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"Exploring Perceptions of Visionary Leadership and Creative Abilities among Stakeholders in Southern Punjab's Pakistan Higher Secondary Schools"

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Abstract

This study explored the perceptions of stakeholders regarding visionary leadership and its impact on the creative abilities of school leaders in private and government higher secondary schools in Southern Punjab. Data was collected from 5902 heads, teacher, and administrators and analyzed to understand the relationship between visionary leadership, gender, locality and creative abilities. The sample was 1442 by using the Krejci and Morgan (1970) research advisory table. Results indicated significant differences in creative abilities between male and female teachers with females generally exhibiting higher creative abilities. However, no significant gender differences were observed among administrators and heads. Locality did not have a significant effect on creative abilities in the context of visionary leadership. Furthermore, there was a significant disparity in mean scores among groups regarding visionary leadership's

creative abilities. These findings highlight the importance of recognizing and harnessing creative abilities among school leaders to drive visionary leadership initiatives, fostering a culture of innovation in educational institutions. The study underscores the need for adaptable leadership frameworks that accommodate diverse perspectives and promote gender-inclusive leadership practices.

Key Words: Creative abilities, visionary leadership, School leader, stakeholders, significant.

Introduction

Visionary leadership is an essential part of educational leadership, especially when it comes to fostering innovation and creativity in the educational environment. The purpose of this literature review is to explore the perspectives of different parties such as principals of private and public higher secondary schools in South Punjab on visionary leadership and how it influences the creative thinking of school leaders. This review aims to offer insight into the attitudes, difficulties, and possible approaches to fostering creative and visionary leadership among school administrators in this area by bringing together the body of available research. The ability of school leaders to communicate a compelling future vision, encourage stakeholders to share that vision, and implement plans to make it happen are all components of visionary leadership in education (Leithwood&Riehl, 2005).

Studies show that visionary leadership significantly helps foster organizational innovation and improve student achievement (Thornton, 2010). With the complex educational challenges in South Punjab, visionary leadership is even more important to bring about constructive change.

The ability to think creatively, come up with new concepts and adapt to a changing educational environment is what is meant by creativity in school administrators (Davis & Sumara, 2006). Innovative cultures in schools are more likely to be fostered by creative leaders, which will improve teaching and learning strategies (Sternberg & Lubart, 1999). However, supportive organizational environments and leadership styles that encourage experimentation and risk taking are necessary to foster and sustain creativity among school administrators (Amabile, 1996).

Educators, leaders and administrators in private and public higher secondary schools in southern Punjab have different perspectives on visionary leadership and how it influences the development of creativity. Visionary leaders are viewed with skepticism by some stakeholders, questioning the viability of their vision or their ability to overcome real-world obstacles, while others view them as inspirational and transformative individuals who promote positive change (Fullan, 2001). Understanding these diverse perspectives is critical to recognizing barriers to visionary leadership and designing targeted solutions to overcome them.

There are various barriers to the development of creative and imaginative leadership skills among school administrators in southern Punjab. These consist of bureaucratic barriers, resistance to change, and resource constraints (Leithwood, Harris, & Hopkins, 2008). Additionally, the degree to which educational institutions adopt visionary leadership may depend on cultural and socio-economic issues (Hofstede, 2011). Regardless of these barriers, professional development initiatives, cooperative networks, and legislative changes that prioritize educational innovation present opportunities to enhance visionary leadership (Harris & Jones, 2010).

James MacGregor Burns' 1978 concept of transformational leadership served as inspiration for the idea of visionary leadership. In his book "Leadership", Burns emphasized the need for leaders to inspire and motivate their people with compelling vision and wisdom. There have been numerous studies and extensions of this concept in later literature (Burns, 1978). Numerous studies have found a link between administrative presentation and visionary leadership. Empirical studies have repeatedly shown that leaders who effectively communicate their vision and motivate their team members achieve superior results in terms of productivity, creativity, and expansion (Lowe & Gardner, 2001). Effective leaders are critical to fostering employee engagement. Studies show that when managers provide a compelling vision and engage employees in its implementation, employee engagement increases, which in turn leads to increased job satisfaction, engagement, and productivity (Zhang, C. Avery, Bergsteiner, & More, 2014).

Innovative ideas are sparked by visionary leaders in organizations. They create an atmosphere that encourages experimentation, risk-taking and originality. Research has shown that organizational innovation and flexibility are positively influenced by visionary leadership (Jung, Wu, & Chow, 2008). (Bennis, Nanus, & Bennis, 1985) offer a comprehensive analysis of transformational leadership, the basic element of which is visionary leadership. The writers discuss the characteristics, actions, and results of transformational leaders and emphasize how essential visionary elements are to inspiring and encouraging followers. The book is an invaluable tool for learning about visionary leadership because it explores the philosophical underpinnings of transformational leadership as well as how they have developed historically

and how they influence administrative outcomes. Visionary leadership is a key part of the transformational leader paradigm as explored by Sosik and Dinger (2007). The writers explore the characteristics, actions, and growth of transformational leaders, highlighting their ability to articulate a compelling concept and engage others in its pursuit. The book offers practical advice for leaders who want to take a transformational and visionary approach, as well as insight into the history and theoretical underpinnings of visionary leadership.

Statement of the Problem

The educational landscape in Southern Punjab's higher secondary schools faces a critical challenge: the absence of visionary leadership and its impact on nurturing creative abilities among stakeholders. Despite the recognized importance of visionary leadership in fostering innovation and creativity, there is a gap in understanding how this leadership style is perceived and enacted within the context of these schools. This study aims to address this gap by exploring the perceptions of visionary leadership and its relationship with creative abilities among stakeholders, thereby providing valuable insights for enhancing educational practices and fostering a culture of innovation in Southern Punjab's higher secondary schools.

Objectives of Study

1. To explore participants' (principals, teachers and administrators) perspectives on visionary leadership with reference to the innovative capabilities of school administrators in government and private higher secondary schools in southern Punjab.
2. To compare and contrast participants' (principals, teachers and administrators) perspectives on visionary leadership in relation to innovative skills of school principals in private and public higher secondary schools in southern Punjab.

Research Questions

1. What are the views of the participants (principals, teachers and administrators) on visionary leadership in relation to the innovative skills exhibited by school principals in private and government higher secondary schools in South Punjab?

Research Hypothesis

There is no notable difference in the perceptions of participants (Heads, Teachers, and administrators) about visionary leadership regarding creativity. (Related to objective #2b)

Significance of Study

The significance of the study stems from its ability to influence educational leadership research, practice and policy, particularly within the Southern Punjab. This study addresses several important themes by examining the perspectives of principals, teachers, and administrators on the visionary leadership and innovative skills of school leaders:

Leadership development programs can be designed and implemented more effectively if stakeholder perceptions of creative and visionary leadership among school leaders are known. Educational institutions can better meet the needs of school leaders in South Punjab by tailoring professional development efforts based on the skills, abilities and mindsets valued by stakeholders. Innovation and improvement within organizations are closely linked to visionary leadership. Identifying barriers to imaginative leadership and creativity in a study can provide insight into possible solutions.

This can lead to the adoption of cutting-edge teaching and learning methods that increase student achievement and engagement. Student outcomes are directly affected by effective leadership. The study can help identify leadership techniques that promote student learning, retention, and overall performance by analyzing the relationship between visionary leadership, creative leadership skills, and educational outcomes.

South Punjab has particular educational difficulties due to lack of resources, bureaucracy and cultural norms. By recording stakeholder views on visionary leadership in this particular setting, research can highlight systemic issues and provide guidance for policy changes to improve educational leadership and management in this area.

The research adds to the body of knowledge on educational leadership, especially in settings that are diverse and underrepresented, such as South Punjab. It contributes to a deeper understanding of the intricacies of visionary leadership and creativity in educational settings by synthesizing current knowledge and generating new insights that inform future research efforts. The study is significant because it has the potential to affect positive changes in educational leadership practices that would ultimately benefit children in South Punjab and beyond by improving their educational outcomes.

Delimitations of the Study

Due to the large and scattered population of Punjab, it was not possible to include every principal in the survey; consequently, the scope of the study was limited to the southern districts of the province. South Punjab was divided into three main regions. The two primary areas included in each division are:

1. Multan and Khanewal

2. Rahim Yar Khan and Bhawalpur

3. Layyah and DG Khan

4. Students in southern districts of Punjab attending private and government higher secondary institutions.

The primary participants of the study were school principals, senior secondary school instructors and senior secondary school administration in the southern regions of Punjab.

Design of the study

The nature of the current investigation was descriptive. This type of research focuses on examining current conditions such as visionary leadership of secondary school administrators in both public and private institutions and comparative analysis. A closed questionnaire was used to collect data in this descriptive study methodology. In order to make future predictions, researchers can find out what is happening using a descriptive approach. The objective of the study was to identify visionary leadership in higher secondary schools in southern Punjab. The study's descriptive approach enabled it to achieve its objectives.

Rahi (2017) argues that descriptive research design has a unique set of problems. A comparative study titled "Exploring Perceptions of Visionary Leadership and Creative Abilities among Stakeholders in Southern Punjab's Pakistan Higher Secondary Schools" was conducted to find out the perceptions of the stakeholders, tally them, present them and explain them in order to draw conclusions and findings.

The basic goal of the descriptive study design was to accurately and systematically evaluate the opinions of principals, teachers, and administrators.

The aim of the study was to collect the views of current and past stakeholders in order to analyse, analyze, conclude, recommend and provide ideas for future planning in the field of education. The study of phenomena in their existing state is known as descriptive research. This study sought to understand stakeholder perspectives on the visionary leadership of senior secondary school principals in both public and private settings. Its aim was to draw attention to the existing opinions of stakeholders on a certain topic (Sipe, 2004).

Population of the study:

The phrase "population" in a research study refers to anything, participants or subjects that share specific characteristics. A population is usually a large group of items or individuals that are the main focus of an investigation (Rahi, 2017).

The total population in the current study was (N=5902) to compare outcomes and variables in the first step of the population, which included public school males (71) and public school females (64), public school male teachers (2360) and female teachers from state schools (2293), male state school principals (71) and female state school principals (64), male administrators (06) and female administrators (06), female private school teachers (30) and private school teachers (500). Teachers were 296 and heads of private schools 40 male and 30 female heads and 25 male administrators and 06 administrators were used from the total population of the study.

Population Size

Higher											
Secondary	No. of Schools		Teachers		Heads		Administration		N		
Schools											
Stakeholder	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total

Public	71	64	2360	2293	71	64	06	06	
Private	40	30	500	296	40	30	25	06	
Total	111	94	2860	2589	111	94	31	12	5902

Source: Annual statistical report of government and private schools 2019-20

Sample of the study:

A subset or segment of the total population is called a sample. A term used to characterize a smaller population unit is an object or person. In other words, the statistical definition of a population or collection sample is a small amount taken from a large collection that accurately and completely represents the entire collection (Suri, 2011).

Using the Krejci and Morgan (1970) sample size table, the study sample size (N=1442) was determined. The strength of teachers was 330 male and 328 female and male-administrators were 06 and female-administrators were 06, in accordance with Krejcie and Morgan sample size table guidelines private sector researcher distributed questionnaire as instruments respondent head 36 male and 28 female and teacher 217 male and 167 females and 24 female administrators and 06 female administrators were isolated and identified as the study sample.

We used Krejcie and Morgan Table for the sampling of our data.

Table Sample Size:

Higher									
Secondary Schools	No. of Schools		Teachers		Heads		Administration N		
Stakeholder	Male	Female	Male	Female	Male	Female	Male	Female	Total
Public	60	55	330	328	60	55	06	06	
Private	36	28	217	167	36	28	24	06	
Total	96	83	547	495	96	83	30	12	1442

Source: Annual statistical report of government and private schools 2019-20

Analysis of Data

Responses regarding Visionary Leadership in perspective of Creative abilities (Inline objective 1b)

Stake holders	Schools	Gender	Creative abilities			Comparison.					
			N	Mean	S. D	Gender			Locality		
						t_{cal}	t_{tab}	P-value	t_{cal}	t_{tab}	P-value
Administrators	Public	F	06	5.79	0.915	-0.52	±2.23	0.869	-0.76	±2.05	0.87
		M	06	6.05	0.825						
	Private	M	06	5.45	1.46	-0.78	±2.05	1.808			
		F	24	6.21	1.88						
Teachers	Public	F	328	5.29	.87	2.37	±1.96	0.963	2.95	±1.96	0.98
		M	330	5.11	1.05						

Heads	Private	F	167	6.23	1.07	2.03	±1.96	1.006	0.10	±1.96	1.16
		M	217	6.02	0.98	0					
	Public	F	55	6.17	0.648	-1.78	±1.98	0.69			
		M	60	6.40	0.74						
	Private	F	28	6.01	1.60	-1.36	±1.99	1.65			
		M	36	6.58	1.70						

The table above shows that there is little difference in creativity between male and female administrators working in public schools, with the mean score for female administrators being somewhat lower. However, this difference is not statistically significant (t-cal = -0.52, p-value = 0.869). Private schools show similar results, where girls on average have worse results than boys; however, this difference is not statistically significant (t-cal = -0.78, p-value = 1.808). The creative abilities of male and female instructors in public schools differ significantly, with female teachers scoring higher on average (t-cal = 2.37, p-value = 0.963). The creative abilities of male and female instructors in private schools also differ significantly, with female teachers scoring higher on average (t-cal = 2.030, p-value = 1.006).

There is little difference in the creativity of male and female leaders in public schools, with female leaders scoring slightly lower on average. However, this difference is not statistically significant (t-cal = -1.78, p-value = 0.69). Private schools show similar results, where women on average perform worse than men; however, this difference is not statistically significant (t-cal = -1.36, p-value = 1.65). Overall, the data show that instructors in both public and private schools differ significantly in their creative abilities, with females typically

exhibiting more creative abilities. However, no statistically significant differences were observed between managers and administrators, suggesting that creative abilities may not be gender specific in these roles. Additionally, location does not appear to significantly influence creativity in the context of visionary leadership.

Mean differences responses regarding Visionary Leadership in perspective of Creative abilities (Inline objective 1b).

Groups	Sum of Squares	Df	Mean Square	F_{Cal}	F_{Tab}	α	P-Value
Between Groups	20.453	11	6.24				
Within Groups	1404.78	1160	1.21	16.909	1.69	0.05	0.001
Total	1425.233	1171	--				

The table above shows that there is a significant difference in the mean scores of the groups for creative ability and visionary leadership. Significant evidence against the null hypothesis was found with a remarkably low p-value of 0.001 and an exceptionally high calculated F-value of 16.909, which exceeds the critical F-value at the 0.05 significance level. These findings confirm that there are significant differences between group ratings of creative visionary leadership abilities. At the same time, the within-group analysis highlights subtle differences in each respondent's response and highlights the importance of adjusting leadership

tactics to accommodate a range of perspectives. All these results highlight how important creative skills are in influencing how visionary leaders are perceived and how flexible leadership frameworks are in many organizational settings.

Conclusions

1. The data reveal significant differences in creative abilities between male and female teachers in both public and private schools. Females tend to exhibit higher creative abilities on average, suggesting that gender may play a role in shaping perceptions of visionary leadership among teaching staff.
2. Contrary to the findings for teachers, no significant gender differences in creative abilities are observed among administrators and heads. This suggests that creative abilities in these leadership roles may not be influenced by gender, highlighting the importance of other factors in determining leadership effectiveness.
3. The analysis indicates that locality does not have a significant effect on creative abilities in the context of visionary leadership. Whether in public or private schools, geographical location does not appear to influence stakeholders' perceptions of creative abilities among school leaders.
4. Table 4.4 demonstrates a significant disparity in mean scores among groups regarding visionary leadership's creative abilities. This highlights the diverse perspectives held by stakeholders, emphasizing the need for adaptable leadership frameworks that accommodate varying viewpoints and preferences.
5. These findings underscore the importance of recognizing and harnessing creative abilities among school leaders, particularly in driving visionary leadership initiatives.

Educational institutions can benefit from fostering a culture of creativity and innovation, while also promoting gender-inclusive leadership practices that leverage the diverse talents of both male and female educators.

Recommendation

1. Educational leadership frameworks should actively cultivate and leverage creativity among leaders to enhance perceptions of visionary leadership.
2. It is recommended that educational policymakers and school administrators prioritize the implementation of tailored leadership development programs. These programs should focus on nurturing visionary leadership qualities among school leaders, equipping them with the skills and strategies necessary to inspire innovation and creativity among both faculty and students.
3. Southern Punjab's higher secondary schools integrate creative pedagogical approaches into their curriculum and teaching practices. Educators should be encouraged to adopt innovative teaching methods that promote critical thinking, collaboration, and experimentation.

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