



The Reality Of Applying Visionary Leadership Among The Heads Of Academic Departments At The University Of Jeddah

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ABSTRACT

The current study aimed at determining the level of visionary leadership implementation among the heads of academic departments at the University of Jeddah. It also sought to investigate the barriers and requirements for implementing this leadership style in academic departments and verify the existence of any statistically significant differences in the reality of applying visionary leadership attributed to the study variables (gender - experience - academic rank). The study used the descriptive approach based on a questionnaire as the main method for data collection. The results of the study revealed that the level of visionary leadership implementation among the heads of academic departments at the University of Jeddah came with a moderate response degree. Requirements for applying visionary leadership came with a (high) response degree. The results also showed that there were no statistically significant differences at the level of significance of (0.05) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah, attributed to the study variables (gender - experience - academic rank).

Keywords: Heads of Academic Departments, Leadership, University of Jeddah, Visionary Leadership

Introduction

When dealing with varied organisational environments that are always changing, the concept of leadership is essential to consider (Marlia et al., 2020). Leadership plays a strategic role and can even affect how well the organisation performs. To achieve organisational success, a leader must be able to create a compelling vision (Yulindasari et al., 2020). That is to say, successful leadership requires having a clear vision (Aini et al., 2021). Leaders who have a vision for the future of their organisations are said to be visionary leaders (Shafai, 2018). A visionary leader is someone who inspires, motivates, and brings about the essential adjustments to help an organisation develop. Visionary leaders respect their employees and pay attention to their suggestions (Jaqua & Jaqua, 2021). Significant positive relationships are found in the literature between visionary leadership and organizational effectiveness and organizational change (Taylor et al., 2014; Saher & Ayub, 2020).

Similar to other industries, education strives for visionary leadership to fit the current global demands (Pribudhiana, Donb & Yusof, 2020). The ability to understand the holistic picture and to conceive, interpret, imagine, and communicate educational goals to followers are personal qualities of visionary leadership (Karwan, Hariri & Ridwan, 2021). The higher education sector is challenged with several difficulties that need visionary leadership to address (Mupa, 2015). Higher education needs leadership that is quality-oriented, capable of seeing opportunities and being able to address shortcomings to take advantage of those opportunities in a sustainable way (Mutohar et al., 2020). These demands can be achieved by the adoption of a visionary leadership style. Visionary leaders concentrate on developing concepts that will permit future access based on the existing position of the organization (Jedi, Hamdan & Mahmoud, 2022).

Visionary leadership in academic institutions has become a controversial topic that is widely addressed by many researchers. The academic climate and the competitiveness of universities are all significantly improved by visionary leadership in universities. When decisions are made using visionary leadership, they can be applied to foreseeing, observing, and predicting to see the requirements and opportunities that can be realised to improve the quality and competitiveness of higher education (Mutohar et al., 2020).

Statement of the Problem

Visionary leaders in universities are among the academic concepts that embody the methodology and mechanisms of excellence in the performance of universities. This field has become of great significance for study, research, and discussion in today's fast-changing and fiercely competitive business world (Alnoori & Alobaedy, 2021). Owaidah (2021) has confirmed that it has become of utmost importance to discuss the visionary leadership of academic leaders in higher education institutions. Visionary leadership can be implemented by deans or heads of academic departments in universities.

Academic departments in universities represent one of the most prominent organizational units. The head of the academic department is responsible for managing the department and achieving its objectives efficiently and effectively in a way that enhances the university's ability to achieve its mission (Abdullah, 2020). However, the main problem is that the heads of academic departments face many challenges that prevent them from fully performing their roles (Othman, 2019). The adoption of an inappropriate leadership style is one of these challenges.

Taking into account the vital roles played by the heads of academic departments at Saudi universities, it is necessary to rely on an appropriate leadership style that helps them to carry out all the administrative and leadership tasks assigned to them to the fullest (Al-Ruwaishid, 2018). Hence, the heads of departments in Saudi Universities must possess the administrative, leadership, academic and professional competencies that enable them to carry out their necessary roles to achieve the goals of the department that are closely related to the general goals that the university aspires to achieve (Atoum & Atoom, 2021).

Ayshah & Alfadily (2020) have confirmed that it is essential to improve the quality of academic departments and enhance the skills of their leaders within the University of Jeddah to ensure achieving the goals. The researcher assumes that the heads of academic departments need to have a visionary style of leadership to enable them to achieve these goals and enable them to conduct their administrative, leadership, academic and supervisory roles. Thus, the researcher sees the statement of the problem to revolve around identifying the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah.

Questions of the Study

The questions of the study can be reviewed as follows:

1. What is the level of visionary leadership implementation among the heads of academic departments at the University of Jeddah?
2. What are the barriers that hinder applying visionary leadership among the heads of academic departments at the University of Jeddah?
3. What are the requirements for applying visionary leadership among the heads of academic departments at the University of Jeddah?
4. Are there any statistically significant differences at the level of significance of ($0.05 \geq \alpha$) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the study variables (gender - experience - academic rank)?

Significance of the Study

The significance of the current study stems from the vital role that academic departments play in helping university institutions achieve their goals. The heads of the academic departments are responsible for supervising and following up the daily tasks of the department. They are also the link between the senior leadership and the rest of the department members. Therefore, they are responsible for communicating the views of each party to the other to achieve the goals of the university institution as a whole and enhance the level of performance. These heads must have a clear vision and mission, inspire others, and ability to cope with the ever-changing academic requirements, especially those related to alignment between higher education outputs and the needs of the labour market. To enable them to do their roles and responsibilities they must adopt what is known as visionary leadership. In addition, the importance of the current study stems from the lack of studies that have been conducted at the University of Jeddah, according to the researcher's knowledge, to discuss the reality of applying visionary leadership among the heads of academic departments.

Literature Review

Nature of visionary leadership

Whether transformational, charismatic, or visionary, leaders motivate followers to put the needs of the group or organisation ahead of their interests. Organisational leaders give the organisation direction, support, guidance, and assistance so that it can carry out its mission. In summary, competent leadership is essential to an organization's success (Taylor et al., 2014). The changes in the organisation at any given period force each leader to possess a particular style.

Experts have offered a variety of interpretations of how the philosophy of leadership has evolved, including charismatic leadership, situational leadership, transformational leadership, operational leadership, and visionary leadership. The visionary leadership style is regarded as the most effective among all leadership philosophies because visionary leadership is regarded as one of the most successful styles in addressing the difficulties presented by the ongoing changes in the globalisation era (Nurut, 2016).

The ability of a leader to generate, formulate, communicate, socialise, transform, and put into practice ideal experiences that must be achieved or realised through the dedication of all resources is known as visionary leadership (Aini et al., 2021). Visionary leadership is said to be able to make the organisation adapt to the always-changing external environment (Marlia et al., 2020).

An organisation can develop under the direction of a visionary leader who can cultivate intuition, imagination, and creativity. He or she is capable of leading and managing an organization's mission through a set of rules and step-by-step procedures to carry out stages to accomplish the objective. He or she is also adaptable to any changes and difficulties and effective and efficient in managing the resources available (Nurut, 2016).

The roles and responsibilities of visionary leadership

To be a visionary leader, one needs to comprehend the idea of a vision; its traits and components; and its goal. This comprehension is essential to become future qualified leaders, change agents, and deciders of organisational priorities. It is hoped that a leader will be able to change the future of productive education (following the needs and demands of the times) so that it can produce dependable human resources in accordance with the expectations and goals that have been set. This can be done by demonstrating managerial strength and forming cultural characteristics (Aini et al., 2021).

Visionary leaders seek to bring about change and encourage followers to take on new challenges and think critically. Through the development of a shared vision among followers, they use inspirational motivations. They strive to foster teamwork, support followers, and serve as role models for those who follow (Karwan et al., 2021). Therefore, visionary leaders may help and take the lead in laying the groundwork for an organisational culture where incentive nurtures creativity (Nordberg, Linddahl & Klingberg, 2023).

Visionary leaders foresee the future and implement changes to adapt to it (Jaqua & Jaqua, 2021). The visionary leader bridges between the present and the future are built under visionary leadership. Leaders must be able to put the vision into action (Mupa, 2015). Visionary leaders are determined to break free from the existing quo, generate innovative concepts, and launch creative projects. They learn from their mistakes and set plans for the unpredictable implications of change. Although there is no assurance that the plans will be effective, a visionary leader is a risk-taker and should be at ease with ambiguity to make the strategy successful. Visionary leader makes plans and considers their goals for a school. They plan and develop methods for how they might enhance outcomes. Visionary leaders are intensely focused; they have their sights fixed on achieving their objectives and will do whatever it takes to discover a way to get there. Enthusiasm is one of the positive characteristics of a visionary leader (Emmanuel, 2021). The personality traits of visionary leadership include goodness, decisiveness, humility, patience, trust, prosperity, tolerance, high intelligence, counselling, and trust (Esfarjani, Hoveida & Abedi, 2019).

Visionary leadership in the educational sector

One of the basic prerequisites of the educational system is visionary leadership (Esfarjani et al., 2019). Visionary leadership is perceived as an urgent need for educational institutions to realise advanced educational institutions while also being the focus of public attention and expectations. Visionary leaders have a realistic leadership vision, are capable of persuading people, and direct organisations to attain greater future ideals than what is currently possible. Visionary leadership is constantly consistent and focused on the vision's achievement. In dealing with organisational difficulties and educational possibilities, the practice is not rigid (Ubaidillah, Chistiana & Sahrandi, 2019).

Visionary leaders have a clear vision for the growth of led educational institutions through empowerment and effective communication channels (Kadhumi et al., 2023). The vision that has been established serves as the foundation for the direction of educational institutions to promote competitiveness. If thoroughly applied, vision is a tool for visionary leadership that directs the organization's future. Leaders that have a clear vision will have an impact on the practice of communicating that vision to all of their subordinates. A vision developed by a leader and supported by all aspects of the organisation will guide everyone in carrying out their responsibilities (Nashihudin et al., 2022).

Higher education performance is intimately related to leadership because it influences policymaking (Muhimmah et al., 2022). Leadership is regarded as the heart of promoting staff innovative behaviour at tertiary institutions. A visionary leader initiates changes within the educational organisation that eventually affect the innovative behaviour of the workforce. Poor visionary university leadership will result in low-quality output due to the inability to implement change initiatives. (Kadir, Adebayo & Olumide, 2020).

Visionary leadership in universities sets the course for increased competitiveness by implementing initiatives aimed at creating graduates who master Science and Technology (Nashihudin et al., 2022). Herminingsih et al. (2020) showed that the use of visionary leadership as a guiding direction, a change agent, and a spokesman had a beneficial and significant impact on the quality culture of higher education. The academic culture of the institution can be improved by paying enough attention to the dean's visionary leadership. Additionally, it is highlighted that faculty performance increases in direct proportion to how effectively visionary leadership operates (Gonzales & Yango, 2022).

Higher education institutions must have visionary leadership to successfully implement reforms aimed at raising the quality standard. Visionary leaders can use all available human and nonhuman resources in educational institutions to collaboratively accomplish educational objectives. The leader will be able to

motivate each employee to approach their tasks and responsibilities inside the organisational structure with originality and creativity. Performance shall be maximised to create an academic culture that is reasonable and competitive in higher education institutions (Mutohar et al., 2020). For the effective implementation of visionary leadership, training and professional development programs are essential (Mupa, 2015). These requirements must be met to overcome the lack of vision and lack of unity that hinder the adoption of visionary leadership in educational institutions (Emmanuel, 2021).

Methodology

The researcher used the descriptive approach defined by Seeboker and Najahi (2019) as the approach that is concerned with studying the present state of the phenomena and events, as it often includes prediction processes for the future of the phenomena and events under investigation.

The study community and sample:

The study population consisted of all faculty members at Jeddah University, a total of (2,210) individuals. The study sample consisted of (100) faculty members who were purposefully selected. The number of distributed questionnaires was (100), while the number of retrieved and valid for statistical analysis was 97 (97%) of the distributed questionnaires.

Characteristics of the study sample:

Frequencies and percentages were calculated for the study sample, and they were represented in the demographic data. Distribution of the study sample according to their characteristics is shown in Table 1.

Table 1 Distribution of respondents according to their characteristics

		Frequencies	Percentages
Gender	Male	51	%52.6
	Female	46	%47.4
Years of experience	Less than 5 years	13	%13.4
	From 5 to 10 years	41	%42.3
	10 years and above	43	%44.3
Academic rank	Professor	44	%45.4
	Assistant Professor	27	%27.8
	Associate Professor	26	%26.8
College	Scientific / Applied	41	%42.3
	Humanities	56	%57.7

It is shown from Table 1 that the highest percentage obtained by the study sample according to (gender) was (52.6%), attributed to (males), while the lowest percentage was (47.4%), attributed to (females). The highest percentage obtained by study sample individuals according to (years of experience) was (44.3%), attributed to (10 years and above), while the lowest percentage was (13.4%), attributed to (less than 5 years). The highest percentage obtained by study sample members according to (academic rank) was (45.4%), attributed to (professor), while the lowest percentage was (26.8%), attributed to (associate professor). The highest percentage obtained by the study sample according to (college) was (57.7%), attributed to (humanities colleges), while the lowest percentage was (42.3%), attributed to (scientific/applied colleges).

Description of the study tool (questionnaire):

The questionnaire consisted of two main parts in its final form:

Part one: Primary data on the study sample represented in the demographic data

Part two: The first category is about the level of visionary leadership implementation.

The second category is about the barriers to implementing visionary leadership. The third category is about requirements for applying visionary leadership.

Validity of the tool (questionnaire):

The researcher constructed a questionnaire, and its validity and reliability were verified through many methods (arbitrators' validity, the validity of the internal consistency, the general construct validity, and Cronbach's alpha reliability coefficients), such as arbitrators' validity where the questionnaire was sent to the arbitrators, to evaluate its the linguistic formulation, its clarity, and the extent to which the statements belong to the questionnaire. A total of (80%) approved it, and thus the questionnaire in its final form after going through arbitration, consisted of (36) statements, distributed on three axes. The validity of the internal consistency for the questionnaire axes, where the validity of the internal consistency was calculated by the Pearson correlation coefficient between the scores of each statement with the total scores of the category to which the statement belongs from the axes of the questionnaire and all of them were statistically significant at the level of significance of (0.01), as it ranged in the first category: the level of visionary leadership implementation

between (.713** - .927**), in the second category: barriers to the implementation of visionary leadership ranged between (.822** - .905**), and it ranged in the third category: the requirements of applying visionary leadership between (.708**-.937**). The general construct validity of the first category in the questionnaire, where the construct validity of the category was verified by finding the dimension correlation coefficients with the total score of the first category, and they came with (high) values, as it ranged in the first category: the level of visionary leadership implementation between (.928**-.986**), and all of them were statistically significant at the level of significance of (0.01). Cronbach's alpha reliability coefficients were calculated for the axes and the total score of the axes of the questionnaire, as the value of the total reliability coefficient for the first category: the level of visionary leadership implementation was(.974), for the second category: barriers to the implementation of visionary leadership (.948), and for the third category: requirements for applying visionary leadership (.946), which indicates its reliability. The five-point Likert scale was used (strongly disagree, disagree, somewhat agree, agree, strongly agree) to correct the study tool where the response "strongly disagree" corresponds to (1), "disagree" to (2), "somewhat agree" to (3), "agree" to (4), "strongly agree" to (5).

Statistical methods:

The researcher used the Statistical Package for Social Sciences (SPSS) program and extracted the results according to the following statistical methods: frequencies, percentages, arithmetic means, standard deviations, Pearson correlation coefficient, Cronbach's alpha coefficient, One Way ANOVA, T-test, and range equation. The response degree was determined as follows, very low was given (1), low (2), medium (3), high (4), and very high (5).

Results and discussion

First: presentation, discussion, and interpretation of the results of the first question, which states: what is the level of visionary leadership implementation among the heads of academic departments at the University of Jeddah?

To answer this question, frequencies, percentages, arithmetic means, and standard deviations were calculated for the dimensions of the first category: the level of visionary leadership implementation, and then these dimensions were arranged in descending order according to the arithmetic mean for each dimension, and this is shown in the Table 2.

Table 2 *The arithmetic means and standard deviations of the study sample responses to the first category: the level of visionary leadership implementation*

No.	Dimensions of the first category	Arithmetic mean	Standard deviation	Rank	Response degree
1	The first dimension: vision	2.98	.923	2	moderate
2	The second dimension: inspiration	2.88	.760	4	moderate
3	The third dimension: empowerment	3.02	.632	1	moderate
4	The fourth dimension: values	2.93	.837	3	moderate
The overall mean		2.95	.368	--	moderate

It is evident from Table 2 that the overall mean for the first category: the level of visionary leadership implementation, came with an arithmetic mean of (2.95), a standard deviation of (.368), and a moderate response degree. In the first rank came the third dimension empowerment with an arithmetic mean of (3.02) and a standard deviation of (.632), followed by the first dimension vision with an arithmetic mean of (2.98) and a standard deviation of (.923), and in the last rank came the second dimension inspiration with an arithmetic mean of (2.88) and a standard deviation of (.760). All dimensions of the first category: the level of visionary leadership implementation, came with a (moderate) response degree.

The reason why the first category: the level of visionary leadership implementation among the heads of academic departments at the University of Jeddah came with a (moderate) response degree, can be attributed to the importance of visionary leadership as one of the key methods relied upon to achieve the university's set goals and the lack of an organizational climate that promotes employee empowerment, which in turn hinders the provision of an environment for creativity and innovation in the workplace. This result goes in harmony with Herminingsih et al. (2022) who reveal that visionary leadership has a significant impact on the quality culture of higher education. In addition, Mutohar et al. (2020) have revealed that higher education institutions must have visionary leadership to successfully implement reforms.

In the following section, the dimensions of the first category will be discussed in more detail as follows:

The first dimension: vision

Table 3 *The arithmetic means and standard deviations of the study sample responses to the statements of the first dimension: vision*

No.	The first dimension: vision	Arithmetic mean	SD	Rank	Response degree
1	The department head has a clear strategic vision for the future that is consistent with the vision of the college and the university.	2.92	1.448	3	Moderate
2	The department head has the ability to implement the vision to be achieved.	3.30	1.363	1	Moderate
3	The department head is interested in setting a timetable for achieving the goals that have been set by the college and the university.	3.06	1.513	2	Moderate
4	The department head sets a vision that contributes to enhancing the department's administrative creativity.	2.88	1.416	4	Moderate
5	The department head sets a distinct vision for the activities that the department participates in implementing.	2.72	1.420	5	Moderate
The overall mean		2.98	.923	--	moderate

It is clear from Table 3 that the overall mean for the first dimension vision came with a (moderate) response degree, with an arithmetic mean of (2.98), and a standard deviation of (.923), while the standard deviations for the statements the first dimension: vision ranged between (1.363-1.513), which are (high) values. This indicates the divergence of the opinions of the study sample towards these statements.

The reason why the first dimension: vision came with a (moderate) response degree, can be attributed to the heads of departments at the university setting plans to prepare for the implementation of visionary leadership and qualifying the university for that, but not in the desired manner. Despite the keenness of the department heads to set a timetable to adhere to it in achieving the required goals, they may not be sick to it as hoped. This may result in poor university performance. This result goes in harmony with Kadir, Adebayo & Olumide (2020) who state that poor visionary university leadership will result in low-quality output due to the inability to implement change initiatives.

The second dimension: inspiration

Table 4 *The arithmetic means and standard deviations of the study sample responses to the statements of the second dimension: inspiration*

No.	The second dimension: inspiration	Arithmetic mean	SD	Rank	Response degree
6	The department head is interested in stimulating the spirit of creativity and innovation among the department staff.	2.90	1.432	2	Moderate
7	The department head is interested in keeping abreast of the positive changes that are taking place in the current era.	2.79	1.399	4	Moderate
8	The department head seeks to inspire employees to solve the daily problems they face at work.	2.85	1.424	3	Moderate
9	The department head adopts a set of standards that help in accomplishing the work.	3.00	1.472	1	Moderate
The overall mean		2.88	.760	--	Moderate

It can be seen from Table 4 that the overall mean for the second dimension: inspiration came with a (moderate) response degree, with an arithmetic mean of (2.88), and a standard deviation of (.760), while the standard deviations for the statements of the second dimension: inspiration ranged between (1.399-1.472), which are (high) values. This indicates the divergence of the study sample's opinions towards these statements.

The reason why the second dimension: inspiration obtained a (moderate) response degree, can be attributed to the fact that there were some shortcomings in the motivational processes related to workers in the work environment, in addition to that despite the keenness of the department heads to solve all the problems facing workers in the work environment, there are some shortcomings in accepting the changes that occur in the university. This result is consistent with Othman (2019) who shows that heads of academic departments face many challenges that prevent them from fully performing their roles.

The third dimension: empowerment

Table 5 Frequencies, percentages, arithmetic means, and standard deviations of the study sample responses to the statements of the third dimension: empowerment

No.	The third dimension: empowerment	Arithmetic mean	SD	Rank	Response degree
10	The department head shares performance information with his employees	2.57	1.369	5	Moderate
11	The department head delegates many authorities to department employees to carry out the required tasks.	3.09	1.355	3	Moderate
12	The department head is interested in enhancing the department's employees' self-confidence.	3.33	1.405	1	Moderate
13	The department head provides a work environment that helps in acquiring the necessary cognitive skills at work.	2.93	1.431	4	Moderate
14	The department head is concerned with involving employees in building the vision and goals of the university.	3.16	1.404	2	Moderate
The overall mean		3.02	.632	--	Moderate

It is clear from Table 5 that the overall mean of the third dimension: empowerment came with a (moderate) response degree, with an arithmetic mean of (3.02), and a standard deviation of (.632), while the standard deviations for the statements of the third dimension: empowerment ranged between (1.355-1.431), which are (high) values. This indicates the divergence of the opinions of the study sample towards these statements.

The reason why the third dimension: empowerment obtained a (moderate) response degree, can be attributed to the existence of some rigidity in the administrative regulations that help in the participation of workers in decision-making processes, and therefore there is no empowerment of workers through proper delegation of administrative powers, this can negatively affect the quality of higher education output. That is to say, visionary leaders have a clear vision for the growth of led educational institutions through empowerment and effective communication channels (Kadhum et al., 2023). When decisions are taken using visionary leadership and empowerment techniques, they can be used to improve the quality and competitiveness of higher education (Mutohar et al., 2020).

The fourth dimension: values

Table 6 Frequencies, percentages, arithmetic means, and standard deviations for the study sample responses to the statements of the fourth dimension: values

No.	The fourth dimension: empowerment	Arithmetic mean	SD	Rank	Response degree
15	The department head has many values that are consistent with the standards and administrative rules followed by the college and the university.	2.76	1.427	4	Moderate
16	The department head is keen on instilling the values of justice among the department employees.	2.48	1.226	5	Moderate
17	The department head is interested in spreading the value of teamwork among the department employees.	3.01	1.303	3	Moderate
18	The department head is concerned with spreading ethical beliefs among the department employees.	3.32	1.462	1	Moderate
19	The department head serves as a positive role model in embodying values for the employees in the department.	3.06	1.471	2	Moderate
The overall mean		2.93	.837	--	Moderate

It can be seen from Table 6 that the overall mean for the fourth dimension: values came with a (moderate) response degree, with an arithmetic mean of (2.93), and a standard deviation of (.837), while the standard deviations for the statements of the fourth dimension: values ranged between (1.226-1.471), which are (high) values. This indicates the divergence of the opinions of the study sample towards these statements.

The reason why the fourth dimension: values obtained a (moderate) response degree, can be attributed to the fact that despite the keenness of department heads to spread moral values and beliefs among employees and each other, they may face several problems while doing so, as a result of not accepting changes from some employees.

Second: presenting, discussing and interpreting the results of the second question, which states: What are the barriers that hinder applying visionary leadership among the heads of academic departments at the University of Jeddah?

To answer the question, frequencies, percentages, arithmetic means, and standard deviations were calculated for the statements of the second category: barriers to applying visionary leadership, and then these statements were arranged in descending order according to the arithmetic means of each statement, and this is shown in the following table:

Table 7 *The arithmetic means and standard deviations of the study sample responses to the statements of the second category: barriers to applying visionary leadership*

No.	Statements of the second category	Arithmetic mean	SD	Rank	Response degree
20	The academic burden placed on the shoulders of department heads is very heavy.	4.05	1.185	2	High
21	Department heads are busy conducting their own researches.	3.67	1.405	8	High
22	The rigidity of the regulations and laws adopted at the university.	3.82	1.339	5	High
23	Difficulty in administrative communication between department heads and department employees	3.91	1.292	3	High
24	Lack of training courses offered to department heads in the field of leadership.	4.30	.926	1	Very high
25	The existence of a certain level of cooperation weakness among the employees in the department.	3.81	1.253	6	High
26	The lack of encouragement from the college and university administration for department heads to exercise leadership.	3.77	1.271	7	High
27	The shortcomings in the role of community institutions towards developing the visionary leadership of department heads.	3.84	1.320	4	High
The overall mean		3.90	.510	--	High

It is clear from Table 7 that the overall mean for the second category: barriers to applying visionary leadership came with an arithmetic mean of (3.90), a standard deviation of (.510), and a (high) response degree. The standard deviations for the statements of the second category: barriers to applying visionary leadership ranged between (.926-1.405), which are (high) values. This indicates the divergence of the opinions of the study sample towards these statements.

The reason why the second category: barriers to applying visionary leadership among the heads of academic departments at the University of Jeddah obtained a (high) response degree, can be attributed to the problems facing the application of visionary leadership among the department heads at the University of Jeddah, which is represented in the absence of a clear strategic vision that can be relied upon during crises, in addition to poor cooperation between workers and each other at work. This result goes in harmony with Emmanuel (2021) who reveals that lack of vision and lack of unity hinder the implementation of visionary leadership.

Third: Presentation, discussion and interpretation of the results of the third question, which states: what are the requirements for applying visionary leadership among the heads of academic departments at the University of Jeddah?

To answer the question, frequencies, percentages, arithmetic means, and standard deviations were calculated for the statements of the third category: requirements for applying visionary leadership, and then these statements were arranged in descending order according to the arithmetic means of each statement, and this is shown in the following table:

Table 8 *The arithmetic means and standard deviations of the study sample responses to the third category statements: requirements for applying visionary leadership*

No.	Statements of the third category	Arithmetic mean	SD	Rank	Response degree
28	Determine the administrative strengths and weaknesses in the leadership performance of department heads.	3.77	1.335	6	High
29	Motivating department heads to exercise visionary leadership financially and morally.	3.06	1.464	9	Moderate
30	Using modern training methods in training department heads.	3.90	1.342	5	High
31	Providing training courses for workers on how to solve problems they encounter during the work environment.	3.95	1.286	4	High

32	Paying attention to building a climate based on innovation and administrative creativity within the departments.	3.14	1.479	8	Moderate
33	Enhancing the principle of department employees' participation in decision-making processes.	4.21	.935	2	Very high
34	Encouraging the process of presenting ideas and sharing opinions to improve the administrative processes in the college departments.	4.06	1.069	3	High
35	Relying on managerial flexibility in the decision-making process related to the college and the department.	3.71	1.369	7	High
36	Setting several criteria that aid in the continuous assessment of the department heads' leadership performance.	4.25	.817	1	Very high
The overall mean		3.78	.402	--	High

It is clear Table 8 that the overall mean for the third category: requirements for applying visionary leadership, came with an arithmetic mean of (3.78), a standard deviation (.402), and a (high) response degree. The standard deviations for the statements of the third category: requirements for applying visionary leadership ranged between (.926-1.405). which are high values. This indicates the divergence of the opinions of the study sample towards these statements.

The reason why the third category: requirements for applying visionary leadership among the heads of academic departments at the University of Jeddah, had a (high) response degree, can be attributed to the multiple needs required to help implement visionary leadership in the university, including flexibility in decision-making, training of heads of departments and employees on recent changes, and providing a suitable environment that contributes to the implementation of visionary leadership. This result is consistent with Mupa (2015) who confirms that professional development experiences and training workshops are essential for the successful implementation of visionary leadership.

Fourth: Presentation, discussion and interpretation of the results of the fourth question, which states: Are there any statistically significant differences at the level of significance of ($0.05 \geq \alpha$) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the study variables (gender - experience - academic rank)?

To answer the fourth question, the One-Way ANOVA test and the T-test were used to identify the statistical differences:

First: Statistical differences attributed to the (gender) variable:

The T-test was used to identify statistical differences according to the gender variable, and its results are shown in the following table:

Table 9 Means, standard deviations, and (T) values, to indicate differences between the gender variable on the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah

Category	Gender	No.	Arithmetic means	SD	Calculated (T) value	DF	Significance level	Sig
The first category: the level of visionary leadership implementation	Male	51	2.92	.343	867	95	.388	Not-significant
	Female	46	2.99	.394				
The second category: barriers to implementing visionary leadership	Male	51	3.87	.516	.494	95	.623	Not-significant
	Female	46	3.92	.507				
The third category: requirements for applying visionary leadership	Male	51	3.75	.427	.935	95	.352	Not-significant
	Female	46	3.82	.372				

It can be seen from the previous table that there were no statistically significant differences at the level of significance of (0.05) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah, attributed to the (gender) variable.

This can be explained by the fact that despite the variation among the study sample individuals in terms of gender, it did not lead to a difference in their level of visionary leadership implementation, as the implementation of visionary leadership is one of the important methods that help enforce rules and regulations when facing any crises in the university.

Second: Statistical differences attributed to the (experience) variable of:

The One-Way ANOVA test was used to identify statistical differences according to the variables of experience. Its results are shown in the following table:

Table 10 The results of the "One-Way ANOVA" to identify differences in the answers of the study sample regarding the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the variable of experience

Categories	Source of variance	Sum of Squares	DF	Mean Square	(F) value	Sig.
The first category: the level of visionary leadership implementation	Between Groups	.078	2	.039	.282	.755
	Within Groups	12.907	94	.137		
	Total	12.984	96	--		
The second category: barriers to implementing visionary leadership	Between Groups	.240	2	.120	.457	.635
	Within Groups	24.698	94	.263		
	Total	24.938	96	--		
The third category: requirements for applying visionary leadership	Between Groups	.782	2	.391	2.497	.088
	Within Groups	14.709	94	.156		
	Total	15.491	96	--		

It can be seen from the previous table that there were no statistically significant differences of ($0.05 \geq \alpha$) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the (experience) variable.

This can be explained by the fact that despite the variation among the study sample individuals in terms of experience, it did not lead to a difference in their views regarding the level of visionary leadership implementation at the University of Jeddah, as the level of application of visionary leadership is not affected by the years of experience, as much as it relates to the importance of distributing specializations to the employees of the university.

Third: Statistical differences attributed to the academic rank variable:

Table 11 The results of the "One Way Anova" for the differences in the answers of the study sample regarding the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the (academic rank) variable

Categories	Source of variance	Sum of Squares	DF	Mean Square	(F) value	Sig.
The first category: the level of visionary leadership implementation	Between Groups	.307	2	.154	1.140	.324
	Within Groups	12.677	94	.135		
	Total	12.984	96	--		
The second category: barriers to implementing visionary leadership	Between Groups	.732	2	.366	1.422	.246
	Within Groups	24.206	94	.258		
	Total	24.938	96	--		
The third category: requirements for applying visionary leadership	Between Groups	.041	2	.020	.124	.883
	Within Groups	15.450	94	.164		
	Total	15.491	96	--		

It can be seen from the previous table that there were no statistically significant differences of ($0.05 \geq \alpha$) in the reality of applying visionary leadership among the heads of academic departments at the University of Jeddah attributed to the academic rank variable.

This can be explained by the fact that the variation among the study sample individuals in terms of academic rank, did not lead to differences regarding the level of application of visionary leadership among the heads of academic departments at the University of Jeddah, as visionary leadership depends on providing a suitable work environment through which information and data can be easily exchanged between workers and each other, which contributes to providing a work environment conducive to creativity and innovation.

Conclusion

The results of this study shed light on the current state of visionary leadership implementation among the heads of academic departments at the University of Jeddah. The overall mean for the first category, which measures the level of visionary leadership implementation, indicated a moderate response degree. The detailed analysis of each dimension within the first category revealed that the dimension of vision, despite being set as a priority, also received a moderate response degree. This can be attributed to difficulties in implementing plans and maintaining adherence to timetables, leading to potential performance issues. Similarly, the dimension of inspiration received a moderate response degree, with shortcomings in motivational processes and resistance to changes within the university being notable factors affecting its implementation.

The dimension of empowerment also received a moderate response degree, indicating rigidity in administrative regulations that hinder the participation of workers in decision-making processes. Proper delegation of administrative powers is crucial for improving the quality of higher education. The dimension of values, which focuses on spreading moral values and beliefs, also received a moderate response degree due to challenges in promoting these values among employees and resistance to change. Moving to the barriers hindering visionary leadership implementation, the results indicated a high response degree. Problems related to a lack of clear strategic vision during crises and poor cooperation among workers were identified as significant barriers. Regarding the requirements for applying visionary leadership, a high response degree was observed. Flexibility in decision-making, training programs for heads of departments and employees, and the creation of a conducive environment for visionary leadership were highlighted as essential requirements. The study found no statistically significant differences based on gender, experience, or academic rank regarding the implementation of visionary leadership. This suggests that the level of visionary leadership application is not influenced by these factors but rather depends on providing a suitable work environment that encourages information exchange and fosters creativity and innovation.

Suggestions for future studies:

The impact of visionary leadership on employees' performance at the University of Jeddah: a field study from the faculty members' point of view. Visionary leadership and its relationship to total quality standards in Saudi universities.

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