School Leaders' Perceptions on the Potential of Using Artificial Intelligence (AI) in Leadership Practices

Jussara Reis-Andersson, Marcia Håkansson Lindqvist and Jimmy Jaldemark
Mid Sweden University, Department of Education, Sundsvall, Sweden

jussara.reis-andersson@miun.se
marcia.hakanssonlindqvist@miun.se
jimmy.jaldemark@miun.se

Abstract: Artificial Intelligence (AI) has become a transformative force across various sectors, reshaping societal dynamics and fundamentally altering how individuals interplay with technology. In the realm of K–12 education, AI offers many opportunities and challenges that extend to school leaders' practices. AI has the potential to enhance and support leadership practices. A significant aspect of school leadership is decision-making. School leaders are tasked with navigating a complex landscape of choices, both formal and informal, that wield profound influence over their schools. The decisions made by school leaders are crucial components of school governance and management and are worth exploring as these decisions directly impact student education. In Sweden, the Education Act states that school leaders are responsible for making decisions about the organisation of the school. To deepen the understanding of AI as a decision-making tool among school leaders, a survey was undertaken, targeting approximately 165 school leaders within three municipalities in Sweden. The survey assessed school leaders' familiarity and proficiency with AI while exploring their perceptions of its potential applications in educational leadership. School leaders perceive AI in K–12 education as a valuable tool for enhancing efficiency in teaching and administrative tasks. However, school leaders face challenges related to academic integrity and the potential for cheating, along with ethical issues like biases in AI outputs. While school leaders recognise opportunities for AI to improve processes and support decision-making, they stress the need for professional training and support to ensure responsible integration, influencing strategic decisions in schools.

Keywords: Artificial Intelligence (AI), Decision-maker, Education, Leadership practice, Principal

1. Introduction

Artificial Intelligence (AI) is changing the way schools are run and how it impacts educational leadership. It no longer plays a peripheral role but constitutes a growing and important part of modern and effective school leadership (Adams and Thompson, 2025, Fullan et al., 2024, Tyson and Sauers, 2021). Dai et al. (2024) explain that school leaders need to make big decisions, and AI is a good tool for tasks like collecting and analysing data. AI also helps school leaders identify potential issues early and take action, while supporting better decisions through data (Fusarelli and Fusarelli, 2024).

School leaders' daily leadership practices encompass several decisions, including quick, unplanned ones, as well as more strategic decisions related to economic planning and staff recruitment within schools (Fullan et al., 2024). As technology becomes more integrated into daily life, and AI plays a bigger role in leadership practices. However, using data to improve practices in schools has many challenges. According to Torres-Santos and Castulo (2025), one important challenge is a lack of digital competence. It makes it difficult for school leaders to interpret data and make informed decisions. They may also face obstacles such as a lack of knowledge about AI, costs, a lack of standardisation and compatibility between AI products, staff development, and resistance to change within their organisations (Marrone et al., 2025, Tyson and Sauers, 2021, Zawacki-Richter et al., 2019). It is important that school leaders overcome their barriers to use data effectively, especially because leadership plays a big role in how data is used. At the same time, it is important to understand the impact of AI on education, especially because "education is slow to change," according to Holmes et al. (2019). AI can impact the effectiveness of school leadership, and its use should be included in school leaders' education (Marrone et al., 2025, Weng and Tang, 2014).

Although school leaders face numerous obstacles when integrating AI into their leadership practices, current research also highlights promising applications of AI that can support and enhance their work. AI can offer concrete solutions to many of the challenges faced by school leaders, particularly by streamlining routine tasks and allowing more time for strategic work. AI tools, such as ChatGPT, can help anticipate trends and outcomes and support school leaders in developing data-driven strategies, formulating goals, and checking progress systematically (Adams and Thompson, 2025, Karakose and Tülübas, 2024, Schildkamp et al., 2019). AI tools can also enhance external communication by drafting emails, invitations, and reminders addressed to guardians (Adams and Thompson, 2025, Chiu, 2024). Furthermore, these tools can be used to quickly generate surveys and questions that provide qualitative feedback from the school community. Nevertheless, Fusarelli and

Fusarelli (2024) point out that several ethical challenges must be addressed to ensure the integration of AI into school leadership. School leaders need to understand how AI works to ensure fair and ethical application. Even Aldighrir (2024) highlights that ethics in AI plays a role in shaping how educational leaders make decisions and explains that school leaders who have positive attitudes toward the ethics of AI are more aware of the ethical implications of their decisions, which enhances their rational decision-making.

Research on school leaders' decision-making encompasses a broad spectrum of inquiry (Dai et al., 2024; Tyson & Sauers, 2021), including how data is utilised to inform decisions and how data can improve resource allocation to enhance teaching and student learning (Martin et al., 2023). For example, school leaders can utilise AI to analyse data, enabling informed decision-making within their schools. While using digital technologies to support decision-making is not new, understanding AI as a potential tool to enhance leadership decisions requires attention.

The aim of this paper is to explore the potential of AI as a decision-making tool for school leaders in K–12 education. School leaders are defined here as principals and assistant principals. Two research questions have been formulated:

- How do school leaders perceive the potential applications of AI in leadership practices?
- What challenges and opportunities related to AI in leadership practices do school leaders describe?

This paper aims to contribute to new knowledge regarding how school leaders perceive the professional use of AI in their practice.

2. Method

This study used a qualitative approach involving a survey (Cohen et al., 2017) with school leaders. Surveys can be used not only for measurement or generalisation but also to capture local, institutional, or small-scale factors and variables, highlighting the uniqueness of a situation (Cohen et al., 2017). To explore the comprehension of school leaders' perceptions of AI as a tool for decision-making, a survey was conducted to gather insights on school leaders' experiences and attitudes towards AI technologies. The survey was sent to school leaders in three municipalities in Sweden. The survey was sent by e-mail to a total of 165 school leaders, encompassing preschools, compulsory schools, and upper secondary schools in three municipalities in Sweden.

The survey consisted of 10 questions, including five background questions such as gender, position, and school type, and five open-ended questions. Examples of the open-ended survey questions were: *How would you define artificial intelligence (AI), and what do you consider to be the challenges and opportunities in using AI in education? Can you describe three key areas where you believe AI can serve as a tool to assist in decision-making regarding the school's organisation? Please provide examples of how AI can specifically support these decisions.* Of the 165 school leaders surveyed, 24 responded, which corresponds to 15% of the total school leaders. Of the school leaders who responded, most were women and some were men. The school leaders who participated in the study represented different school forms and were either school leaders or assistant school leaders.

The data analysis was conducted using a combination of thematic analysis (Braun and Clarke, 2006, Braun and Clarke, 2021). The data analysis was guided by the six-phase (Braun and Clarke, 2006) framework of thematic analysis. In the first phase, the survey responses were thoroughly read and reread with notes taken. During the second and third phases, the data were systematically organised, allowing for the generation of initial codes and the identification of potential themes. The school leaders addressed various topics, including the benefits of AI in education, concerns about AI and integrity in student work, ethical considerations, and the necessity for enhance digital competence. In phase four, these themes were refined, and a clustering process was initiated. Phase five involved merging themes of similar nature. Finally, in the sixth phase, the report was generated, incorporating selected quotes to support the identified themes.

The study adhered to the ethical guidelines set by the Swedish Research Council (Vetenskapsrådet, 2024) and aligned with best practices in qualitative educational research (Cohen et al., 2017). All participants were informed of their right to withdraw at any time, and strict confidentiality measures were applied throughout the research process.

3. Results

This section outlines the results of the open-ended survey questions in relation to the research questions. The results are organised thematically, with five themes constructed. The themes are: *Perceived benefits of AI in K–*

12 education, Concerns about AI and academic integrity, Need for ethical considerations and digital competence, Limited familiarity and implementation of AI, and Challenges and *support needed for AI integration.*

3.1 Perceived Benefits of AI in K12-education

Many school leaders view AI as a tool for enhancing efficiency in both teaching and administrative tasks, such as lesson planning, budget management, and personnel hiring. For example, one school leader stated, "One can use AI to gather different questions and answers to make a decision," while another noted, "Tasks that are currently handled manually could be automated for decisions where there are clear procedures regarding administration." There is also a sense that AI can provide quick support for both teachers and students, improving processes like writing and content development. However, a school leader explained that "It is essential that we design assignments and tests in such a way that students are not tempted to use AI to cheat."

Beyond administrative functions, AI was also perceived as a valuable pedagogical aid. Several participants highlighted how AI can offer rapid access to information, support writing processes, and serve as a flexible training tool for students. One participant described AI as having "endless possibilities for both students and teachers," especially in relation to practice and feedback. From a teaching perspective, AI was seen as potentially time-saving, particularly in relation to lesson planning and content preparation. There was a general sense that AI could enhance the efficiency of daily practices, improve accessibility to learning support, and contribute to a more responsive learning environment. These perspectives suggest that many school leaders recognise AI's potential not only to streamline tasks but also to expand the pedagogical toolkit available in classrooms.

3.2 Concerns About AI and Academic Integrity

A common concern among the school leaders was the risk of students using AI to cheat on assignments, leading to difficulties in distinguishing between the student's work and AI generated content. A school leader pointed out that "students need to understand how to use AI as a reference tool rather than getting completed work for AI." This brings up issues of maintaining academic integrity in schools.

Participants expressed concerns about the challenges of distinguishing between students' own work and AI-generated content. As one school leader put it, "It is difficult for teachers to see what the student has done versus what AI has done." The risk of students relying on AI was linked to worries about reduced learning outcomes and dishonest practices. One participant noted that "If misused, no learning takes place," while another pointed to the risk of "cheating." These concerns highlight the need for clear guidelines to maintain academic integrity in AI-supported learning environments.

3.3 Need for Ethical Considerations and Digital Competence

Ethical concerns were frequently mentioned, particularly regarding the need for source criticism, biases in AI outputs, and the ownership of AI-generated content. A school leader explained that "ethical considerations in this case are about the copyright perspective, who owns the content, and how can it be used or distributed?" School leaders also emphasised the importance of ensuring that both students and staff understand how to use AI responsibly. One school leader stated, "It is necessary to provide extensive professional development for staff in schools to understand AI and its possibilities," while another added "Support is needed from the school organisers, centrally, to achieve some level of equality."

One school leader illustrated concerns about information quality by starting, "The advantage is that it can retrieve information from many different sources, the disadvantage may be the reliability of those sources." The responses suggest that both students and teachers need to strengthen their digital competence and awareness of ethical issues when using AI, particularly in relation to evaluating information and using the technology responsibly in educational contexts.

3.4 Limited Familiarity and Implementation of AI

Several school leaders admitted to having limited experience with or knowledge of AI. Some school leaders reported that they had not yet integrated AI into their leadership practices or school processes. They shared comments such as, "I have not prioritised taking the time to learn about AI," "I am probably sceptical of AI because it is so new," and "I have no experience today". Other school leaders recognised the potential for AI in areas like decision-making but had not yet explored its application in depth.

One school leader noted, "I have not prioritised taking the time to learn about AI," reflecting a broader sense of uncertainty and hesitation surrounding the topic. This limited familiarity appeared to hinder meaningful integration of AI in school environments and highlighted the need for further support and knowledge development.

4. Challenges and Support Needed for AI Integration

Some school leaders pointed out that for AI to be effectively integrated into schools, support from central authorities or school districts is crucial. They acknowledged that AI has the potential to significantly impact the education system but emphasised that substantial professional training and resources are needed for school leaders and teachers to harness its potential. One school leader noted, "AI could have a significant impact on the education system, both positively and negatively."

The challenges include difficulties for teachers in distinguishing between what the student has done and what AI has done, the risk of cheating in written assignments, the difficulty to finding areas where AI can be used correctly, and the challenge of finding time to prioritise learning how to use AI in leadership practices. The opportunities include, for example, using AI as a training tool for students, teachers and leaders, the ability to quickly and easily get help by asking questions, time savings, and support for increased efficiency in lesson planning for teachers.

One school leader pointed out, "For example, with the work of school leaders, it is still based on a rather limited scope for Swedish conditions, and it is not always easy to find areas where it fits." The responses reflect a tension between the potential benefits of AI and the current lack of preparedness, pointing to a need for clearer strategies, time allocation, and external support to ensure successful implementation.

In summary the results can be summarised as illustrated in Table 1.

Table 1: Five Key Themes on AI in K–12 education

Themes	Description
Perceived benefits of AI in K–12 education	AI is seen as a tool to enhance efficiency in teaching and administrative tasks.
Concerns about AI and academic integrity	Concerns exist regarding AI's potential to facilitate cheating and undermine student honesty.
Need for ethical considerations and digital competence	Issues such as bias in AI outputs and content ownership highlight the need for ethical guidance and digital competence.
Limited familiarity and implementation of AI	There is a need for increased professional development among staff to use AI responsibly.
Challenges and support needed for AI integration	Many school leaders acknowledge limited knowledge of AI and find it challenging to integrate into leadership practices.

The study reveals five key themes regarding AI in K–12 education. first, school leaders perceive AI as a valuable tool for enhancing efficiency in teaching and administrative tasks, though concerns exist about academic integrity and the risk of cheating. Ethical considerations, such as biases in AI outputs and ownership of generated content, highlight the need for digital competence and professional development for staff. Many school leaders acknowledged their limited familiarity with AI and the challenges of integrating it into leadership practices. Ultimately, while AI presents opportunities for improved efficiency, support and resources are necessary for effective implementation in schools.

5. Discussion

The aim of this paper was to explore the potential of AI as a decision-making tool for school leaders in K–12 education. School leaders are defined here as principals and assistant principals. Two research questions were formulated: *How do school leaders perceive the potential applications of AI in leadership practices?* and *What challenges and opportunities related to AI in leadership practices do school leaders describe?*

The first research question aimed to explore insight into the school leaders' perceptions regarding the potential applications of AI in leadership practices. The themes one, three and four answer this question. School leaders perceive the potential of AI, particularly in areas like improving efficiency in teaching, lesson planning, and

administrative tasks, in line with Dai et al. (2024). They also note AI's ability to streamline operations and provide quick, efficient solutions in education, which shows how AI is an enabler of more effective leadership practice, highlighting opportunities AI presents for leadership practices. School leaders need to understand the ethical implications of AI, as highlighted by Martin et al. (2023), and the need for enhancing digital competence to responsibly integrate AI into leadership practices.

Many school leaders in the study view AI for enhancing efficiency in both teaching and administrative tasks, such as lesson planning, budget management, and personnel hiring. AI is seen to support daily responsibilities that demand both immediate responses and strategic planning – areas that reflect the broader leadership responsibilities described by Fullan et al. (2024). These findings support earlier research indicating that AI is no longer peripheral but is becoming an integral component of effective educational leadership (Adams & Thompson, 2025; Tyson & Sauers, 2021).

School leaders noted that AI could help streamline repetitive or time-consuming tasks, allowing them to dedicate more time to school improvement efforts. These perspectives align with Karakose and Tülübas (2024), who emphasise AI's potential to reduce administrative workload. Moreover, the ability to quickly generate ideas, structure plans, and provide instant feedback supports more dynamic and informed leadership practices, outcomes highlighted by (Schildkamp et al., 2019).

Moreover, AI tools such as ChatGPT were viewed as helpful for generating content, drafting communications, and providing instant information, a view supported by Chiu (2024), who highlights AI's communication-enhancing potential. These findings suggest a growing recognition among school leaders that AI can meaningfully contribute to both educational quality and operational efficiency.

School leaders also need to understand the ethical implications of AI, as highlighted by Martin et al. (2023), and the need for enhancing digital competence to responsibly integrate AI into leadership practices. Some participants raised ethical concerns about AI-generated content, bias, and data privacy. These concerns are consistent with Fusarelli and Fusarelli (2024) and Aldighrir (2024), who stress the importance of ethical decision-making frameworks in AI use. School leaders must be able to critically assess how AI tools are used in both instruction and administration to support equitable outcomes.

The second research question aimed to understand the challenges and opportunities related to AI in leadership practices. The themes two, three, four and five answer this question. According to school leaders, there is a risk of cheating and a difficulty to ensure academic integrity, as Fullan et al. (2024) outlined. It outlines the ethical concerns that school leaders perceive when considering AI in leadership decisions (Tyson and Sauers, 2021). AI might complicate decision-making in schools, particularly around evaluations and student learning. A major challenge for school leaders is the lack of familiarity and practical experience with AI tools. It reveals a gap between the potential of AI and its current application in leadership practices. One opportunity that AI provides school leaders related to decision-making is enhanced decision-making with proper professional training.

One of the most consistent concerns in the findings is related to academic integrity. School leaders expressed unease about students misapplying AI to complete assignments dishonestly, which complicates teachers' ability to assess actual learning. Several school leaders in the study discussed how AI-generated work can confuse the lines between student input and machine assistance.

The school leaders' concerns align with the literature, particularly Fusarelli and Fusarelli (2024) and Tyson and Sauers (2021), who emphasise the need for school leaders to establish ethical standards and ensure transparency in AI use. Fullan et al. (2024) also point out the increased complexity AI brings to leadership decisions, particularly when evaluating student outcomes and maintaining fairness in assessments.

Despite recognising its potential, many school leaders reported limited familiarity and experience with AI tools. Responses indicated a lack of time to explore new technologies, a sense of scepticism, and uncertainty regarding practical applications. These findings confirm earlier research by Holmes et al. (2019), who argue that educational systems are slow to adapt to change. This lack of competence hinders meaningful integration and illustrates the gap between AI's potential and its current use in leadership. Respondents highlighted the importance of professional development to build digital competence, findings that align with Torres-Santos and Castulo (2025) and Zawacki-Richter et al. (2019), who note the importance of equipping leaders with foundational digital skills for successful AI implementation.

The study also highlights a strong need for external and systemic support. Several school leaders noted that AI integration will only be successful with clear strategies, time allocation, and support from school organisers or

district authorities. These findings reinforce Weng and Tang (2014) and Marrone et al. (2025), who stress that school-level initiatives must be supported by national or regional efforts, including funding and policy development.

Despite these challenges, school leaders acknowledged several opportunities, including enhanced efficiency, better communication, and support for data-driven decision-making. These opportunities are in line with Adams and Thompson (2025) and Martin et al. (2023), who discuss AI's capacity to improve leadership outcomes when used strategically and ethically.

In summary, to explore AI as a decision-making tool, it is essential to understand what support school leaders need to adopt it effectively. A lack of support and resources may constrain the use of AI's potential in decision-making. For example, school leaders' unfamiliarity with AI is a major obstacle to its adoption in leadership practices, which highlights the need for professional training and resources to overcome this challenge.

6. Conclusions

The aim of this study was to explore the potential of AI as a decision-making tool for K–12 education leaders. The research addressed two primary questions: first, to understand the perceptions of school leaders regarding AI's applications in leadership practices; and second, to identify the challenges and opportunities AI presents in this context. The findings revealed that school leaders perceive AI as a valuable tool for enhancing efficiency in teaching and administrative tasks while also streamlining decision-making processes.

In response to the first research question, school leaders acknowledged AI's potential to improve both administrative and pedagogical efficiency. AI tools were viewed as essential in enhancing leadership practices, particularly by optimising repetitive tasks and providing real-time insights for more informed decision-making. However, the second research question brought to light the challenges school leaders face, especially with regard to academic integrity concerns, lack of familiarity with AI tools, and the necessity for further professional training to effectively integrate AI into leadership practices.

The study also underscored the importance of addressing ethical considerations, such as ensuring fairness, transparency, and accountability in AI's application within educational settings. Additionally, school leaders identified a critical need for digital competence, not only among teachers but also for themselves as leaders, to responsibly navigate the growing presence of AI in schools.

The theoretical significance of this research lies in its examination of AI as a decision-making tool for K–12 education leaders. By exploring their perceptions of AI's applications, as well as the associated challenges and opportunities, this study provides valuable insights into how AI can transform educational leadership. It shows that AI has the potential to enhance leadership practices, optimise administrative tasks, and offer support for more effective decision-making in schools.

The educational significance is underscored by the emphasis on data-informed decision-making and the ethical considerations related to academic integrity and the need for digital competence among leaders and teachers. The findings highlight the need for school leaders to possess digital competence to responsibly incorporate AI into their leadership practices. Additionally, the study stresses the importance of supporting school leaders in overcoming barriers and integrating AI effectively. Addressing these needs will be critical for realising AI's full potential in educational practices.

In conclusion, this research highlights that while AI presents numerous opportunities for enhancing educational leadership, there are significant challenges related to ethical concerns, digital competence, and the integration of AI into existing school structures. Addressing these challenges will be key to ensuring that AI can be used effectively and responsibly in K–12 education settings.

This study highlights the importance of ethical considerations in using AI for school leadership. Key ethical issues include maintaining academic integrity, ensuring data privacy, and addressing potential biases in AI tools. School leaders must be aware of these challenges and be trained to use AI responsibly. It is essential to ensure that AI is used in ways that support fairness and transparency, while promoting equitable educational opportunities for all students.

6.1 Limitations and Future Research

In regard to limitations, it is important to acknowledge the low survey response in this small study. Nevertheless, the analysis of the open-ended questions in the surveys has provided a picture of how school leaders perceive the potential of using AI in leadership and learning practices. Future research could include interviews with school leaders to deepen the understanding of the potential and constraint in the use of AI for leadership and learning. Other studies could involve focus group interviews to widen the understanding of how school leaders view the use of AI to support teacher and student learning through the reflective use of AI.

Ethical Declaration

An ethical declaration was not required.

AI Statement

Artificial intelligence tools, specifically ChatGPT (by OpenAI), were used during the writing process of this paper to support language editing and improve clarity. All content and ideas remain the sole responsibility of the author(s).

References

ADAMS, D. & THOMPSON, P. 2025. Transforming School Leadership with Artificial Intelligence: Applications, Implications, and Future Directions. *Leadership and Policy in Schools,* 24**,** 77–89.

ALDIGHRIR, W. M. 2024. Impact of AI ethics on school administrators' decision-making: the role of sustainable leadership behaviors and diversity management skills. *Current Psychology***,** 1–19.

BRAUN, V. & CLARKE, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology,* 3**,** 77–101.

BRAUN, V. & CLARKE, V. 2021. Can I use TA? Should I use TA? Should I not use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research,* 21**,** 37-47.

CHIU, T. K. 2024. The impact of Generative AI (GenAI) on practices, policies and research direction in education: A case of ChatGPT and Midjourney. *Interactive Learning Environments,* 32**,** 6187-6203.

COHEN, L., MANION, L. & MORRISON, K. 2017. *Research methods in education,* London, Routledge, London.

DAI, R., THOMAS, M. K. E. & RAWOLLE, S. 2024. The roles of AI and educational leaders in AI-assisted administrative decision-making: a proposed framework for symbiotic collaboration. *The Australian Educational Researcher***,** 1–17.

FULLAN, M., AZORÍN, C., HARRIS, A. & JONES, M. 2024. Artificial intelligence and school leadership: challenges, opportunities and implications. *School Leadership & Management,* 44**,** 339–346.

FUSARELLI, B. C. & FUSARELLI, L. D. 2024. Leadership for the future: Enhancing principal preparation through standards and innovation. *Education Sciences,* 14**,** 1403.

HOLMES, W., BIALIK, M. & FADEL, C. 2019. *Artificial intelligence in education promises and implications for teaching and learning*, Center for Curriculum Redesign.

KARAKOSE, T. & TÜLÜBAS, T. 2024. School Leadership and Management in the Age of Artificial Intelligence (AI): Recent Developments and Future Prospects. *Educational Process: International Journal,* 13**,** 7–14.

MARRONE, R., FOWLER, S., BATHAKUR, A., DAWSON, S., SIEMENS, G. & SINGH, C. 2025. Perceptions and perspectives of Australian school leaders on the integration of artificial intelligence in schools. *School Leadership & Management,* 45**,** 30–52.

MARTIN, F., ZHUANG, M. & SCHAEFER, D. 2023. Systematic review of research on artificial intelligence in K-12 education (2017–2022). *Computers and Education: Artificial Intelligence***,** 100195.

SCHILDKAMP, K., POORTMAN, C. L., EBBELER, J. & PIETERS, J. M. 2019. How school leaders can build effective data teams: Five building blocks for a new wave of data-informed decision making. *Journal of educational change,* 20**,** 283–325.

TORRES-SANTOS, M. C. & CASTULO, N. J. 2025. Lessons for K-9 administrators from high school administrators: a case study on data-Driven decision-making in New Mexico's multi-layered system of supports. *Education 3-13***,** 1–15.

TYSON, M. M. & SAUERS, N. J. 2021. School leaders' adoption and implementation of artificial intelligence. *Journal of Educational Administration,* 59**,** 271–285.

VETENSKAPSRÅDET 2024. God forskningssed [Good research practice] Stockholm: Vetenskapsrådet: Stockholm: Vetenskapsrådet.

WENG, C.-H. & TANG, Y. 2014. The relationship between technology leadership strategies and effectiveness of school administration: An empirical study. *Computers & Education,* 76**,** 91–107.

ZAWACKI-RICHTER, O., KERRES, M., BEDENLIER, S., BOND, M. & BUNTINS, K. 2019. *Systematic Reviews in Educational Research - Methodology, Perspectives and Application*.