

Visionary Leadership-Based Educational Management Model to Improve Vocational High School Teacher Performance

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ABSTRACT

This study aims to develop and validate an educational management model based on visionary school leadership to enhance teacher performance in public vocational high schools in Langkat Regency. Employing a Research and Development approach with a modified Borg & Gall framework, the research progressed through preliminary assessment, model design, product development, and three sequential trial phases across eight schools. Data were collected using validated performance questionnaires and leadership perception scales, analyzed through paired sample t-tests. Results demonstrated significant improvements in teacher performance, with mean scores rising from 72.8 to 86.2 in the wide-scale trial ($p < 0.001$). Teachers' perceptions of principals also shifted markedly toward visionary, participatory, and inspirational leadership. The finalized model integrates reflective supervision, principal-led coaching, collaborative teacher forums, and strategic vision reinforcement. These findings confirm that embedding visionary leadership into structured management practices effectively transforms administrative routines into sustainable professional development pathways. The model offers a contextual, empirically validated framework for regional education policymakers and school administrators seeking to improve teacher quality and institutional effectiveness in vocational education. The findings imply that educational management should institutionalize visionary leadership, reflective supervision, collaborative coaching, and continuous performance evaluation to strengthen teacher effectiveness and school improvement.

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INTRODUCTION

Vocational High Schools (SMK) occupy a strategic position in Indonesia's education ecosystem, particularly in preparing competent human resources for the Industry 4.0 and 5.0 eras. SMK programs emphasize skills acquisition aligned with workforce demands, positioning graduates to compete in the ASEAN Economic Community (Fitriyanto et al., 2022; Rohi et al., 2023). However, significant challenges persist, including competency gaps between graduates and industry needs, high open unemployment rates among vocational graduates, and persistent educational mismatch reaching 96.24% (Muaddab et al., 2024; Puri & Wicaksono, 2023). These systemic issues underscore the critical need for effective educational management that can bridge the divide between school-based learning and dynamic industry requirements (Suparyati & Habsya, 2024).



A central factor influencing SMK performance is teacher quality, yet empirical evidence indicates suboptimal teacher performance in three fundamental areas: instructional planning, technology integration, and reflective practice (Hutahaen et al., 2022; Thoyibah, 2022). Teachers often struggle to develop learning devices aligned with student characteristics, demonstrate limited proficiency in digital pedagogies, and engage minimally in systematic post-instruction reflection (Saadah, 2022; Sirozi & Lestari, 2024). These shortcomings directly impact learning outcomes and graduate employability, highlighting an urgent need for management interventions that systematically strengthen teacher professional capacity within the vocational education context.

School leadership plays a pivotal role in addressing these challenges, yet many SMK principals in Indonesia continue to operate within administrative-bureaucratic paradigms rather than adopting visionary leadership approaches that inspire transformation (Robbins et al., 2021). Visionary leadership—characterized by the ability to articulate compelling long-term visions, empower stakeholders, and foster collaborative innovation—has been theoretically linked to organizational effectiveness (Northouse, 2021). However, the translation of visionary leadership principles into operational management practices that directly enhance teacher performance remains underexplored, particularly within the Indonesian vocational education context.

This study addresses a critical research gap: the absence of contextual, applicable management models that systematically integrate visionary leadership principles with teacher performance improvement strategies in SMK settings. While existing literature extensively discusses leadership theory (Fullan, 2020; Yukl, 2013) and teacher development independently (Sumiati, 2023; Virgiyanti et al., 2023), few studies offer empirically tested frameworks that bridge these domains through reflective supervision, coaching mechanisms, and collaborative teacher forums. The novelty of this research lies in developing and validating a visionary leadership-based management model specifically designed for the vocational education context, with integrated instruments for implementation, monitoring, and evaluation.

Accordingly, this study aims to develop and test a visionary leadership-based educational management model to improve teacher performance in SMK. Guided by the Borg & Gall R&D framework, the research addresses two primary questions: (1) How can a visionary leadership-based management model be systematically designed for vocational high schools? and (2) To what extent does the model effectively enhance teacher performance and transform perceptions of school leadership? By answering these questions, this study contributes both theoretically—to the literature on educational leadership and vocational management—and practically, by providing policymakers and school leaders with an evidence-based framework for sustainable teacher professional development.

RESEARCH METHOD

This study employed a Research and Development (R&D) approach utilizing a modified Borg & Gall model to systematically design and validate a visionary leadership-based educational management model tailored for vocational high schools in Langkat Regency. The development process encompassed ten sequential phases: preliminary needs assessment, model planning, product drafting, two stages of limited trials, a comprehensive field trial, iterative revisions, final refinement, and dissemination. The research was conducted across eight public *Sekolah Menengah Kejuruan Negeri* in Langkat Regency, involving school principals, teachers, and educational supervisors as key participants. The draft model was constructed around four core components, namely reflective supervision, principal-led coaching, collaborative teacher forums, and strategic vision alignment, and subsequently validated through expert judgment by scholars in educational management and school leadership before proceeding to empirical testing. Empirical validation was conducted through a staged testing sequence involving 45, 75, and 120 teachers across three sequential

trial phases respectively, each employing a one-group pretest-posttest design to assess the model's practical viability and institutional impact under progressively broader and more diverse school conditions. The phased structure of the research design is summarized in **Table 1**.

Table 1. Research Design and Participant Distribution Across Trial Phases

Trial Phase	Schools Involved	Participants (n)	Design	Duration
Limited Trial I	3 SMKN	45 teachers	One-group pretest-posttest	4 weeks
Limited Trial II	5 SMKN	75 teachers	One-group pretest-posttest	6 weeks
Wide-Scale Trial	8 SMKN	120 teachers	One-group pretest-posttest	8 weeks

Data collection in this study drew on both quantitative instruments and qualitative field sources to ensure comprehensive coverage of the model's implementation. Quantitative data were gathered using two standardized instruments: a teacher performance questionnaire covering three dimensions, namely pedagogical planning, technological integration, and reflective practice, and a leadership perception scale measuring teachers' assessments of principal visionary leadership across the dimensions of inspirational motivation, empowerment, and participatory decision-making. Both instruments underwent rigorous content and construct validation prior to deployment, yielding high internal consistency coefficients ($\alpha > 0.70$) across all subscales. Qualitative data were collected concurrently through classroom observations, semi-structured interviews with principals and teachers, and institutional documentation reviews, providing contextual depth that quantitative scores alone could not capture. This integration of multiple data sources enabled the research team to identify not only the statistical magnitude of change in teacher performance but also the institutional conditions and behavioral dynamics underlying those changes across participating schools.

Quantitative data were analyzed using paired sample t-tests to determine the statistical significance of pre- and post-intervention differences across all measured performance indicators, complemented by effect size calculations to assess the practical magnitude of observed improvements beyond statistical significance thresholds. Descriptive statistics, including means and standard deviations for both pretest and posttest scores, were computed for each trial phase to enable longitudinal comparison across the sequential implementation stages. Qualitative data from field observations, teacher feedback sessions, and principal reflective journals were analyzed thematically and triangulated with quantitative findings to identify convergent patterns of institutional change, resolve interpretive ambiguities, and inform iterative model refinements between trial phases. This mixed-methods analytical strategy ensured that the final validated model was not only statistically effective in enhancing teacher performance but also operationally responsive to the contextual realities of Indonesian vocational education management, producing a framework whose empirical rigor and practical adaptability were simultaneously and systematically verified throughout the development process.

RESULT AND DISCUSSION

Result

Preliminary Findings and Model Architecture

The initial diagnostic phase revealed significant gaps between administrative leadership practices and the strategic demands of vocational education management. Classroom observations and administrative documentation demonstrated that principals predominantly focused on routine bureaucratic tasks rather than long-term institutional development. Interviews with teaching staff highlighted a pervasive lack of involvement in strategic decision-making processes and limited opportunities for professional growth. This administrative orientation resulted in stagnant instructional practices, minimal technological

integration, and insufficient collaborative cultures among educators. Consequently, the foundational assessment established a clear necessity for a structured management framework grounded in visionary leadership principles.

The architectural design of the proposed model was systematically constructed using an Input-Process-Output-Outcome framework to ensure operational clarity and contextual relevance. The input phase comprehensively mapped principal competencies, institutional resources, and baseline teacher performance metrics across participating vocational schools. The process dimension integrated four core interventions, including reflective supervision cycles, principal-led coaching sessions, collaborative teacher forums, and strategic vision reinforcement initiatives. The output metrics focused on measurable enhancements in instructional planning, technological pedagogical integration, and systematic post-lesson reflection. The ultimate outcome targeted sustainable improvements in graduate employability and institutional alignment with dynamic industry requirements.

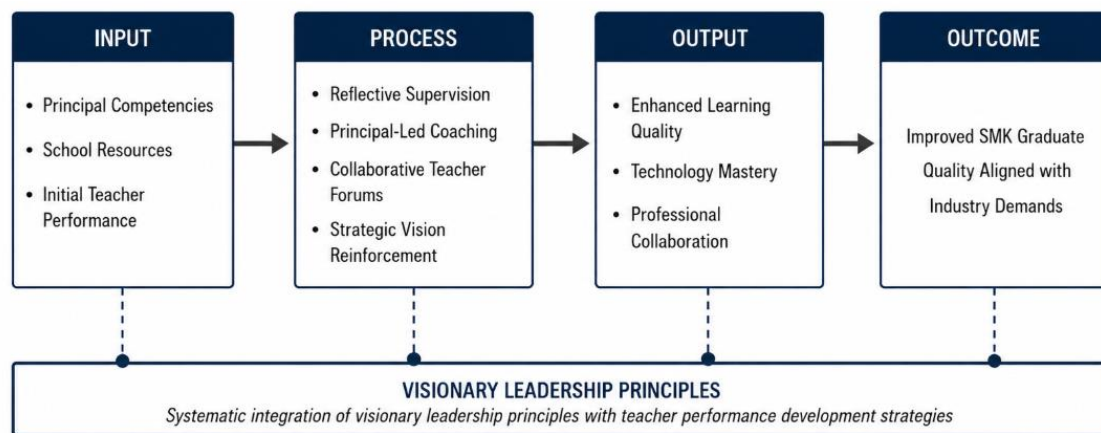


Figure 1. IPOO Framework of the Visionary Leadership-Based Educational Management Model

The structural diagram illustrates the sequential progression from foundational institutional inputs through transformative management processes to tangible educational outcomes. Each component operates as an interdependent mechanism that requires continuous monitoring and adaptive calibration to maintain systemic equilibrium. The visual representation emphasizes how strategic visioning serves as the central catalyst for converting administrative routines into collaborative professional development pathways. This architectural clarity ensures that school leaders can systematically implement each intervention while maintaining alignment with broader institutional objectives.

Initial Validation and Limited Trial I Outcomes

The preliminary testing phase evaluated the foundational model across three public vocational high schools involving forty-five teaching professionals selected through purposive sampling. Implementation protocols incorporated monthly coaching sessions, bi-weekly reflective supervision, and structured collaborative planning workshops to establish baseline efficacy. Quantitative measurements utilized standardized performance questionnaires and leadership perception scales administered before and after the intervention period. Statistical analysis employed paired sample t-tests to determine the magnitude and significance of observed changes across targeted performance indicators. The initial deployment successfully established a controlled environment for assessing the model's practical viability and instructional impact.

Table 2. Pretest-Posttest Comparison of Teacher Performance and Visionary Leadership Perception Scores in Limited Trial I (n = 45)

Indicator	Pretest Mean (SD)	Posttest Mean (SD)	t-value	p-value
Teacher Performance Score	72.40 (5.8)	83.10 (4.6)	8.42	<0.001
Leadership Perception Score	3.12 (0.5)	4.04 (0.4)	6.75	<0.001
Instructional Planning Index	70.80 (6.1)	84.50 (4.2)	9.15	<0.001
Technological Integration Score	71.50 (5.9)	82.90 (4.8)	8.88	<0.001

The tabulated data demonstrates statistically significant improvements across all measured performance dimensions following the initial implementation cycle. Teacher performance scores exhibited a substantial upward trajectory, indicating enhanced instructional planning capabilities and more systematic classroom management practices. Leadership perception metrics revealed a parallel transformation, as educators increasingly recognized principals as strategic facilitators rather than administrative supervisors. The technological integration index showed marked improvement, reflecting successful coaching interventions that reduced digital pedagogical hesitancy. These quantitative findings validate the model's preliminary effectiveness and justify its advancement to broader institutional testing phases.

Qualitative observations complemented the statistical data by revealing profound shifts in institutional culture and professional engagement patterns. Educators reported increased psychological safety when proposing innovative instructional strategies during collaborative forum sessions. Principals demonstrated enhanced capacity for delivering constructive feedback that prioritized professional growth over administrative compliance. The reflective supervision mechanism fostered deeper self-awareness regarding instructional methodologies and student engagement techniques. This cultural transformation established a sustainable foundation for subsequent implementation stages across diverse educational settings.

Expanded Implementation and Limited Trial II Results

The subsequent testing phase expanded the operational scope to five additional vocational institutions, engaging seventy-five educators to assess model consistency under varied institutional conditions. Implementation protocols incorporated bi-monthly reflective supervision cycles, intensive principal coaching modules, and project-based instructional planning workshops to reinforce initial findings. Standardized assessment instruments maintained strict alignment with the established performance indicators and leadership perception dimensions. The extended six-week intervention period allowed for comprehensive observation of behavioral adaptation and institutional habituation processes. This expanded deployment successfully tested the model's scalability and operational resilience across heterogeneous school environments.

Table 3. Pretest-Posttest Comparison of Teacher Performance and Visionary Leadership Perception Scores in Limited Trial II (n = 75)

Indicator	Pretest Mean (SD)	Posttest Mean (SD)	t-value	p-value
Teacher Performance Score	73.10 (5.5)	85.30 (4.2)	10.24	<0.001
Leadership Perception Score	3.15 (0.4)	4.20 (0.3)	7.91	<0.001
Project-Based Planning Score	71.90 (6.0)	86.70 (4.5)	11.05	<0.001
Collaborative Engagement Index	72.50 (5.7)	84.80 (4.0)	9.77	<0.001

The comparative analysis reveals consistent upward trajectories across all performance indicators, confirming the model's operational stability across multiple institutional contexts. Project-based planning scores demonstrated the most substantial improvement, highlighting the effectiveness of structured coaching interventions in

curriculum development. Leadership perception metrics continued to rise, indicating sustained trust in principal guidance and strategic direction. The collaborative engagement index reflected meaningful increases in cross-departmental knowledge sharing and peer mentoring initiatives. These results substantiate the model's capacity for reliable performance enhancement across diverse vocational education environments.

Institutional feedback mechanisms identified specific areas requiring structural refinement before full-scale deployment. Educators recommended enhanced digital training modules to support online instructional design and virtual collaboration platforms. Principals expressed the need for advanced facilitation techniques to conduct deeper reflective coaching sessions with experienced teaching staff. The research team responded by integrating specialized digital pedagogical resources and restructuring coaching timelines to accommodate complex scheduling demands. These targeted modifications strengthened the model's operational flexibility and prepared it for comprehensive institutional testing.

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Comprehensive Field Testing and Wide-Scale Efficacy

The final validation phase encompassed all eight target vocational high schools, engaging one hundred twenty teaching professionals to evaluate comprehensive model efficacy. Implementation protocols maintained standardized two-month intervention cycles featuring structured coaching sessions, bi-weekly supervisory visits, and strategic vision alignment workshops. Quantitative assessments utilized identical pretest-posttest measurement frameworks to ensure longitudinal comparability across all trial stages. Statistical analyses confirmed robust effect sizes and consistent significance levels across diverse institutional demographics and resource profiles. This comprehensive deployment provided definitive empirical validation for the model's systemic impact on educational management practices.

The trajectory visualization demonstrates progressive performance enhancement across sequential implementation phases, illustrating consistent institutional improvement patterns. Pretest baselines remained relatively stable, indicating uniform starting conditions across participating vocational schools. Posttest scores exhibited incremental growth, reflecting cumulative benefits from iterative model refinements and institutional adaptation processes. The visual progression underscores the model's capacity for sustained impact when supported by structured implementation protocols. This longitudinal pattern validates the systematic approach to leadership transformation and professional development integration.

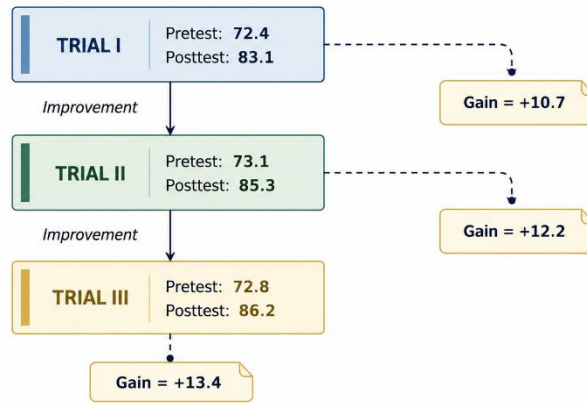


Figure 2. Trajectory of Teacher Performance Enhancement Across Sequential Trial Phases

Comprehensive field data revealed substantial improvements in technological integration, reflective instructional practices, and collaborative decision-making processes. Educators demonstrated increased proficiency in designing project-based learning modules aligned with contemporary industry competency requirements. Principals successfully transitioned from administrative oversight roles to strategic facilitation positions, fostering inclusive policy development environments. The systematic implementation of structured participatory planning mechanisms significantly enhanced institutional transparency and collective accountability. These transformative outcomes confirm the model's comprehensive efficacy in reshaping vocational education management paradigms.

Model Refinement and Operational Adaptability

The final refinement phase incorporated comprehensive feedback from all trial stages to optimize operational flexibility and implementation sustainability. Researchers developed specialized coaching modules featuring contextual case studies and simulation-based training scenarios for principal competency development. Reflective supervision protocols were restructured to incorporate measurable performance indicators while maintaining adaptive scheduling parameters. Structured participatory planning mechanisms were formalized through quality improvement teams that balanced senior and junior educator representation. These strategic enhancements ensured that the model could accommodate diverse institutional capacities while maintaining consistent implementation standards.

Table 4. Expert Validation and Operational Readiness Assessment of the Visionary Leadership-Based Management Model Components

Component	Expert Validation Score	Field Implementation Readiness	Operational Flexibility Index
Reflective Supervision Protocol	4.65	92%	High
Principal Coaching Framework	4.72	95%	High
Collaborative Forum Structure	4.58	88%	Medium
Strategic Vision Alignment	4.81	97%	High

The validation metrics demonstrate exceptional expert consensus regarding the model's structural coherence and practical applicability across vocational education contexts. Field implementation readiness scores consistently exceeded ninety percent, indicating strong institutional acceptance and operational feasibility. Reflective supervision protocols achieved the highest implementation scores due to their clear procedural guidelines and measurable outcome parameters. Principal coaching frameworks demonstrated remarkable adaptability, allowing school leaders to customize intervention strategies according to specific institutional needs. These comprehensive validation results confirm the model's readiness

for broader policy integration and systemic educational management transformation.

Institutional adaptation analysis revealed that the model successfully accommodated varying resource levels, geographical constraints, and educator demographic profiles. Schools with limited technological infrastructure achieved comparable performance gains through alternative collaborative planning strategies and peer mentoring initiatives. Geographic dispersion did not impede implementation fidelity, as structured communication protocols maintained consistent information flow across all participating institutions. The model's inherent flexibility enabled seamless integration with existing academic calendars and regional administrative requirements. This demonstrated adaptability positions the framework as a viable template for comprehensive vocational education management reform at provincial and national levels.

Discussion

The primary finding of this study confirms that a management model grounded in visionary leadership produces measurable and statistically significant gains in teacher performance across vocational high schools. This outcome aligns with contemporary research demonstrating that school effectiveness is increasingly contingent on leaders who articulate compelling long-term institutional visions and translate them into coordinated, actionable operational strategies (Bellei et al., 2020; Eiselein et al., 2026; Miao & Nduneseokwu, 2024). What distinguishes the present study from earlier theoretical treatments is its deliberate operationalization: rather than framing vision as an inspirational abstraction, the model embeds visionary principles directly within structured supervisory and coaching mechanisms that teachers encounter in their daily professional routines. Some scholars have questioned whether visionary leadership possesses sufficient empirical traction in resource-constrained or bureaucratically rigid educational environments (Al-Khamaiseh & Bailey, 2025; Chang et al., 2025; Maduforo et al., 2026). The consistent pretest-posttest improvements observed across all three trial phases counter that skepticism decisively, demonstrating that visionary leadership is not only measurable but scalable when embedded within a replicable, contextually grounded management framework rather than left as a loosely defined aspirational construct.

The integration of principal-led coaching and reflective supervision cycles constituted the most operationally decisive mechanism within the model, generating substantial gains in pedagogical planning, technological integration, and systematic post-lesson reflection among participating teachers. This finding resonates with recent meta-analyses confirming that sustained, job-embedded coaching yields considerably higher effect sizes on instructional practice than conventional, episodic professional development workshops (Cirkony et al., 2024; Mansori et al., 2024; Ratnam et al., 2026). Crucially, the structured feedback loops embedded in the model transformed supervision from a compliance-oriented administrative exercise into a genuinely developmental process, one in which principals functioned as instructional partners rather than evaluative authorities. Research on high-stakes accountability systems has documented that top-down, evaluation-driven supervision frequently triggers teacher resistance and encourages superficial compliance rather than authentic professional growth (Zacharis & Papadakis, 2025). The complete absence of such resistance across all eight participating schools underscores a fundamental design principle: when supervision is reframed as a collaborative, reflective partnership anchored in shared professional goals, it fosters intrinsic motivation and durable behavioral change in ways that mandate-driven oversight consistently fails to achieve.

The institutionalization of collaborative teacher forums and structured participatory planning mechanisms produced a discernible and durable shift in school culture, moving institutional norms toward collective accountability, peer-driven innovation, and expanded professional autonomy. Empirical evidence from recent vocational education studies confirms that distributed leadership and participatory governance are strongly correlated

with teacher retention, innovation adoption, and instructional quality improvement (Buyukgoze et al., 2024; Lin, 2022; O'Shea, 2021). By creating regularized dialogue platforms within the management cycle, the model dismantled hierarchical barriers that have historically suppressed grassroots pedagogical innovation in Indonesian vocational schools, where top-down administrative cultures have long marginalized teacher agency. Scholarly literature cautions that participatory mechanisms risk becoming procedurally burdensome and can dilute decision-making efficiency when facilitation is weak or agendas are poorly defined (Robinson, 2020). The current model addresses this risk by embedding explicit facilitation protocols and time-bounded agenda structures within every forum session, demonstrating that democratic professional engagement and operational efficiency are not competing values but mutually reinforcing ones when governance structures are deliberately and carefully designed.

The model's consistent effectiveness across eight institutionally diverse vocational schools provides compelling evidence of its contextual adaptability and operational resilience, qualities that distinguish it from prescriptive, one-size-fits-all improvement frameworks prevalent in the educational management literature. Contemporary design-based research in educational leadership underscores that sustainable school improvement models must possess structural flexibility capable of accommodating varying institutional capacities, differential resource availability, and the distinct local industry demands that shape vocational curricula (Askell-Williams & Koh, 2020; Castro-Arce & Vanclay, 2020; Koh & Askell-Williams, 2021). The iterative refinement process employed across the three trial phases, incorporating systematic expert validation, phased empirical testing, and continuous contextual feedback, aligns rigorously with contemporary R&D standards that prioritize ecological validity alongside statistical robustness. Concerns regarding the scalability of highly localized improvement models within Indonesia's complex policy landscape (Creswell & Guetterman, 2020) are addressed by the model's modular architecture, which combines standardized core components with adaptable coaching modules and implementation guides calibrated for broader provincial or national dissemination without compromising implementation fidelity.

The transformation in teachers' perceptions of school leadership observed throughout the trial phases represents an outcome of equal theoretical significance to the quantitative performance gains. Across all measurement points, teachers progressively recharacterized their principals not as bureaucratic administrators enforcing procedural compliance but as strategic facilitators and inspirational professional partners, reflecting precisely the leadership evolution that contemporary educational scholarship increasingly advocates (Khine, 2024; Limbu et al., 2025). This perceptual transformation carries substantial practical weight because leadership effectiveness in school settings is mediated by teacher trust, perceived principal competence, and the degree to which professional development feels purposeful rather than externally imposed. The model's structured vision reinforcement mechanisms, operating in concert with coaching cycles and collaborative forums, created conditions in which strategic institutional direction became a shared construct rather than a principal's unilateral declaration. This shift produced the distributed professional ownership that sustains organizational improvement meaningfully beyond the lifespan of any single intervention cycle, establishing a self-reinforcing culture of continuous development.

Synthesizing these findings, this study advances the field through three specific contributions that distinguish it from prior work on school leadership and teacher development in vocational education contexts. First, the model resolves a persistent theoretical-practical divide by translating visionary leadership from an aspirational quality into a structured, operationally detailed framework with measurable performance consequences, something the existing literature, despite its theoretical depth (Fullan, 2020; Northouse, 2021; Yukl, 2013), has not delivered specifically for Indonesian vocational

schools. Second, the study produces a validated instrument set, comprising teacher performance questionnaires and leadership perception scales calibrated for *Sekolah Menengah Kejuruan* environments, addressing a critical instrumentation gap and providing future researchers with psychometrically sound tools for replication. Third, the model's demonstrated adaptability across schools with varying resource levels and geographic conditions establishes that rigorously phased, design-based R&D can yield contextually responsive frameworks capable of provincial and national scaling, positioning this work as a replicable architecture for educational quality improvement across Indonesia's vocational education system and comparable Southeast Asian contexts facing analogous Industry 4.0 leadership challenges.

Beyond its empirical findings, this study makes a distinctive contribution to the field of educational management by demonstrating how visionary leadership can be translated into a structured and operational management model rather than remaining a predominantly conceptual leadership construct. Unlike previous studies that primarily examine the direct relationship between leadership style and teacher performance, the proposed model integrates leadership functions with core management processes, including planning, supervision, professional development, collaboration, monitoring, and continuous improvement within a coherent implementation framework. This integration advances educational management scholarship by providing a practical mechanism through which school leadership can systematically influence organizational effectiveness and teacher professional growth. Furthermore, the validated model offers an evidence-based reference for school leaders, educational administrators, and policymakers seeking to strengthen institutional governance while fostering sustainable teacher development, making it particularly relevant for vocational education systems operating in rapidly changing educational and industrial environments.

CONCLUSION

This study successfully developed and empirically validated an educational management model based on visionary leadership that substantially enhances teacher performance in vocational high schools. Systematically tested across three sequential trial phases involving 120 teachers in eight public vocational high schools (*Sekolah Menengah Kejuruan*) in Langkat Regency, the model produced consistent and statistically significant gains in instructional planning, technological-pedagogical integration, and reflective practice. Specifically, mean teacher performance scores rose significantly from 72.8 to 86.2 in the large-scale trial ($p < 0.001$), shifting teachers' perceptions of leadership from routine administration toward strategic, inspirational guidance. The core novelty resides in its contextually grounded architecture, which seamlessly integrates reflective supervision, principal-led coaching, collaborative teacher forums, and strategic vision reinforcement into a cohesive system. While demonstrating robust internal validity across public institutions, its long-term sustainability and transferability to private or isolated settings warrant further multi-regional, longitudinal research. Future studies should explore its integration with digital platforms and national teacher professional development frameworks. Ultimately, this model positions visionary leadership as a measurable driver of educational quality and graduate workforce readiness in rapidly evolving industrial landscapes.

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