

Practice of visionary leadership in secondary schools from the perspective of teachers

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Abstract

The current study aimed to identify the degree of practicing visionary leadership in secondary school leadership from the point of view of teachers in Jerash Province. To achieve the goals of the study and answer its questions, a descriptive survey approach was used to develop the questionnaire. The study sample consisted of 315 teachers who were chosen randomly. The questionnaire was used as a study tool consisting of 31 items consisting of three areas (vision, communication vision, enabling vision) after its validity and reliability had been confirmed. The results showed that the degree of practicing visionary leadership of the secondary school leadership from the point of view of teachers in Jerash Governorate was an average degree. The current study recommended the importance of developing the visionary leadership of secondary school principals in all areas by holding specialized training courses on school leadership. This study provides a different perspective on visionary leadership among leaders in schools, as it captures teachers' perspectives on leaders' practice of visionary leadership.

Keywords: Leadership; secondary school leadership; teachers; visionary leadership.

1. INTRODUCTION

The current era has seen numerous rapid developments and changes due to the explosion of knowledge and the revolution in information and communication technology. As a result, educational institutions are faced with several challenges in keeping up with and adapting to these changes, and these changes in their environment put a great deal of pressure on them to make the necessary changes. Educational institutions must prioritize hiring creative thinkers who can perceive things correctly and find quick administrative solutions (Pribudhiana et al., 2020). Among the administrative methods that help educational institutions face rapid changes in achieving their goals, leadership is the core of the administrative process and the key to success for educational institutions of its main role in influencing the elements of the administrative process and the optimal investment of its resources (Atoum, 2018; Fleming et al., 2023).

Educational institutions, especially schools, need leaders who invest in the resources and components of the institution efficiently and effectively, to raise the level of performance and improve the quality of services (Molina, 2018; Parveen et al., 2022; Lange et al., 2023). Administrative leadership has become the criterion that determines the success of any educational institution, because of its direct impact on the administrative process, the ability of the leader to influence the employees and motivate them to achieve the objectives and priorities of the institution, and the constant endeavor to develop them and enable them to manage the institutions of the future efficiently and effectively (Al-Amrat, 2010).

A set of administrative directions for educational reform has emerged as a school structure, to adapt to global changes and improve the effectiveness of schools. Thus, it improves educational outcomes (Kantabutra, 2006; He et al., 2024; Yalçın & Çoban 2023). Al-Amiri & Al-Ghalibi, (2008) referred to leadership as the leader's ability to influence workers for their possession of values, skills, and personal capabilities that help them raise and motivate them to achieve common goals (Abu Tineh & Altahayneh 2007).

Visionary leadership is a leadership model that distinguishes an effective leader from other traditional managers, as the job of a successful leader is to achieve compatibility between the needs and desires of his subordinates and the goals of the future educational institution (Al-Badry, 2015; Shi et al., 2024). Visionary leadership has been defined as “an agreed upon picture of what the organization would like to be like in the future, provides a point of reference for the direction of the future and answers the question of how we want those who matter to us to understand us” (Albrecht, 2010). As Mohammad (2012) indicated, it is a future vision or aspiration that the leadership of the educational institution, staff, students, and the local community seeks to achieve, provided that this perception is realistic and formulated in a clear, specific, comprehensive, expressive, flexible, and stimulating expression for imagination and creativity.

Atoum (2019) indicates that visionary leadership goes further than other types of leadership because it has the distinctive ability to find and clarify a realistic vision that has attractive credibility for the future and develops the status of the educational institution in the future compared to its current situation. Visionary leadership relates to the concepts of communication, guidance, empowerment, and influence over others to achieve common goals (Griffin & Moorhead, 2014; Robbins, 2003).

1.1. Theoretical Background

Visionary leadership is the ability to face challenges, increase future opportunities, seize them, and predict them by analyzing the environment, knowing the untapped potential, knowing the needs of subordinates, meeting their needs, reading the future, increasing productivity, and contributing

significantly to the success of the organization (Kahan, 2019). Dimensions of visionary leadership are explained in the ensuing paragraphs:

- Vision: An emotionally affecting imaginary mental image that focuses on aspirations towards excellence and creativity by relying on exciting phrases when expressing the desired level of achievement and transformation in the future (Al-Qatamin, 2009). It makes optimal use of resources and gives a general feeling that the institution is building its future (Al-Horr, 2009). Al-Khafaji et al. (2009) indicated that it is the future direction of the institution and its course of action, as it serves as a guide and guide for the institution for what it is trying to do to become in a distinguished position in the future, which contributes to the development of energies and excitement, the development of the special vision of the institution is important.
- Communicating vision: to communicate the vision to employees within the organization, the leader must use the appropriate strategies and means to ensure the delivery of the future vision and persuade and encourage them to adopt it by involving them in preparing the vision (Shirwan, 2014). The leader believes in the vision of the institution, explains it to employees, helps them understand it, establishes strategies to ensure its implementation, can make decisions, directs individuals, and monitors and follows up on basic tasks. Likewise, individuals do not realize the tasks entrusted to them, so material and human resources are wasted, and the institution cannot keep pace with changes and competition with the needs of beneficiaries, which leads to the collapse of the institution (Hareem, 2010).
- Empowerment vision: The concept of empowerment contributes to strengthening the vision through an in-depth understanding of what the leader plans to do by providing them with the necessary skills and capabilities and giving them the freedom to make decisions regarding their tasks so that workers bear the responsibility for their mistakes (Al-Kawaz, 2018). Empowerment is crucial because it awakens employees' latent energies and puts them in the process of accomplishing objectives, which increases their sense of community and, ultimately, their ability to produce. This significantly affects leadership style and the organizational environment (Al-Tarawna and Al-Nahdi, 2017).

It is evident from the above that visionary leadership is a modern administrative leadership style, a fundamental reason for educational institutions to progress and set themselves apart from others, and what it accomplishes in a future vision of the current situation and its position among various institutions. It is a shared benefit between leaders and subordinates to achieve the institution's goals, and the significance of a leadership style has been addressed in numerous studies, including those by Kilani and Al-Asmari, (2022), Owaidaha, (2021), and Al-Haymouni, (2021). Accordingly, the researchers aimed to study "the degree of practicing visionary leadership among secondary school principals from the point of view of teachers in Jerash Governorate.

1.2. Purpose of Study

In recent years, interest has increased in the issue of administrative leadership and its patterns, owing to its importance in accomplishing tasks efficiently and effectively. Therefore, educational institutions attract qualified and trained human elements to simulate new developments in their work, which is achieved by conscious leadership with an insight into the past, understanding reality, and foreseeing the future. For schools to effectively perform their roles and achieve their vision and mission, a leadership that works to practice appropriate leadership styles and have a real, clear, and trustworthy vision for the future is necessary.

Through research on the concept of visionary leadership, no study has investigated the degree of practicing visionary leadership in schools according to the knowledge of researchers. This study aims to answer the following questions:

1. What is the degree of practicing visionary leadership among secondary school leaders from the point of view of teachers in Jerash Governorate with its dimensions (vision, communication of vision, empowerment of vision)?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic means of the degree of practicing visionary leadership among secondary school leaders from the point of view of teachers in Jerash Governorate due to the variables: (sex, educational qualification, experience)?

2. METHOD AND MATERIALS

2.1. Participants

Participants consisted of all teachers in government secondary schools in the Directorate of Education in Jerash Governorate, and numbered (1377) male and female teachers, the study sample was selected in a simple random manner to be representative of the study community during the academic year 2022-2023. It consisted of (315) teachers. Table (1) shows the distribution of the study sample according to the study variables: gender, educational qualification, and experience.

Table 1

Distribution of the Study Sample According to the Study Variables

Variables	Categories	Frequency	Percentage
Gender	Male	141	44.8%
	Female	174	55.2%
	TOTAL	315	100%
Educational Qualification	Graduate	251	79.7%
	Postgraduate	64	20.3%
	TOTAL	315	100%
Experience	Less than 10 years	184	58.4%
	More than 10 years	131	41.6%
	TOTAL	315	100%

2.2. Data Collection Tool

The researchers developed a 31-item survey to collect data from participants. The survey included three sections: (Vision, Communication of Vision, and Enabling Vision).

2.3. Data Analysis

Statistical methods were used to ensure the overall coefficient of reliability for the survey which was (0.94) on Cronbach's alpha and believed to be enough for conducting the current study Means, standard deviations, t-test, and the Pearson correlation coefficient were used to answer the two research questions.

3. RESULT

To answer the first research question which stated, what is the degree of practicing visionary leadership among secondary school principals from the point of view of teachers in Jerash governorate with its dimensions (vision, communication of vision, empowerment of vision)? Statistical analysis was used to calculate the means, standard deviations, and levels which are presented in Table (2) to illustrate this result.

Table 2

Mean and standard deviations on the degree of practicing visionary

Items	Mean	SD	Level
The school leaders' future perceptions were consistent with the school's vision and plans.	2.09	.640	Moderate
The school leaders' future perceptions appear in the behavior of the teachers.	2.32	.698	Moderate
The school leaders provide a positive environment for teachers to develop their performance according to a vision	2.09	.637	Moderate
The leaders participate with the teachers in building the vision.	2.25	.767	Moderate
The school leaders seek to build an ideal future with modern educational strategies	2.10	.585	Moderate
Vision encourages teachers to work together	1.96	.647	
The leader's vision is relatively stable	2.17	.615	Moderate
The future vision leads to achieving the goals effectively with the participation of the teachers.	2.08	.644	Moderate
The school leaders adopt teachers' perceptions to set goals	2.04	.678	Moderate
The school's vision focuses on improving teachers' performance.	2.10	.704	Moderate
Total	2.12	.466	Moderate

In the first Field (Vision), the degree of approval was medium, meaning that the degree of practicing the field of vision from the visionary leadership of secondary school leaders from the point of view of teachers in Jerash Governorate was of moderate degree, as the means for the dimension was (2.12), and the Item “shows future perceptions of the school leaders in the behavior of teachers” came with a first-ranked and medium degree of approval with a mean of (2.32), while the Item “Vision encourages teachers to work together” came in the last rank with a medium degree of approval with a mean (1.96). This is displayed in Table 3.

Table 3

Mean and standard deviations on the degree of practicing communication of vision

Items	Mean	SD	Level
The leaders of the school encourage the teachers to achieve the vision of the school	2.18	.709	Moderate
The school leaders employ different types of communication to ensure clarity of vision for teachers	2.04	.635	Moderate
The leaders have the power to convince the teachers of the vision.	2.12	.608	Moderate
The leaders explain the ideas in the vision to the teachers	1.93	.630	Moderate
The leaders reflect the vision through the actions of the teachers.	2.30	.674	Moderate
The leaders and teachers are obliged to exchange feedback	2.08	.605	Moderate
The leaders of the school listen to the teachers' opinions to ensure that the vision reaches them	2.22	.701	Moderate
The school leaders have the linguistic skills to express the vision.	2.19	.760	Moderate
The school leaders believe in the vision and work according to it, which is reflected in the teachers	2.05	.619	Moderate
The school leaders make sure that the vision is communicated to the teachers by achieving the goals.	1.95	.683	Moderate
Total	2.11	.466	Moderate

In the second Field of communicating the vision, the degree of agreement was medium, that is, the degree of practice after communicating the vision of the visionary leadership among the leaders of secondary schools from the point of view of teachers in Jerash Governorate was at a medium degree, with mean reached (2.11), and the Item “reflecting the principal of the school, the vision through the work done by the teachers”, ranked first with a medium degree of approval with a mean (2.30), while the Item “the school principal explains the ideas contained in the vision to the teachers” came in the last rank with a medium degree of approval with a mean (1.93). This is displayed in Table 4.

Table 4

Mean and standard deviations on the degree of practicing empowering vision

Items	Mean	SD	Level
The leaders of the school, by enabling the vision, seek to raise the level of loyalty of the teachers in the school.	2.10	.661	Moderate
The leaders of the school, by enabling the vision, seek to increase the efficiency of the teachers.	2.12	.606	Moderate
The leaders believe in the potential of teachers.	2.08	.691	Moderate
The leaders of the school give the teachers the power to carry out the tasks required of them.	2.03	.693	Moderate
The school leaders provide sufficient information for teachers to understand the tasks entrusted to them.	2.07	.637	Moderate
The leaders involve teachers in making decisions that increase their performance.	1.99	.682	Moderate
The leaders in empowering teachers	2.12	.632	Moderate
The leaders allow the teachers to choose the appropriate method to spread the culture of sharing the vision.	2.00	.646	Moderate
The school leaders instill creativity in teachers to build a promising future vision.	1.97	.633	Moderate
The school leaders allow teachers to employ vision and improve teaching.	2.05	.703	Moderate
The leader builds trust between himself and the teachers by sharing ideas while building the vision.	1.99	.621	Moderate
Total	2.05	.467	Moderate

In the third Field, empowering vision, the degree of agreement was medium, meaning that the degree of practicing visionary leadership in the field of empowering vision among secondary school leaders from the point of view of teachers in Jerash Governorate was moderately high, which means for the field (2.05), and the Item “the school leaders sought by enabling the vision to increase the efficiency of teachers” ranked first with a medium degree of approval with a mean (2.05), while the Item “the school leaders instills creativity in the hearts of teachers to build a promising future vision” came in the last rank with a medium degree of approval with a mean (1.97).

To answer the second research question " There were statistically significant differences at the level of significance ($\alpha = 0.05$) between the arithmetic means of the degree of practicing visionary leadership among secondary school leaders from the point of view of teachers in the Jerash Governorate due to the following variables: (gender, educational qualification, and experience)?" The t-test (T-TEST) was used for independent samples to verify the significance of the differences in the questionnaire according to the variables (gender, educational qualification, and experience).

3.1. First: Gender

Table 5

T-test results to indicate the difference between the mean scores of the study sample on the questionnaire according to the gender variable

	Field	Gender	N	Mean	SD	T-test	D.F	Sig
Vision		Male	141	2.11	.398	0.393	313	0.694
		Female	174	2.13	.515			
communication of vision		Male	141	2.10	.395	0.372	313	0.710
		Female	174	2.12	.517			
empowerment of vision		Male	141	2.03	.393	0.606	313	0.545
		Female	174	2.06	.520			
Total		Male	141	2.08	.382	0.467	313	0.641
		Female	174	2.10	.510			

Table (5), showed there was no statistically significant difference between the mean scores of the study sample on the field and items of the questionnaire according to gender, as the probability value was greater than the default significance level (0.05). This means that the level of teachers' evaluation of the degree of school leaders practicing visionary leadership does not differ according to gender. School leaders live in the same professional conditions, so they have the same level of friction and the opportunity to interact with teachers, whether when carrying out their activities and administrative tasks or through periodic observation of the behaviors and daily activities of scientific and practical life.

3.2. Second: Educational Qualification

Table 6

T-test results to indicate the difference between the mean scores of the study sample on the questionnaire according to the educational qualification variable

Field	educational qualification	N	Mean	SD	T-test	D.F	Sig
Vision	Graduate	251	2.12	.457	0.054	313	0.957
	Postgraduate	64	2.12	.503			
communication of vision	Graduate	251	2.12	.453	1.013	313	0.312
	Postgraduate	64	2.05	.512			
empowerment of vision	Graduate	251	2.05	.459	0.569	313	0.570
	Postgraduate	64	2.02	.501			
Total	Graduate	251	2.10	.446	0.557	313	0.578
	Postgraduate	64	2.06	.496			

Table (6) showed that there was no statistically significant difference between the mean scores of the study sample on the questionnaire domains and their items, according to the educational qualification variable, as the probability value was greater than the default significance level (0.05).

3.3. Third: Experience

Table 7

T-test results to indicate the difference between the mean scores of the study sample on the questionnaire according to the number of years of experience variable

Field	Experience	N	Mean	SD	T-test	F	Sig
Vision	Less than 10 years	184	2.11	.317	0.264	313	0.792
	More than 10 years	131	2.13	.619			
communication of vision	Less than 10 years	184	2.09	.311	0.624	313	0.533
	More than 10 years	131	2.13	.622			
empowerment of vision	Less than 10 years	184	2.02	.318	1.305	313	0.193
	More than 10 years	131	2.09	.619			
Total	Less than 10 years	184	2.08	.296	0.747	313	0.455
	More than 10 years	131	2.11	.615			

Table (7) showed that there is no statistically significant difference between the mean scores of the study sample on the questionnaire domains and their items according to the number of years of experience variable, as the probability value was greater than the default significance level (0.05).

4. DISCUSSION

Secondary school leaders are working to create a suitable work environment that motivates and supports teachers, which leads to improving performance and raising the quality of educational outputs. The belief of leaders that the prevailing climate is a reflection of the nature of relationships between members and the course of work in the school, and the attention leaders to involve teachers when putting the vision, they feel that they meet their needs and that they are part of it, so they adopt

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them and seek to achieve them at the required level, and their awareness that the vision must be realistic and subject to investigation and the current needs and capabilities.

Leaders seek to present facts about the vision of their effective role in encouraging teachers to implement them and possess visions to transfer their schools for the future and to have skills to market their ideas to teachers to be adopted. Leaders exchange feedback with teachers by listening to their opinions to ensure their vision reaches them and achieves their goals.

Leaders' awareness of developing teachers' skills and abilities, giving them confidence, power, and freedom to perform actions, involving them in the decision-making process, and investing their experiences and capabilities to achieve goals efficiently and effectively, and mutual trust between teachers and leaders, which gives them the freedom to show their ideas and discuss them with the administration, and believing that mistakes are opportunities to learn, which motivates them for achieving excellence.

However, the results showed no significant differences between education teachers in their views of the degree of practicing visionary leadership among secondary school leaders from the point of view of teachers in Jerash Governorate with its dimensions (vision, communication of vision, empowerment of vision) impact or degree based on their gender, educational qualification or experience. This indicates the leaders' realization of the importance of involving teachers in the process of formulating, disseminating, and communicating their vision, which leads to the absence of differences between them.

5. CONCLUSION

Leadership is an important axis on which the various activities in educational institutions depend, due to the complexity of its work, the diversity of its relationships in the internal environment of the institution, and its impact on the influences of the various external environments, to continue to bring about development with the presence of administrative leadership.

Visionary leadership is the modern leadership model for school leaders due to its significant role in improving the efficiency and effectiveness of teachers' performance in schools and contributing to directing them toward achieving the goals of educational institutions and decision-making.

Developing visionary leadership among school leaders by holding programs and training courses to raise awareness of the importance of visionary leadership and its positive impact on developing the administrative and educational processes in schools.

In light of the results of the study, the study made several recommendations, including:

- Developing the visionary leadership of secondary school principals in all dimensions by holding workshops for school principals.
- Continuous awareness of school principals of the importance of visionary leadership and its positive impact on the development of administrative and educational processes in schools
- Spreading the practice of visionary leadership and supporting human relations and communication skills among school principals.
- Emphasis on conducting more scientific studies on the practice of visionary leadership and its relationship with some variables related to the objectives of educational institutions.

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