

Beyond the Vision: A Comparative Analysis of Principals' and Teachers' Perceptions of Objectives and Vision-Based Management in Secondary Schools of District Quetta

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DOI: <https://doi.org/10.63163/jpehss.v4i1.1652>

Abstract

This quantitative study investigated the perceptions of objective and vision-based management practices among 100 secondary school principals and 100 teachers across 113 public secondary schools in District Quetta, Balochistan. Employing a descriptive, quantitative approach using Analysis of Variance (ANOVA), the study compared the views of these two key stakeholder groups regarding the core tenets of vision-driven school leadership: the intrinsic value of school vision, the necessity of systematic planning, and the operational steps required for execution. The results revealed a consensus on foundational concepts but highlighted significant differences regarding implementation. No statistically significant differences were found regarding the fundamental importance of a school vision ($F = 0.064$, $p = 0.800$) or the general need to prepare a plan to achieve that vision ($F = 0.499$, $p = 0.481$), with both groups overwhelmingly agreeing on their necessity. However, highly significant differences emerged regarding practical execution: teachers and principals differed significantly on whether achieving the vision requires practical steps ($F = 10.610$, $p = 0.001$), whether school success depends on a proper development plan ($F = 92.400$, $p = 0.000$), and whether operational plans should be actively practiced in every public school ($F = 22.151$, $p = 0.001$). These findings point to a critical disconnect between conceptual strategic alignment and day-to-day operational practices in public schools. The study underscores the urgent need for a transition from traditional hierarchical management to participatory strategic planning and collaborative governance to foster a genuinely shared, operationalized school vision in the public secondary schools of Quetta District.

Keywords: Vision-Based Management, Strategic Planning, Educational Administration, Principal Leadership, Resource Alignment, Quetta District.

Introduction:

Effective educational governance relies on school principals' capacity to implement objectives and vision-based management, in which long-term strategic targets explicitly guide institutional decisions and daily operations. The formulation of a clear institutional mission, vision, and core purpose acts as a foundational anchor that shapes a school's organizational culture, establishing the values, norms, and beliefs that drive stakeholder motivation in successful schools (Suleyman, 2021). To elevate educational standards, principals must adopt deliberate leadership approaches geared toward carrying out the school's strategic vision and goals, defining their strategy as a general program designed to achieve organizational milestones while systematically fulfilling the underlying mission (Kaso et al., 2021). Under modern educational frameworks, administrators utilize diverse leadership philosophies specifically to reshape the school environment in strict alignment with these established goals and objectives (Cansoy et al., 2020). Moving from a

conceptual vision to execution requires highly effective decision-making, which fundamentally involves organizing work, allocating resources, and formulating both short- and long-term planning to achieve desired future outcomes. This task obligates school leaders to continuously evaluate what needs to be accomplished, how to execute it, and precisely when and where to implement these strategic decisions (Khalid et al., 2023). Furthermore, to ensure that public and physical resources are utilized properly, management must closely oversee execution choices and implementation decisions (Afridi, 2022). Despite the known benefits of proactive, structured planning, a common operational barrier persists where many managers acknowledge the complexity of preparing for institutional change but fail to take the initiative to design proactive planning processes, reverting instead to reactive, corrective measures (Ahmad et al., 2023). Ultimately, a strategic vision cannot succeed in isolation; institutional excellence depends entirely on the administrator's capacity to induce and motivate subordinates to work collectively toward goals that represent the shared values, motivations, and aspirations of both the school head and the staff (Rani & Furrer, 2021). Skilled managers who leverage creative and motivational techniques successfully inspire their teaching staff, resulting in an enhanced attainment of institutional goals (Laghari et al., 2024) and fostering a committed workforce dedicated to the school's long-term objectives (Semih, 2021)

Vision-Based Management:

The Latin word "Visio," from which the term "vision" is derived, means "being awake, understanding, grasping." Since the 1990s, the vision has been applied broadly in management. Because vision has a multifaceted, significant, and emotional worth, it is integrative. Furthermore, the vision gives workers a good and attainable future design, which instills motivation in them. The definition of vision is "to decide where you want to be, where you want to go, to sketch a picture of the future, to establish objectives for the future- 'Considering education'" (Yildirim, 2022). Important decisions about nearly every educational level have been made within the parameters of this vision, and the research that is required to meet the planned goals has been started. Teachers, parents, administrators, and students make up the core of the vision document. The most crucial role in achieving Education Vision's objectives is played by teachers and school administrators, who are the cornerstones of the educational system. "The success of all kinds of education reform and improvement efforts depends largely on the professional competencies, perceptions, and dedication of teachers and school administrators" is a statement that appears frequently in the school's vision, emphasizing the crucial role that educators play in the educational system (Çamur & Gümüşeli, 2022). According to the Vision, the selection of school administrators should be based on objective criteria, such as proficiency, and should be done through an exam. Teachers who meet these criteria may be appointed as administrators. The role of a school administrator is essential in supporting academic success, which is why there has always been an interest in the appointment process. The relevant regulations for appointing school administrators take into account factors such as seniority, conduct score, management experience, performance on the selection exam, and disciplinary history. Kösterelioğlu (2021) discussed how these regulations were applied during the appointment process. Grasping visionary leadership requires a grasp of contingency theory since deciding to create a vision and fostering it by introducing an ever-learning culture contributes to the intended outcomes. This could be achieved by mixing various qualities. To fulfill their objective to guarantee that appropriate financial management goals are met, a leader would take into account both their knowledge and the available resources. As an example of how, when, and where to allocate finances for the public secondary school's overall benefit, visionary leadership would be invaluable (Njeri et al., 2023).

Theoretical Frameworks:

Leadership theories offer valuable insights into effective school management and strategic execution. Within this context, Transformational Leadership underscores the importance of

motivating and inspiring employees to work collectively toward shared organizational goals. It encourages visionary, intellectually stimulating, and highly individualized leadership practices designed to unite school staff behind a long-term direction. Complementing this, Distributed Leadership highlights the value of shared, collaborative decision-making, emphasizing that successful school improvement requires a collective effort rather than a single, top-down authority. While both of these models establish the cooperative culture needed for school growth, the Objectives and Vision-Based Management framework provides the necessary operational structure. This framework emphasizes the school principal's responsibility in translating a broad, abstract institutional vision into concrete, measurable development plans and daily operational practices. This approach highlights the active role of school heads in formulating clear objectives, aligning school resources, and ensuring systematic evaluation of progress toward strategic milestones (Dewi, 2021). Ultimately, the literature underscores the vital importance of vision-based management in secondary schools, emphasizing the need for administrators to prioritize collaborative planning and for teaching staff to be actively integrated into the design and practice of operational goals.

Research Objective

The objective of this study was to compare public secondary school principals' and teachers' perceptions concerning objectives and vision-based management practices.

Research Methodology

This study investigated objectives and vision-based management practices within public sector secondary schools in District Quetta, Balochistan, comparing the perspectives of secondary school principals and teachers. Employing a descriptive, quantitative research design, the study systematically examined the similarities and differences in how these two key stakeholder groups perceive the formulation, planning, execution, and practice of vision-driven school management.

Population

The target population for this study comprised all government secondary school principals and teachers operating within the public education system of District Quetta, Balochistan. Across the district, there are 113 government-run secondary schools, which served as the institutional boundaries for establishing the study's sampling frame.

Sample and Sampling

A representative sample of $N = 200$ respondents was selected from the target population using stratified random sampling based on gender to ensure proportional representation. The final sample consisted of 100 secondary school principals (40 male, 60 female) and 100 teachers (40 male, 60 female) drawn across the 113 public secondary schools. This demographic distribution accurately reflects the existing gender ratios observed within the district's public secondary education staff.

Research Instrument and Reliability

Data were gathered using a structured, self-administered questionnaire specifically developed to measure the core dimensions of objectives and vision-based management. To ensure the internal consistency and reliability of the research instrument, a pilot study was conducted before the main deployment. The pilot test yielded an overall Cronbach's alpha coefficient of **0.82**, demonstrating high internal consistency and confirming the instrument's suitability for rigorous empirical analysis.

Ethical Considerations

This study adhered strictly to established ethical research protocols. Before participating, all respondents were provided with clear, transparent information regarding the research objectives, the voluntary nature of their participation, and the potential application of the findings. Formal consent was obtained from all participants, and strict measures were enforced to guarantee complete anonymity and data confidentiality. Raw data and identifying information were secured in password-protected files accessible only to the primary researcher and will be securely destroyed upon publication.

Data Analysis

The collected quantitative data were cleaned, coded, and analyzed using SPSS version 20. Both descriptive and comparative statistical analyses were performed. Descriptive statistics, including frequencies, percentages, group means, and standard deviations (SD), were calculated to outline the overall response distribution for both stakeholder groups. To test the hypothesis and determine whether significant differences existed between the perceptions of public secondary school principals and teachers, a one-way Analysis of Variance (ANOVA) was executed with a statistical significance threshold set at $p < 0.05$.

Demographic Characteristics

The study's sample ($N = 200$) comprised an equal distribution of secondary school principals ($n = 100$, 50%) and teachers ($n = 100$, 50%) selected from public secondary schools in District Quetta, Balochistan. The demographic profile of the participants was categorized by gender, age, academic qualifications, professional qualifications, and school location. The gender distribution was identical across both respondent groups, with females representing 60% ($n = 60$) and males representing 40% ($n = 40$) of the sample within each category. In terms of age, the majority of both teachers (57%) and principals (61%) fell within the 30–40 age bracket, followed by those aged 40–50 (32% of teachers; 28% of principals) and a smaller proportion aged 50–60 (11% for both groups). The sample showed high levels of educational attainment. Among the teaching staff, 90% held a Master's degree, 6% held an M.Phil., and 4% had attained a Ph.D. In comparison, 46% of the school principals held a Master's degree, 51% held an M.Phil., and 3% held a Ph.D. Regarding professional qualifications, 58% of the teachers held a B.Ed. and 42% held an M.Ed., while all participating principals (100%) held an M.Ed. degree. Finally, reflecting the regional administrative landscape, the vast majority of the respondents (78%) were situated in urban school settings, whereas 22% were based in rural school environments.

Results

The findings regarding the perceptions of secondary school principals and teachers concerning objective and vision-based management practices are displayed in Table 1.

Principals' Perspective

The data indicate that principals hold a highly unified view regarding the necessity of strategic management. All principals (100%) demonstrated strong agreement regarding the importance of a vision for school development (55% agreed and 45% strongly agreed), and all (100%) also concurred on the essentiality of a plan to realize that vision (56% agreed and 44% strongly agreed). Furthermore, regarding school development, all participating principals (100%) agreed that the success of a school requires a proper development plan, with 84% expressing agreement and 16% expressing strong agreement. Finally, principals unanimously emphasized the need for operational plans in public schools (with 75% agreeing and 25% strongly agreeing) and strongly supported the implementation of practical steps to achieve the vision (50% agreed and 50% strongly agreed).

Teachers' Perspective

Teachers' responses indicate a strong consensus (94%) regarding the importance of a clear vision (53% agreed and 41% strongly agreed). All teachers (100%) supported the necessity of planning for school development (49% agreed and 51% strongly agreed). With respect to structural planning, all teachers (100%) agreed on the necessity of a development plan for institutional success, with the vast majority (72%) strongly agreeing and 28% agreeing. Similarly, a significant proportion of teachers (94%) advocated for the implementation of practical steps to achieve the vision (72% strongly agreed and 28% agreed) and for the practice of operational plans in every public school (66% strongly agreed and 28% agreed).

Table 1: Perception of public secondary schools' principals and teachers regarding Objectives and Vision-Based Management (N=100 Principals and 100 Teachers)

Question	Options	Principal	Teacher	Total	Mean $\pm$ SD
Vision is important for school development and improvement	Strongly Agree	45(45.0%)	53(53.0%)	98(49.0%)	4.45 $\pm$ 0.50
	Agree	55(55.0%)	41(41.0%)	96(48.0%)	
	Undecided	0 (0.0%)	6 (6.0%)	6 (3.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
We must prepare a plan for the achievement of a vision.	Strongly Agree	44(44.0%)	49(49.0%)	93(46.5%)	4.44 $\pm$ 0.50
	Agree	56(56.0%)	51(51.0%)	107(53.5%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
Achievement of the vision needs practical steps.	Strongly Agree	50(50.0%)	72(72.0%)	122(61.0%)	4.50 $\pm$ 0.50
	Agree	50(50.0%)	28(28.0%)	78 (39.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
The success of a school needs a proper development plan.	Strongly Agree	16(16.0%)	72(72.0%)	88 (44.0%)	4.16 $\pm$ 0.37
	Agree	84(84.0%)	28(28.0%)	112(56.0%)	
	Undecided	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
An operational plan should be practiced in every public school	Strongly Agree	25(25.0%)	66(66.0%)	91 (45.5%)	4.25 $\pm$ 0.43
	Agree	75(75.0%)	28(28.0%)	103(51.5%)	
	Undecided	0 (0.0%)	6 (6.0%)	6 (3.0%)	
	Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	
	Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)	

The results of the hypothesis testing are shown in Table 2.

Hypothesis: There is a significant difference between the public secondary schools' principals' and teachers' perceptions regarding the importance given by public secondary school principals to Objectives and Vision-Based Management.

The following ANOVA results address the hypothesis, comparing principals' and teachers' perceptions of Objectives and Vision-Based Management.

Table 2: ANOVA Results: Comparing Principals' and Teachers' Perceptions of Objectives and Vision-Based Management. (N=100 Principals and 100 Teachers)

Statement	Source	Sum of Squares	df	Mean Square	F	Sig.
Vision is important	Between Groups	0.020	1	0.020	0.064	0.800
	Within Groups	61.660	198	0.311		
	Total	61.680	199			
We must prepare a plan for the achievement of a vision.	Between Groups	0.125	1	0.125	0.499	0.481
	Within Groups	49.630	198	0.251		
	Total	49.755	199			
Achievement of the vision needs practical steps.	Between Groups	2.420	1	2.420	10.610	0.001
	Within Groups	45.160	198	0.228		
	Total	47.580	199			
The success of a school needs a proper development plan.	Between Groups	15.680	1	15.680	92.400	0.000
	Within Groups	33.600	198	0.170		
	Total	49.280	199			
An operational plan should be practiced in every public school	Between Groups	6.125	1	6.125	22.151	0.000
	Within Groups	54.750	198	0.277		
	Total	60.875	199			

Table 2 shows the results of the ANOVAs, highlighting the significant differences in perceptions between school principals and teachers regarding various statements related to vision and planning. A significance value (Sig.) below 0.05 indicates a statistically significant difference in perceptions, leading to the rejection of the null hypothesis for that specific statement—conversely, a Sig. A value above 0.05 suggests no statistically significant difference, supporting the null hypothesis. The results reveal statistically significant differences in perceptions for three statements: "Achievement of vision needs practical steps" (Sig. = 0.001), "The success of a school needs a proper development plan" (Sig. = 0.000), and "An operational plan should be practiced in every public school" (Sig. = 0.000). Therefore, for these three statements, the null hypothesis is rejected, indicating that school principals and teachers hold significantly different perceptions. Conversely, no statistically significant differences were found for the statements "Vision is important" (Sig. = 0.800) and "We must prepare a plan for the achievement of a vision" (Sig. = 0.481). For these two statements, the null hypothesis is supported, suggesting that school principals and teachers share similar perceptions. In conclusion, the findings indicate that while school principals and teachers generally agree on the overall importance of a vision and the need for planning, significant differences exist in their perceptions regarding the practical implementation of a vision and the necessity of specific plans. This suggests a potential disconnect between the two groups regarding the operationalization of vision and planning within the school context.

Discussion

The empirical findings of this study reveal that both secondary school principals and teachers in District Quetta overwhelmingly agree on the conceptual importance of a school vision and the basic necessity of planning to achieve it. This alignment supports existing literature emphasizing that educational stakeholders broadly value a shared vision as a foundation for school culture and collective purpose (Nadeem, 2024; Harris, 2022). However, a critical execution gap emerges when moving from theory to operational reality (Komalasari et al., 2020). The study identified highly significant differences between the two groups regarding the implementation of practical steps, the

necessity of systematic development plans, and whether operational plans should be actively practiced in public schools.

In Quetta's centralized educational system, strategic planning is often treated as a top-down administrative formality handled exclusively by school heads. Consequently, while principals view operational plans as essential leadership duties, teachers—who are typically excluded from the design process—perceive them as bureaucratic paperwork disconnected from classroom realities (Bush, 2022). In resource-constrained environments like Balochistan, this lack of collaborative planning prevents strategic documents from becoming operational realities (Mansor et al., 2022). To bridge this gap and align limited resources with instructional needs, school administrators must transition to participatory governance, actively involving teaching staff in translating broad vision statements into shared, actionable plans (Ya et al., 2020; Thompson & Kaur, 2023).

Conclusion

The present research work constitutes a structured and evidence-based analysis of the key connection between management approaches and institutional results in the framework of the public secondary schools of Quetta District in Balochistan. In a context of a unique educational environment characterized by a range of specific socio-economic and regional peculiarities, the study highlights the consistent and statistically significant gap in the perceptions of school principals and teachers, which is specifically associated with objective-oriented and vision-oriented management styles. Notably, while school administration sees a clear vision and goals, teachers see a discrepancy between them.

In turn, this inconsistency creates a major impediment for effective operations of schools due to the lack of a common vision, which often impedes the successful realization of strategy-related and educational programs. To address this problem and enhance the performance of secondary schools, necessary measures should include the shift from traditional hierarchical management systems towards governance approaches that are more participative. The establishment of vision-related school culture in the framework of public secondary schools in Quetta implies the need for goal alignment, vertical communications, and professional development of all stakeholders, including both school administrators and teachers.

Recommendations

In order to achieve educational excellence and effective governance, there is a need for systemic reforms that should be implemented by school administrators. Principals have to stop doing reactive changes and instead develop proactive strategic plans that would lead to organizational change. The management needs to show strict self-control, take into account the financial aspects of education, and use all the possible resources. The institution needs structural changes that involve the use of possible technological resources and the development of professional learning systems for the managers.

For performance enhancement at the classroom level, head teachers need to acquaint the instructional staff with all aspects of the teaching and learning process, which will enable them to improve their professional expertise, with the particular aim of enhancing their own administrative skills in problem-solving. Moreover, school administrators are advised to build partnerships and cooperation beyond the school setting through gaining the assistance of parents and community members. The community engagement will entail the need for the administration to always be very open to criticism from parents by conducting regular discussions online and through questionnaires, while at the same time achieving cooperative harmony between the psychologist, teachers, and parents.

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