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Unlocking the Potential of Visionary Leadership: A Study on Shared Vision, Teamwork and Team Performance

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Abstract

This study investigates the intricate dynamics of visionary leadership within educational institutions. Two key research questions guide the investigation, and through thematic analysis, the study extracts valuable insights from educators' responses regarding the role of leaders in fostering a conducive learning environment. The findings underscore the critical role of visionary leadership in enhancing team performance by fostering a sense of belonging, commitment and unity. Actively engaging the team in shaping a shared vision is revealed as a catalyst for promoting open communication, inclusivity, and empowerment. The study emphasises the importance of visionary leaders in cultivating a positive organisational culture by aligning individual and collective efforts with ambitious, unattainable visions, thereby contributing to a culture of continuous improvement and excellence. Moreover, the study sheds light on the impact of a leader's focus on teamwork and a shared vision. It highlights the significance of aligning individual and collective efforts with a shared vision, serving as a guiding force for fostering a collective sense of direction and purpose. By prioritising teamwork and core values, leaders contribute to a positive organisational culture, underscoring the importance of balancing adaptability with a steadfast commitment to the organisational vision. The study advocates a holistic approach to leadership that integrates visionary principles, transparent communication and adaptability. Fostering a positive organisational culture, prioritising teacher motivation and nurturing creativity collectively create a dynamic and thriving educational environment. The study also recognises limitations related to diverse organisational contexts and leadership styles, social desirability and the need for a cautious interpretation of results. The insights generated offer practical guidance for educational leaders seeking to enhance team effectiveness and success, emphasising the pivotal role of visionary leadership in shaping organisational performance and culture.

Keywords: Visionary Leadership, Shared Vision, Teamwork, Team Performance

1. Introduction

Recognising the leadership's crucial role in mobilising teaching staff for effective technology use, schools emphasise integration with the rapidly evolving technology landscape, driven by recent technological advancements fuelling digital transformation across educational sectors. Visionary school leaders prove instrumental in success and adaptability to change, aligning long-term objectives, values, and future states with organisational ideals. According to Benjamin (2020), visionary leadership, rooted in the transformational paradigm, is vital for digital transformation and cultivating tech-savvy educational settings. Visionary leaders committed to ideas and vivid future images inspire creativity, foster cooperation, and set examples, serving as a

potent motivational tool. Day (2014) highlights the importance of a broadly held and compelling vision in organisational fortification. The shared nature of the vision, coupled with followers' beliefs, is crucial for managing future challenges. Understanding the present landscape is equally vital, preparing leaders to navigate future difficulties effectively.

The realisation of a vision hinges on motivated and creative teachers thinking beyond conventional boundaries. Establishing a supportive workplace culture is crucial for fulfilling a shared vision, as organisational culture significantly shapes educators' working environments. A positive organisational culture can cultivate teacher motivation, inspiration, and creativity, improving organisational performance (Benjamin, 2020). Emphasising the pivotal role of visionary leaders, Benjamin (2020) underscores their importance in laying the groundwork for a culture that promotes creativity, motivates individuals, and supports professional and personal growth. Benjamin (2020) further highlights the significance of fostering a conducive work environment, allowing teachers to align their teaching methods with students' needs, enhance understanding of learning outcomes, and guide instructional decisions. The emphasis on enhancing organisational performance is crucial for effective communication, fostering teamwork, and continually progressing towards achieving envisioned visions.

School leaders should advocate visionary leadership, positioning the school's vision as the focal point and aligning their leadership with the educational ideals of the organisation for sustainable development (Wallace et al., 1997). A pivotal aspect is the shift from administrative authority to visionary authority, with the school vision assuming centrality in leadership tasks. The school's vision functions as an internal guiding force, capturing the attention of school members and stakeholders, instilling passion among followers, and establishing a shared vision for the organisation. Furthermore, the potency of the school's vision extends to motivating collaboration among school members and stakeholders, fostering the development of diverse school characteristics, ensuring educational quality, and augmenting school effectiveness (Chen & Yuan, 2021).

As Taylor et al. (2014) emphasises, visionary leadership plays a crucial role in guiding an organisation by defining its purpose, establishing priorities, and aligning policies and principles. This leadership style effectively unites organisational members towards shared goals, empowering and motivating them to realise the school vision. Continuous feedback under this leadership fosters a culture of ongoing innovation and progress. Therefore, a school leader should comprehensively understand the internal and external school environment, integrate collective visions, and communicate the vision effectively to nurture a positive organisational culture.

2. Aims and Significance of the Study

The aims are to understand the role of leaders in fostering a collective vision among educators, identify elements contributing to a positive work environment, and consequently improve organisational performance. The study also explores the links between organisational culture, teamwork, and professional growth.

The significance lies in contributing to the educational leadership literature, providing practical implications for institutions, and supporting professional development. The findings offer valuable insights for leaders, policymakers, and researchers, guiding the enhancement of leadership practices. Institutions can implement evidence-based strategies for a positive educational environment and use the findings to design training programmes fostering collaboration, creativity, and teacher well-being.

3. Literature Review

3.1. Leadership transformation model

Transformational leadership revolves around leaders inspiring and motivating followers to exceed their initial expectations, focusing on instigating positive change within individuals, teams, and organisations. Leaders adopting this approach excel at creating and communicating compelling visions, empowering and supporting followers, and embodying desired behaviours, values, and attitudes (Sashkin & Sashkin, 2003). Transformational leaders, well-known for their adaptability, emotional intelligence, and ability to inspire and engage others, play an

instrumental role in fostering collaboration, growth, and innovation within their teams and organisations (Sashkin & Sashkin, 2003).

According to Bass (1985), transformational leadership is characterised by leaders who inspire and motivate others towards a common vision and shared goal. They further state that it has emerged as a promising strategy for raising academic success and boosting school culture, and the approach is based on the premise that leaders may elevate followers above self-interest, establishing a sense of shared purpose and unity and emphasising collaboration, teamwork and trust (Bass & Riggio, 2006).

The effectiveness of transformational leadership, firmly established in various contexts, including education, through many empirical studies (Jovanovic & Ciric, 2016), is associated with several favourable outcomes, such as enhanced student achievement, increased teacher satisfaction, improved school climate and impacted learners' engagement, motivation, and performance.

Transformational leadership demonstrates significant adaptability and applicability, and leaders employing this approach steer the intricate educational landscape by emphasising collaboration, innovation, and continuing improvement (Lancefield & Rangen, 2021). Transformational leaders who are adaptable in their leadership styles may successfully satisfy the various requirements of their followers within the specific environments in which they operate; this adaptability renders transformational leadership a pragmatic and relevant option for educational leaders (Lancefield & Rangen, 2021). Dawkins et al. (2021) assert that transformational leaders contribute to a positive school culture characterised by shared values, high expectations, and a focus on continuous improvement; they also emphasise the benefits of increased teacher job satisfaction and decreased turnover within the profession.

Transformational leadership in education proves effective by fostering positive change and improvement. It cultivates a learning, growth, and collaboration culture, engendering shared ownership and responsibility among educators and students. Leaders foster an enabling environment, empowering and supporting all members to participate actively in the organisation's success.

3.2. The Concept of Motivation and Self-Determination Theory

As defined by Ryan and Deci (2020), motivation is the driving force behind an individual's behaviour, either inspiring or inhibiting their engagement in specific actions. This motivation can appear in two forms: autonomous, stemming from the inherent pleasure or perceived value of a task, or controlled, wherein actions are swayed by external rewards, possibly resulting in decreased effort and a concentration on immediate outcomes (Deci et al., 2017). Autonomous motivation pertains to behaviours propelled by personal interest, choice, and intrinsic rewards, wherein individuals engage in activities for fulfilment. Intrinsic motivation is related to autonomous motivation, reflecting the individual's intrinsic aspirations, interests, and values and generating a heightened sense of autonomy and control.

Conversely, external factors, including rewards or punishments, steer controlled motivation. Individuals driven by controlled motivation may find their motivation rooted in extrinsic rewards rather than intrinsic interest. Consequently, controlled motivation may lead to a sense of limited autonomy and control over one's behaviour (Deci et al., 2017).

The concepts of autonomous and controlled motivation are closely entwined with the notion of self-determination, wherein autonomous motivation enhances an individual's sense of self-determination while controlled motivation constrains it (Ryan & Deci, 2020). A nuanced understanding of these distinct motivational types proves valuable across diverse contexts, given their potential influence on individual satisfaction, engagement, and well-being.

Self-determination theory (Deci & Ryan, 1985; Deci & Ryan, 2002) was formulated to enhance our comprehension of human motivation and the factors influencing individuals to undertake specific behaviours. According to the researchers, self-determination theory (SDT) identifies three essential psychological needs—competence, relatedness, and autonomy—crucial for learners' success in their academic pursuits. Autonomy empowers

individuals to make healthy choices by fostering self-determination and independent decision-making. Creating an environment that lets them control their lives promotes ownership and responsibility. Fostering competence is vital for supporting positive changes. This need, centred on feeling capable and effective, is nurtured through opportunities for skill development, guidance, and feedback. Recognising achievements boosts confidence in sustaining healthy habits. Relatedness plays a crucial role in promoting healthy change. Human well-being thrives on social connections and belonging. In this aspect, family, friends, and groups provide a network for sharing experiences, receiving support, and establishing accountability.

Studies on self-determination theory suggest that the fundamental psychological needs for autonomy, competence and relatedness may serve as significant indicators of life meaning (Martela & Tappani, 2018; Weinstein et al., 2012). The self-determination theory posits that fundamental psychological needs for autonomy, competence, and relatedness are the foundation for growth and development, propelling intrinsic motivation (Deci & Ryan, 1985; Deci & Ryan, 2002; Ryan & Deci, 2020). This aligns with the notion that intrinsic motivation arises from an internally perceived autonomy during task engagement. SDT can also promote learners' motivation and positive psychological well-being. Educators can assign challenging tasks that align with learners' capabilities to expand motivation, providing a sense of achievement and mastery. Deci and Ryan (1985; 2002) add that constructive feedback and acknowledgement of improvement play a vital role in this process, and creating a healthy learning environment that encourages cooperation, positive interactions, and support among individuals helps to build a sense of relatedness, which improves their social and emotional well-being. For instance, peer interaction, group projects, and social-emotional learning can cultivate a feeling of belonging and connectedness.

Deci and Ryan (1985; 2002) emphasise the importance of developing autonomy for individuals' psychological growth, arguing that educators should allow learners to take control of their learning processes, establish objectives, make decisions, and be responsible. This includes offering choices for independent study and promoting self-reflection. They note that regulatory motivation styles—amotivation, intrinsic, and extrinsic—yield different behavioural outcomes. Amotivation, per Deci and Ryan (1985), arises when individuals perceive a disconnect between their actions and outcomes, leading to feelings of incompetence and a perceived loss of control. Amotivated behaviours lack intrinsic and extrinsic motivation, making individuals unmotivated (Deci & Ryan, 1985). The absence of intrinsic or extrinsic rewards results in the discontinuation of participation. Amotivation signifies the lowest level of self-determination, requiring a purpose without anticipating rewards or influencing outcomes (Deci & Ryan, 1985). This concept shares similarities with learned helplessness (Peterson et al., 1993), where individuals perceive incompetence and believe events are uncontrollable.

Intrinsic motivation stems from inherent joy, driven by personal enjoyment and fulfilment, undertaken for its own sake without material rewards or constraints (Deci & Ryan, 1985; Ryan & Deci, 2020). It involves engaging in activities for inherent satisfaction, independent of external rewards or pressures, and individuals act for enjoyment or challenge rather than separable consequences. Extrinsic motivation extends beyond the inherent enjoyment of an activity and is driven by external influences. Deci and Ryan (1985) introduce four types of extrinsic motivation on a self-determination continuum: (a) external, (b) introjected, (c) identified, and (d) integrated regulation.

External motivation is characterised by behaviour controlled externally, often through rewards or constraints (Deci & Ryan, 1985). For instance, a teacher establishes rules or rewards student participation, making the motivation external and not self-determined. Introjected motivation involves individuals internalising reasons for their actions, but this internalisation is not entirely self-determined as it centres around external contingencies (Deci & Ryan, 1985). For example, a teacher may create a weekly lesson plan due to guilt and feeling obligated to meet professional standards. Although beliefs and controls are internalised, they are not experienced as entirely self-determined.

Identified motivation involves conduct valued as a personal decision, reflecting internal regulation in a self-determined manner (Deci & Ryan, 1985). For instance, a teacher conducts tutorial lessons because he believes it benefits his students. Although the motivation is extrinsic, the behaviour is self-determined, providing a sense of purpose. Integrated motivation occurs when individuals freely engage in an activity, aligning their self-regulation with their self-concept, leading to harmony between conduct and other aspects of life (Deci & Ryan, 1985). For

example, a teacher prioritises writing lesson plans over other activities because it aligns with professional success and personal values. Integration represents the highest level of self-determination for extrinsically motivated behaviours.

As Ryan and Deci (2020) outlined, motivation, a key driver of behaviour, manifests in autonomous and controlled forms. Self-determination theory (Deci & Ryan, 1985) underscores fundamental psychological needs and regulatory styles. Amotivation (Deci & Ryan, 1985) reflects a disconnect between actions and outcomes, leading to unmotivated behaviours. Intrinsic motivation, rooted in inherent satisfaction, signifies self-determination and fulfilment. Extrinsic motivation, comprising four types from external control to integrated regulation, influences behaviours across a spectrum. Exploring this motivational continuum in educational contexts yields valuable insights for understanding and fostering self-determined behaviours.

3.3. Atkinson's expectancy-value theory

Atkinson (1957) formulated expectancy-value theory (EVT) to comprehend achievement-related behaviours, incorporating factors like motives, the perceived likelihood of achievement, and the incentive value of an activity. The framework, influenced by individuals' past experiences and socialisation processes (Wigfield & Eccles, 1992), gives rise to task-specific principles, encompassing beliefs about one's capabilities and perceptions of task complexity (Eccles et al., 1998). At first, Atkinson (1957) defined expectancies as individuals' predictions about the success or failure of their performance and characterised "value" as the perceived attractiveness of succeeding or failing in a task. Subsequent researchers in the expectancy-value tradition expanded on these definitions. They researched the interplay between individuals' expectations for success, subjective task values, and other achievement-related beliefs, analysing how these factors interact with motivation and academic achievement within educational settings (Eccles & Wigfield, 2002).

According to expectancy-value theory, a learner's motivation is shaped by two key beliefs: expectancies and values (Eccles & Wigfield, 2002). Expectancies relate to an individual's predictions about achievement and beliefs regarding their ability to handle a task. Positive expectancy for success contributes to performance, attempts, and task perseverance (Eccles & Wigfield, 2002). Self-efficacy and perceived ability are integral to expectancies (Eccles et al., 2006). Competency and efficacy beliefs are crucial in assessing a learner's ability to accomplish tasks (Eccles & Wigfield, 2002).

Values pertain to the extent to which learners value specific tasks or subjects, and EVT identifies four categories of subjective task values: intrinsic value, also known as interest value, utility value, attainment value (Eccles & Wigfield, 2020), and cost (Rosenzweig et al., 2019).

Intrinsic value involves the natural enjoyment derived from a task and agrees with intrinsic motivation in self-determination theory (Ryan & Deci, 2020). Learners driven by intrinsic motivation engage in tasks because they foster a genuine passion for the learning process whereas utility value (Eccles & Wigfield, 2020) relates to the usefulness of a task for short- or long-term goals. Learners with high utility value perceive the task as relevant and beneficial to their immediate or future objectives, influencing their motivation to engage in the learning activity.

Attainment value (Eccles & Wigfield, 2020) considers the significance of completing a task, tying to learners' personal goals for skill acquisition and contributing to their identity. It reflects learners' perceptions of the task's importance in affirming and demonstrating significant aspects of themselves, highlighting the role of tasks in shaping their identity and fostering a sense of personal accomplishment.

As Rosenzweig et al. (2019) described, cost is a perceived burden, encompassing time and energy investment. While it is the least studied among sub-concepts, it plays a significant role in the value system (Rosenzweig et al., 2019). This involves the effort one puts in, particularly when facing challenges like stress, fear, and concerns about failure and success. It also includes potential trade-offs, such as missing out on other opportunities when choosing a specific task (Rosenzweig et al., 2019).

This theory posits that learners' drive is shaped by their personal beliefs, comprising expectations and values, which, in turn, affect their accomplishments and choices in behaviour. EVT offers a structure for grasping learner motivation, embracing diverse elements like anticipated success, perceived values, achievements, and experiences. It is a practical tool for anticipating learning results and behaviours associated with achievement across time.

4. The Study

The study aspires to provide insights that can drive holistic improvement in educational leadership and organisational effectiveness. By shedding light on specific leadership skills, practical strategies, and fostering positive work environments, this study aims to empower educational leaders, policymakers, and institutions with actionable knowledge. The anticipated outcomes extend beyond theoretical contributions, aiming to catalyse real-world positive changes within educational settings.

The study's hypothesis is that there is a positive relationship between visionary leader behaviour and collective role performance, particularly when the leader exhibits a strong orientation towards a vision.

There are two research questions: Research question 1 is: How does a leader ensure that his/her team is involved in creating and supporting a shared vision in an educational setting? Research question 2 is: How does a focus on teamwork and shared vision impact a team's performance in an educational setting?

5. Methods

This study employs a qualitative methodology, including in-depth interviews and thematic analysis. In-depth interviews with school leaders and teachers provide detailed insights into their experiences, challenges, and perceptions. The thematic analysis (Braun & Clarke, 2014) identifies themes and common patterns. The methodology prioritises personal interactions to capture nuanced aspects of visionary leadership within organisational settings.

5.1. Data Collection

Semi-structured interviews with open-ended questions encouraged respondents to elaborate on their comments, enhancing their grasp of the subject. Follow-up questions were administered as needed. Preferably, face-to-face meetings facilitated nuanced comprehension, capturing non-verbal subtleties in communication. In addition, a subset of interviews took place online. These interviews spanned from May to September. Respondents were also invited to contribute additional clarifications during the subsequent article writing phase, should the need arise.

5.1.1. Participants

Selected from various geographical locations, all participants work as educators under the Department of Schools, encompassing roles such as school leaders and teaching staff members. Those identified as school leaders were chosen based on their possession of visionary leadership traits. Interviewing school leaders and teaching staff members contributes to a comprehensive understanding of perceptions and realities surrounding visionary leadership and its impact on vision, teamwork, and team performance.

The study involved 12 leaders and 15 teachers, aged 26 to 55, all holding postgraduate certificates or master's degrees, showcasing high educational attainment within the cohort. Ensuring the anonymity and confidentiality of the participants, referred to as Teachers #1 to #12 and School Leaders #1 to #15, is a critical ethical consideration. Strict measures were taken to protect their privacy and prevent the disclosure of sensitive information, aligning with ethical standards and principles of respect.

This diverse group of leaders and teachers offers the study a wealth of experience and knowledge, contributing to a comprehensive and well-rounded examination of the themes under discussion.

5.2. Data Analysis

Following Braun and Clarke's (2014) qualitative research model, this study involves a thorough immersion in the data. Codes are then generated, aligning with the research questions for relevance. Themes emerge through the exploration of similarities and clusters in the coded data. These themes undergo scrutiny for their contribution to answering research questions and potential limitations. Further, themes are defined and named, emphasising distinctiveness, focus, and purpose. The final step involves weaving these themes into a cohesive narrative in the article. While primarily deductive (Proudfoot, 2023), the study incorporates insights from respondents' experiences alongside the existing literature, introducing elements of inductive reasoning.

6. Findings

The thematic analysis highlights leader and employee perceptions and utilisation of the organisation's vision compared to goals, emphasising the impact of clear communication. Identified themes illuminate intricacies in understanding and applying the organisational vision to overarching goals. The themes are as follows:

6.1. Theme 1: Vision

Understanding and embracing an organisation's vision is a pivotal aspect of effective leadership. Exploring the awareness and utilisation of the organisational vision among the respondents showed that diverse levels of familiarity existed. Some individuals showcased a profound understanding of the vision, considering it a guiding principle that shaped their daily actions within the organisation. Thus, school leader #12 explained, "The vision of fostering lifelong learners drives us. Lessons and activities align with the long-term goals outlined in our educational vision. Our vision serves as our guiding principle." On the other hand, another group viewed the vision from a more goal-centric viewpoint, seeing it as a particular aim to reach. School leader #5 said, "Our target is to enhance student engagement by 10% each year, and our goals serve as marked points to reach. I believe reaching specific targets provides a clear direction and something tangible to aim for." This distinction in perspectives, with some embracing the vision as a guiding principle and others viewing it as a specific goal, revealed potential disparities in comprehension and alignment with the organisational vision. In other words, the distinction emphasised the need for the vision to guide goal-setting, focusing on the long-term perspective. The respondents varied in their perceptions of a vision's importance and fundamental nature within their organisations. While some considered it essential, others saw it as a tool to facilitate organisational operations. These varying perceptions suggested a need for more consistent and thorough communication about the value of the organisational vision. Uncovering these nuanced characteristics was critical for leadership strategies because it revealed how various school individuals understood and integrated the vision's guiding principles.

Leadership was crucial in guiding educators towards realising an educational institution's vision. The absence of a clear vision could pose a significant challenge, leaving educators without a well-defined direction. As school leader #7 disclosed, "Good leaders talk openly and make sure everyone understands the decisions. This helps us handle uncertainties smoothly and keeps us focused and engaged." A clear vision provides educators with certainty and a sense of purpose, preventing feelings of loss that could otherwise impact their performance and engagement. This influence became significantly more pronounced when educators needed more information about the management of the school. Effective leadership became an indicator in such instances, guiding educators through uncertainty and favourably enhancing their commitments and contributions.

Successful implementation of the organisational vision relied on effective communication, with heightened awareness and a profound commitment among respondents, fostering improved integration. School leader #11 stated, "We have seen that people understand what they should do when the vision is communicated clearly. They will naturally align their efforts with the vision, and that will bring out the best in collective performance." Aligning the vision with core values, facilitated through transparent communication and the commitment of educators, proved pivotal. The respondents also stressed the vision's role in directing attention towards collective performance, emphasising the importance of well-communicated visions for organisational success.

6.2. Theme 2: Visionary Leadership

Visionary school leaders act as exemplary figures, proficiently communicating their organisation's vision and adjusting their approaches to cater to teachers' requirements. The importance of transparent communication involves decision-making and aligns employees with the organisation's core values.

Visionary school leaders are expected to serve as role models, upholding the standards they set for their teaching staff. A school leader, #9, explained, "I believe in being a role model because it is crucial to set high standards for myself, creating a sense of accountability for all of us." This commitment builds authenticity and trust, reinforcing the connection between leaders' actions and the organisation's vision and eventually strengthening teacher motivation. In addition to this commitment and alignment, visionary school leaders emphasised clear communication to make the vision accessible to everyone, reducing misunderstandings and fostering teacher ownership of the vision. Leader #9 continued, "I ensure our vision is clear to everyone. It helps avoid confusion and ensures every teacher feels a part of our goals." Open communication was deemed essential, with most respondents highlighting its organisational promotion.

Visionary school leaders must demonstrate flexibility in their leadership approach. A school leader, #12, commented, "It makes a big difference when I understand and accommodate different communication styles because it helps create a more supportive working environment." Adaptability is crucial for effective leadership, as teachers have diverse preferences in communication styles and meeting settings.

Another school leader, #10, emphasised the importance of recognising and appreciating each other's efforts for collective growth. This is exemplified through practices like offering praise.

Similarly, school leader #7 shared, "Balancing adaptability and strong commitment to our vision can be challenging. We want to adapt to the changing needs of our teachers and students, but we must ensure it aligns with our vision." Visionary leaders were entrusted with the intricate task of harmonising adaptability while preserving a resolute dedication to the organisation's vision to prevent straying from the intended direction.

This undertaking involved a simultaneous commitment to consistently upholding the organisational vision as a guiding principle while customising communication and leadership methodologies to align with the continually shifting demands of their teaching staff members. Respondents sought to have their voices heard, desiring varying levels of involvement in decision-making. School leaders had to adapt to varied preferences for inclusivity and ensure that teachers' actions and behaviours were consistent with the values guiding the school's culture and decision-making.

6.3. Theme 3: Organisational Culture

Organisational culture plays a significant part in influencing employee experiences and contributions in this study. Organisational culture was not predetermined; it was shaped and adapted by the individuals within the organisation. This culture evolved with the influx and departure of people. The dynamic and people-driven nature of culture became evident in the study.

Teacher #2 commented, "Having the freedom to share our thoughts and contribute to the school's atmosphere was crucial. It made us feel involved and contributed to a positive environment." An open climate within an organisation, where teachers felt free to express their thoughts and contribute to shaping the school's vision, emerged as a crucial aspect. This aligned with a healthy organisational culture, where open communication and teacher involvement were vital in fostering a positive and vibrant culture.

The workplace culture exhibited evidence of shared practices, beliefs, and values. School leaders and teachers stressed the importance of shared values and collaborative efforts to achieve the organisation's vision. School

leader #3 commented, "We work hard to foster an open climate, and our policies reflect that commitment." This shared understanding and alignment with the vision were considered crucial aspects of school culture.

A significant finding revealed a disparity in how school leaders and teachers perceived certain aspects of the organisation, such as an open climate. It was suggested that some leaders might need to fully comprehend the daily experiences of their teachers, leading to differences in perception. Teacher #5 said, "Sometimes, they don't see our daily struggles. The openness they talk about isn't always what we experience." This finding underscored a potential gap in awareness or communication between leaders and teachers.

6.4. Theme 4: Teacher Motivation

Exploring teacher motivation is integral to understanding the multifaceted dynamics within educational settings. The literature review illuminated that various factors contributed to teacher motivation, reflecting individuals' diverse needs and preferences. The findings identified three motivational themes: organisational goals, growth, and team building.

6.4.1.   Organisational goals, such as professional development opportunities, recognition for achievement, and involvement in decision-making, play a pivotal role in motivating teachers.

6.4.1.1. Professional Development Opportunities

Highlighting professional development opportunities, teacher #6 expressed the opinion that "Engaging in regular professional development ensures I stay updated with the latest teaching methods and motivates me to improve continually." Similarly, teacher #13 added that, "Participating in workshops and training sessions is crucial for my continuing development, helping me stay motivated and informed in my teaching practice." Teachers were motivated to align with organisational goals when offered opportunities for continuous professional development. In other words, competence development is integrated into the concept of professional development, where teachers pursue continuous learning to stay updated and motivated for continuing improvement in their teaching practices.

Teachers expressed that engaging in regular professional development was a source of continuous improvement motivation. This perspective resonated with the idea that motivation could stem from the inherent pleasure or perceived value of a task, which is intrinsic motivation. The alignment with organisational goals through continuous professional development implied a sense of identified motivation and purpose.

6.4.1.2. Recognition for Achievement

While emphasising the importance of recognition for achievement, teacher #12 expressed, "Being acknowledged for my accomplishments, whether through awards or simple appreciation, enhances my morale and reinforces my sense of value as an educator." Additionally, teacher #15 highlighted, "I find that a simple word of appreciation boosts my motivation and dedication to my profession."

Acknowledging teachers' achievements was a powerful motivator, enhancing morale and reinforcing their value as educators. This positive reinforcement was a motivational factor, driving continued dedication to the teaching profession. In self-determination theory, recognition was aligned with autonomous motivation, fostering intrinsic satisfaction. In expectancy-value theory, it was tied to positive expectations for success, acting as extrinsic motivation. Recognition enhanced intrinsic and attainment values in EVT, positively influencing teachers' motivation and engagement within the educational community.

6.4.1.3 Involvement in Decision-Making

Another aspect was involvement in decision-making, where teachers who actively participated in decision-making processes related to organisational goals felt empowered and motivated to contribute. Teacher #7 emphasised, "Being part of decision-making processes empowers me and motivates me to contribute actively, and this ensures

that my efforts support the task at hand." Furthermore, teacher #2 added, "In my role as a senior master, I appreciate that the school management values my opinions, and this encourages me to excel in my tasks."

Teacher #7's statement about feeling empowered and motivated to contribute actively reflected an alignment with self-determination theory because the psychological need for autonomy emphasised the importance of feeling in control of one's actions and having the ability to make choices.

Teacher #2's statement was about the feeling of value and appreciation, and this aligned with the EVT framework, where the recognition of one's input contributed to the perceived value of the teacher's role. When the teacher participated in decision-making processes primarily related to organisational goals, the individual perceived his contributions as valuable and relevant.

The involvement in decision-making enhanced motivation by fulfilling the need for autonomy and by contributing to the value of tasks. Teachers who felt empowered and valued through their participation were likely to experience high levels of motivation and engagement in their professional roles.

6.4.2.   *Growth*

Growth, including career progression, mentorship programmes, and access to educational resources, is crucial in motivating teachers.

6.4.2.1. Career Progression

Emphasising career progression, teacher #4 expressed, "Knowing there is room for progress with promotions and leadership roles keeps me motivated to develop professionally, and this connects with the school's development and makes me more dedicated to my teaching career." Providing a clear career path with opportunities for career advancement encouraged teachers to invest in their professional growth and align with the school's growth direction.

Career progression was linked to intrinsic and attainment values, where intrinsic value involved deriving enjoyment from a task and providing satisfaction in completing it. In addition, attainment value considers the significance of completing a task, advancing in one's career, and contributing to the teacher's sense of accomplishment and progress towards professional objectives. The career path and opportunities for advancement contributed to the perceived intrinsic and attainment values of teaching.

Career progression served as a motivational factor by fulfilling the need for competence and contributing to the intrinsic and attainment values associated with the teaching profession. Teachers who saw opportunities for career advancement were likely motivated to invest in their professional growth, aligning their development with the school's visions and fostering dedication to their teaching career.

6.4.2.2. Mentorship Programmes

Highlighting mentorship programmes, teacher #1 shared, "I have the honour of being paired up with a senior teacher who guides and supports me and fosters my professional growth."

Teacher #1 emphasised the importance of relationships and support in professional growth, highlighting relatedness, autonomy, and competence. The mentorship programmes, where experienced teachers guide and support colleagues, contribute to a motivating and growth-oriented educational environment, aligning with SDT and EVT principles. These programmes emphasise attainment and utility values in teachers' professional development, fostering a sense of accomplishment and emphasising the usefulness of activities in achieving long-term career goals.

6.4.2.3. Access to Learning Resources, Technology and Instructional Approaches

"Access to resources, technology, and teaching methodologies plays a vital role in educating a continuous learning and teachers' professional development," expressed teacher #8. The positive impact of having access to learning resources, technology, and instructional approaches extended beyond continuous learning among educators. It enhanced student engagement and academic outcomes, enriching the educational experience for teachers and students by integrating technology and innovative teaching methods.

Access to learning resources, technology, and instructional approaches positively impacts motivation and educational outcomes, aligning with self-determination and expectancy-value theories. It supports teachers' autonomy, competence, and relatedness needs in SDT and influences positive expectancies in EVT, contributing to enhanced effort and academic success. These elements enriched the educational experience for teachers and their students.

6.4.3.   Team building

Team building, including collaborative professional development, recognition of team achievements, and team-building activities, contributes to a cohesive work environment, strengthens interpersonal relationships, and enhances team morale and productivity.

6.4.3.1. Collaborative Professional Development

Teachers highlighted collaborative professional development and shared their insights, best practices, and teaching methods that promoted unity and shared goals. "We learn new approaches and share our experience and knowledge when attending workshops. This collaborative learning and sharing help us work towards common goals as educators," disclosed teacher #7.

Collaborative professional development aligned with SDT as it supported relatedness and autonomy needs, fostering a positive learning environment, and EVT as the shared experiences contributed to positive task values, which enhanced motivation. Both theories promoted shared goals, unity, and a motivating educational environment.

6.4.3.2. Recognition of Team Achievement

Acknowledging group achievement reinforced the importance of teamwork. Teacher #4 declared, "Receiving our student results brings us happiness, thanks to teamwork among me, my students, and peers. This success motivates me to continue working together. I eagerly anticipate meeting my colleagues to share and learn from each other."

Acknowledging group achievement fostered a sense of relatedness, fulfilling the basic psychological need for connection. According to Self-Determination Theory, teacher #4's statement reflected the contentment derived from teamwork, emphasising the positive context in which motivation thrived. While the same teacher expressed happiness at receiving student results, indicating the perceived significance of the collective accomplishment. This positive valuation contributed to motivation, as outlined by the Expectancy-Value Theory. The recognition of team achievement contributed to a positive environment, fulfilled relatedness needs in SDT, and aligned with EVT's attainment value, enhancing motivation by emphasising the importance and value of collaborative success.

6.4.3.3. Team-building Activities

Organising team-building activities, such as retreats and workshops, that fostered positive relationships and effective communication among teachers contributed to a cohesive and motivated team. Teacher #5 disclosed, "During our day retreat, we rented a bus and had a fun trip across the border. It helped us bond and see different sides of each other outside of work."

Teacher #7 echoed this sentiment, emphasising the importance of celebrating milestones, birthdays, and notable achievements among colleagues. "We celebrate our colleagues' birthdays and host special events, such as celebrating their children's academic achievements or their professional achievements with a get-together and shared meals," teacher #7 shared.

Team-building activities fostered positive relationships and effective teacher communication, contributing to a cohesive and motivated team. As expressed by teacher #5, these activities created opportunities to understand different facets of each other beyond work, aligning with the principles of SDT and emphasising the fulfilment of the psychological need for relatedness. Teacher #7 further reinforced this positive impact, celebrating notable achievements among colleagues. These shared celebrations contributed to a sense of community and support within the team, enhancing the attainment value in the EVT context by emphasising the importance and value of collaborative success.

6.4.4. Creating a Comfortable Environment

Leaders prioritised the creation of a comfortable workplace to motivate teachers, emphasising open-minded communication and psychological safety. Teacher #10 expressed, "I like how my school principal works to make my workplace comfortable. He stresses talking openly and feeling safe, making my work environment good, which keeps me motivated as a teacher. My colleagues also feel the same."

Creating a comfortable workplace prioritised open-minded communication and psychological safety aligned with the psychological need for relatedness, fostering positive connections and interactions among teachers. This contributed to a positive work environment by fulfilling the relatedness need. Creating a comfortable workplace also enhanced both intrinsic and extrinsic values associated with teaching. Teachers derived intrinsic value from a supportive and comfortable work environment, finding satisfaction in a positive atmosphere. Recognising a comfortable workplace contributed to the utility value, as teachers perceived its usefulness for professional growth and well-being. Thus, creating a comfortable work environment enhanced teacher motivation by connecting with their psychological needs and values as indicated in SDT and EVT.

6.4.5. Autonomous Motivation

Many respondents exhibited autonomous motivation, highlighting that teachers within the schools played a role in motivating one another. Teacher #1 disclosed, "In my school, my colleagues and I are encouraged to be self-determined. The focus is on fostering an environment where we, as teachers, feel empowered to contribute and grow independently."

Teacher #1's statement reflected the expectancy component of EVT, where individuals form expectations about the success or failure of their performance. Encouraging teachers to be self-determined and emphasising an empowering environment aligned with the basic psychological needs for autonomy, competence, and relatedness in SDT. The encouragement of self-determination could be considered extrinsic motivation within the EVT framework, with external factors, such as support from colleagues and the school environment, contributing to motivation.

6.5. Theme 5: Teacher Creativity

Teachers played crucial roles in creating an educational environment that fostered creativity, and they were also responsible for providing autonomy, constructive feedback, and ensuring open communication within the classroom. Teachers acted as facilitators, encouraging students to think critically and explore innovative solutions, nurturing a creative and conducive learning space. Teacher #2 responded, "I focus on fostering creativity in my classroom. Like in Business Marketing, students need to be solution-oriented and open-minded. I encourage teamwork, values, and an environment of freedom and accountability. I aim to bring out each student's creative potential through group work and open communication."

Fostering creativity involved granting autonomy to teachers in planning and designing their teaching methods and creating an environment that allowed teachers and students to explore and express themselves. Open communication and collaboration in a creative classroom fostered positive teacher-student relationships, fulfilling the psychological need for relatedness. Teachers contributed to students forming positive expectations about the value and success of their learning experiences. Thus, creativity enhanced the intrinsic value of learning, making it enjoyable and meaningful for students. It also added to attainment value, emphasising the need for developing creative thinking skills. Teacher creativity, fostered by autonomy, positive relationships, and the encouragement of innovative thinking, aligned with the principles of SDT and EVT, impacting motivation in both teachers and students throughout the learning process.

7. Discussion

7.1. Hypothesis

The hypothesis is that there is a positive relationship between visionary leader behaviour and collective role performance, particularly when the leader exhibits a stronger orientation towards a vision.

The findings affirm a positive correlation between visionary leader behaviour and collective role performance. A heightened dedication to a vision correlates with more favourable outcomes for team members, indicating that a stronger orientation towards a vision contributes to positive team dynamics and performance. The impact of visionary leadership on collective role performance displays variability based on the leader's commitment to fostering a shared vision. This variability suggests that a more pronounced dedication to a shared vision enhances the positive influence of visionary leader behaviour on team performance.

7.2. Research Question 1: How does a leader ensure that his/her team is involved in creating and supporting a shared vision in an educational setting?

Several interviewees highlighted the importance of engaging teachers in creating a shared vision. This strategy empowers team members to actively contribute to and assume responsibility for the vision. The team's active participation in shaping the vision cultivates a sense of accountability and commitment, establishing a foundation for improved performance. Furthermore, the vision serves as the foundation for organisational decision-making. In schools where the team participates in decision-making, choices align with the shared vision, leading to improved performance. The unity and smooth flow within the school, resulting from an inclusive vision-shaping process, enhance cohesion and collaboration, eventually improving team performance.

The concept of striving for an unattainable vision was mentioned. Pursuing such an ambitious goal fosters continuous improvement and team dedication. This constant guiding force promotes innovation and excellence, with the leader's visionary behaviour less tied to frequent updates. The team's steadfast commitment to reaching challenging goals instils a culture of continuous improvement and excellence set by the vision.

The attributes of visionary leadership play a pivotal role in shaping team performance. In organisations with flat structures, leaders' accessibility and approachability foster open communication. Leaders become role models who demonstrate the importance of the shared vision through actions, not merely through words. This visionary behaviour inspires and engages team members, positively impacting performance.

Inclusivity in decision-making processes ensures that teachers are involved, provides clarity, and contributes to a positive team environment. The leader's commitment to open communication and responsiveness establishes an atmosphere where everyone feels acknowledged and motivated to express their thoughts and emotions. This open-minded communication fosters trust and openness, which is essential for improved team cohesion and performance.

Moreover, a flat organisational structure (Parker, 2012), characterised by a simplified management hierarchy with direct communication between teachers and top administrators, empowers teachers to take on different tasks and

act as project leaders. This boosts team members' confidence, self-esteem, and autonomy, improving performance. Combining this flat organisational structure and visionary leadership cultivates a positive workplace atmosphere, promoting collaborative endeavours within the team.

The process of developing a vision involves various dynamics. While there is an emphasis on open communication and the opportunity for teachers to contribute to the vision, the final decision-making power often rests with the leader. Despite encouraging and hearing teachers' opinions, the actual influence in the final vision formulation may be limited.

Some respondents believe that the vision should be unattainable and non-measurable. This perception raises questions about the close linkage between visionary behaviour and the vision development process. Inclusivity is highlighted as essential, but the findings suggest that leaders often play a dominant role in initiating and concluding the vision development process, holding the decision-making power.

Motivating teachers rests significantly with leaders, underscoring their critical role in shaping team dynamics and, consequently, impacting performance. The identified factors influencing teacher motivation shed light on the intricate connection between leadership practices and team engagement. A leader's proficiency in articulating an inspiring vision emerges as a pivotal factor, providing opportunities for teachers to contribute actively. This fosters a sense of belonging and actively influences team motivation, establishing the groundwork for collective performance. The strategic role of leaders in creating a shared vision becomes dominant, positioned as a potent catalyst for team motivation and subsequent performance. Practical implications emphasise the multilayered approach leaders must adopt, transcending mere articulation of a visionary direction. Leaders are urged to proactively create an environment that nurtures intrinsic motivation, which is vital for sustained team engagement. This strategic imperative fosters autonomy, provides avenues for competence development, and cultivates a profound sense of team-relatedness. This nuanced understanding of motivational dynamics equips leaders with actionable strategies to align team efforts with a shared vision, fostering a collaborative and high-performing organisational culture.

Effective communication is critical in cultivating a creative environment within educational settings. Leaders mainly are responsible for aligning open and transparent communication with a shared vision to foster creativity among teachers. The factors contributing to teacher creativity, including a flat organisational structure, inclusion, teamwork, freedom with responsibilities, and a tolerant allowing environment, are intricately linked to a leader who aligns these elements with a shared vision. Teachers stress the importance of transparent communication with colleagues and leaders, emphasising open-minded and relaxed everyday communication. Informal discussions, such as during breaks or regular meetings, serve as platforms for sharing thoughts and ideas. Despite recognising the significance of communication, some teachers need help effectively conveying their motivation and creativity needs to school leaders, citing occasional responsiveness issues. Teachers express a desire for more professional workshops, encouragement for professional growth and competence development, and increased opportunities for fostering creativity within educational organisations. The feasibility of these initiatives may vary based on the size and resources of the organisation, highlighting the need for leaders to play a proactive role in creating an environment that nurtures creativity through effective communication.

The categorisation of teachers into proficient and experienced levels provides insights into how different teachers integrate ideas when working creatively with others. Educators who are new to the profession usually restate the ideas of others and convey their thoughts to fellow educators. On the other hand, experienced educators create associations between and build upon the ideas of others to generate new and unified perspectives and performances.

The responses from proficient and advanced teachers emphasise the importance of collaboration and creativity. When a leader involves the team in a shared vision, it empowers teachers to foster creativity, encourage teamwork, and create an environment of autonomy and accountability. The progression from proficient to experienced teacher reflects an evolution in the integration of ideas, moving from summarising to synthesising, which resonates with the idea of a shared vision contributing to a cohesive and innovative educational environment. This suggests that

visionary leadership positively influences team performance by nurturing a culture of collaboration and creativity among teachers.

The active participation of a leader in shaping the team's shared vision and consistently exhibiting visionary behaviour significantly impacts team performance. When team members are involved in the vision development process, it instils ownership, commitment, and unity. Visionary leadership creates a work environment characterised by openness, inclusivity, and empowerment, fostering positive collaboration and productivity. Developing a vision is intricate, requiring careful consideration of teacher opinions and acknowledgement of the leader's crucial role in decision-making. Teachers' motivation and creativity are intricately linked to the clarity and inspiration provided by the leader's vision, coupled with the cultivation of an innovative environment that encourages exploration and innovative approaches. In essence, visionary leadership stands as a foundation for enhancing team performance by establishing a shared vision that resonates with all members and promoting inclusive practices that harness the team's collective strengths. This approach guides the team towards common goals and creates a supportive and motivating atmosphere, contributing to sustained success and growth.

7.3. Research Question 2: How does a focus on teamwork and shared vision impact a team's performance in an educational setting?

One recurring theme is a shared vision's significant impact on team performance when leaders prioritise teamwork. Leaders emphasising the alignment of individual and collective efforts with the shared vision witness improved team performance. This alignment is a guiding force, fostering a collective sense of direction and purpose. When clearly communicated and embraced collectively, the vision catalyses improved decision-making, benefiting the teachers and the school. Leaders who focus on instilling a unified vision within their teams find it particularly crucial during transformative changes, and the shared vision serves as a stabilising force, guiding the team through evolving circumstances and promoting resilience.

Leaders adopt more collaborative decision-making processes, emphasising hands-on involvement in smaller organisations. The alignment of leadership with core values, such as honesty, respect, and responsiveness, emerges as a crucial factor shaping organisational culture. These values foster open communication and contribute to a positive work environment when embedded in leadership behaviour.

Teachers often enjoy the freedom to decide their project involvement and manage their time in flat-structured organisations. This autonomy and empowerment positively impact confidence, self-esteem, and team performance.

Leadership development emerges as a notable concern for organisations, driven by leaders' desire for continuous skill enhancement. Organisations often opt for group activities and workshops to emphasise cohesion, skill development, and teamwork despite potential resource limitations that could hinder formal training in leadership skill development programmes.

While leaders are acknowledged for their dominant role in vision development, inclusivity and open communication are emphasised. Inclusion fosters a sense of belonging and teamwork, creating an environment where teachers' opinions and feelings are valued, even though their influence on vision development might be limited. Open communication ensures that teachers feel heard and encouraged to express their thoughts, contributing to a collaborative and positive atmosphere within the organisation.

Leaders encouraging teachers to collaborate towards a shared vision contribute to direction and unity. The presence of a shared vision creates clarity and direction within the organisation, promoting collaboration and cooperation among team members. This collaborative approach, led by leaders, creates an environment where the team can collectively work towards the vision.

Leaders prioritising a shared vision and teamwork indirectly impact team performance by fostering a motivating environment. Key motivational factors, such as competence development, encouragement, feedback, personal and

professional growth, intrinsic motivation (arising from within individuals), and a positive work environment, contribute to a leader's ability to cultivate an environment aligned with these motivational elements, positively influencing team performance.

Leaders who prioritise collaboration and a shared vision create an environment conducive to improved decision-making, resilience during challenges, and enhanced motivation and creativity among team members. The findings underscore the critical importance of leadership in fostering a positive organisational culture, guiding the team towards a unified vision, and contributing to improved performance. The study provides valuable insights for organisations looking to improve their leadership strategies for increased team effectiveness and success.

8. Implications

The implications highlight the crucial role of visionary leadership, grounded in Self-Determination Theory (SDT) and Expectancy-Value Theory (EVT). A clear organisational vision is vital for goal-setting and aligning with SDT and EVT principles. Teacher involvement is pivotal, requiring transparent communication and echoing SDT's emphasis on autonomy and relatedness. Visionary leaders are crucial in inspiring team members and recognising the vision's motivational impact, aligning with SDT's focus on autonomy, competence, and relatedness. Organisational culture, shaped collectively, demands sustained communication and decisive action, resonating with SDT and EVT. Visionary leaders shape and sustain organisational culture, equipped with strategic tools from motivational theories to navigate educational leadership complexities for enhanced team engagement and performance.

9. Limitations

The extent of the observed relationship may vary across diverse organisational contexts and leadership styles. Social desirability may influence participant responses, affecting the accuracy of reported impacts on team performance. Individual factors such as team members' personalities, experience levels, or personal motivations, which were not extensively explored in this study, could contribute to variability in the impact of visionary leadership. The study primarily provides insights into short-term effects, and its universal applicability may be limited due to the diverse nature of organisational settings.

The sample size poses a challenge, as the limited number of participants may result in a lack of insight diversity. A more extensive and diverse pool of respondents could have provided a broader range of perspectives. The distinction between vision and goals among participants could have been more apparent, potentially leading to misinterpretations. In addition, the shift from a planned in-person interview structure to an online format introduces concerns about missing non-verbal cues and creating a potential source of unease among participants, affecting feedback transparency.

These considerations underscore the need for a cautious interpretation of the results and suggest further avenues for future research into these nuances.

10. Recommendations and Suggestions

Leadership effectiveness is significantly enhanced when leaders actively involve teachers in shaping and refining the organisational vision, empowering them as visionary contributors. This inclusive approach fosters a profound sense of belonging and commitment among team members. Moreover, leaders should prioritise continuous professional development programmes focusing on visionary leadership skills. These programmes are crucial for equipping leaders with the proficiency to effectively convey and inspire others with the organisational vision, recognising its motivational impact. Concurrently, leaders must adopt effective communication strategies to sustain the desired organisational culture. Regular communication, collaboration, and decisive actions reinforce the shared vision and foster a positive and cohesive work environment.

A more extensive and diverse participant pool is recommended to bolster the depth and applicability of future research. This approach ensures a broader spectrum of perspectives on the impact of visionary leadership across various organisational contexts and leadership styles. Furthermore, exploring the long-term effects of visionary leadership on team performance should be a focal point of upcoming research endeavours. Investigating sustained impacts over an extended period promises a more comprehensive understanding of how visionary leadership shapes organisational dynamics. Establishing a continuous communication and collaboration culture is essential for sustaining the desired organisational culture. Leaders must take decisive actions, set examples, and intervene when necessary to ensure alignment with the organisational vision.

11. Conclusion

This study has investigated the intricate dynamics of visionary leadership, teamwork, and shared vision and their impact on organisational performance within educational settings. The exploration of two research questions and the thematic analysis has provided valuable insights into the multilayered aspects of visionary leadership.

The findings underscore the significance of visionary leadership in addressing the first research question on the impact of a leader's involvement in a shared vision. When leaders actively engage the team in shaping a shared vision, it fosters a sense of belonging, commitment, and unity. The study affirms that a visionary leader, particularly in flat organisational structures, positively influences team performance by promoting open communication, inclusivity, and empowerment. The emphasis on striving for an ambitious, unattainable vision contributes to a continuous improvement and excellence culture, aligning with the leader's visionary behaviour.

The study also reveals that leaders significantly influence team performance when they prioritise teamwork and shape the impact of visionary behaviour, addressing the second research question on how a leader's emphasis on teamwork and a shared vision contributes to this influence. The alignment of individual and collective efforts with a shared vision serves as a guiding force, fostering a collective sense of direction and purpose. By adopting collaborative decision-making processes and emphasising core values, visionary leaders contribute to a positive organisational culture. The findings emphasise the importance of leadership development and the need for leaders to balance adaptability with a solid commitment to the organisational vision.

The thematic analysis enhances our comprehension of the complex dynamics in educational institutions. The themes provide a comprehensive overview of the factors affecting organisational performance. Key aspects include transparent communication and understanding of the organisational vision, well-balanced leadership strategies, a positive organisational culture, motivational factors in harmony with organisational goals, and the contribution of teachers to fostering creativity.

The study advocates for a holistic approach to leadership that integrates visionary principles, transparent communication, and adaptability. Fostering a positive organisational culture, prioritising teacher motivation, and nurturing creativity collectively create a dynamic and successful educational environment. These insights provide valuable guidance for educational leaders and institutions seeking to enhance team effectiveness and success.

Conflict of Interest: The author declares that the study was conducted without any existing commercial or financial associations that could be interpreted as a potential conflict of interest.

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