

Visionary Leadership and its Impact on School Culture

Katherine M. Lanit¹, Julius N. Ubaub²

¹Southern De Oro Philippines College, Cagayan de Oro City, Philippines

²DepEd- Division of Misamis Oriental, Misamis Oriental, Philippines

Abstract: *Leading educational organizations to succeed requires visionary leadership principles as the most necessary factor. This study sought to determine the impact of visionary leadership on the school culture of Villanueva North District in the Division of Misamis Oriental, School Year 2024-2025. This study used correlational and causal research designs to determine the relationship between visionary leadership and school culture. The respondents for this study were one hundred thirty-one (131) public elementary and secondary teachers. The study utilized a purposive sampling technique to identify the teacher-respondents. The researcher employed a researcher-made questionnaire to assess visionary leadership and school culture. Statistical tools used to answer the problems of the study included Weighted Mean, Standard Deviation, Pearson Product-Moment Correlation Coefficient, and Multiple Linear Regression Analysis. The findings revealed a Very Positive Response level in visionary leadership as perceived by the teachers; communication has a significant effect on visionary leadership and is also the best predictor of visionary leadership and school culture. It can be concluded that school heads have a visionary leadership style. It can be recommended that school heads continue to employ the visionary leadership style. Likewise, they have to communicate with their stakeholders and teachers. School heads have to support and recognize the teachers' ability to adapt to changes and face challenges positively.*

Keywords: communication, school culture, shared values, vision articulation, visionary leadership

1. Introduction

Leadership is a process of encouraging people to work collaboratively to achieve a common goal. It sets objectives, emphasizes vision, inspiration, and the ability to motivate and influence others towards promoting the growth of an organization. School leadership, in particular, encompasses the various roles and responsibilities of school heads who oversee and manage educational institutions, focusing on learner outcomes and the well-being of the school community. It also involves establishing a positive school culture, guiding instructional decisions, and fostering collaboration among teachers, learners, and parents to achieve shared educational goals. In terms of leading a school, administrators or school heads may have different styles and ways that they are more comfortable with. One of which is the so-called visionary leadership style.

Visionary leadership focuses on long-term planning and inspiration, a clear vision for the future that is communicated to the team and inspires them towards achieving a common goal. A visionary leader has concrete steps to plan and execute a vision and lead a team for the success of the plans and objectives, with the support of the academic community under their supervision. The policies, strategies, and systems guide his functions. He designs the learning processes wherein academic personnel deal with critical issues and develop mastery in the learning disciplines.

Moreover, school visionary leaders exert a direct influence on the growth of educational organizations. They set strategic goals and foster shared objectives among teachers, staff, and students. These leaders also design educational improvement programs that enhance teaching methods, integrate modern technology, and promote inclusive learning environments that meet the current needs of students (Leithwood et al., 2020).

The school leadership exemplar focuses on community-wide development while promoting innovation together with constructing optimistic educational settings focused on the future (Rosadi et al., 2024). A school culture defines itself through the orientation of collective principles, which establish the social and educational nature of its educational setting. The culture in any educational environment directs social contacts between learners and teachers while supporting teamwork and student engagement throughout teaching practices.

Therefore, school heads should embrace the premise that the fundamental purpose of the school is to ensure that all learners in the school are well-accommodated. The teachers have to examine every existing practice, program, and procedure to ensure it aligns with the purpose being given. School heads shall also organize teachers into meaningful collaborative teams that take collective responsibility for student learning and work independently to achieve shared goals for which members hold themselves mutually accountable (Oco, 2022). The school head makes clear that every teacher is responsible for learning.

In line with this concept, competent school leaders must have a wide vision to succeed in communicating to secure the commitment of the teacher and the school community. School environments shall have a positive culture in shaping their entire educational journey, including welcoming attitudes, together with adaptable systems and strong collective links among their members. The school management approach to change openness demonstrates its capacity to deal with different student groups while facilitating interpersonal collaboration among teachers and staff, and students (Widodo & Chandrawaty, 2021).

In addition, the school's ability to navigate new challenges depends on its culture, while teachers' cooperation levels are

intrinsically linked to the learning environment support provided to students. Leadership with a visionary approach strongly shapes school culture through its focus on developing shared organizational values that embrace improvement-oriented approaches alongside variety forbearance and group success strategies. School culture benefits from visionary leadership alignment because it creates enhanced collaboration and better academic performance with a stronger, unified school community (Yulindasari et al., 2020).

This study examines how visionary leadership transforms school culture through an analysis of interactive leadership, together with organizational culture and educational achievements. This research focuses on discovering visionary leadership and its effects on school beliefs, values, and behaviors to develop effective leadership methods that increase school culture quality and educational results (Sun & Chen, 2020).

Theories of leadership in education have provided a part of the total picture. Leaders need to give attention to two dimensions, which include the accomplishment of the tasks on hand and the establishment of good relationships with and among the group members. In the larger picture, which has resulted from leadership studies over the previous years, it will prove that it is most helpful to the leader who wishes to contribute to excellence in the school.

Effective leaders, according to the Visionary Leadership Theory, manifest their ability to express inspiring goals for the future while motivating people to commit to them together. The visionary leadership model requires leaders to offer precise direction, together with teamwork coordination, to meet collective objectives, according to Bennis. The assumptions behind visionary leadership involve leaders becoming proactive and forward-thinking, while their role is to steer organizational transformation through establishing shared organizational goals (Ghadi, 2024).

Peter Senge created the learning organization framework, which matches this theory because visionary leaders develop conditions where all team members maintain perpetual improvement while matching personal activities to the organization's distant objectives. Educational institutions widely utilize visionary leadership as a means to transform schools while promoting school-wide collaborative work and innovative approaches (Almaas & Menzies, 2020).

The research connects directly to visionary leadership because effective transformation of school culture emerges from collective vision creation, together with adaptation management and learning environment development. The analysis will examine how visionary leadership modifies school culture for meaningful changes to school academic and social aspects. Learner achievement improves strongly when visionary leaders establish precise visions alongside their efforts to empower teachers and learners and build teamwork and innovative approaches (Fullan, 2020).

2. Methodology

This study used the correlational and causal research designs to investigate the relationship between visionary leadership and school culture in Villanueva North District, Division of Misamis Oriental, during the School Year 2024-2025. A correlational research design examined the relationship between the degree of visionary leadership exhibited by school heads and the prevailing characteristics of the school culture within the institutions. This style aimed to determine the extent to which specific dimensions of visionary leadership are associated with particular aspects of school culture, such as shared values and beliefs and adaptability to change (Smith & Jones, 2022).

Problems 1 and 2 used Weighted Mean and Standard Deviation to determine the level of visionary leadership and school culture. Problem 3 used Pearson Product Moment Correlation Coefficient to test the relationship between the independent and dependent variables. Problem 4 used Multiple Linear Regression Analysis to determine which among the independent variables is the best predictor of school culture.

The weighted mean will be used to determine the average level for each variable of visionary leadership and school culture, considering the frequency of each response. The standard deviation (SD) will quantify the amount of variation in teachers' responses around the weighted mean for each dimension. The Pearson Product-Moment Correlation Coefficient (Pearson's r) will be computed to assess the strength and direction of the linear relationship between the level of visionary leadership exhibited by school heads and the overall school culture as perceived by teachers.

3. Results

Table 1: Test for Correlation Between Visionary Leadership and School Culture

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Vision Articulation	0.134	0.033	Low Positive Correlation	Reject Ho	Significant
Communication	0.528	0.001	Moderate Positive Correlation	Reject Ho	Significant
Goal Alignment	0.165	0.044	Low Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation

0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation

0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value < 0.05*

Table 1 displays the test correlation between visionary leadership and school culture. Among the variables, Vision Articulation registered a computed r-value of 0.134 and a computed p-value of 0.033. The computed p-value was lower than the p-critical value of 0.05 level of significance. This data

indicate that a significantly low positive correlation between visionary leadership and school culture was registered.

Vision articulation as an important aspect of visionary leadership refers to the leaders' capacity to express and communicate a compelling vision for the future. It entails

developing a vision and effectively communicating it in a way that inspires and drives other people. Vision articulation is the cornerstone of visionary leadership, transforming a leader's aspirations into a shared organizational ambition. It is the art of crafting a narrative so compelling and clear that it ignites passion and commitment within the team, painting a vivid picture of future possibilities and inspiring collective action.

Additionally, effective vision articulation goes beyond simply stating goals; it connects with people's emotional level, making the future feel tangible and desirable, and motivating them to actively contribute to its realization. This ability to communicate the vision in an inspiring and understandable way is crucial for fostering a unified sense of purpose and driving the organization towards its desired future. A clear and engaging picture of the future and explicitly outlining how each team member's role contributes to that future, leaders foster a deeper sense of ownership and commitment. This clarity provides direction and ignites intrinsic motivation, empowering individuals to see themselves as integral players in bringing the vision to life and fostering a unified and purposeful organizational culture (Edwards, 2020).

Communication, on the other hand, registered a computed r-value of 0.528 and a computed p-value of 0.001. The computed p-value is lower than the p-critical value of 0.05 level of significance. These results indicate that a significant moderate positive correlation between visionary leadership and school culture exists. This means further that communication, as the basis of successful interactions, involves conveying information, ideas, and emotions clearly and concisely and listening and understanding the perspectives of others. Consequently, when communication is effective, it fosters trust, reduces misunderstandings, promotes collaboration, and enhances overall productivity and relationships.

Good communication, therefore, is a key component of visionary leadership, particularly in a school context where cooperation and alignment are critical to success. Visionary school leaders recognize that their ability to communicate effectively and convincingly is critical in bringing their vision to fruition. Leaders must possess a compelling vision to communicate that is understandable to teachers, staff, learners, and parents. This approach promotes the development of a common understanding of the school's objectives and the measures required to accomplish them (Mohd & Valliappan, 2019).

In another context, Goal Alignment registered a computed r-value of 0.165 and a computed p-value of 0.044. The computed p-value was lower than the p-critical value of 0.05 level of significance. This indicates that a significantly low positive correlation between visionary leadership and school culture was identified.

Goal alignment is the strategic process of ensuring that individual, team, and departmental objectives are synchronized with an overarching vision and the strategic goals of an organization. In essence, it is about making sure everyone is rowing in the same direction. Effective goal alignment fosters a sense of unity and shared purpose, clarifying how each person's work contributes to the bigger picture of the organization's success. When goals are aligned, it minimizes internal conflicts, reduces duplication of effort, and maximizes the efficient use of resources. This clarity of purpose empowers individuals and teams to prioritize their tasks and make decisions that support the overall strategic direction.

Effective goal alignment promotes a cohesive approach to accomplishing the school's vision by clarifying how each individual's actions contribute to the institution's overall success. When everyone is working towards the same goals, the chance of reaching the intended results improves since all efforts are focused towards a shared purpose effective goal alignment is the linchpin for translating a school's vision into tangible reality by ensuring a unified and purposeful effort across all levels.

When every teacher, staff member, and even learner understands how their specific actions support the common goals, it eliminates fragmented efforts and cultivates a synergistic environment where everyone is working in concert. This focused approach not only maximizes the efficient use of resources and minimizes internal friction but also significantly increases the likelihood of achieving the intended results, as all energies are directed towards a shared destination, creating a powerful momentum for success (Gyansah et al. 2020).

Also, effective leadership plays a role in shaping the culture of a school, and these findings support that idea. The stronger connection is seen with communication, highlighting the importance of open and honest communication in building a positive school culture. Leithwood et al. (2020) found that the significant influence of effective leadership in shaping school culture is important in a learning environment.

Table 2: Regression Analysis Between Visionary Leadership and School Culture

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	SE	β			
Constant	0.4926	0.5283	0.2974	4.4983	0.001	
Vision Articulation	0.1358	0.1756	0.2213	1.8673	0.064	Accept Ho
Communication	0.5879	0.3847	0.5983	5.5463	0.001	Reject Ho
Goal Alignment	0.1686	0.0734	0.0976	1.1931	0.083	Accept Ho
Model	R	R ²	Adjusted R ²	f-value	Sig. (P-value)	Decision
	0.451	0.329	0.371	5.679	0.001	Reject Ho

Legend: UC = Unstandardized Coefficients SC = Standardized Coefficient

Dependent Variable = Teaching Performance *Significant when computed p-value <0.05.*

Table 2 presents the regression analysis between visionary leadership and school culture. It is shown in the table that

Communication is the best predictor of school culture. This further explains that school heads' ability to communicate is

essential to achieve success in their supervisory responsibilities. The R-value of 0.451 indicates a moderate positive correlation between the combined effect of the visionary leadership dimensions and school culture. This means that higher levels of visionary leadership tend to be associated with higher levels of school culture. The R-squared (R^2) value of 0.329 means that approximately 32.9% of the variance in school culture can be explained by the three dimensions of visionary leadership: vision articulation, communication, and goal alignment. The F-value of 5.679 and the significance (P-value) of 0.001 for the overall model are statistically significant ($p < 0.05$). This indicates that the model as a whole is a good fit for the data and that the visionary leadership dimensions collectively have a statistically significant impact on school culture.

The null hypothesis that the visionary leadership dimensions do not affect school culture is rejected. It confirms that the statistical model effectively explains the relationship between visionary leadership dimensions and school culture, indicating a strong and meaningful connection. This provides robust evidence that the actions and characteristics associated with visionary leadership have a real and measurable impact on the shared values, norms, beliefs, and behaviors that define a school's social and pedagogical environment. Therefore, cultivating visionary leadership practices is likely to lead to tangible changes and improvements in the overall school culture.

For vision articulation, the β coefficient of 0.1358 suggests a positive relationship with school culture. For every one-unit increase in vision articulation, school culture tends to increase by 0.1358 units, holding other variables constant. The computed t-value 1.8673 and the computed (P-value) of 0.064 is greater than the significance level of 0.05. Therefore, we accept the Null Hypothesis (H_0). This means that vision articulation, on its own, does not have a statistically significant unique contribution to predicting school culture in this model. While the overall model demonstrates a significant impact of visionary leadership on school culture, the finding that vision articulation, on its own, does not have a statistically significant unique contribution suggests a nuanced relationship. This implies that while articulating a compelling vision is likely important, its influence on school culture might be intertwined with or mediated by other dimensions of visionary leadership within this specific model.

Possibly the impact of vision articulation is more potent when coupled with strong goal alignment, effective communication, or the fostering of adaptability. It could also indicate that the way vision articulation was measured in this study didn't capture its unique influence as effectively as other dimensions. Therefore, while not a standalone predictor in this model, vision articulation likely plays a crucial supporting role within the broader framework of visionary leadership in shaping school culture.

For communication, the β coefficient of 0.5879 indicates a strong positive relationship with school culture. A one-unit increase in communication is associated with a substantial 0.5879 unit increase in school culture, holding other variables constant. The computed t-value 5.5463 and the computed (P-value) of 0.001 is less than the significance level of 0.05.

Therefore, we reject the Null Hypothesis (H_0). This indicates that communication has a statistically significant and positive unique contribution to predicting school culture in this model. This finding strongly emphasizes the pivotal and independent role of communication in shaping a school's culture within this research model. The statistical significance indicates that the observed positive relationship between effective communication practices and a positive school culture is unlikely due to chance.

Furthermore, the unique contribution suggests that even when considering other aspects of visionary leadership, communication stands out as a distinct and influential factor in predicting the nature and quality of the school's social and pedagogical environment.

This underscores the critical importance of open, transparent, and consistent communication from school leaders and among all stakeholders in fostering trust, collaboration, shared understanding, and ultimately, a thriving and positive school culture.

For goal alignment, the β coefficient of 0.1686 suggests a positive relationship with school culture. A one-unit increase in goal alignment is associated with a 0.1686 unit increase in school culture, holding other variables constant. The computed t-value 1.1931 and the computed (P-value) of 0.083 is greater than the significance level of 0.05. Therefore, we accept the Null Hypothesis (H_0). This means that goal alignment, on its own, does not have a statistically significant unique contribution to predicting school culture in this model. It suggests that while goal alignment is likely important for a positive school culture, its influence in this specific statistical model is not independent of other factors. It implies that the impact of goal alignment on school culture might be intertwined with other dimensions of visionary leadership, such as communication or vision articulation.

Possibly goal alignment is most effective in shaping culture when the goals are clearly communicated and aligned with a compelling vision. It could also mean that the way goal alignment was measured in this study didn't capture its distinct influence as effectively as other variables. Therefore, while likely playing a vital role, goal alignment in this model appears to work in conjunction with other leadership dimensions to significantly impact school culture, rather than being a sole, statistically significant predictor on its own.

To summarize, the regression analysis suggests that communication is the most significant individual predictor of school culture among the three visionary leadership dimensions. While the overall model shows a significant relationship between visionary leadership and school culture, Vision Articulation and goal alignment do not have statistically significant unique effects on school culture when considered alongside communication in this specific model. It suggests a hierarchical or interconnected relationship where communication acts as a primary conduit through which the influence of vision articulation and goal alignment on school culture is realized. While having a clear vision and aligned goals are crucial tenets of visionary leadership, their impact on the daily realities of school culture might depend heavily on how effectively these are communicated throughout the

institution. This denotes that a well-articulated vision and clearly aligned goals only translate into a positive school culture when accompanied by open, consistent, and meaningful communication that ensures understanding, buy-in, and shared ownership among all stakeholders.

This implies that while these aspects of visionary leadership might be important, their impact on school culture in this context was largely captured by the influence of communication. This underscores the pivotal role of communication in shaping school culture, despite vision articulation and goal alignment being integral components of visionary leadership (Liu et al. 2021). The influence of vision, articulation, and goal alignment may be through communication or other variables that may affect their relationship with school culture.

4. Conclusions

The findings of the study lead to the following conclusions:

- 1) School heads can implement changes for the better, are committed to improvement, and can communicate with their teachers.
- 2) Teachers can adapt to change, are willing to embrace new ideas, can learn from their mistakes, and can solve problems.
- 3) Communication is an essential factor for adaptive visionary leadership and school culture.
- 4) Effective communication emerged as the most influential dimension of visionary leadership, with clear implications for improving school culture. Leaders are encouraged to focus on transparent and inclusive communication strategies to foster a supportive and high-performing school environment.

References

- [1] Almaas, F., & Menzies, L. (2020). Leading for learning: A distributed perspective on leadership in Norwegian schools. *Educational Management Administration & Leadership*, 48(1), 126-145.
- [2] Edwards, D. L. (2020). Vision, ethos and values in two Birmingham schools: purpose, articulation and realization (Doctoral dissertation, University of Birmingham).
- [3] Fullan, M., & Quinn, J. (2021). The right drivers for whole system success. Corwin Press. Hallinger, P. (2022). Leadership for 21st century learning. *Journal of Educational Change*, 23(3), 251–270
- [4] Ghadi, M.Y. (2024), "Visionary leadership and job crafting: a moderated mediation model", RAUSP Management Journal, Vol. ahead-of-print No. ahead-of-print.
- [5] Gyansah, S., Ogola, M., & Guantai, H. (2020). Effect of school heads' inspirational motivation leadership practices on students' academic achievement in public high schools in Kumasi Metropolitan, Ghana. *Journal of Education and Practice*, 11(14), 76-86.
- [6] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22.

- [7] Mohd Adnan, S. N. S., & Valliappan, R. (2019). Communicating shared vision and leadership styles towards enhancing performance. *International Journal of Productivity and Performance Management*, 68(6), 1042-1056.
- [8] Oco, Richard M. (2022). Leadership Styles of School Heads and Its Relationship to School Performance. *Global Scientific Journals*. EOI: 10.11216/gsj.2022.01.57744
- [9] Rosadi, Imam, Sri Setyaningsih, and Eka Suhardi. (2024) "The Influence of Visionary Leadership, Organizational Culture, Self-Efficacy, and Work Motivation on Teacher Creativity." *Journal of Educational Administration*.
- [10] Smith, J., & Jones, A. (2022). *The impact of visionary leadership on school culture*. Educational Leadership Press.
- [11] Sun, J., & Chen, C. (2020). Visionary Leadership, school organizational climate, and teacher job satisfaction. *Frontiers in Psychology*, 11, 575-593.
- [12] Widodo, W., & Chandrawaty, C. (2021). Exploring the Principals' Visionary Leaderships' Effect on School Organizational Culture and Teachers' Affective Commitment. *Technium Soc. Sci. J.*, 18, 21
- [13] Yulindasari, N. O., Kusna, A., Mahardika, B. A., Nugraheni, D. R., Eriyani, D., Taftania, S., & Gunawan, I. (2020). Principal's visionary leadership in the framework of school change process. In 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 477-483). Atlantis Press.

Author Profile



Katherine M. Lanit is a Master of Arts in Education (MAED) major in Educational Management at Southern de Oro Philippines College, Cagayan de Oro City, Philippines.



Julius N. Ubaub, EdD is a school principal in one of the schools in the Division of Misamis Oriental, Philippines.