



Reconstructing Collaborative Leadership For Adaptive Educational Management In Islamic Vocational Schools

¹Nur Efendi

¹Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

¹nurefendi2016@gmail.com

*Correspondence Email: nurefendi2016@gmail.com

Abstract: This study investigates the reconstruction of collaborative leadership and its contribution to adaptive educational management in an Islamic vocational school, focusing on MA Al Ma'arif Tulungagung. The research addresses how collaborative leadership is practiced, how it supports adaptive management, and how both elements interact within the institutional context. A qualitative case study design was employed to explore experiences of the principal, teachers, and administrative staff. Data were collected through semi-structured interviews, observations, and document analysis, followed by thematic analysis. The findings reveal that collaborative leadership is enacted through participatory decision-making, shared responsibility, and open communication, which strengthen coordination and institutional responsiveness. Adaptive educational management is reflected in flexible planning, contextual instructional practices, and continuous evaluation processes that respond to changing demands. The interaction between leadership and management forms a cyclical process where collaboration supports adaptability and feedback informs leadership refinement. This study concludes that reconstructing collaborative leadership strengthens institutional capacity to sustain adaptive management while maintaining alignment with Islamic values and vocational education goals.

Keywords: Collaborative Leadership, Adaptive, Management, Islamic Education, Vocational School.

INTRODUCTION

Educational institutions are required to respond to dynamic changes in knowledge, technological advancement, and labor market demands, particularly within vocational education settings that emphasize practical competence and employability. Islamic vocational schools face an additional expectation related to the integration of moral and spiritual values into the learning process, creating a dual orientation between skill development and character formation. This condition places pressure on institutions to design management systems that are not only effective but also adaptive to contextual challenges. Leadership becomes a central factor in shaping how institutions interpret and respond to these demands, as it determines how goals are formulated, how resources are mobilized, and how change is implemented. Collaborative leadership offers an approach that emphasizes shared responsibility, participation, and collective engagement in institutional processes, allowing schools to utilize internal capacities more effectively. Empirical studies indicate that collaborative leadership strengthens organizational capacity by enhancing



trust, communication, and shared commitment among members, which contributes to improved institutional performance (Harris, 2008).

In Islamic educational contexts, leadership is also grounded in values such as cooperation, responsibility, and mutual respect, which influence how collaboration is practiced in everyday interactions. These values provide a moral foundation that shapes leadership behavior and supports the development of a cohesive institutional environment. Leadership is not only understood as a structural function but also as a relational process that reflects ethical commitments and shared responsibility. The integration of these values supports a leadership approach that aligns institutional goals with moral principles, creating coherence between policy and practice. This orientation becomes important in vocational education settings where practical competence must be balanced with character development. Based on this context, this study addresses how collaborative leadership is reconstructed and practiced in MA Al Ma'arif Tulungagung.

Adaptive educational management refers to the ability of institutions to adjust policies, instructional practices, and organizational processes in response to changing internal and external conditions. Schools are expected to develop flexible systems that allow continuous improvement while maintaining stability in achieving educational goals. Adaptive management involves ongoing evaluation, reflection, and modification of strategies based on feedback and emerging needs. This approach requires active participation from teachers and staff, as they play a key role in implementing and refining educational practices. Collaborative leadership contributes to the development of adaptive management by creating an environment where individuals engage in shared decision-making and collective problem-solving. Teachers participate in planning activities, reflect on instructional practices, and collaborate to develop strategies that address diverse student needs. Research highlights that adaptive leadership and collaborative practices enable organizations to respond effectively to complexity and uncertainty, supporting sustained improvement in educational settings (Heifetz et al., 2009).

Within Islamic vocational schools, adaptability is also shaped by the integration of religious values that guide behavior and decision-making. Values such as amanah and responsibility influence how flexibility is exercised, ensuring that changes remain aligned with institutional identity and ethical principles. This integration supports a balanced approach in which innovation



is pursued alongside the preservation of core values. Teachers and staff are more likely to engage in adaptive practices when institutional expectations are consistent with their beliefs and professional commitments. This alignment strengthens motivation and supports collaboration in implementing change. Based on this background, this study examines how collaborative leadership supports adaptive educational management in MA Al Ma'arif Tulungagung.

The relationship between collaborative leadership and adaptive educational management reflects an interconnected and evolving process within the institution. Leadership practices shape the conditions that enable collaboration, while collaborative interactions influence how adaptability is implemented in organizational and instructional processes. Teachers interpret leadership direction through participation in collaborative activities, which affects how they design learning experiences and respond to student needs. Adaptive practices emerge as teachers experiment with new strategies, evaluate outcomes, and refine their approaches based on reflection and feedback. Leadership plays a role in facilitating this process by providing support, establishing structures for collaboration, and encouraging continuous learning. Studies show that the interaction between leadership and organizational learning processes contributes to institutional adaptability and long-term effectiveness (Uhl-Bien et al., 2007).

Feedback from institutional activities, including teaching outcomes and program evaluations, provides valuable information that informs leadership strategies and supports ongoing improvement. This interaction creates a cycle in which leadership, collaboration, and adaptability reinforce one another, forming a dynamic system that sustains institutional development. Alignment between these elements becomes essential in ensuring that educational practices remain responsive to change while maintaining coherence with institutional goals and values. Organizations that demonstrate alignment between leadership practices and collaborative culture tend to exhibit higher levels of adaptability and innovation (DeRue, 2011).

Understanding this interconnected relationship requires attention to both structural and cultural dimensions within the institution. Structural elements include policies, planning mechanisms, and evaluation systems that provide a framework for implementing adaptive practices. Cultural elements involve shared values, beliefs, and norms that influence how individuals engage with these structures. Leadership operates across these dimensions by aligning



institutional systems with collaborative values, ensuring consistency between formal processes and everyday practices. In Islamic educational contexts, shared religious values strengthen this alignment by providing a common reference for action and decision-making. This condition enhances institutional coherence and supports sustained development.

Based on this perspective, this study addresses three main research questions that guide the investigation. The study explores how collaborative leadership is reconstructed and practiced in MA Al Ma'arif Tulungagung, how collaborative leadership supports adaptive educational management, and how collaborative leadership and adaptive management are interconnected within the institutional context. These questions provide a framework for understanding the role of leadership in shaping adaptive educational practices and contribute to the development of knowledge related to leadership and management in Islamic vocational education.

METHOD

This study adopts a qualitative case study design conducted at MA Al Ma'arif Tulungagung to examine collaborative leadership and adaptive educational management within a specific institutional setting. A qualitative approach allows an in-depth exploration of leadership practices, collaboration, and management processes as they unfold in natural contexts. This approach is appropriate for understanding complex social interactions where meaning is constructed through experience and interpretation. The case study design focuses on a bounded system, enabling detailed analysis of interactions among leadership, teachers, and organizational practices within one institution. Such a design provides rich and contextualized insights that reflect real conditions in educational environments and supports the exploration of processes rather than isolated variables (Yin, 2018).

Participants in this study include the principal, teachers, and administrative staff selected through purposive sampling. This sampling strategy focuses on individuals who possess direct experience and involvement in leadership practices, collaborative activities, and educational management processes. The principal serves as a key informant who provides insights into leadership strategies, institutional direction, and decision-making processes. Teachers contribute perspectives related to collaboration, instructional practices, and adaptability in classroom settings.



Administrative staff provide additional information concerning coordination, planning, and institutional support systems that sustain management processes. The inclusion of multiple participant groups enables the study to capture diverse perspectives and develop a comprehensive understanding of the research phenomenon. Purposeful sampling is widely used in qualitative research to ensure that participants are information-rich and relevant to the research objectives (Palinkas et al., 2015).

Data collection was conducted through semi-structured interviews, observations, and document analysis to ensure depth and comprehensiveness. Semi-structured interviews allow participants to express their experiences and perceptions while enabling flexibility in exploring emerging themes. Observations were carried out to examine real-time interactions, including leadership practices, meetings, teaching activities, and collaborative discussions. Document analysis involved reviewing institutional plans, policies, and reports to understand formal structures and evidence of implementation. The use of multiple data sources supports triangulation, which enhances the credibility and validity of the findings. Document analysis is recognized as an effective method for examining organizational processes and corroborating evidence obtained from other techniques (Bowen, 2009).

Data analysis followed a thematic approach involving systematic stages of data reduction, coding, categorization, and interpretation. The process began with organizing data from interviews, observations, and documents, followed by coding to identify meaningful units related to collaborative leadership and adaptive educational management. Codes were grouped into categories and developed into themes that represent recurring patterns across the dataset. Interpretation focused on explaining relationships among themes and linking them to the research questions. Thematic analysis provides a flexible and rigorous method for identifying patterns and constructing meaning in qualitative research (Nowell et al., 2017). Trustworthiness was ensured through triangulation and member checking, where participants reviewed the findings to confirm their accuracy and relevance. These procedures strengthen credibility, dependability, and confirmability of the study.

RESULTS AND DISCUSSION



1. Reconstruction of Collaborative Leadership Practices

The reconstruction of collaborative leadership at MA Al Ma'arif Tulungagung is reflected in the principal's effort to position leadership as a participatory and inclusive process. Leadership is not limited to directive authority but is practiced through shared decision-making and collective engagement in institutional planning. Teachers describe that leadership provides space for dialogue, allowing them to contribute ideas and perspectives that shape school programs. This participatory approach strengthens their sense of ownership and commitment to institutional goals. The presence of shared responsibility supports transparency and accountability, as decisions are understood and accepted collectively. Such practices align with findings that collaborative leadership enhances organizational commitment and strengthens institutional effectiveness through inclusive engagement (Bush & Glover, 2014).

Leadership practices are operationalized through structured and continuous interactions such as regular meetings, open discussions, and collaborative planning sessions. These activities create opportunities for teachers and staff to exchange ideas, reflect on challenges, and develop joint solutions related to instructional and managerial practices. Teachers report that these interactions improve communication patterns within the institution, reducing misunderstandings and fostering a climate of openness. The process of professional dialogue enables teachers to learn from each other's experiences and develop a shared understanding of effective practices. This condition contributes to the development of collective efficacy, where teachers feel confident in their ability to improve institutional performance through collaboration. Research indicates that collaborative leadership supports professional learning by strengthening communication networks and promoting shared problem-solving within organizations (Hulpia, Devos, & Van Keer, 2011).

The relational dimension of leadership becomes a significant element in the reconstruction process. Leadership is perceived not only as a formal role but also as a form of interaction that emphasizes support, accessibility, and mutual respect. Teachers describe that the principal maintains close communication with staff, responds to concerns, and provides guidance that supports their professional development. This relational approach encourages active participation and strengthens engagement in institutional activities. When leadership is perceived as accessible and responsive, teachers are more willing to contribute to collaborative processes and institutional



improvement. Evidence suggests that relational trust developed through supportive leadership practices plays a key role in strengthening organizational cohesion and improving school effectiveness (Tschannen-Moran & Hoy, 2000).

The integration of participatory practices, structured interaction, and relational engagement contributes to the development of a collaborative culture within the institution. Teachers demonstrate a shared understanding of institutional goals and work collectively to achieve them, creating consistency in both instructional and managerial practices. This culture supports responsiveness to challenges and enables the institution to adapt to changing conditions. The findings indicate that reconstructing collaborative leadership involves transforming leadership from an individual-centered model into a collective process that integrates participation, communication, and trust. This transformation provides a strong foundation for adaptive educational management and sustained institutional development.

2. Adaptive Educational Management Practices

Adaptive educational management at MA Al Ma'arif Tulungagung is demonstrated through the institution's capacity to adjust planning, instructional practices, and evaluation processes in response to evolving educational demands. The school develops flexible programs that align with student needs and vocational expectations, ensuring that learning activities remain relevant to real-world contexts. Teachers adapt instructional strategies by integrating interactive methods, contextual learning approaches, and practice-based activities that enhance student engagement and skill development. This flexibility reflects an orientation toward continuous improvement, where instructional practices are refined based on student responses and contextual challenges. Adaptive management enables the institution to remain responsive without losing coherence in achieving its educational objectives. Research indicates that schools that apply adaptive management approaches are better positioned to respond to complexity and uncertainty through innovation and responsiveness in teaching practices (Mulford, 2010).

Planning processes within the institution reflect a dynamic and responsive orientation. Institutional plans are not treated as static documents but are continuously revisited and adjusted based on emerging needs and feedback from implementation. Teachers participate in planning



discussions, contributing insights from classroom experiences that inform program design. This participatory approach ensures that planning reflects actual conditions and supports practical implementation. The integration of teacher perspectives strengthens the relevance of institutional strategies and enhances the feasibility of planned activities. Adaptive planning also supports alignment between institutional goals and classroom practices, creating coherence across different levels of the organization. Such alignment is essential in maintaining consistency while allowing flexibility in implementation.

Management practices are further supported by ongoing evaluation processes that ensure the relevance and effectiveness of programs and policies. Teachers and staff engage in systematic review of instructional outcomes, examining student performance, classroom interaction, and learning engagement. These evaluations provide evidence that informs decision-making and supports timely adjustments in strategies. Reflection becomes an integral part of institutional practice, where teachers analyze their approaches and identify areas for improvement. This reflective process enables continuous refinement of instructional methods and strengthens the institution's capacity to adapt to change. Continuous evaluation contributes to organizational learning, allowing the institution to build knowledge from experience and apply it to future practices. Studies highlight that feedback-oriented systems enhance adaptive capacity by supporting evidence-based improvement and sustained development in schools (Kools & Stoll, 2016).

Collaboration among teachers and staff plays a significant role in sustaining adaptive management practices. Teachers participate in professional discussions, joint planning sessions, and informal exchanges that facilitate the sharing of ideas and experiences. These interactions enable teachers to develop collective strategies for addressing instructional challenges and improving learning outcomes. Collaboration ensures that adaptation is not carried out in isolation but is grounded in shared understanding and collective expertise. The exchange of knowledge among teachers strengthens consistency in instructional practices and supports alignment with institutional objectives. Collaborative processes also reduce uncertainty by providing a supportive environment where teachers can discuss challenges and explore solutions together. Evidence



suggests that collaborative environments enhance organizational adaptability by promoting shared problem-solving and collective responsibility for improvement (Datnow & Park, 2018).

The adaptability of instructional practices is reflected in the ability of teachers to respond to diverse student needs and learning conditions. Teachers design learning activities that encourage active participation, critical thinking, and practical application of knowledge. Instructional approaches are adjusted based on student feedback and performance, allowing teachers to refine their methods and improve effectiveness. This responsiveness contributes to the development of engaging and meaningful learning experiences that support both academic achievement and skill development. Adaptive instructional practices also enhance student motivation, as learning activities become more relevant and interactive. The connection between adaptive management and instructional quality highlights the importance of flexibility in achieving educational goals.

The integration of Islamic values influences how adaptability is implemented within the institution, ensuring that flexibility remains aligned with moral and educational principles. Values such as responsibility, cooperation, and commitment guide decision-making processes and shape how changes are introduced and managed. Teachers demonstrate awareness of the need to balance innovation with the preservation of institutional identity, maintaining both academic quality and character development in their practices. This integration creates a framework where adaptation is guided by ethical considerations, supporting sustainable development within the institution. Value-based management ensures that changes are not driven solely by external demands but are grounded in principles that reflect the mission of Islamic education. Research indicates that leadership and management practices that incorporate ethical values contribute to organizational coherence and strengthen long-term institutional sustainability (Begley, 2006).

The findings indicate that adaptive educational management at MA Al Ma'arif Tulungagung is characterized by flexibility, collaboration, continuous evaluation, and value integration. These elements interact to create a responsive system that supports institutional development and instructional improvement. Adaptability is not treated as a temporary response to change but as an ongoing process embedded in daily practices. Teachers and staff engage actively in this process, contributing to the development of strategies that enhance educational quality. The presence of collaborative structures and reflective practices strengthens the institution's capacity to respond to



challenges while maintaining alignment with its goals and values. This condition demonstrates that adaptive management is closely linked to collaborative engagement and shared responsibility within the institution.

3. Interconnection Between Collaborative Leadership and Adaptive Management

The relationship between collaborative leadership and adaptive educational management at MA Al Ma'arif Tulungagung demonstrates a dynamic and interconnected process in which leadership practices shape collaboration, and collaboration influences how adaptability is enacted within institutional practices. Leadership establishes a participatory environment that enables teachers and staff to engage actively in institutional processes, creating a foundation for shared responsibility and collective action. This condition supports the emergence of adaptive practices, as teachers are encouraged to contribute ideas, reflect on challenges, and develop solutions that respond to contextual demands. Collaboration becomes a mechanism through which leadership vision is translated into practical strategies, ensuring that adaptation is grounded in collective understanding rather than individual initiative. Research indicates that collaborative leadership strengthens organizational adaptability by promoting shared learning and distributed responsibility among members of the institution (Uhl-Bien, Marion, & McKelvey, 2007).

Leadership vision is operationalized through collaborative activities that connect planning, teaching, and evaluation processes into a coherent system. At MA Al Ma'arif Tulungagung, the principal communicates institutional goals that integrate academic achievement with Islamic values, providing direction for teachers and staff. Teachers interpret this vision through their participation in collaborative forums, where they engage in joint planning and discussion of instructional strategies. These interactions enable teachers to align their classroom practices with institutional expectations, creating consistency across different levels of the organization. Alignment between leadership direction and instructional implementation supports the effectiveness of adaptive management, as changes in practice are guided by shared goals. Studies suggest that alignment between leadership vision and collaborative practices enhances organizational coherence and supports sustained improvement in educational settings (Robinson, Lloyd, & Rowe, 2008).



The role of teachers is central in connecting collaborative leadership with adaptive management, as they act as mediators between institutional strategies and classroom implementation. Teachers translate collaborative discussions into instructional practices that reflect both flexibility and responsiveness to student needs. Instructional adaptation is evident in the use of varied teaching approaches, contextual learning activities, and interactive methods that encourage student participation. Students respond positively to these practices through increased engagement and active involvement in learning activities, indicating that adaptive strategies are effective in supporting learning outcomes. The relationship between collaboration and instructional adaptation highlights that leadership influence on student learning is mediated through teacher practices. Empirical evidence confirms that leadership impacts student outcomes indirectly by shaping teacher collaboration and instructional quality (Hallinger & Heck, 2010).

Feedback mechanisms play a crucial role in sustaining the interconnected relationship between collaborative leadership and adaptive management. Feedback is generated through multiple sources, including teacher reflections, student performance, and institutional evaluations. Teachers engage in reflective practice by analyzing the effectiveness of their instructional approaches and identifying areas for improvement. These reflections are shared in collaborative discussions, allowing teachers to learn from one another and refine their strategies. Leadership utilizes feedback to evaluate institutional policies and adjust management approaches, ensuring that decisions remain relevant and effective. This process creates a feedback loop where leadership and practice continuously inform each other, supporting ongoing adaptation within the institution. Research highlights that feedback-driven systems enhance organizational learning and strengthen adaptive capacity in educational institutions (Argyris & Schön, 1996).

The interaction between collaborative leadership and adaptive management also contributes to the development of institutional flexibility. Leadership encourages openness to change and supports experimentation in instructional practices, allowing teachers to explore new approaches without fear of failure. Teachers demonstrate willingness to adapt their strategies based on feedback and collaborative insights, creating a responsive learning environment. This flexibility enables the institution to address changing educational demands while maintaining stability in its core values and objectives. Adaptive management becomes embedded in institutional routines,



ensuring that responsiveness is sustained over time rather than implemented as a temporary response. Studies indicate that organizations characterized by collaborative leadership and flexible structures are more capable of sustaining innovation and responding effectively to complex challenges (Heifetz, Grashow, & Linsky, 2009).

Organizational processes further reinforce the connection between leadership and adaptive management by providing structure and coordination for collaborative activities. Processes such as strategic planning, supervision, and evaluation are conducted through participatory approaches that involve teachers and staff. These processes ensure that adaptation is guided by collective input and aligned with institutional goals. Leadership ensures that organizational systems support collaboration and reflection, creating coherence between formal structures and everyday practices. Teachers and staff participate actively in these processes, contributing to a shared understanding of institutional direction and strengthening commitment to implementation. This structured yet flexible system supports the sustainability of adaptive management practices within the institution.

Alignment among leadership, collaboration, and adaptability emerges as a key factor in sustaining institutional development. Leadership provides direction through shared values and goals, collaboration translates this direction into practice, and adaptive management reflects the effectiveness of implementation. When alignment is achieved, the institution operates as an integrated system in which all components contribute to continuous improvement. Teachers demonstrate a shared commitment to institutional objectives, which strengthens collaboration and enhances instructional quality. Students benefit from learning environments that are responsive, engaging, and aligned with their needs. This alignment ensures that adaptive management remains consistent with institutional identity and supports long-term development.

The findings indicate that collaborative leadership functions as a driving force that sustains adaptive educational management at MA Al Ma'arif Tulungagung. Leadership fosters collaboration, collaboration supports adaptation, and feedback informs continuous refinement of practices. This interconnected process creates a cycle of improvement that strengthens institutional capacity to respond to change while maintaining coherence in values and goals. The relationship highlights the importance of integrating leadership, collaboration, and adaptability in developing responsive and sustainable educational systems within Islamic vocational institutions.



CONCLUSION

Collaborative leadership at MA Al Ma'arif Tulungagung demonstrates a strong contribution to the development of adaptive educational management through participatory practices and shared responsibility. Leadership is enacted as a relational and collective process where teachers and staff are actively involved in planning, implementation, and evaluation of institutional programs. This approach strengthens communication, trust, and coordination within the institution, creating a supportive environment for continuous improvement. Teachers respond to this leadership model by engaging in collaborative activities, reflecting on their instructional practices, and contributing to institutional development. The reconstruction of leadership from an individual-centered model into a participatory process provides a foundation for building institutional responsiveness and sustainability.

Adaptive educational management is reflected in the institution's ability to implement flexible planning, responsive instructional strategies, and ongoing evaluation processes. Teachers demonstrate adaptability by adjusting their teaching approaches based on student needs, feedback, and contextual challenges. The integration of Islamic values ensures that adaptability remains aligned with ethical principles and institutional identity, supporting a balanced approach between innovation and value preservation. The relationship between collaborative leadership and adaptive management forms a continuous cycle where leadership supports collaboration, collaboration enhances adaptability, and feedback informs further refinement of practices. This interaction strengthens institutional capacity to respond to change while maintaining coherence in goals and values. The findings emphasize that reconstructing collaborative leadership is essential for sustaining adaptive educational management and improving the quality of learning in Islamic vocational schools.

REFERENCES

Argyris, C., & Schön, D. A. (1996). *Organizational learning II: Theory, method, and practice*. Addison-Wesley.



- Begley, P. T. (2006). Self-knowledge, capacity and sensitivity: Prerequisites to authentic leadership by school principals. *Journal of Educational Administration*, 44(6), 570–589. <https://doi.org/10.1108/09578230610704792>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553–571. <https://doi.org/10.1080/13632434.2014.928680>
- Datnow, A., & Park, V. (2018). *Professional collaboration with purpose: Teacher learning toward equitable and excellent schools*. Routledge.
- DeRue, D. S. (2011). Adaptive leadership theory. *The Leadership Quarterly*, 22(5), 845–859. <https://doi.org/10.1016/j.leaqua.2011.07.004>
- Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement. *Educational Management Administration & Leadership*, 38(6), 654–678. <https://doi.org/10.1177/1741143210379060>
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188. <https://doi.org/10.1108/09578230810863253>
- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Harvard Business Press.
- Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Harvard Business Press.
- Hulpia, H., Devos, G., & Van Keer, H. (2011). The relation between school leadership and teachers' organizational commitment. *Educational Administration Quarterly*, 47(5), 728–771. <https://doi.org/10.1177/0013161X11402065>
- Kools, M., & Stoll, L. (2016). What makes a school a learning organisation? *OECD Education Working Papers*, 137, 1–54. <https://doi.org/10.1787/5jlwm62b3bvh-en>
- Mulford, B. (2010). Recent developments in the field of educational leadership: The challenge of complexity. *Educational Management Administration & Leadership*, 38(1), 124–136. <https://doi.org/10.1177/1741143209359691>



- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes. *Educational Administration Quarterly*, 44(5), 635–674. <https://doi.org/10.1177/0013161X08321509>
- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 70(4), 547–593. <https://doi.org/10.3102/00346543070004547>
- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory. *The Leadership Quarterly*, 18(4), 298–318. <https://doi.org/10.1016/j.leaqua.2007.04.002>
- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory. *The Leadership Quarterly*, 18(4), 298–318. <https://doi.org/10.1016/j.leaqua.2007.04.002>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.