Identifying and Ranking the Factors Affecting Visionary Educational Leadership: A Mixed-Methods Approach (Case Study: Primary Schools in Tehran Metropolitan Area)

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Article Info

Article type:

Original Research

Abstract

Objective: The aim of this study is to identify and rank the factors affecting visionary leadership in primary schools.

Methodology: This research is applied in terms of its objective, descriptive-survey in terms of data collection, and classified as a mixed-method study with both qualitative and quantitative approaches within the inductive-deductive paradigm. The research method is fuzzy Delphi. The statistical population for the qualitative part consisted of professors in educational management, human resource management, and educational sciences. According to the research purpose, purposive sampling was conducted with a sample size of 18 participants. The statistical population for the quantitative part comprised school principals in the Tehran metropolitan area, with a non-probabilistic convenience sampling method used to determine a sample size of 58 principals. The data collection tools for the qualitative part were interviews, and for the quantitative part, a questionnaire. Validity and reliability were confirmed using the CVR index, Cohen's kappa test, and test-retest methods. In the qualitative section, the qualitative data obtained from interviews were analyzed using Maxqda 2020 software and coding techniques. The quantitative analysis and final analysis were performed using the fuzzy Delphi method.

Findings: Through the qualitative data obtained from exploratory interviews, 14 factors affecting visionary leadership were identified. These factors were then ranked using quantitative research methods.

Conclusion: The results of the research indicate that strategic vision, communication with key stakeholders, self-esteem, and a holographic perspective are the most important factors influencing visionary leadership.

Keywords: *Visionary educational leadership, vision, educational leadership.*

1   Introduction

Effective educational leadership requires a set of skills and competencies, including strategic planning, communication, decision-making, problem-solving, and collaboration. Educational leaders must also be knowledgeable about curriculum development, instructional design, assessment, and evaluation (McGreal & Olcott Jr, 2022). Educational leadership is a critical component of the educational system (Alwaely et al., 2024). The role of educational leaders in shaping the future of education is of paramount importance. They are responsible for creating a positive learning environment, promoting diversity and inclusion, fostering innovation and creativity, and ensuring access to high-quality education for all students. Educational leaders must stay informed about the latest trends and developments in education and adapt their strategies accordingly (Mohammadi Komroudi et al., 2024; Moradkhah & Seyedeh, 2024). Effective leaders can inspire and motivate teachers and students to achieve their full potential and foster a culture of excellence in education (Zhang & He, 2024). Educational leaders play a crucial role in ensuring that the educational system responds to the changing needs of society and prepares students for the challenges ahead. They must also advocate for education, striving to secure funding and support for their institutions and promoting the value of education to the broader community (Alaei et al., 2024; Alwaely et al., 2024). To become an effective educational leader, individuals must have a deep understanding of the education system and the challenges it faces. They must also possess strong leadership skills, including the ability to inspire and motivate others, communicate effectively, and make sound decisions. Educational leaders must be committed to continuous learning and professional development and stay up to date with the latest research and best practices in education (Daučianskaitė & Žydžiūnaitė, 2020). Effective leaders can make a significant difference in the success of educational institutions and the academic progress of students. As the educational landscape continues to evolve across countries, the need for strong educational leadership is also critical (Na'imah & Muhibbin, 2020). Visionary educational leadership refers to a leadership style that involves having a clear vision for the future of education and the ability to inspire and motivate others to work toward that vision. This process involves thinking outside the box, being innovative, and taking risks to create positive changes in the educational system. A visionary educational leader is someone who can look beyond the current challenges and limitations in education and envision a future where all students have access to high-quality education that prepares them for success in a rapidly changing world (Cowen & Seifter, 2018). These leaders are forward-thinking and proactive in identifying and implementing new strategies, technologies, and instructional methods to improve student learning outcomes. They are unafraid to challenge the status quo and advocate for necessary changes in policies, curricula, and instructional practices. They have a deep understanding of the needs and aspirations of students, teachers, and communities, and actively involve them in decision-making processes (Khoiri, 2020). Visionary educational leaders also prioritize equity and inclusivity, ensuring that all students, regardless of their background or abilities, have equal opportunities for success. They promote diversity and create inclusive learning environments where every student feels valued and supported. Moreover, visionary educational leaders are effective communicators and collaborators. They can clearly articulate their vision to stakeholders, build consensus, and garner support for their ideas. They foster a culture of collaboration among teachers, administrators, parents, and community members, recognizing that collective efforts are essential to achieving educational goals (Ubaidillah et al., 2019). Overall, visionary educational leadership is about inspiring and empowering others to work toward a shared vision of educational excellence. It requires a combination of strategic thinking, creativity, empathy, and strong interpersonal skills to create meaningful and lasting change in education. As a result, visionary educational leadership represents a dynamic and future-oriented approach to leading progressive schools. This involves having a clear vision for the future of education, being innovative and proactive in implementing new strategies, promoting equity and inclusivity, enhancing collaboration, and continuously improving. These leaders inspire and empower others to work toward a shared vision of educational excellence, ultimately benefiting students, teachers, and entire communities (Kusumawati, 2023; McGreal & Olcott Jr, 2022).

Handayani (2023) in a study titled "The Competence of Visionary Leaders of Educational Institutions in the Challenges of Technological Disruption" stated that visionary leadership in educational institutions is a leadership profile capable of implementing the performance of educational institutions that adapt and anticipate changes or disruptive challenges in the age of future technology. Technological development has significantly impacted

educational institutions. Hence, there is a need for a study on the strategies that a forward-thinking leader can use to create an innovative organization capable of responding to demands for progress and equipping its members to enhance their performance. Therefore, this paper offers leaders guidance on determining the right and essential strategies to address the challenges posed by technological disruption. The study utilized literature analyzing technological disruptions, followed by providing a conceptual framework for the academic leadership skills required to tackle these challenges in educational institutions. The author proposes several solutions for educational leaders, including reshaping educational institutions, strengthening vision, focusing on human resources, and forming innovation and evaluation teams. All of these actions are aimed at preparing human resources to keep pace with technological advancements (Handayani, 2023).

Kusumawati (2023) in a study titled "Analysis of the Relationship Between School Principals' Visionary Leadership and Teachers' Performance" stated that one of the important factors affecting the quality of teachers' performance is the services provided in the form of leadership by the school principal. This study aimed to analyze the impact of the school principal's visionary leadership on the performance of kindergarten teachers. The quantitative approach utilized causal survey techniques and path analysis methods. The sample for this study consisted of 87 teachers from 19 schools. Data collection techniques used in this study included questionnaires. Data were analyzed using descriptive and inferential statistical methods to assess normality, homogeneity, and linear regression using SPSS version 24. Additionally, the Kolmogorov-Smirnov normality test was applied. Homogeneity was tested using ANOVA. Hypothesis testing was conducted using Excel and SPSS software. The results showed that the t-test for visionary leadership, with a t-count of 2.826 and a significance value of 0.000 (less than 0.05), and $\beta = 0.161$, concluded that the results were positive, and the significant impact of visionary leadership on teachers' performance was confirmed (Kusumawati, 2023).

Kadir et al. (2020) in a study titled "Visionary Leadership and Employees' Innovative Behavior in Public Education Colleges" stated that employees' innovative behavior is crucial for organizations that aim to continue their survival and expand effectively. This study examined the impact of visionary leadership on employees' innovative behavior. The study's goal was to investigate the relationship between visionary leadership and employees' innovative behavior in

public education colleges. A quantitative research design was employed, and a sample of 220 respondents was randomly selected from educational colleges using the Research Advisor (2006) table. Pearson correlation and linear regression were used to analyze the data. The results indicated that empowering leadership, intellectual stimulation, and adaptability are positively and significantly correlated with employees' innovative behavior. Furthermore, the results suggest that employees' innovative behavior can be influenced by visionary academic leaders. Therefore, it is recommended that academic leaders continue to strengthen leadership styles that empower, intellectually stimulate, and adapt to achieve employees' innovative behavior (Kadir et al., 2020).

Ubaidallah et al. (2019) in a study titled "Visionary Leadership Strategy in Educational Advancement" stated that educational institutions need clearer guidelines for all members of the organization. Organizations require individuals who can set the direction for progress, communicate it across the organization, guide individuals toward achieving goals, establish networks with other entities, motivate, inspire, and award outstanding subordinates. Individuals capable of performing such tasks are referred to as visionary leaders. Thus, this study aims to analyze the visionary leadership strategy in leading educational institutions to create individuals capable of addressing contemporary challenges. This research uses a qualitative approach with library research methods. Data sources were derived from books, research findings, journals, and scholarly articles related to visionary leadership strategies. The findings indicate that visionary leadership is perceived as a critical need for educational institutions to realize progressive educational institutions and gain public attention and expectations. Visionary leaders have a realistic leadership vision, can persuade others, and guide organizations toward achieving future ideals that are better than the current situation. Visionary leadership is always focused on achieving a consistent and clear vision. This practice remains steadfast in confronting organizational challenges and opportunities (Ubaidillah et al., 2019).

Hemmatyar et al. (2020) stated that the present study is qualitative with a phenomenological approach. The statistical population included experts and faculty members in educational management and successful, transformative school principals in primary schools in Mashhad, selected through purposive sampling, with 23 participants chosen until theoretical saturation was achieved. Data were collected through semi-structured and in-depth interviews

IJIMOB

Khorasani et al.   International Journal of Innovation Management and Organizational Behavior 5:6 (2025) 1-11

and analyzed using a seven-stage approach by Clayze, coding, axial, and selective coding. Data validity was ensured through participant review, and reliability was measured through inter-coder agreement. The findings revealed that the behavioral dimensions and components of visionary educational leaders in primary schools included personality, values, professional knowledge, cognitive strategic thinking, and relationship management skills. The results indicate that visionary educational leaders share similar approaches focused on long-term goals. Therefore, by employing correct selective processes and applying suitable empowerment strategies, the current routine management of schools can be directed toward visionary leadership (Hemmatyar et al., 2019).

Given the importance of school principals' roles in shaping students' personalities and intrinsic characteristics, visionary leadership can implement a strategic vision in schools, contributing to achieving educational goals. Therefore, the present study will identify and rank the factors influencing visionary leadership in primary schools, based on experts' opinions and fuzzy triangle techniques for ranking the factors. This study will help fill research gaps and contribute to the literature in the field. It will employ both qualitative and quantitative approaches, aiming to identify and rank factors affecting visionary leadership in primary schools.

2   Methods and Materials

This research is based on a mixed-methods approach, incorporating both qualitative and quantitative methods within the inductive-deductive paradigm. In terms of its objective, the study is applied, and in terms of data collection, it is categorized as descriptive survey research. The research method employed is fuzzy Delphi. In this method, the subjective data from experts are transformed into nearly objective data. The basis of the Delphi method is a structured process for collecting and summarizing knowledge obtained from a panel of experts (Neel & Beijerman, 2003). The advantage of the fuzzy Delphi method is its attention to each expert's opinion and its integration to achieve group consensus (Kuo & Chang, 2008).

The statistical population for the qualitative section of this study included professors from the fields of Educational Management, Human Resource Management, and Educational Sciences. Based on the research objective, sampling was purposive, using the snowball technique, and

18 experts were selected. The sample size was determined using the principle of theoretical saturation, meaning that after interviewing the 16th and 17th participants, no new factors emerged, and the interview process concluded with the 18th participant. The interviews in the qualitative section were conducted face-to-face using open-ended questions. The factors identified were then extracted through a coding process. To ensure the accuracy of the coding and the extraction of concepts, the codes obtained from the interviews were returned to the interviewees for confirmation, ensuring the extracted codes were validated by the participants. The aim was to reach the core idea of the interviewees.

The statistical population for the quantitative section consisted of school principals from the metropolitan city of Tehran, with 58 participants recruited through a non-random convenience sampling method. Data collection tools in the qualitative section were interviews, while in the quantitative section, a questionnaire was used. The validity and reliability of the questionnaire were confirmed through the Content Validity Ratio (CVR) index, Cohen's Kappa test, and test-retest reliability. The CVR test assessed the essentiality of the concepts in question. The results of the formula for all indices were above 0.74, indicating appropriate content validity. Cohen's Kappa test also showed that the significant value and test statistic were above 60%, indicating sufficient reliability. The content validity of the questionnaire was validated through the expert opinions of six knowledgeable individuals familiar with the research topic.

It is worth noting that since this is a mixed-methods study with an exploratory approach, the qualitative study must be conducted first, followed by the quantitative study. Therefore, qualitative data were examined using the opinions of 18 experts until theoretical saturation was achieved and data sufficiency was reached, after which the quantitative study was conducted. In the qualitative section, the data obtained from interviews were analyzed using Maxqda 2020 software and a coding method, while the quantitative section and final analysis were carried out using the fuzzy Delphi method. Through the qualitative data obtained from exploratory interviews, the factors influencing visionary leadership were identified and subsequently prioritized using the quantitative research approach.

IJIMOB

Khorasani et al.   International Journal of Innovation Management and Organizational Behavior 5:6 (2025) 1-11

3   Findings and Results

The interviews in the qualitative section were conducted face-to-face with open-ended questions. The data were then analyzed through a coding process to identify the influencing factors. The extraction of the factors affecting visionary leadership was done by reviewing the interview texts using Maxqda 2020 software and coding them. The interviews, which consisted of four main questions, were conducted after providing necessary explanations to the participants. The interview texts were then analyzed. The full set of interview questions posed to the experts is shown in Table 1.

Table 1

Set of Interview Questions

No.	Questions
1	What do you think is the meaning and concept of visionary educational leadership?
2	What factors should be considered in visionary educational leadership?
3	What interventions do you think exist in the process of developing visionary educational leadership?
4	What outcomes do you think result from visionary educational leadership?

To ensure the accuracy of coding and concept extraction, the codes obtained from the interviews were re-submitted to the interviewees to confirm that the extracted codes were approved by them. The goal was to reach the core idea of the interviewees.

The factors influencing visionary leadership were categorized into 14 themes and 51 codes, which are presented in Table 2.

Table 2

Factors Influencing Visionary Leadership of Managers

Theme	Code
Strategic Vision	Planning and formulating strategies to achieve long-term goals
	Analysis of internal and external environments
	Determining operational strategies
	Selecting appropriate methods
Psychological Empowerment	Motivational measures
	Planning to enrich the meaning of assigned responsibilities
	Emotional support
	Correct perception of attitudes
Understanding the Value System	Personal perception of prevailing values
	Value-oriented decision making
Mindfulness	Fully observing events without judgment
	Enhancing environmental awareness
	Instant exploration
	Focusing on the present and future, avoiding past events
	A deep, realistic relationship with the flow of life
	Self-regulation
	Time management
	Coping with distractions
Idea Generation	Generating and developing innovative and creative ideas
	Research and creative thinking
	Research and development
Insight	Complete mastery over subordinates
	Control of events
	Awareness
	Mastery over tasks
Employee Motivation	Providing educational opportunities
	Transparency and inclusiveness
	Delegating responsibility
	Providing advancement opportunities
	Work-life balance

Emotional Intelligence	Ability to monitor and track emotions
	Differentiating and identifying interventions
	Regulating emotions
Holistic Perspective	Philosophy of holism
	Systemic thinking
Creative Thinking	Creating new, innovative, and executable ideas
	Strategy for problem-solving
	Independent and creative thinking about issues
	Visualization and communication
	Changing perspectives
Engagement with Key Stakeholders	Identifying stakeholders
	Maintaining continuous communication
	Cooperation and interaction
Foresight	Predictive capability
	Ability to create scenarios
	Utilizing SWOT matrix
Self-Esteem	Assessing emotional states
	Value of the job
	Coping with unconstructive behaviors
Risk Tolerance	Readiness to accept and manage related risks or hazards
	Willingness for positive and innovative transformations

Table 3

Content Validity Ratio and Cohen's Kappa Index by Factor

Variable	Kappa	Content Validity Ratio
Strategic Vision	0.75	0.83
Psychological Empowerment	0.78	0.91
Understanding the Value System	0.63	0.77
Mindfulness	0.82	0.89
Idea Generation	0.69	0.73
Insight	0.74	0.91
Employee Motivation	0.81	0.77
Emotional Intelligence	0.85	0.79
Holistic Perspective	0.61	0.81
Creative Thinking	0.72	0.84
Engagement with Key Stakeholders	0.66	0.82
Foresight	0.80	0.78
Self-Esteem	0.63	0.86
Risk Tolerance	0.76	0.90

After interviewing the sample members, the factors influencing visionary leadership were incorporated into a questionnaire aimed at collecting expert opinions on the extent of their agreement with the factors. Experts expressed their level of agreement using verbal variables: very low, low, medium, high, and very high. Since the different characteristics of individuals influence their mental interpretations of qualitative variables, the verbal variables were defined in such a way that all experts would respond with a consistent mindset.

Table 4 shows the process of converting verbal variables into triangular fuzzy numbers and definitive fuzzy numbers.

Table 4

Triangular Fuzzy Numbers

Verbal Variables	Triangular Fuzzy Number	Definite Fuzzy Number
Very High	(0.75, 1, 1)	0.75
High	(0.5, 0.75, 1)	0.5625
Medium	(0.25, 0.5, 0.75)	0.3125
Low	(0, 0.25, 0.5)	0.0625
Very Low	(0, 0, 0.25)	0.0625

IJIMOB

Khorasani et al.   International Journal of Innovation Management and Organizational Behavior 5:6 (2025) 1-11

The definitive fuzzy numbers in Table 4 were calculated using Minkowski's relationship (β represents the upper bound of the triangular fuzzy number, α the middle bound, and m the lower bound of the triangular fuzzy number).

In the first stage of the survey, the factors influencing visionary leadership, which were identified using semi-structured interviews, were provided to the experts in the form of a questionnaire. Based on the suggested options and defined linguistic variables, the results of the responses recorded in the questionnaire were analyzed to obtain the fuzzy mean of the factors affecting visionary leadership.

Table 5

Results of the First Round of Survey Responses

Variables	Very High	High	Moderate	Low	Very Low
Strategic Vision	52	7	0	0	0
Psychological Empowerment	50	4	5	0	0
Understanding of the Value System	49	8	2	0	0
Mindfulness	50	4	2	3	0
Idea Generation	52	6	2	0	0
Awareness	47	4	5	3	0
Employee Motivation	53	3	2	1	0
Emotional Intelligence	46	8	3	2	0
Holographic Perspective	50	2	4	1	0
Creative Thinking	51	4	2	2	0
Communication with Key Stakeholders	56	1	2	0	0
Future Orientation	47	6	2	4	0
Self-Esteem	53	2	4	0	0
Risk-Taking	50	2	3	2	0

After collecting the questionnaires, the number of responses provided for each component was counted and analyzed. The results of counting the responses in the first survey stage are presented in Table 6.

Table 6

Results of Counting Responses in the First Stage of the Survey

Variables	Very High	High	Average	Low	Very Low
Strategic Vision	52	7	0	0	0
Psychological Empowerment	50	4	5	0	0
Understanding of the Value System	49	8	2	0	0
Mindfulness	50	4	2	3	0
Ideation	52	6	2	0	0
Awareness	47	4	5	3	0
Employee Motivation	53	3	2	1	0
Emotional Intelligence	46	8	3	2	0
Holographic Perspective	50	2	4	1	0
Creative Thinking	51	4	2	2	0
Stakeholder Engagement	56	1	2	0	0
Future Orientation	47	6	2	4	0
Self-Esteem	53	2	4	0	0
Risk Tolerance	50	2	3	2	0

After determining the number of responses for each factor and calculating the fuzzy mean for the factors using the Minkowski formula, the definitive fuzzy numbers for each component are calculated. The results of the fuzzy mean and defuzzification of the components are as follows.

Table 7

Average Views of Experts from the First Stage of the Survey

Variables	Fuzzy Mean (m, α, β)	Defuzzified Mean	Variables	Fuzzy Mean (m, α, β)	Defuzzified Mean
Strategic Vision	(0.708, 0.968, 1.04)	0.726	Emotional Intelligence	(0.541, 0.791, 0.927)	0.575
Psychological Empowerment	(0.604, 0.854, 0.947)	0.627	Holographic Perspective	(0.614, 0.864, 0.937)	0.632
Understanding of the Value System	(0.625, 0.875, 0.979)	0.651	Creative Thinking	(0.604, 0.854, 0.947)	0.627
Mindfulness	(0.572, 0.822, 0.916)	0.595	Stakeholder Engagement	(0.697, 0.947, 0.979)	0.705
Ideation	(0.645, 0.895, 0.979)	0.666	Future Orientation	(0.520, 0.770, 0.895)	0.551
Awareness	(0.510, 0.760, 0.885)	0.541	Self-Esteem	(0.645, 0.895, 0.958)	0.660
Employee Motivation	(0.645, 0.895, 0.958)	0.660	Risk Tolerance	(0.562, 0.854, 0.927)	0.580

After completing the first stage of the survey, the second stage must also be carried out so that the results from both stages can be compared and a final conclusion drawn.

In the second stage of the survey, the results of counting the responses provided for the identified components are shown in the table below.

Table 8

Results of Counting Responses in the Second Stage of the Survey

Variables	Very High	High	Average	Low	Very Low
Strategic Vision	54	5	0	0	0
Psychological Empowerment	52	6	1	0	0
Understanding of the Value System	53	5	1	0	0
Mindfulness	53	6	2	0	0
Ideation	53	5	1	0	0
Awareness	50	7	1	1	0
Employee Motivation	53	5	1	0	0
Emotional Intelligence	50	6	2	1	0
Holographic Perspective	56	3	0	0	0
Creative Thinking	51	8	0	0	0
Stakeholder Engagement	57	2	0	0	0
Future Orientation	50	4	5	0	0
Self-Esteem	55	3	1	0	0
Risk Tolerance	55	2	1	1	0

After determining the number of responses for each factor in the second stage and calculating the fuzzy mean for the components using the Minkowski formula, the definitive

fuzzy numbers for each component are calculated. The results of the fuzzy mean and defuzzification of the components in the second stage are as follows.

Table 9

Average Views of Experts from the Second Stage of the Survey

Variables	Fuzzy Mean (m, α, β)	Defuzzified Mean	Variables	Fuzzy Mean (m, α, β)	Defuzzified Mean
Strategic Vision	(0.729, 0.989, 1.04)	0.741	Emotional Intelligence	(0.552, 0.781, 0.875)	0.575
Psychological Empowerment	(0.666, 0.916, 0.989)	0.684	Holographic Perspective	(0.718, 0.968, 1)	0.726
Understanding of the Value System	(0.670, 0.920, 0.988)	0.687	Creative Thinking	(0.666, 0.916, 1)	0.687
Mindfulness	(0.645, 0.895, 0.979)	0.666	Stakeholder Engagement	(0.729, 0.979, 1)	0.734
Ideation	(0.677, 0.927, 0.989)	0.692	Future Orientation	(0.604, 0.854, 0.947)	0.627
Awareness	(0.625, 0.885, 0.968)	0.635	Self-Esteem	(0.697, 0.947, 0.989)	0.707
Employee Motivation	(0.677, 0.927, 0.989)	0.692	Risk Tolerance	(0.645, 0.895, 0.968)	0.663

After completing both stages of the survey, it is necessary to analyze and assess the differences between the defuzzified fuzzy means of the factors influencing visionary leadership.

The analysis of the differences in defuzzified fuzzy means between the first and second stages is shown in Table 10.

Table 10

*Difference Between Defuzzified Fuzzy Means in the First and Second Stages of the Survey*

Variables	Defuzzified Fuzzy Mean (First Stage)	Defuzzified Fuzzy Mean (Second Stage)	Difference in Defuzzified Fuzzy Means (First and Second Stages)	Variables	Defuzzified Fuzzy Mean (First Stage)	Defuzzified Fuzzy Mean (Second Stage)	Difference in Defuzzified Fuzzy Means (First and Second Stages)
Strategic Vision	0.726	0.741	0.015	Emotional Intelligence	0.575	0.575	0
Psychological Empowerment	0.627	0.684	0.057	Holographic Perspective	0.632	0.726	0.094
Understanding of the Value System	0.651	0.687	0.036	Creative Thinking	0.627	0.687	0.06
Mindfulness	0.595	0.666	0.071	Stakeholder Engagement	0.705	0.734	0.029
Ideation	0.666	0.692	0.026	Future Orientation	0.551	0.627	0.076
Awareness	0.541	0.635	0.094	Self-Esteem	0.66	0.707	0.047
Employee Motivation	0.66	0.692	0.032	Risk Tolerance	0.580	0.663	0.083

Based on the views provided in the first stage and comparing them with the results of the second stage, if the difference between the defuzzified fuzzy means in the two stages is less than 0.1, the survey process is considered completed. Given that the difference in the defuzzified fuzzy mean between the experts' views in the two stages is less than 0.1, the experts reached a consensus on the factors influencing visionary leadership. This indicates that the experts held nearly identical views regarding the factors identified in the study. The prioritization of all factors is illustrated in the following:

Figure 1

Prioritization of Factors Influencing Visionary Leadership
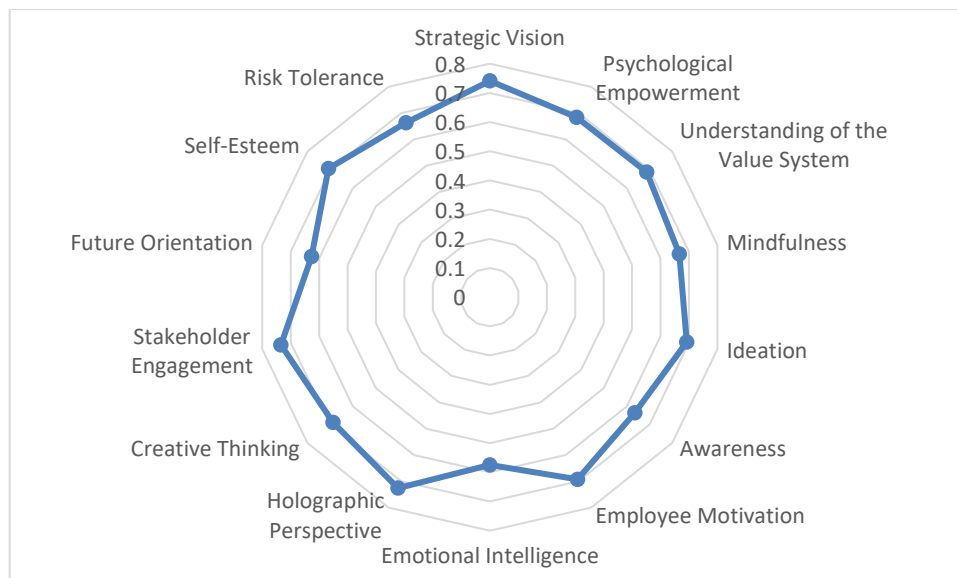
4   Discussion and Conclusion

Visionary leadership in the educational system refers to leaders who adopt a forward-looking approach and have a clear vision for the future of education. These leaders focus on innovation, creativity, and long-term planning to create positive changes and improvements in the education sector. Visionary leadership in the educational system is essential for initiating positive changes, promoting innovation, and ensuring that all students have access to high-quality education. Therefore, the present study aimed to identify and rank the factors influencing visionary leadership in primary schools using the fuzzy Delphi method. Initially, the factors affecting visionary leadership were identified through interviews with experts. Then, a questionnaire with specified scales was designed to gather the opinions of school principals regarding these factors. Finally, the opinions of the principals were analyzed using fuzzy methods, and the factors were ranked.

The identified factors influencing visionary leadership include strategic vision, psychological empowerment, understanding of the value system, mindfulness, idea generation, awareness, employee motivation, emotional intelligence, holographic perspective, creative thinking, communication with key stakeholders, future orientation, self-esteem, and risk-taking. The results of the study revealed that among these factors, strategic vision, communication with key stakeholders, self-esteem, and the holographic perspective were the most important factors influencing visionary leadership. The findings of this study are consistent with the prior results (Kusumawati, 2023; Ubaidillah et al., 2019). Regarding the innovation of this research, no study has identified the factors influencing visionary leadership up to the time of this study. Additionally, previous studies have not used qualitative or mixed methods for such investigations. Based on the results obtained, it can be said that school principals, using a strategic vision, can implement long-term educational goals and define a proper direction using the components of visionary leadership.

This study attempts to demonstrate the importance of visionary leadership in the educational system of the country. Based on the aforementioned points, the following recommendations are offered:

- In line with creating a long-term vision, clear goals for the future of the school should be established, and collaboration with stakeholders should occur to develop a strategic plan for achieving these goals. All stakeholders must be aware of the school's vision and objectives, and their opinions and feedback should be actively sought.
- To foster empowerment, delegating responsibilities and creating opportunities for professional growth and leadership development among teachers and staff should be prioritized.
- To cultivate a culture of innovation and creativity, teachers and staff should be encouraged to think outside the box and offer new ideas to improve teaching methods.
- School principals should demonstrate their commitment to lifelong learning, an open attitude, and continuous improvement, and encourage others to do the same.
- To support equity and inclusion, it should be ensured that all students, regardless of their background or circumstances, have access to high-quality education.
- Researchers are recommended to examine the impact of visionary leadership on variables with appropriate semantic and scientific relevance for future studies.

The most significant limitation of the present study was the scarcity of research on visionary leadership. Few studies have been conducted on visionary leadership up to the time of writing this article. Therefore, this paper can contribute to the development of the relevant literature and assist researchers. Another limitation was related to the statistical population. Based on the objectives and methodology, only experts were to be used for the research.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

IJIMOB

Khorasani et al.   International Journal of Innovation Management and Organizational Behavior 5:6 (2025) 1-11

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