THE VISIONARY LEADERSHIP STRATEGY IN ADVANCING EDUCATIONAL INSTITUTIONS

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ABSTRACT
Educational institutions need clearer directions for all organization members. Organizations need people to be able to set the direction forward, spread it to all organization members, direct people to achieve goals, build networks with other institutions, provide incentives, motivate, and give awards to outstanding subordinates. People able to do such things are called visionary leaders. Therefore, this study aims to analyze the visionary leadership strategy in advancing educational institutions in order to create a perfect human being able to solve the challenges of the times. This research uses a qualitative approach with library research methods. Data sources were obtained from books, research results, journals, and scientific information related to visionary leadership strategy. The results show that visionary leadership is felt as an urgent need for educational institutions in order to be able to realize progressive educational institutions as well as to be the center of attention and public expectations. Visionary leaders have a realistic leadership vision, can convince others, and guide the organizations to achieve better future ideals than current conditions. Visionary leadership is always consistent and focused in achieving the vision. The practice is not rigid in facing organizational challenges and opportunities.

KEYWORDS
Strategy, Leadership, Visionary, Organization, Education

INTRODUCTION
The presence of leaders in educational institutions is considered important, even reaching an urgent level. Leaders are subjects expected by many people, especially subordinates, to be able to promote the advancement of educational institutions. There are always great hopes that the presence of new leaders with new leadership patterns will be able to bring the advancement of educational institutions. Visionary leadership is one of the leadership models highly expected to transform educational institutions in order to accelerate advancement realization to be able to compete with general education. Rivai and Ariffin (2009) state that visionary leaders have a clear future direction and vision as a future picture agreed with a sense of togetherness and have a high commitment to realize it.

Visionary leadership teaches a culture of performance improvement in embracing advancement with full of optimism, despite facing difficult and severe challenges. Visionary leadership motivates
the courage to face risks as a reality that must be resolved and managed maximally, not eliminated. It is impossible to eliminate risks given that all choices of actions and behaviors always pose risks that must be faced. Whatever actions we take will certainly pose risks that must be resolved in a responsible manner. Problem solving with a clear rationale, rational argumentation, and strategies with the right targets and purposes are able to foster agreement from others objectively.

Visionary leadership has characteristics that differentiate this model from other leadership model characteristics. The term visionary leadership expresses specific characteristics affecting leadership appearance thus forming an identity that reflects its substance. The vision which becomes the center of attention in visionary leadership is a wonderful dream to be realized in the future, causing the vision generally contains the hope of ideal achievement. Komariah & Triatna (2010) state that the strength of educational vision influences educational performance. The spirit of realizing educational excellence, increasing performance, and even realizing educational achievement will exist. The vision holds various strengths which can be stimulated to drive enthusiasm and awareness to work hard to achieve bright educational institutions able to outperform other educational institutions succeeded in achieving advancement.

Robert (2014) explains that a good vision has several main objectives i.e. (1) clarifying the direction of organizational policy change in general, (2) encouraging employees to do things in the right direction, (3) helping the process of certain action coordination from different people. For this reason, visionary leadership has a keen vision in observing future opportunities that can be utilized to boost the advancement of educational institutions.

Visionary leadership is needed to open the gates of advancement achievement and readiness to compete with other institutions. All employees in educational institutions need to be faced with future challenges so they have the awareness to improve their performance in order to pursue education quality. By looking ahead, all employees are encouraged to pursue, and if possible, they also have a vision beyond the advancement of other educational institutions (Maimun, 2010).

Through this, it is often a unique reason to present leaders willing and able to move the educational organizations forward. If educational organizations are led by a visionary, it means that the organizations are being active in developing investments and saving for the future. Visionary leadership will be able to reverse this tendency towards meaningful changes. With visionary leadership, heads of educational organizations as leaders in educational organizations have no careless thoughts in humanizing the nation's children. Uncertain environmental change situations require heads of educational organizations able to observe and manage changes effectively and efficiently.

Educational institutions need clearer directions for all organization members. Organizations need people able to set the direction forward, spread it to all organization members, direct people to achieve goals, build networks with other institutions, provide incentives, motivate, and give awards to outstanding subordinates. People able to do such things are called visionary leaders. With a clear future direction, it is expected that all organization members will be more motivated to achieve the vision. It is related to the most effective leaders through skills, education, values, and culture. It is due to education will be obtained with rationality, dignity, ethics, and aesthetics (Sonhadji, 2014).
The reality in the field shows that a general assessment exists proving educational leaders (especially at the educational unit levels) have not performed their leadership functions let alone Visionary leadership as organizational change demands. Non-optimal leadership functions will have a strong influence on the creation, formation, and existence of educational culture both on the pathway, level, and type of education because culture becomes a leadership representation of an educational leader.

Raihani (2010) found that most school principals in Indonesia do not get a proper education as principals, especially in rural areas. Knowledge about school leadership, especially research-based visionary leadership in Indonesia, is still lacking. Among accessible literature on education in Indonesia, only a little is directed at the leadership of educational institutions in Indonesia. Most of the accessible literature on education in Indonesia is only in the form of opinion-based articles and books, the majority is focused on education in general or on curriculum management issues.

Low leadership ability in educational institutions is mostly due to the lack of educational institution management expertise which reflects on the educational institution leadership from both conceptual and practical levels. The component of life outside educational institutions has developed rapidly and requires a responsive, accommodative, and appreciative attitude in solving the challenges of the times by utilizing strengths and opportunities in analyzing weaknesses and threats, causing it to be a strength in national education vision. For this reason, it is necessary to analyze visionary leadership strategy in advancing educational institutions to create a perfect human being able to face global competition.

**RESEARCH METHODS**

This research uses a qualitative approach with library research methods. The data analysis technique employs a critical analysis of research data by identifying a specific theme, i.e. visionary leadership strategy. Data sources were obtained from books, research results, journals, and scientific information related to visionary leadership strategy.

**RESEARCH RESULTS AND DISCUSSION**

**Understanding Visionary Leadership**

Effective and successful leadership can usually be noticed from the movement of all components in performing their respective duties and obligations with full awareness. The awareness of all parties on the importance of realizing shared goals is the leaders’ success in directing and influencing their members. Vision requires sacrifices and emotional investment from organization member which will arise because of attractiveness attached to that vision. To achieve the vision, a leader needs to cultivate organizational ideals.

Kantabura (2010) asserts that leaders need to be creative and responsible in making the vision. The steps include, first, communicating and promoting a vision to be aligned with supporting systems, including the recruiting system and teamwork. Second, empowering their people to act consistently with the new vision and to help sustain their commitment. Third, motivating all stakeholders to work toward a desirable or inspiring vision.

Visionary leaders, especially in the field of education, have the concept of; 1) how to design the future to create a productive education, 2) establishing themselves as agents of change, 3)
positioning themselves as determinants of organizational direction, 4) being trainers or professional mentors, and 5) being able to demonstrate the power of knowledge based on professional experience and education. Vision offers direction and maps for the future and serves as a guide/direction for the entire organization in achieving its goals. Vision is very important in an organization to realize an effective, efficient, and competitive organization (Makawimbang, 2012).

Wahyudi (2012) states that each leader has a different strategy to create a vision in accordance with their own ways. Sometimes it is objectively and rationally, but sometimes it is intuitively and subjectively. So, it doesn’t have to be debated whether the vision or the mission should come first, because everything is adapted to the context. With a clear vision being understood by all elements in the organization, organizational ideals will be achieved. Leaders’ vision implies an understanding of the past, present, and future.

Visionary leadership is a culture of performance improvement in embracing more advanced educational institutions and can be realized with full of optimism, despite facing severe challenges. Visionary leadership motivates the courage to face risks as a reality that must be resolved and managed maximally, not eliminated. It is impossible to eliminate risks given that all choices of actions and behaviors always pose risks that must be faced.

Problem solving with a clear rationale, rational argumentation, and strategies with the right targets and purposes are able to foster agreement from others objectively. Visionary leadership has characteristics that differentiate this model from other leadership model characteristics. The term visionary leadership expresses specific characteristics affecting leadership appearance thus forming an identity that reflects its substance. These characteristics help us in understanding this leadership, although similarities and differences are sometimes very close to other specific leadership.

Nanus (1992) states that visionary leaders are effective leaders based on the following characteristics; 1) always having agendas, 2) being totally result-oriented, 3) raising challenging, necessary, and affordable new visions, 4) communicating vision, 5) influencing others to get support, 6) being eager to utilize resources to realize the vision.

Visionary leaders have three characteristics. First, thinking about the future. Visionary leaders focus their main work on designing the challenging future and are able to anticipate the future to predict and prepare for changes occurring due to globalization. Second, establishing and describing the vision clearly as well as developing a strategy to achieve that vision. Visionary leaders have a clear and inspiring vision because they are strategic thinkers. Third, engaging with others in finding support for the vision. Visionary leaders always empower others and influence them to get support in realizing the vision (Timothy, 2011)

Komariah & Triatna (2010) states that visionary leaders have characteristics of; 1) focusing on a challenging future and being able to anticipate the future, 2) being superior agents of change, 3) being determinants of organizational direction that understands priorities, 4) being a professional coach, 5) directing people toward the expected work professionalism. The vision which becomes the center of attention in visionary leadership is a wonderful dream to be realized in the future, causing the vision generally contains the hope of ideal achievement.
Vision holds various strength which can be stimulated to drive enthusiasm and awareness to work hard to achieve bright achievements. Nanus (1992) states that for visionary leadership, the right vision has strategic strengths, i.e. 1) attracting commitment and energizing people in the organization, 2) creating meaning in workers’ lives, 3) establishing a standard of excellence, 4) bridging the present to the future.

Leaders’ characteristic is to have a vision able to direct in managing educational organizations continuously. Visionaries present the future world which needs to be responded to realize institutional goals. Visionaries can provide inspiration, arouse positive emotions, stimulate enthusiasm, and give motivation. Individual and group motivation may indicate the direction that needs to be taken. Visionaries have an emphasis on dissatisfaction with current factual realities which include, 1) an understanding of real contexts, situations, and conditions, 2) the understanding is based on empirical facts and data, 3) the understanding creates constructive discontent. It means a form of dissatisfaction not possessed by revenge and hurt, but rather by an awareness of a great potential that has not been actualized properly.

**Visionary leadership strategies in Advancing Educational Institutions**

The word strategy is derived from the Greek word *strategos* which means the army, while ‘ago’ means to lead. The strategy was originally used in the military world to win the battle against the enemy (Suriansyah, 2015). The term strategy is not only used in the military but has entered into various social and educational organizations and institutions. Poster (2008) states that strategy is the ability to utilize all available potentials with the most suitable method to achieve the expected targets. A strategy is a unified, comprehensive, and integrated plan designed to achieve organizational goals (Belás, 2013).

Abedallat (2013) defines strategy as the long-term organizational direction and scope to gain excellence through natural resource configuration and the changing environment to meet market needs and meet stakeholder expectations. Zarazu (2016) concludes that strategy is a long-term general approach, while tactic is a short-term specific approach. Glenn and Guerrera (2011) state that strategy is divided into three levels, i.e.: (1) corporate strategy, (2) business strategy, (3) functional strategy. Therefore, vision becomes the center of attention for visionary leadership. A good vision can be derived and developed into strategic and conducive missions. In realizing the vision, a number of strategic activity programs can be designed and needed facilities can be prepared. Visionary leadership has a keen vision in observing future opportunities that can be utilized to boost organizational advancement.

Schools are educational institutions or non-profit organizations. As a consequence, principals must also have a leadership strategy directed at developing and advancing madrassas with oriented toward the satisfaction of serving social interests. Thus, the principals should have good and visionary leadership to advance the schools. Cheng (2011) mentions that leadership strategy is a leaders’ technique in achieving the goals of organizations or educational institutions. Therefore, leadership strategy is a systematic and coordinated technique conducted by leaders in influencing and directing all organizational resources in achieving institutional goals. Visionary leadership actions taken by principals as the managers are to achieve and realize future education quality.

Nanus (1992) explains that the visionary leadership strategy operates in six strategies including:
1. Designing strategy, leader abilities are to have a plan and translate it into interesting facts and targets, so that leaders involve stakeholders to help prepare it. Vision may contain goals in future achievements to be achieved.

2. Motivating inspiration. Visionaries present future dreams which need to be responded to realize organizational goals. Visionaries can provide inspiration, arouse emotions, stimulate enthusiasm, and give motivation. Individual and group motivation can lead to a sense of direction, indicating the direction that needs to be taken. It is in line with integrity characteristic which means having the willingness to adapt to educational demands. Inspirational motivation is the leader ability to take the initiative to change obstacles into opportunities.

3. Agents of change. Change is the main tool for organizations to be able to cope with different new demands. Change is a process that will have an impact on parts of the organization. The ability to change and constantly change is the essence of organizational innovation. The implications of change become the first determination process and reinforce the encouragement to do so. Public pressure to make changes will amplify changes to occur.

4. Empowerment. Empowerment is an important construct in the visionary leadership process. Subordinates are given the freedom to develop and realize individual potential. Subordinates will be better able to do challenging tasks and even produce strong commitments.

5. Establishing cooperation. Involving internal and external community support and other community resources will make changes continue. In applying the strategy in establishing cooperation, the organizational environment can create conditions that encourage the implementation of individual and group activities to support goal achievement more effectively and efficiently.

6. Becoming a role model. Giving a good example in daily activities, by being objective in providing an assessment for subordinates.

Suharsaputra (2016) states that visionary leadership in educational organization development requires teachers’ role expansion and empowerment. Teachers are not only as educators/instructors in the classroom but also have a role in school organization changes. In addition to being educators, teachers are also school organization members responsible for organizational advancement. With the development and empowerment, the principals synergize with stakeholders to integrate learning with school vision. As a result, the empowerment of all school members, especially teachers, can develop and become stronger.

Moynihan & Wright (2012) state that the visionary leadership strategy is an action taken and expected to realize future quality. Leader ideals vary greatly in organizations due to non-strategic factors such as; intelligence, confidence, decision accuracy, and high personal integrity. In the leadership process, the principals always communicate in simple language about philosophy and vision, and their relationship with the school's vision to stakeholders. It aims to foster a sense of mutual need and interest and to be creative in moving people to support their vision.

The visionary leadership strategy emphasizes the relationship of interdependence and mutual need between schools and teachers and other administrative staff. Strategic opportunities and vision are interconnected in management. Strategy in visionary leadership is the best behavior to act. It is designed to achieve fast and precise results. Strategy and vision can be managed well in certain circumstances. The organization will be known perfectly if organizational change opportunities are utilized properly. Strategy management is needed by a visionary leader, both the benefits and growth of these opportunities.
Visionary management must be proactive to determine organizational areas i.e.; organizational development, knowledge, and skills. Visionary management updates the strategic choices and positions of organizations in the future by increasing long-term opportunities. Strategy management in visionary leadership is needed to overcome unexpected changes. Since the end of the Cold War, the world has been formed with new powers such as globalization and technological developments that have never happened before. Such changes have occurred strongly globally. Changes have been predicted that opportunity management, visionary management, strategic management are needed in making decisions by a leader (Kate, 2014).

Baker (2009) states that organizations are considered successful if visionary leaders have; (1) the strategy in leading must be in line with the vision for institutional advancement, (2) teamwork in making the madrasa programs, (3) providing services in maintaining a work-life balance in schools. The visionary leadership strategy in organizations is as, first, every individual possesses high talent and ability. Every individual should make productive contributions through talents, knowledge, skills and good work habits. Second, the contribution of individual abilities for the achievement of group goals is conducted by working effectively and efficiently together with other groups. Third, resources in organizations are effective and efficient in completing the previous goals in order to achieve the next goals. Fourth, having commitment and firmness to find clarity of vision and encourage higher standard performance. Fifth, to realize the future vision, visionary leaders with professional and low-profile behavior establish communication and cooperation with organization members.

Granit (2012) mentions the visionary leadership strategy includes; 1) Visionary leadership rejects organizational status quo leadership, the status quo alienates and eliminates the willingness for long term institutional advancement. 2) strategy in meeting the demands to become a superior institution, then visionary leadership tries to unite the vision. 3) it is said to be successful visionary leadership, i.e. leaders who can create strategies to manage, experiment and innovate. Chaijukul's (2010) research results show that self-leadership has a direct effect on psychological empowerment, self-efficacy, and job satisfaction and finally on job performance. It shows the importance of self-leadership on the improved performance mechanism of employees. The human resource development function may apply the self-leadership strategy to design employee performance development in organizations, especially workgroup development.

Rachmat (2014) states four pillars in a visionary leadership strategy include; (1) Leadership always encourages the human relationship aspect within an organization. It is communicated directly to the best people who understand quickly and have the competency to implement it. Organization members can adjust to new habits and knowledge so that the purity of vision is maintained. (2) Related to the conceptual aspects of the organizations. It facilitates in allocating resources and organizing activities to be relocated as a continuous process in all activities. (3) providing direction or command about the vision and aligning organizational activities to ensure that the organizations run effectively.

Leadership always provides motivation to do the best work in the whole chain of work processes. The motivation applied by leadership is always future-oriented. Leaders continually strive to develop themselves and their followers. Leaders move organization members, subordinates, education human resources from various appropriate and systematic strategies and internalize the main values forming the main foundation. To support educational principles, leaders, all
stakeholders, and all organization members have a shared commitment to realize advanced organizations, so that madrasas can be a good, quality, and conducive place.

Empowerment carried out by leaders is a strategy to become a quality educational institution. Thus, the school leadership also needs to be open to change and make it as a trigger to keep developing and enhancing organizational capacity. Hewitt and Lashley (2014) argue the need to expand the interpretations of leaders as agents of change which include: (1) moving others to achieve school goals with the principle of education for all, (2) facilitating the development of the school's shared strategic vision, (3) being agents of change, and (4) building school capacity to be improved. Leaders' actions are directed by motives to perfect themselves. Leaders tend to actively seek accurate feedback from stakeholders (followers, colleagues, mentors, customers) not only to inform personal views but also to recognize gaps between real conditions and their personal views. (4) control is needed to ensure organizations can run efficiently (Rachmat, 2014).

A strategy is used by visionary leadership to establish cooperation and competitive advantage in a need in organizations. The strategy is integrated and used according to concrete and efficient needs. In organizations, there is good growth potential and is not particularly noticed by organization members to achieve success. The visionary leadership strategy will be effective if all stakeholders move and concentrate to advance and succeed organizations or educational institutions in the future (Angelo, 2008).

Visionary leadership emerged as a superior characteristic of superior principals. Berg and Mangin (2013) state that school principals have a broad, clear, active, ambitious, and performance-oriented vision. These characteristics indicate that heads of educational institutions have effectively created the conditions to realize the vision. Vision is highly important as a crucial aspect of organizational effectiveness. Hence, it becomes a strength and a dream whose realization is constantly strived by heads of educational institutions in developing educational institutions, individuals and organizations.

Despite the importance of leadership above, experts point out that visionary leadership in Indonesian education receives less attention. It is due to leadership is not one of the main problems of school management being studied in Indonesia. In fact, there is no formal leadership requirement for people who intend to become heads of educational institutions.

Hidayah (2016) states that visionary leadership is felt as an urgent need for educational institutions in order to be able to realize progressive educational institutions as well as to be the center of attention and public expectations. A visionary leadership position is a sharpening of a transformational perspective. Visionary leadership is more focused on emphasizing the importance of vision setting in anticipating possible future changes. Desired behavior changes will last if the vision set by organizational leaders can convince and be wholeheartedly accepted by their members (Juhana, 2012).

Creating an effective and quality educational institution is indicated on organizational effectiveness, culture, and productivity of all existing components. Visionary leaders have a realistic leadership vision, can convince others, and guide the organization to achieve better future ideals than current conditions. Visionary leadership is always consistent and focused in achieving the vision. The practice is not rigid in facing organizational challenges and opportunities.
CONCLUSION

Visionary leadership strategy in advancing educational institutions include, first, leadership always emphasizes the importance of solid relationships among school members, causing the school organization to be like a harmonious family to achieve school goals. Second, visionary leadership in schools always facilitates in allocating resources and organizing activities to be relocated as a continuous process in all activities. Third, visionary leadership provides direction or command about the vision and aligns organizational activities to ensure that the organizations run effectively.

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