
School Leadership Styles and Teacher Performance in Special Educational Needs (SEN) Education in International Schools

Ediyn Rose Apple A. Guiraldo ¹, Jomar P. Allam ²
Pangasinan State University-Open University Systems^{1,2}
<https://orcid.org/0009-0009-5467-9120> ¹,
guiraldoabagarera03@gmail.com¹, jomarallam025@gmail.com²

ABSTRACT

Inclusive education has become a global priority in ensuring equitable learning opportunities for students with Special Educational Needs (SEN), highlighting the critical role of effective school leadership in supporting teachers and promoting inclusive practices. This study examined the relationship between school leadership styles and the performance of teachers handling students with SEN in selected international schools in Bangkok, Thailand. A quantitative descriptive-correlational research design was employed, involving 60 participants: 50 teachers and 10 school heads, selected through purposive sampling. Data were collected using a researcher-developed questionnaire and analyzed using frequency and percentage distributions, weighted mean, Spearman Rank Correlation Coefficient, Chi-square Test of Independence, and Independent Samples t-test. The findings revealed that school leadership styles were Highly Manifested, with distributed, servant, and transformational leadership emerging as the most evident practices, while teachers demonstrated Very High Performance in implementing inclusive education. A statistically significant moderate positive relationship was found between school leadership styles and teacher performance, indicating that effective leadership practices contribute to stronger teacher performance in supporting students with SEN. Teacher profile variables were not significantly associated with teacher performance; however, teachers and school heads differed significantly in their perceptions of leadership styles but showed similar perceptions of teacher performance. The study was limited to selected international schools in Bangkok, Thailand, and relied on self-reported data. The findings highlight the importance of leadership development, continuous professional learning, and collaborative support in strengthening inclusive education. The study contributes empirical evidence to educational leadership and inclusive education literature and served as the basis for developing a capacity-building program to enhance inclusive practices in international schools.

Keywords: school leadership styles, teacher performance, inclusive education, students with Special Educational Needs (SEN), international schools, capacity-building program

INTRODUCTION

Education is a fundamental human right and a key driver of social and economic development. As educational systems continue to evolve, schools are expected to provide equitable and high-quality learning opportunities that address the diverse needs of all students (UNESCO, 2021). This commitment has strengthened the implementation of inclusive education, which aims to ensure that every student has equal access to quality education regardless of ability or background. A key focus of inclusive education is supporting students with Special Educational Needs (SEN). These students require additional educational support because of disabilities, developmental conditions, learning difficulties, communication disorders, sensory impairments, physical disabilities, or social, emotional, and behavioral challenges that may affect their participation in school (UNESCO, 2020). To support their learning, schools provide differentiated instruction, appropriate accommodations, assistive technologies, and collaboration among teachers, specialists, and families, enabling students with SEN to participate meaningfully in classroom activities and achieve positive educational outcomes.

The growing diversity of students has increased the demand for inclusive practices in international schools. In Thailand, international schools continue to expand, serving students from different cultural, linguistic, and educational backgrounds through internationally recognized curricula (Bunnell, 2022; ISC Research, 2023). As these schools become more diverse, they also enroll an increasing number of students with SEN, making inclusive education both an educational priority and an institutional responsibility. Despite this commitment, implementing inclusive education remains challenging. Teachers handling students with SEN are expected to differentiate instruction, adapt assessments, manage inclusive classrooms, and collaborate with parents and specialists (Rashid & Wong, 2023; Underwood et al., 2025). However, limited professional training, inadequate instructional resources, and insufficient institutional support continue to affect teachers' ability to respond effectively to diverse learning needs.

School leadership plays a vital role in addressing these challenges and supporting teachers in implementing inclusive education. Effective school leaders establish a shared vision, provide professional development opportunities, encourage collaboration, and ensure that teachers have access to the resources needed to support students with SEN. Leadership approaches such as transformational, instructional, distributed, servant, and transactional leadership have been associated with improved teacher motivation, instructional practices, and school effectiveness (Bellibaş et al., 2021; Harris et al., 2022). In Thailand, the National Education Act B.E. 2542 (1999) and the Education for Persons with Disabilities Act B.E. 2551 (2008) reinforce the country's commitment to providing equitable educational opportunities and appropriate support for students with disabilities. Despite these policy frameworks, translating inclusive education into effective classroom practice remains a challenge, particularly in international schools where diverse student populations and educational contexts require responsive leadership and continuous institutional support.

Although previous studies have shown that school leadership contributes to teacher performance, limited research has examined this relationship among teachers handling students with SEN in international schools in Bangkok, Thailand. In addition, few studies have compared the perceptions of teachers and school heads regarding school leadership styles and teacher performance in these settings. Addressing this gap is important because it provides a

better understanding of how leadership can strengthen inclusive education in international schools. Therefore, this study examined the relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN) in selected international schools in Bangkok, Thailand. The findings of this study are expected to contribute to the literature on educational leadership and inclusive education and provide practical insights for strengthening support systems for students with SEN.

Statement of the Problem

This research study aimed to examine the relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN) in international schools in Bangkok, Thailand.

Specifically, it sought to answer the following questions:

1. What is the level of manifestation of school leadership styles in international schools as perceived by teachers and school heads?
2. What is the level of performance of teachers handling students with Special Educational Needs (SEN) in terms of instructional practices, inclusive classroom management, assessment, collaboration, and professional competence?
3. Is there a significant relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN)?
4. Is there a significant relationship between teacher profile variables and the performance of teachers handling students with Special Educational Needs (SEN)?
5. Is there a significant difference between the perceptions of teachers and school heads regarding school leadership styles and teacher performance?
6. What capacity-building program may be proposed based on the findings of the study?

Scope and Delimitation of the Study

This study examined the relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN) in selected international schools in Bangkok, Thailand. It focused on teachers' perceptions of school heads' leadership practices and their own performance in supporting students with SEN, as well as school heads' perceptions of their leadership practices and teachers' performance. The study involved 60 participants: 50 teachers handling students with SEN and 10 school heads from selected international schools in Bangkok, Thailand, during the 2025–2026 academic year. Data were collected through a researcher-developed questionnaire administered through online and printed survey forms. The study focused on selected leadership styles and teacher performance dimensions related to inclusive education. The findings were limited to the selected international schools and participants included in the study. Public schools and local private schools outside the research setting were not included. In addition, the study relied on self-reported data from participants and did not include classroom observations or other forms of external performance evaluation.

Review of Related Literature

Inclusive education has become an important focus in educational research as schools continue to respond to the diverse needs of students, including students with Special Educational Needs (SEN). It emphasizes equal access, participation, and appropriate support to ensure that all students can achieve meaningful learning outcomes (UNESCO, 2021). However, effective implementation of inclusive education requires adequate resources, teacher preparation, and strong institutional support. Almalky and Alrabiah (2024) emphasized that teacher readiness and school support systems are important factors in implementing inclusive practices. Similarly, Underwood et al. (2025) highlighted that schools continue to face challenges related to professional training, resources, and support services in meeting the needs of students with SEN.

Teachers play a significant role in the success of inclusive education because they are responsible for adapting instruction, managing diverse classrooms, assessing student progress, and collaborating with parents and specialists. Studies have shown that teacher performance in inclusive settings is influenced by professional competence, self-efficacy, motivation, and organizational support. Xie et al. (2025) emphasized that teacher effectiveness is shaped by both instructional practices and school conditions, while Passanisi et al. (2022) found that teacher motivation and self-efficacy contribute to the effective implementation of inclusive strategies. However, handling students with SEN may involve increased workload and complex responsibilities, making continuous professional development and leadership support essential.

School leadership has been identified as a key factor influencing teacher performance and the successful implementation of inclusive education. Effective school leaders support teachers by establishing a shared vision, encouraging collaboration, providing professional development opportunities, and ensuring access to necessary resources. Leithwood (2021) emphasized that effective leadership contributes to improved teaching and learning outcomes, while Bellibaş et al. (2021) highlighted the role of leadership in strengthening teacher professional learning. Different leadership styles, including transformational, instructional, distributed, servant, and transactional leadership, contribute to school effectiveness by promoting motivation, instructional improvement, collaboration, and accountability (Harris et al., 2022; Mifsud, 2024). In inclusive education settings, these leadership practices are particularly important in creating supportive environments where teachers can respond effectively to the needs of students with SEN.

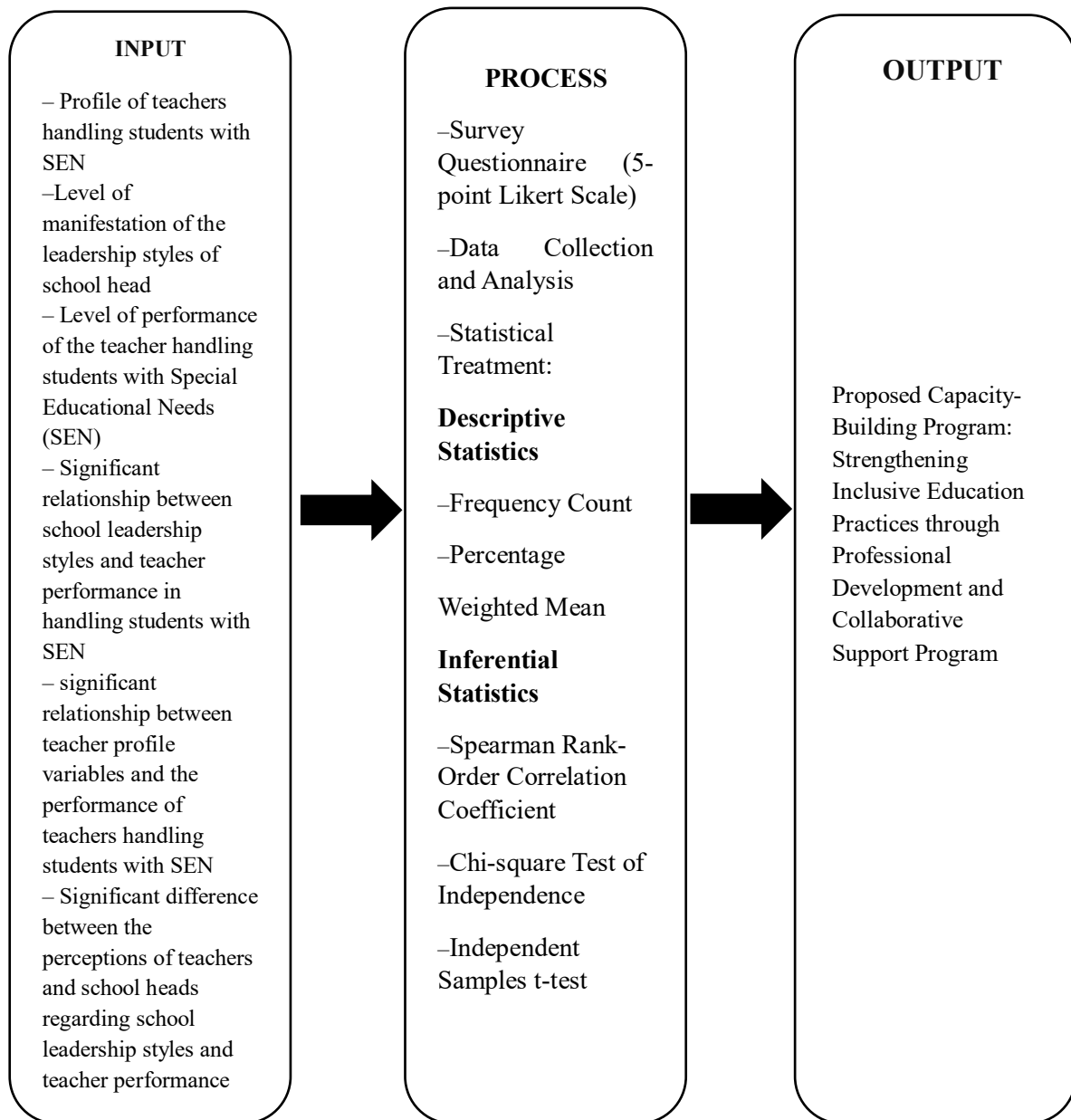
International schools provide a unique context for examining the relationship between school leadership styles and teacher performance because they operate within culturally diverse environments and serve students with varied educational needs. In Thailand, the continued growth of international schools has increased the need for effective leadership practices that support inclusion while maintaining global educational standards (Bunnell, 2022; ISC Research, 2023). Although previous studies have examined leadership and teacher performance, limited research has focused on teachers handling students with SEN in international schools, particularly in Bangkok, Thailand. Therefore, this study addresses this gap by examining the relationship between school leadership styles and the performance of teachers handling students with SEN in international schools.

Theoretical Framework

This study is anchored in Transformational Leadership Theory (Burns, 1978; Bass, 1985), Instructional Leadership Theory (Hallinger & Murphy, 1985), and Social Cognitive Theory (Bandura, 1986). These theories provide a framework for understanding how school leadership practices, instructional support, and teacher self-efficacy influence the performance of teachers handling students with Special Educational Needs (SEN) in international schools. The theories emphasize that effective leadership and a supportive school environment contribute to teachers' motivation, professional growth, and ability to implement inclusive practices effectively.

Conceptual Framework

The conceptual framework of the study was guided by the Input–Process–Output (IPO) model, which illustrates the relationship among the study variables, research process, and expected output. The input component represents the factors examined in the study, including teachers' profile variables, school leadership styles, and teacher performance in handling students with Special Educational Needs (SEN). The process component involves data collection through a survey questionnaire and the application of appropriate descriptive and inferential statistical methods to analyze the gathered data. The output component is the proposed capacity-building program designed to strengthen inclusive education practices in international schools.



METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN) in international schools in Bangkok, Thailand. The descriptive approach was used to determine the level of manifestation of school leadership styles and the level of teacher performance, while the correlational approach was used to examine the relationships among the variables without manipulating them.

Research Steps

The study began with a review of related literature to establish the theoretical foundation and identify relevant factors related to school leadership styles and teacher performance in inclusive education settings. A researcher-made questionnaire was developed based on the study objectives and administered to selected teachers and school heads handling students with SEN in international schools in Bangkok, Thailand. After data collection, the responses were analyzed to determine the level of leadership style manifestation, teacher performance, relationships among variables, and differences in perceptions between teachers and school heads.

Data Collection and Sample Selection

The study utilized purposive sampling to select participants who met the research criteria. The respondents consisted of sixty (60) participants, including fifty (50) teachers handling students with Special Educational Needs (SEN) and ten (10) school heads from selected international schools in Bangkok, Thailand. Participants were selected based on their direct involvement and experience in inclusive education practices. Data were gathered using a researcher-made survey questionnaire distributed through online platforms and printed copies. The questionnaire consisted of three parts: (1) the demographic profile of the respondents; (2) the perceived level of manifestation of school leadership styles, including transformational, instructional, distributed, servant, and transactional leadership; and (3) the level of teacher performance in handling students with SEN. A five-point Likert scale was used to measure the respondents' perceptions of school leadership styles and teacher performance.

Data Analysis Methods

The collected data were analyzed using descriptive and inferential statistical methods. Frequency counts and percentages were used to describe the respondents' demographic profile, while the weighted mean was used to determine the level of manifestation of school leadership styles and teacher performance. Spearman Rank-Order Correlation Coefficient was used to examine the relationship between school leadership styles and teacher performance, while Chi-square Test of Independence and Independent Samples t-test were used to determine significant relationships and differences among the study variables.

Study Limitations and Ethical Considerations

The study was limited to selected international schools in Bangkok, Thailand, and focused on the perceptions of teachers and school heads regarding school leadership styles and teacher performance in handling students with Special Educational Needs (SEN). The findings were based on participants' responses and did not include classroom observations or other external evaluations of teacher performance. Ethical considerations were observed by ensuring voluntary participation, confidentiality, anonymity, and proper handling of collected data. Participants were informed about the purpose of the study and their right to participate freely.

RESULTS AND DISCUSSION

SOP 1. What is the level of manifestation of school leadership styles in international schools as perceived by teachers and school heads?

Table 1 presents the level of manifestation of the leadership style of school heads in international schools with students with special educational needs (SEN) in Bangkok, Thailand

Table 1
Level of Manifestation of the Leadership Style of School Heads in International Schools with Students with Special Educational Needs (SEN)

Leadership Style	Weighted Mean	Verbal Interpretation
A. Transformational Leadership	4.54	Very Highly Manifested
B. Instructional Leadership	4.37	Highly Manifested
C. Distributed Leadership	4.65	Very Highly Manifested
D. Servant Leadership	4.65	Very Highly Manifested
E. Transactional Leadership	4.28	Highly Manifested
Grand Mean	4.50	Highly Manifested

The findings revealed that distributed leadership and servant leadership were the most highly manifested leadership styles as perceived by teachers and school heads. Transformational leadership was also very highly manifested, while instructional leadership and transactional leadership were highly manifested. These findings suggest that school heads demonstrate leadership practices that emphasize collaboration, shared responsibility, teacher support, and professional growth. Such practices may help create inclusive school environments that enable teachers to effectively address the diverse learning needs of students with Special Educational Needs (SEN).

These findings are consistent with Wilson Heenan et al. (2023), who reported that transformational school leadership strengthens school culture, teacher collaboration, and professional relationships that support effective teaching. Similarly, Wang et al. (2022) found that distributed leadership enhances teachers' self-efficacy and capacity to implement inclusive practices through shared leadership and collaboration. Likewise, Zhao (2024) emphasized that transformational leadership promotes inclusive school environments by encouraging teacher commitment, collaboration, and a shared vision for inclusion.

SOP 2. What is the level of performance of teachers handling students with Special Educational Needs (SEN) in terms of instructional practices, inclusive classroom management, assessment, collaboration, and professional competence?

Table 2 level of teacher performance in handling students with special educational needs (SEN) as perceived by teachers and school heads.

Table 2
Level of Teacher Performance in Handling Students with Special Educational Needs (SEN)

Teacher Performance	Weighted Mean	Verbal Interpretation
A. Instructional Planning and Differentiation	4.69	Very High Performance
B. Classroom Management and Inclusive Practices	4.81	Very High Performance
C. Assessment and Progress Monitoring	4.57	Very High Performance
D. Collaboration with Parents, Specialists, and Support Staff	4.44	High Performance
E. Professional Competence and Continuous Development	4.41	High Performance
GRAND MEAN	4.58	Very High Performance

The findings revealed that teachers handling students with Special Educational Needs (SEN) demonstrated very high performance in most areas, particularly in classroom management and inclusive practices, instructional planning and differentiation, and assessment and progress monitoring. These findings indicate that teachers are able to implement appropriate teaching strategies, manage inclusive classroom environments, and monitor the progress of students with SEN. However, collaboration with parents, specialists, and support staff, as well as professional competence and continuous development, received relatively lower ratings, although these areas were still interpreted as high performance. This suggests that while teachers demonstrate strong classroom practices, continuous professional development and stronger collaboration among stakeholders remain important in further enhancing inclusive education practices.

These findings are supported by Xie et al. (2025), who emphasized that inclusive education teachers' professional practices are influenced by perceived principal leadership, motivation, and workplace conditions. Similarly, Parveen et al. (2022) found that principal leadership styles significantly influence teacher job performance by providing direction, support, and motivation. These studies support the present findings that teachers handling students with SEN perform more effectively when they receive appropriate leadership support and opportunities for professional growth.

SOP 3. Is there a significant relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN)?

Table 3 presents the relationship between the level of manifestation of the leadership styles of school heads and the level of teacher performance in handling students with special educational needs (SEN) in international schools in Bangkok, Thailand

Table 3
Relationship Between School Leadership Styles and Teacher Performance in Handling Students with Special Educational Needs (SEN)

Variables	Spearman's rho (ρ)	Sig.	Interpretation
Leadership Styles and Teacher Performance	0.453*	0.001	Significant

The findings revealed a significant positive relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN). These findings suggest that effective leadership practices support teacher performance by fostering collaboration, professional growth, and a positive school environment. The results are consistent with Parveen et al. (2022), who reported that school leadership styles significantly influence teacher job performance, and with Wilson Heenan et al. (2023), who emphasized that effective school leadership strengthens teacher collaboration, professional relationships, and school culture.

SOP 4. Is there a significant relationship between teacher profile variables and the performance of teachers handling students with Special Educational Needs (SEN)?

Table 4 presents the relationship between teacher profile variables and teacher performance in handling students with Special Educational Needs (SEN) in international schools in Bangkok, Thailand.

Table 4
Relationship Between Teacher Profile Variables and Teacher Performance in Handling Students with Special Educational Needs (SEN)

Teacher Profile Variables	Test Statistic	Sig. (p-value)	Interpretation
Age	$\rho = 0.084$	0.524	Not Significant
Educational Attainment	$\rho = -0.238$	0.067	Not Significant
Number of Years of Teaching Experience	$\rho = -0.059$	0.653	Not Significant
SEN Teaching Experience	$\rho = -0.021$	0.876	Not Significant
Sex	$\chi^2 = 0.87$	0.647	Not Significant
Marital Status	$\chi^2 = 1.28$	0.528	Not Significant

Note. ρ = Spearman's rank-order correlation coefficient; χ^2 = Chi-square statistic; significance level = .05.

The findings revealed no significant relationship between teacher profile variables and teacher performance in handling students with Special Educational Needs (SEN). This indicates that teachers demonstrated comparable levels of performance regardless of their age, sex, marital status, educational attainment, or teaching experience. The results suggest that demographic characteristics alone do not significantly influence teachers' effectiveness in inclusive education settings. These findings are comparable to those of Odanga and Aloka (2024), who reported that age did not significantly affect teachers' self-efficacy. Likewise, Erden et al. (2023) found that gender and marital status had no significant influence on teachers' well-being, suggesting that personal characteristics alone may not determine professional outcomes. Taken together, these findings imply that teacher performance in inclusive education

is more likely influenced by professional competence, leadership support, and the school environment than by demographic characteristics.

SOP 5. Is there a significant difference between the perceptions of teachers and school heads regarding school leadership styles and teacher performance?

Table 5 presents the differences in the perceptions of teachers and school heads regarding school leadership styles and teacher performance in handling students with Special Educational Needs (SEN) in international schools in Bangkok, Thailand.

Table 5 Differences in the Perceptions of Teachers and School Heads Regarding School Leadership Styles and Teacher Performance					
Variable	Teacher (n = 50) Mean	School Head (n = 10) Mean	t-value	p-value	Interpretation
School Leadership Styles	4.28	5.00	-2.57	0.013	Significant
Teacher Performance	4.66	4.80	0.709	0.481	Not Significant

The findings revealed a significant difference between teachers' and school heads' perceptions regarding school leadership styles. School heads rated the manifestation of leadership practices higher than teachers, suggesting that their perspectives may differ due to their distinct roles and responsibilities in school management and daily instructional experiences. This finding highlights the importance of considering teachers' perspectives in evaluating leadership practices. As emphasized by Sari et al. (2025), teachers' perceptions provide valuable insights into understanding leadership practices and their influence on school effectiveness.

On the other hand, no significant difference was found between teachers' and school heads' perceptions regarding teacher performance in handling students with SEN. This indicates that both groups had similar assessments of teachers' instructional practices, classroom management, collaboration, and professional competence. The findings suggest that teachers' performance in inclusive education is consistently recognized by both teachers and school leaders. This is supported by Xie et al. (2025), who emphasized that teacher performance in inclusive education is influenced by leadership support, motivation, and professional conditions.

SOP 6. What capacity-building program may be proposed based on the findings of the study?

Based on the findings of the study, the proposed "Strengthening Inclusive Education Practices through Professional Development and Collaborative Support Program" was

developed to enhance teachers' professional competence and strengthen collaborative practices in supporting learners with Special Educational Needs (SEN).

The program was developed based on identified areas requiring continuous improvement, particularly professional competence and continuous development; collaboration with parents, specialists, and support staff; teachers' experience in handling learners with SEN; and leadership support for inclusive education. Although teachers demonstrated high performance in handling learners with SEN, the findings highlight the importance of sustained professional learning opportunities and stronger collaborative support systems. The proposed program includes professional development activities such as seminars on current trends and best practices in inclusive education, workshops on differentiated instruction and assessment strategies, parent–teacher–specialist collaboration forums, Learning Action Cell (LAC) and peer mentoring sessions, classroom coaching and feedback activities, and program evaluation. These activities aim to strengthen teachers' knowledge, instructional skills, collaboration, and confidence in implementing inclusive education practices. Through the implementation of this program, international schools may further enhance teacher capacity, promote shared responsibility among stakeholders, and sustain effective inclusive education practices for learners with SEN.

SUMMARY

The study examined the relationship between school leadership styles and the performance of teachers handling students with Special Educational Needs (SEN) in international schools in Bangkok, Thailand. The findings revealed that school heads demonstrated highly manifested leadership practices, particularly in distributed, servant, and transformational leadership. Teachers also showed very high performance in implementing inclusive education practices. The results further indicated a significant positive relationship between school leadership styles and teacher performance, suggesting that supportive leadership practices contribute to stronger inclusive education implementation. Although differences were found in the perceptions of teachers and school heads regarding leadership practices, both groups showed similar perceptions of teacher performance in handling students with SEN.

CONCLUSIONS

The study concludes that effective school leadership is an essential factor in enhancing teacher performance in inclusive education settings. Leadership practices that promote collaboration, shared responsibility, teacher support, and professional growth help teachers effectively address the diverse needs of students with SEN. The findings also indicate that teacher performance is not significantly influenced by demographic and professional characteristics, highlighting the importance of school support systems and leadership practices in strengthening teacher effectiveness. While teachers and school heads may differ in their perceptions of leadership practices, both recognize the importance of competent and committed teachers in implementing inclusive education. Based on the findings, a capacity-building program was developed to further strengthen teachers' professional competence and collaborative practices.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that school heads continue to strengthen leadership practices that promote collaboration, teacher empowerment, shared decision-making, and professional development. Schools should provide continuous training, mentoring, and collaborative opportunities to enhance teachers' competence in handling students with SEN. Strengthening communication among teachers, school leaders, parents, specialists, and support staff is also encouraged to ensure effective support for learners with diverse needs. The proposed "Strengthening Inclusive Education Practices through Professional Development and Collaborative Support Program" may be implemented to further improve inclusive education practices in international schools. Future researchers may conduct similar studies using larger samples and additional variables to further expand the understanding of leadership and teacher performance in inclusive education.

ACKNOWLEDGMENTS

The researcher expresses sincere gratitude to the individuals who provided support and assistance throughout the completion of this study. Appreciation is extended to the research adviser, critic reader, panel members, respondents, colleagues, and family for their guidance, encouragement, and valuable contributions that made this research possible.

AI DECLARATION STATEMENT

AI-supported tools were used to assist in improving grammar, organization, and language structure during the preparation of this article. No AI tools were used for data collection, statistical analysis, interpretation of findings, or generation of research results. The study's academic content and contributions remain the responsibility of the researcher.

REFERENCES

- Almalky, H. A., & Alrabiah, A. H. (2024). Predictors of teachers' intention to implement inclusive education. *Children and Youth Services Review*, 158, 107457. <https://doi.org/10.1016/j.childyouth.2024.107457>
- Bellibaş, M. Ş., Kılınç, A. Ç., & Polatcan, M. (2021). The moderation role of transformational leadership in the effect of instructional leadership on teacher professional learning and instructional practice: An integrated leadership perspective. *Educational Administration Quarterly*. <https://doi.org/10.1177/0013161X211035079>
- Bunnell, T. (2022). The changing landscape of international schooling. *Journal of Research in International Education*, 21(2), 93–108. <https://doi.org/10.1177/14752409221109015>
- Erden, A., Erden, H., & Aytaç, T. (2023). Teachers' well-being levels by gender and marital status: A meta-analysis study. *Asian Journal of Instruction*, 11(Special Issue), 38–60. <https://doi.org/10.47215/aji.1304646>

- Government of Thailand. (1999). National education act B.E. 2542.
- Government of Thailand. (2008). Education for persons with disabilities act B.E. 2551.
- Harris, A., Jones, M., & Ismail, N. (2022). Distributed leadership: Taking a retrospective and contemporary view of the evidence base. *School Leadership & Management*, 42(5), 438–456. <https://doi.org/10.1080/13632434.2022.2109620>
- ISC Research. (2023). Global report on international schools. <https://www.iscresearch.com>
- Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education Sciences*, 11(8), 377. <https://doi.org/10.3390/educsci11080377>
- Mifsud, D. (2024). A systematic review of school distributed leadership: Exploring research purposes, concepts and approaches in the field between 2010 and 2022. *Journal of Educational Administration and History*, 56(2), 154–179. <https://doi.org/10.1080/00220620.2022.2158181>
- Odanga, S. O., & Aloka, P. J. O. (2024). Teachers’ self-efficacy across age, experience and educational levels: A mixed methods study. *Athens Journal of Education*, 11(4), 553–570. <https://doi.org/10.30958/aje.11-4-3>
- Parveen, K., Tran, P. Q. B., Kumar, T., & Shah, A. H. (2022). Impact of principal leadership styles on teacher job performance: An empirical investigation. *Frontiers in Education*, 7, 814159. <https://doi.org/10.3389/feduc.2022.814159>
- Passanisi, A., Buzzai, C., & Pace, U. (2022). Special education teachers: The role of autonomous motivation in the relationship between teachers’ efficacy for inclusive practice and teaching styles. *Frontiers in Psychology*, 13, 919693. <https://doi.org/10.3389/fpsyg.2022.919693>
- Rashid, S. M. M., & Wong, M. T. (2023). Challenges of implementing the Individualized Education Plan (IEP) for special needs children with learning disabilities: Systematic literature review (SLR). *International Journal of Learning, Teaching and Educational Research*, 22(1), 15–34. <https://doi.org/10.26803/ijlter.22.1.2>
- Sari, N., Ilham, D., Hasbi, H., & Mardhiah, M. (2025). The role of leadership styles in improving educational standards: Teachers’ perspectives. *International Journal of Asian Education*, 6(1), 29–36. <https://doi.org/10.46966/ijae.v6i1.467>
- UNESCO. (2020). Global education monitoring report 2020: Inclusion and education. UNESCO Publishing.
- UNESCO. (2021). Reimagining our futures together: A new social contract for education.

UNESCO Publishing.

- Underwood, C., Sullivan, D., & Ware, J. (2025). An exploration of the factors that influence admission, inclusion and support for learners with special educational needs in international schools. *Journal of Research in International Education*, 24(1), 3–20. <https://doi.org/10.1177/14752409251331193>
- Wang, T., Deng, M., & Tian, G. (2022). More leadership, more efficacy for inclusive practices? Exploring the relationships between distributed leadership, teacher leadership, and self-efficacy among inclusive education teachers in China. *Sustainability*, 14(23), 16168. <https://doi.org/10.3390/su142316168>
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The impact of transformational school leadership on school staff and school culture in primary schools: A systematic review of international literature. *Societies*, 13, 133. <https://doi.org/10.3390/soc13060133>
- Xie, Z., Yao, Y., & Zhu, X. (2025). A longitudinal study of job crafting among Chinese inclusive education teachers: The influence of attitudes, perceived principal leadership, and motivation. *Teaching and Teacher Education*, 143, 105194. <https://doi.org/10.1016/j.tate.2025.105194>
- Zhao, J. (2024). Impact of transformational leadership style in promoting inclusivity in China schools. *Journal of Education and Educational Research*, 9(1), 470. <https://doi.org/10.54097/m3stph86>