

Principal Visionary Leadership in Public Junior High Schools in Lampung Province, Indonesia

Dedy Hermanto Karwan, Hasan Hariri, Ridwan

Postgraduate School of Educational Management, Universitas Lampung, Indonesia

*Corresponding email: dhkarwan@yahoo.co.id

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Abstract: Principal Visionary Leadership in Public Junior High Schools in Lampung Province, Indonesia. Objectives: This study aimed to: identify whether Lampung Public Junior High School (SMPN) principals exhibit all seven domains of visionary leadership style, examine relationships between the domains, and examine significant difference in teachers' perceptions on principal visionary leadership style according to both teacher gender and certification. **Methods:** Quantitative research design was used with a questionnaire completed by 341 out of 500 teachers (68%). The data were analyzed using descriptive statistics, Pearson correlation, and t-test. **Findings:** The principals exhibited all the seven domains which were positively and significantly correlated, with no significant differences in their perceptions on the principal visionary leadership style according to both teacher gender and certification. **Conclusion:** Principals need to exhibit all seven domains of visionary leadership style to help them be effective principals.

Keywords: *visionary leadership, principal, teacher, public junior high schools, Lampung.*

Abstrak: Kepemimpinan Visioner Kepala Sekolah di Sekolah Menengah Pertama Negeri di Lampung, Indonesia. Tujuan: Penelitian ini bertujuan: mengidentifikasi ketujuh domain gaya kepemimpinan visioner kepala SMPN di Lampung, menguji hubungan antara domain, dan menguji signifikansi perbedaan persepsi gaya kepemimpinan visioner kepala sekolah menurut jender guru dan menurut sertifikasi guru. **Metode:** Desain penelitian kuantitatif digunakan dengan kuesioner yang dilengkapi 341 dari 500 guru (69%). Data dianalisis menggunakan statistik deskriptif, korelasi, dan t-test. **Temuan:** Kepala SMPN di Lampung menampilkan semua komponen gaya kepemimpinan visioner, yang saling berkorelasi positif dan signifikan, tanpa ada perbedaan signifikan dalam mempersepsikan gaya kepemimpinan visioner kepala sekolah baik menurut jender guru maupun menurut sertifikasi guru. **Kesimpulan:** Kepala sekolah perlu menunjukkan semua domain gaya kepemimpinan visioner untuk membantu mereka menjadi kepala sekolah efektif.

Kata kunci: *kepemimpinan visioner, kepala sekolah, guru, SMPN, Lampung.*

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■ INTRODUCTION

Visionary leaders use vision in their work. Visionary leadership matters; however, there is a lack of research in the school context in Indonesia, especially in Lampung schools. Visionary leadership is defined as the ability to create and articulate a clear vision, provide meaning and goals for the organization (Nanus, 1992; Sashkin, 1992). Visionary leaders develop their own personal visions and combine them into a shared vision with their peers. Communicating vision is what empowers people to act. When people do not act, it is probably that the vision has not been clearly communicated, people spend their time searching for directions that must be taken, which makes them tired and unresponsive (Taylor, Cornelius, & Colvin, 2014).

Visionary leaders also display self-confidence behaviors, pro-social strengths, and organizational abilities that their followers need to have knowledge, skills and abilities (Sashkin & Sashkin, 2003; Sashkin, 1992) to achieve organizational goals. In addition, visionary leadership offers an understanding of individual leadership styles because they are related to the context and effectiveness of the organization (Crosby & Bryson, 2010; Sashkin, 1988). The results of the study show that visionary leaders are responsible for the growth and success of their organizations (Lührmann & Eberl, 2007; Dvir, Eden, Avolio, & Shamir, 2002; Nanus, 1992). Other researchers report that visionary leaders have the ability to articulate vision, inspire and empower followers to engage and benefit from organizational change and growth. Visionary leadership creates a high level of cohesion, commitment, trust, motivation, and performance improvement in the organization (Zhu, 2005).

Concept of Visionary Leadership

Every school has a vision and wants to have leaders who are able to carry out their leadership to achieve their vision. Unfortunately, vision often

leaves one unanswered question: After you have a vision, what do you do? Many school leaders have become ambivalent about the benefits of vision (Conley, 1996). Visionary leadership is characterized by a vision as an educational platform combining methods, climate, and objectives, leading to creation of a mind community establishing norms of behaviors (Sergiovanni, 1998). Organizations including schools advance when they have clear and understand visions broadly creating interactions between the factual and the ideal, encouraging people to work together to reduce inequalities (Fritz, 1996). This unifying effect is very important in the school environment. Because teachers usually regard the methodology as a matter of preference, empowerment strategies do not quickly lead to changes in school practices throughout the class (Weiss, 1995). A vision that reflects the needs and goals of the surrounding community not only improves education, but also rebuilds the relationship between the school and the public (Mathews & Mathews, 1996).

It is clear that principals play an important role in shaping vision. In the hands of a talkative and persuasive leader, a different personal vision may be far more interesting than a group product for everyone, as long as his vision is a vision that is acceptable to people in organizations (Fritz, 1996). However, principals with a heroic tendency must be willing to let go of private ownership when the time comes for implementation, or the teacher will not commit to it (Conley, 1996). Conley (1996) notes that principals who have adjusted to new ways of thinking often estimate the time needed by others to do the same. He said that all members must have the opportunity to examine their current thoughts, develop thoughts for change, and entertain themselves with new models. This can be done by forming study groups, visiting schools or businesses that have been restructured.

Conceptual Framework for Visionary Leadership

Visionary leaders have a strong vision for their efforts. They can see beyond today's ambiguity and challenges to a picture that empowers the future. Visionary leaders inspire the team. Non-authoritarian visionary leaders do not seek control of their employees. Instead, they give freedom to employees to determine the best path to realize this vision. It takes commitment to work towards this vision every day. In general, visionary leaders are inspirational, emotionally intelligent, open-minded, imaginative, assertive, persistent, collaborative, brave, magnetic, and optimistic.

Kirkpatrick (2004) presents a list of attributes of visionary leaders who promote the relationship of quality and commitment of subordinate. These attributes also known as domains include empowering, building image, taking risks, supporting, adapting, stimulating intellectual, and developing organizations. In Lampung schools, there have been studies on leadership, particularly principal transformational leadership model as well as principal decision-making styles and teacher job satisfaction (Hariri, Monypenny, & Prideaux, 2012, 2014, 2016). However, these visionary leadership domains are under-investigated in the Indonesian school context, especially in Lampung schools. In particular, this paper looks for answers to the following research questions that guide this paper: 1) Do principals in public junior high schools (SMPN) in Lampung exhibit all the seven domains of visionary leadership style according to the teachers' perceptions?, 2) How are relationships between the domains of principal visionary leadership style according to the teachers' perceptions?, 3) Do male and female teachers have significant difference in their perceptions on the principal visionary leadership style?, and 4) Do certified and uncertified teachers have significant difference in their

perceptions on the principal visionary leadership style?

METHODS

This study used the quantitative approach using a survey questionnaire to answer the research questions (Creswell, 2009) and to be effective for many participants (Gray, 2004). The population and samples were taken from the study area which had a junior high school teacher population of 316,608 out of 11,083 schools in 15 districts in Lampung Province (Dirjendikdasmen, 2017). This study used multi-stage random sampling (Kothari, 2004, p. 66) to select prospective participants for effectiveness in cost and time due to large population in addition to maintenance of random sampling in every stage (Sowmya & Panchanatham, 2011). Initially, out of the 15 districts in Lampung Province, five districts were selected. Next, from each selected district, 10 SMPNs were selected. Finally, from the 50 selected schools, a sample of 500 junior high school teachers were chosen. Details of schools and selected participants were accessed from the Education Quality Assurance Agency (LPMP) and the Lampung Provincial Education Office and selected District Education Offices. Participants were contacted directly by researchers for their willingness to voluntarily participate in this study.

Data were collected using demographic questionnaire and visionary leadership questionnaire based on Kirkpatrick's (2004) theory previously cited by Dhammika (2016) with the following domains: (1) empowering, (2) building image, (3) taking risk, (4) supporting (5) adapting, (6) stimulating intellectual, and (7) developing the organization. Data collection was carried out after validity and reliability of the visionary leadership questionnaire was confirmed. This visionary leadership instrument consisting of 52 items is evaluated on a 5-point Likert scale that ranges from 1 to 5: 1= never, or nearly never,

2= seldom, 3= sometimes, 4= often, and 5= always, or nearly always. Validity of this instrument was firstly checked before its reliability. After running validity test, all items were found valid since their sig.(2-tails) are all $0.001 < 0.05$. This instrument was then addressed to a sample of 500 junior high school teachers but was completed by 341 teachers (a 68-response rate). The collected data were then analyzed using descriptive statistics, Pearson correlation, and t-test with the help of SPSS version 23, preceded by confirmation of the general assumptions of the parametric data.

■ RESULTS AND DISCUSSION

Descriptive Statistics

This section presents descriptions of participants, variables, and statistical analyses to answer the research questions (RQs). Then results are presented and followed by discussion for each result.

Participants

As a result of data collection, the participants' demographics are revealed, but in this paper, only two demographics are presented as shown in Table 1.

Table 1. Descriptive statistics of teachers' demographics (n=341)

Demographics	Frequency	%
Gender	235	68.9
- Female	106	31.1
- Male		
Certification	57	16.7
- Uncertified	284	83.3
- Certified		

Table 1 reports the frequency and percentage of the participants' demographics, especially gender and certification. All the participants' demographics are important to consider because they probably have significant difference in principal visionary leadership.

Participants involved in this study include 235 (68.9%) females and 106 (31.1%) males of the participants. Table 1 shows that more female than male participants (more than doubles) participated in this study. Certified teachers are dominant (83.3%) with only 16.7% uncertified.

Variables

The authors used visionary leadership consisting of seven domains: (1) empowering, (2) building an image, (3) taking risks, (4) supporting (5) adapting, (6) stimulating intellectual, and (7) developing organizations (see Table 2).

RQ1: Do principals in public junior high schools (SMPN) in Lampung exhibit all the seven domains of visionary leadership style according to the teachers' perceptions? The data analysis using descriptive statistics addressing to RQ1 revealed the result as shown in Table 2.

Table 2. Descriptive statistics of the seven visionary leadership domains

	Mean	SD
Empowering	12.71	1.663
Building an Image	18.84	3.551
Taking Risk	25.36	4.327
Developing Organization	25.38	5.768
Adapting	27.44	5.399
Supporting	37.43	7.665
Stimulating Intellectual	44.87	8.986

Table 2 reports mean and standard deviation of the seven domains of principal visionary leadership style as perceived by teachers. In terms of the domains, mean of stimulating intellectual was the highest ($M = 44.87$, $SD = 8.986$), followed by mean of supporting ($M = 37.43$, $SD = 7.665$), adapting ($M = 27.44$, $SD = 5.399$), developing organization ($M = 25.38$, $SD = 5.768$), taking risk ($M = 25.36$, $SD = 4.327$), building an image ($M = 18.84$, $SD = 3.551$) and empowering ($M = 12.71$, $SD = 1.663$). These findings suggest that, according to teachers' perceptions, principals in public junior

secondary schools in Lampung Province exhibit all the seven domains, wherestimulating intellectual is mostly exhibited, followed by supporting, adapting, developing organization, taking risk, building an image, and empowering.

These findings are consistent with previous findings, for example, Dhammika (2016). As indicated in the literature, visionary leadership is an emerging leadership paradigm (Bass, 1985b; Collins, 1994; Nanus, 1992); improves organizational sustainability and sustainable performance (Avery & Bergsteiner, 2011; Kantabutra, 2006), is positively related to follower motivation, commitment and organizational performance (Bass, 1985a), and team performance (Schaubroeck, Lam, & Cha, 2007). Visionary leaders inspire others to focus on group or organizational interests rather than self-interest (Taylor, 2013). Several studies show that the leadership paradigm will have an impact on customer satisfaction, employee satisfaction and financial performance (Jing & Avery, 2008). Visionary leadership style can be effective leadership which is important to improve management development and sustainable competitive advantage (Avolio, Bass, & Jung, 1999; Rowe, 2001).

RQ2: How are relationships between the domains of principal visionary leadership style according to the teachers’ perceptions? Result from data analysis using Pearson correlation in

answering RQ2 is presented (see Table 3), and followed by its discussion.

Table 3 shows that all the seven domains of principal visionary leadership are positively and significantly correlated at a significant level of $0.01 < 0.05$. The highest relationship is between Building an Image and adapting ($r = 0.863$), followed by the relationship between supporting and adapting ($r = 0.84$), and the least relationship is between empowering and stimulating intellectual ($r = 0.391$). The all scores obtained do not have a negative sign (-) in front of these scores, indicating that all domains are positively and significantly correlated.

The vision of the organization forms the basis for setting and achieving goals. Thus, organizations need leaders who can direct their vision in other ways to achieve and maintain competitive advantage. Visionary leaders can also be found in religious, business, government, community groups, social change movements, or sports teams (Kirkpatrick, 2004). Visionary leadership focuses on creating and communicating visions that inspire subordinates to achieve and maintain superior performance (Dhammika, 2016). Visionary leadership has a positive impact on commitment to leaders, trust in leaders, level of performance among followers, and organizational performance (Dubinsky & Loken, 1989; DuBrin, 2000).

Table 3. Correlation between domains of principal visionary leadership

Domain of Visionary Leadership	1	2	3	4	5	6	7
1. Empowering		-.555**	.445**	.469**	.542**	.391**	.427**
2. Building an Image			-.789**	.767**	.863**	.683**	.788**
3. Taking Risk				-.759**	.787**	.748**	.727**
4. Supporting					-.847**	.705**	.801**
5. Adapting						-.727**	.834**
6. Stimulating Intellectual							-.766**
7. Developing Organization							

** . Correlation is significant at the 0.01 level (2-tailed).

RQ3 Result and Discussion

RQ3: Do female and male teachers have significant difference in their perceptions on the principal of visionary leadership style domains? Result from data analysis using t-test in answering RQ3 is presented (see Table 4), and followed by its discussion.

Table 4 indicates that there was no significant difference in principal visionary leadership scores between female teachers ($M = 190.21$, $SD = 32.45$) and male teachers ($M = 196.05$, $SD = 33.92$), $t(339) = -1.51$, $p = 0.130$ (2-tailed). This finding has not been previously described in the literature.

Table 4. Principal visionary leadership by gender

N		Mean		SD		t	p
Female	Male	Female	Male	Female	Male		
235	106	190.21	196.05	32.45	33.92	-1.51	0.130

However, this finding is important that visionary leadership can be exhibited by both male and female and can be found in every aspect of society, whether business, government, social change movements, religious organizations, community groups or sports teams (Kirkpatrick, 2004). Visionary leadership is separate from other leadership behaviors because they create a vision that inspires and communicates that vision among subordinates so that the organization moves from good to better. Furthermore, visionary leadership refers to the capacity to create and communicate views about desirable circumstances that clarify the current situation and encourage commitment to a better future. Colton (1985) defines visionary leadership as one that “sets goals and objectives for individual and group activities, which does not define what we really are but what we want or do” (p. 33).

RQ4: Do certified and uncertified teachers have significant difference in their perceptions on the principal of visionary leadership style?

(1) *Principal visionary leadership by certification.* Results of the independent-samples t-test analysis are shown in Table 5.

Table 5 indicates that there was no significant difference in principal visionary leadership scores between uncertified teachers ($M = 187.14$, $SD = 36.41$) and certified teachers ($M = 193.00$, $SD = 32.22$), $t(339) = -1.23$, $p = 0.221$ (2-tailed). This finding has not been previously described in the literature. However, teacher certification is important for teachers because they will have an additional payment when they get certified. Based on the finding of this study where uncertified and certified teachers show insignificant difference on principal visionary leadership, it would be that both sides are objective when perceiving visionary leadership of their principals.

It is also important to consider that visionary leadership is said to have a positive effect on follower outcomes, resulting in high trust in leaders, high commitment to leaders, high levels of performance among followers, and high overall organizational performance (DuBrin, 1998). This series of positive results is brought about by a balanced attention to the organization and subordinates. Visionary leaders are said to have insight about the needs or values of followers and

Table 5. Principal visionary leadership by certification

N		Mean		SD		t	p
Uncertified	Certified	Uncertified	Certified	Uncertified	Certified		
57	284	187.14	193.00	36.41	32.22	-1.23	0.221

to develop vision statements that reflect those needs or values (Kirkpatrick, 2004).

Researchers claim that this happens because vision has a positive effect on the self-concept of followers; followers become motivated to achieve a vision because they feel meaningful, identify it, and believe in their vision and ability to achieve it. Effective communication from visionary leadership changes the attitudes and outputs of subordinates that result in organizational transformation (Waldman, Ramirez, House, & Puranam, 2001). Such visionary leader behaviors will lead to better relationships with their subordinates. In addition, they make followers sacrifice themselves and stimulate subordinates with individual consideration (Valenzuela, 2007).

■ CONCLUSIONS

The objectives of this study are four-fold: 1) identify whether principals in SMPN in Lampung exhibit all the seven domains of visionary leadership style according to the teachers' perceptions, 2) examine relationships between the domains, 3) examine whether male and female teachers have significant difference in perceptions on the principal visionary leadership style, and 4) examine whether certified and uncertified teachers have significant difference in perceptions on the principal visionary leadership style. .

This study has revealed the following findings. First, the principals in public junior secondary schools in Lampung Province are identified that they exhibit all the seven domains of visionary leadership styles: stimulating intellectual, supporting, adapting, developing organization, taking risk, building an image, and empowering. Second, the findings show that all the domains of principal visionary leadership are positively and significantly correlated. the highest relationship is between building an image and adapting, followed by the relationship between

supporting and the least relationship is between empowering and stimulating intellectual. Third, the findings suggest that there is no statistically significant difference in principal visionary leadership scores for men and women. This finding suggests that visionary leaders can be accepted by their followers. Fourth, the findings suggest that there is no statistically significant difference in principal visionary leadership scores for the certified and uncertified teachers in perceiving principal visionary leadership.

This study has implications for theory, practice, and further research. In terms of implications for theory, this study contributes to adding knowledge to the existing literature emphasizing identification of visionary leadership domains and relationships between the domains. Regarding implications for practice, this study is useful for principals as feedback to improve their effective leadership. Principals who wish to improve their schools need to exhibit visionary leadership style with all its seven domains. This practice would lead to improve school effectiveness to achieve school goals. Lastly, in terms of implication for further research, as this study is limited to using quantitative research using survey questionnaire leading to limited understanding of phenomena on how the teachers' feeling on their visionary leadership styles; thus, further research should be carried out to address this limitation using qualitative research, particularly by means of in-depth interview or focus group discussion.

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