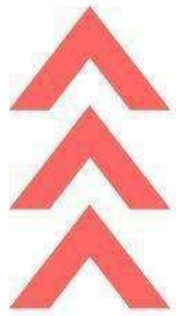




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Dogu S. Ozdemir  
M. Ali Akgun

### **Secretary**

Dogu S. Ozdemir

### **Contact Address:**

email: [ijel.org@gmail.com](mailto:ijel.org@gmail.com)

Web: <http://www.ijel.org>

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International Journal of Excellent Leadership (IJEL) is an open access publication affiliated to ELA Publishing. IJEL is an international double-blind, peer-reviewed journal which publishes original research studies and conceptual articles on excellent leadership practices and policy implementations from all over the world. IJEL adheres strictly to double blind peer review process to maintain the publication standards and practices. The journal aims to cater to the needs of the researchers, scholars, academicians and schools that interest educational study, leadership education. IJEL is to promote continuous improvement for everybody and schools through excellent leadership practices and a systemic collaborative approach. The IJEL seeks articles on timely and critical issues from educators and researchers in all educational settings, including K-12 public and private schools, higher education and governmental institutions. After the rigorous peer review process, IJEL publishes manuscripts that include original primary research that can be quantitative, qualitative studies, mixed method empirical analyses, literature reviews, or new conceptualizations of educational policies and leadership practices. Published semiannually, the IJEL is designed to establish a global network among scholars, policymakers and educational leaders to improve schools and student achievement through excellent leadership practices.

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## **Foreword**

International Journal of Excellent Leadership (IJEL) - Volume 6, Issue 1

It is our pleasure to present Volume 6, Issue 1 of the International Journal of Excellent Leadership (IJEL). The articles in this volume address contemporary issues in education, leadership, and culture through diverse empirical and theoretical perspectives.

This issue brings together studies that examine teacher leadership, administrative support, teacher professional development, teacher encouragement, metacognitive skills in mathematics education, the relationship between leadership and management, and the transformation of education in the neoliberal era. Taken together, these articles reflect the complexity of educational leadership and highlight the importance of context, collaboration, professional growth, and critical reflection in improving educational practices.

We believe that the studies published in this issue will offer useful insights for researchers, school leaders, teachers, and practitioners interested in understanding current challenges and possibilities in education and leadership.

We would like to thank all authors, reviewers, and members of the editorial team for their valuable contributions and efforts in preparing this issue.

**Sincerely,**

**June 30, 2026**

**Dr. Mehmet Birgün**

**IJEL Editor**



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