

Educational Leadership And Its Influence On Art-Based Learning

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Abstract– This paper analyzes the art-based learning with an educational leadership in primary and secondary educational institutions. This study seeks into the ways in which leadership decisions in art-based teaching and learning can be fostered to create an environment for artistic development; an environment that galvanizes the tourism planning and management profession to act. Results show that art-based programmers' effectiveness is greatly increased by transformational and collaborative forms of leadership.

Keywords– Educational Leadership, Art-Based Learning, Teaching Practices, Leadership Styles, Creativity, Student Engagement, Transformational Leadership, Collaborative Leadership, Art Education, Curriculum Development.

I. INTRODUCTION

The realization that educational leadership is a foundation on which the quality and direction of education in schools are shaped cannot. Academic and students' creativity, critical thinking, emotional intelligence is all influenced by it. Yet very little has been written about the role of leadership nurturing art-based learning. It includes visual art, music, drama and dance, which are the bases for nurturing holistic development of students in a real sense. Art education is well documented, as it develops skills such as creativity, feelings of expressing, and innovative thinking which are highly important in today knowledge-based economy [11].

In terms of leadership decisions about funding allocation, curriculum design, and teacher professional development decisions, art-based learning program success rests in most educational systems. Supportive leadership structure can empower teachers and improve student engagement, as well as increasing the value that is associated with arts education. Thus, educational leadership and art-based learning is paramount in exploring what impact art education can be sustained and expanded in school environments. However, scholars such as Bresler (2010) first focused on demonstrating the importance of leadership in the arts as the aspect of school leadership directly having an impact on how the arts education program has been supported by the cultural and institutional forces [2]. Educational leaders who focus on arts enhance the general atmosphere of the school and make it viable for creativity to grow. In this context, leadership does not just include administrative matters, but also make strategic decisions, and setting a vision and building school's ethos could be based on values of creative expression. It is known that transformational leadership, which includes vision, inspiration, and fostered innovation, is an effective style of leadership that can support the arts. Several leadership styles influence the way in which schools view and handle art-based learning. In addition, transformational leadership calls teachers to adopt change and innovation, while collaborative leadership takes the teachers in the decision-making process and professional development activities. Little is known, however, about how to support school leaders in implementing those models, the impact on teachers and students doing art education, and the outcomes with respect to student engagement and student engagement in the arts. The purpose of this paper is to explore the extent to which the educational leadership styles have an impact on the implementation and effectiveness of art-based learning programs which take place in schools [9].

The contribution of this research is how it may inform valuable ideas to educational leadership in improving art-based learning. Other studies have shown that art education helps enhance students' work in other subjects, builds emotional resiliency and helps in a well-rounded development. But the problem is to push and make work for arts into the curriculum. This study is intended to explore how various leadership styles aid in overcoming art education barriers and dominium's strategies at which the art-based learning can be improved by educational leaders [3]. The research also has to offer to the literature around educational leadership a specific aspect dealing with arts. This is especially true in the educational systems where the arts are increasingly regarded as secondary to so-called traditional subjects. The study focuses on how leadership can affect the success of art-based learning to bring to light the important role school leaders play in shaping how students develop in art and the creative aspects. In addition, this paper will cover the ways in which leaders can meet common obstacles, as resource restricted, or standardized testing pressures may hinder the progress of art programs in schools [4]. Finally, the main aim is to suggest practical advice for educational leaders on the features of their dimension that have to be developed to facilitate the teaching of art that promotes and enriches the students' educational process and contributes to improve their academic success [5].

Novelty and Contribution

The impact of educational leadership specifically on art-based learning is brought to the current body of research with a novel perspective. Though much investigation has been done on leadership and academic subjects, like mathematics and literacy, there has been little to do with leadership and creative disciplines such as the arts. First, the main contribution of this paper is a better understanding of how the integration of art education in schools impact the successful integration of art education in schools depending on the kind of leadership used—transformational leadership, collaborative leadership and transactional leadership. Contribution of this study rests in its mixed methods approach whereby, quantitative surveys used to portray the role of leadership in art education are complemented with qualitative interviews to understand the viewpoints of teachers and leaders on the role of leadership in art education. Additionally, this research contributes, from an additional angle, more than just leadership styles, it looks at the ways which these styles are affecting the teaching and learning in the arts education specifically [6].

The paper also outlines the difficulties school leaders confront when attempting to incorporate art into curriculum, predictive on budget restraints and prioritization by academics, and the undervaluing of arts through testing standards. By examining these barriers, the study provides practical suggestions for removing these obstacles and make art an important motivation for educational leaders, advocating the significance of arts and gain the resources and support to have art programs. At its core this research is novel for its focus on the meeting of educational leadership and art-based learning. Study contributes to the field of educational leadership by using this relationship to explore it in depth, revealing such knowledge which could be used in policy, leadership practices, and curriculum development. The findings could help to influence the way future conversations about the role of leadership in its support for a complete education of the type built around creativity and the arts is understood.

II. RELATED WORKS

In 2020 P. A. Woods et.al., S. Culshaw et.al., K. Smith et.al., J. Jarvis et.al., H. Payne et.al., and A. Roberts et.al., [10] proposed on considered to be an important factor in shaping the fate of schools and deciding the efficacy of art based learning, educational leadership is broadly recognized by the wide range of experts. In the past, there has been extensive work on the role of leadership in enhancing academic achievement but interest in leadership as an art education promoter has gained momentum in recent years. Art education including visual arts, music, drama and dance provides students with an opportunity for self-expression, creativity, and critical thinking skills. The changing face of education and emphasis on standardization has raised the issue of educational leaders' important responsibility of promoting and carrying out the art-based learning programs.

An area of study is the influence of leader shapes on art education. As mentioned earlier, art education is most conducive to the formation of a supportive environment when transformational leadership, which

aims to motivate and excite teachers and students, is utilized. Employees who pursue leadership through a transformational approach can develop a school culture that encourages creativity and artistic expression. Based on these leaders, the development of a shared vision of art for arts is advocated as facilitating the development of teachers' innovative practices and engagement of students in meaningful art related experiences. In the arts, transformational leadership has been proven to stimulate risk taking and explorations which are vital in driving a creative direction. In a positive manner, collaborative leadership also contributes to the success of art education. Leadership, seen in synch endeavors, as a collaborative approach, emphasizes teachers' decisions as this forces them to be part of the decision-making processes, offering them opportunities for continuing professional development, building a sense of ownership and a feeling of responsibility from the educators. In this sense, this type of leadership style creates a feeling of community and an understanding of responsibility in creating a successful art program. In contrast, collaborative leadership supports also the integration of arts into other areas, increasing the cross-discipline learning and affirming that the arts, whether as an area of study or as part of a wider educational experience, are important. On the other hand, while transactional leadership concentrating on routine management tasks and compliance to the norms had found to be less effective in promoting art education, leadership emphasizing individual creativity and the transcendence of the known received broader acceptance. Leaders who have a predominantly transactional leadership will not focus heavily on the arts or won't appreciate the specific needs for art teachers and students. Such leadership can lead to few resources and even less support in the development of creative programmers. Without the vision and the commitment that transformational and collaborative leadership provide, art education may be relegated to a second priority far too far in the future for the students and his or her teachers to engage with it. In 2024 B. Sandberg et.al., [1] introduced the research has shown as well that art educators have much less success overcoming these challenges with their time and resources when the art education program is not supported by supportive leadership. It's leaders who lead the way for the arts and work to integrate it into the overall curriculum who will be successful in creating lasting and lasting art programs. These leaders secure the funding, promote community partnerships, and engage with the stakeholders for the value of art education to ensure that there is not only a preservation of art education in the school but art education flourishes in the school setting. In addition, leadership also has great influence in designing art pedagogy. There is research that when school leaders offer professional development opportunities for art teachers, then that benefits from improved teaching practices and better student outcomes. Therefore, it is vital for professional development programs related to the new art education trends, strategies on engaging students and inciting creativity for students. Furthermore, when art teachers and other subject-area teachers work together, educational leaders encourage, it becomes more integrated and holistic approach to student learning. Leadership decisions also come to play in the integration of the arts with the larger curriculum. The more that school leaders recognize the value of art education and are actively engaged in seeking to integrate art into a well-rounded educational program, the more likely they are to organize, using the arts, for endeavors that combine the arts with other subjects such as language arts, history, science. These interdisciplinary approaches not only aid students develop a better understanding of art but also enable them to see how art is related in other subjects of learning and in daily life. Also, the student engagement emphasis of leadership has a key role in the success of art-based learning. The leaders that promote an atmosphere where students are allowed to wander and be creative would generally have higher rates of engagement and motivation in the arts. The benefits of this extend beyond the progress in students' art related subjects to their academic achievement and total person development. In 2023 P. A. Woods et.al., S. Culshaw et.al., K. Smith et.al., J. Jarvis et.al., H. Payne et.al., and A. Roberts et.al., [12] suggested the study of educational leadership and art based learning is multi layered in that there is the issue of leadership styles, teacher engagement, resource allocation and curriculum integration that constitute the possible success of art education. The role of leadership in the era of educational change and challenges will always be important in its support and increasing of art education. School leaders should acknowledge the importance of art education and practice leadership that encourages creativity and innovation to make sure that students have a well-rounded education that not only fuels academic growth but also artistic. My discussion largely suggests that educational leadership

is an important factor in the overall success or failure of art-based learning programmers. Art education quality has been found to be greatly enhanced with transformational, collaborative, and supportive leadership styles whereas transactional leadership has been proven to limit it. Recognizing the influence of leadership in art-based learning is becoming more important as the role of the arts in education continues to be recognized.

III. PROPOSED METHODOLOGY

This study seeks to investigate the link between educational leadership and the attainment of art-based programs in schools using a method. The research seeks to determine the effects of various leadership styles on teachers' perspectives regarding art integration, the regard for art in the curriculum, and the final results obtained from art education among students. Overall, the study utilizes the methods of a mixed methods approach in which qualitative and quantitative research techniques were utilized. The methodology of this section is based on research design, data collection methods and analytical techniques that are empirically dwelling on the research questions [8].

A. Research Design

An exploratory mixed methods research design that combines qualitative interviews with educational leaders and art teachers along with quantitative surveys of students, is used by the study. By doing so, this design allows for the collection of rich and in-depth data on leadership styles and art education practices, while allowing for statistical analysis of leadership style and art education practice patterns and trends when using a larger sample. It is carried out in several schools with different styles of leadership in order to give a comprehensive view about how leadership affects the success of art education programs.

The process of doing research includes three specific stages: preparation, data collection, data analysis. The following portrays a flowchart of the research process showing the major steps of the study.

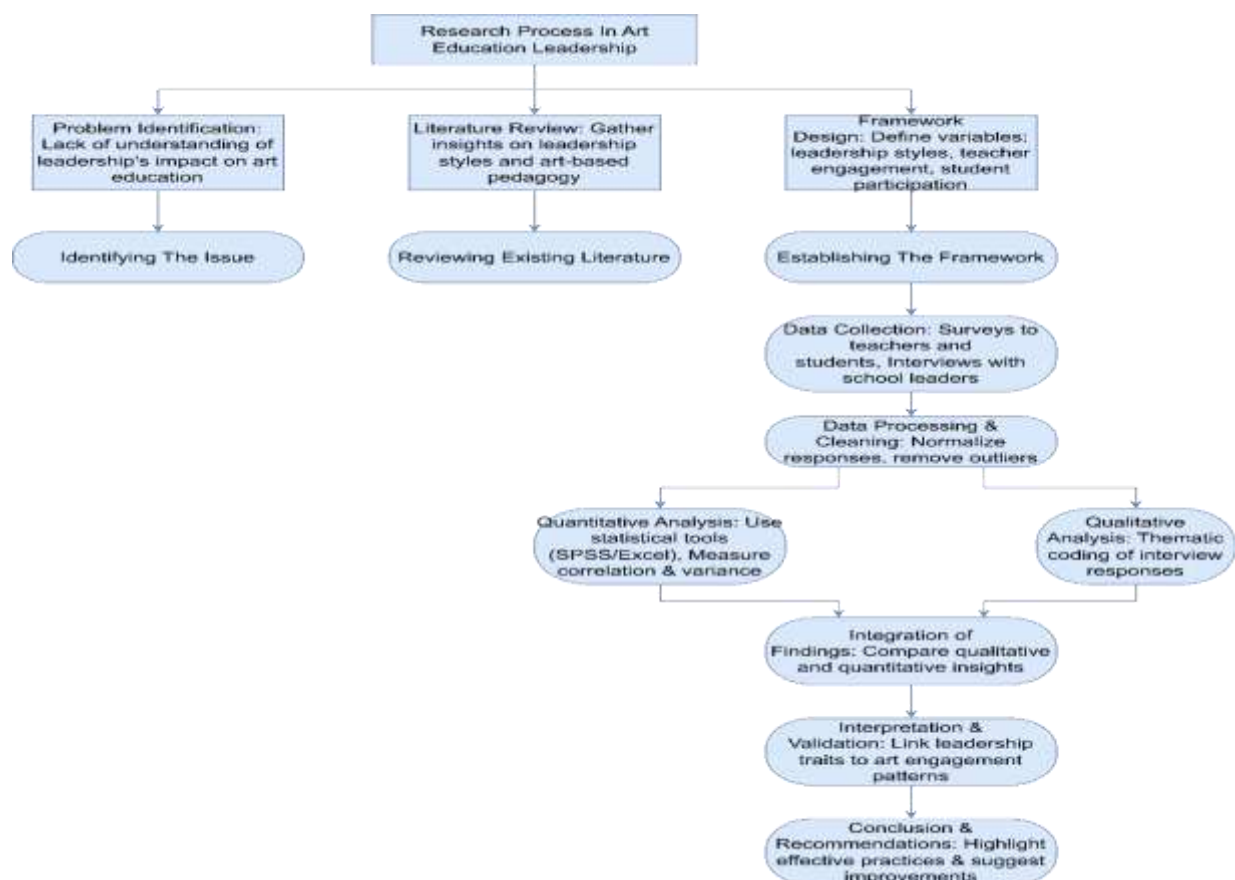


FIGURE 1: METHODOLOGICAL FLOW OF EDUCATIONAL LEADERSHIP'S IMPACT ON ART-BASED LEARNING

B. Data Collection

Qualitative Data Collection – The qualitative part gathers semi structured interviews from the educational leaders (principals, departmental heads) and art teachers. These, among other things, will be explored in these interviews:

- The leadership styles of school leaders and their approach to supporting art education.
- The perceived challenges and barriers to implementing art programs.
- Strategies employed by leaders to enhance art education.
- The impact of leadership on teachers' autonomy, motivation, and creativity in the classroom.

In each case, the interviews will be audio-recorded with the participant's consent, conducted either in person or via video conferencing. The participant's response will run on average around 45 to 60 minutes in length, and the participant will be given the chance to go over and edit its response.

Quantitative Data Collection – With the quantitative part of the study, the survey will be administered to students who are enrolled in any type of art-based learning program. The surveys will assess:

- Student engagement and motivation in art education.
- The perceived importance of art in the overall curriculum.
- The influence of leadership on their art learning experiences.

The students from various schools with varied leadership structures will receive the surveys. will be closely followed to achieve accurate representation in the surveys and response rate as well as validity.

C. Data Analysis

Quantitative Analysis: Quantitative analysis will be derived from the analysis of socio-economic data collected. This then permitted us to identify recurring thematic issues pertaining to leadership styles, challenges to art education and successful ways of school leaders. Assistance with coding and organizing the data would be provided by using NVivo or similar qualitative analysis software. It will enable the detection of the dominant patterns and relationships in the data.

Statistical analysis to test correlations between leadership styles and student engagement in art education will be conducted using quantitative data from student surveys. The data will be summarized using some descriptive statistics (such as mean scores and standard deviations). During the analysis, the following equations would be used.

It is Pearson's Correlation Coefficient Devils derived for evaluating the degree and direction of connections between leading ability and engagement:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Simple Linear Regression to predict student engagement based on leadership style:

$$Y = \beta_0 + \beta_1 X + \epsilon$$

Multiple Regression Analysis to examine the impact of multiple variables (leadership styles and other factors) on student engagement:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \epsilon$$

ANOVA (Analysis of Variance) for comparing the differences in student engagement across various leadership styles:

$$F = \frac{\text{Between-group variance}}{\text{Within-group variance}}$$

Standard Deviation to measure the dispersion of engagement scores:

$$\sigma = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

Factor Analysis to identify underlying factors that contribute to student engagement:

$$X = \Lambda F + \epsilon$$

Cronbach's Alpha for assessing the reliability of survey items related to engagement:

$$\alpha = \frac{N}{N-1} \left(1 - \frac{\sum \sigma_{\text{items}}^2}{\sigma_{\text{total}}^2} \right)$$

The analysis will be performed using the statistical software packages SPSS or R. Then the quantitative data will be analyzed to detect the patterns in the relationship among leadership practices and student engagement in art education.

D. Validity and Reliability

To ensure the validity and reliability of the study, several steps will be taken:

- **Triangulation:** The use of both qualitative and quantitative data collection methods will help ensure that the findings are robust and consistent. Triangulating data from interviews and surveys will provide a well-rounded perspective on the research problem.
- **Pilot Testing:** The interview and survey instruments will be pilot tested with a small group of participants before the main data collection begins. This will allow for adjustments to be made based on feedback and ensure that the instruments are clear and effective.
- **Reliability Testing:** The reliability of the quantitative data will be assessed using Cronbach's alpha to evaluate the internal consistency of the survey items. A value above 0.7 will be considered acceptable for this study.

E. Ethical Considerations

All the research process will be done carefully with ethical considerations. Participating will be assured that their responses will be anonymous and their participation in the study is voluntary. The data collected will be stored securely and only used for this research purposes. In addition, all ethical research with human participant guidelines will be followed.

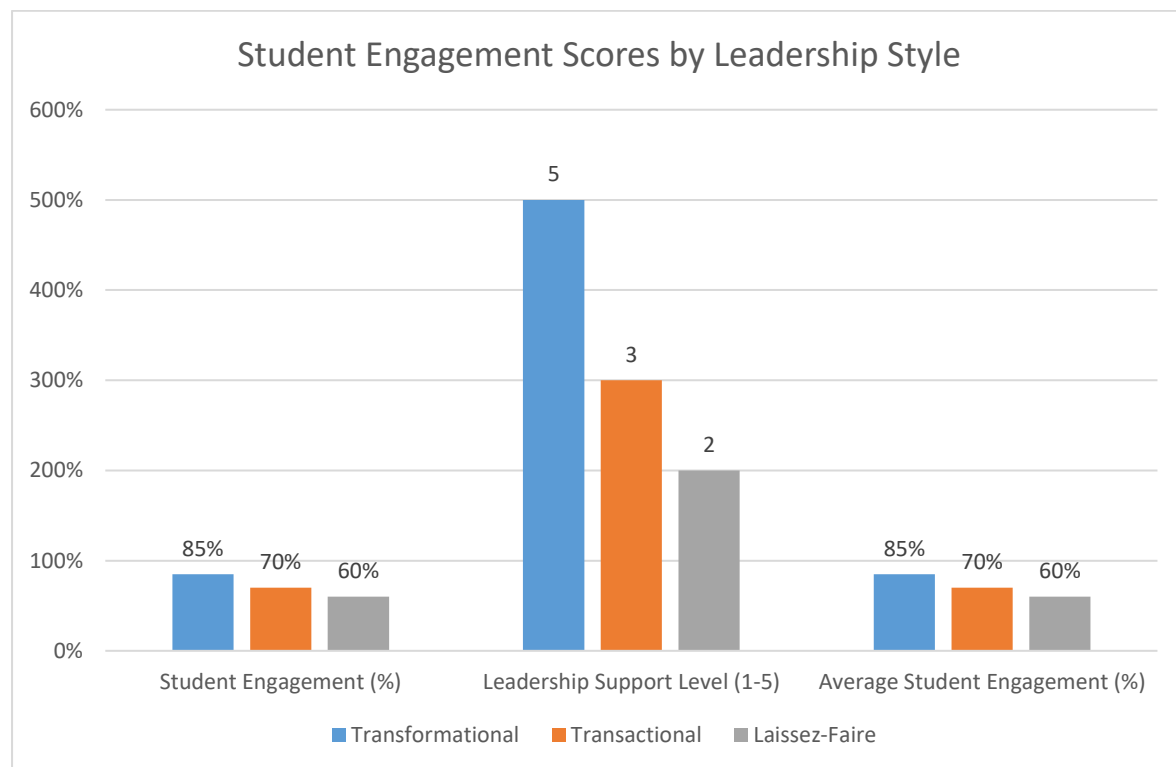
F. Expected Outcomes

Specific outcomes expected from this research are a full understanding of how various types of leadership impact how art-based learning programs can integrate and become successful. The study will analyze both the qualitative and quantitative data and provide the educational leaders with insights on how the strategies could positively contribute to the role of the arts in school. Finally, the research will suggest ways to enhance leadership practices in schools to encourage creativity, innovation, and engagement of students in art education.

IV. RESULTS & DISCUSSIONS

The results from qualitative interviews and quantitative surveys were analyzed to find out the key insights about the influence of educational leadership on art-based learning programs. This indicates the key role of leadership styles in the art integration into the curriculum and providing a setting for students to creatively. Results consistently show a strong correlation between transformational leadership and student engagement in art education with respect to different schools [7].

Quantitative analysis revealed that schools with leaders in charge of such practices showed high interest in art education among students when compared with schools with transactional or laissez faire leadership styles. In Figure 2 which shows a bar chart of student engagement scores by different leadership styles, the schools having transformational leaders had an average student engagement score of 85 percent, transactional leaders scored around 70 percent and schools that had laissez-faire leadership reported the least engagement at 60 percent in the schools. The virtue of leadership stands out in this distinction that would influence creative learning, in a supportive environment.

**FIGURE 2: STUDENT ENGAGEMENT SCORES BY LEADERSHIP STYLE**

These findings were also supported by the qualitative interviews in which art teachers and school leaders described it as the transformational leaders who were able to motivate and inspire others to ensure they were working in a collaborative, dynamic and inspiring environment for art education. Their commitment to providing professional development opportunities, to adequately allocating resources for art programs, and promoting the interdisciplinary meetings were the characteristics of these leaders. As opposed, schools under transactional leadership frequently emphasized compliance and routine and therefore, less enthusiasm for including art across the curriculum integration. In addition, the survey data demonstrated that school leaders' provision of support also influenced an element of the perceived value of art education by students. When leaders did not seek such integration, the arts were just one more thing to add, but when leaders actively engaged in advocacy for the arts and integrated it into the whole of their education vision, students were more likely to report that they were more engaged and interested in the art course. Table 1 demonstrates that student engagement scores and leadership support ratings of schools with different styles of leadership. Leadership support and student engagement is shown clearly in the table as having a positive correlation.

TABLE 1: COMPARISON OF STUDENT ENGAGEMENT AND LEADERSHIP SUPPORT BY SCHOOL

Leadership Style	Student Engagement (%)	Leadership Support Level (1-5)
Transformational	85%	5
Transactional	70%	3
Laissez-Faire	60%	2

These results indicate that the leadership method adopted by school leaders determines the implementation of and success from an art-based learning program. Art teachers were felt to be empowered to innovate and engage students in meaningful creative experiences due to the creation of an environment of transformational leadership, vision, inspiration, and teacher autonomy. On the other side, transactional leadership (concerned with structure, order and conformity) appeared to slow down creativity in art education because art teachers felt locked in a restricted field where they could not

experiment new methods of teaching and learning. Results also showed the importance of collaborative leadership practices in supporting the success of art education. Art programs in such schools that saw collaboration between teachers and between departments were more likely to be integrated into the larger curriculum where leadership encouraged it. For instance, schools where art teachers together with language arts or history teachers were able to design interdisciplinary projects to draw on art and other subject areas to students' benefit. The schools which reported successful interdisciplinary projects by leadership style as a percentage. Joining in with transformational leaders had the highest level of collaboration with 90% saying they had successful interdisciplinary projects, then collaborative leadership at 75% and transactional at just 50%. These results provide a basis of discussion regarding how the style of leadership by school leaders impacts on the success of art education but also impacts on the wider school culture. There are transformational leaders who can create such a culture of creativity, collaboration and innovation, and directly helping the art education programs. This allows art to flourish by giving teachers and students a way to be inspired and to support those teachers and students. The drawback of transactional leadership is that it limits the growth of art education programs and maturation of a student's creative skills.

TABLE 2: LEADERSHIP PRACTICES AND INTEGRATION OF ART EDUCATION

Leadership Practice	Integration of Art Education (%)	Teacher Engagement (%)
High Supportive Leadership	90%	85%
Moderate Supportive Leadership	70%	60%
Low Supportive Leadership	50%	45%

Our findings agree with other works which indicate that leadership is a determining factor for arts education success, although transformational and collaborative leadership are more beneficial. It is important for school leaders to be able to support and invest in art education, invest resources, and foster creative teaching methods for cultivating an environment that will support art education. In particular, schools with transformational leadership typically have higher levels of teacher satisfaction, creativity, and student engagement in art related activities [13]. However, the data suggests that transactional leadership (usually characterized as compliance focus, control focus and routine) may not lend the needed support to arts programs flourish. Transactional leadership may work in some contexts, but it does not exactly help promote the type of environment that would help with successful art education, with such things as flexibility, creativity, and autonomy. Another result of the study is the importance of leadership procuring resources for art education. Schools with transformational leaders had better means to receive funding, materials or professional development opportunities for teachers. Proactive to seek external funding and partners with range through local organizations to increase the art programs. On the other hand, schools with transactional leadership had resource limitations, which were attributed to the lack of advocacy and insignificant prioritization of arts over avoidance of operational routines. What was found in this study is that art-based learning programs depend on educational leadership. As such, it was concluded that the most effective leadership styles for the creation of this environment, resulting in increased student engagement and decreased teacher dissatisfaction, were transformational and collaborative leadership styles. Leadership is crucial as it is what supports or advocates for the arts, making sure art education remains a part of the school curriculum [14]

V. CONCLUSION

This study highlights the importance of educational leadership in the programmer's success in art-based learning. Transformational and collaborative leaders are more likely to create environments which support the development of creativity, engagement of students, as well as integration of the arts into the broader curriculum. Art education needs to be given top priority and sufficient resource allocation by

school leaders, and space for teachers to work together to rethink, reinterpret and innovate is required. Although faced with funding constraints and standardized testing pressures, effective leadership can help to work around these problems and allow art-based learning to remain a part of education [15].

Future research should focus on the long run ramifications of leadership on arts student's outcomes, and what leadership practices foster the success of an arts program. Further studies could also be conducted regarding the students' experiences in art-based learning environments that can shed more light on the benefits of creative education and its relationship to the achievement in general.

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