

Importance of Visionary Leadership and Educational Management

Arrived Date
19.06.2022

Accepted Date
20.07.2022

Published Date
31.07.2022

AHMET İNCE¹

ABSTRACT

When the literature is examined, the concept of leadership is one of the important issues in the field of management today, but in fact it is in the center of attention of social scientists in every period of history and it is one of the concepts that are acquired and discussed as the subject of research. The rapid changes that have marked the 21st century have led to paradigm shifts in the structure and management understanding of educational institutions. This change and transformation has also dramatically changed the roles of the leaders who run the school. In the researches on leadership, great importance has been given to the field of "visionary leadership" since the 1990s. In contemporary leadership approaches, leadership is divided into many groups. Since the concept of "visionary leader" creates a more inclusive, future-oriented alternative and is inspiring, "Its Importance in Visionary Leadership and Educational Management" is discussed in this article as a qualitative research method, "document review method". The study consists of four parts. Printed works, articles, theses and researches were used as sources. Thus, firstly, the definitional approaches to the concept of vision and leadership in the context of vision, followed by the characteristics and roles of the visionary leader; Finally, the importance of visionary leadership in educational management was examined. In general, a general evaluation of visionary leadership was made.

INTRODUCTION

The rapid and scientific technological developments that have occurred in the 21st century have led to change the structure and management understandings of educational organizations. Educational organizations have to keep up with these sudden changes due to the environment they are in and the functions they undertake. In a rapidly changing environment, the administrators who will carry the schools to the next century in a successful manner should understand the school and the society very well, the education manager should adapt to this rapid change process and move away from the classical school administrator understanding expected from him in order to implement the change effectively, believe in the necessity of change, prepare the school for innovations, lead the school to be successful, constantly improve themselves and expect from himself/herself. It is expected to be the leader who plays the roles. Visionary leaders step in at this point and prevent the staticization of educational organizations with their visions that can keep up with the rapidly changing developments by managing the change process well.

Education administration in general and school administration in particular are among the most important milestones of a country's education system. The society of the future will be shaped according to the type of people that education systems will train. Countries are in an effort to adapt their education systems according to the globalization process and to realize an education in accordance with the universal values of the globalizing world. Education managers have important responsibilities in putting forth this effort.

The content of the concept of leadership may vary according to the age in which the concept is defined, the content of the environment and the characteristics of the group being led, the perception and

¹  ahmet.ince1973@hotmail.com, Trabzon University/Graduate Education Institute/Educational Management (MSC) (Without Thesis), Trabzon/TÜRKİYE



evaluations of expectations. It is stated that leadership definitions vary in terms of process and feature. Although there is no consensus definition today, it is generally seen that definitions are made in which the positive aspects that should be present in a manager or leader gain weight (Bulut & Uygun, 2010:44). In this context, there may be many different definitions of the concept of leadership. It can even be understood in different ways within the definitions made.

However, a common feature of definitions or meanings; the concept of leadership is perceived as a set of positive meanings, that is, positive contents. As a general result of the work being done and done in the management areas; It is seen that the conventional definition of leader, that is, the classical leader model, is insufficient. The dominant aspects of individuals with leadership qualities have many different characteristics. The most prominent aspect of these features is the positive direction skill on the human being. Despite all the interest shown and research, leadership continues to be examined as a concept that is still not fully understood. However, although it is not fully understood, it is certain that the effect on human behavior is great (Cemaloğlu, 2007:76) In other words, the element that comes to the forefront in the concept of leadership is the power of influence on individual behavior. Thanks to these dominant features, the concept of 'leader' has begun to emerge to people who show the ability to use this power in social environments.

Human beings, who have been instrumental in the emergence of all concepts, have become more accepting and respectful towards individuals who can appeal to the masses, direct and mobilize. It has always accelerated the process after the emergence of positive traits, which is further reinforced by this respect. This is emerging and growing with similar reactions in different groups as in every community. One of the platforms where this is most needed is the education system. In order to keep up with the requirements of the education system and to reach fast results, information about the needs of the concept of leadership in this area is needed.

It requires a separate background and skill area from teaching. In order for the education system to respond to the educational needs of the society; schools need to be places where knowledge is produced, learning is taught, culture is taught and transmitted. This can only be achieved when educational organizations are led by educational leaders (Görkem, 2008:3-4). In this context, this concept of leadership is needed in every field of work of education workers that deals directly with people. Within this need, it has become more noticeable in recent times that there is a greater need for the concept of leadership in education employees whose main task is management. The education managers who are the leaders of this educational organization should accompany the rapid development of the changing world order while actively using past experiences, knowledge and skills. The training manager's ability to adapt to this rapid change depends on the ability to provide the tasks expected of the individuals (Erol & Narcioğlu, 2022).

Knowledge, skill and skill level it is essential that students need improvement in education and therefore focus on education (Rohman, Akbor, Islam, Mohammad, 2020). Today, management is becoming increasingly difficult and a profession that requires different knowledge and behaviors (Bennis, 2003:20). Leaders are needed in educational institutions as well as in all organizations. New paradigm shifts within education also necessitate new and different types of leadership for organizations.

However, it is seen that these two concepts, which are frequently used in the management literature, are sometimes used and evaluated in synonymous and sometimes in different meanings. However, these concepts, which are functionally close to each other, are different in terms of the meanings they are assigned to. In other words, focusing on the meanings loaded more than the definitions makes the concept of leadership more understandable in the lanes it is in. While the managers working in all fields should have the general qualities of leadership to a certain extent, they should also include the special conditions required by the institution where they work.

A person who says "I am a manager" should also be able to say "I am a leader" and at the same time say "I am a leader with a vision" (Doğan, 2007:21). Very few leaders are qualified to be managers, but it is very rare for many managers to become a leader simultaneously. In this respect, the leader is not

synonymous with the manager in the top position who comes to the organizational environments by appointment. In addition to the fact that the manager is strong, he also takes a leadership position when a number of conditions are met. In this context, it is necessary to pay attention to the divergence and intersecting parts between the concepts of manager and leader.

Leadership has been seen as the result of organizational success and failure and its relationship with many variables has been investigated. Today, leadership studies are carried out intensively, especially in the fields of organizational communication, psychology and management (Cemaloğlu & Kılınc 2012:133). Each of the variable phenomena in the concept of leadership is very important, but the dominance over the organization and communication skills form the basis of all other concepts. From the discovery of the leader to every action he takes to the implementation stage, his judgment on this communication skill must be functional.

The leader's ability to reveal his own style on the organization and his originality are also among the most important nuances. There is little objection to the inevitability of leadership, but the answers to the question "What kind of leadership?" vary widely. The answers to this question reveal the envisaged leadership style. (Küçük & Demirtaş, 2016:54). The profile of the leader, who is able to reveal his style and his own style, thus begins to make his influence felt on the organization and individuals. All leaders who have an influencer have this authenticity.

Although concepts such as "manager", "leader", "participatory leader" and "visionary leader" are used according to their place today, it gives the impression that the concept of "visionary leader" creates a more complementary and future-oriented image (Bulut ve Uygun, 2010:30). In this context, although different classifications of leadership styles have been developed in the field literature, visionary leadership, which creates a new theoretical framework in the field of leadership, is discussed and a general evaluation is made in this article.

Literature Review

Definitional Approaches to the Concept of Vision

Although the concept of vision is old in origin, it is seen as a new concept in terms of its use in organizations. Understanding what the concept of vision means also helps us to understand the realities contained in the visionary leadership approach (Topal, 2020:104) In this context, as in all concepts that renew their own definitions during the process, the concept of leadership should also try to understand its counterpart in the time we are in. In the time period we are in, the concept of vision is very important in the process of discovering leadership skills.

The importance of vision for the concept of leadership is expressed by Yalçinkaya Akyüz as follows: Vision is a concept that opens new horizons in the leadership literature and is the basic component of leadership styles in all leadership fields (Derin, 2019:116). Vision is the first condition of effective leadership (Yalçinkaya Akyüz, 2002:114) In this context, although there are all these differences in people who have leadership skills but can express their own unique expression, reflect their own style and manage to attract people with their own style, it is understood that the concept that constitutes the basic common component of even these differences is vision. Vision is a sine qua non for leading individuals.

Vision, vision as a term, vision development; to be able to see the future, to make predictions about the future and to determine the main goals and strategies according to these predictions (Şimşek, 1998: 368) In this context, individuals who can be predictive and make predictions that keep the target in this direction and who can plan on these predictions and predictions, create basic objectives and develop their strategies in this direction are candidates to be called visionaries. Individuals who are able to use these situations that they plan to be in the next time period to create a road map of the future and to develop different perspectives are leader candidates who have a vision horizon if they can provide consistency in these skills and present these skills in a continuous state.

A number of perspectives can sometimes confuse vision with purpose. However, these two concepts have very serious differences in themselves. Çelik summarized this situation as follows: Vision is sometimes confused with purpose. The goal is abstract. The vision is concrete. Vision is a concrete image of the future; it is close enough that we can see it happen, but far enough away to arouse the admiration of structuring for a new reality. (Steel, 2011:11).

As mentioned here, abstract and concrete concepts need to be sharply separated from each other. Just as the goals should be abstract and the concept of vision should be a concrete situation, these concepts should be separated with clear lines.

From the point of view of the organization, vision is the situations that can define the future period that the organization targets for itself and start the process of change. These situations need to be consistent with real life and sometimes the risk factor is high. Ensuring the planning of risk factors and minimizing this factor is also one of the main tasks of the visionary leader.

Vision in summary; It is a process that determines the value of the organization, the conditions it is in, the goals to be achieved and directs the organization towards the desired future by bringing employees together around a common goal (Argon & Ayca,2020:9).

In the light of all this information, although the definitions and expressions in question differ significantly, this is a formal difference. In the definition of vision from a local point of view, reducing to a more specific one where all definitions are essentially the same, it describes how one should plan for the future and how one should act and how one should process it.

Leadership in the Context of Vision, Characteristics and Roles of the Visionary Leader

Leadership in the Context of Vision

New paradigm shifts around the world require new types of leadership for organizations (Derin,2019:115) These situations, which we also refer to as the self-updating of the concepts of each period, reveal diversified species.

Leadership is a concept that, when approached from different perspectives, can be analyzed and defined in different ways (Gümüşeli,2001:537). In this context, it is very important where the concept of leadership is viewed. In which area, what the leader is needed for, also supports the need to approach these different angles. The most basic personality characteristics of the individual who is a leader, social relationship, psychological and sociological management skills also contain the characteristics of the age. Visionary leaders are extremely important for organizational structures in the current time period.

To look at the correlation of leader and vision first of all, from visionary leaders, it is clear that leadership is essentially a process and this process defines a structure that is adopted by everyone and energetic that can achieve common basic goals that have been created by individuals. People who can assimilate this process and provide the right directions come to the forefront in the leader's position. The fact that it proves that it has the capacity to produce solutions to the problems encountered makes the leading person popular. Of course, this requires a vision.

The necessity and importance of the vision is related to whether the organization or institution exists in the future. According to Kouzes and Posner (2012), not every organization that desires change and development wants to be left behind. That's why he wants to look to the future and see it. At this point, the existence and vision of the vision is important for the future of institutions (Ertürk, 2020:323). In this regard, it is understood that the institution is between the palms of the hands of the visionary leader. The visionary leader will not overcome such a burden alone and will make all the wheels in the organization work by revealing his power of influence by revealing his knowledge and skill in process management.

Unlike other leadership approaches, visionary leadership gives a special synergy and message. Understanding vision helps us understand the underlying realities of visionary leadership theory

(Starratt, 1995: 13). In other words, the visionary leadership approach is to be able to move all the wheels of the institution just mentioned. In other words; The visionary leader approach is successful in the process it puts forward as a product in the people it influences, to the extent that it manages to read the energy and process it creates. This achievement is a skill. As Çelik said; Visionary leadership is the ability to create and communicate visions that can collectively influence and mobilize people (Çelik,2000:177).

As can be seen, although the studies on visionary leadership are different, it is seen that the conceptual definitions are very similar to each other and the meaning in the essence is very close to each other rather than the definitions.

Features of the Visionary Leader

Organizing the future by combining the power of thought and intuition in the information society requires visionary leadership behavior. It is not easy to establish realistic dreams of the goals to be achieved in the future. Since it is difficult for the school administrator, who is engaged in daily routine tasks, to allocate time for the future (Durukan, 2006: 284), time is the most precious value in the life of the individual.

These people need features that can stand out in different ways than others in order to make their organizations successful and to cope with some problems. At their core, these needs are not what the leader feels, but the needs of the people in the audience he is addressing. In this context, it is not possible to talk about the concept of visionary leadership unless these needs are presented. An effective leader needs to put forward his vision in an original way, by making inferences and in a unique way. From the decision-making process to participation; It should create a vision in every field from communication to innovation.

The key characteristics of visionary leaders are listed as follows in general terms by Bulut and Uygun (2010: 34):

- "Reasoning and analysis will be separated,
- Ability to think strategically effectively,
- To be aware of the possibilities and to be able to structure the time lived,
- Being driven, intuitive, honest and fair
- Working fast by doing time management very well,
- To be innovative,
- To be able to have the ability to make ideas and synthesize,
- To have the ability to communicate well,

It is possible to find the best examples of the features of visionary leadership and the actions within its scope in Atatürk's vision, which guides with passionate, consistent, trusting, curious and courageous thoughts and actions. (Dural, 2002: 48). It is possible to take good examples through the actions of Atatürk, one of the greatest leaders in the pages of history.

VISIONARY LEADERSHIP ROLES

In order to use the perception of management in the most effective way in the contemporary world, the visionary leadership of individuals in managerial positions is important. This importance, which includes visionary leadership, removes the complexities of organizations going forward. Although these complexities exist within all organizations, it is known that leadership roles for school principals in the education sector need to be examined in more detail.

In recent years, especially in developed countries, various researches have been conducted to determine the leadership roles required for the principals who can manage the schools of the new century and the leadership roles of the contemporary school principal have been redefined (Tahaoglu and Gedikloğlu,

2009: 277). In this context, it is clearly understood that leadership roles require new and repetitive roles in the age and that these roles need to be constantly updated.

In the future, school principals should have effective management skills to mobilize new ideas and change in their institutions in order to produce positive results for both students and other employees of the school. In order for the intended changes in the school to achieve this purpose, it depends primarily on the existence of a clearly laid out vision of the expected future status of the school and on the sharing of this by all the members of the institution. The most important factor, even the main factor, in the creation of this position is the principal of that school.

School principals play a variety of roles in making vision a shared vision (Babil, 2009:15). Although school principals play many roles in vision sharing, their main goal is to unite the masses in line with the goals. In order to put forth this effort, school principals with leading qualifications are able to buy concrete products and present them. Of course, being able to offer them is again among the visionary leadership qualities. For this, it is necessary to focus on the basic roles of visionary leaders.

Visionary leadership has three main roles. These roles are to see the path, to walk on the path, and to be the path (Çelik, 1997:465-474).

Seeing the Road

From the perspective of visionary leadership, it is very important to see the path to be followed, which is the priority. This path, which is the mirror of the vision in the future, is the main goal. The visionary leader must be able to perceive the shortest path from different paths. Seeing the road requires very subtle intuitive power. The visionary leader, with his thought and intuitive power, opens the unknown curtain in the world of future times that must be explored and sheds light on the future.

Walking on the Road

The visibility of acceptance of the visionary leader is not limited to recognizing that path. There are many leaders who can see the road and know how to move forward. What is expected from the visionary leader is the leader who, in addition to seeing the path, manages to walk and walk on this path in line with his goals.

Being the Way

The 3rd factor role of visionary leaders is to be the way. Being a road means being able to determine a route. This route is the path that should be followed not only for the leader, but also for the audience he drags behind. Those who follow are the companions on this path that the visionary leader opens and walks. Being the path requires a significant amount of sacrifice for the leader.

The path formed by the combination of thought and intuitive enables the achievement of vision. From this path, which the visionary leader opens and proceeds, those who follow can walk safely and reach the main goal to be reached at the end of the road.

The Importance of Visionary Leadership in Educational Management

Educational management is an interdisciplinary and applied field of study. The main purpose of educational management as a branch of science is; it can be expressed as analyzing and making sense of school as a social system practice-centered scientifically (Turan,2021:19).

In this context, educational management, which is a branch of science in itself, needs to be examined, researched and made understandable on a social basis. When educational management is considered as a concept, management should be examined through the filter of education. According to this situation, it is necessary to reach the human-centered resource within the educational administration, institutions and organization. The organization is the establishment of an order between management and

subordinate, the work to be carried out, the coordination of those who work with them and the coordination between them is clearly and clearly organized (Doğan, 2020). In other words, it can be stated that the concept of educational administration is a process that covers every element that has a role or duty in the education system and whose main purpose is to carry out education and training effectively (Erçetin & Eriçok, 2016:243)

The leader, who is the director of education, tries to carry out the institution and its functionality in the light of scientific knowledge in educational management. In the light of this scientific information, it is the leading education manager who ensures the functioning of the institution and directs the vision of the institution.

The training manager is in constant communication with the employees around them and has the duty to adapt the institution to external factors while ensuring the connection of the institution and its employees with the outside world. The difference between education and other forms of management emerges from the different structure within the education itself. However, since it is a person who is dealt with in essence, it also has similar features to other management areas. Developing, adapting, including the person in the process are the basic requirements to ensure social integrity.

As Uzun said; Educational management aims to develop and enrich people and society in every aspect (Uzun 2016:6-7). The training manager, as a leader, has to determine the organizational vision of his own organization (Çelik,1995:5). The organizational vision of the organization is determined by individuals, not by the person. In this context, this organizational vision, which will be determined for the school, is provided by the participation of all employees in the process under the leadership and direction of the education manager together with the employees of the institution. A successful training manager demonstrates the ability to involve all employees of the institution in this process. The right directions mean that employees discover needs and integrate the organization into the outside world. The person who acts as a catalyst and unifies ideas in this process is the leading education manager.

The importance of visionary leadership is based on the significant contributions of organizations in eliminating uncertainties for the future (Çelik, 2000: 165). While providing these contributions, the ability to direct the organization and act together, to act together, to think by creating common sense together is important. During this process, rapid changes can be achieved within the organization. Thanks to these rapid changes, the organization creates its own future with its own decisions. Visionary leaders are of course the provider of this situation, which is necessary for organizations to continue their existence. Therefore, visionary leaders are needed. This depends on the success of the leader.

One of the important points of the success of organizations is the success of leaders. The leader's personal characteristics, vision, dedication to organizational goals determine the nature of managerial processes (Kavrayıcı 2019:117). In this context, the visions, personal characteristics and purpose-oriented nature of educational leaders are very important in the success of educational organizations. The leadership style of school leaders is one of the factors that affect the performance of employees and determine the level of success of students.

School administrators, who have very important roles in social development and future building, should use their leadership positions very effectively. It is the duty of visionary school administrators to provide changes in an institution such as a school and to eliminate the problems encountered while providing these positive changes professionally. Recently, the concept of school management has moved away from its traditional definition and as mentioned by Yalçınkaya and Akyüz; The management leadership role of the school principal is being replaced by a visionary leadership approach with a new image (Yalçınkaya Akyüz, 2002:114).

The necessity of creating an effective leader to create an effective school is undeniable. Educators and managers with a traditional understanding of management and education can only be an obstacle to achieving the vision (Çemberci, 2003:1). They are school administrators who are the visionary leaders of schools that facilitate access to information, provide a new and up-to-date perspective to the concept of learning, and provide continuous positive change with a constructivist approach.

Schools are a dynamic element that directs and structures the student input it receives from external elements of the institution. It is a structure that evaluates all individuals individually within itself, and that each individual is a unique entity. While ensuring the development of the school, it also ensures the development of the individual. It is the visionary school administrators who direct this structure and factual process.

In the light of all this information, it can be said that the leader is important in our school administration, and that the visionary leadership understanding comes to the forefront, especially in the information society we are in. If the visionary school leader can see the change and exhibit their visionary leadership roles; It can be said that the visionary school administrator has a great importance in terms of being able to be a healthy school and to carry the society to the future continuously together with the students, human resources and parents.

REFERENCES

- Argon, T & Kaya, A. (2020). Vizyoner Liderlik: Eğitim Örgütlerine Kavramsal Bir Bakış. II. Uluslararası Akdeniz Bilimsel Araştırmalar Kongresi Bildiri Kitabı (ed. Zor, L. & Günay, T.), Kuzey Kıbrıs Türk Cumhuriyeti [Visionary Leadership: A Conceptual Look at Educational Organizations. Proceedings of the Second International Mediterranean Scientific Research Congress (ed. Zor, L. & Günay, T.), Turkish Republic of Northern Cyprus
- Babil, F. (2009). "İlköğretim Okulu Müdürlerinin Vizyoner Liderlik Özelliklerine Sahip Olmaları ile Öğretmenlerin Örgütsel Adanmaları Arasındaki İlişki. Yayımlanmış Yüksek Lisans Tezi, Osmangazi Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir [The Relationship Between Elementary School Principals' Visionary Leadership Traits and Teachers' Organizational Dedication. Published Master's Thesis, Osmangazi University Institute of Social Sciences, Eskişehir]
- Bennis, W. (2003). Bir Lider Olabilmek. İstanbul: Sistem Yayıncılık [To be a Leader. İstanbul: Sistem Yayıncılık
- Bulut, Y. & Uygun, S.V. (2010). Etkin Bir Yönetim İçin Vizyoner Liderliğin Önemi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, Yıl: 2010 Cilt: 7 Sayı: 13, s. 29 – 47 [The Importance of Visionary Leadership for Effective Management. *Mustafa Kemal University Journal of Institute of Social Sciences*, Year: 2010 Volume: 7 Issue: 13, p. 29 – 47]
- Cemaloğlu, N. (2007). Okul Müdürlerinin Liderlik Stillerinin Çeşitli Değişkenler Açısından İncelenmesi. *Türk Eğitim Bilimleri Dergisi*, 5(1), 73-112 [Examination of School Principals' Leadership Styles in terms of Various Variables. *Turkish Journal of Educational Sciences*, 5(1), 73-112
- Cemaloğlu, N. & Kılınç, A.C. (2012). Okul Müdürlerinin Liderlik Stilleri ile Öğretmenlerin Örgütsel Güven Düzeyleri Arasındaki İlişki. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, Yıl 12, Sayı 23, Haziran 2012, s.132- 156 [The Relationship Between School Principals' Leadership Styles and Teachers' Organizational Confidence Levels. *Mehmet Akif Ersoy University Journal of Faculty of Education*, Year 12, Issue 23, June 2012, p.132- 156
- Çelik, V. (1995). Eğitim Yöneticisinin Vizyon ve Misyonu. *Eğitim Yönetimi*, Yıl:1, Sayı: 1, Kış [Vision and Mission of the Education Manager. *Educational Management*, Year:1, Issue: 1, Winter]
- Çelik, V. (1997). Eğitim Yönetiminde Vizyoner Liderlik. *Eğitim Yönetimi*. Yıl 3, Sayı 4, Güz, s. 465-474 [Visionary Leadership in Educational Management. *Educational Management*. Year 3, Issue 4, Fall, pp. 465-474]
- Çelik, V. (2000). *Eğitimsel Liderlik*, (2.Baskı). Ankara: Pegema Yayınevi [Educational Leadership, (2nd Edition). Ankara: Pegema Publishing House]

- Çemberci, Y. (2003). Eğitim Yöneticilerinin Liderlik Davranışları ve Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi. Yayınlanmamış Yüksek Lisans Tezi, Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul [Investigation of the Relationship Between Leadership Behaviors and Personality Traits of Training Managers. Published Master's Thesis, Marmara University Institute of Educational Sciences, Istanbul]
- Derin, N. (2019). Vizyoner Liderliğin Kavramsal Çerçevesi ve İşletmeler İçin Önemi. Kocatepe İİBF Dergisi, Aralık 2019, 21(2), s.114- 125. [The Conceptual Framework of Visionary Leadership and Its Importance for Businesses. *Journal of Kocatepe FEAS*, December 2019, 21(2), p.114- 125].
- Doğan M. (2022). Kobilerde Yönetim Sorunları ve Çözüm Önerileri. Global Academy Yayınevi. Birinci Basım, ISBN 978-605-71755-0-2 [Management Problems in SMEs and Solution Suggestions. Global Academy Publishers. First Edition, ISBN 978-605-71755-0-2]
- Doğan, S. (2007). Vizyona Dayalı Liderlik. İstanbul: Kare Yayınları [Vision-Based Leadership. İstanbul: Kare Publications]
- Dural, B. (2002). Atatürk'ün Liderlik Sırları. İstanbul: Okumuş Adam Yayınları. [Atatürk's Leadership Secrets. İstanbul: Okumuş Adam Yayınları].
- Durukan, H. (2006). Okul Yöneticisinin Vizyoner Liderlik Rolü. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)* Cilt 7, Sayı 2, s.277-286.[The Visionary Leadership Role of the School Administrator. *Ahi Evran University Kırşehir Journal of Faculty of Education (KEFAD)* Volume 7, Issue 2, p.277-286].
- Erçetin, Ş.Ş. & Eriçok, B. (2016) Yayınlarda Yer Alan Okul Yöneticilerinin Yeterliklerinin Analizi (Ulakbim 2004-2016). *International Periodical for the Languages, Literature and History of Turkish*, Volume 11/14 Summer 2016, p. 239-256 [Analysis of the Competencies of School Administrators in Publications (Ulakbim 2004-2016). *International Periodical for the Languages, Literature and History of Turkish*, Volume 11/14 Summer 2016, p. 239-256]
- Erol, E. & Narcioğlu, F. (2022). "Visionary Leadership in Education Managers", *International Journal of Social Science, Innovation and Educational Technologies (Online)*, Vol: 3, Issue: 10, pp: 70-78 <http://dx.doi.org/10.54603/iss.154>
- Ertürk, A. (2020). 2023 Eğitim Vizyonu: Sorunlara Çare mi? *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 48: 321-345 [2023 Education Vision: A Cure for Problems? *Pamukkale University Journal of Faculty of Education*, 48: 321-345].
- Görkem, A. (2008). Liderlik ve Öğretim Liderliği. Yayınlanmamış Yüksek Lisans Tezi, Beykent Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul [Leadership and Instructional Leadership. Published Master's Thesis, Beykent University Institute of Social Sciences, İstanbul].
- Kaçmaz, S. (2020). Okul Yöneticilerinin Vizyoner Liderlik Davranışları ile Öğretmen Motivasyonu Arasındaki İlişki. Yayınlanmamış Yüksek Lisans Tezi, Siirt Üniversitesi Sosyal Bilimler Enstitüsü, Siirt [The Relationship Between Visionary Leadership Behaviors of School Administrators and Teacher Motivation. Published Master's Thesis, Siirt University Institute of Social Sciences, Siirt].
- Kavrayıcı, C. (2019). Okul Müdürlerinin Liderlik Stillerinin Çeşitli Değişkenler Açısından İncelenmesi. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi (AUJEF)*, 3(2), 116-131 [Examination of School Principals' Leadership Styles in terms of Various Variables. *Anadolu University Journal of Faculty of Education (AUJEF)*, 3(2), 116-131].

- Küçük, Ö. & Demirtaş, Z. (2016). Ortaöğretim Okullarında Görev Yapan Okul Müdürlerinin Vizyoner Liderlik Davranışları ile Öğrenci Akademik Başarısı Arasındaki İlişki. *Uluslararası Türk Eğitim Bilimleri Dergisi*, Yıl 4, Sayı 7, s.54-68 [The Relationship Between Visionary Leadership Behaviors of School Principals Working in Secondary Schools and Student Academic Success. *International Journal of Turkish Educational Sciences*, Year 4, Issue 7, p.54-68].
- Rohman, Z., Akbor, M.A., Islam, S., Mohammad, S. (2020). 1st International Congress of Social Science, Innovation and Educational Technologies (ICSSIET 2020) September 30 2020, Ankara/TURKEY, Global Academy Publishing House ISBN:978-605-06150-2-9
- Starratt, R.J. (1995). *Leaders With Vision*, Corwin Press Inc.
- Şimşek, M. (1998). *Yönetim 100 ve Organizasyon*. Ankara: Nobel Yayıncılık [Management 100 and Organization. Ankara: Nobel Publishing].
- Tahaoğlu. & Gedikoğlu (2009). İlköğretim Okulu Müdürlerinin Liderlik Rollerini. Kuram ve Uygulamada Eğitim Yönetimi, Cilt 15, Sayı 58, s. 274-298 [Leadership Roles of Primary School Principals. *Educational Administration in Theory and Practice*, Volume 15, Issue 58, pp. 274-298].
- Turan, S. (2021). *Eğitim Yönetimi Teori-Araştırma-Uygulama*. (1.Baskı). Elazığ: Asos Yayınları, 2021.[Educational Management Theory-Research-Practice. (1st Edition). Elazığ: Asos Publications, 2021].
- Uzun, G. (2016). Yöneticilerin (Okul Müdürlerinin) Gösterdikleri Liderlik Özellikleri Ağrı İli Patnos İlçesi Analizi.Yayınlanmış Yüksek Lisans Tezi, Avrasya Üniversitesi Sosyal Bilimler Enstitüsü, Trabzon [Leadership Characteristics of Administrators (School Principals) Analysis of Patnos District of Ağrı Province.Published Master's Thesis, Eurasia University Institute of Social Sciences, Trabzon]
- Yalçınkaya Akyüz, M. (2002). Çağdaş Okulda Etkili Liderlik. *Ege Eğitim Dergisi* (1), 2, s.109-119 [Effective Leadership in Contemporary School. *Ege Education Journal* (1), 2, p.109-119]