



The Influence of Visionary Heads of School's Leadership Attributes on Teachers' Job Effectiveness in Public Secondary Schools in Missenyi District, Kagera, Tanzania

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Abstract : This study examined the relationship between visionary heads of school's leadership attributes and teachers' job effectiveness in public secondary schools in Missenyi, Kagera, Tanzania. Anchored in transformational leadership theory, the study adopted a quantitative approach using cross-sectional design. A total of 99 participants including district and ward education officers, heads of schools, school quality assurers, and teachers were involved through questionnaires. Data were analyzed using descriptive statistics and Spearman's rank correlation via SPSS version 26. The findings revealed a very weak and statistically insignificant relationship between visionary leadership attributes and teachers' job effectiveness ($r = 0.006$, $p = 0.475$). Although most respondents agreed that school leaders presented clear visions and encouraged innovation, these attributes showed limited influence on teachers' performance. The study concludes that visionary leadership practices in Missenyi public secondary schools are not strongly associated with teacher effectiveness, suggesting the need for more practical, transformational engagement to enhance teacher motivation and performance.

Keyword : Visionary, leadership attributes, Job effectiveness, Public secondary school.

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INTRODUCTION

Visionary leadership attributes are crucial for establishing a strategic direction and motivating teachers to enhance their job performance effectively. Leaders who communicate a clear and inspiring vision can uplift teachers' commitment and align their actions with the school's objectives (Leithwood & Sun, 2020). This study investigated the influence of heads of schools' leadership attributes on teachers' job effectiveness in public secondary schools in Missenyi District, Kagera, Tanzania. On this case, Candrasari et al. (2023) has explained that teachers are more inclined to adopt innovative practices when guided by a visionary leader who provides both guidance and autonomy.

Historically in Europe the study and practice of school leadership shifted from managerial and bureaucratic models toward a stronger focus on visionary and pedagogical roles. Tintoré, & Gairín, (2022). Spain research on educational leadership expanded rapidly from the 2000s and a systematic mapping of studies from 1991–2019 documents growing empirical interest in how leadership affects school improvement, teacher practice and policy school linkages. In Finland the scholarly tradition situates visionary and pedagogical leadership within a long-standing culture of teacher professionalism and municipal governance, emphasizing distributed leadership, collaborative school communities and principal

professional development as central to improving teacher practice and school outcomes (Ahtiainen et al., 2023). And in the UK comparative analyses show contested constructions of leadership relational, reform-focused, masking and space-making that reveal how visionary leadership practices operate within different governance and accountability regimes to shape teacher motivation, innovation and effectiveness in secondary schools. (Woods et al., 2021).

Across Asia the study and practice of visionary school leadership expanded rapidly from the 2000s as countries adapted Western ideas about transformational and instructional leadership to local systems and reform agendas. The empirical work in Indonesia and other Southeast Asian systems emphasises principals' role in articulating a shared vision, promoting teamwork, and supporting teacher professional development as levers for improved classroom practice and school (Ahtiainen et al., 2023; Cheng, 2023). In China shows a shift from bureaucratic managerial roles toward stronger instructional and mission-setting functions for principals, while also documenting contextual constraints that shape how visionary and instructional practices are enacted in urban and rural settings (Qian, & Walker, 2022; UNESCO, 2024).

Similar trends happen in African countries though being constrained. Nigeria, Ghana, and Sierra Leone in West Africa are working to enhance

leadership effectiveness. Nigeria employs a combination of visionary and communicative leadership, but resource constraints hinder implementation (Nwaham et al., 2024). Ghana is increasingly adopting collaborative leadership to foster more inclusive schools (Salifu, 2024). Sierra Leone's leadership practices are still evolving, particularly regarding accountability (Taylor-Pearce et al., 2024).

In Uganda, visionary leadership and financial performance strongly influences the performance of secondary schools, leaders who set a clear direction are increasingly seen as central to institutional success, and improved financial outcomes support school sustainability and the quality of education provided, indicating a strong positive association. Specific financial indicators budget management, efficiency of resource allocation, and overall financial health were found to depend on the presence of a guiding vision. Visionary leaders are distinguished by their capacity to communicate an inspiring vision, motivate stakeholders, and allocate resources strategically to meet institutional objectives (Tumuhimbise et al., 2024).

In Kenya, visionary leadership enhances job effectiveness by setting a clear long-term direction that aligns individual roles with institutional goals, translating vision into strategic plans and resource allocations that improve operational efficiency and

budget management, and by motivating employees through an inspiring sense of purpose that raises commitment, engagement, creativity, and discretionary effort; leaders who communicate and model the vision foster a collaborative, innovative culture that encourages adaptive behaviour and stronger task competence, and the combined result is measurable gains in planning, resource use, staff performance, and overall service delivery (Njue, 2025).

The Ministry of Education, Science and Technology (MoEST) in Tanzania has guided successive sector reforms since independence and, from the early 2000s, has led nationally coordinated programmes notably the Secondary Education Development Programme (SEDP) phases designed to expand access, improve quality, and professionalise school leadership and management, with the SEDP documents and Ministry background materials outlining decentralisation of school management, leadership capacity building, and monitoring frameworks that created the policy context for contemporary studies of instructional and visionary leadership (MoEST, 2020).

For instance, in this regard, Ngole & Mkulu (2021) highlighted key leadership qualities for successful school leaders, such as a clear vision, communication skills, motivation, and problem-solving abilities. Similarly, Mulaki (2023) presents that school heads in the Bukoba rural district

employed leadership strategies like providing meals to motivate teachers, but faced challenges including teachers' malpractices such as teacher truancy. However, the situation of teacher malpractices was explained by Alex and Mwila (2022) as due to school administrators lacking instructional leadership knowledge, while struggling to create a conducive learning environment. Presence of inefficiencies in school administration and lack of consistence in teacher work performance with good education policy statement raises the quest for understanding how leadership practices influence teachers' engagement into school operations. Strengthening educational leadership in Tanzania is vital for improving teacher job effectiveness. The research examined the influence of heads of schools' visionary leadership attributes on teachers' job effectiveness in public secondary schools. This research focuses on how visionary, communicative, collaborative, and accountable leadership attributes impact teachers' job effectiveness in public secondary schools in the Missenyi District, Tanzania.

Literature Review

1. Theoretical review

Recent studies have emphasized the importance of visionary leadership in education. For instance, Candrasari et al. (2023) highlighted the role of visionary leadership in promoting innovating teaching methods and

teacher professionalism. Similarly, Hidayat et al. (2023) found that transformational leadership practices, such as idealized influence and cognitive encouragement, can improve teacher performance. However, the impact of visionary leadership on teacher effectiveness can vary depending on the context and implementation (Woods et al., 2021).

This study was anchored in transformational leadership theory, introduced by James Burns in 1978, which emphasizes inspiring and motivating individuals to achieve higher goals a concept supported by scholars like Hidayat (2021) and Poudel (2020). Hidayat highlights the importance of visionary leadership, where supervisors instill a clear vision in teachers and lead by example to foster a positive supervision environment. Poudel outlines essential elements such as communicating vision, providing support, and modeling ethical conduct to build accountability and professionalism. The theory's strengths clear vision, personal attention, and creative thinking made it ideal for exploring how leadership qualities influence teachers' job effectiveness. It guided the researcher in understanding how vision-setting, communication, collaboration, and accountability impact performance. In education, transformational leadership helps create engaging classrooms and inspires students, enhancing academic outcomes (Hidayat, 2021), while also

empowering teachers through high expectations and supportive environments (Poudel, 2020). This approach links visionary attribute with teacher performance and satisfaction, suggesting that in Missenyi District, transformational leaders can improve supervision by fostering empowerment, teamwork, and positive change.

2. Empirical Literature Review

One of the characteristics of transformational leaders is their ability to share visions to the followers so that they focus their efforts on achieving the organisation's goals. A study done by Pérez (2021) examined how school leaders perform their managerial roles involving sharing and aligning with visions in secondary education in Colombia. The research used quantitative and descriptive methods, including data from 438 public and private schools. The study found that better training for teacher managers is needed. One significant observation arising from the study is the need for educational authorities to invest in ongoing teacher training to improve their professional development in the aspect of visionary leadership. Continuous professional development training helps build certified knowledge, not just relying on experience. This study tells us about how managers work, but since it looked at training in South America, it might not show us the full picture of what it means to be a visionary leader

in a sub-Saharan low-income school community, especially how they inspire people to work towards a future they all believe in.

In Indonesia, Hisyam et al. (2019) explored the effects of transformational leadership, compensation, organizational climate, and teacher effectiveness. Based on 80 teachers from 8 public high schools, the research found that transformational leadership was strongly connected to teacher performance. It also showed that leadership style, pay, and the work environment impact teacher performance. Good leadership creates a positive work atmosphere, motivates teachers, and sets high goals for achievement. This study found that when leaders inspire and motivate teachers to align to schools' visions, it helps teachers do a better job. This is only applicable while having a leader who can clearly stipulate a clear vision to the teachers. But the study only looked at a small group of teachers in one part of Indonesia, so on the basis of organizational culture where leaders and teachers dwell, a quest for explaining the practices in low-income local contexts remains. In spite of that, the study looked at other issues including how much teachers are paid and the overall feeling in the school, which means it wasn't just focused on having visionary leadership *per se*.

In this case, Hidayat et al. (2023) examined how school principals' transformational leadership affects teacher performance in Indonesia. The

study involved 20 teachers and used observation, interviews, and documentation. It was found that principals who showed leadership attributes such as idealized influence, cognitive encouragement, and motivation helped improve teacher performance. The research suggested supporting school leaders to boost teacher performance at Daarul Qur'an Karanganyar Science High School. The study suggests that helping principals become better leaders is a good way to improve how teachers do their jobs. This arose from the observation of the principals demonstrating a serious shortage of visionary leadership attributes. Even though the study found that transformational leadership traits seemed to help teachers. However, a very small number of teachers (20) make the results less trustworthy and ineligible to apply to contexts in other schools. Also, since the study only looked at one school, the findings might not be true for schools in other places.

Also, the study by Rosadi et al. (2024) in East Jakarta examined how visionary leadership, organizational culture, self-efficacy, and work motivation affect teacher creativity. The study with 343 teachers found that visionary leadership positively influenced teacher creativity, but self-efficacy had no direct impact. It also showed that organizational culture and work motivation were linked to creativity and that visionary leadership increased motivation. The findings of

this study show how visionary leaders affect creativity. But it strangely shows that self-efficacy didn't directly help subordinates to be more creative, amid lacking description of why. It could be a different context in low-income schools of Sub-Saharan Africa countries in terms of the relationship between visionary leadership attributes and subordinate teachers' commitments and work effectiveness.

In fact, Usman (2020) in Nigeria researched how principals' effective performance impacts education delivery in secondary schools. The study findings highlighted that leadership qualities are key to effective school management, teacher morale, and student success. This study has focused on what makes a good leader and how they can be effective. It mentions that good leaders might have a vision for the future. But the study doesn't go into detail about what makes a leader visionary or how having a vision affects things.

In addition, a study in Zambia by Banda (2022) looked at the problems school leaders run into when trying to make changes in education. The study interviewed school principals and teachers in certain areas. The study found that leaders need to be good at explaining what the changes are about and getting teachers excited to go along with them. It also indicated that a big problem was that educators did not fully understand what the changes were trying to achieve, and many staff members were not really on board. This

suggests that if leaders had a clearer idea of the future and were better at sharing why the changes were important, it might help these changes happen. Even so, the study did not concentrate much on the attributes of "visionary leadership". So, it does not directly tell much about the specific qualities of this kind of leadership or how it affects things.

Similarly, a study by Chidakwa (2024) in Rwanda looked at how school principals can help teachers try new things. The study used interviews and group discussions. The findings indicate that when school leaders let teachers try new ideas, give them help and materials, and praise them when they do something new, it makes a school where people are more creative and think ahead. Even though the study didn't specifically say leaders with a clear vision for the future, the actions they described include those of leaders who want their schools to be places where new ideas are important and supported. The study's results are helpful, but they only looked at one part (trying new things) and didn't cover sufficiently about being a leader with a vision for the future. Also, because it was a qualitative approach, it doesn't give generalization support.

In Tanzania, John and Mkulu (2020) studied the effect of school heads' leadership styles on student performance in public secondary schools. The research used quantitative and qualitative methods, including 111 participants from 5 schools. The

findings indicate that most heads of schools used laissez-faire and democratic leadership styles. A combination of leadership styles was more effective in improving student performance than relying on a single style. A study emphasized that combining different leadership styles, especially democratic leadership, improved academic results and teacher satisfaction. Leadership was concerned with sharing visions which they could align to. Based on the findings, it was suggested that the government support leadership training for school heads and encourage experienced leaders to share their knowledge and visions. However, the study did not explore leadership that focuses on the future (visionary leadership) to sufficiency. The study suggests that mixing different styles might be good, which could include visionary leadership, but it didn't specifically concentrate on it.

METHODOLOGY

This study employed a quantitative research approach, using cross-sectional design. The quantitative research approach was selected because it is well-suited for examining the connection between visionary leadership attributes on teachers' job effectiveness. Also, the design favoured the choice of simple random sampling technique for some small groups from secondary school teachers, heads of schools and ward educational officers while purposive sampling technique applied to get

School Quality Assurer as well as District Secondary Educational Officer. The study was conducted in Missenyi District, Kagera, Tanzania. Simple random and purposive sampling were applied to get samples. A total of 99 participants, including one (1) District Secondary Education Officer (DSEO), six (6) Ward Education Officers (WEO), eight (8) heads of schools, eight four (84) teachers and one (1) School Quality Assurer (SQA) were involved through questionnaires. This sample size was reasonable to provide the requisite information for the research. The analysis employed descriptive and inferential statistical techniques to examine the data. The Statistical Package for Social Sciences (SPSS) version 26 used for analyzing the data in this study and then presented in form of words, figures, numerical and tables.

RESULT AND DISCUSSION

The descriptive and inferential statistics for visionary leadership attributes were determined, analysed, and discussed. The specific objective was to examine the influence of visionary heads of schools' leadership attributes (VLAs) on teachers' job effectiveness in public secondary schools in Missenyi District Kagera Tanzania.

Results

The six elements of the visionary leadership in schools were investigated in this study using a 4-point Likert

scale; 1= Strongly disagree (SD), 2 = Disagree (D), 3=Agree (A), and 4=Strongly agree (SA). Descriptively the findings are indicated in Table 1.

Table 1.
The Visionary Leadership Attributes Reponses

Visionary Leadership Attributes	SD		D		A		SA		
	N	F	%	F	%	F	%	F	%
The school leadership presents a clear vision creating a "positive organizational culture" for academic success	99	0	0	7	7.02	55	55.55	37	37.37
I feel motivated to achieve my professional goals due to the direction set by our school leaders	99	0	0	2	2.02	60	60.60	37	37.37
Leadership in my school encourages "innovative teaching" methods aligned with the school's vision	99	0	0	5	5.05	45	45.45	49	49.49
Leaders support professional development programs by providing "teacher incentive and mentorship" that align with school goals	99	0	0	8	8.08	60	60.60	31	31.31
I feel that my ideas are considered when discussing the school's vision; it is an "inspiration for achieving"	99	0	0	7	7.07	59	59.59	33	33.33
Staff experiences "lack of leadership support" and shared understanding of school vision	99	0	0	59	59.59	25	25.25	15	15.15

Source: Field Data (2025)

1. Reliability Test

Reliability of the findings was determined by using Cronbach's Alpha, and was found to be 0.600 for Visionary Leadership Attributes (VLA). The descriptive statistics for the visionary leadership attributes (VLAs) were determined and analysed in subsequent subsections. The Cronbach Alpha statistics were above 0.500 and met the required threshold for all items tested. Therefore, the measurement scale used was average good.

Based on the findings in table 4.2, the first contention, "the school

leadership presents a clear vision creating a “positive organisational culture” for academic success” shows a strong positive perception. A combination of responses for agree and strongly agree (92.92 percent) indicates that the school leadership is largely successful in explaining vision clearly to foster a positive environment for academic achievement. Only a few responses such as 7.02 percent indicates that the participants did not perceive the clarity and positive culture. The second, third, fourth, and fifth statements showed similar trends in participants’ perceptual experiences. However, there is a difference with the last contention “staff experiences “lack of leadership support” and shared understanding of school vision”. In fact, about 59.59 per cent of responses scored on the “Disagree” option for the statement. This means they (teachers) do not experience a lack of leadership support and shared understanding. Meanwhile, about 40.40 percent for “Agree” and “Strongly Agree” indicated that there is a lack of leadership support and shared understanding. This implies that over 40 per cent of the staff feels unsupported and lacks a clear understanding of their schools’ visions. This is a critical finding that demands immediate attention. Its criticality is based on the fact that it directly contradicts with the positive sentiments expressed in the earlier statements. This discrepancy suggests inconsistent application of leadership

principles across different segments of the staff. Addressing this perceived lack of support and ensuring a universally shared understanding of the school's vision should be a priority for school leadership in the study locale.

On the other hand, inferential statistics were established using a Spearman’s rank correlation on the hypothesis related to the first specific research objective. The hypothesis was: *H₀: There is no significant relationship between visionary leadership attributes and teachers' job effectiveness in public secondary schools.* Similarly an aggregate of six (6) visionary leadership attributes (VLA_SUM) were creating positive organizational culture, inducing work motivation, facilitating innovation in teaching, providing teacher incentive and mentorship, inspiration for teaching, and lack of leadership support) of heads of schools was correlated to an aggregate of 4 teachers’ job effectiveness element (TJE_SUM) were teachers’ preparation and use of lesson plans, punctuality in attending duties, empowering classroom evaluation, and engaging students in learning, against the leadership attributes). The aggregate Spearman’s rank correlation coefficient was determined and presented in Table 2

Table 2.
Teachers’ Job Effectiveness and Visionary Leadership Attributes

TJE_SUM	Correlation Coefficient
	Sig. (1-tailed)
	N
VLA_SUM	Correlation Coefficient
	Sig. (1-tailed)
	N

Source: Field Data (2025)

The findings showed a very weak and statistically insignificant influence of heads of schools’ leadership attributes on teachers’ job effectiveness ($r_s = 0.600$, $p = 0.475$). The study suggests that visionary leadership practices in Missenyi’s public secondary schools are more theoretical than practical, with limited instructional engagement and weak linkage to daily teaching and learning activities. Based on table 2, the findings show that the Spearman's rank correlation coefficient of TJE_SUM with VLA_SUM = 0.006. The value 0.006 is very close to zero. In Spearman correlation, values range from -1 (perfect negative monotonic relationship) to +1 (perfect positive monotonic relationship). A value near 0 indicates a very weak or negligible monotonic relationship between Teachers' Job Effectiveness (TJE_SUM) and Visionary Leadership Attributes (VLA_SUM).

The Sig.(1-tailed) is a p-value for a one-tailed significance test which implies the probability of observing a correlation coefficient as extreme as the one calculated, assuming there is actually no relation between the

variables in the population. The set threshold for statistical significance is $p < 0.05$. The p-value in the findings of 0.475 is much larger than 0.05, implying that the observed correlation coefficient of 0.006 is not statistically significant. The relationship is extremely weak (Correlation coefficient = 0.006) and not statistically significant ($p = 0.475$). The null hypothesis is accepted.

2. Analysis

The analysis of findings has indicated that there is no significant relationship between visionary leadership attributes and teachers' job effectiveness in public secondary schools in the surveyed population. The sample for this research ($N=99$) was drawn from a population which indicated potential variation perceptions in terms of work experience (Std. Deviation = 0.869), education (Std. Deviation = 0.522) and age groups (Std. Deviation = 0.709). Though the sample size is reasonable and was administered with a good Likert scale with acceptable internal consistency, variations could result easily due to random chance. Such findings were drawn from the pool of participants (mainly teachers, $N>80$) most of whom had bachelor’s degrees and above. Their perceptions and experiences created efficacy among the teachers which made them believe they could operate without much influence from their leaders.

Discussion

The findings of this study are consistent with previous research, which suggests that visionary leadership alone may not be sufficient to improve teacher effectiveness (Leithwood & Jantzi, 2006). The study highlights the need for more practical and transformational leadership practices that engage teachers, enhance motivation, and connect vision with classroom practice. The analysis of findings has indicated that there is no significant relationship between visionary leadership attributes and teachers' job effectiveness in public secondary schools in the surveyed population. The sample for this research (N=99) was drawn from a population which indicated potential variation perceptions in terms of work experience (Standard Deviation =0.869), education (Standard Deviation = 0.522) and age groups (Standard Deviation = 0.709). Though the sample size is reasonable and was administered with a good Likert scale with acceptable internal consistence, variations could result easily due to random chance. Such findings were drawn from the pool of participants (mainly teachers, N>80) most of whom had bachelor's degree and above. Their perceptions and experiences created efficacy among the teachers which made them believe they could operate without much influence from their leaders.

However, such findings have indicated that within the study locale,

teachers' perceptions of their job effectiveness are not well associated with the visionary leadership attributes demonstrated by leaders of the schools. Several kinds of previous similar research have explored the connection between teacher performance and visionary leadership attributes. In most cases they produce mixed results depending on the study context, measurement scales, and the characteristics of their samples. For instance, the findings from a survey conducted in England by Leithwood and Jantzi (2006) on "transformational school leadership for large scale reform..." using a path analytic technique for responses from teachers indicated significant effects of leadership on teachers' classroom practices (like indirect but positive on teacher motivation, though not on student achievement) mostly mediated by school culture and trust. Even though, the influence was indirect rather than a direct linear correlation.

There is a warning that while visionary leadership is important for long-term organizational direction, teachers may perceive it as an espoused practice lacking instructional realities in the study locale. In this case, they perceive it having limited immediate impact on their self-assessment effectiveness. This thinking would uprightly build on the previous studies conducted in other study locales in the country. For instance, a questionnaire survey conducted in Songea by Nyenyembe et al. (2016) on "leadership

styles and teachers' job satisfaction in Tanzania public secondary schools" involving teachers indicates that teachers were more satisfied with their job when their school heads work closely with them by mentoring them as well as paying attention to their personal well beings. However, the study revealed that teachers' experiences were challenged by inadequacy of transformational leadership traits. Lack of transformational leadership qualities has serious negative consequences on how teachers perceive the role of leadership on their job effectiveness.

Such findings were consistent on methodological change. For instance, a qualitative (case study) design research conducted in Tanzania by Mpangala and Urio (2024) on "school leadership styles and teachers' satisfaction..." in Tanzania involving secondary school teachers indicated that schools were dominated by participative, but transactional and autocratic leadership attributes across all public secondary schools investigated. This consistency supports the construct reliability and validity of the scale through which TJE and VLA were measured, using the sample size adequate to detect small effects. It implies that the current findings are reflective of the practices on schools, showing a wide gap between the espoused visionary leadership attributes and practical realities among the surveyed schools in the Missenyi District.

CONCLUSION

Visionary leadership attributes have no significant influence on teachers' job effectiveness. The study tested the relationship between visionary leadership attributes at the significance level of 5 percent ($\alpha = 0.05$, p-value 1-tailed). Using Spearman's rank correlation technique, the study tested H_0 : There is no significant relationship between visionary leadership attributes and teachers' job effectiveness in public secondary schools. The coefficient of correlation was found to be positive but very weak at 0.006 (*i.e.*, very close to 0), and the associated p-value was 0.475 which was above the level of significance of 0.05. Hence, there was no significant influence between the two variables.

The study concludes that visionary leadership attributes, such as setting a clear vision, motivating staff, promoting innovation, and supporting professional development, have limited direct influence on teachers' job effectiveness in public secondary schools in Missenyi District, Kagera, Tanzania. The findings suggest that policymakers and school administrators should focus on developing more practical and transformational leadership practices that engage teachers and enhance their motivation and performance. Despite many teachers acknowledging that school leaders articulate visions and create positive school cultures, these practices have not translated into measurable improvements in teachers'

job effectiveness. This outcome indicates that visionary leadership in the district tends to be more theoretical than practical, with limited instructional engagement and weak linkage to daily teaching and learning activities. Therefore, it can be concluded that while visionary leadership remains an important component of school improvement, its impact on teacher performance depends on how effectively it is implemented and integrated into school operations.

Implications

The study's findings have implications for educational policy, administration, and practice. Policymakers and school administrators should prioritize developing leadership development programs that emphasize the practical application of visionary leadership principles. Additionally, schools should focus on creating a supportive environment that encourages teacher's collaboration, innovation, and accountability. Theoretically, the study highlights that visionary leadership alone, without supportive structures and effective communication, may not significantly enhance teacher effectiveness, thus calling for a more holistic application of transformational leadership approaches. Furthermore, future research should adopt mixed-method designs to explore contextual factors—such as school culture, resource availability, and teacher

autonomy—that may mediate the relationship between visionary leadership and teacher performance.

Recommendations

The analysis of findings has revealed negative perceptions of teachers towards leadership attributes, stemming from their negative experiences with leaders who lacked the ability to inspire and mobilize school employees for shared participation in school development issues. This study offers the following recommendations to enhance practices in schools: School leaders should be supported by their superiors to exhibit effective transformational attributes in their visionary leadership plans. Efforts to enhance leadership qualities in schools should focus on vision articulation, instructional leadership, and emotional intelligence for school leaders, as these directly impact teachers' job effectiveness positively. Policy recommendations: The analysis of findings has highlighted leadership challenges linked to the low leadership capacities in some schools, often due to inadequate training and capacity building for newly appointed school heads. Authorities responsible for appointing school heads should prioritize providing capacity building on effective leadership attributes to ensure their performance in schools. This training should be outlined in a policy statement to revive or enhance previous practices implemented at the ADEM. Recommendation for further

studies: This study conducted a Spearman rank correlation test for the hypothesis on the influence of leadership attributes on teachers' job effectiveness. While the results for visionary heads of schools' leadership attributes on teachers' job effectiveness were obtained, exploring the additive effect through other analytical methods may yield different results. Despite the non-normal distribution of the data sets, researchers are encouraged to consider multivariate approaches or structural equation modeling to investigate the impact of potential mediators, especially given the weak and insignificant relationship in the first hypothesis.

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