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Professional Decision-Making Model of Educational Leadership in Primary Schools in Iraq

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A B S T R A C T

Purpose: The purpose of this study was to model the factors affecting the implementation of knowledge management in universities in Iraq.

Methods and Materials: The research method, based on its objective, was descriptive, and a survey strategy was employed. The statistical population included all faculty members in educational sciences, totaling 48,985 individuals. A random sampling method was used, and based on Cochran's sample size formula, 384 participants were selected for the study. A researcher-developed questionnaire was used as the research instrument. Content validity, convergent validity, and discriminant validity were utilized to establish the questionnaire's validity. Cronbach's alpha formula was employed to determine the reliability of the questionnaire. Data analysis was conducted using factor analysis and structural modeling tests.

Findings: Overall, the results indicated that the factors affecting the implementation of knowledge management in universities in Iraq included organizational structure reconstruction (factor loading 1), organizational welfare (factor loading 0.98), organizational technology (factor loading 1), organizational leadership culture (factor loading 1), organizational excellence (factor loading 1), organizational knowledge processing (factor loading 1), constraint removal (factor loading 0.99), and stakeholder quality improvement (factor loading 1.01). Additionally, the results showed that the studied model had an acceptable fit at the level of $P < 0.001$.

Conclusion: The study concludes that implementing knowledge management in Iraqi universities requires addressing multiple strategic factors, including organizational knowledge processes, removing constraints, enhancing welfare and leadership culture, achieving organizational excellence, leveraging technology, restructuring organizational structures, and improving stakeholder service quality. Effective strategies in these areas can significantly improve knowledge management practices and foster innovation and development in higher education institutions.

Keywords: *Professional decision-making, educational leaders, primary schools, Iraq, model.*

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1. Introduction

Professional decision-making is crucial for educational leaders, as it ensures that their decisions align with the goals of the educational system (Alwaely et al., 2024). Professional decision-making refers to the process carried out using comprehensive and accurate information, experience, logical inference, and the application of rational models and frameworks. In professional decision-making, the aim is to aggregate information and carefully and rigorously evaluate the subject to make precise and effective decisions that address issues and enhance performance (Berthet, 2022; Khosravi & Mehrmohammadi, 2023). Features of professional decision-making include a systematic and repeatable approach, the use of accurate and reliable information, and consideration of the consequences of the decisions made. The study by Ballangrud and Aas (2022) indicated that participation in educational courses and workshops improves professional decision-making for educational leaders by allowing them to draw from the experiences and perspectives of others (Ballangrud & Aas, 2022). Additionally, conducting research and advanced projects in the field of professional decision-making for educational leaders can provide up-to-date and optimal strategies for decision-making (Miri Rami et al., 2022; Mohammadi Komroudi et al., 2024; Salman Al-Oda et al., 2024; Yarahmadi & Almasi Fard, 2017).

Continuous research and learning, along with the improvement of decision-making skills, can place leaders in a better position to function effectively as successful educational leaders. According to Sebola (2021), professional decision-making is associated with the use of creative strategies (Sebola, 2021). The study by Torlak, Dimayir, and Budur (2021) emphasized that taking responsibility and accepting the consequences of decisions are also characteristics of professional decision-making. With ongoing advancements and changes in education and technology, the ability to make professional decisions is crucial for educational leaders to provide the best services and suitable educational environments for students and board members. Reliable resources and relevant training programs in professional decision-making can contribute to its excellence (Torlak et al., 2021).

Latifi and Tohidi (2021) argue that reading articles, books, and learning from experiences can equip educational leaders with the intuition necessary for professional decision-making (Latifi & Touhidi, 2021). School administrators need to make decisions related to enhancing the quality of various educational, cultural, and pedagogical programs (Sanai et al., 2023). When they can identify opportunities and required resources to advance activities and achieve high educational goals, they make appropriate decisions. Unfortunately, as studies (Sarafidou & Chatziioannidis, 2013; Vernez et al., 2016) indicate, school administrators in Iraq, as educational leaders, often face challenges such as resource waste, failure to capitalize on opportunities, limited use of suggestion systems, biased decision-making, and decisions with short-term horizons. Consequently, inefficiencies, lack of effectiveness, dissatisfaction, and deviation from educational goals emerge (Fazeli et al., 2021).

This highlights a lack of necessary technical knowledge for decision-making, even though management fundamentally revolves around decision-making. If incorrect decisions are made, even with available human, material, financial, and physical resources, beneficial outcomes for the educational system cannot be realized (Netolicky, 2020). Therefore, decision-making by educational leaders must be professional to minimize losses and problems. Professional decision-making is associated with optimal performance in crisis situations, where the leader must make decisions that maximize benefits for their organization in times of challenge and difficulty (Kayes et al., 2013).

Professional decision-making for educational leaders involves governing and directing the decision-making system of educational institutions based on laws and processes aimed at achieving goals and improving service quality (Damin et al., 2014). According to Mohammadi et al. (2020), school administrators in Iraq play a more active role in decision-making on educational matters compared to teachers, despite the critical importance of teachers' involvement in decisions related to learning activities (Mohammadi et al., 2020). The study by Potter and Chitpin (2021) revealed that school administrators require professional decision-making, which can be facilitated through professional development (Potter & Chitpin, 2021). Al-Dabbagh (2020) found a relationship between professional decision-making and crisis management (Al-Dabbagh, 2020). Although some studies (Burleigh, 2020; Torlak et al., 2021) have examined the decision-making of school administrators and educational leaders, no model for professional decision-making for educational leaders specific to Iraq was found. Hence, the primary research question is: What are the dimensions and components of

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professional decision-making for educational leaders, and what model can be developed for it?

2. Methods and Materials

The present research method is applied in terms of its objective and qualitative based on Glaser's grounded theory (classic). The research environment included all faculty members in the field of educational sciences in Iraq, and purposeful sampling was conducted until theoretical saturation, reaching a total of 19 participants. The research instrument was in-depth, unstructured interviews. The interview questions were developed gradually and based on the participants' responses. The interview began with the question: "Is your decision-making professional, and if so, what are its characteristics?" The validity of the interviews was examined through member checking and alignment. The alignment method involved three analysts reviewing the interviews, and codes approved by all three were selected.

Data collection was conducted in two stages: 1) gathering information from reputable domestic scientific databases (IranDoc, Magiran, NoorMags, SID, etc.) and international databases (Elsevier, Springer, Emerald, Google Scholar, etc.), and 2) conducting interviews with the research participants to collect information related to the dimensions and components of professional decision-making governance for educational leaders. Data analysis was performed using open coding, axial coding, and selective coding. Through this method, concepts were categorized based on their similarities, a process referred to as categorization. When concepts were compared and appeared related to similar phenomena, categories were identified. In this way, concepts were organized into higher-order categories.

3. Findings and Results

Research Question 1: What are the dimensions and components of professional decision-making development for educational leaders?

Table 1

Professional Decision-Making of Educational Leaders Based on Awareness

Axial Codes	Open Codes
Knowledge-Based Decision	Decision-making based on knowledge of organizational goals (Code 2), decision-making based on knowledge of societal expectations (Code 2), decision-making based on knowledge of organizational superiors' expectations (Code 2), decision-making based on knowledge of stakeholders' expectations (Code 2), decision-making based on knowledge of organizational duties (Code 2), decision-making based on knowledge of organizational activities (Code 2), decision-making based on knowledge of organizational expectations (Code 2), decision-making based on knowledge of organizational advancements (Code 2), decision-making based on knowledge of organizational advantages (Code 2), decision-making based on knowledge of organizational ranking (Code 2), decision-making based on knowledge of organizational mechanisms (Code 2), decision-making based on knowledge of organizational structure (Code 2), decision-making based on knowledge of organizational procedures (Code 2)
Experience-Based Decision	Decision-making based on social experiences (Code 1), decision-making based on cultural experiences (Code 1), decision-making based on psychological experiences (Code 1), decision-making based on organizational experiences (Code 1), decision-making based on personal experiences (Code 1), decision-making based on academic experiences (Code 1), decision-making based on job experiences (Code 1)

According to the findings in Table 1, one of the dimensions of professional decision-making for educational leaders is based on awareness, which has two levels: knowledge-based decision and experience-based decision.

Table 2

Professional Decision-Making of Educational Leaders Based on Strategic Decision-Making

Axial Codes	Open Codes
Resource-Based	Decision-making based on resources (Code 3), decision-making based on the domain of facilities (Code 3), specialized decision-making for resource allocation (Code 4), specialized decision-making for member selection (Code 4)
Constraint-Based	Decision-making based on constraints (Code 3), decision-making based on deficiencies (Code 3), decision-making based on organizational limitations (Code 5), decision-making based on barriers (Code 3)
Opportunity-Based	Decision-making based on opportunities (Code 3), specialized decision-making for identifying opportunities (Code 4), specialized decision-making for option selection (Code 4), specialized decision-making for tool identification (Code 4), specialized decision-making for procedure development (Code 4), specialized decision-making for goal-oriented activities (Code 4), specialized decision-making for goal determination (Code 4)

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According to the findings in Table 2, one of the dimensions of professional decision-making for educational leaders is strategic decision-making, which has three levels: resource-based, constraint-based, and opportunity-based.

Table 3

Professional Decision-Making of Educational Leaders Based on Activism

Axial Codes	Open Codes
Relationship-Based Decision	Decisions for developing relationships with parents (Code 11), decisions for developing relationships with experts (Code 10), decisions for developing academic connections between school and university (Code 10), decisions for engaging with business institutions (Code 10), decisions for developing relationships with museums and learning centers (Code 10), decisions for developing relationships with academic centers (Code 10), decisions for connecting the school with industrial production institutions (Code 10)
Educational Activism-Based Decision	Decisions for developing activism (Code 11), decisions for promoting educational activism of leaders (Code 11), decisions directed at pedagogical activism (Code 14), decisions directed at educational activism (Code 14), decisions directed at cultural activism (Code 14), decisions directed at learning activism (Code 14), decisions directed at service-oriented activism (Code 14), decisions directed at social activism (Code 14), decisions directed at institutional activism (Code 14), decisions directed at organizational activism (Code 14), decisions directed at political activism (Code 14), decisions directed at economic activism (Code 14), decisions directed at developmental activism (Code 14), decisions directed at transformative activism (Code 14), rational decisions centered on activism (Code 15)

According to the findings in Table 3, one of the dimensions of professional decision-making for educational leaders is based on activism, which has two levels: relationship-based decision and educational activism-based decision.

Table 4

Professional Decision-Making of Educational Leaders Based on Fair Decision-Making

Axial Codes	Open Codes
Distributive Justice-Based Decision	Decision-making for equal distribution of educational opportunities (Code 13), decision-making for equal distribution of welfare opportunities (Code 13), decision-making for equal distribution of academic resources (Code 13), decision-making for equal distribution of educational technology (Code 13), decision-making for equal distribution of educational tools (Code 13)
Procedural Justice-Based Decision	Rational decision-making centered on resource allocation (Code 15), rational decision-making centered on educational leadership (Code 15), rational decision-making centered on organization (Code 15), rational decision-making centered on teacher performance evaluation (Code 15), rational decision-making centered on educational supervision (Code 15), rational decision-making centered on educational activities (Code 15), rational decision-making centered on training (Code 15), rational decision-making centered on teacher recruitment (Code 15)

According to the findings in Table 4, one of the dimensions of professional decision-making for educational leaders is based on fair decision-making, which has two levels: distributive justice-based decision and procedural justice-based decision.

Table 5

Professional Decision-Making of Educational Leaders Based on Facilitation

Axial Codes	Open Codes
Design and Implementation-Based Decision	Decisions for educational design (Code 11), decisions for curriculum design (Code 11), decisions for designing educational spaces (Code 11), decisions for designing educational activities (Code 11), decisions for managing learning communications (Code 11), decisions for managing educational feedback (Code 11), decisions for managing educational evaluations (Code 11), decisions for managing educational tools (Code 11), decisions for managing educational methods (Code 11)
Facilitation-Based Decision	Facilitating the process of registration in academic-educational associations (Code 12), facilitating learning resources (Code 12), facilitating the use of experts (Code 12), facilitating educational gatherings (Code 12), facilitating student associations (Code 12), facilitating extracurricular activities (Code 12), facilitating the compensation of student learning (Code 12), facilitating educational facilities (Code 12), facilitating the use of educational tools (Code 12), facilitating learning activities (Code 12), facilitating the development of learning domains (Code 12)

According to the findings in Table 5, one of the dimensions of professional decision-making for educational leaders is based on facilitation, which has two levels: design and implementation-based decision and facilitation-based decision.

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Table 6

Professional Decision-Making of Educational Leaders Based on Rationality

Axial Codes	Open Codes
Voting-Based Decision	Cultural decision-making through voting by all teachers (Code 13), organizational decision-making through voting by all teachers (Code 13), pedagogical decision-making through voting by all teachers (Code 13), extracurricular decision-making through voting by all teachers (Code 13), welfare decision-making through voting by all teachers (Code 13), educational decision-making through voting by all teachers (Code 13); facilitating teachers' continued education (Code 12), facilitating the implementation of teachers' suggestions (Code 12), decision-making for the development of educational activities through voting by all teachers (Code 13), decision-making for the development of cultural activities through voting by all teachers (Code 13), decision-making for the development of pedagogical activities through voting by all teachers (Code 13)
Group Decision-Making	Rational decision-making centered on forming learning groups (Code 15), rational decision-making centered on suggestions (Code 15)

According to the findings in Table 6, one of the dimensions of professional decision-making for educational leaders is based on rationality, which has two levels: group decision-making and voting-based decision.

Table 7

Professional Decision-Making of Educational Leaders Based on Intuition

Axial Codes	Open Codes
Experience-Based Decision	Decision-making based on listening to problems (Code 5), decision-making based on organizational awareness (Code 5), decision-making based on organizational council (Code 5), decision-making based on organizational consultation (Code 5), decision-making based on organizational philosophy (Code 5), decision-making based on others' opinions (Code 5)
Study-Based Decision	Decision-making based on organizational research and studies (Code 5), decision-making based on understanding organizational challenges (Code 5)
Observation-Based Decision	Decision-making based on observing facilities (Code 5), decision-making based on observing challenges (Code 5), decision-making based on observing opportunities (Code 5), decision-making based on observing problems (Code 5)
Experience Sharing-Based Decision	Sharing experiences to improve interactions (Code 7), sharing experiences to enhance supervision (Code 7), sharing experiences to improve organization (Code 7), sharing experiences to enhance coordination (Code 7), sharing experiences to improve planning (Code 7), sharing experiences to improve goals (Code 7), sharing experiences to improve evaluation (Code 7), sharing experiences to improve activities (Code 7), sharing experiences to improve tools (Code 7), sharing experiences to improve processes (Code 7)

According to the findings in Table 7, one of the dimensions of professional decision-making for educational leaders is based on intuition, which has four levels: experience-based decision, observation-based decision, study-based decision, and experience sharing-based decision.

Table 8

Professional Decision-Making of Educational Leaders Based on Technology

Axial Codes	Open Codes
AI for Leadership Skills	Utilizing artificial intelligence technology to enhance leadership style (Code 8), utilizing artificial intelligence technology to improve leadership skills (Code 8), utilizing artificial intelligence technology to enhance leadership insight (Code 8), utilizing artificial intelligence technology to improve leadership procedures (Code 8), utilizing artificial intelligence technology to refine leadership methods (Code 8), technology-based decision-making (Code 15)
AI for Leadership Knowledge	Utilizing artificial intelligence technology to improve leadership knowledge (Code 8), utilizing artificial intelligence technology to enhance leadership experiences (Code 8), utilizing artificial intelligence technology for organizing leadership information systems (Code 8)
AI for Leadership Pathway	Utilizing artificial intelligence technology to achieve leadership goals (Code 8), utilizing artificial intelligence technology to improve leadership decisions (Code 8), utilizing artificial intelligence technology to boost leadership motivation (Code 8), utilizing artificial intelligence technology to build leadership trust (Code 8)

According to the findings in Table 8, one of the dimensions of professional decision-making for educational leaders is based on technology, which has three levels: AI for leadership skills, AI for leadership knowledge, and AI for leadership pathway.

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Table 9

Professional Decision-Making of Educational Leaders Based on Dynamism

Axial Codes	Open Codes
Participatory Decision	Motivational decisions for greater teacher engagement (Code 9), motivational decisions to raise teacher concerns (Code 9), motivational decisions to use each other's experiences (Code 9), motivational decisions to increase teacher participation (Code 9)
Hopeful Decision	Improving teachers' hope for the future (Code 17), enhancing teacher job satisfaction (Code 17), motivational decisions to inspire teachers (Code 9), motivational decisions for effective teacher recruitment (Code 9), motivational decisions for efficient educational activities (Code 9), improving teachers' sense of job importance (Code 17), motivational decisions to inspire teachers (Code 9), improving teachers' sense of job significance (Code 17), improving teachers' sense of teaching prestige (Code 17)
Joyful Decision	Motivational decisions for teacher vitality (Code 9), improving teachers' sense of work-life quality (Code 17), enhancing job enthusiasm among teachers (Code 17), boosting teachers' sense of job liveliness (Code 17)
Incentive-Based Decision	Encouraging teachers to learn (Code 16), encouraging teachers to study and research (Code 16), encouraging teachers to engage in creative activities (Code 16), improving positive emotions among teachers (Code 17), motivational decisions for organizational advancement (Code 9), motivational decisions for interaction development (Code 9), motivational decisions for educational creativity (Code 9), motivational decisions for educational system improvement (Code 9), motivational decisions for branding (Code 9), motivational decisions for transformative initiatives (Code 9)
Inspiration-Based Decision	Inducing positive feelings in teachers for teamwork (Code 16), inducing positive feelings in teachers for collaborative efforts (Code 16), motivational decisions for educational system dynamism (Code 9), inducing positive feelings in teachers for more effort (Code 16), inducing positive feelings in teachers for teaching motivation (Code 16), inducing positive feelings in teachers for extracurricular activities (Code 16)
Mental Stimulation-Based Decision	Mentally stimulating teachers to act as educational agents (Code 16), mentally stimulating teachers to act as pedagogical agents (Code 16), mentally stimulating teachers to act as cultural agents (Code 16), mentally stimulating teachers to act as constructive agents (Code 16), mentally stimulating teachers to present innovative lesson plans (Code 16), mentally stimulating teachers to develop student learning domains (Code 16), mentally stimulating teachers to introduce emerging educational activities (Code 16), mentally stimulating teachers to propose transformative ideas (Code 16), mentally stimulating teachers to energize students (Code 16)

According to the findings in Table 9, one of the dimensions of professional decision-making for educational leaders is based on dynamism, which has six levels: participatory decision, hopeful decision, joyful decision, incentive-based decision, inspiration-based decision, and mental stimulation-based decision.

Table 10

Professional Decision-Making of Educational Leaders Based on Constraints

Axial Codes	Open Codes
Administrative Skills Constraints	Limitations in psychomotor skills (Code 18), limitations in technological skills (Code 18), limitations in administrative skills (Code 18), limitations in technical skills (Code 18)
Educational Skills Constraints	Limitations in cultural skills (Code 18), limitations in social skills (Code 18), limitations in supervisory skills (Code 18), limitations in guidance skills (Code 18)
Human Skills Constraints	Limitations in activism skills (Code 18), limitations in mental skills (Code 18), limitations in human skills (Code 18), limitations in emotional skills (Code 18)

According to the findings in Table 10, professional decision-making for educational leaders is based on constraints, which has three levels: administrative skills constraints, educational skills constraints, and human skills constraints.

Table 11

Professional Decision-Making of Educational Leaders Based on Progressivism

Axial Codes	Open Codes
Branding-Based Decision	Professionalization of educational leadership (Code 19), professionalization of educational activities (Code 19), educational system branding (Code 19), accreditation of the educational system (Code 19)
Expansion-Based Decision	Decision-making for the expansion of the educational system (Code 15), rational decision-making for advancement (Code 15), decision-making based on educational cycles (Code 15)
Problem-Solving Decision	Resolving educational issues (Code 19), addressing stakeholder dissatisfaction (Code 19), solving administrative problems (Code 19), solving technical problems (Code 19)
Competitiveness-Based Decision	Competitive advantage for the educational system (Code 19), improving the quality of the educational system, educational attractiveness (Code 19)

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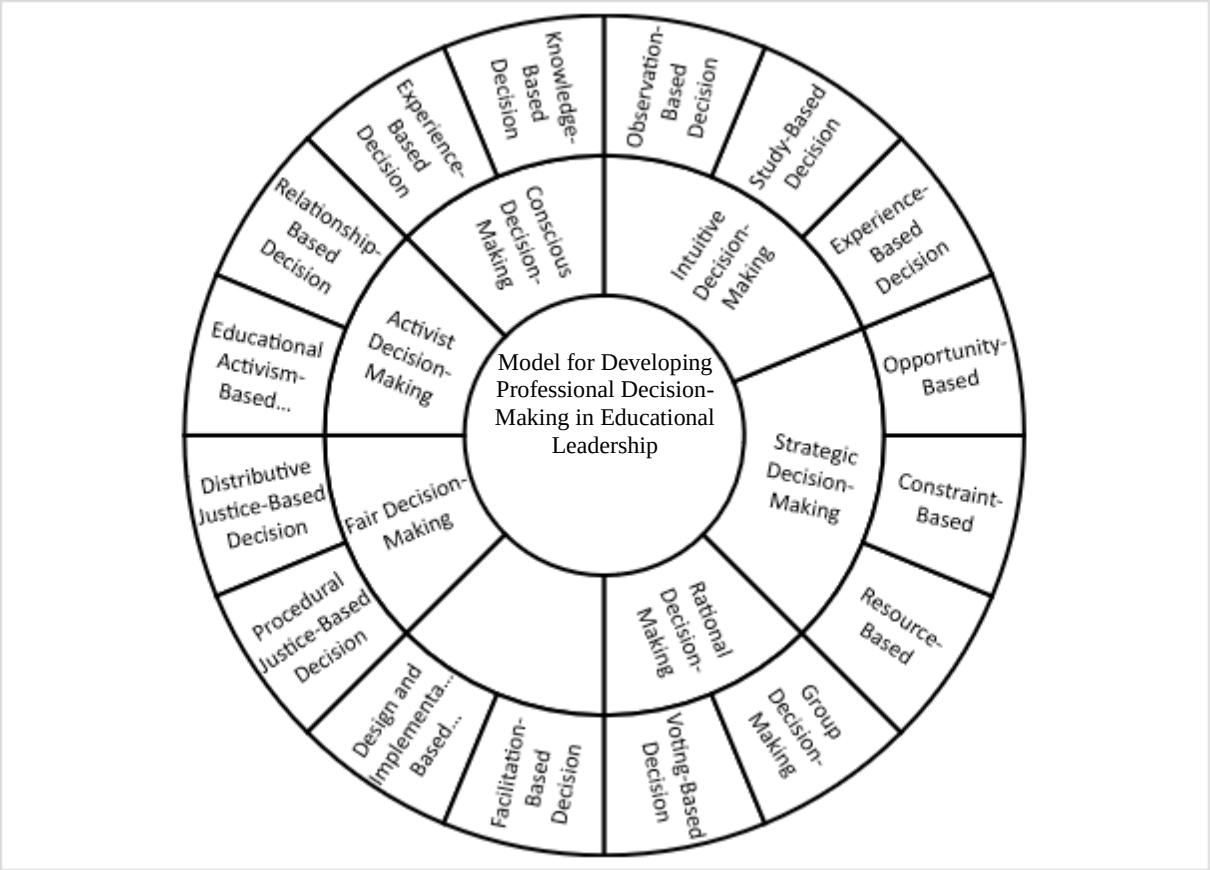
According to the findings in Table 11, professional decision-making for educational leaders is based on progressivism, which has four levels: branding-based decision, expansion-based decision, problem-solving decision, and competitiveness-based decision.

Research Question 2: What is the model for developing professional decision-making in educational leadership?

Figure 1

Model for Developing Professional Decision-Making in Educational Leadership



4. Discussion and Conclusion

The development of professional decision-making among educational leaders is crucial for their growth and advancement. However, educational leaders of primary schools in Iraq often lack professional decision-making, which significantly affects the advancement of educational activities. According to the findings, one of the dimensions of professional decision-making among educational leaders is based on awareness, which consists of two levels: knowledge-based decision and experience-based decision. The results align with prior studies (Berthet, 2022; Hashemi Amri et al., 2020). According to their research, professional decision-making by educational leaders is dependent on their awareness. Non-professional decisions, made without sufficient knowledge, often yield unbeneficial outcomes, making conscious decision-making essential for advancing educational processes. Conscious decision-making involves selecting an option based on available information, predicting consequences, and carefully considering one's goals and values. Conducting research, listening to others, and seeking advice can aid in making the right decisions.

The findings also indicate that one of the dimensions of professional decision-making for educational leaders is strategic decision-making, with three levels: resource-based, constraint-based, and opportunity-based. This aligns with the prior studies (Berthet, 2022; Latifi & Touhidi, 2021; Naderipour, 2022; Reid, 2023; Vernez et al., 2016). Their studies emphasize that professional decision-making among educational leaders requires assessing constraints, resources,

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and opportunities. Strategic decisions often address the alignment of organizational resources with threats and opportunities and are characterized by three main traits:

1. **Empowerment**: Strategic decisions are unconventional and may not have precedents.
2. **Outcome-Oriented**: They demand significant resources and commitment from individuals.
3. **Guidance**: Strategic decisions provide a framework for smaller and future actions throughout the organization, offering clarity and direction.

The research also highlights that one dimension of professional decision-making is activism-based, consisting of two levels: relationship-based decision and educational activism-based decision. This is consistent with prior findings (Hajiani & Sobhiyeh, 2020; Torlak et al., 2021). According to their research, professional decision-making among educational leaders requires activism. Transforming education depends on proactive school management. Effective educational transformations occur when leaders engage in activism, aiming to address the needs of students, society, and all school stakeholders. Activist managers strive to explore strategies that facilitate school-based management and can protect their schools from crises, especially financial ones (Torlak et al., 2021). These managers use dynamic and proactive methods to achieve their goals and inspire teams to solve complex problems, emphasizing continuous improvement and interactive leadership.

Another key dimension of professional decision-making is fairness-based, comprising two levels: distributive justice-based decision and procedural justice-based decision. This aligns with prior research (Ballangrud & Aas, 2022; Potter & Chitpin, 2021; Rafiei et al., 2013). Fair decision-making involves making decisions based on principles of equity and justice, considering the rights and needs of all individuals and analyzing options thoroughly. Fair decisions aim to uphold rights and build trust and fairness within organizational and social relationships.

The research further identifies facilitation-based decision-making as a critical dimension, which includes two levels: design and implementation-based decision and facilitation-based decision. This is in line with the previous findings (Sanai et al., 2023). According to their studies, professional decision-making by educational leaders involves facilitating processes to solve problems and remove obstacles. By simplifying processes for subordinates, barriers are reduced, resources are optimized, and time management improves. Facilitation-based decision-making ensures that the best conditions are provided for individuals to make quick and effective decisions, emphasizing information sharing, group coordination, and reducing decision-making barriers.

Rationality-based decision-making is another significant dimension, encompassing two levels: group decision-making and voting-based decision. This corresponds with prior findings (Torlak et al., 2021). Effective school management depends on rational decision-making. When leadership lacks rationality, poor decisions can harm the educational system. Rational decision-making leads to organizational excellence across various domains, while irrational behavior, often driven by personal biases, undermines effectiveness and requires behavioral reevaluation.

Intuition-based decision-making, comprising four levels (experience-based, observation-based, study-based, and experience sharing-based decisions), also emerged as a key dimension. This aligns with prior findings (Alwaely et al., 2024; Fazeli et al., 2021; Vernez et al., 2016). Intuitive decision-making relies on personal experiences, informal information, and emotions, which can be effective but also risky. Using clear analysis alongside intuition is recommended for significant decisions.

Technology-based decision-making is another dimension, involving three levels: AI for leadership skills, AI for leadership knowledge, and AI for leadership pathways. This agrees with prior findings (Damin et al., 2014; Syarwani & Syahrani, 2022). The use of AI in education has gained importance, helping to overcome traditional challenges and offering strategies that enhance decision-making efficiency and precision. Technology-based decisions optimize processes and provide innovative solutions for educational management.

The research also discusses dynamism-based decision-making, which includes six levels: participatory, hopeful, joyful, incentive-based, inspiration-based, and mental stimulation-based decisions. This is consistent with the prior studies (Dehghan, 2022; Habanik et al., 2020; Levin & Nolan, 2014; Sarafidou & Chatziioannidis, 2013). Dynamic decision-making emphasizes adaptability and responding to changing conditions, helping leaders make flexible and innovative decisions, particularly in crisis management and change strategies.

Constraint-based decision-making, with three levels (administrative, educational, and human skills constraints), is another important aspect, aligning with prior studies

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(Amalia et al., 2020; Turner, 2020). Decisions are made considering existing limitations, ensuring practicality and resource efficiency. This approach is vital in project management and strategic planning.

Finally, progressivism-based decision-making includes four levels: branding, expansion, problem-solving, and competitiveness-based decisions. This aligns with prior studies (Al-Dabbagh, 2020; Issa & Jamil, 2010; Schildkamp et al., 2012). Progressive decision-making drives educational organizations forward, focusing on growth and development while encouraging innovation and continuous improvement.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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