

The contribution of case-based learning to adopting a multidimensional view in educational leadership students

Contribution of
case-based
learning

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Abstract

Purpose – Adopting a multidimensional view is a characteristic of systems thinking in school leadership, which involves recognizing that each component of the school system necessarily has more than one cause, result or solution. This study explores how case-based learning has contributed to the development of adopting a multidimensional view in educational leadership students.

Design/methodology/approach – The present study was qualitative in nature. Study participants were 32 graduate students from an Israeli college of education who participated in case-based learning held in a 14-session course. The data collected for this study included journal entries written by these students after each session. Overall, 318 journal entries were analyzed through a four-step process: sorting, coding, categorizing and theorizing.

Findings – Data analysis indicated three aspects of adopting a multidimensional view developed through case-based learning: acquiring a principal's perspective, recognizing other schools' perspectives and exposure to other individuals' perspectives.

Originality/value – This study joins other recent efforts to find ways to develop influential educational leaders, suggesting that case-based learning contributes to the development of adopting a multidimensional view in educational leadership students.

Keywords Case-based learning, Educational leadership, Multidimensional view, Systems thinking

Paper type Research paper

Introduction

Case-based learning is a teaching/learning method where students analyze a case, which is a real-world scenario presented in the context of the events, people and factors that influenced it (Stanley, 2019). The case involves a dilemma, an uncertain outcome, or a problem, for which the students generate a solution and reflect on other possible solutions under an instructor's guidance (Loyens and Rikers, 2017). Researchers have identified numerous benefits of case-based learning, as it facilitates the integration of knowledge and practice, supports self-reflection, increases student motivation, enables collaborative learning and improves a wide range of learning skills (Stanley, 2019). The present study seeks to answer the following research question: How may case-based learning contribute to *adopting a multidimensional view* in educational leadership students?

Adopting a multidimensional view is a characteristic of systems thinking in school leadership (Shaked and Schechter, 2014). *Adopting a multidimensional view* entails understanding that each and every part or element within the school as a complex system inescapably has a context that influences it, and therefore has always more than one cause, result, or means of dealing with it. Thus, systems-thinking principals can simultaneously see some aspects of a given issue and consider various dimensions (Shaked and Schechter, 2017). Since *adopting a multidimensional view* was found to positively influence school effectiveness (Shaked et al., 2018), this study, which investigated its development during case-based learning, was most necessary.

Specifically, this study explored case-based learning held as part of a graduate program in educational leadership in an Israeli college of education. The national school system in Israel



serves about 1.6 million students (Israeli Ministry of Education, 2020) and is similar in many ways to that of the USA (BenDavid-Hadar, 2016). Exploring the potential contribution of case-based learning to, *this study expands the available knowledge, holding* theoretical and practical implications.

Literature review

Case-based learning

Case-based learning is a setting rooted in constructivism because students make meaningful links between their earlier knowledge and the case contents (Martin *et al.*, 2008). Constructivism understands knowledge neither as truths to be recognized nor as an independent entity that is directly transmittable from person to person. Instead, it perceives knowledge as consists of emergent, developmental, non-objective constructed explanations (Pelech and Pieper, 2010). Within this framework, there are two complementary perspectives of the learning process: personal (cognitive) constructivism focuses on the intrapersonal process of individual knowledge construction, and social constructivism emphasizes the central role of the social environment in learning (Keaton and Bodie, 2011). Overall, through the constructivist lens, learning new concepts through application in authentic situations, where a meaningful context exists (Powell and Kalina, 2009), is much more useful than learning them in a decontextualized form (Marlowe and Page, 2005).

The educational research literature considers case-based learning to be a helpful pedagogical tool that makes learning more productive. It is an interactive strategy that shifts the emphasis from teacher-centered to more student-centered activities, allowing active learning that promotes autonomous learning (Baeten *et al.*, 2012; Kim and Hannafin, 2009). It has also been associated with increased student motivation and interest in the subject being learned, providing an opportunity to develop transferable vital skills, such as communication, group-work, information gathering and analysis, problem-solving, time-management and presentation skills (Backx, 2008). It also promotes the development of critical thinking and problem-solving capabilities, requiring the practice of skills such as information retrieval, selection, analysis and synthesis (Duncan *et al.*, 2007).

Usually, case-based learning involves a collaborative intellectual effort where learners are interdependent and responsible for each other, utilizing one another's resources in ways such as asking one another for information, evaluating one another's ideas and overseeing one another's work (FitzSimmons, 2014; Jones, 2015). Compared to more traditional methods, in which students receive non-interactive information from an instructor, collaborative learning improves student understanding, academic results, motivation and interpersonal relationships (Murphy *et al.*, 2009; Pattanpichet, 2011; Zhu, 2012).

Case-based learning was found to be appropriate for disciplines in which real-life examples can be used to contextualize theoretical knowledge (Breslin and Buchanan, 2008), such as medicine (Thistlethwaite *et al.*, 2012), business (Erzurumlu and Rollag, 2013) and ethics (Dow *et al.*, 2015). Therefore, it may be useful in educational leadership studies, where examples taken from school life can help connect theoretical frameworks with educational leaders' daily practice (Shaked *et al.*, 2018). This study investigates how case-based learning may help educational leadership students to develop the characteristic of systems thinking in school leadership called *adopting a multidimensional view*.

Adopting a multidimensional view

Insofar as a school is inherently a complex system, involving a vast number of interacting functions, people and purposes (Crick *et al.*, 2017), it cannot be reduced to its components and must be studied through systems thinking (Senge, 2012). Systems thinking can be explained

briefly as involving two complementary meanings: On the one hand, it rises above the separate components to see the whole system. On the other hand, it considers each individual component as a part of the whole system (Shaked and Schechter, 2017).

Research investigating the characteristics of systems thinking in school leadership found the following practical ways in which principals lead schools through systems-thinking concepts and procedures: (1) *Leading wholes*, relating to principals' holistic perspective, oriented toward seeing the entire picture rather than only its sub-systems and parts. (2) *Influencing indirectly*, relating to principals' capability to deal with school needs and challenges circuitously, based on the countless reciprocal influences at play among a wide range of school elements. (3) *Adopting a multidimensional view*, which is explained next. (4) *Evaluating significance*, relating to principals' capability to think of school life components according to their significance in terms of the whole system (Shaked and Schechter, 2014, 2017).

This study focuses on *adopting a multidimensional view*, which relates to principals' contemplation of several aspects of a given issue simultaneously. Principals who enact this characteristic understand that the complexity of the school as a large system leads to a wide range of explanations, implications and solutions to each occurrence within it. Principals reveal a multidimensional view when, for example, they attribute a single incident at school to several different causes, judge any one single explanation for a specific occurrence as inadequate or consider various response options to a single situation (Shaked and Schechter, 2014, 2017). Notably, *adopting a multidimensional view* is positively related to teachers' job satisfaction and organizational commitment thus may contribute to school performance (Shaked et al., 2018).

Is it possible to learn systems thinking in general and *adopting a multidimensional view* in particular? While Zonnenshain (2012) argued that "There is an ongoing argument in the literature about whether systems thinking ability is inherited (innate) or learned (acquired)" (p. 1), Davidz (2006) claimed that just like any other skill, systems thinking could be developed through learning. Based on reflective journals, Zulauf (2007) found that systems thinking could be learned in a course designed for this purpose. Several methods were suggested for systems thinking training, including hypermedia (Thurston, 2000), metaphors (Taber, 2007), hybrid models (Levin and Levin, 2013) and modeling (Hung, 2008). Specifically, Blizzard et al. (2012) explored educational case studies developed to help engineers expand their whole-systems thinking. Their study's results showed that introducing the case studies improves students' consideration of several essential whole-systems design concepts.

When it comes to school principals, Shaked et al. (2018) found that explicit academic study about systems thinking during a principal preparation program may expand aspiring principals' capability to identify opportunities for implementing the systems thinking framework into various school leadership domains. The current study investigated the development of *adopting a multidimensional view* during case-based learning held as part of the master's program in educational leadership in an Israeli college of education.

Method

This qualitative study is based on interviews and content analysis. The interviews aimed to collect data about the development of *adopting a multidimensional view* by educational leadership graduate students who took part in case-based learning (King et al., 2018). The content analysis aimed to develop carefully specified categories corresponding to the meaning interviewees attributed to them (Drisko and Maschi, 2016).

Study participants

The participants of this study were 32 graduate students (25 females and 7 males), all of whom were actual teachers, with a mean age of 36 years (range: 26–53; $SD = 6.1$) and a mean

of 11 years of teaching experience (range: 4–26; $SD = 5.1$). These students participated in case-based learning held in a 14-session course that was held once a week. Each two-hour session began with a student presenting a case based on his/her professional life. The case presentation included detailed, authentic information so that a collaborative analysis of the case could be performed. Course participants were then invited to ask questions for further clarification when needed. After that, a democratic spirit discussion then ensued, and participants were free to present their analysis. The author served as the moderator. During the discussion, he encouraged students to shed light on various aspects of the event, analyze its causes and predict its implications, and offer solution options. In the last part of each session, he linked the topics discussed to theoretical frameworks in educational administration.

Data collection

The data for this study included 318 journal entries written by study participants. As mentioned above, study participants were 32 graduate students who participated in case-based learning that took place in a 14-session course. After each session, the students were asked to write journal entries describing what they learned from the session; what they could apply from the session in their educational work; what came to mind during the session; and which additional insights they gained following later reflection. The students wrote 3–13 journal entries each; in total, 318 journal entries were explored with an average length of one page. The journal entries, which were submitted through the course website, were not intended for research in the first place but rather were part of the course requirements. During the reading of the journal entries, it seemed that they could point to *adopting a multidimensional view*, and therefore they were analyzed systematically.

Content analysis

The content analysis consisted of four steps: sorting, coding, categorizing and theorizing. First, the necessary sorting and condensing were performed, seeking out the relevant statements that might represent *adopting a multidimensional view*. These statements were related to *adopting a multidimensional view* in many ways, reflecting both development and lack of development of *adopting a multidimensional view*. Second, the statements identified at the previous step were coded, where each segment of data (statement) was connected to a named code that represented an idea or concept. This step was data-driven and not theory-driven because it did not involve *a priori* codes but rather inductive codes that were developed by directly examining the data, grounded in the various perspectives articulated by participants (Rossman and Rallis, 2012). Third, statements were assembled into clusters to generalize their meanings and derive categories. Fourth, a conceptual construct of the categories derived in the previous step was sought to explore how they were interconnected and influenced each other as parts of one abstract construct.

During content analysis, the influence of the researcher's positionality, which describes the researcher's worldview and the position he adopted about the research task (Holmes, 2020), was considered. Therefore, attention was paid to how the researcher's personal experience and involvement might affect his data interpretation. Recognizing the importance of reflective journals in qualitative research (Ortlipp, 2008), the author wrote a personal reflective research log to ensure critical thinking throughout the study.

Findings

This qualitative study aimed to answer the following research question: How may case-based learning contribute to *adopting a multidimensional view* in educational leadership students?

Content analysis revealed three aspects of *adopting a multidimensional view*, which were developed through case-based learning: acquiring a principal's perspective, recognizing other schools' perspective and exposure to other individuals' perspective. The following sections will describe and demonstrate these aspects.

Acquiring a Principal's perspective

The first aspect of *adopting a multidimensional view*, found in study participants, was about building the ability to see school situations not only from a teacher's point of view but also from a principal's point of view. Understandably, most study participants' fundamental perspective was a teacher's perspective. They often held a set of beliefs and assumptions about school reality, which reflected their role in the organization. During the case-based learning, however, they were asked to see the cases through the principal's eyes. Over time, they learned to look at the cases not only as teachers but also as principals.

For example, when a case involving tension between a teacher and a principal was presented, the study participants' initial position was for the teacher. They supported the teacher mentioned in the case and criticized the principals' malice. The moderator then asked them to speculate what motivated the principal. Esther, with 22 years of teaching experience, described a shift in her perspective:

When Jennifer presented her case, I first identified with her. I thought the principal's decision was unfair, and I told myself that I would never act unfairly towards teachers as a principal. Unlike Jennifer's principal, I would always remember what it means to be a teacher. However, when you asked us to try to understand the principal's considerations, I suddenly realized that the principal had many considerations to take into account.

Following the moderator's request, Esther saw another part of the picture, understanding that the principal did not just act unjustly but rather had considerations that teachers were not aware of. As the course progressed, study participants mentioned the principal's point of view even without the moderator's reminder. When Anne presented her case, she claimed that "Over the years, parents' expectations have become higher and their voice louder, and since principals are afraid they do not back us." Rachel, with seven years of teaching experience, wrote about this case:

I also experienced abusive behavior by parents. However, I do not think my principal is simply afraid. Obviously, as a teacher, what matters to me is that she will protect me, justify me, and support me. However, being sensitive to parent and family needs and striving to build positive parental involvement is a key component of her role.

Arguably, Rachel saw the principal's point of view because this case was presented at a relatively advanced stage of the course, after the study participants had already trained in acquiring a principal perspective. Interestingly, study participants who were mid-level school leaders, i.e. teachers who have management responsibility for a team of teachers or an aspect of the school's work, mentioned the principal's perspective more frequently. Ruth, with 24 years of teaching experience, wrote:

I was not surprised by Sarah's case in the last session because teachers hate to be observed when teaching. However, as an instructional coordinator, I know that sitting in classes is the most effective way to improve teachers' work. It is the principal's responsibility to make sure the teachers' work is done best.

As an instructional coordinator, Ruth incorporated the needs of the teachers and the school goals. Not only does the principal alone see a wider picture, but so do mid-level school leaders, who constitute an intermediate layer of management, because leadership as an organizational function extends beyond the sole position of the principal.

Recognizing other schools' perspective

The second aspect of *adopting a multidimensional view* found in this qualitative study was the understanding that things were going differently in different schools. Most of the study participants came to the school where they worked many years ago. They worked in a small number of schools throughout their careers, and these schools were generally quite similar. Without being aware of it, they often thought that their school patterns characterize all schools. The case-based learning has enabled them to understand that things can go differently than they know. For example, George, with 19 years of teaching experience, wrote about school safety:

In my school, many teachers do not take their yard duties seriously. As with any school, it is our school's clear requirement for teachers to attend and complete yard duties. However, teachers wander out of the staffroom five or so minutes late, coffee cup in hand, and they assemble in two's or three's chatting, while making cursory glance at the children playing around them. When I said today that teachers, in general, do not really meet their yard duties, I was very surprised to hear that it is taken seriously in many schools and works very well.

Hearing teachers from other schools, George realized that it is the school culture and the fairness of rosters that could define the extent to which teachers meet their duty of care obligations. Similarly, when the moderator explained that instructional leaders regularly engage in a wide range of activities that clearly focus on improving teaching and learning for all students, Shirley, with 12 years of teaching experience, claimed that principals do not have time for instructional leadership: "Principals cannot spend time in classrooms because of a lack of time and lack of control over how they spend their time." Other study participants argued that instructional leadership is a daily administrative reality in their school. Following this session, Shirley wrote:

Instructional leadership sounded like a utopia to me. Clearly, it would have been worthwhile for principals to become intensely involved in leading teaching and learning, but how can they? However, students said their principals really do it. They described their principals as having a hand in various activities aimed at improving school teaching and learning. Apparently, it's possible.

While Shirley's principal treated the improvement of teaching and learning as an issue of secondary importance, the principals of some other study participants considered it as a critical component of their role. When Shirley discovered that principals were demonstrating instructional leadership, she realized that such leadership was probably practicable.

The fact that study participants came from different schools, communities and sectors contributed to the diversity of perspectives raised in the discussion. Referring to the above discussion of instructional leaders, Rebecca, with six years of experience, wrote that in her religious school, instructional leadership was challenging to implement because the "school as family" metaphor was a powerful lens through which they conceptualized their work: "Our school is like one big family. If the principal were to observe classrooms regularly, it might substantially change our family-like atmosphere." Rebecca believed that the family-like culture characterized the religious sector:

I think the family-like atmosphere is related to the fact that our school is religious. I am glad that I study with teachers from other sectors because I am exposed to different behavior, which in some ways is better. You could say I realized that there was also a dark side to the family-like atmosphere.

Rebecca considered the diversity of the group as an opportunity to see the full picture. She saw the family-like nature of her school as an advantage, but thanks to the different positions she heard, she realized that there were drawbacks, too.

Exposure to other individuals' perspective

The third aspect of *adopting a multidimensional view*, found in this qualitative study, was discovering the multitude of ways in which each case could be examined and explained. Study participants learned to see several aspects of a given issue simultaneously, that is, noticing a wide range of reasons for its emergence and existence, taking into account a variety of its consequences and predicting various options for its future development.

One of the cases dealt with the principal's involvement in handling disciplinary events. During the discussion, participants raised many factors to be considered and offered a wide variety of practices. Elizabeth, with 13 years of experience, learned from this case that there is no simple answer to the question of whether and how it is right for the principal to treat students who are not behaving properly:

The principal's dealing with disciplinary matters is indeed a complex challenge. Some cases require direct involvement of the principal, and in other cases, it is better not to interfere. Some disciplinary events require an immediate and clear response, while others require patience. In my opinion, there is no one correct answer, no one and only truth. Each option has its advantages and disadvantages. I really hope I can handle it!

Elizabeth was exposed to many aspects of the principal's involvement in disciplinary issues. She was not sure she could handle it successfully; however, she learned that principals must adapt to changing situations. Insofar as the "correct answer" varies according to time and place, principals need to be flexible.

One of the study participants' conclusions was that there are countless options for action in any given situation. One of the cases was about the suspension of a challenging student. With 24 years of teaching experience, Martha wrote: "*Sometimes we become "stuck" and get used to responding to complicated students in one way, which we use repeatedly.*" She added that she learned from the session that "*There are many ways to deal with a complicated student, so we need to be creative and diverse in our responses.*" Another case dealt with the question of whether the principal should be tough or attentive. Daniel, with nine years of teaching experience, who presented this case, wrote: "*When I raised the question for discussion, I was sure there were only two options, two extremes, two opposites. I learned that there are many more options. This is probably the case for other issues as well.*"

One more conclusion of study participants was that because each situation has multiple facets, a principal who seeks to understand the broad picture should listen to other points of view, as wrote Patricia, with 11 years of teaching experience:

As we analyze cases in the classroom, I realize how complex the issues we deal with at school are. That means principals must not think that they know everything. They have to learn continuously from the diverse available people around them, whose different perspectives may lead to more in-depth insights. For this reason, I like my school's management team meeting because its members' contributions clearly support our school's ability to work smarter.

Arguably, when Patricia asserted that a principal should listen to teachers, she expressed more of a teacher's perspective than a principal's (see above). However, she understood the importance of learning from the different perceptions that exist in the minds of the various people involved in an unstructured situation.

Discussion

This study aimed to explore how case-based learning supported the development of *adopting a multidimensional view*, which is a characteristic of systems thinking in school leadership (Shaked and Schechter, 2014, 2017). Through qualitative data analysis, three aspects of *adopting a multidimensional view* were found to have evolved thanks to case-based learning in a graduate program in educational leadership.

The first aspect of *adopting a multidimensional view*, found in the current study, was building the ability to see school events not only from a teacher's perspective but also from a principal's perspective. This aspect's importance lies in the fact that schools, unlike other bureaucratic organizations, are considered to be loosely coupled systems. A loosely coupled system includes responsive yet independent elements. The components of a loosely coupled system are interrelated but simultaneously maintain independence from each other (Weick, 1976). Insofar as this structural looseness of schools manifests itself mainly as a gap between school-level administration and classroom-level instruction (Shen *et al.*, 2017), it prevents teachers from understanding the school as a whole system. Against this point of departure, case-based learning allowed study participants, who were teachers studying educational leadership, to expand their understanding of the school as a large, complex system.

The second aspect of *adopting a multidimensional view*, found in this study, was the recognition that things were going differently in different schools. This aspect's importance lies in the fact that many teachers are not familiar with schools other than the one they work in. The percentage of US teachers who switch schools each year is less than 8% (Carver-Thomas and Darling-Hammond, 2017). In the Israeli education system, the percentage of teachers who switch schools is even lower (Yinon and Orland-Barak, 2017). Moreover, school switching is expected mainly in the early years of teaching. In the years that followed, teachers change schools to a much lower degree (Santoro, 2018). Study participants, who taught for many years in the same school, tended to think that the entire education system looked the way their school looked. Thanks to the case-based learning, they learned that other schools' practices could be not only different from, but also more effective than, those of their school.

The third aspect of *adopting a multidimensional view*, revealed in this study, was the understanding that any situation in the school could be understood in a wide variety of ways. This aspect's importance lies in the fact that the illusion of a single correct explanation is often unrealistic in school reality, where problems are often wicked, meaning they involve multiple possible causes and internal dynamics that could not be assumed to be linear (Peters, 2017). Study participants concluded that to understand the school reality deeply, the principal needs to listen to other perspectives. According to Quaglia (2016), principals' listening "is not a passive act; it requires planning, openness, and a genuine interest in understanding the thoughts and ideas of those around you." The principals' voice "should facilitate the voices of others in and outside of school" (p. 6). The willingness of principals to listen to diverse people and opinions reflects openness, conceptually related to the principal's collegial leadership style, in which the principal is seen as accessible and open to the ideas of others (Handford and Leithwood, 2013).

Overall, this study's findings suggest that case-based learning supports the development of *adopting a multidimensional view*. As reviewed above, although Zonnenshain (2012) asserted that disagreement exists about whether systems thinking is an inherited talent or a learned capability, most researchers agreed that systems thinking could be learned and developed, at least to some extent (e.g. Davidz, 2006; Zulauf, 2007). Blizzard *et al.* (2012) found that case studies have helped engineers develop some whole-systems design skills. According to this study, when each study participant analyzed the cases presented in the case-based learning from their own perspective, other participants enriched and varied their range of perspectives. Therefore, case-based learning can be considered as a way to develop *adopting a multidimensional view*.

The case-based learning was complemented by reflective writing. As described above, following the case-based learning, study participants were required to write journal entries. Arguably, these journal entries served as a reflective practice that supported the development of *adopting a multidimensional view*. Reflective practice helps teachers reconstruct their experiences and make sense out of them (Blumberg, 2015). As they reflect, they reorganize

their understanding and feelings, leading to deeper insights resulting from self-knowledge (Clark *et al.*, 2016). A high level of reflective practice can change their comprehension, as it may help them overcome their misrepresentations and become more efficient (Hanson, 2013).

The constructivist approach argues that learning is more effective when it occurs in a meaningful context that links learned concepts to authentic situations rather than teaching decontextualized theories (Marlowe and Page, 2005). Indeed, scholars have recommended that higher education in general should engage students in learning to apply abstract knowledge to realistic situations (Glanz, 2016; Hallinger and Lu, 2013; Hattie, 2009). This study showed that opportunities to contextualize educational leadership students' learning in practical school experiences, provided through case-based learning, allowed study participants to expand their capacity of *adopting a multidimensional view*.

Limitations and implications

Compared to prior research, this study has collected and analyzed new data on the contribution of case-based learning to *adopting a multidimensional view*. However, it has several limitations. First, the data were collected in a particular context. Further research is needed to substantiate the findings' inter-contextual and international validity. Study replication in various sociocultural contexts would be advisable to generalize the findings to broader populations. Second, data collection included reading 318 journal entries. Future research will do well to use methodological triangulation, comparing several different sources of data, both qualitative and quantitative, to see if similar results would emerge. Third, this study reflects the situation at a specific point in time. A longitudinal study is required to explore whether and how case-based learning contributes to study participants' performance over time.

Practically, case-based learning was found in this study as appropriate for educational leadership studies. Contextualizing learning in practical school experiences through case-based learning allows educational leadership learners to expand their capacity of *adopting a multidimensional view*, as well as other characteristics of systems thinking. Thus, case-based learning may be used in educational leadership undergraduate and graduate programs, principal preparation programs and professional development of principals in various stages of their careers. The case-based learning can be complemented by reflective practice (e.g. reflective writing).

Conclusion

The present study sought an answer to the question of how case-based learning may contribute to *adopting a multidimensional view* in educational leadership students. Content analysis revealed three aspects of *adopting a multidimensional view* that were developed through case-based learning: acquiring a principal's perspective, recognizing other schools' perspective and exposure to other individuals' perspective.

The novelty of this article is that it suggests that case-based learning contributes to the development of *adopting a multidimensional view* in educational leadership students. *Adopting a multidimensional view*, which is one of the characteristics of systems thinking in school leadership (Shaked and Schechter, 2014), involves understanding that each school component has many causes, effects and solutions (Shaked and Schechter, 2017). Case-based learning, in which cases typified by complexity and uncertainty are analyzed (Loyens and Rikers, 2017), makes it possible for educational leadership students to see at the same time several aspects of a given issue and to consider different dimensions.

This study joins other recent efforts to find ways to develop skilled educational leaders (Daniels *et al.*, 2019). Because *adopting a multidimensional view* positively affects school

leadership (Shaked *et al.*, 2018), it seems advisable to integrate case-based learning in master's degree programs in educational leadership, principal preparation programs, mentoring programs for novice principals and professional development of in-service principals. Overall, this study's findings may be used by those who aspire to nurture effective school leaders.

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