

 <https://doi.org/10.31651/2524-2660-2026-3-110-117> <https://orcid.org/0000-0002-1842-8502>**SEYIDOVA Sakina**lecturer at the Department of Psychology and Pedagogy
Azerbaijan University of Languages, seyidova.s87@gmail.com

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**SUSTAINABLE EDUCATIONAL DEVELOPMENT:
INTEGRATING DIGITAL AND ETHICAL LEADERSHIP IN SCHOOL MANAGEMENT**

This article provides a theoretical and scientific analysis exposing the impact of ethical and digital leadership competencies on sustainable educational development within school management.

The study demonstrates that ethical leadership contributes to the establishment of transparency, fairness, trust, and a healthy organizational culture in schools, while digital leadership significantly supports innovative management practices, data-driven decision-making, digital transformation, and the effective utilization of resources. The integration of these two leadership dimensions enhances the efficiency of school management, expands the strategic decision-making capacity of school leaders, and promotes the sustainable development of educational institutions.

The research identifies that existing gaps in ethical and digital competencies negatively affect management quality, teacher motivation, organizational effectiveness, and educational outcomes.

The article emphasizes the necessity of considering ethical leadership, digital competency, and strategic management skills as key criteria in the selection and evaluation processes of school leaders.

Furthermore, scientific and practical recommendations are proposed regarding the implementation of an integrated leadership model aimed at strengthening educational governance and ensuring sustainable development.

Keywords: ethical leadership; digital leadership; sustainable development; educational management; leadership competencies

Introduction. In the era of global digital transformation and rapidly changing socio-economic conditions, education systems serve as one of the fundamental pillars of sustainable societal development. Within this process, the role of school leaders is of paramount importance, as they are not merely responsible for managing administrative processes but also act as key leaders in shaping the ethical and digital landscape of the educational environment. Sustainable educational development necessitates institutionalizing rigorous ethical standards within school management, as well as the effective integration of digital innovations into the teaching and learning process. Professional ethics in school management reflects moral integrity, fairness, and dignity demonstrated by school leaders in their interpersonal relationships and decision-making processes.

The ethical conduct of school principals has a direct impact on teachers' motivation, the quality of the school environment, and organizational commitment. When school leaders deviate from fundamental ethical principles such as transparency, impartiality, and respect for human dignity, trust within the educational community is undermined, staff dissatisfaction increases, and, consequently, the overall effectiveness of education declines. In the context of sustainable educational development, digital leadership competencies have become one of the most essential responsibilities of school leaders. Digital leadership extends beyond the mere possession of technological resources; it involves the ability to establish a visionary digital learning culture, promote continuous professional development, and foster the principles of digital citizenship. Research indicates that technologically competent school leaders are better equipped to enhance institutional readiness for future challenges and improve the overall effectiveness of the teaching and learning process.

This study aims to examine how the interaction between school leaders' ethical competencies and their digital leadership capacities influences the sustainable development of education. Addressing deficiencies in these two areas is of strategic importance for strengthening the education system from both ethical and technological perspectives, thereby fostering a more effective, innovative, and sustainable educational environment.

Problem Statement and Significance of the Study. One of the major challenges in educational management is the competency gap among school leaders in the areas of technological leadership and professional ethics. That comprises:

Ethical challenges. School leaders frequently encounter political pressure, non-merit-based appointment practices, and favoritism, all of which hinder the development of ethical leadership. Such shortcomings contribute to psychological tension within the school environment, reduce teachers' motivation, and ultimately have a negative impact on the quality of education.

Technological challenges. Deficiencies in digital leadership competencies among school leaders are particularly evident in strategic planning, budget management, and data-driven decision-making. The inability to utilize technology as a strategic tool for institutional development poses significant challenges to the sustainability and continuous improvement of educational systems.

The interaction between ethics and digital leadership. Leadership that lacks both ethical values and digital leadership competencies undermines the organizational climate of educational institutions. Teachers' perceptions indicate that when school leaders fail to serve as ethical and professional role models, neither moral values nor technological innovations can be effectively integrated into the teaching and learning process. Consequently, fostering both ethical leadership and digital leadership competencies is essential for creating a sustainable, innovative, and high-quality educational environment.

Significance of the Study. The primary significance of this study lies in its examination of school leaders' ethical and digital competencies not as separate constructs but as complementary pillars of effective educational leadership. The findings provide a scientific basis for redefining the criteria for the appointment of school leaders according to the principle of merit-based selection. Furthermore, the study highlights the necessity of continuous professional development programs focusing on professional ethics and digital leadership competencies to ensure the sustainable development of education.

Methodological Framework. This study adopts a multidimensional approach to investigating the influence of school leaders' leadership competencies on the sustainable development of education. The theoretical part used methods of analysis, comparison, generalization, and interpretation of domestic and foreign publications devoted to the influence of ethical and digital leadership competencies on the sustainable development of education. This integrated methodology enables a comprehensive examination of the relationship between ethical leadership, digital leadership, and sustainable educational development.

The scientific novelty of this research lies in synthesizing the concepts of ethical and digital leadership into a unified framework and elucidating the cumulative impact of this integration on sustainable educational development. By examining the interaction between these two leadership dimensions, the study offers a comprehensive perspective on how their combined implementation contri-

butes to improving school governance, organizational effectiveness, and the quality and sustainability of educational outcomes.

The Concept of Sustainable Development in Educational Leadership. Within the operation of general education schools, sustainable development is regarded as a strategic priority that extends beyond improving short-term outcomes to ensuring the long-term stability and effectiveness of the school management system. In educational leadership, sustainability encompasses the integrated management of administrative resources, the development of organizational culture, and the adaptation of the educational environment to changing social, technological, and institutional conditions. Ensuring sustainable development requires school leaders to adopt a systematic approach to management. At its core is the purposeful and efficient management of a school's material, financial, human, and digital resources. School leaders should approach budget planning, human resource management, data collection, and data analysis as interconnected components of a unified management system, thereby ensuring the optimal allocation of resources and supporting institutional effectiveness (Schiller, 2003, p. 175).

Another fundamental dimension of sustainable development is the enhancement of human capital and the organizational climate. The successful operation of an educational institution depends largely on school leaders' commitment to the principles of professional ethics. Ethical leadership strengthens mutual trust within the school community, enhances employees' organizational commitment, fosters a positive psychological climate, and contributes to staff retention. Consequently, it creates favorable conditions for the continuous improvement of teaching quality and overall educational performance. At the same time, sustainable development requires strategic vision and the effective integration of digital technologies. School leaders should employ digital technologies not only as administrative tools but also as strategic resources for improving teaching and learning processes. The purposeful use of digital technologies, the promotion of innovative pedagogical practices, and the cultivation of a digital learning culture enhance an institution's capacity to adapt to changing environments while strengthening its competitiveness and long-term resilience.

Therefore, sustainable development in school management should be understood as a comprehensive leadership approach built upon the integration of strategic thinking, ethical leadership, and digital competencies. The interaction of these three dimensions

enables school leaders to foster organizational effectiveness, promote educational innovation, and ensure the sustainable development of educational institutions.

Ethical Leadership in School Management. Ethical leadership in school management extends beyond administrative responsibilities and serves as a decisive factor in shaping the moral and psychological climate, organizational culture, and mutual trust within an educational institution. It is characterized by school leaders acting as role models through their behavior and decision-making while ensuring that the principles of fairness, transparency, integrity, and accountability are consistently upheld. By demonstrating ethical conduct, school leaders foster a positive organizational climate and strengthen organizational commitment among teachers and staff (Greenfield, 2004, p. 190). One of the fundamental principles of ethical leadership is the preservation of merit and human dignity. Personnel appointments, task allocation, and managerial decisions should be based on objective and merit-based criteria in order to reinforce perceptions of fairness within the school. Preventing favoritism, personal interests, and external influences from affecting management decisions promotes equality among teachers and contributes to the effective functioning of the institution. A management approach grounded in merit and dignity encourages professional development, motivates staff, and creates an environment of healthy professional competition.

Another essential dimension of ethical leadership is transparency and moral integrity. When school leaders make decisions in an open, well-reasoned, and impartial manner, they strengthen teachers' trust in school leadership. Management practices based on ethical values such as fairness, impartiality, accountability, respect, and integrity foster mutual respect among members of the school community. Conversely, violations of ethical principles, non-transparent decision-making, and discriminatory practices may generate psychological tension within the organization, weaken organizational commitment, and ultimately reduce the quality of teaching and learning. Ethical leadership also has a profound impact on the organizational performance of schools. Within an ethically managed environment, teachers demonstrate higher levels of motivation, job satisfaction, and willingness to engage in innovative practices. Such an environment supports professional initiative, strengthens teamwork, and facilitates adaptation to educational change. In contrast, schools characterized by weak ethical

leadership often experience a deterioration of the organizational climate, declining trust among staff, reduced collaboration, and greater difficulty in integrating both moral values and digital innovations into the educational process (Dinham, 2005, p. 341).

Ethical leadership reflects the personal conduct of school leaders and constitutes an integral component of the strategic management system of educational institutions. Leadership grounded in ethical principles supports organizational stability, enhances staff motivation and professional development, and contributes to the sustainable development of schools. Moreover, it promotes continuous improvement in the quality of teaching and learning while facilitating the establishment of a competitive management model capable of responding effectively to the challenges of contemporary education.

The Strategic Impact of Digital Leadership on School Management. In the educational sector, digital leadership extends far beyond the technological skills of school leaders. It represents a comprehensive approach that encompasses the strategic integration of digital technologies into school management, the creation of innovative learning environments, the promotion of a digital learning culture, and the advancement of sustainable educational development. Digital leadership serves as a conceptual framework through which school leaders define the strategic direction of institutional development, adapt to rapidly evolving digital environments, and make management processes more agile, transparent, and effective.

One of the defining characteristics of digital leadership is the strategic integration of technology. Digital technologies are no longer supplementary tools but essential components of both school management and the teaching and learning process. School leaders utilize digital solutions for budget planning, resource management, data collection and analysis, decision-making, monitoring educational quality, and enhancing institutional accountability. The purposeful application of technology improves managerial efficiency and supports more informed and evidence-based strategic decision-making (Wilmore, Betz, 2000, p. 18).

Another important dimension of digital leadership is the development of a digital learning culture. One of the primary responsibilities of school leaders is to foster digital literacy among teachers and students, encourage the adoption of innovative teaching methods, and strengthen the principles of digital citizenship within the school community. Through supportive leadership, school

administrators create favorable conditions for teachers' professional development, facilitate their adaptation to emerging technologies, and promote the effective integration of digital tools into teaching practices. As a result, schools cultivate an organizational culture that values innovation, collaboration, and continuous learning.

Digital leadership also contributes to reducing managerial risks and improving administrative processes. School leaders with well-developed digital competencies enhance operational efficiency by utilizing electronic management systems, educational databases, and digital communication platforms. These technologies reduce bureaucratic barriers, increase the transparency and flexibility of decision-making, and improve the overall responsiveness of school management. Furthermore, digital solutions strengthen data security, reinforce institutional accountability, and enable more efficient use of available resources, thereby improving the overall quality and effectiveness of educational governance.

Digital leadership is considered one of the key strategic directions of contemporary school management. When implemented in conjunction with the principles of ethical leadership, digital leadership ensures that digital transformation within educational institutions is carried out effectively, inclusively, and sustainably. The integration of ethical and digital competencies expands school leaders' strategic decision-making capacity, contributes to the development of an innovative management environment, and provides significant advantages in achieving the sustainable development goals of educational institutions (Aslanova, 2026, p. 57).

The Current State of Ethical and Digital Competencies Among School Leaders. In educational management, the ethical and digital competencies of school leaders represent among the key factors determining the effective functioning and sustainable development of educational institutions. Globalization, digital transformation, and rapid changes within education systems require school leaders to possess not only administrative skills but also high ethical standards and digital leadership competencies. Ethical and digital competencies complement each other and function as interconnected components that determine the quality of contemporary school management. An analysis of ethical management practices among school leaders demonstrates that adherence to the principles of transparency, fairness, accountability, and impartiality has a significant impact on the

formation of a healthy organizational environment. Leaders who demonstrate ethical behavior strengthen mutual trust among teachers, students, and parents, promote a culture of collaboration within the school community, and contribute to increased organizational commitment (Gülcan, Kılınç, Çepni, 2012, p. 127). In such schools, more open and well-grounded decision-making processes enhance teachers' motivation, increase their engagement in professional activities, and positively influence the overall psychological climate of the institution.

The assessment of digital competency indicates that the use of information and communication technologies has become an essential managerial skill in the professional activities of contemporary school leaders. However, digital competency extends beyond the ability to use computer programs and basic technological tools. An effective school leader should be able to utilize digital platforms strategically for organizing management processes, collecting and analyzing data, implementing electronic document management systems, monitoring educational outcomes, and supporting evidence-based decision-making (Banoğlu, 2012, p. 52). A data-driven approach to management enhances organizational flexibility, enables more efficient allocation of resources, and supports result-oriented strategic planning.

The conducted analysis reveals the existence of certain inconsistencies between ethical and digital competencies among school leaders. In some cases, school leaders possess strong digital skills but encounter difficulties in applying the principles of ethical leadership. In other cases, although their level of ethical management is relatively high, they lack sufficient technological knowledge and skills required to effectively manage digital transformation processes. Such competency gaps negatively affect management effectiveness and may lead to an imbalance in decision-making processes (Brown, 2007, p. 152).

In particular, the absence of ethical principles accompanying advanced digital competencies increases the risks of excessive control, biased use of data, and the emergence of a "technological surveillance regime" within educational management. At the same time, insufficient digital skills limit the implementation of innovative management approaches and reduce the pace of digital development within schools.

The analysis of the current state of ethical and digital competencies among school leaders demonstrates that the parallel and balanced development of these two competency areas is one of the fundamental conditions of contemporary educational

management. The integration of ethical leadership and digital competencies not only enhances transparency, accountability, and efficiency in management but also significantly contributes to creating a healthy organizational environment, implementing innovative management practices, and ensuring the sustainable development of education.

The Relationship Between Appointment Criteria and Leadership Qualities. The effective management and sustainable development of educational institutions are directly associated with the appropriate selection and appointment of school leaders. Criteria for appointing individuals to leadership positions should encompass administrative experience, professional knowledge and skills, commitment to ethical values, strategic thinking abilities, and digital leadership competencies. In educational management, the principle of merit-based selection serves as a key determinant of leadership quality and has a decisive impact on the effectiveness of school governance.

A merit-based appointment system implies the selection of leaders according to their professional competence, objectivity, and ethical leadership qualities. Such an approach promotes transparency and fairness in management, contributes to the development of a trust-based organizational climate, and strengthens institutional stability. Leaders with strong ethical leadership potential prioritize impartiality, responsibility, integrity, and accountability in decision-making processes. As a result, they create a collaborative environment within the school community, enhance teacher motivation, and strengthen organizational commitment (Blase & Blase, 2002, p. 676).

Therefore, a leader's ethical integrity should be considered as important a criterion in the selection process as their administrative and managerial competencies. Effective school leadership requires not only professional expertise but also a strong commitment to ethical principles and responsible decision-making.

In recent years, digital competency has become an integral component of leadership appointment criteria. The acceleration of digital transformation processes within education systems requires school leaders to effectively utilize information and communication technologies, analyze digital data, implement innovative management solutions, and manage organizational change efficiently. The evaluation of candidates for leadership positions should therefore consider not only traditional managerial experience but also digital leadership competencies as an

essential component of professional suitability. Leaders with advanced digital competencies play a crucial role in guiding the innovative development of educational institutions and ensuring the competitiveness and long-term sustainability of schools (Brown, 2007, p. 153).

Eliminating subjective approaches in leadership appointments is another fundamental condition for effective educational management. Appointments based on personal relationships, political influences, or other non-objective factors negatively affect management quality, create distrust within the organizational environment, and reduce staff motivation. In contrast, a selection process based on objective, transparent, and measurable criteria enhances the professional legitimacy of school leaders, strengthens confidence in managerial decisions, and contributes to the development of a healthy organizational culture. Therefore, the assessment of ethical and digital competencies should constitute an essential element of the leadership selection process. Establishing leadership appointments in educational institutions on the basis of merit-based principles and competency-oriented approaches represents one of the key priorities of contemporary educational management. The integration of ethical leadership qualities and digital competencies strengthens leaders' strategic decision-making capacity, contributes to the improvement of the organizational environment, and supports the achievement of sustainable development goals in schools. Improving appointment criteria based on professional expertise, ethical values, and digital competencies is a significant strategic objective for increasing the effectiveness of educational governance (Brown, 2007, p. 154).

Assessment of the Impact of Competency Gaps on Educational Quality.

Within the education system, school leaders' ethical and digital competencies play a decisive role in improving educational quality and ensuring effective management. Existing competency gaps in these areas affect not only the individual performance of school leaders but also the overall management system, organizational culture, and quality of the teaching and learning process. Insufficient development of ethical and digital leadership skills creates inconsistencies between management practices and educational processes, slows innovation, and weakens the sustainable development potential of educational institutions.

One of the most significant consequences of competency gaps is the deterioration of the organizational environment. In schools where

ethical leadership principles are insufficiently implemented, transparency in decision-making decreases, while confidence in the principles of fairness and objectivity is weakened. Such an environment leads to mistrust among teachers, reduces collaborative relationships, and negatively affects professional motivation (Milley, 2017, p. 475). Consequently, this situation results in decreased organizational commitment, the failure to establish a healthy institutional culture, and, ultimately, a decline in teaching quality.

Competency gaps also significantly hinder the implementation of innovative processes. School leaders with underdeveloped digital leadership skills are unable to fully utilize the potential of information and communication technologies and experience difficulties in effectively managing digital transformation initiatives. As a result, the integration of modern educational technologies is delayed, insufficient conditions are created for developing teachers' digital competencies, and schools struggle to maintain an innovative development trajectory aligned with contemporary educational standards. Limited application of digital innovations reduces the effectiveness of the learning process and negatively influences the competitiveness of educational institutions (Sindhvad, Mikayilova, Kazimzade, 2022, p. 89).

Gaps in ethical and digital competencies also create inconsistencies between strategic planning and implementation. School development strategies, action plans, and reform programs can only produce meaningful outcomes when they are professionally implemented. A lack of sufficient competencies in strategic management, change management, and digital transformation prevents leaders from fully achieving planned objectives. In such circumstances, development programs often become formal rather than practical, long-term strategic goals are replaced by routine administrative tasks, and school development becomes fragmented rather than systematic (Adada, Shatila, Mneymineh, 2017, p. 297).

Competency gaps also indirectly influence teachers' professional development and learners' educational outcomes. School leaders who are unable to demonstrate ethical and innovative leadership often face difficulties in creating an environment that supports teachers' professional growth. As a result, teachers' ability to adopt new pedagogical approaches, apply innovative methods, and engage in continuous professional development may be negatively affected. Consequently, the quality of the teaching and learning process may decline,

while students' learning motivation and academic achievement may also be weakened. Ethical and digital competency gaps should not be considered merely as individual shortcomings of particular school leaders; rather, they should be viewed as systemic challenges affecting the effectiveness and sustainable development of the education system as a whole. Timely identification and scientifically grounded assessment of these gaps create the foundation for developing professional development programs for school leaders, improving the quality of educational management, and implementing sustainable development strategies in educational institutions more effectively. Therefore, the diagnostic assessment of competency gaps represents a crucial strategic stage in enhancing educational governance (Milley, 2017, p. 476).

An Integrated Model of Ethical and Digital Leadership.

The sustainable development of educational institutions is achievable through the integration of school leaders' ethical and digital leadership competencies. Although these two competencies strengthen different dimensions of management when considered separately, their integrated application enables the formation of a more effective, balanced, and sustainable leadership model. While ethical leadership serves as the foundation for organizational culture and trust-based environments, digital leadership facilitates the implementation of innovative management approaches and ensures the successful execution of digital transformation processes.

Ethical principles constitute the fundamental pillar of the integrated leadership model. This framework involves the institutional implementation of transparency, accountability, impartiality, responsibility, and dignity-based criteria in management practices. Ethical management ensures objective decision-making, strengthens mutual trust among staff members, and contributes to the establishment of a healthy organizational environment. The application of the principle of merit and dignity as a key criterion in leadership selection, human resource management, and evaluation processes enhances organizational stability and strengthens the legitimacy of educational governance (Gülcan, Kılınç, Çepni, 2012, p. 130).

The second pillar of the model is digital leadership. This dimension encompasses school leaders' strategic use of information and communication technologies, their ability to guide digital transformation processes, and their role in creating innovative learning environments. Digital leadership promotes

data-driven decision-making, the implementation of electronic management systems, efficient resource utilization, and the development of teachers' digital competencies (Hacıfazlıoğlu, Karadeniz, Dalgıç, 2011, p. 148). This process not only enables educational institutions to adapt flexibly to changing conditions but also contributes to improving the quality of teaching and enhancing the overall effectiveness of school management.

The integration of ethical and digital leadership results in the formation of a balanced and innovative management model within educational institutions. This model enables transparent management principles to be implemented more effectively through digital technologies, ensures that strategic decisions are based on reliable data, and strengthens cooperation among all stakeholders involved in the educational process. The conducted analysis demonstrates that the development of ethical and digital leadership competencies in school management is one of the fundamental conditions for improving educational quality and achieving sustainable development objectives. Educational reforms should focus on strengthening the competencies of school leaders and aligning management practices with contemporary requirements.

First and foremost, it is necessary to update competency models applied in the selection, evaluation, and certification processes of school leaders. During the assessment of candidates for leadership positions, ethical leadership, strategic management, digital transformation, and data-driven decision-making skills should be considered as key selection criteria. An objective and transparent selection mechanism based on the principle of merit would significantly contribute to improving the quality of educational management (Afshari et al., 2009, p. 241).

Furthermore, expanding continuous professional development programs for school leaders is essential. Such programs should focus on improving competencies related to digital technologies, ethical decision-making, strategic planning, change management, communication, and leadership skills. Mentoring, in-service training, and international exchange of professional experience represent fundamental mechanisms for supporting the continuous professional development of school leaders. Improving internal monitoring and evaluation systems within schools is also one of the essential directions for increasing management effectiveness. Regular assessment of ethical

management indicators, the level of digital transformation, and the organizational climate, along with the analysis of obtained results through digital accountability systems and the timely elimination of identified challenges, will contribute to the continuous improvement and sustainability of school management processes.

Conclusion. The conducted research demonstrates that ethical and digital leadership competencies are inseparable and mutually complementary components of contemporary educational management. While ethical leadership establishes trust, transparency, and a healthy organizational culture within schools, digital leadership enables the implementation of innovative management approaches, data-driven decision-making, and the effective realization of digital transformation processes. The interaction between these two dimensions enhances the strategic management capacity of school leaders and enables educational institutions to successfully adapt to changing social and technological environments.

The systematic development of ethical and digital leadership competencies has significant strategic importance for improving the quality of school management, strengthening the organizational environment, promoting innovation, and ensuring sustainable educational development. The proposed model contributes to addressing existing management challenges and supports the formation of a modern, competitive, and sustainable education system based on contemporary values for future generations.

Implications for Further Research. Future research could focus on creating and quantitatively testing specific mathematical or statistical models that measure the precise relationship between principals' digital competencies, ethical standards, and student academic achievement. Long-term observations of schools that have already implemented an integrated leadership model are needed. This would allow for an assessment of how such leadership impacts teacher retention and school sustainability over a three- to five-year period. An interesting avenue would be to compare the experience of integrating digital and ethical leadership in different countries or regions. This would help understand how cultural characteristics, varying levels of funding, and government digitalization impact principal effectiveness. Future research could focus on developing standardized tests and methodologies for assessing the digital and ethical competencies of candidates for appointment to school leadership positions.

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СЕЇДОВА Сакіна

викладачка катедри психології та педагогії,
Азербайджанський університет мов,

ВПЛИВ КОМПЕТЕНТНОСТЕЙ ЦИФРОВОГО ТА ЕТИЧНОГО ЛІДЕРСТВА НА СТАЛІЙ РОЗВИТОК ОСВІТИ В УПРАВЛІННІ ШКОЛОЮ

Анотація. У статті здійснено теоретико-науковий аналіз впливу компетентностей етичного та цифрового лідерства на сталий розвиток освіти в системі управління школою.

Дослідження свідчить, що етичне лідерство сприяє формуванню прозорості, справедливості, довіри та здорової організаційної культури в закладах освіти, тоді як цифрове лідерство забезпечує розвиток інноваційних управлінських практик, прийняття рішень на основі даних, реалізацію цифрової трансформації та ефективне використання ресурсів. Інтеграція цих двох напрямів лідерства підвищує ефективність управління школою, розширює стратегічні можливості керівників у процесі прийняття рішень та сприяє сталому розвитку закладів освіти.

Визначено, що наявні прогалини в етичних і цифрових компетентностях негативно впливають на

якість управління, мотивацію педагогічних працівників, організаційну ефективність та результати освітнього процесу.

Обґрунтовано необхідність врахування етичного лідерства, цифрової компетентності та навичок стратегічного управління як ключових критеріїв під час відбору й оцінювання керівників закладів освіти.

Запропоновано науково-практичні рекомендації щодо впровадження інтегрованої моделі лідерства, спрямованої на зміцнення управління освітою та забезпечення сталого розвитку.

Ключові слова: етичне лідерство; цифрове лідерство; сталий розвиток; управління освітою; лідерські компетентності.

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