

E-ISSN: 2583-9667

Indexed Journal

Peer Reviewed Journal

<https://multiresearchjournal.theviews.in>



Received: 10-01-2026

Accepted: 20-02-2026

Published: 06-04-2026

INTERNATIONAL JOURNAL OF ADVANCE RESEARCH IN MULTIDISCIPLINARY

Volume 4; Issue 2; 2026; Page No. 16-29

Examining the Influence of Educational Leadership on Managing Educational and Disciplinary Crises: A Case Study of High School Students in Yangon, Myanmar

Ohnmar Swe

Master of Education, Brittany University (IBES), 250 Bis boulevard Saint-Germain, 75007 Paris, France

DOI: <https://doi.org/10.5281/zenodo.19439576>

Corresponding Author: Ohnmar Swe

Abstract

The study's objective is to determine how educational leadership affects the handling of disciplinary and educational crises. In order to improve teaching techniques and learning, which in turn leads to better student outcomes, teachers must collaborate with school faculty and staff in an essential process known as teacher educational leadership. Discipline crises arise at school for a variety of reasons. These include not completing homework or paying attention in class, bullying by students and cyberbullies, racial tensions, sexual harassment, gender identity, verbal abuse of teachers, and acts of disrespect for them. Following a number of prerequisites for successful educational outcomes, discipline must come first in order to improve student academic achievement in that disciplinary crisis. One of the high schools in Yangon, Myanmar is the subject of this study. Academic results for students are impacted by the emphasis on the role that educational leadership plays in handling disciplinary and academic issues, the efficient management of schools by school leaders, and teachers' perceptions of engaging, effective, and dynamic lesson plans. The educational leaders who oversee academic and disciplinary matters, such as the principal, vice principal, discipline master, administrators, and head of the training department, were interviewed in-depth using a semi-structured one-on-one format. The information gleaned from the interviews was recorded, organized, and examined.

Keywords: Educational Leadership, Managing, Educational, Disciplinary, High School Students in Yangon

Introduction

This study is presented for the ABC which is a high school in Yangon, Myanmar. The ABC is a school with a mission to help students gain access to equal quality education at a price that every household in Myanmar can afford and to deliver content through the use of technology, and a school that is both online and offline. Due to the inability to hold classes on campus during the COVID-19 Pandemic, it began in 2021 with online instruction. In 2022, the online school went both online and offline after a year of operation. Over 500 pupils attended the campus school when it first opened, having spent the previous two years at home without attending any formal education. Also, the vision of the ABC is to help educate the people of Myanmar, so the founder of ABC, High School, took the responsibility of an energetic attitude to give an address to the challenges such as demanding situations due to financial limitations, teachers' shortage and student academic and disciplinary issues. The core value is that people with a love of teaching and the

desire to change for generations in Myanmar will actually make a positive impact on the future education of Myanmar. The vast majority of students who enrolled come from private and government schools in Myanmar, where the curricula are completely unrelated to those in the ABC. School leaders have a key role to play in setting direction and creating and sustaining a positive school culture. The school transfigured from a struggling organization with low student morale and ethos to a high-spirited learning community under the principal's guidance.

Early in the twenty-first century, educational leadership was a topic of great interest due to the widespread belief that good leadership makes a significant difference in school and student outcomes (Bush, 2017) [2]. There is a growing recognition that for schools to give their students the best education possible, they need managers and leaders who are capable of leading them. The foundation of school management is the vital sense of direction provided by educational leadership.

Only leaders, like a school's principal or administrator, need to play the role of educational leadership. Student outcomes are correlated with the role of educational leadership. First and foremost, all educators and facilitators should understand the meaning of education and the function of educational leadership. They should "do the right things right" as a leader to ensure their students' welfare.

Leaders should provide direction and purpose to followers, demonstrating genuine partnership. School administrators are responsible for delivering equity, justice, eradicating unfairness, and resolving internal conflicts. They also offer strategies and instructional approaches to maximize student learning.

Educational leadership is the process of enlisting and guiding the talents and energies of teachers, as well as students, also involving of parents to achieve common educational aims and objectives (Washle, *et al*, 2021) ^[4]. Leadership is the heart of quality education and it varies across countries over time. The school visions, goals, aims, practices, and school policies are major factors in shaping educational leadership and its impact on students' learning for effective school outcomes.

In order to enhance teaching abilities and student learning, teachers must collaborate with school administrators and staff in the crucial process known as teacher educational leadership. Professionals with specific attitudes, expertise, and abilities are known as educational leaders (Indeed Editorial Team, 2023). The leaders in education who work primarily on curriculum development, practice improvement, and student achievement initiatives are known as teacher leaders.

Leading a team of educators in collaboration is another quality of a successful education leader. Education leaders, like all other types of leaders, need to have excellent problem-solving, communication, and empathy skills in order to guide a group of educators. Continuous professional development (PD) is necessary for educational leaders. The management of quickly evolving social and educational environments would be facilitated by educational leaders' continual learning.

Disciplinary and Educational Crises

Educational leadership is steam from the fact on the premise of constructing and applying knowledge, skills and qualities in ways that make a positive difference. To be an effective educational leaders, it must possess visionary leadership skills, effective communication skills, emotional intelligence, adaptability and flexibility, collaborative approach, strategic thinking, commitment to professional development, integrity and ethical standards, focus on student-centered learning, culture competence, and many qualities are required to collectively enhance the effectiveness of educational leaders in fostering a positive, productive, and nurturing learning environment.

Most days, schools struggle with a great deal of discipline. Instances of disciplinary issues in schools include not completing homework and failing to pay attention during class. A number of common discipline issues that are present in most schools include student bullying, cyberbullying, racial or ethnic tensions, sexual harassment of other students, sexual harassment based on sexual orientation, and gender identity. According to the National

Center for Education Statistics (2022) ^[15], students occasionally verbally abuse and show disrespect for their teachers.

High schools are grappling with numerous disciplinary and educational crises that can significantly impact the learning environment and student outcomes. These issues include bullying, cyberbullying, classroom disruptions, lack of respect for authority, violence and aggression, substance abuse, academic performance, chronic absenteeism, mental health issues, teacher shortages, and inequities in education (U.S. Department of Education, 2021). Bullying, including cyberbullying, can lead to severe emotional and psychological distress for victims. Classroom disruptions, such as talking out of turn and using mobile phones, hinder the learning process.

Violence and aggression among students pose serious safety concerns. Substance abuse, particularly drug and alcohol use, can lead to disciplinary issues and negatively affect academic performance. Academic performance is often low, exacerbated by factors such as poverty, lack of resources, and inadequate teaching methods. Chronic absenteeism can lead to gaps in learning and lower academic achievement. Mental health issues, such as anxiety and depression, are increasingly common among high school students, affecting their ability to focus and perform academically. Teacher shortages can lead to larger class sizes and reduced individual attention for students.

Even after closely examining each individual issue from their prior record, teachers should be able to comprehend the behavior of the students based on their past performance, and this review of school administrators can take place even after doing so. In order to address issues with discipline, schools have proactive announcements. It consists of safety disciplines that are fair and given priority. Schools take proactive measures in order to address disciplinary issues. Any conflict or misbehavior must be addressed before it gets out of hand (Kelly, 2019) ^[6]. A positive attitude and high expectations are necessary to support the creation of a positive learning environment at the start of every class period. When students enter the classroom, teachers greet them with glances.

The way in which leaders in education manage the workload and stress of teachers in relation to student's academic performance is also fundamental. A qualitative program of the initial training of teachers... impacts the increase of the children and young people's achievements, according to Angrist and Lavy (2001), who cite other studies that demonstrate a positive correlation between teachers' training and the accomplishments of children and young people. "...continuous professional development of teachers may be a less costly means to increase children and young people's results than reducing the number of teachers in classrooms or adding more classes at school," is what they advise (*ibid.*). Sugrue (2004) ^[17] states that preliminary research indicates that stress and overload may inhibit teachers' ability to learn continuously, causing them to focus more on routine and less on individualized and specific learning. Because of their divergent professional and educational paths, there is an increased demand for professional networks to function practically. To address these issues, a comprehensive approach involving school leaders, teachers, parents, and the community is needed. Effective policies,

supportive environments, and targeted interventions can help mitigate these crises and improve overall student outcomes.

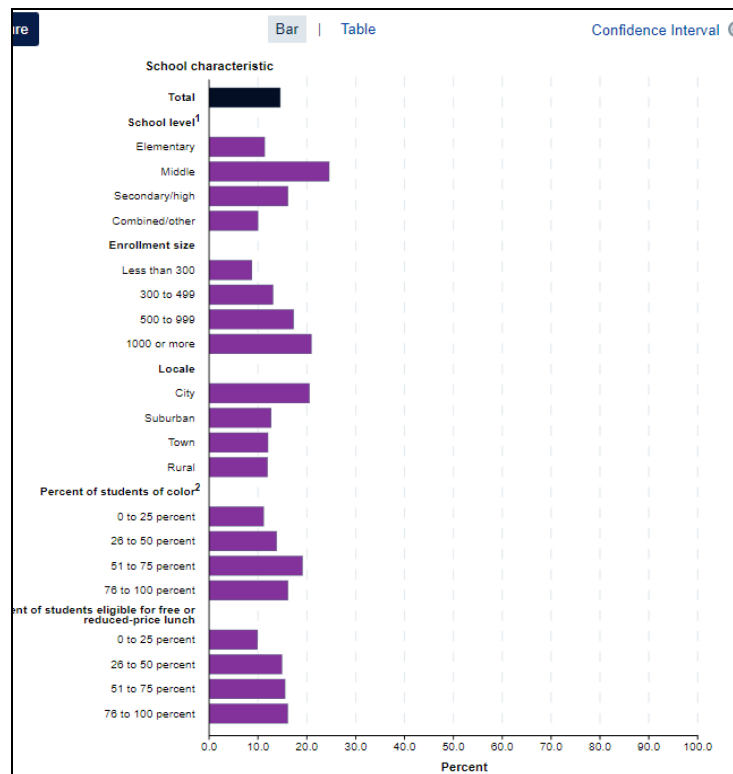
Section 2: Research Problem Identifications and Problem Statements, Research Aims and Objectives
Problem Identifications

The general agreement is that a country's ability to grow depends on the quality of its educational leaders. Examining the larger context of leadership and how well it works to improve school management is the main goal of this theoretical discussion. There is a widespread belief that leaders are made, not born. It's interesting to note that having the ability to collaborate and negotiate with others to achieve organizational goals is considered essential for being a successful leader, along with experience, knowledge, dedication, and patience. The school Principal is not an experienced one who has managed in the educational field before although he is highly educated in international academics. However, effective leaders are made, not born. Good leadership development is an ongoing process involving education, training, self-study, and the acquisition of pertinent experience (Bass & Bass, 1994) [1]. Because strong moral character and selfless loyalty to an educational organization are the cornerstones of effective leadership, staff members will also have faith in their managers. According to staff members, a leader's actions that impact goal attainment, staff members' well-being, and the organization's overall performance are all considered to be part of their leadership. Also, it will be simpler for a principal to carry out his leadership responsibilities by guiding and supporting the school in meeting the needs of particular beneficiaries as well as the division's overall goals when the staff members are qualified for their roles. In

contrast, for the needs of the school, most of the teaching staff are hired who are not experienced and qualified enough. As a result, the leadership style becomes an important reason to study in the most of educational field which needs to be closely linked to the academic and disciplinary success of students.

Problem Statement

This is a study that finds the impact of the role of educational leadership in managing educational and disciplinary crises focusing on high schools in Yangon, Myanmar. The study of the relationship between the qualified school leaders who manage educational and disciplinary issues and student academic achievement in a high school in Yangon is under-researched. However, there is no evidence of how to control the quality of effective educational leadership which can lead to the well-being of the students – not only the academic but also disciplinary problems affect the student academic outcomes. Student bullying varied by school characteristics. National Center for Education Statistics report on the 2019–20 school year that the percentage of public schools reporting student bullying varied by school characteristics. That is, an average 25 percent of middle schools reported that student bullying occurred at least once a week, which was higher than the 16 percent of secondary/high schools, 11 percent of elementary schools, and 10 percent of combined/other schools that did so. The percentage for secondary/high schools was also higher than the percentage for elementary schools. The following figure shows the percentage of public schools reporting that student bullying occurred at school at least once a week, by selected school characteristics: School year 2019–2020.



Source: (National Center for Education Statistics, 2022) [15]

Fig 1: The percentage of public schools reporting that student bullying occurred at school

Further research is necessary to persuade all educators or facilitators of the value of their involvement in enhancing students' academic achievement, even though previous research has addressed how to manage disciplinary and educational matters. Since lack of discipline in the classroom is undoubtedly a matter of immediate concern, all teachers and school administrators alike should be prepared to deal with any disciplinary issues that arise from their students. What constitutes a school's disciplinary issue? Here are a few instances: leaving campus without permission; bullying (either physical or cyber); discrimination; fighting; property damage; interfering with classes; disobedience to school policy; sexual harassment of students or even teachers; not showing up for class without informing the administration; violating dress code; theft; smoking; using drugs; physical or cyberbullying; PDA for couples; etc. Without a doubt, all educators must take on the duty of overseeing their pupils to maintain discipline, which can result in academic success.

In order to improve student academic outcomes in a high school in Yangon, Myanmar, more research is required to examine the efficient role that educational leadership plays in handling disciplinary and instructional issues. Higher education leadership is a subset of general leadership, according to Sathye (2004) [7]. School administrators face a variety of challenges as a result of the diverse stakeholders in academia. What if school administrators make an effort to change with the hope of enhancing the school's atmosphere and atmosphere?

Research Aims and Objectives

This research aims to investigate how to handle educational and disciplinary problems in the ABC, a high school in Yangon, Myanmar. The role of educational leadership of educational leaders must work effectively on managing the teaching staff members to contribute to students' good quality of education. Also, there is a relationship between the role of educational leadership in managing educational and disciplinary crises and student academic outcomes. Hence, it is essential to find out the influence of the role of educational leadership in managing educational and disciplinary crises on student academic outcomes.

Research Aims

The specific objectives are as follows

1. To explore the role of educational leadership in managing educational crises on student academic outcomes, and.
2. To examine the role of educational leadership in managing disciplinary crises on student academic outcomes.

Research Questions

The following research questions are needed to answer to reach the aims of the study. They are:

1. How does educational leadership in managing educational crises for student academic outcomes work together?
2. How does the educational leadership in managing disciplinary crises and student academic outcomes work together?

Significance of the study

The study of the role of educational leadership in managing educational and disciplinary crises on student academic outcomes is important in many reasons. The first important one is in improving the student outcomes. It is needed of the effective leadership directly influences student academic performance. By managing crises effectively, leaders can create and generate a stable and supportive learning environment that enhances student achievement.

The second important aspect is that of the creativity of a positive school climate. The school leaders and administrators must handle disciplinary issues well. So that, school leaders can contribute to a positive school climate. This environment fosters respect, safety, and inclusivity, which are essential for student engagement and success.

The third important reason to studying the role of educational leadership in managing educational and disciplinary crises is by the supporting teacher effectiveness along with student learning success. Educational leaders have to provide the necessary support and resources for teachers in developing their professional skills in managing their classrooms effectively. This support helps teachers focus on instruction rather than discipline, leading to better educational outcomes.

Another reason is that of the important role for educational leaders to enhance school reputation. It is clear that the strong leadership in the school are perceived as more effective and desirable. This perception can attract more resources, better teachers, and increased community support, all of which are required to student success by contributing to teachers' teaching skills and performance to improved student outcomes.

Effective crisis management by educational leaders not only addresses immediate issues but also sets the foundation for long-term success. Students in a well-managed environment develop skills and resilience for future challenges. Studying this role allows for data-driven improvements, enabling the collection and analysis of best strategies, which inform policies and practices for continuous improvement in the educational system.

In managing the disciplinary issues in the high schools requires a balanced approach that combines firmness with understanding. Through well understanding upon the influence of educational leadership on crisis management aids in creating a conducive learning environment, thereby enhancing students' academic performance. For these important reasons, the study of the role of educational leadership in managing educational and disciplinary crises on student academic outcomes becomes important to study.

Section 3: Selection and Application of Appropriate Techniques, Theories, Tools and Practices to Addressing Research Problem(s) Identified

Literature Review

Educational crises are covered by the board and are systemic which effect the entire school or educational system. These school crises come from external factors like natural disasters, pandemics, significant technological failures, or economic crises that disrupt the educational process, and by internal factors like financial instability. It can have long-term effects, and the managing educational+

crisis needs to be long-term implications for the educational system, requiring extensive recovery efforts. Comprehensive planning from school is required. It involves detailed crisis management plans of emergency response, communication strategies, and recovery plans. Consulting, mental health support, and community assistance are required in managing educational crisis.

Disciplinary crisis typically affects individual student and small groups in the school. They are found as incidents of bullying, violence, substance abuse, or severe behavioral issues. This disciplinary crisis stems from student behavior and the school's disciplinary policies. It requires immediate intervention to address the behavior and restore order. To respond to disciplinary crisis, it requires policy enforcement of enforcing school disciplinary policies and procedures. Disciplinary crisis is relating to behavioral interventions within students. It includes counseling, behavior modification programs, and involvement of parents or guardians.

The responsibility of school administrators is currently a significant problem that affects students' academic achievement. The effects of the responsibilities of leadership on student achievement were examined in studies conducted over a 30-year period by the Mid-continent Research for Education and Learning (McREL) (Waters & Cameron, 2007) [18]. As the principal of the school, specific leadership actions have an impact on students' academic achievement. General behavior traits such as "having a vision" are insufficient. The findings of the study were incorporated into a framework for balanced leadership, which revealed 21 behaviors and practices of leadership that have a strong correlation with academic success. The 21 leadership behaviors and practices are: affirmation, change agent, contingent rewards, communication, culture, discipline, flexibility, focus, ideals/beliefs, input, intellectual stimulation, assessment, evaluation, optimizer, order, outreach, relationship, resources, situational, awareness and visibility (Dou, Devos & Valcke, 2016) [9].

Strong and capable school leadership is necessary for effective school improvement (Griffith, 1999) [10]. Good leadership and a supportive environment have a major impact on students' academic success (Cheryan, *et al.*, 2014) [3]. According to Purkey and Smith (1985) [11], one of the key elements in raising academic achievement is school leadership. They conclude that student achievement is indirectly impacted by school leadership through the school climate. The establishment of school goals, the setting of high standards, the arrangement of classrooms, the distribution of resources, the promotion of a healthy and orderly learning environment, and the communication with community organizations, parents, and school staff are some indirect ways that school leaders affect student achievement (Doun, Devos & Valcke, 2016) [9]. Strong and capable leadership from principals, teachers, integrated teams, and school leaders has a significant impact on starting and keeping up school improvement processes (Buza, 2020) [12]. Numerous studies on school improvement have been crucial, including those that discuss establishing national goals for school improvement and the importance of strong leadership in directing and motivating these efforts. A major element influencing successful school improvement was the establishment of national goals for student outcomes, which

were mirrored in the national curriculum and textbooks (Leithwood, *et al.*, 2006; Sun, *et al.*, 2007) [13, 14].

Research indicates that specific leadership philosophies of school administrators may positively influence the teaching and learning environments, thereby improving student performance and academic accomplishments (Berhane, Ephrem & Gaikar, 2021) [16]. Additionally, according to the same researchers, leadership behaviors raise student achievement. The allocation of leadership responsibilities within a school can be influenced by the attainment of high student performance (Cheryan, 2014) [3]. It is expected of school leaders to oversee curriculum design, understand the fundamentals of good teaching practices, and mentor or coach teachers on a professional level. To foster a sense of ownership among parents, teachers, students, and community members, school leaders are also expected to involve them in decision-making processes (Berhane, Ephrem, & Gaikar, 2021) [16]. To do this, school administrators must create a learning vision, cultivate a positive school climate, and implement educational initiatives that support learning. However, this strategy takes time and calls for advanced leadership abilities (Cheryan, 2014) [3]. As a result, school administrators must oversee the staff's various needs, including those related to facilities, finances, technology, security, and public relations. Effective school principals are skilled instructional leaders who can improve student performance (Berhane, Ephrem, & Gaikar, 2021) [16].

Proficient educational administrators also give significant consideration to measures of pupils' performance, like test scores (Huang, Hochbein & Simons, 2018) [19]. By establishing clear and high expectations, communicating effectively, and creating a positive school climate and culture, school leaders can increase student achievement. According to Leithwood and Riehl (2003) [20], there is a marked increase in student achievement when school leaders perform their leadership roles effectively. Strong understandings of instructional support and school improvement are critical to the success of any school. Without expertise in instruction, a school administrator cannot significantly enhance instruction (Slater, 2011) [21]. Leadership conduct affects community partnership norms of collegiality, cooperation, and joint work as well as teachers' commitment to their careers (Dou, Devos & Valcke, 2016) [9]. According to Edmonds (1979) [22], student accomplishment and the caliber of education are significantly influenced by the actions of school administrators.

According to Dou, Devos, and Valcke (2016) [9], leadership practices are essential for intellectual stimulation, academic success, effective instructional leadership, inspirational motivation, and idealized influence. It is expected of school administrators to be knowledgeable about the best ways to enhance classroom instruction in order to raise student achievement. According to Kellner, Cafferkey, and Townsend (2019) [23], leadership practices are social processes in which members of a group or organization influence internal and external events to bring about desired outcomes, shared orientation, collaboration activities, and individual motivation and abilities. Academic achievement is primarily influenced by effective leadership practices, such as fostering a supportive environment and encouraging

collaborative teamwork (Harris, *et al.*, 2007) ^[24]. According to (Gurr *et al.*, 2005) ^[5], a principal working with teams and including a wide range of stakeholders in decision-making was able to improve school performance. In order to promote the best professional practices, an effective principal should, according to Yammarino (2013) ^[25], confront subpar or inappropriate practices, recognize and celebrate the exceptional work done by staff and students, and offer opportunities for professional development.

Research Design

In this study, it involves interviewing to educational leaders of principal, vice principal, school administrators, student affairs, discipline master, finance, head of training department, and senior teachers. The survey questionnaire was constructed based on previous literature. It involves qualitative and quantitative survey questions. The qualitative survey questions are to ask the educational leaders' options with open-ended question type. The quantitative questions ask the respondents/ options in their agreement level from 1 is strongly disagree, 2 is disagree, 3 is neutral, 4 is agree, and 5 is strongly agree level.

Research Methodology

This study offers studying on the key influential factors adopting a systematic literature review. This study also reviews the existing research to find out influential factors on organizational challenges faced by educational leaders. To address a particular research question, systematic and precise methods are applied to classify, select, and critically, analyze multiple research studies. According to Clarke, 2024, systematic research is defined as a type of research that uses repeatable methods to find, select, and synthesize all available evidence to answer a particular question in a very transparent and systematic way.

Based on the questions, the following research questions are proposed

Research Questions

RQ1: What is the role of educational leadership in managing educational issues, at ABC International School, Yangon?

RQ1: What is the role of educational leadership in managing disciplinary issues, at ABC International School, Yangon?

Sampling Techniques

The research questions will be discussed at ABC International School, Yangon, Myanmar. The survey questions will be divided into three groups, with the first group the school leaders, such as the Principal, Vice Principal, School Administrators, Head of the Training Department, and Student Affairs (Discipline Master). The second group is the high school students and the last group is the teachers of the high school who are given the questionnaires to answer. The random sample method is used to get the perceptions of different respondents for this study.

Data Collection Method

The data source for this research is a primary data source. The type of research is the survey method by asking questions to the chosen respondents. The survey questionnaire is structured, prepared, and distributed to

respondents online. Data are collected back after the respondent responds to the survey questions. A total 7 respondents answer the qualitative questions or open-ended survey questions as well as closed-ended survey questions. The other 93 respondents (93%) are taking part to respond only closed-ended survey questions regarding the role of educational leadership in managing educational and disciplinary issues.

Data Analysis Techniques

The researcher will use percentages to present the data analysis from three interview groups, including the school leaders group, the teachers, and the students. Descriptive analysis is used to show the frequency and percentage of respondents' demographic information. Descriptive analysis is also used to describe respondent's options regarding to Managing Educational and Disciplinary Issues, and also to the effectiveness of student outcomes.

Since survey questions are constructed in a variable, it is needed to be reliable survey questions. For the reliability of the responses, reliability analysis is calculated by the use of SPSS statistical software analysis. It is measured by the value of Cronbach's alpha value. Cronbach's alpha value is ranging from 0 to 1. When nearer to 1, the greater the consistency of the survey questions, it is needed to have a value of more than 0.7.

Multiple regression analysis by the use of SPSS software (Version 22) is also used to explain the significant relationship between the dependent variable (Student Effective Outcome) and independent variables (Managing Educational Crisis and Disciplinary Issues).

Section 4: Presentation of Analysis and Findings

This section is the analysis of the educational leadership managing educational and disciplinary matters by the school management. The first part is the demographic information and status of principals, the second analysis is the qualitative survey on the principal, school administrators, head of the Training Department, and teachers. The final part is the respondents' optional survey regarding the management of educational and disciplinary issues by the school management.

Demographic Profile Analysis

In this part, it is the analysis of the frequency distribution of respondents' name of school, gender composition, and specialized subject, have a clear vision and goals at the school, as follows:

Gender Analysis

Table 1 is the analysis of the respondents' gender position. The participants have to reply whether they are male or female.

Table 1: Percentage of Gender of Respondents, ABC International School, Yangon

Sr. No.	Gender of Respondent	No. of Respondents	Percentage
1	Female	61	61%
2	Male	39	39%
	Total	100	100%

Source: Survey data, 2024

According to Table 1, the dataset with the gender distribution of respondents shows male respondents are 39 (39%), and female respondents are 61 (61%), respectively. In this study, the largest group of respondents is females who compose more than male participants.

Age Analysis: Table 2 is the analysis of the respondents' age level in terms of years. The result of the age composition is shown in the following frequency table:

Table 2: Percentage of Age of Respondents, ABC International School, Yangon

Sr. No.	Age of Respondent	No. of Respondents	Percentage
1	15 years	14	14%
2	16 years	26	26%
3	17 years	24	24%
4	18 years	9	9%
5	19-65 years	27	27%
	Total	100	100%

Source: Survey data, 2024

According to Table (2), the breakdown of the data on the age distribution of respondents shows that respondents whose age is 15 years for 14 respondents (14%), 16 years for 26 respondents (26%), 17 years for 24 respondents (24%), 18 years of age for 9 respondents (9%), and the other for 27 respondents (27%). The largest group of respondents is 16, making up 26% of the total. There is a significant portion of respondents in the "Other" category, which could include ages outside the specified range or those who did not disclose their age.

Position of Respondents

Table (3) presents the position of respondents.

Table 3: Percentage of Position of Respondents, ABC International School, Yangon

Sr. No.	Position of Respondent	No. of Respondents	Percentage
1	Principal	1	1%
2	Vice Principal	1	1%
3	Student Affairs (Discipline Master)	2	2%
4	Head of Training Department	1	1%
5	School Administrator	2	2%
6	Teacher	20	20%
7	Other (Students)	73	73%
	Total	100	100%

Source: Survey data, 2024

According to Table (3), it shows the positions of respondents in terms of the head of the Training Department for 1 respondent (1%), Principal: 1 respondent (1%), Vice Principal: 1 respondent (1%), Student Affairs (Discipline Master): 2 respondents (2%), Teacher: 20 respondents (20%), and the other: 73 respondents (73%).

Table 6: Percentage of School Administrators and Principal Supports, ABC International School, Yangon

Sr No.	School administrators and principal support to teachers	No. of Respondents	Percentage
1	Yes	72	72%
2	No	7	7%
3	I am not sure.	21	21%
	Total	100	100%

Source: Survey data, 2024

Respondents' Specialized Track

Table (4) presents the specialized subject of the respondents whether science track or art track.

Table 4: Percentage of Specialized Track of Respondents, ABC International School, Yangon

Sr. No.	Specialized subject	No. of Respondents	Percentage
1	Science Track	80	80%
2	Art Track	20	20%
	Total	100	100%

Source: Survey data, 2024

According to Table (4), respondents who took the science track are 80 (80%), and the rest 20 respondents (20%) took the art track. The largest group of respondents holds the science track.

Respondents' Awareness of the School Vision and Goals

A school's vision and goals are essential for guiding its direction and ensuring that all stakeholders are aligned with its purpose. It states academic excellence, personal growth, and community contribution, especially for improving student outcomes. Table (5) presents the awareness of the respondents regarding the school vision and goals set by the school leaders.

Table 5: Percentage of Awareness of School Mission, Vision, and Goals of Respondents, ABC International School, Yangon

Sr No.	Aware on the School vision and goals set by the school leaders	No. of Respondents	Percentage
1	Yes	75	75%
2	I am not sure.	23	23%
3	No	2	2%
	Total	100	100%

Source: Survey data, 2024

According to Table (5), the frequency analysis shows that Yes: 75 respondents (75%), I am not sure: 23 respondents (23%), and "No" with 2 respondents (2%). The significant majority or 75% have high aware of the school's vision and goals, indicating effective communication from school leaders. Whereas, the 23% of respondents are found to be unsure, and suggesting there might be some weaken area for improvement in how the vision and goals are communicated or understood. Only 2% of respondents are not aware, which is a positive sign but still an area to address.

School Administrators and Principal Supports: In the analysis of school administrators and principal engagement level, respondents are asked with the question of their feeling that school administrators and principals engage in improving teaching and learning by supporting teachers for professional development?" Table 6 shows the result of the respondent's feelings on school administrator supports, as follows:

According to Table (6), the study shows that the respondents' perceptions of support from school administrators and the principal are "Yes" with 72 respondents (72%), "No" with 7 respondents (7%), and "I am not sure" by the 21 respondents (21%). It is found that the majority (72%) of respondents feel supported by school administrators and the principal, significantly indicating a generally positive perception of leadership support. However, there are 21% of respondents who are unsure about the support they receive. This could be suggested there is a need for clearer communication or more visible support actions. Only 7% of respondents feel unsupported.

Survey from School Administrators

The first part of the analysis is the use of the qualitative survey questionnaire. It is the response from the educational leaders named Principal, Vice Principal, and school administrators. It involves the use of qualitative analysis by the use of open-ended survey questions.

Question (1)

It is about asking "How effectively does the school communicate information about educational crises to students?". 6 of the school administrators from the 7 members give their options as follows:

Respondent A answers that prompt and effective: ways of communication include direct personal, email, announcement, assembly, social media, etc. depending on the source, crisis level, timeliness, and clarity. Notify the students via multiple channels such as Telegram, Zoom, Google Chat, assembly meetings, and discussions.

Respondent B answers that Based on the 3 R's: review, repeat, and reinforce. The response is that the school has to make sure that everyone has received it - otherwise, if they did, they understand it, or it will be very dangerous to all.

Respondent C's answer is that the school typically shares information with students through the classroom, assemblies, social media platforms, and online channels such as Facebook and Telegram. The approach to communication with students may vary depending on the type of educational crisis.

Respondent D's answer is that the school promptly communicates with students to ensure their physical and emotional safety in emergency situations, such as the spread of diseases or natural disasters. In cases of crises like poor curriculum quality or inadequate teaching by instructors, the school observes the situation, gathers necessary feedback from students, addresses the issue, and provides clear explanations to the students.

Respondent E answers that by listening and conversing with the students, trying to build a trusted relationship, and asking them how to solve the current issues and make to understand and undergo the school discipline.

The answer of the respondent F is that the school administrator and operation manager of the Exam Team arrange the parent-teacher meetings after every semester where they all can discuss about their children's educational crises altogether along with the students. Also, school leaders like the Principal and Vice Principal try to meet the parents of students who need more support and discuss for their academic outcomes.

Question (2)

Qualitative survey question (2) is about asking school administrators that "Do you agree that a school leader's roles influence student academic achievement?" The following are the brief replies of the school administrators from the 7 members.

7 respondents replied as agreed with a "Yes" answer. All the respondents strongly agree that a school leader's roles influence student academic achievement. School leaders shape the overall school environment, which impacts how students perform academically. A school leader's roles, such as setting clear goals and policies, creating a positive learning environment, and supporting teachers, directly influence student academic achievement.

One of the school administrators responds that the school leader's roles influence student academic achievement. If a leader does not influence and does not know how to manage effectively, he cannot get the team's trust and cannot build good relationships. It tends to fail what organization's goals. The second school leader answers that the role of a school leader has a great effect on students' academic achievement. By reviewing and enhancing the curriculum, ensuring the quality of teaching staff, and establishing clear academic policies based on the school's vision and educational philosophy, the leader directly contributes to positive outcomes in student academic progress.

The other school administrator answers that as a school leader, he or she can lead to do or decide for the students' academic achievement.

Another respondent also replies "Yes" and strongly agree. Because a school leader is someone who is the most responsible person to train or employ excellent teachers and manage other admin or supporting staff to be able to facilitate well for the best academic achievement of the students.

Question (3)

It is about asking the question "What are the biggest challenges you face in managing student discipline?" The responses of 5 of the 7 respondents are as follows:

Respondent A answers that it includes balancing firmness with support, all stakeholders' consistency in following the policy and rules, parents' involvement, and underlying factors such as family issues, academic struggles, and mental health.

Respondent B replies that the biggest challenge is the generation gaps with changes in culture, attitudes, and trends.

Respondent C's answer is that the biggest challenge lies in nurturing students to understand and accept that the instructions of teachers and the establishment of discipline are for their future benefit. Another challenge is the lack of active participation from key stakeholders-teachers and parents-in fostering the development of good behavior, manners, and a positive mindset in students during their school years. Lastly, determining suitable disciplinary measures for students who do not follow the established discipline is also another significant challenge.

Respondent D answers that the students are from different backgrounds (education, family, social and racial origin, financial status). So, it is difficult to manage evenly. Most of

the students are teenagers and they are curious about everything. It is more difficult to handle. Respondent E’s reply is that the biggest challenge for me in managing student discipline is having no consistent and harmonious approach among teachers. I believe if all the teachers consider they are responsible for taking the shares of responsibility in managing it, the students will be more obedient and committed.

Question (4)

It is the survey question to the school administrators that “What issue do you find most often in your school.....? If there are any other types of issues, please explain briefly.” 7 respondents replied as follows:

Respondent A answers that student bullying, student harassment of other students, gender identity, student acts of disrespect for teachers other than verbal abuse, and there are also no completing homework or assignments, leaving campus without permission of school authorities, and discrimination.

Respondent B replies that student bullying, student harassment of other students, gender identity, and bullying or discrimination can also be found among teenage students. Also, romantic relationships among students can lead to distractions or inappropriate behavior that affects their academic focus and the school environment. It’s important to guide them on maintaining appropriate boundaries and prioritizing their education while encouraging respectful and responsible behavior in their personal interactions.

Respondent C answers that student bullying, student harassment of other students, and gender identity are found.

Respondent D responses that student racial/ethnic tensions, and widespread disorder in the classroom, moreover, violating dress code, physical or cyberbullying, and smoking are found in the school compound.

Respondent E answers that bullying and another misconduct of students is vaping.

Respondent F replies that student bullying, student harassment of other students, student sexual harassment of other students, and widespread disorder in the classroom are mostly found.

Respondent G answers that student bullying, student harassment of other students, student verbal abuse of teachers, widespread disorder in the classroom, and student acts of disrespect for teachers other than verbal abuse are found and also there are inappropriate behaviors between students related to having relationships like PDA in the classroom or elsewhere in the school compound.

Respondents’ Optional Survey on Managing Educational Issues and Disciplinary Issues

In the examination of the respondents’ options regarding the educational leadership role in managing educational issues and managing disciplinary issues, the Five-point Likert Scale was used. It ranges from 1 is strongly disagree, 3 is the neutral midpoint, and 5 is strongly agree level. Based on Andrew, (2023) [26] and Rensis Likert, (1932) [27], the interpretation of the mean value depends on the range value, as follows:

Table 7: The Likert Scale Interpretation

Scale	Range-Value	Verbal Interpretation
5	Above 4.21	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Acceptable (Neutral)
2	1.81-2.60	Disagree
1	1-1.80	Strongly Disagree

Source: Andrew, 2023 [26], adopted from the rule of Rensis Likert, 1932 [27]

Respondents’ Options on Managing Educational Issues

This study examines the respondents’ options relating to managing educational issues, it involves a total 9 statements relating to managing educational issues.

Table 8: Mean and Standard Deviation of Managing Educational Issues

Sr. No.	Description	Mean	St. Dev	Agree Level
1	School has written policies and procedures for managing educational crisis.	3.65	0.88	Agree
2	The school leaders actively engage in instructional leadership focus on improving teaching quality and learning outcomes.	3.70	0.89	Agree
3	Principal and school administrators' highest degrees of education influence on managing educational crisis.	3.30	1.05	Neutral
4	The years of being principal in the current school influence on the educational crisis.	3.41	0.85	Agree
5	Principal direct engagement in setting educational crisis is important in monitoring and providing feedback to teachers.	3.67	0.94	Agree
6	In setting an educational crisis, principal and instructional leaders invest in professional development for teachers.	3.59	0.91	Agree
7	School had developed educational standards, safety protocols, and legal requirements in effective school management.	3.74	0.98	Agree
8	The school uses a notice board and seminar to communicate information about educational crises to students.	3.66	1.05	Agree
9	The school has a plan to respond to emergencies and crises for the safety and well-being of students and staff.	3.63	1.13	Agree
	Overall mean value	3.59		Agree

Source: Survey data, 2024

According to Table (8), the overall mean value of 3.59 on a Likert scale (typically ranging from 1 to 5) for respondents’ options on overall managing educational issues in the school suggests that respondents agree with this statement. This favorable mean value result indicates that the school administrators and management manage educational issues effectively. The majority of participants have a positive

perception of how these issues are managed by the school management team.

The mean value of 3.65 on a Likert scale (typically ranging from 1 to 5) for the first statement “School has written policies and procedures for managing educational crises” presents that respondents generally agree with this statement. The majority of respondents agree that the school

has written policies and procedures for managing educational crises, with a mean value of 3.65, indicating a positive perception of clear, well-communicated standards and protocols.

As for the second statement, a mean value of 3.70 on a Likert scale for the statement “The school leaders actively engage in instructional leadership focusing on improving teaching quality and learning outcomes” and most respondents believe school leaders are actively engaged in instructional leadership, recognizing their efforts in improving teaching quality and learning outcomes.

Regarding the third statement “Principal and school administrators’ highest degrees of education influence on managing educational crises”, the calculated mean value of 3.30 on a Likert scale for the statement suggests a neutral or moderate level perception among respondents. Respondents have mixed perceptions about the influence of educational degrees on crisis management, with moderate-level respondents showing a positive and significant impact.

For the statement “The years of being principal in the current school influence on the educational crisis”, the mean value is received at 3.41. This is above the midpoint (3.0), showing a tendency towards agreement. The majority of respondents believe the principal’s tenure significantly influences the management of educational crises, with moderate agreement on this matter.

As for the statement of “Principal direct engagement in setting educational crisis is important in monitoring and providing feedback to teachers”, it received a mean value of 3.67. The majority of respondents agree that the principal’s direct engagement in setting educational crisis protocols is crucial for monitoring and providing feedback to teachers, indicating a positive perception of crisis management.

In the analysis of the setting of an educational crisis, the mean value of 3.59 is a high mean value and falls in agree mean range, indicating the majority of respondents have positive perceptions of the principal and instructional leaders investing in professional development for teachers.

The highest mean value in managing educational issues by

school management is found in the statement that the school had developed educational standards, safety protocols, and legal requirements in effective school management”, which received a mean value of 3.74. This mean value falls in the agree mean range, indicating that most respondents believe the school has effectively developed educational standards, safety protocols, and legal requirements, with a positive perception, indicating recognition and appreciation for these efforts.

The statement “The school uses a notice board and seminar to communicate information about educational crises to students” receives a mean value of 3.66, which is high and falls in agree mean range. The result suggests that respondents generally agree that the school effectively uses notice boards and seminars to communicate about educational crises, with a positive perception that these methods are recognized and appreciated.

In the analysis of the managing educational crisis, the study finds out the respondents’ rating by mean score of 3.63, indicating the majority of respondents positively perceive school management’s effective emergency response plan, ensuring the safety and well-being of students and staff, indicating overall agreement with school planning efforts.

Managing Disciplinary Issues

In the analysis of the managing disciplinary issues, the Five-point Likert Scale measure is also used. The analysis involves eight statements, regarding the educational leadership role in managing disciplinary issues at the school.

Table 9: The Likert Scale Interpretation

Scale	Range-Value	Verbal Interpretation
5	Above 4.21	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Acceptable (Neutral)
2	1.81-2.60	Disagree
1	1-1.80	Strongly Disagree

Source: Andrew, 2023 ^[26], adopted from the rule of Rensis Likert, 1932 ^[27]

Table 10: Mean and Standard Deviation of Managing Disciplinary Issues

Sr. No.	Description	Mean	St. Dev	Agree Level
1	The school has a written policy enforcing disciplinary policies and procedures.	3.89	0.92	Agree
2	School leaders play a pivotal role in managing disciplinary issues in high schools.	3.70	0.96	Agree
3	The school follows compliance with all local, state and federal regulations on managing student discipline.	3.79	0.90	Agree
4	School has resources in counseling services, and behavior intervention programs to support students with behavioral issues.	3.49	1.05	Agree
5	I am ensuring that all staff members are aware of and follow the disciplinary policies.	3.30	0.96	Neutral
6	Creating and promoting a safe, inclusive, and supportive environment for students and staff.	3.65	0.93	Agree
7	Principal and administrators actively take part in handling disciplinary issues.	3.77	0.89	Agree
8	The school has designed to collect feedback from students about effectiveness of disciplinary measures in creating a positive school climate.	3.54	1.08	Agree
	Overall mean value	3.64		Agree

Source: Survey data, 2024

According to Table (10), the overall mean value of 3.64 is a high mean value, which falls in the agree mean range, indicating the majority of respondents generally perceive the educational leadership’s role in managing disciplinary issues at the school, positively. On the other hand, the high mean value of 3.64 indicates that the majority of respondents agreed that educational leadership is effective

in handling disciplinary issues.

Regarding the statement that the school has a written policy enforcing disciplinary policies and procedures, the mean value is received at 3.89, which falls in the “agree” range, which shows the positive perception of school leaders’ effectiveness in managing disciplinary issues in high schools. This is the highest mean value among all

statements, indicating being a written policy, enforcing disciplinary policies and procedures are the most significant educational leadership role in managing disciplinary issues. The statement of the school leaders who play a pivotal role in managing disciplinary issues in high schools received a mean value of 3.70 which falls in the “agree” range, indicating that the majority of respondents have a strong positive perception of the role of school leaders and their pivotal role in managing disciplinary issues for student outcome effectiveness.

In the analysis of the school follows compliance with all local, state, and federal regulations on managing student discipline, the respondents voted the total mean value of 3.79, which falls in the “agree” mean range, indicating that the majority of respondents believe the school administrator is diligent in adhering to all relevant regulations, indicating a strong positive perception of their compliance.

A mean value of 3.49, falls in the agree mean range, indicating that the majority of respondents have higher perceptions of the school’s resources in counseling services, and high trust in behavior intervention programs to support students with behavioral issues.

A mean value of 3.30, which falls in moderate level agreement, indicates that respondents are ensuring staff members are aware of and follow disciplinary policies, showing moderate trust in the school’s processes and believing disciplinary actions are conducted within established laws and guidelines.

A mean value of 3.65, which falls in agree mean range, indicates the high trust of the majority of respondents in creating and promoting a safe, inclusive, and supportive environment for students and staff.

The mean value of 3.77, which also falls in agree mean range, indicates the principal and administrators actively take part in handling disciplinary issues. The higher mean value in the agree level can be seen as positive feedback from respondents for the school’s administration and leadership.

The mean value of 3.54, which falls in the agree mean range, indicates that the school has designed to collect feedback from students about the effectiveness of disciplinary measures in creating a positive school climate.

In general, the majority of respondents are found to have a high perceived level towards the educational leadership’s role in managing disciplinary issues at the school.

Effective Student Outcomes

The educational leadership’s role in managing educational crises and disciplinary issues is to aim for effective student outcomes. In that study, the effective student outcome is analyzed by the use of ten statements. All the respondents have to respond to their options based on a Five-point Likert Scale measure. Table (11) reveals the survey result of the analysis of effective student outcomes, as follows:

Table 11: The Likert Scale Interpretation

Scale	Range-Value	Verbal Interpretation
5	Above 4.21	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Acceptable (Neutral)
2	1.81-2.60	Disagree
1	1-1.80	Strongly Disagree

Source: Andrew, 2023 [26], adopted from the rule of Rensis Likert, 1932 [27]

Table 12: Mean and Standard Deviation of Managing Effective Student Outcomes

Sr. No.	Description	Mean	St. Dev	Agree Level
1	The principal role is to enhance teacher's instructional practices to improve effective teaching and student learning.	3.75	0.96	Agree
2	The school principal creates a positive school climate with a supportive and collaborative school environment to boost student emotions and engagement in learning.	3.57	1.01	Agree
3	I feel that instructional leadership is important in building students' academic outcomes.	3.91	1.13	Agree
4	The extent of school leaders support and prioritize active, engaging lesson plans shapes teachers' perceptions and practices on the time spent in teaching.	3.64	0.93	Agree
5	School leader emphasizes the importance of interactive teaching methods that encourage teachers in their time spent in interactive classes.	3.63	0.96	Agree
6	Teachers benefit from ongoing professional development opportunities, which enable them to create and execute engaging lesson plans.	3.81	0.85	Agree
7	Training in active learning techniques can boost teachers' confidence and competence, leading to more interactive classes.	3.83	0.85	Agree
8	Active learning techniques can enhance teachers' confidence and competence, resulting in more interactive classes.	3.92	0.85	Agree
9	Teachers' collaboration and sharing best practices can improve lesson plans.	4.21	1.02	Strongly Agree
10	School leaders who foster a collaborative culture contribute to more effective and engaging teaching strategies.	3.88	0.91	Agree
	Overall mean	3.82		Agree

Source: Survey data, 2024

Educational leadership’s role is to be effective management of disciplinary issues and educational crises which helps to create a safe and conducive learning environment. It is also involving building trust and respect. In this analysis, the overall mean value of 3.82, which falls in the agree mean range, indicates a very positive perception among all the respondents towards educational leadership’s effectiveness

in managing educational crises and disciplinary issues in the school.

The mean value of 3.75 on the Likert Scale, falling in agree mean range, indicates that the majority of respondents show a high and positive perception of the principal role, which is to enhance teacher's instructional practices and to improve effective teaching and student learning.

The mean value of 3.57, which falls in the agree mean range, also indicates the majority of respondents believe that of school principal creates a positive school climate with a supportive and collaborative school environment to boost student emotions and engagement in learning.

The mean value of 3.91, which falls in the agree mean range, indicates the majority of respondents have high feelings and trust in the role of instructional leadership, which is important in building students' academic outcomes. The mean value of 3.64, a high mean value, indicates that the majority of respondents have high perception and confidence in the extent of school leaders who can support and prioritize active, engaging lesson plans that shape teachers' perceptions and practices on the time spent in teaching.

The mean value of 3.63 is also a high mean value and falls in the agree mean range, indicating that the majority of respondents have strong agreement with the school leader who can emphasize the importance of interactive teaching methods that encourage teachers in their time spent in interactive classes.

The mean value of 3.81, is a high and agree level mean value, indicating high trust for teachers who can benefit from ongoing professional development opportunities, which enable them to create and execute engaging lesson plans.

The mean value of 3.83, which falls in the agree mean range, indicates the higher perceptions and high belief among respondents that training in active learning techniques can boost teachers' confidence and competence, leading to more interactive classes. When respondents rate the active learning techniques can enhancing teachers' confidence and competence, resulting in more interactive classes by the Likert 5-Points Scale measure, the received mean value of 3.92, shows the agreement of the majority of respondents. This indicates the high perception and trust in active learning techniques which can develop student learning outcomes.

The mean value of 4.21, which is in the agree mean range, indicates that teachers' collaboration and sharing of best practices are beneficial for student learning outcomes by improving lesson plans.

The mean value of 3.88, with falls in the agree level mean range, indicates the high perceptions among respondents that school leaders who foster a collaborative culture contribute to more effective and engaging teaching strategies. High agreement in all the statements reflects robust confidence and belief in the leadership's capabilities in managing disciplinary issues.

Reliability Analysis

In the examination of the school leadership role in managing educational crises and disciplinary issues, a Five-point Likert scale measure was used. It involves asking questions to the respondents. There, it is needed to be a consistent reply from the majority of respondents. Scale analysis is the use of the reliability of survey questions in research studies. Scale analysis is related to a measure of internal consistency of a set of scale or test survey question items.

The Cronbach's alpha value ranges from 0 to 1. When the alpha value is nearer to 1, it shows the statements on a scale

are highly correlated with each other. In general rule, an alpha value above 0.7 is considered acceptable, above 0.8 is good, and above 0.9 is excellent.

Table 13: Cronbach's Alpha Interpretation

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: (Sürücü & Maslakci, October 2020)

The scale analysis was done by SPSS calculation method. By this analysis, the validity and reliability of the scales are important factors that enable the research to yield reliable and healthy results. The degree to which Cronbach's alpha value represents to understand researchers of how the reliability and validity of the scales are measured correctly.

Table 14: Cronbach's Alpha Result

Name of Variable	Cronbach's Alpha	N of Items	Remark on Consistency
Managing Educational Issues	.836	9	Good consistency
Managing Disciplinary Issues	.845	8	Good consistency
Student Effective Outcome	.908	10	Excellent consistency
Total	.863	27	Good consistency

Source: Survey data, 2024

Managing educational issues is tested with 9 statements. The managing disciplinary issues are tested with 8 statements or items. The student effective outcome is tested with 10 questions, and altogether 27 items are used in this quantitative survey study.

The coefficient value of managing educational issues is 0.836, managing disciplinary issues received an alpha value of 0.845, and the student effective outcome received 0.908. Since all the Cronbach's alpha values are higher than 0.8, the respondents' responses on survey questions, are said to be good consistency of survey questions constructed, which are applicable to use in that study. These findings can be concluded that the survey questions in this study are reliably measuring the same underlying construct.

Relationship between Managing Educational Crisis and Disciplinary Issues and Managing Student Outcome Effectiveness

In this study, the dependent variable is managing student outcome effectiveness and the independent variables or influencing variables are Managing Educational crisis and Disciplinary issues. To reveal the relationship between the influencing factors and the dependent variable, correlation analysis was used. The Correlation analysis in SPSS is a statistical method that is a useful tool to examine the relationship between two or more variables. Table (15) presents the correlation analysis between Managing Educational Crisis and Disciplinary Issues and Managing Student Outcome Effectiveness, by the use of the SPSS statistical calculation method, as follows:

Table 15: Correlation Analysis between Managing Educational Crisis and Disciplinary Issues and Managing Student Outcome Effectiveness

Variable	Pearson Correlation	Sig. (2-tailed)	N	Remark
Effective Student Outcomes	1		100	
Managing Educational Issues	.566**	.000	100	
Managing Disciplinary Issues	.619**	.000	100	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data, 2024

In the study, all the correlation coefficient (r) values are found to be positive and significant values to the dependent variable of Effective Student Outcomes. This means that the school leadership role in managing educational issues is positively and significantly correlated to effective student outcomes at a 1% level ($r=.566, p<0.01$). Its relationship is a moderate level correlation towards effective student outcomes.

The school leadership role in managing disciplinary issues is found as positively and significantly correlated to effective student outcomes with a p-value of 0.01, ($r=.619, p<0.01$). Its relationship is highly correlated to two variables managing disciplinary issues and effective student outcomes.

Section 5: Presentation of Solutions and Recommendations

The study's conclusions were based on the responses of the school leaders including the principal, vice principal, school administrators, discipline master, student affairs, and head of the training department, a few students and teachers to each interview question, with each response being coded to uncover new themes. Qualitative and quantitative data interpretations are aligned with the research questions. It is becoming more widely acknowledged that a key component of educational institutions' success is the connection between student academic results and efficient educational leadership and management. The study has identified some areas where management and leadership techniques can be improved to create an atmosphere that supports academic success. To improve student outcomes, this presentation addresses strategic solutions and offers practical suggestions for educational leaders. A thorough leadership framework that fosters a common vision and set of values should be in place because the school is expanding quickly. Effective educational standards and leadership practices can be aligned with the help of frequent workshops and seminars by creating a mentorship program that matches more experienced executives with less experienced administrators to exchange best practices. Furthermore, by creating specialized professional development courses that emphasize leadership abilities and best practices in education, educators in the school can develop in every aspect of academic issues in engaging with students in class as well as in emotional and social well-being although the school has already planned twice-yearly professional development days that are devoted to instruction in creative teaching methods, effective management practices, and emotional intelligence. The school should implement a digital communication platform that facilitates frequent updates, feedback loops, and cooperative projects, guaranteeing that all stakeholders are informed and

involved. This will enable the use of sophisticated communication tools and strategies to enhance collaboration among staff, students, and parents. Therefore, there won't be any delay in students' social, emotional, and academic matters so that school leaders can manage easily and effectively learners' achievements. The academic results of students can be greatly impacted by educational leaders who proactively address the issues that have been identified and put these strategic solutions into practice. Effective leadership must be both ingenious and responsive, modifying methods to engage teachers and enable students to reach their greatest potential. A vibrant learning environment will be created by following these suggestions, which will eventually improve every student's academic performance. If all the members of the institute work collaboratively to transform our educational institutions into exemplary centers of learning and leadership, every student has the opportunity to achieve academic excellence.

According to the findings of this study, the results of the students' academic outcomes are based on effective educational leadership and management in managing educational and disciplinary issues. With the teachers' collaboration and sharing of best practices for improving lesson plans, there is an outstanding effect on the students' academic achievement. If the school principal creates a positive school climate with a supportive and collaborative school environment to boost student emotions and engagement in learning, the learners' performance will improve and have great success in academics. According to the findings of different school leaders, there are several issues such as bullying, no completion of homework or assignments, leaving campus without the permission of school authorities, discrimination, gender identity, etc. Although the school handles disciplinary issues more effectively and consistently because it has a written policy enforcing disciplinary policies and procedures, students will be more obedient and committed if all staff members are aware of and follow the disciplinary policies. In order for the school to grow quickly and achieve exceptional academic results for its students, it also developed safety procedures, educational standards, and legal requirements for efficient school management. Although the school leaders have challenges and difficulties in managing educational and disciplinary issues, they try their best to handle for the effectiveness of the students' achievement. The institute has undergone remarkable development and improvement; after two academic years, it now has roughly 1500 students, compared to its initial 500, and about 40 to 180 teachers because effective educational leadership and management overcome the challenges and difficulties in managing educational and disciplinary crises. It can be concluded that the school leadership role in managing educational and disciplinary issues and the effective student outcomes is examined.

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