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## A Foresighted Vision for the Role of Educational Leadership in Building a Humane Society in the Age of Artificial Intelligence

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### Abstract

The study aimed to build a forward-looking vision for educational leaders in building a humane society in the age of artificial intelligence and preparing and training a knowledge-based society. The future is considered in preparing that future and enabling scientific research skills and various scientific and wise issues. The problem is available and there are desired ones and can attend by investing in artificial intelligence applications and software to improve time, effort, cost, quality and effectiveness in achieving achievement and accuracy. Certainly, this is a smart tool that supports its strong efforts that only drain the time of the team for creativity and innovation, knowledge and coordination of work to invest the smart revolution in developing various skills, as the world has witnessed radical changes and complete progress in the field of artificial intelligence, which imposes new challenges and an opportunity not available in November, especially educational milk. In this context, building a balanced human society in the era of artificial intelligence requires a pioneering part of educational leadership, apart from the education path and developing future skills among students, by analyzing and reviewing the latter and previous studies during the current general educational literature (2023/2024) to ensure the emergence of a therapeutic vision that addresses a wide range of issues. The current study differs from previous studies in that it relies on the analytical considering the results of the following studies with clear modern features. A vision was built that is a basic supervisory vision to support students and build a knowledge society and enhance development. The vision was based on five pillars: a main leadership leader who builds skills. The educational leader as a guide activates community leadership. The value-based educational leader instills animal values. The community educational leader participates in community awareness and learning dialogues. A vision is managed to identify its degree of suitability from a specific point of view and expert presentation. The group of experts decides to anticipate the future, where partial educational leaderships occupy a pivotal role in building a human society that flourished in the era of artificial intelligence, a society characterized by coexistence between humans and humans, and relies on comprehensive cognitive animal values.

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## Introduction

In an era witnessing rapid developments in artificial intelligence, the challenges and opportunities facing educational leaders are increasing, as they bear the responsibility of building a human society capable of keeping pace with these changes. Artificial intelligence has become an integral part of daily life, which requires educational institutions to adopt new technologies and methods for teaching and learning, while at the same time directing these technologies towards enhancing human values and guiding students towards ethical and responsible interaction with technology.

Educational leaders play an essential role in formulating an educational vision that balances the needs of technology and the requirements of human society. By developing educational strategies based on developing ethical and social values, these leaders can promote a culture that respects humans and appreciates their role in the development of societies. Educational leaders also contribute to preparing generations capable of employing artificial intelligence in a positive and constructive way, ensuring that technology does not become a tool for dehumanization (Abu Ayyadah, 2022).

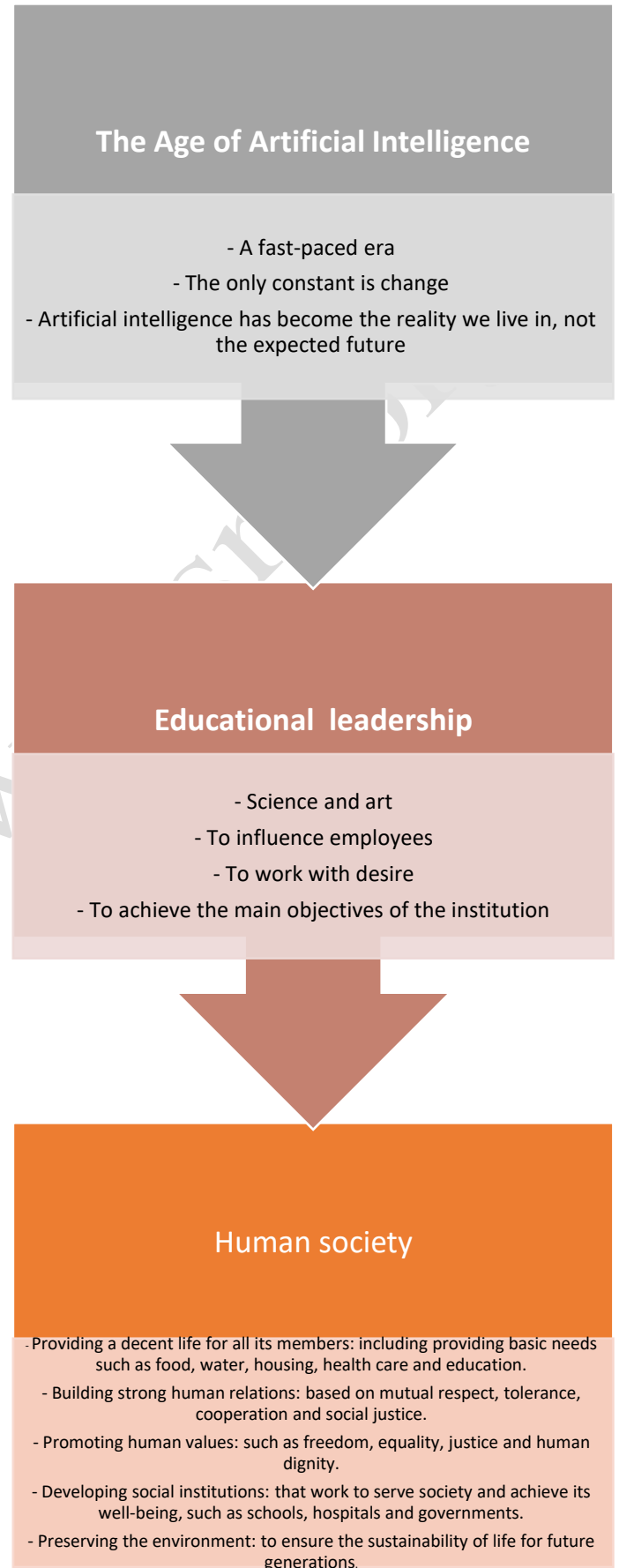
Educational leadership skills are vital in establishing educational foundations that qualify students to deal with artificial intelligence with a critical mindset and a high sense of social responsibility. Directing students to question the ethical values of artificial intelligence applications contributes to stimulating their awareness of the importance of using technology for the benefit of humanity, away from applications that may lead to the deterioration of social values. This is what Odeibat and Abu Ayyadah (2024) emphasized by building ethical standards for employing artificial intelligence in education and scientific research to use smart applications as an assistive tool.

Moreover, educational innovations that rely on artificial intelligence are a powerful means of activating the role of leadership in building a cooperative and inclusive society. Developing educational programs that aim to enhance social interaction and active participation can have a positive impact in reducing cultural and economic gaps, which contributes to building a more just and diverse human society.

Building a human society in the age of artificial intelligence requires educational leaders to develop policies and programs that are in line with technological transformations and at the same time support ethical and human values. Striking this balance is a major challenge, but it is essential to ensure that AI is used as a tool to drive societal growth and development, while keeping the essence of humanity at the heart of technological progress.

Study plan:

Figure (1): Study plan (designed by researchers, 2024)



**Study Problem:**

In light of the rapid technological developments that the world is witnessing today, artificial intelligence has become an integral part of our daily lives, which enhances the importance of the role of educational leaders in shaping the future of future generations. Advances in artificial intelligence technologies not only carry great potential to improve the efficiency and methods of education, but also impose new challenges related to preserving human and ethical values. In this context, and by extrapolating the results, research and related studies during the current year (2024/2025) such as the study (AlGarni, Malkawi, & Malkawi, 2024) (Demartini, Sciascia, Bosso, & Manuri, 2024) (Grădinarii, Dinu, Rotaru & Toma, 2024) (Guan, Feng & Islam, 2024), the need for a forward-looking vision that aims to exploit these technologies in a way that enhances the building of a humane society based on the principles of respect, cooperation and responsible citizenship appears. The problem of the study arises from the question of the extent of the readiness of educational leaders to adapt to this new reality, and about their ability to employ artificial intelligence to build a society that adopts human values in the age of advanced technology, as the study came to answer the main question of the study: What is the forward-looking vision for the role of educational leaders in building a humane society in the age of artificial intelligence?

**Two questions emerged from it for the study:**

1. What is the role of educational leaders in building a humane society in the age of artificial intelligence?
2. What is the forward-looking vision for the role of educational leaders in building a humane society in the age of artificial intelligence?

**Importance of the study:**

The importance of this study comes from the fact that it is hoped that the following parties will benefit from its results:

First: Theoretical importance:

- Adding some knowledge to libraries in general, and the Jordanian library in particular.
- Graduate students, through what it will provide them with in terms of a sound methodology in scientific research.

**Second: Practical importance:**

- Educational leaders, decision-makers and officials in ministries, by making decisions and drawing up policies to activate the role of educational leaders in building a humane society to reach the knowledge society and enhance its status.
- To be a starting point for other research, with what it provides in terms of theoretical literature, previous studies and a tool for collecting information whose validity and reliability will be verified.

**Study objectives:****The current study aims to:**

- Identify the role of educational leaders in building a humane society in the age of artificial intelligence.
- Build a forward-looking vision for the role of educational leaders in building a humane society in the age of artificial intelligence.

**Study terms**

- **Educational leadership (terminology):** The leader's ability to influence the behavior of those working with him to work with a desire to achieve specific goals (Abu Ayyadah, 2022).

- **Educational leadership (procedurally):** The influence of the educational leader on the work team to work with desire and proactivity and harness all financial, environmental, material and technical resources to achieve the strategic goals of the institution.
- **Humane society (procedurally):** A set of efforts and goals that aim to create a just, equal and fair social environment for all, achieve sustainable development, build peaceful societies, promote human rights and achieve social justice. And build societies capable of facing future challenges.
- **Artificial Intelligence (terminology):** Artificial intelligence is a branch of computer science that deals with the creation of intelligent agents, which are systems capable of thinking, learning and acting independently. Developing effective techniques to solve a wide range of problems (Abu Eyadah, Odibat, 2023)
- **Artificial Intelligence (procedurally):** Applications, software and systems developed by humans to help humans accomplish tasks accurately and quickly with the least time, effort and cost and to reduce the burden of routine work.

**Study Methodology:**

The study methodology is based on "The study adopted a descriptive, analytical, and developmental approach, as it employed inductive analysis of relevant studies and literature in line with the researcher's point of view in enhancing the proposed vision, as the role of educational leaders is analyzed by reviewing contemporary literature and trends related to artificial intelligence and education, in addition to using evaluation tools to monitor the human and ethical dimensions that educational leaders contribute to enhancing within society. It will also review and analyze the applications of artificial intelligence and their effects on human values, and discuss how to employ this technology to enhance a society based on respect, cooperation, and tolerance, with the aim of anticipating an integrated vision to enable educational leaders to build a sustainable human society in light of modern technological developments.

**Previous Studies**

- **A study conducted by Kanayas (Kanayas, Triantari, & Vavouras, 2024)** entitled Educational Leadership in the Philosophy of Artificial Intelligence Management, the purpose of this study is to highlight that the use of technology, specifically artificial intelligence, used in all areas of human life and especially in education, is supported by the power of philosophy, which brings human nature closer to technology. The ethical theories of ancient and modern philosophers confirm that education can play an important role in creating and defining ethical programming and controlling artificial intelligence. Under the ethical philosophy, the role of the moral and spiritual leader in education emerges, along with the role of educators and the use of artificial intelligence, where the moral human being will be required and guided by wisdom to prevent risks and ensure benefits. On the other hand, it is necessary to train students in the skills and abilities that will help them benefit from the philosophy of artificial intelligence, after having previously acquired a human-oriented educational philosophy in terms of values, choices, decisions and procedures. In a study by Demartini, Sciascia, Bosso, & Manuri (2024) titled Artificial Intelligence Brings Improvements to Adaptive Learning in Education: A Case Study Despite promising results in higher education, the widespread adoption of learning analytics remains elusive across educational settings, with primary and secondary schools showing significant reluctance to adopt these

tools. This reluctance is a significant obstacle, especially given the proliferation of educational technology and the abundance of data generated in these settings. In contrast to higher education institutions that readily integrate learning analytics tools into their educational management, secondary schools often have doubts regarding the impact and returns of the tools. To overcome these challenges, this work aims to harness learning analytics to address critical areas, such as school dropout rates, the need to enhance student collaboration, improve argumentation and writing skills, and the need to promote computational thinking across all age groups. The aim is to empower teachers and decision-makers with learning analytics tools that will enable them to identify learners in vulnerable or exceptional situations, and enable educational authorities to take appropriate actions in line with the needs of students; this could include adapting learning processes and organizational structures to meet the needs of students. This work also seeks to assess the impact of these analytics tools on education within a multidimensional and scalable domain, starting from individual learners to teachers and school principals, and extending to broader governing bodies. The primary aim is illustrated by the development of an easy-to-use AI-based learning dashboard. This prototype aims to provide robust support to teachers and school principals who are dedicated to enhancing the education they deliver in the complex and multifaceted social domain of school. A study conducted by Al-Garni, Malkawi, and Malkawi (2024) entitled *Achieving Government Innovation through Adopting Artificial Intelligence* The study aimed to identify the role of readiness for artificial intelligence requirements (technical infrastructure, data sets, administrative and organizational readiness, laws and legislation, artificial intelligence ethics, and societal challenges) in government innovation from the perspective of employees in Jordanian government agencies. Valid questionnaires were collected from employees in information technology departments in Jordanian government agencies. After analyzing the data, the study concluded that the level of availability of artificial intelligence in Jordanian government agencies is average, and that the degree of availability of the sub-dimensions of artificial intelligence is average, with the exception of the data sets and legislation dimensions, which were at a high level. And that the availability of government innovation is high. The study also found that there is a significant impact of artificial intelligence on government innovation in Jordanian government agencies, and explained 62% of the variance in government innovation. The study recommended the need to pay attention to developing artificial intelligence requirements due to the continuous development in technology and the environment, and to make this an ongoing process, in addition to the need for government agencies to cooperate with institutions The public and private sectors, and building partnerships with them that benefit both of them in developing artificial intelligence, and thus government innovation, and making artificial intelligence and government innovation a top priority and strategic plan.

limited than expected. They mainly focused on a few highly conscious tools. This paper investigates AI support for educational activities, key motivations, and tools for business education. Survey data collected from 254 learners was analyzed using multivariate binary logistic regression. Two research questions were formulated to investigate whether AI supports educational activities and what AI tools support business educational activities. The results show that learners value AI for assisting teachers with administrative tasks, personalizing learning plans, and saving time. However, learners are not aware of most of the benefits of AI tools, except for computer vision, edge computing, and AI chatbots. The paper highlights the need to increase the use of AI in education to make students more familiar with AI tools and benefit from them in business education.

- A study by Suruji, Gradinaru, Suruji (2024) titled Artificial Intelligence in Business Education: Benefits and Tools, Understanding the impact of Artificial Intelligence (AI) on education is vital to guide educators in developing educational tools. AI in education comes not only with opportunities but often with challenges for both educators and learners. Finding the right tools to integrate AI into the learning framework is a test for current and future generations. Even if most students recognize AI as a valuable tool, their engagement with AI in education seems to be more

- A study by Gradinariu et al. (2024) titled Developing educational competencies of Romanian students in the context of the development of data science and artificial intelligence, explores the main academic competencies and professional skills in data science in the context of the development of artificial intelligence, highlighting their importance in the business environment. Using the “Stack Overflow Annual Developer Survey 2022” dataset and machine learning methods such as principal component analysis, K-means clustering, and logistic regression, professional skills in data science are analyzed. The research targets the distribution of jobs in the field, the level of experience, the languages and analysis software used, the support provided by companies, the dynamics of data science teams, as well as the impact of artificial intelligence on this field. With their help, a comprehensive understanding of the impact of academic training on career opportunities in the field of data science is provided, contributing to the development of a qualified profile of specialists in this field. The research also provides relevant indicators and recommendations for enhancing the skills required in data science in order to identify a skilled profile and meet the requirements of the business environment in a world dominated by data analytics and artificial intelligence. By including academic skills in the training process of data science professionals, the research brings innovation and highlights the skills necessary for training in the academic field to facilitate the employment of graduates in specific areas of data science. This aspect is important because, in practice, it has been observed that most professionals working in data science rely on independent learning rather than skills acquired in the academic field. - Mihai et al. (2024) conducted a systematic study to review the literature on digital economy education based on artificial intelligence, especially in light of the shift towards online education imposed by the COVID-19 pandemic. The study included 60 scientific papers, and focused on how the literature addressed this concept, the uses of smart applications in digital economic education, and the factors that contribute to its success, in addition to the challenges it faces. The results concluded that digital education is mostly defined as the use of technology to support education, with artificial intelligence being a key element, as it has the potential to radically transform economic processes. The adoption of e-learning systems based on artificial intelligence depends on several factors, including technical capabilities, teacher confidence, and cultural factors. The field faces challenges related to user resistance, weak digital competencies, access to systems, in addition to financial issues. The researchers

also developed a model of the factors associated with success and challenges in digital economic education based on artificial intelligence.

- **Karakose & Tülübaş (2024)** conducted a study on the impact of artificial intelligence on school leadership and management, aiming to explore how smart technologies contribute to improving the performance of school leadership and educational management. The research presents the role of artificial intelligence in education through applications such as intelligent teaching systems, adaptive learning, large-scale assessment, predictive analytics, and educational games, which have begun to change the methods of teaching, learning, and school management. The study shows that artificial intelligence provides multiple possibilities to improve leadership by processing big data, and enabling transparent and participatory management based on digital skills. These technologies also help manage various technical aspects in schools, such as transportation services, educational materials, human resources, and security, in addition to enabling the analysis of educational data to make preventive decisions and customize education according to students' needs. The study highlights that this digital transformation offers opportunities to improve education, but it also poses challenges that require adaptation in working methods to achieve the best benefit for the parties involved in the educational process. - Guan, Feng & Islam (2024) conducted a study on the ethics of educational data in the era of smart education, where artificial intelligence and advanced technologies are being used to collect and analyze educational data more broadly. The study aims to analyze the ethical challenges associated with educational data and provide strategic solutions to ensure data privacy and security in this context. Through a bibliometric analysis of existing research, the study identified three major problems: (a) privacy violations during data collection, storage, and sharing, (b) learners' ability to make independent decisions is restricted due to predictions based on educational data, and (c) data systems lack "the ability to forget" as an ethical principle in evaluating educational materials. The study proposed learner-centered solutions, including technologies such as blockchain, 5G, and unified learning. These macro-level solutions include establishing standard systems and platforms for educational data, promoting collaboration between research and application to build a new environment for educational data, and encouraging schools and teachers to use data responsibly in assessment. The study also provides recommendations that other countries can benefit from in developing educational data ethics policies.

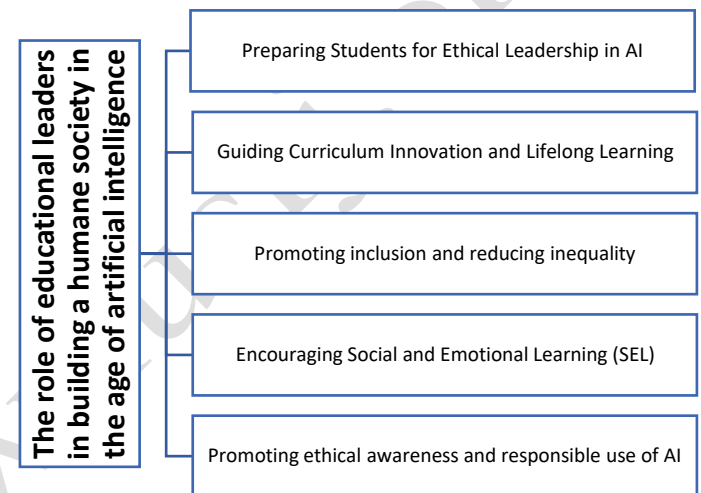
### Commentary on previous studies

The aforementioned studies provide a comprehensive view of the effects of AI on education, government innovation, and school leadership, highlighting the challenges and opportunities available in these areas. The study by Kanayas (2024) reflects the ethical dimension of using AI in education, stressing the need to integrate human and ethical values to ensure optimal use of this technology, emphasizing the importance of spiritual and ethical leadership in guiding students to use AI wisely. In contrast, the study by Demartini et al. (2024) illustrates the challenges facing primary and secondary education in adopting learning analytics compared to higher education, as schools are still hesitant to adopt these tools, which limits the possibility of improving the educational experience and increasing student engagement.

On the government side, the study by Al-Qarni, Al-Malkawi, et al. (2024) highlights the role of AI in promoting innovation in

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the Jordanian government sector, noting the need to improve the technical infrastructure and enhance cooperation between stakeholders to achieve maximum benefit. In the field of business administration, the study by Surujiu et al. (2024) highlights the importance of increasing learners' awareness of educational AI tools and clarifying their role in facilitating teachers' administrative work and customizing educational plans. The study by Gradinari et al. (2024) also highlights the importance of integrating data science skills into academic programs to keep pace with the demands of the modern work environment, while the study by Mihai et al. (2024) highlights the transformation that AI has brought about in digital economic education and the challenges of its acceptance. In addition, the study by Karagöz and Tolubas (2024) reviews how school leadership and educational management can be improved through AI, and the study by Guan and Feng (2024) discusses the ethical challenges associated with educational data,



emphasizing the importance of protecting learners' privacy to ensure that their data is used responsibly.

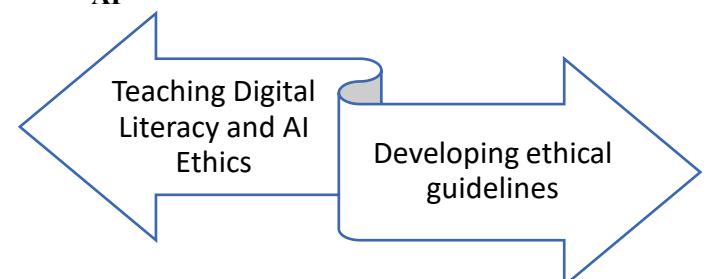
### Study results:

Results of the first question of the study, which states: What is the role of educational leaders in building a humane society in the age of artificial intelligence?

Educational leaders contribute to strengthening a humane society in the age of artificial intelligence by ensuring that artificial intelligence is integrated thoughtfully and ethically into educational environments. The following are the main roles they play.

Figure (1): Educational leadership in building a humane society in the era of artificial intelligence (designed by researchers, 2024)

### 1. Promoting ethical awareness and responsible use of AI



Develop ethical guidelines: Educational leaders should help develop policies and guidelines that encourage the ethical use of AI. This includes protecting privacy, ensuring transparency in

AI systems, and promoting fairness and accountability in data use.

- Teach digital literacy and AI ethics: Leaders can support curricula that teach students about AI ethics, including understanding biases in AI, responsible use, and the broader societal implications of the technology.

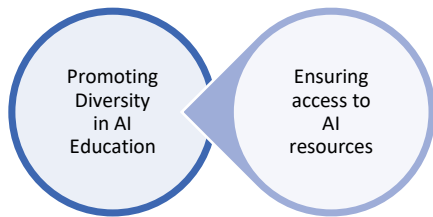
2. Encourage social and emotional learning (SEL)



Supporting SEL Programs: Educational leaders can integrate AI-powered tools that enhance social and emotional learning, helping students develop empathy, resilience, and collaborative skills—qualities that form the foundation of human interaction.

- Balancing technology with human interaction: AI offers valuable tools, but educational leaders must ensure that it complements human relationships rather than replaces them, enhancing real-world social and emotional development.

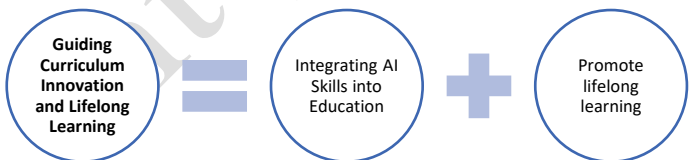
3. Promoting inclusion and reducing inequality



Ensuring access to AI resources: Leaders can advocate for equitable access to AI resources, tools, and learning opportunities, which is essential to reducing educational disparities.

- Promoting diversity in AI education: By encouraging diverse perspectives on AI-related topics, leaders can help cultivate a generation of learners who will design more inclusive AI systems.

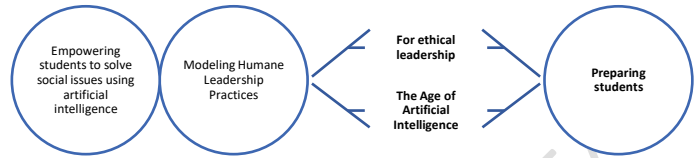
4. Guide curriculum innovation and lifelong learning



- Integrating AI skills into education: Educational leaders have a role to play in updating curricula to include core AI-related skills—coding, data analytics, and critical thinking—and preparing students for an AI-driven economy.

- Promoting lifelong learning: In a rapidly evolving AI landscape, leaders can advocate for continuous learning opportunities, ensuring that students and teachers alike stay up-to-date on and adapt to new technological changes.

5. Preparing Students for Ethical Leadership in AI



- Modeling humane leadership practices: By modeling ethical leadership and human-centered decision-making, educational leaders demonstrate how to navigate complex social and technological landscapes.
- Empowering students to solve social issues using artificial intelligence: Educational leaders can inspire students to apply artificial intelligence to address social challenges such as poverty, health care, and climate change, using technology as a force for good.

Results of the second research question: What is the forward-looking vision for the role of educational leaders in building a humane society in the age of artificial intelligence?

According to the results of the current study and by reviewing previous studies during the current year (2024) such as the study of Al-Qarni and Al-Malkawi et al. (2024), the study of Surujiu et al. (2024), the study of Gradinari et al. (2024), the study of Mihai et al. (2024), and the study of Karagöz and Tolubas (2024), the researchers developed a forward-looking vision for the role of educational leaders in building a humane society in the age of artificial intelligence.

Scope of application	Vision	#
In the age of AI, educational leaders must be leaders in embracing new technologies. This requires investing time and resources into learning about AI tools and how to integrate them into the educational process. Leaders should strive to develop a flexible learning environment that supports innovation, by providing ongoing training for teachers and students on how to use these technologies effectively. Leaders should also be able to assess the impact of these technologies on learning and adjust strategies based on the results.	Educational Leader as Innovator Embracing New Technologies	1
The educational leader should act as a mentor who encourages innovation and creativity among teachers and students. This can be achieved by creating platforms for collaboration and exchange of ideas, and organizing workshops and competitions that stimulate creative thinking. The leader should also create a safe environment that allows for experimentation and error, which enhances individuals' ability to think critically and solve problems in new ways.	Educational Leader as Mentor Stimulating Innovation and Creativity	2
With the rapid advancement of technology, it becomes imperative for educational leaders to focus on instilling ethical values in students. Leaders should adopt	Valuable Educational Leader Instilling	3

educational programs that focus on digital ethics, and teach students how to use artificial intelligence responsibly. By promoting values such as respect, cooperation, and justice, leaders can contribute to building a humane society characterized by compassion and understanding.	Moral Values	
The educational leader should be part of the community dialogue about the impact of AI on education and society. By participating in community events, the leader can contribute to raising community awareness about the benefits and challenges of AI. He can also work to build partnerships with local institutions to promote education and training in this field, which contributes to the development of a sustainable and innovative society.	Community Educational Leader Participates in Community Dialogue	4
The educational leader must be committed to promoting a culture of continuous learning in the community. By organizing training courses and seminars, the leader can help individuals keep up with technological developments and understand how to benefit from them. The leader should also encourage the exchange of knowledge and experiences between different generations, which enhances the community's ability to adapt to rapid changes.	Community Awareness and Continuous Learning	5

**Recommendations:**

Based on the results of the study, it can be said that the recommendations of the study include the following:

1. Educational institutions should organize workshops and training courses to develop the skills of educational leaders in using artificial intelligence technologies, which enables them to effectively direct the educational process.
2. Educational leaders should encourage curricula that enhance critical thinking and creativity among students, which helps them adapt to the rapid changes imposed by artificial intelligence.
3. It is important for educational institutions to seek to build partnerships with technology and scientific research companies, to provide modern educational resources and practical applications of artificial intelligence in education.
4. Educational leaders should emphasize the importance of human and ethical values in the use of artificial intelligence, to ensure that technology serves society and enhances understanding and cooperation between individuals.
5. Educational leaders should develop mechanisms to evaluate the impact of the use of artificial intelligence in education, and adapt to the results obtained to ensure continuous improvement in the educational process and meet the needs of society.

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