of leadership that eliminates the pressure of social separation and encourages staff involvement in decision-making processes. Democratic leaders exhibit a variety of leadership styles, focusing on productivity and collaboration, while effectively guiding experienced teams to achieve goals without losing sight of the objectives (Manoj Kumar Satpathy, 2019). The application of these leadership qualities must be adapted to the specific requirements of the situation.

Rahayu and Agustina (2022) identified several indicators of leadership effectiveness, including the following: First, analytical ability, which refers to the capacity to analyze situations with precision and insight. Second, is communication ability, which encompasses the ability to convey instructions in a clear and effective manner? Third, is the courage to assume responsibility, which indicates the willingness to take ownership of decisions and actions? Fourth, is listening ability, which pertains to the capacity to receive input from subordinates in a receptive and open manner? Fifth, is decisiveness, which refers to the capacity to make decisions and navigate uncertainty with confidence and purpose?

## **1.2 Understanding Democratic Leadership**

Democratic leadership is defined as the capacity to persuade others to collaborate in the pursuit of predetermined objectives through a variety of means and activities, with the understanding that these methods are to be determined jointly between subordinates and leaders (Liggett, 2020). This approach is sometimes referred to as a subordinate-centered leadership style,

egalitarian leadership, and consultative leadership, wherein the leader engages directly with subordinates in the formulation of joint decisions (Handiyati et al., 2023).

Democratic leadership may also be defined as participative leadership. This type of leadership is exemplified by a leader who is aware of their role within a group, displays an open nature, and provides opportunities for subordinates to contribute to the development of a plan (Banani et al., 2022). Active participation is a key indicator of a democratic leadership style, underscoring the importance of leaders' direct involvement in field activities, including planning, gift-giving, and praise (Heryanto et al., 2023).

The characteristics of democratic leadership are evolving to align with the understanding that human beings are inherently noble. Democratic leaders endeavor to align the interests and goals of the organization with the interests and personal goals of subordinates, facilitating subordinates' success and striving to enhance their own personal capacity (Utari & Hadi, 2020). Democratic leadership is characterized by a tendency to share management authority with other members, which is regarded as a positive leadership style with regard to leadership, control, and responsibility in managing a group (Arshad et al., 2023).

Tampubolon and Sirumapea (2022) identified four indicators of democratic leadership style. These are; collective decision-making, whereby leaders collaborate with subordinates to achieve goals; valuing subordinates' potential, whereby leaders make optimal use of individual expertise; listening to criticism and suggestions, in order to facilitate continuous improvement in organizational performance; and direct collaboration, whereby leaders are directly involved in the execution of tasks.

It is understood that the role of a democratic leader is not easily attained. Nevertheless, the most optimal form of leadership is that which adheres to democratic principles. In this type of leadership, the leader is able to involve staff in decision-making, encourage collaboration, and value their input (Handoko et al., 2023). This involves working within the group, gaining an understanding of each member's strengths and weaknesses, and utilizing this knowledge to guide, direct, lead, provide motivation, steer the organization, establish effective communication, and ultimately achieve the group's formulated goals (Fauzi, 2019).

### **1.3 Principal**

The principal is a member of the teaching staff who has been formally designated as a leader within the school (Thadya Azrielyani, Soni Mirizon, 2024). The principal's role is to empower and lead by example all members of the



school community in order to enhance the quality of the school (Purhasanah, 2024). The principal must be a figure who can mediate, make decisions, solve problems, and serve as a source of information for the school community (Muspawi, 2020).

As posited by Minsih, et al., (2019) the role of the school principal is that of a professional official within the school organization, tasked with the management of all school resources and the coordination of teachers, staff, and other employees in the education of students, with the objective of achieving the established educational goals. A professional principal will be able to adapt to the needs of the contemporary educational context and to develop in accordance with the prevailing trends of the era of globalization (Niemeyer-Rens et al., 2022).

The role of the principal is of great consequence with regard to the impact of leadership on the school. A quality school must be designed, planned, and implemented in a superior manner (Siregar, 2024). Furthermore, its implementation necessitates cooperation between the various dimensions, stakeholders, and the commitment of the school community (Nurhamidah & Nugraha, 2023).

The principal is responsible for guiding stakeholders, implementing the curriculum, and conducting evaluations to improve educational management and promote a positive school culture, in accordance with human resource management principles (Shell, 2023). Therefore, to achieve success in education today, the managerial skills of a leader who can commit to overseeing the educational process and collaboratively managing teachers' tasks are required (Syafrianti et al., 2023).

As asserted by Susanti, et al., (2023), the responsibilities of school principals encompass the implementation of educational policies, curriculum development, student guidance, the management of school organizations, administrative duties, and the establishment of collaborative relationships with parents, the broader community, and the business sector.

The efficacy of school leaders is contingent upon the proficiency of principals in fulfilling their roles as primavisiente (personal, managerial, supervisory, social, and entrepreneurial), interpersonal, informational, and decision-making. Moreover, the success of the school is contingent upon the proficiency of the principal in fulfilling the roles of personality developer, manager, supervisor, implementer of social relations, and school empowerment.

## 2. The Implementation of Democratic Leadership at State Elementary School 2 Cipanas

### 2.1 Research Result

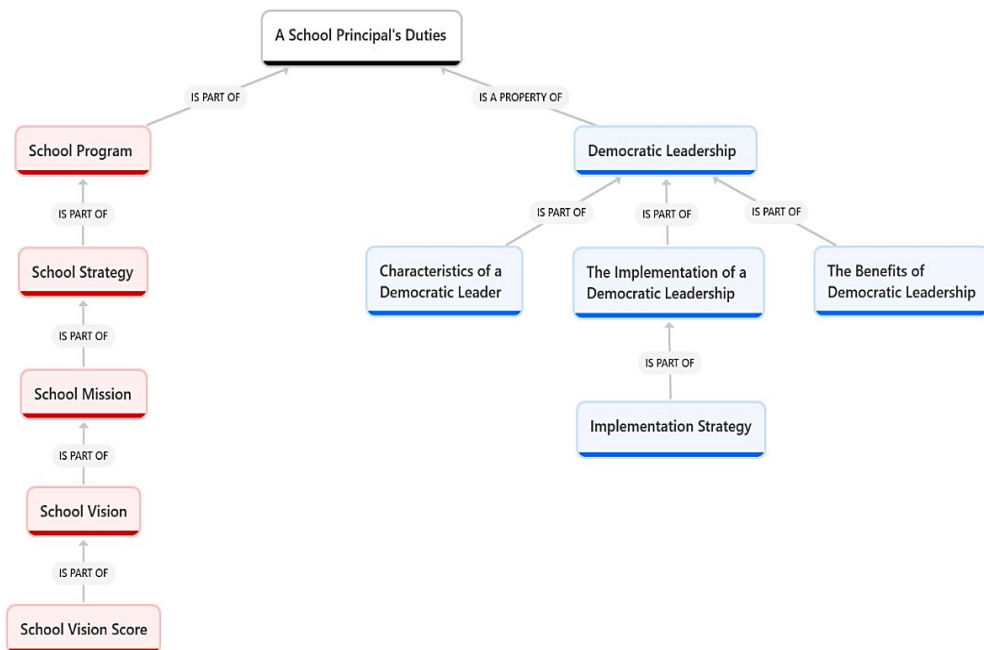
The study revealed that the democratic leadership style of the principal exerts a considerable influence on teacher performance at State Elementary School 2 Cipanas in West Java. The findings are based on the results of the author's interviews with informants, namely the principal.



Source: Research Documentation

**Figure 1. Interview with the Principal**

The figure 1 depicts a discussion between the principal and the author, which elucidates the findings of the interview concerning the leadership style in question. The interview disclosed that the principal adheres to a democratic leadership style that exerts a considerable positive influence on teachers in the learning process. Conversely, the figure 2 portrays the outcomes of a more comprehensive analysis conducted with the aid of ATLAS.ti software, which offers a more comprehensive representation of the implementation of democratic leadership within the educational institution.



Source: Data Analysis Results Using the ATLAS.ti Application

**Figure 2. Results of Data Analysis with the School Principal**

As illustrated in Figure 2, the description of the principal's democratic leadership commences with an examination of the value of State Elementary School 2 Cipanas's vision, which is oriented toward the learner. This vision is aligned with the current goals, vision, and mission of national education, as well as the Pancasila learner profile. This value has been operationalized into a school vision, namely, "The realization of students who are faithful, eco-literate, rational, nationalistic, and healthy." In order to achieve this vision, State Elementary School 2 Cipanas has developed a series of objectives, which are outlined in the form of a vision statement as follows:

- a. It is recommended that religious activities be conducted on school grounds;
- b. The objective is to establish an educational institution that is founded upon an ethos of environmental stewardship;
- c. The objective is to establish a learning system that fosters the development of environmentally conscious individuals with a strong sense of social responsibility;
- d. Cultivate environmentally conscious school citizens;

- e. Implement meaningful learning experiences that align with students' interests and talents;
- f. Promote the growth of nationalistic spirit among students in alignment with Pancasila principles;
- g. Develop educational programs that are culturally responsive to the local community;
- h. Establish a clean and healthy school environment that is conducive to students' development and learning.

The relationship between a vision and a mission can be defined as the manner in which the mission facilitates the realization of the vision. In order to achieve the aforementioned vision and mission, the school has developed the following strategies.

- a. The development of graduate competencies at State Elementary School 2 Cipanas is consistent with the National Educational Standards (SNP);
- b. The curriculum is developed in such a way that it elaborates on the content standards in a manner that is tailored to the local wisdom of the local community;
- c. The objective is to develop an active, creative, effective, and enjoyable learning process;
- d. The development of teacher and educational personnel competence in accordance with the National Educational Standards (SNP);
- e. The development of school facilities and infrastructure in accordance with national standard requirements;
- f. The development and implementation of school management in accordance with the National Standards of Education (SNP);
- g. The development, identification, and implementation of sources of funding for education;
- h. The development and implementation of an assessment system for all subjects and grades.

The aforementioned school strategies can be developed into comprehensive programs, including:

- a. Have faith

Integrating PAI subjects with the first dimension of the Pancasila student profile, which encompasses faith and devotion to God Almighty, as well

as noble character, the recitation of prayers, and the constant remembrance of religion.

b. Ecoliterate

The establishment of a culture of environmental stewardship. The practice of conducting a clean Friday, maintaining a picket schedule, sorting organic and inorganic waste, and fostering an environmental culture movement at the school (GPBLS) has become a routine habit.

c. Rational

In the context of learning, it is important for learners to understand the contextual lessons, with the aim of fostering rational and critical thinking in line with the Pancasila learner profile.

d. Nationalist

It is hoped that students will develop a strong national spirit through activities such as flag ceremonies, singing national songs, singing songs in local languages, and participating in scout and flag-waving teams.

e. Healthy

It is essential to instill habits of hygiene, exercise, and cooperation with the health center.

In addition, the principal's responsibilities are closely aligned with the implementation of the school program. The specific duties of the principal of sta are outlined below.

- a. Cultivate collaboration with due regard for the circumstances of your subordinates. By respecting and encouraging subordinates to engage in joint efforts, a conducive and effective organizational climate will be established.
- b. Delegate and trust teachers to work together for the success of school programs.
- c. Demonstrate a high degree of empathy for subordinates.
- d. Understand and explore the potential of subordinates so that work can be delegated to the most suitable individuals.

The principal of State Elementary School 2 Cipanas elected to implement a democratic leadership style to oversee the management of the school. He identified the following characteristics as typical of a democratic leader:

- a. He is accustomed to conducting deliberations with teachers and educational staff, which he leads when making decisions. For example, at the end of the school year, a deliberation is held on whether to hold a class promotion reception activity or not. If, based on the results of the deliberation, the teacher agrees to hold a class promotion reception, it will be conducted; otherwise, it will not.
- b. He is accustomed to appreciating the potential of his subordinates. For example, if there is a government program, he delegates or confides in teachers to implement it. In this way, the principal serves as a facilitator.
- c. The principal should be receptive to feedback from subordinates, including criticism, suggestions, and opinions. This is evident in the principal's willingness to reflect on and evaluate the implementation of school programs.
- d. The principal should demonstrate a collaborative approach with subordinates, particularly in learning, governance, habituation, and related administrative tasks.

In implementing democratic leadership at State Elementary School 2 Cipanas in accordance with the aforementioned leadership characteristics, the principal must adhere to the following guidelines:

- a. Decision-making should be conducted through a consensus-based approach;
- b. The potential of teachers should be recognized and tasks should be delegated accordingly;
- c. An asset-based approach should be utilized in the implementation of school programs;
- d. Regular, collaborative reflections should be conducted to monitor the success of the program;
- e. Always accept and consider input, suggestions, and criticism from subordinates.

In implementing the democratic leadership style, the principal of State Elementary School 2 Cipanas employed the following strategies.

- a. The establishment of work objectives should be based on the standards set forth by the government, rather than merely reflecting the preferences of the leadership;
- b. The establishment of work goals should be based on the standards set forth by the government, rather than on the whims of leadership;

- c. Promote consensus in decision-making processes;
- d. Implement school programs developed with an asset-based approach;
- e. School programs are learner-centered;
- f. Form committees for various school programs so that there is delegation of tasks to teachers, with the principal acting as a facilitator and supervisor;
- g. The quality of learning is monitored and evaluated through a coaching approach, which entails exploring the potential of teachers.

The implementation of the aforementioned strategies will have an impact on democratic leadership at State Elementary School 2 Cipanas. This impact can be observed in the following ways:

- a. School programs can be implemented with the cooperation of all school stakeholders;
- b. The organizational climate is harmonious and mutually supportive;
- c. There is a sense of kinship and goodwill among teachers, principals, students, and parents;
- d. Approach is designed in such a way that no teacher or subordinate may feel disrespected, as it is based on the potential of the teacher.

Impact assessment provides a more comprehensive understanding of the consequences of an event or decision. By identifying the potential impact of a given situation, it is possible to anticipate the consequences that may arise.

## **CONCLUSION**

The characteristics of democratic leadership observed in the principal of State Elementary School 2 Cipanas can be enumerated as follows: Firstly, the principal is accustomed to involving teachers and other educational staff in decision-making at every opportunity for deliberation. Secondly, the principal is accustomed to identifying the potential of their subordinates by delegating the implementation of programs to them. Thirdly, the principal demonstrates receptivity to feedback and input from their subordinates, as evidenced by the practice of reflection and evaluation of programs that have been implemented at the school. Fourth, the principal consistently demonstrates leadership in fostering collaboration, promoting a positive school climate, facilitating improvements in the quality of the learning process, and involving them in administrative tasks. This study makes a significant contribution to the field of democratic leadership research in education, which has previously been limited to the correlational paradigm. The implications extend beyond the theoretical

realm, providing a strong rationale for the implementation of democratic leadership practices. These practices have the potential to align with specific local contexts, facilitate strategic innovation in the educational environment, cultivate a positive school climate, and enhance collaboration between principals and teachers.

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