

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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E d i t o r	R e v i e w e r s
Rey Segundo Guerrero-Proenza  Departamento de Inteligencia Computacional, Facultad 4, Universidad de las Ciencias Informáticas, La Habana, Cuba reysgp@uci.cu	Reviewer 1: Ali Sargolzaie  Assistant Professor, Department of Management, Zahedan Branch, Islamic Azad University, Zahedan, Iran. Email: a.sargolzaie@iauzah.ac.ir Reviewer 2: Hamid Rezaiefar  Assistant Professor, Department of Management, Birjand Branch, Islamic Azad University, Birjand, Iran.

1. Round 1

1.1. Reviewer 1

Reviewer:

The statement, "Visionary educational leaders also prioritize equity and inclusivity..." (paragraph 3 of the Introduction), is conceptually rich but lacks citation from empirical studies supporting this claim. Please consider adding at least one reference that specifically links visionary leadership with inclusivity in education.

The use of convenience sampling of 58 principals raises concerns about generalizability. A statement addressing this limitation would strengthen the transparency of the study's quantitative component.

In the Methods, you write, "The results of the formula for all indices were above 0.74..." Please specify the critical CVR value threshold used (e.g., Lawshe's table) based on your panel size to validate the claim of acceptable content validity.

The explanation of the two-stage Delphi process would benefit from clearer articulation on how feedback from Round 1 was used to revise or inform Round 2. Did you provide the experts with Round 1 results?

Figure 1 shows prioritization of factors but lacks axis labels and units. Please add descriptive axis labels (e.g., defuzzified mean) and consider ordering the factors from highest to lowest for clearer visual impact.

In the Discussion, the sentence "The results of the study revealed that among these factors, strategic vision...were the most important..." should be supported with numerical results or a reference to Table 10 for stronger interpretative value.

Authors revised the manuscript and uploaded the new document.

1.2. Reviewer 2

Reviewer:

In the paragraph beginning "Given the importance of school principals' roles in shaping students' personalities...", the rationale for the study is presented. However, it would be strengthened by explicitly stating what empirical or methodological gap this study addresses in relation to previous fuzzy Delphi studies.

In the Methods section, you note, "the sample size was determined using the principle of theoretical saturation..." Please clarify how saturation was assessed and whether any framework or coding threshold was used to determine that no new themes emerged.

The coding procedure using Maxqda is mentioned, but you do not specify whether open, axial, and selective coding stages were employed. Detailing the type of coding would add rigor and transparency.

In Table 2, the codes are not evenly structured—some themes have as many as seven codes, others only two. Please justify how the number of codes per theme was determined or whether this variation reflects theoretical or empirical frequency.

In Table 4, the conversion from verbal variables to fuzzy numbers is presented, but the rationale behind the specific values (e.g., 0.75, 0.5625) is not fully explained. Consider providing a brief note on how these values were derived or referencing a methodological source.

The statement "no study has identified the factors influencing visionary leadership..." in the Discussion is overly broad. Please qualify this claim (e.g., "no study using fuzzy Delphi" or "no study in Iranian primary schools") or provide a literature-based justification.

In the paragraph with "To foster empowerment, delegating responsibilities...", recommendations are valuable but should be explicitly linked to specific high-ranking factors (e.g., how empowerment relates to psychological empowerment scores).

Authors revised the manuscript and uploaded the new document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.