

Visionary Leadership and Faculty Performance in Selected Private Higher Educational Institutions in Bataan

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Abstract— This study attempted to determine the dean’s visionary leadership and faculty performance in selected private higher education institutions (HEIs) in Bataan. The results of the study served as realization of the current status of the visionary leadership and faculty performance in selected private higher education institutions in Bataan. The respondents were the faculty of the selected private HEIs in Bataan for Academic Year 2024-2025. The researcher utilized the descriptive-correlational research design which was the most effective research model to use for this particular study. The research design determined the dean’s visionary leadership and level of faculty performance of selected private higher education institutions in Bataan. The findings showed that a significant relationship was noted in the dean’s visionary leadership and the level of faculty performance. It was therefore concluded that the more effective the visionary leadership, the higher the level of faculty performance.

Keywords— Descriptive Correlational Study, Quantitative Research, Visionary Leadership, Faculty Performance.

INTRODUCTION

Why is having a vision and a leader to enforce that vision important? A vision statement is a school’s goal of where it wants to be in the future. The school staff needs something to target. This provides the staff with a way to measure progress while working toward specific targets and adjust to improve outcomes. A visionary leader develops a vision for the school and supports the staff in achieving it. A vision cannot become a reality without a leader who models the school’s beliefs and values at the heart of that vision (NMSU, 2024). Visionary school leaders play a pivotal role in creating an environment that nurtures the growth of both students and educators. By embracing a clear vision that focuses on holistic development, innovation, collaboration, and inclusivity, school leaders can steer their institutions toward success (Varthana, 2024).

How is the role of the school dean’s visionary leadership important in improving the quality of education? The findings of Supriyadi, et al. (2023) showed that a school head who has a vision, characteristics, competence, motivation, good work standards, and value-oriented is a leader who is expected to improve the quality of education.

Education visionary leaders possess a keen sense of innovation and creativity. They are constantly seeking new ways to enhance the learning experience for students, whether through the implementation of technology, project-based learning, or interdisciplinary approaches. These leaders are not afraid to challenge

traditional norms and think outside the box to bring about positive change in their institutions (United Ceres College, 2023).

Visionary leadership encourages the active participation of all education stakeholders, such as teachers, students, and parents. The leader involves them in decision-making and provides space for initiative and experimentation in learning. This creates a positive climate in the school and encourages productive collaboration. In education that continues to develop with dynamic changes, visionary leadership is an essential factor in directing educational institutions to success (Candrasari, et al., 2023).

Statement of the Problem

This study sought to explore visionary leadership in selected private higher educational institutions in Bataan for optimal school performance. It also investigated the relationship between visionary leadership and level of faculty performance.

Significance of the Study

Visionary leadership is important in education because it can help create a sense of purpose and direction for teachers, students, and administrators. Education is a complex and dynamic field that requires constant improvement and innovation.

LITERATURE REVIEW

A good leader should have integrity, self-awareness, courage, respect, empathy, and gratitude. He should be

learning agile and flex his influence while communicating and delegating effectively. Leaders shape our nations, communities, and organizations. Good leaders are needed to help guide and make the essential large-scale decisions that keep the world moving (Center for Creative Leadership, 2023). Effective leaders take responsibility for their leadership. They understand that everything they do directly affects the people they lead. The best leaders lead with their followers in mind and one of the most important leadership traits is engaging your followers. A key to effective leadership is the ability to define outcomes, but then helps individuals put their talents to use to get there. The best leaders know their people and are more aware of those people's strengths than they are of their weaknesses. Great leaders are not blind to their own or others' weaknesses; they just know that their competitive edge lies within their strengths (Gallup, 2023).

A visionary education leader has clear beliefs about what is best for students' academic, social, and emotional learning in their school. These beliefs are developed collaboratively with other stakeholders. A visionary leader embodies their school's vision, and all of their actions and decisions align to the vision and advance its implementation (Digital Promise, 2024).

Yorman (2023) in his study entitled "Visionary leadership in education management: leading toward optimal achievement in the era of independent learning" revealed that visionary leadership creates an innovative learning environment and motivates education stakeholders. In addition, visionary leadership encourages the active participation of all education stakeholders, such as teachers, students, and parents. This creates a positive climate in the school and encourages productive collaboration.

Dhawan (2023) delved into the complex nature of education, looking at it through multiple lenses: personal development, societal contribution, and economic productivity. Dhawan emphasized that education plays a pivotal role in shaping individuals into responsible and contributing members of society, going beyond the acquisition of knowledge and delving into the development of character, ethical values, and decision-making capabilities. The ethos of good education, therefore, lies in its capacity to mold individuals into not just academically proficient beings but also morally conscious citizens. A visionary leader is one who inspires their team members towards a

common goal or purpose through innovation and collaboration. They encourage team members to leverage their own innovative ideas to fuel creativity while navigating the team toward a unified vision (Center for Management and Organization Effectiveness).

Education is the vehicle of progress and personal development. A visionary leader ensures the vision becomes reality by stating clear goals, outlining a strategic plan for achieving those goals and equipping and empowering each member to take action on the plan at the organizational, team and individual levels (Michigan State University, 2025).

While having a grand vision is essential, visionary leaders may sometimes overlook the practical aspects of execution. Over-optimism might lead them to set unrealistic goals, which can strain resources and team morale. Their unyielding focus on the long-term vision can make them resistant to valuable feedback. Research finds that the positive impact of visionary leadership breaks down when middle managers are not aligned with top management's strategic vision. This can cause strategic change efforts to slow down or even fail. There is also the risk that the leader's vision may be too ambitious or difficult to sustain in the long run. Finally, there can be a lack of clear goals or objectives, leaving employees without direction and feeling unmotivated. It is in this context that the researcher seeks to explore visionary leadership in selected private higher education institutions in Bataan for optimum school performance.

METHODS

The research conducted was descriptive in nature. According to Bhandari (2023), quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and [generalize](#) results to wider populations. The researcher utilized the descriptive-correlational research design which was the most effective research model to use for this particular study. The research design determined the dean's visionary leadership and level of faculty performance of selected private higher education institutions in Bataan. The researcher used empirical data and documentary data for the conduct of the study. The empirical data were acquired from the respondents of the study who were 21 members of the faculty.

The results of the study were collected from a survey questionnaire. The researcher used a modified questionnaire. The research questionnaire was composed of validated questionnaire, which attempted to determine the dean's visionary leadership and faculty performance of the selected private higher education institution. The questionnaire was divided into three parts. The first part of the questionnaire was about the dean's visionary leadership; the second part dealt with the teachers' perceptions on visionary leadership; and the third part focused on the impact of visionary leadership on the level of faculty performance. Since the questionnaire was modified, it was subjected to face and content validity. It was shown to the panel of experts in educational management, in statistics, and in psychology for their comments and suggestions. After some modifications, it was shown to the adviser for final approval and then distributed to the target respondents. A letter of request was forwarded to the Office of the College Dean of private HEIs seeking approval for the conduct of the study. The survey was devised from writing down the appropriate and pertinent questions and measures to ensure that the respondents would answer accordingly, based on the variables

presented to them. It was composed of 25 questions for the dean's self reflection on visionary leadership; 25 questions for teachers' perceptions on visionary leadership and 10 questions on the impact of visionary leadership on the level of faculty performance which evaluated the dean's visionary leadership and faculty performance of the selected private higher education institutions in Bataan. The Likert scale was implemented to rate the independent and dependent variables of the respondents by making them placed a check mark in one of the scale measures for each question. The researcher comprehended the respondents' conscious thoughts regarding their answers which might reflect upon their personalities and affect their reputations, that is why they would remain anonymous. The questionnaires were allocated after the respondents answer and have them tallied, tabulated, analyzed, and interpreted.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Part I. Profile of the Respondents

Table 1 presents the profile of the respondents in terms of age, sex, and level of performance.

Table 1. Profile

| Profile | Frequency | Percentage |
|----------------------------|-----------|------------|
| Age | | |
| 20-29 years old | 8 | 38.10 |
| 30 to 39 years old | 7 | 33.33 |
| 40 to 49 years old | 4 | 19.05 |
| 50years old and above | 2 | 9.52 |
| Sex | | |
| Male | 7 | 33.33 |
| Female | 14 | 66.67 |
| Education | | |
| Master's Degree | 21 | 100.00 |
| Years of Experience | | |
| 1 year | 7 | 33.33 |
| 2 years | 4 | 19.05 |
| 3 years | 6 | 28.57 |
| 4 years | 1 | 4.76 |
| 5 years | 2 | 9.52 |
| 6 years | 1 | 4.76 |

Number of Cases = 21

Data reveals that from the total of 21 respondents, 79 or 38.10% of the respondents ages between 20 to 29 years old, 7 or 33.33% between 30 to 39 years old, while 4 or 19.05% ages between 40 to 49 years old, and 2 or 9.52% ages 50 years old and above. In terms of sex, 14 or

66.67% are female, while 7 or 33.33% are male. On level of education, it can be gleaned that 100% of the respondents have Master's degree. As to the years of experience, data shows that 7 or 33.33% have 1-year experience, 6 or 28.57% have 3 years, 4 or 19.05% have

2 years, while 2 or 9.52% have 5 years, while 1 or 4.76% have 4 years and 6 years' experience.

Educational attainment and professional development both significantly impact individuals and society, with higher education leading to better employment, earnings, and overall well-being, while professional development enhances skills, confidence, and job performance. Higher levels of education are associated with increased job opportunities and higher earning potential.

The study of Abun, et al., (2021) supports the findings of this study. Their investigation found that both,

educational attainment and the length of work experience correlated to self-efficacy. The study found that the higher the educational attainment is and the longer the work experience is, the higher the self-efficacy becomes. The study also confirmed through the analysis of variance that there are differences in self-efficacy among employees based on educational attainment and the length of work experience.

Part II. Visionary Leadership

Part II describes the visionary leadership in terms of Emotional intelligence; Innovative practices and collaboration; Communication skills; Boldness and resilience; and Strategic Risk-taking.

Table 2. Visionary Leadership

| Indicators | Mean | SD | DI |
|---|------|------|----------------|
| 1. I have the ability to recognize and understand emotional responses to events that affect behavior and performance. | 3.62 | 0.50 | Strongly Agree |
| 2. I have the ability to stay focused and think clearly even when experiencing negative powerful emotions. | 3.57 | 0.51 | Strongly Agree |
| 3. I have the ability to use my deepest emotions to move and guide my team towards our goals and to persevere in the face of obstacles and setbacks. | 3.57 | 0.51 | Strongly Agree |
| 4. I have the ability to sense, understand and respond to what other people are feeling. | 3.67 | 0.48 | Strongly Agree |
| 5. I have the ability to manage, influence and inspire the emotions in others. | 3.62 | 0.50 | Strongly Agree |
| Emotional Intelligence | 3.61 | 0.48 | Strongly Agree |
| 1. I actively encourage collaboration among faculty members to achieve the institution's vision. | 3.86 | 0.36 | Strongly Agree |
| 2. I am giving them opportunities to participate in cross-disciplinary projects aligned with the institution's strategic goals. | 3.76 | 0.44 | Strongly Agree |
| 3. I am building strong interpersonal relationships for more effective collaboration. | 3.76 | 0.44 | Strongly Agree |
| 4. I encourage my team in the quest for innovation, and urge them to look outside for solutions. | 3.71 | 0.46 | Strongly Agree |
| 5. I encourage innovation and support experimentation without fear of resource constraints. | 3.71 | 0.46 | Strongly Agree |
| Innovative Practices and collaboration | 3.76 | 0.37 | Strongly Agree |
| 1. I understand the importance of communication in achieving success. | 3.76 | 0.44 | Strongly Agree |
| 2. I communicate clearly about desired goals and the rationale for their priority, without over specifying how they can be achieved. | 3.76 | 0.44 | Strongly Agree |
| 3. I regularly seek feedback and adjust my vision. | 3.62 | 0.50 | Strongly Agree |
| 4. I am able to provide constructive feedback and support an individual's development. | 3.71 | 0.46 | Strongly Agree |
| 5. I understand and engage with a diverse spectrum of stakeholders effectively to create flow and enhance collaboration across teams and silos. | 3.67 | 0.48 | Strongly Agree |
| Communication skills | 3.70 | 0.43 | Strongly Agree |
| 1. I am courageous decision-maker. | 3.62 | 0.50 | Strongly Agree |
| 2. I understand that failure is a natural part of the learning process but I can bounce back after a setback. | 3.76 | 0.44 | Strongly Agree |

| | | | |
|---|------|------|----------------|
| 3. I am determined to achieve our mission and vision. | 3.76 | 0.44 | Strongly Agree |
| 4. I am committed to continuous improvement and evolution of both myself and my team. | 3.76 | 0.44 | Strongly Agree |
| 5. I am willing to challenge the status quo and disrupt traditional hierarchies and power structures. | 3.62 | 0.50 | Strongly Agree |
| Boldness and resilience | 3.70 | 0.42 | Strongly Agree |
| 1. I am not afraid to take risk aligned with my team’s goals, mission or vision. | 3.81 | 0.40 | Strongly Agree |
| 2. I create a proactive, realistic plan in case of failure. | 3.67 | 0.48 | Strongly Agree |
| 3. I understand my own strengths and limitation as well as my team’s strengths and limitations. | 3.76 | 0.44 | Strongly Agree |
| 4. I am more cautious with areas where I have less knowledge. I seek advice from my co-leaders with complementary expertise. | 3.81 | 0.40 | Strongly Agree |
| 5. I Encourage a growth mindset with my team members to view challenges as opportunities to learn from mistakes. | 3.81 | 0.40 | Strongly Agree |
| Strategic Risk Taking | 3.77 | 0.38 | Strongly Agree |
| Overall | 3.71 | 0.39 | Strongly Agree |

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Agree; 1.75-2.49 Disagree; 1.00-1.74 Strongly Disagree

As shown in Table 2, the respondents have shown their strong agreement that their superior possess the characteristics of Visionary Leadership (Mean=3.71, SD=0.39). It can also be gleaned that among the variables, the strategic risk taking (Mean=3.77, SD=0.38) has the highest score and gained strong agreement among the respondents, followed by innovative practices (Mean=3.76, SD=0.37), while the lowest is the emotional intelligence (Mean=3.61, SD=0.48), all are described as strongly agree.

The leader sets the tone for the school, establishes the school's vision and goals, and provides the direction and guidance necessary for teachers and students to achieve those goals. Effective leadership also creates a positive school culture that fosters learning, collaboration, and innovation. School leaders establish great teaching practices. They can harness the talents and motivations of teachers, students, and parents; develop inclusive and inspiring learning cultures for the whole school; and provide intensive, individualized, and sustainable teacher training.

Liu, et al., (2022) revealed that visionary leadership stimulates followers to include leaders in self, which in turn enhances their taking charge. Visionary leadership can help employees align with organizational goals, which is crucial for the successful transformation of organizations in a rapidly changing and competitive environment. [Psychologist Daniel Goleman](#) (2021) leadership theory described the situation most appropriate for applying visionary leadership as one of directional change, where openness is critical for blazing new paths: visionary leaders only articulate where their team is heading—not how they will get there. The “how” is left up to the team members. Thus, a visionary leadership style has roots in driving people to experiment, create, and take risks.

Part III. Faculty Performance

Part III describes the performance of the faculty in terms of Motivation and Engagement, and Professional development and job satisfaction.

Table 3. Performance

| Indicators | Mean | SD | DI |
|---|-------------|-----------|----------------|
| The dean: | | | |
| 1. has the ability to recognize and understand emotional responses to events that affect behavior and performance. | 3.67 | 0.48 | Strongly Agree |
| 2. has the ability to stay focused and think clearly even when experiencing negative powerful emotions. | 3.67 | 0.48 | Strongly Agree |
| 3. has the ability to use his/her deepest emotions to move and guide us towards our goals and to persevere in the face of obstacles and setbacks. | 3.67 | 0.48 | Strongly Agree |

| | | | |
|---|------|------|----------------|
| 4. has the ability to sense, understand and respond to what other people are feeling. | 3.71 | 0.46 | Strongly Agree |
| 5. has the ability to manage, influence and inspire the emotions in others. | 3.71 | 0.46 | Strongly Agree |
| Motivation and Engagement | 3.69 | 0.45 | Strongly Agree |
| 1. actively encourages collaboration among faculty members to achieve the institution's vision. | 3.76 | 0.44 | Strongly Agree |
| 2. is giving us opportunities to participate in cross-disciplinary projects aligned with the institution's strategic goals. | 3.62 | 0.50 | Strongly Agree |
| 3. is building strong interpersonal relationships for more effective collaboration. | 3.67 | 0.48 | Strongly Agree |
| 4. encourages his/her team in the quest for innovation, and urge them to look outside for solutions. | 3.67 | 0.48 | Strongly Agree |
| 5. encourages innovation and support experimentation without fear of resource constraints. | 3.67 | 0.48 | Strongly Agree |
| Professional Development and Job Satisfaction | 3.68 | 0.45 | Strongly Agree |
| Overall | 3.68 | 0.44 | Strongly Agree |

Legend: 3.25-4.00 Strongly Agree; 2.50-3.24 Agree; 1.75-2.49 Disagree; 1.00-1.74 Strongly Disagree

Similarly, the respondents have strong agreement on the motivation engagement (Mean=3.69, SD=0.45), and professional development and job satisfaction (Mean=3.68, SD=0.45) it is further strengthen by the overall mean of 3.68 with standard deviation of 0.44.

Leadership is crucial for effective education. Teachers must be given the resources and support they need to be influential leaders and to create an environment where students can thrive and grow. Educators use different leadership styles in colleges to get their students to work together. Visionary leaders empower their teams by providing a clear vision and goals, encouraging collaboration, and removing obstacles. They promote a culture of ownership, accountability, and continuous

improvement. As such, they have more ability to handle unexpected crises that may affect their organization.

Sarwar, et al. (2022) revealed in their study that leadership style had a positive impact on the performance of teachers. The study exposed a strong statistically positive relationship between college dean's leadership style and teacher performance. Thus, the results of this study suggest that college deans should adopt the leadership style according to the level of teachers. The leadership style should be changed with specific situations in the colleges.

Part V. Correlation

Part V presents relationship between administrators' visionary leadership and faculty's level of performance.

Table 4. Relationship between Variables

| Indicators | R | Sig. | Decision on Ho | Interpretation |
|--|--------|-------|----------------|----------------|
| Emotional Intelligence →Performance | .694** | <.001 | Reject | Significant |
| Innovative Practices and collaboration →Performance | .747** | <.001 | Reject | Significant |
| Communication skills →Performance | .700** | <.001 | Reject | Significant |
| Boldness and resilience →Performance | .727** | <.001 | Reject | Significant |
| Strategic Risk Taking →Performance | .705** | <.001 | Reject | Significant |
| VISIONARY LEADERSHIP →Performance | .977** | <.001 | Reject | Significant |

Legend: r: ±0.80-1.0 Very Strong; ±0.60-0.79 Strong; ±0.40-0.59 Moderate; ±0.20-0.39 Weak; ±0.00-0.19 Very Weak

The result of the analysis using Pearson's Correlation shows that emotional intelligence (r=0.694, p<.001), innovative practices and collaboration (r=0.747, p<.001), communication skills (r=0.700, p<.001), boldness and resilience (r=0.727, p<.001), and strategic risk (r=0.705, p<.001), have a positively strong to very strong relationship with the performance of the faculty. This is further proven by the overall r coefficient of

0.977, significant at <.001, thus, rejecting the null hypothesis.

Visionary leaders understand the importance of building a cohesive and inclusive ecosystem. This involves providing professional development opportunities for educators, creating mentorship programs, establishing channels for open communication, building harmonious relationship

which inspires the teachers to go above and beyond their regular duties.

This finding has also been proven in the study of Gonzales, et al. (2022), about the relationship of visionary leadership and faculty performance, that the more effective the dean's visionary leadership, the higher the level of faculty performance.

CONCLUSION

From the gathered findings, the college dean's visionary leadership greatly affects the motivation and engagement, professional development and job satisfaction of the teachers. The findings showed that a significant relationship was noted in the dean's visionary leadership and the level of faculty performance. It was therefore concluded that the more effective the visionary leadership, the higher the level of faculty performance. This study suggests that college deans and teachers should collaborate in planning, implementing, and evaluating learning outcomes to achieve the vision and mission. A visionary leader should also ensure interactions within their communities that help people connect and exchange skills and ideas to enrich each other. They will help people develop a sense of community and social responsibility that results in strong social ties. Leaders encourage people to be there for each other. The community need schools to prepare future leaders and community members that will then build a stronger community. Community engagement promotes future top managers, business owners, or employees to have the best knowledge and skills.

LIMITATIONS

The investigation, however, has some limitations particularly on other visionary leadership characteristics, institution's academic culture and other variables. It is recommended that future researchers may duplicate the present study by considering other variables not mentioned such as other types of leadership like transactional, transformational, etc.

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