

# The Influence of Visionary Leadership on Academic and Non-Academic Organizations: A Systematic Literature Review

Fakiha Abdul Redha Al-Lawati

PhD Candidate, Academy of Islamic Studies, Universiti Malaya, Malaysia  
Email: s2156491@siswa.um.edu.my

Assoc. Prof. Dr. Asyraf Isyraqi Bin Jamil

Associate Professor, Academy of Islamic Studies, Universiti Malaya, Malaysia  
Email: isyraqi@um.edu.my

Dr. Hamdan Chehdimae

Senior Lecturer, Academy of Islamic Studies, Universiti Malaya, Malaysia  
Email: hamdan@um.edu.my

Dr. Ahmad Bin Yussuf

Senior Lecturer, Academy of Islamic Studies, Universiti Malaya, Malaysia  
Email: amdysf@um.edu.my

**To Link this Article:** <http://dx.doi.org/10.6007/IJARBSS/v15-i3/25101> DOI:10.6007/IJARBSS/v15-i3/25101

**Published Date:** 21 March 2025

## Abstract

In the present dynamic environment, leadership goes beyond conventional management to become a powerful entity that helps to negotiate uncertainty by presenting a persuasive and forward-thinking vision. Under the guidance of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, this Systematic Literature Review (SLR) examines the influence of visionary leadership in both academic and non-academic organisations. Building upon the analysis of 41 academic articles, this study investigates the impact of visionary leadership on both organisational success and employee engagement. The results indicate that visionary leaders improve organisational results by synergising employee aspirations with strategic goals, promoting creativity, and nurturing a cooperative work atmosphere. Nevertheless, this leadership style requires a transformation in culture and long-term dedication. Further investigation is warranted to examine the amalgamation of visionary leadership with other leadership theories, utilise a range of approaches, and broaden the focus to encompass under-represented regions and industries. Organisations are advised to provide training programmes that provide leaders with the necessary skills for strategic

visioning and effective communication. This will therefore foster a supportive work environment that improves job satisfaction and staff retention.

**Keywords:** Visionary Leadership, Academic, Non-Academic, Educational Organization, Systematic Literature Review

### **Introduction**

“Who shall rule?” or “Who should rule?” In the human sciences, leadership is one of the most significant and, historically, one of the least understood subjects (Robert Hogan, 2005: 169). As inherently social beings, humans have a natural propensity to interact within social groupings. Hence, he engages with the group by means of actions and endeavours to comprehend their objectives and aspirations. Actually, the process of assembling and coordinating teams of individuals with specific goals and ambitions requires a distinct skill set, namely in the area of persuasion. Our requirement is for persons who can revitalise the group dynamics and successfully accomplish the predetermined objectives. The advent of these persons facilitated individuals in directly addressing many thoughts and realities, hence unveiling the concept of leadership (Daş, Yüksel, & Beşir, 2022: 2).

Leadership is the ability to innovate and supervise workers and subordinates to accomplish their tasks at the highest level. Essentially, change leaders need to motivate and inspire team members to perform their tasks effectively, enabling their vision to be realized and fostering a sense of ownership among everyone involved (Atthirawon, Bunnoiko, & Panprung, 2021: 40). The choice of leadership style greatly influences the characteristics a leader uses to shape and impact the quality of their employees. One such style is visionary leadership, which emphasizes and prioritizes strategies and vision for a prosperous future by analysing opportunities and threats. Visionary leadership is characterized as a transformational approach that highlights the importance of maintaining a vision for potential improvements, steering change towards a more favourable direction than the current situation (Utomo, Udin, & Haryono, 2022: 31).

Visionary leadership is one of the key traits of a successful leader, which is based on how well he can use his abilities and efficiency to envision new future plans and events that the organization wants to accomplish in accordance with current demands and trends. This modern approach focuses on research and development, education, training, and progress towards the future (Jaber, 2023: 35). In dealing with changes in the work environment, organizations need a visionary leader with a strong moral principle to deal with changes in the workplace. Visionary leadership is most effective when the leader has a clear vision of desired achievements and a timeline for realizing them. Such leaders not only focus on the current organization situation but also plan for its future.

Visionary leaders also need to be able to regularly engage in other forms of development, both inside and outside the organization, they play a crucial role in significantly influence organization. Their role is vital as they present a vision, instil confidence in achieving targets, and involve many people across the organization (Utomo, Udin, & Haryono, 2022: 32). Visionary leaders cultivate a culture of innovation and adaptability within the organization. Visionary leaders empower team members to explore creative approaches to their work. Moreover, they inspire and motivate community stakeholders, creating a positive

and inclusive environment where employees feel appreciated and encouraged, thus, enhancing job satisfaction and commitment (Candrasar *et al.*, 2023: 452).

Prior research indicates that the development of smart organizations is greatly impacted by visionary leadership practices across a number of dimensions (Jaber, 2023). Candrasar *et al.* (2023) asserts that visionary leadership fosters a creative learning atmosphere and motivates stakeholders to participate actively. This, in turn, greatly improves employee performance (Kusumawati, 2023) and influences teacher professional commitment and job rewards in a positive manner (Lumbantobing & Ashlan, 2023). Moreover, it has a substantial impact on an organization's corporate citizenship behaviour and organisational commitment (Widodo, Gustari, & Permana, 2023). A visionary leadership style also facilitates quality enhancement (Subaidi *et al.*, 2023) and has a direct correlation with the quality of employees (Utomo, Udin, & Haryono, 2022). Furthermore, it exhibits a significant correlation with the sub-indices of school efficacy (Gökbulut & Turan 2021). Research by Yulius (2022) suggests that visionary leadership enhances both organisational commitment and employee performance. Moreover, when combined with work motivation, it has a beneficial effect on employee performance (Alimin, Fitria, & Martha, 2021).

Hence, visionary leadership is a very suitable option for selecting a leadership approach that may effectively accomplish an organization's vision and plan for achieving success (Utomo, Udin, & Haryono, 2022). By promoting resilience, tolerance, and innovation, this strategy facilitates the emergence of new developments and contributes to the attainment of goals and objectives (Supriyadi *et al.*, 2023).

The main objective of this Systematic Literature Review (SLR) is to offer novel insights to future practitioners in the areas of theoretical integration, future agenda, research gaps, and the research needs of Visionary Leadership (VL). This data significantly improves the comprehension of the present study environment, and identifies a gap in future research that requires investigation. These findings will greatly enhance our understanding of VL. Researchers may therefore concentrate their attention on ideas that are compatible with the VL hypothesis. Enhanced understanding of human motivations might be advantageous from this SLR. Proceeding with the objective, the questions were formulated for additional investigation:

Q1: What are the common theories integrated with Visionary Leadership (VL)?

Q2: What are the common variables that have been examined in prior studies?

Q3: What kind of sample was used in prior studies?

Q4: What are the research methods applied in preceding studies?

Q5: What were the research analysis approaches in preceding studies?

Q6: What were the geographical locations of the preceding studies?

Q7: What is the future agenda recommended by prior studies?

## **Methods**

### *Research Design*

This Systematic Literature Review (SLR) adopts an organised and thorough research design to synthesise and analyse scholarly publications. The research adheres to validated protocols for carrying out the SLRs (Abuhassna & Alnawajha, 2023; Alshehhi *et al.*, 2022; Kiyomi *et al.*, 2022;

Yaarubi et al., 2022; Alshabibi et al., 2022; Abuhassna et al., 2022; Yaarubi et al., 2023; Qi et al., 2024; Almheiri & Abuhassna, 2024).

### *Search Strategy*

**Data Selection:** A comprehensive search will be carried out in prominent academic databases such as Scopus and Google Scholar to uncover significant findings. These databases offer an extensive compilation of peer-reviewed papers directly related to the educational, industrial, and business sectors.

**Search Strings:** To ensure the retrieval of pertinent, a combination of keywords and phrases will be used, including “visionary” and “leadership”, and more keywords were applied to decrease the results, for instance, TITLE-ABS-KEY ( visionary AND leadership ) AND PUBYEAR > 2012 AND PUBYEAR < 2024 AND ( LIMIT-TO ( SUBJAREA , "SOCI" ) OR LIMIT-TO ( SUBJAREA , "ARTS" ) OR LIMIT-TO ( SUBJAREA , "BUSI" ) OR LIMIT-TO ( SUBJAREA , "ECON" ). In addition, the keyword “visionary leadership” applied to search articles in google scholar.

**Inclusion and Exclusion Criteria:** The review will be included if it focused on the visionary leadership, instructional design exclusion criteria would involve non-English publications, non- peer reviewed sources, and studies published from 2013 as the review will highlight recent developments in VL. Moreover, only article will be included, for instance, (LIMIT-TO (DOCTYPE, "ar"). Thus, only articles written in English language were considered, for instance, (LIMIT-TO (LANGUAGE, "English").

**Search Period:** The search will envelop publication from 2013 to 2023, aligning with VL rapid evolution, for instance, PUBYEAR > 2012 AND PUBYEAR < 2024.

### *Screening and Selection*

**Initial Screening:** The initial screening process, titles and abstracts of retrieved articles will be evaluated for their relevance to the research questions. Irrelevant articles will be excluded at this point. After applying a set of inclusion and exclusion criteria, the number of papers that passed the initial screening —1395 from Scopus and 52100 from Google Scholar— was reduced to 117, 434 in order. Additionally, during the document download process, 42 documents were not retrieved from Scopus and more from Google Scholar. Thus, some articles were not open access, some were not in the relevant research area, and some were not available online at all. As a result, 75 documents from Scopus and many from Google Scholar that were pertinent to the article queries were downloaded.

**Full-text Review:** Articles that pass the initial screening will undergo a comprehensive full-text review, each article will be assessed for its alignment with the research questions and the inclusion or exclusion criteria.

**Data Extraction:** Data would be systematically extract from their selection articles including publication details, exactly author year, reason method, key finding, and contribution relevant to the research question.

**Quality Assessment:** To ensure the reliability and validity of their selection studies, equality assessment will be reformed using established criteria for evaluation the methodological rigour of each source. The assessment will consider factors that such as research design, data collection method, and sample size. The documents were then evaluated for eligibility and quality, resulting in the inclusion of only 17 and 24 in the review.

Data Synthesis and Analysis

**Thematic Analysis:** The data extraction process will involve a thematic categorization to detect recurrent themes associated with visionary leadership. The research questions will serve as the basis for themes, which will then be used to identify patterns, similarities, and differences between studies.

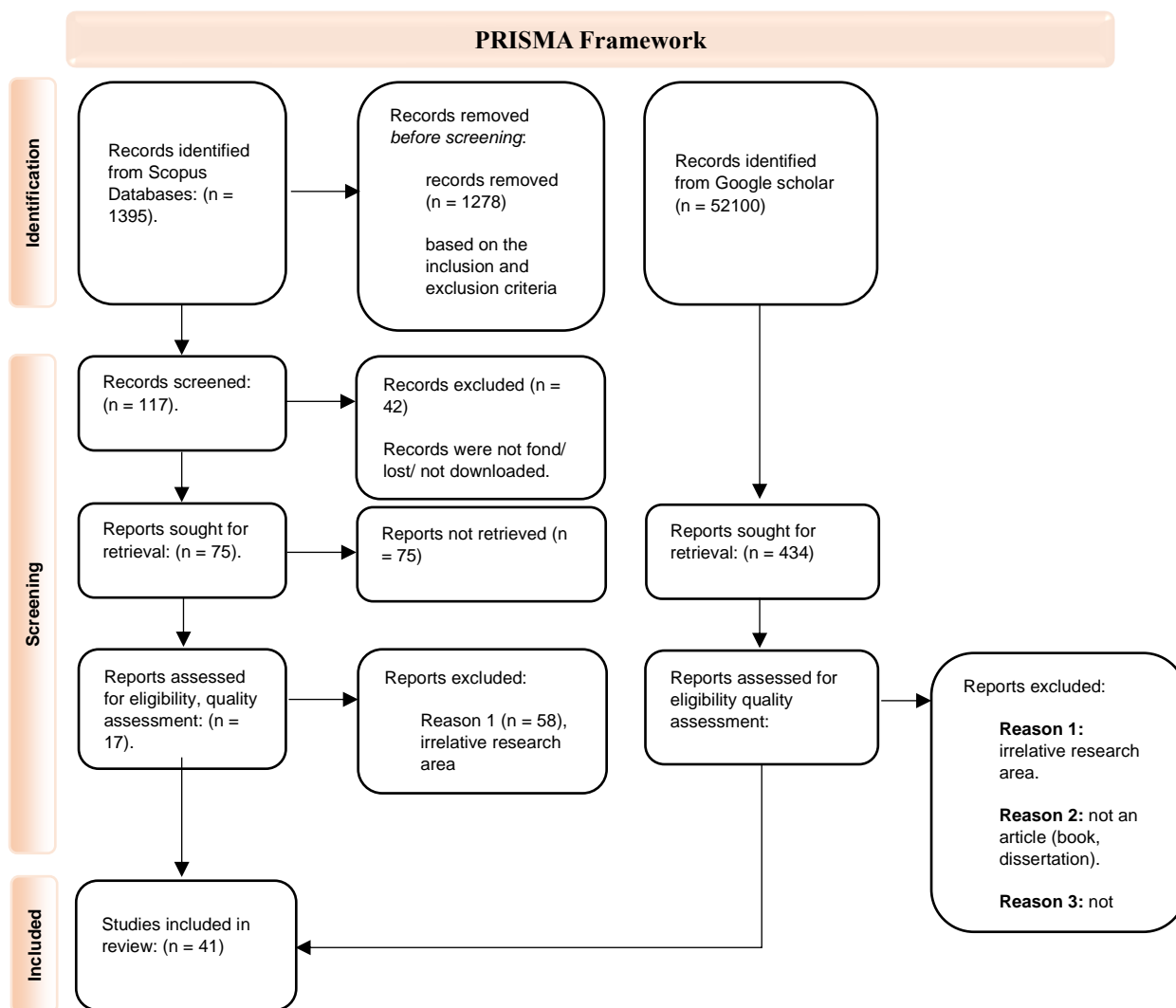


Figure 1: PRISMA Framework

Results

Theories Integrated with Visionary Leadership (VL)

Based on the analysis's papers, it has been noted that more than 80% of the prior studies are based on Visionary Leadership as framework. For instance 35 out of 41 studies used the VL (Jaber, 2023; Liswati, Hariyati, & Uulaa, 2023; Subaidi et al., 2023; Lumbantobing & Ashlan 2023; Widodo, Gustari, & Permana, 2023; Cai, Fan, & Wang, 2023; Kim et al., 2023; Candrasar et al., 2023; Kusumawati 2023; Daş, Yüksel, & Beşir, 2022; Utomo, Udin, & Haryono, 2022; Yulius, 2022; Rani & Widyowati, 2021; Chen & Yuan, 2021; Van der Voet & Steijn, 2021; Atthirawon, Bunnoiko, & Panprung, 2021; Hijjawi, 2021; Gökbulut & Turan, 2021; Alimin, Fitria, & Martha, 2021; Fathih, Supriyatno, & Nur, 2021; Sunarto, Tanjung, & Ellesia, 2020; Khoiri, 2020; Kurniadi, Lian, & Wahidy, 2020; Ateş et al., 2020; Ubaidillah, Christiana, &

Sahrandi, 2019; Zhou et al., 2018; Molina, 2018; Kessler, 2017; Nwachukwu et al., 2017; Anshar, 2017; Dhammika, 2016; Cheema, Akram, & Javed, 2015; Dhammika, 2014; Taylor, Cornelius, & Colvin, 2014; Yordsal, Tesaput, & Sri-Ampai, 2013).

Moreover, there were few papers that integrated VL with different framework, for instance, Bernard (2023) study utilized VL with Servant Leadership (SL). Likewise, Eseryel, Crowston, and Heckman (2021) used Functional Leadership (FL) with VL as a framework in his study. Klösel (2021) and Apriyani, Sutisna, and Suharyat (2019) studied on utilizing Empowering Leadership (EL) with VL, and Muhimmah (2022) studied on Inspiring Leadership (IL) with VL as a framework for their studies.

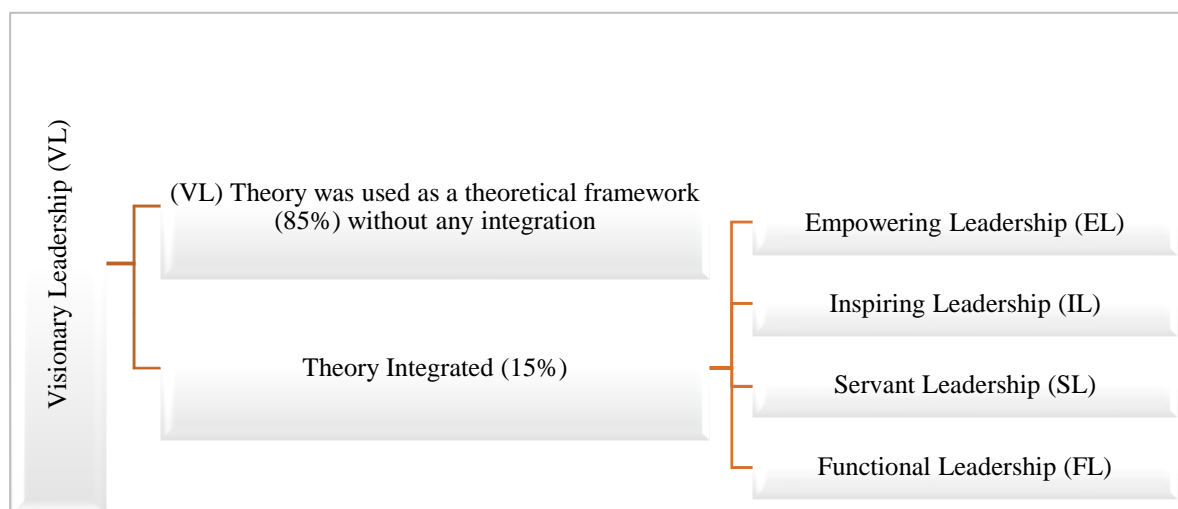


Figure 2: Common Theories Integrated with VL.

*Variables*

To analyse individuals, locations, items, or ideas, researchers employ variables. Drawing from the papers included in the analysis, we will categorise the different phrases and concepts into groups that are associated with: Leadership, School and Teacher Performance, Organizational Commitment, Team Dynamics, Employee Performance, Innovation and Learning, Organizational Change, Psychological Factors, and Dynamic Capabilities. **Table 1** presents the organised classification along with the variables and the authors who specifically address the variables:

Table 1  
*Variables That Have Been Examined in Prior Studies*

Category	Variables	Author(s)
Leadership	Visionary behavior	Kim <i>et al.</i> (2023) Daş, Yüksel, & Beşir (2022) Alam (2022) Ubaidillah, Christiana, & Sahrandi, (2019) Taylor, Cornelius, & Colvin (2014) Yordsal, Tesaput, & Sri-Ampai (2013)
	Leader-follower congruence	Cai, Fan, & Wang (2023)



		Yulius (2022)	
		Rani & Widyowati (2021)	
		Taylor, Cornelius, & Colvin (2014)	
	Personalized and socialized vision	Kim <i>et al.</i> (2023)	
	Evangelist	Kessler (2017)	
	Employee vision guiding	Cheema, Akram, & Javed (2015)	
<b>School and Teacher Performance</b>	Teacher performance	Kusumawati (2023)	
		Alimin, Fitria, & Martha (2021)	
		Sunarto, Tanjung, & Ellesia (2020)	
	Skills and innovations	Kurniadi, Lian, & Wahidy (2020)	
		Liswati, Hariyati, & Uulaa (2023)	
	School quality and competitiveness	Apriyani, Sutisna, & Suharyat (2019)	
Academic administration	Subaidi <i>et al.</i> (2023)		
	Fathih, Supriyatno, & Nur (2021)		
		Gökbulut & Turan (2021)	
<b>Organizational Commitment</b>	Organizational commitment	Molina (2018)	
		Widodo, Gustari, & Permana (2023)	
		Yulius (2022)	
		Klösel (2021)	
	Quality of work-life (QWL)	Dhammika (2016)	
		Atthirawon, Bunnoiko, & Panprung (2021)	
		Widodo, Gustari, & Permana (2023)	
		Ateş <i>et al.</i> (2020)	
Strategic consensus and commitment	Organizational culture	Kurniadi, Lian, & Wahidy (2020)	
Employee engagement and Emotional commitment		Cheema, Akram, & Javed (2015)	
<b>Team Dynamics</b>	Team cohesion	Bernard (2023)	
		Nwachukwu <i>et al.</i> (2017)	
	Team and employee creativity	Cai, Fan, & Wang (2023)	
		Atthirawon, Bunnoiko, & Panprung (2021)	
		Kim <i>et al.</i> (2023)	
	Goal commitment	Zhou <i>et al.</i> (2018)	
		Cai, Fan, & Wang (2023)	
	Collective role performance		Kim <i>et al.</i> (2023)
boundary management		Eseryel, Crowston, & Heckman (2021)	
Virtual and self-managing teams		Atthirawon, Bunnoiko, & Panprung (2021)	
Emotional intelligence		Atthirawon, Bunnoiko, & Panprung (2021)	
<b>Employee Performance</b>	Job rewards and professional commitment		Lumbantobing & Ashlan (2023)
	Proactiveness and high-spiritedness		Muhimmah (2022)
	Employee quality and performance		Candrasar <i>et al.</i> (2023)
			Utomo, Udin, & Haryono (2022)
			Yulius (2022)
		Alimin, Fitria, & Martha (2021)	
		Muhimmah (2022)	

		Apriyani, Sutisna, & Suharyat (2019)
		Cheema, Akram, & Javed (2015)
	OCB (Organizational Citizenship Behavior)	Dharmika (2014)
<b>Innovation and Learning</b>	Learning innovations	Liswati, Hariyati, & Uulaa (2023)
	Principal leadership Creative teaching	Chen & Yuan (2021)
	Learning organization Innovative behavior	Anshar (2017)
<b>Organizational Change</b>	Transforming change	Khoiri (2020)
	Organizational excellence	Hijjawi (2021)
	Smart organizations	Jaber (2023)
<b>Psychological and Cognitive Factors</b>	Metanoic organization	Kessler (2017)
	Dysfunctional impulsivity	Kim <i>et al.</i> (2023)
<b>Dynamic Capabilities and Control</b>	Default mode network	
	Dynamic capability	Rani & Widjowati (2021)
Levers of control		

## Materials and Methods

### Sample and Data Analysis

Based on the analysis of previous studies, researchers conducted surveys within several sectors and among various participants. For instance, the data from the Education Sector encompasses a broad spectrum of institutions and experts. It encompasses 24.4% of School's Teachers, as conducted by Liswati, Hariyati, and Uulaa (2023); Subaidi *et al.* (2023); Lumbantobing and Ashlan (2023); Widodo, Gustari, and Permana (2023); Kusumawati (2023); Gökbulut and Turan (2021); Alimin, Fitria, and Martha (2021); Sunarto, Tanjung, and Ellesia (2020); Kurniadi, Lian, and Wahidy (2020); as well as Apriyani, Sutisna, and Suharyat (2019).

Moreover, Mixed School Community were surveyed in 14.6% and consists of administrators, principals, professional teachers, teachers, staff, and students which was examined by Candrasar *et al.* (2023); Fathih, Supriyatno, and Nur (2021); Chen and Yuan (2021); Khoiri (2020); Molina (2018); and Yordsal, Tesaput, and Sri-Ampai (2013). Additionally Student were only surveyed by Dharmika (2016) by 2.4%. Furthermore, there are 7.3% of studies were surveyed in universities, for instance, Jaber (2023); Alam (2022); and Muhimmah (2022).

The Industry and Business Sector data is extensive, the examined studies surveyed leaders, managers, supervisors, senior employees, and employees from various sectors, for instance, studies by Bernard (2023); Cai, Fan, and Wang (2023); Kim *et al.* (2023); Yulius (2022); Rani and Widjowati (2021); Klösel (2021); Atthirawon, Bunnoiko, and Panprung (2021); Hijjawi (2021); Van der Voet and Steijn (2021); Ateş *et al.* (2020); Zhou *et al.* (2018); Anshar (2017); Cheema, Javed, and Akram (2015); Nwachukwu *et al.* (2017); Taylor, Cornelius, and Colvin (2014); and Dharmika (2014) by 39%.

Research and Literature data is sourced from a wide array of materials, including books, research results, journals, and other scientific information. Furthermore, the category



includes findings from contemporary management literature that illustrate an overview of existing knowledge and practices in the field, comprising 12.1% of the total, for instance by Utomo, Udin, and Haryono (2022); Daş, Yüksel, and Beşir (2022); Eseryel, Crowston, and Heckman (2021); Ubaidillah, Christiana, and Sahrandi (2019); and Kessler (2017).

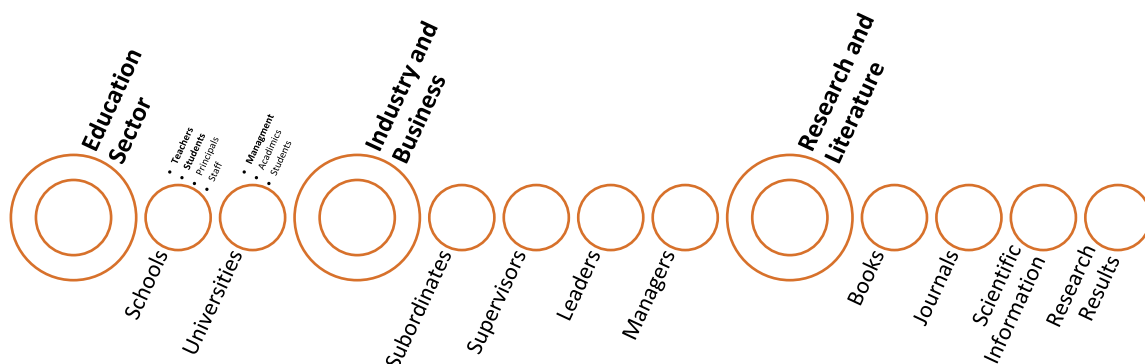
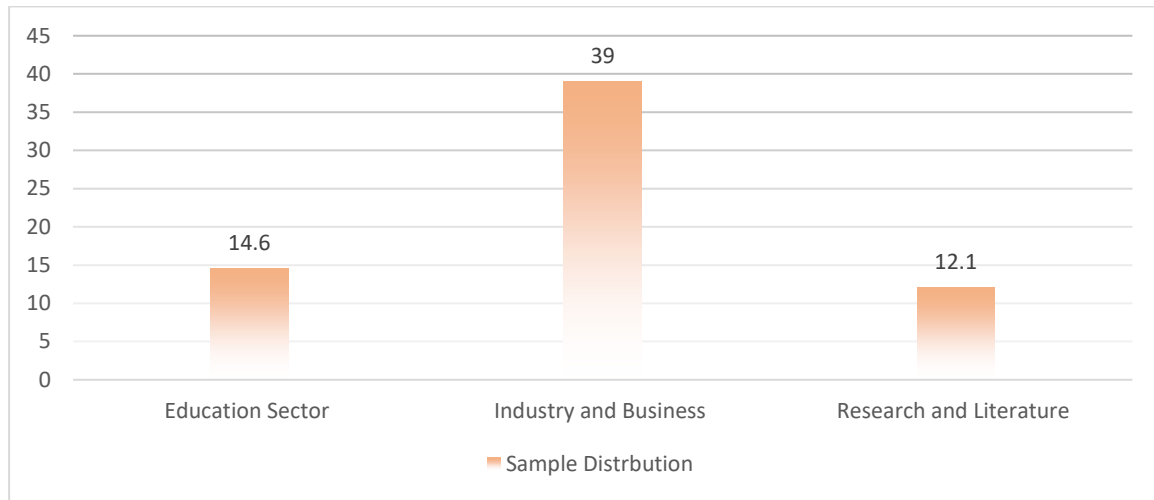


Figure 3: Sample Surveyed in Preceding Studies.

**Research Methods**

In this article, 63.4% (n=26) studies employed a quantitative methodology, highlighting a strong preference for statistical and numerical data analysis, such as Jabe (2023); Bernard (2023); Subaidi *et al.* (2023); Lumbantobing and Ashlan (2023); Widodo, Gustari, and Permana (2023); Cai, Fan, and Wang (2023); Kim *et al.* (2023); Kusumawati (2023); Yulius (2022); Klösel (2021); Rani and Widyowati (2021); Chen and Yuan (2021); Van der Voet and Steijn (2021); Atthirawon, Bunnoiko, and Panprung (2021); Hijjawi (2021); Gökbulut and Turan (2021); Kurniadi, Lian, and Wahidy (2020); Apriyani, Sutisna, and Suharyat (2019); Zhou *et al.* (2018); Molina (2018); Nwachukwu *et al.* (2017); Anshar (2017); Dhammika (2016); Cheema, Akram, and Javed (2015); Dhammika (2014); and Taylor, Cornelius, and Colvin (2014).

Additionally, 26.83% (n=11) studies used a qualitative approach, focusing on non-numerical data such as interviews, observations, and document and manuscript analysis to provide deeper insights, such as studies from Liswati, Hariyati, and Uulaa (2023); Candrasar *et al.* (2023); Daş, Yüksel, and Beşir (2022); Utomo, Udin, and Haryono (2022); Alam (2022); Eseryel, Crowston, and Heckman (2021); Fathih, Supriyatno, and Nur (2021); Khoiri (2020); Ateş *et al.* (2020); Ubaidillah, Christiana, and Sahrandi (2019); and Kessler (2017).

Furthermore, 9.76% (n=4) studies utilized a mixed-methods approach, combining both quantitative and qualitative techniques to offer a comprehensive understanding of the research questions such as studies by Alimin, Fitria, and Martha (2021); Sunarto, Tanjung, and Ellesia (2020); Khoiri (2020); and Yordsal, Tesaput, and Sri-Ampai (2013).

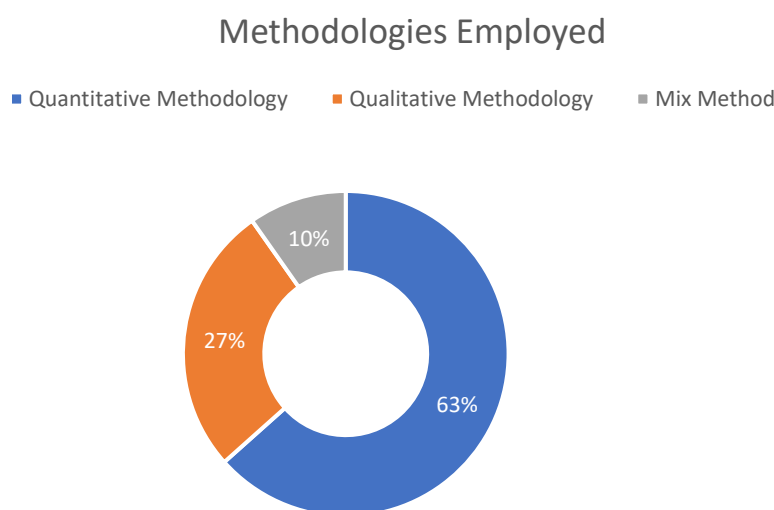


Figure 4: Methodologies Employed in Preceding Studies.

#### *Research Analysis Approaches*

The research articles employ a diverse range of data analysis techniques, categorized primarily into quantitative, qualitative, and mixed methods.

*Quantitative techniques* are widely used in the reviewed studies. Structural Equation Modelling (SEM) is employed by Bernard (2023); Widodo, Gustari, and Permana (2023); Van der Voet and Steijn (2021); Hijjawi (2021); Dhammika (2016); and Dhammika (2014). AMOS is featured in the work of Atthirawon, Bunnoiko, and Panprung (2021); while Smart PLS is used by Rani and Widyawati (2021); and Structural Equation Modelling (SEM) with Smart PLS was used by Yulius (2022). SPSS is applied in studies by Subaidi *et al.* (2023); Lumbantobing and Ashlan (2023); Kusumawati (2023); Klösel (2021); Kurniadi, Lian, and Wahidy (2020); Nwachukwu *et al.* (2017); and Anshar (2017). Hierarchical Linear Modelling (HLM) is utilized by Cai, Fan, and Wang (2023); and Chen and Yuan (2021). Additionally, statistical tests such as ANOVA, Kolmogorov-Smirnov, t-Test are tested by Gökbulut and Turan (2021). Chi-squared Values, Mean, and Standard Deviation are utilized by Cheema, Akram, and Javed (2015). Chi-squared Values, t-Test, and Mann-Whitney U are used by Taylor, Cornelius, and Colvin (2014). Cronbach  $\alpha$  is employed by Zhou *et al.* (2018).

Other quantitative measures include Mean, Standard Deviation, Coefficient of Variation, Simple and Multiple Linear Regression, and t-Test used in the study of Jaber (2023).

In addition, Apriyani, Sutisna, and Suharyat (2019) used Descriptive and Inferential Statistics to test hypotheses, and Molina (2018) used Descriptive and Inferential Statistics to calculate percentages.

*Qualitative techniques* include content analysis, thematic analysis, constant comparison, and critical analysis which are used to test hypotheses by Liswati, Hariyati, and Uulaa (2023); Candrasar *et al.* (2023); Muhimmah (2022); Daş, Yüksel, and Beşir (2022); Utomo, Udin, and Haryono (2022); Alam (2022); Eseryel, Crowston, and Heckman (2021); Ubaidillah, Christiana, and Sahrandi (2019); and Kessler (2017). Additionally, a case study was conducted by Fathih, Supriyatno, and Nur (2021) and Khoiri (2020) providing deeper insights through non-numeric data.

*Mixed method studies* which applied both qualitative and quantitative data are used for comprehensive analysis such as Path Modelling in Mplus and Electroen-cephalogram (qEEG) are used by Kim *et al.* (2023); and Alimin, Fitria, and Martha (2021). Sunarto, Tanjung, and Ellesia (2020) used f-Test and t-Test to analysis the quantitative data, while Ateş *et al.* (2020) added Chow tests and Yordsal, Tesaput, and Sri-Ampai (2013) used mean, standard deviation, and PNI.

#### *Geographical Locations*

A total of 18 out of 41 articles which are from Liswati, Hariyati, and Uulaa (2023); Subaidi *et al.* (2023); Lumbantobing and Ashlan (2023); Widodo, Gustari, and Permana (2023); Candrasar *et al.* (2023); Kusumawati (2023); Muhimmah (2022); Utomo, Udin, and Haryono (2022); Yulius (2022); Rani and Widjowati (2021); Alimin, Fitria, and Martha (2021); Fathih, Supriyatno, and Nur (2021); Sunarto, Tanjung, and Ellesia (2020); Khoiri (2020); Kurniadi, Lian, and Wahidy (2020); Ubaidillah, Christiana, and Sahrandi (2019); Apriyani, Sutisna, and Suharyat (2019); and Anshar (2017) were conducted in Indonesia, which explains 44% of the total preceding studies.

There have been just three investigations undertaken in the USA, describes around 7%, which are studies by Kim *et al.* (2023); Eseryel, Crowston, and Heckman (2021); and Taylor, Cornelius, and Colvin (2014), two in Netherlands which are Bernard (2023) and Van der Voet and Steijn (2021), two in China which are Cai, Fan, and Wang (2023) and Zhou *et al.* (2018), two in Turkiye which are Daş, Yüksel, and Beşir (2022) and Gökbulut and Turan (2021), two in Thailand which are Atthirawon, Bunnoiko, and Panprung (2021) and Yordsal, Tesaput, and Sri-Ampai (2013), and two more in Sri Lanka which are Dhammika (2016) and Dhammika (2014) which explains around 5% each.

Moreover, ten papers were published globally in the interim, accounting for 24.3% of the article examined which are in Iraq by Jaber (2023), Bangladesh by Alam (2022), Europe by Klösel (2021), Taiwan by Chen and Yuan (2021), Jordan and West Bank by Hijjawi (2021), Western Europe by Ateş *et al.* (2020), Japan by Molina (2018), South Africa by Kessler (2017), Nigeria by Anshar (2017) and Pakistan by Cheema, Akram, & Javed (2015). Therefore, we noted that most of the articles were conducted in Asia, and very fewer in the European countries, and non in the Gulf region, in which we suggest undertaking a future studies.

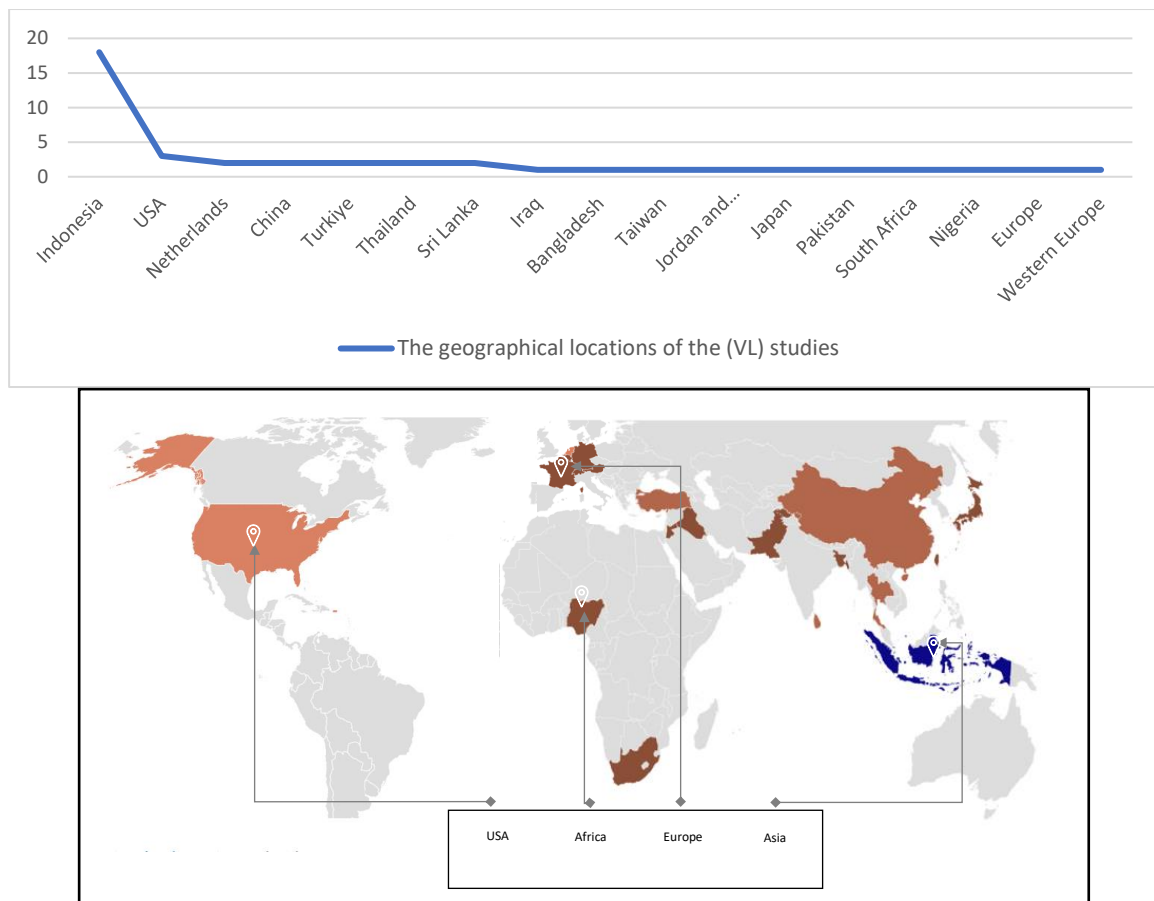


Figure 5: The Geographical Locations of the (VL) Studies.

## Discussion

Due to its widespread acceptance, visionary leadership has been extensively employed in many sectors such as business, industry, and education.

### *Theories Integration*

Some fascinating and important information was found by this SLR. The publication under consideration demonstrates how most VL research incorporates components from other theories. There appears to be a growing trend, nevertheless, to avoid integrating VL with other theoretical frameworks.

Bernard (2023) investigated how servant and visionary leadership reduce cognitive uncertainty in team-based organizations. Based on the examiner sample, the integration of VL with other theories was for some reason intended to explore some external factors that are absent in VL; these factors are related to the organization's context. Results indicate that visionary and servant leadership can effectively address employees' cognitive uncertainty. Additionally, Khoiri (2020) states that new leadership traits need to be developed to meet the needs and issues that arise from the ambiguity and uncertainty of the current situation.

Muhimmah (2022) examines the values of inspiring leadership —proactiveness, high-spiritedness, visionary, and humanist mindset— in the construction of an excellent inclusive higher education. The findings demonstrate that proactive leadership in policymaking can generate original ideas, actively and innovatively realize them, and creatively solve problems.

Additionally, visionary leaders are able to recognize opportunities related to the future development of inclusive higher education. Similarly, visionary leaders have an ability to transform the vision and mission of organizational change (Khoiri, 2020). They can also have a direct and advantageous influence on effectiveness organizations (Taylor, Cornelius, & Colvin, 2014) and learning organizations (Anshar, 2017). Furthermore, Jaber (2023) asserts that VL practices have an impact on creating intelligent organizations due to their various dimensions.

Klösel (2021) tested VL with Empowering Leadership, and results indicate that both visionary and empowering leadership have a positive impact on employee commitment. While studies by Yulius (2022), Widodo, Gustari, and Permana (2023), as well as Dhammika (2016) showed direct and significant influences of VL on organizational commitment. VL has the strongest significant correlation with affective commitment when compared to empowering. This is because visionary leaders have a realistic leadership vision, can persuade others, and can guide the organization to achieve better future ideals than current conditions (Ubaidillah, Christiana, & Sahrandi, 2019).

In the study by Eseryel, Crowston, and Heckman (2021), functional and visionary leadership were combined, and it was discovered that there is a relationship between the two that develops with ongoing team interaction. According to Van der Voet and Steijn (2021), VL is positively correlated with enhanced team cohesion, which is defined as a multidimensional construct involving interpersonal attraction, task commitment, and group pride. This is comparable to how functional leadership influences team contributions by working within and reinforcing existing models and norms.

### *Common Variables*

Popularity of visionary leadership is increasing. Numerous studies have demonstrated the influence of visionary leadership in diverse domains, such as Creativity and Innovation (Cai, Fan, & Wang, 2023; Liswati, Hariyati, & Uulaa, 2023; Chen & Yuan, 2021; Atthirawon, Bunnoiko, & Panprung, 2021; Apriyani, Sutisna, & Suharyat, 2019; Zhou *et al.*, 2018) and Job Performance (Candrasar *et al.*, 2023; Kusumawati, 2023; Yulius, 2022; Alimin, Fitria, & Martha, 2021; Muhimmah, 2022; Sunarto, Tanjung, & Ellesia, 2020; Kurniadi, Lian, & Wahidy, 2020; Apriyani, Sutisna, & Suharyat, 2019; Cheema, Akram, & Javed, 2015).

It also enhances the organization's work quality (Subaidi *et al.*, 2023; Widodo, Gustari, & Permana, 2023; Utomo, Udin, & Haryono, 2022; Fathih, Supriyatno, & Nur, 2021; Gökbülüt & Turan, 2021) and fosters learning organizations and transformative change (Khoiri, 2020; Hijjawi, 2021; Jaber, 2023; Kessler, 2017; Anshar, 2017). Visionary leaders focus on creating and communicating an inspiring vision to achieve and sustain superior performance (Kim *et al.*, 2023; Daş, Yüksel, & Beşir, 2022; Alam, 2022; Fathih, Supriyatno, & Nur, 2021; Ubaidillah, Christiana, & Sahrandi, 2019; Taylor, Cornelius, & Colvin, 2014; Rani & Widyowati, 2021; Dhammika, 2016; Cheema, Akram, & Javed, 2015). They drive innovations, monitor processes, provide training, foster collaboration, and develop positive relationships (Fathih, Supriyatno, & Nur, 2021). However, Nwachukwu *et al.* (2017) claim an insignificant weak positive relationship exists between corporate social performance and visionary leadership. Additionally, Yordsal, Tesaput, & Sri-Ampai (2013) highlight a critical need to cultivate

visionary leadership, emphasizing conception, communication, and implementation in their development program.

### *Sample*

Visionary leadership is a leadership approach focused on cultivating a captivating vision for the future and motivating people to actively pursue the realisation of that goal. The majority of the studies we examined involved teachers and employees as the primary participant groups. The generalisability of the results may be constrained by the narrow focus on this particular group. Hence, future research must prioritise the inclusion of a broader range of topics from diverse businesses and professional backgrounds. Researchers can acquire a more comprehensive understanding of the broader relevance of visionary leadership principles by integrating multiple samples under similar circumstances.

### *Research Methods and Data Analysis*

Among the several research analysed; quantitative approaches are the most common. A notable trend toward the integration of qualitative and quantitative data in future research is indicated by the addition of qualitative and mixed-method studies to our Systematic Literature Review (SLR). This is consistent with the results of earlier studies on statistical significance. Structural Equation Modelling (SEM) remains integral to quantitative analysis, as evidenced by studies from Bernard (2023); Widodo, Gustari, & Permana (2023); Van der Voet & Steijn (2021); Hijjawi (2021), Dhammika (2016), and Dhammika (2014). Additionally, SPSS is frequently used in quantitative research, as seen in works by Subaidi et al. (2023); Lumbantobing & Ashlan (2023); Kusumawati (2023); Klösel (2021); Kurniadi, Lian, & Wahidy (2020); Nwachukwu et al. (2017); and Anshar (2017). We anticipate that SEM and SPSS will remain popular tools for at least the next decade.

Due to the accessibility of instruments based on questionnaires, quantitative approaches have become more prevalent allowing for straightforward statistical procedures such as statistical tests (Gökbulut & Turan, 2021; Cheema, Akram, & Javed, 2015; Taylor, Cornelius, & Colvin, 2014; Zhou et al., 2018), and ANOVA (Kusumawati, 2023). These methods are well-suited for short surveys and statistical analysis. However, qualitative methods like thematic analysis (Liswati, Hariyati, & Uulaa, 2023; Candrasar et al., 2023; Muhimmah, 2022; Daş, Yüksel, & Beşir, 2022; Utomo, Udin, & Haryono, 2022; Alam, 2022; Eseryel, Crowston, & Heckman, 2021; Ubaidillah, Christiana, & Sahrandi, 2019; and Kessler, 2017) and content analysis remain relevant and are being increasingly considered.

Future research ought to employ more mixed-method and qualitative techniques to close the knowledge gap caused by the underutilization of qualitative analysis. This change will capture the depth and complexity that solely quantitative methodologies could miss, leading to a more thorough knowledge of the studied phenomenon.

### *Geographical Locations*

The prevalence of research on visionary leadership in Asia can be attributed to the region's rapid economic growth, cultural alignment with visionary principles, ongoing educational reforms, competitive pressures from globalization, supportive government initiatives, academic interest, the rise of business schools, and the availability of successful case studies.



Based on the SLR, most of the research on visionary leadership has been conducted in Asia. For instance, numerous studies were carried out in Indonesia (Liswati, Hariyati, & Uulaa, 2023; Subaidi *et al.*, 2023; Lumbantobing & Ashlan, 2023; Widodo, Gustari, & Permana, 2023; Candrasar *et al.*, 2023; Kusumawati, 2023; Muhimmah, 2022; Utomo, Udin, & Haryono, 2022; Yulius, 2022; Rani & Widyowati, 2021; Alimin, Fitria, & Martha, 2021; Fathih, Supriyatno, & Nur, 2021; Sunarto, Tanjung, & Ellesia, 2020; Khoiri, 2020; Kurniadi, Lian, & Wahidy, 2020; Ubaidillah, Christiana, & Sahrandi, 2019; Apriyani, Sutisna, & Suharyat, 2019; Anshar, 2017). Research has also been conducted in China (Cai, Fan, & Wang, 2023; Zhou *et al.*, 2018), Turkiye (Daş, Yüksel, & Beşir, 2022; Gökbulut & Turan, 2021), Thailand (Atthirawon, Bunnoiko, & Panprung, 2021; Yordsal, Tesaput, & Sri-Ampai, 2013), Sri Lanka (Dhammika, 2016; Dhammika, 2014), Iraq (Jaber, 2023), Bangladesh (Alam, 2022), Taiwan (Chen & Yuan, 2021), Jordan and the West Bank (Hijjawi, 2021), Japan (Molina, 2018), and Pakistan (Cheema, Akram, & Javed, 2015). There is considerably less research in European countries and none in the Gulf region. We suggest undertaking future studies to fill this gap.

### *Future Agenda*

Integration of vision material into strategy studies should be considered in future study to improve institutional quality by promoting visionary leadership. The development of programs aimed at enhancing educational quality and competitiveness should prioritise visionary leadership and organisational culture. Facilitating visionary leadership will enhance motivation and creativity in various industries, bolstered by training initiatives to equip personnel for confronting obstacles. It is imperative to examine the immediate consequences of leadership in less formalised environments, analyse the influence of leaders on employees' perspectives, and incorporate the experiences of the staff. Research should also investigate the phenomenon of creativity and collaboration across other industries, together with the evaluation of both the beneficial and detrimental impacts of visionary leadership. Comprehensive methodologies, including hybrid techniques such as longitudinal and experimental designs, should be applied in these investigations.

### **Future Directions, Research Gaps and Research Recommendations**

This SLR covers the following topics: theoretical integration, variables, sample type, methodology, data analysis, location, and future development of VL. The steps and research needs that follow were determined by a thorough and meticulous analysis of 41 papers using PRISMA. **Table 2** displays the research gaps and future objectives.

Table 2

*The Future Agenda and Research Gap.*

Component	Future Agenda	Research Gap
<b>VL Theory</b>	Merge VL with more general frameworks such as performance (team or organizational), creativity, motivation, innovation, job satisfaction, and knowledge sharing, change, strategic management, modern organizations.	Studies examining VL's compatibility with other frameworks are rare.
<b>VL Variable</b>		Highlight the benefits and drawbacks of VL.

Component	Future Agenda	Research Gap
<b>Methodological Approaches</b>	SEM will soon become the norm for analytical techniques.	Qualitative and mixed research methodologies may be the cause of methodological flaws.
<b>Geographical Area</b>	ASIA is becoming an increasingly important research destination.	More research is required in the regions of Europe, Asia, Africa, and South Africa. The utilization of diverse research methods.
<b>Research Recommendations</b>	The main emphasis is on quantitative analysis as the preferred research methodology.	The expansion of methodological practices will be facilitated by the use of time-series study designs and a range of research designs.

### Limitations

This is a small-scale research work. Among the chosen papers, quantitative techniques predominated. However, this review had limitations that need to be addressed in the future. One limitation was language, as only publications in English were selected. Another limitation was the type of publication, as only articles were included, while books, chapters, proceedings, and others were excluded. What was unique in our recent systematic review of the literature is the inclusion of a variety of samples, sectors, factors, and research methodologies, including quantitative, qualitative, and mixed methods.

### Conclusion

Visionary leadership is a presently widely embraced form of leadership. It is distinguished by progressive, groundbreaking, and creative leadership. In this Systematic Literature Review (SLR), studies were assessed according to their theoretical contributions, sample selection, data analysis, methodology, geographical scope, and potential for future study. Further investigation suggests that Visionary Leadership (VL) should be integrated with various supplementary concepts and components. Although quantitative approaches like Structural Equation Modelling (SEM) and Statistics Package System (SPSS) are still widely used, the precise boundaries of qualitative and mixed-methods research have not been thoroughly explored. To have a more comprehensive understanding of VL, it is advisable to conduct study in other geographical areas, such as Africa and Europe. Concerning future research, experimental studies or mixed-methods designs have the potential to help address current knowledge deficiencies.

### Conflict of Interest

The authors report there are no competing interests to declare.

### Originality Note

We hereby confirm that the manuscript is our original work. Any content or ideas derived from other sources have been properly cited and/or quoted in accordance with academic standards to avoid plagiarism.

## References

- Abuhassna, H., & Alnawajha, S. (2023). The transactional distance theory and distance learning contexts: theory integration, research gaps, and future agenda. *Education Sciences, 13*(2), 112.
- Alam, G. M. (2022). The relationship between figureheads and managerial leaders in the private university sector: a decentralised, competency-based leadership model for sustainable higher education. *Sustainability, 14*(19), 12279.
- Alimin, R., Fitria, H., & Martha, A. (2021). The influence of visionary leadership style and work motivation on the performance of paramount elementary school teachers in Palembang. *Jurnal Pendidikan Tambusai, 5*(1), 2591-2593.
- Anshar, M. (2017). The impact of visionary leadership, learning organization and innovative behavior to performance of customs and excise functional. *IJHCM (International Journal of Human Capital Management), 1*(02), 52-60.
- Apriyani, P., Sutisna, E., & Suharyat, H. (2019). Empowerment visionary leadership and job satisfaction to improve teacher creativity. *JHSS (JOURNAL OF HUMANITIES AND SOCIAL STUDIES), 3*(2), 90-94.
- Ateş, N. Y., Tarakci, M., Porck, J. P., Knippenberg, D., & Groenen, P. J. (2020). The dark side of visionary leadership in strategy implementation: Strategic alignment, strategic consensus, and commitment. *Journal of Management, 46*(5), 637-665.
- Atthirawon, W., Bunnoiko, K., & Panprung, W. (2021). Identifying Factors Influencing Visionary Leadership: An Empirical Evidence from Thai Manufacturing Industry. *International Journal of Organizational Leadership, 10*(1).
- Bernards, B. (2023). Do visionary and servant leaders reduce cognitive uncertainty of professionals? A study of team-based settings in public organizations. *Public Management Review, 25*(6), 1059-1081.
- Cai, W., Fan, X., & Wang, Q. (2023). Linking visionary leadership to creativity at multiple levels: The role of goal-related processes. *Journal of Business Research, 167*, 114182.
- Candrasar, R., Yorman, Y., Mayasari, N., Yulia, R., & Lake, F. (2023). Visionary leadership in education management: leading toward optimal achievement in the era of independent learning. *Indonesian Journal of Education (INJOE), 3*(3), 451-467.
- Cheema, S., Akram, A., & Javed, F. (2015). Employee engagement and visionary leadership: Impact on customer and employee satisfaction. *Journal of Business Studies Quarterly, 7*(2), 139.
- Chen, H. H., & Yuan, Y. H. (2021). The study of the relationships of teacher's creative teaching, imagination, and principal's visionary leadership. *Sage Open, 11*(3), 21582440211029932.
- Daş, Y., Yüksel, Ş., & Beşir, H. (2022). Visionary leadership phenomenon in school management. *International Journal of Current Educational Studies, 1*(1), 1-13.
- Dharmika, K. A. S. (2014, October). Visionary leadership and organizational citizenship behavior: an assessment of impact of sectarian difference. In *Proceedings of the First Middle East Conference on Global Business, Economics, Finance and Banking (ME14 DUBAI Conference) Dubai* (pp. 10-12).
- Dharmika, K. A. S. (2016). Visionary leadership and organizational commitment: the mediating effect of leader member exchange (LMX). *Wayamba Journal of Management, 4*(1).
- Eseryel, U. Y., Crowston, K., & Heckman, R. (2021). Functional and visionary leadership in self-managing virtual teams. *Group & Organization Management, 46*(2), 424-460.

- Fathih, M. A., Supriyatno, T., & Nur, M. A. (2021). Visionary Leadership of The Head of Diniyah Madrasah in Improving The Quality Santri. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 513-525.
- Gökbulut, B., & Turan, S. (2021). Exploring the link between principals visionary leadership and school effectiveness. *International Journal of Education Technology & Scientific Research*, 6(14).
- Hijjawi, G. (2021). The effect of entrepreneurship on organizational excellence: The mediating role of visionary leadership. *Management Science Letters*, 11(1), 57-66.
- Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of general psychology*, 9(2), 169-180.
- Jaber, A. F. The Impact of Visionary Leadership Practices on Building Smart Organizations: An Exploratory Study at the University of Diyala.
- Kessler, V. (2017). 'Visionaries... psychiatric wards are full of them': Religious terms in management literature. *Verbum et Ecclesia*, 38(2), 1-9.
- Khoiri, M. (2020). Visionary leadership on transforming organizational change in the era of disruption. *International Journal of Multicultural and Multireligious Understanding*, 7(10), 490-495.
- Kim, J. J., Waldman, D. A., Balthazard, P. A., & Ames, J. B. (2023). Leader self-projection and collective role performance: A consideration of visionary leadership. *The leadership quarterly*, 34(2), 101623.
- Klösel, K. (2021). Visionary and empowering leadership in SMEs. *Journal of the International Council for Small Business*, 2(4), 340-346.
- Kurniadi, R., Lian, B., & Wahidy, A. (2020). Visionary leadership and organizational culture on teacher's performance. *Journal of Social Work and Science Education*, 1(3), 249-256.
- Kusumawati, E. (2023). Analysis of the relationship between the school principal's visionary leadership and kindergarten teachers' performance. *Journal of Innovation in Educational and Cultural Research*, 4(1), 89-97.
- Liswati, T. W., Hariyati, N., & Uulaa, R. F. R. (2023). Actualization of Principal's Visionary Leadership in Improving Teacher Skills in Managing Learning Innovations in Senior High Schools. *Journal of Educational and Social Research*, 13.
- Lumbantobing, P. A., & Ashlan, S. (2023). The Effect of Visionary Leadership and Job Rewards on Teacher Professional Commitment. *Journal of Higher Education Theory & Practice*, 23(6).
- Molina, O. A. M. (2018). Visionary Leadership in the Administrative Staff of the Guapan Educational Unit. *Journal of Technology and Science Education*, 8(2), 115-125.
- Muhimmah, H. A. (2022). Inspiring Leadership: Values in Building the Excellent Inclusive Higher Education. *European Journal of Educational Research*, 11(3), 1475-1485.
- Nwachukwu, C., Chladkova, H., Zufan, P., & Olatunji, F. (2017). Visionary leadership and its relationship to corporate social performance. *Imperial Journal of Interdisciplinary Research*, 3(4), 1302-1311.
- Rani, I. H., & Widyowati, L. A. (2021). The role of visionary leader competency in bridging company's levers of controls and dynamic capabilities. *J. Logist. Inf. Serv. Sci*, 8, 1-18.
- Subaidi, Komariah, A., Tantowi, A., Munasir, Sabban, I., Hartini, N., Suryadi, Muslim, A. Q., Kurniady, D. A., Rahman, F. S., Salsabil, S. H., & Barowi. (2023). Visionary leadership in improving the quality and competitiveness of private Islamic primary schools. *Journal of Governance & Regulation*, 12(2), 66-76. <https://doi.org/10.22495/jgrv12i2art6>.

- Sunarto, A., Tanjung, A. W., & Ellesia, N. (2020). Teacher Performance Based on The Visionary Leadership Style of School, Competency and Work Discipline (Study at Muhammadiyah Setiabudi Pamulang College). *Journal of Research in Business, Economics, and Education*, 2(5), 1046-1052.
- Supriyadi, S., Rini, R., Hariri, H., & Sowiyah, S. (2023). The Role of Principal's Visionary Leadership in Improving the Quality of Education: A Literature Review. *International Journal of Multidisciplinary Research and Literature*, 2(3), 287-298.
- Taylor, M. Cornelius, C., & Colvin, K. (2014). Visionary leadership and its relationship to organizational effectiveness. *Leadership & Organization Development Journal*, 35(6), 566-583.
- Ubaidillah, M., Christiana, R., & Sahrandi, A. (2019). The visionary leadership strategy in advancing educational institutions. *Erudio Journal of Educational Innovation*, 6(2), 206-215.
- Utomo, W. A., Udin, U. D. I. N., & Haryono, S. (2022). Visionary leadership and employee quality in the public service sector. *International Journal of Applied Economics, Finance and Accounting*, 12(2), 31-37.
- Van der Voet, J., & Steijn, B. (2021). Team innovation through collaboration: How visionary leadership spurs innovation via team cohesion. *Public Management Review*, 23(9), 1275-1294.
- Widodo, W., Gustari, I., & Permana, R. (2023). A mediation model of the effect of visionary leadership on teachers' organizational citizenship behavior. *International Journal of Learning, Teaching and Educational Research*, 22(4), 104-123.
- Yordsal, S., Tesaputa, K., & Sri-Ampai, A. (2014). The development of visionary leadership administrators in Thai primary school. *International Education Studies*, 7(1), 92-101.
- Yulius, Y. (2022). The effect of Islamic visionary leadership on organisational commitment and its impact on employee performance. *HTS Teologiese Studies/Theological Studies*, 78(1).
- Zhou, L., Zhao, S., Tian, F., Zhang, X., & Chen, S. (2018). Visionary leadership and employee creativity in China. *International Journal of Manpower*, 39(1), 93-105.
- Alshehhi, A., Mohd Nasir, B., Kilani, A., Abuhassna, H., & Awae, F. (2022). The Role of Human Resource Management in the Face of Crises: Performance Measurement Analysis. *International Journal of Academic Research in Business and Social Sciences*.
- Kiyomi, A., Bayoumi, K., Din, N. S. El, Abuhassna, H., & Ali, E. A. (2022). Bibliometric Analysis of Entrepreneurship Education Research from 2012 to 2022. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 1132 – 1144.
- Yaarubi, M. Al, Marni, N. Bin, Abuhassna, H., Shabibi, K. Al, & Awae, F. (2022). Exploring the Effects of Future Technological Skills on Students' Achievement: A Bibliometric Analysis. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 330 – 343.
- Alshabibi, K., Marni, N. Bin, Abuhassna, H., Yaarubi, M. Al, & Awae, F. (2022). Understanding the Effects of Values in Teaching and Learning: A Bibliometric Analysis. *International Journal of Academic Research in Business and Social Sciences*, 12(11), 314 – 329.
- Abuhassna, H. ., Yahaya, N. ., Megat Zakaria, M. A. Z. ., Abu Samah, N. ., & H. Alsharif, A. . (2022). A Bibliometric Analysis of Sustainability in Future Education: Trends and Future Agenda . *Sains Humanika*, 14(3-2), 167–176. <https://doi.org/10.11113/sh.v14n3-2.2031>
- Yaarubi, M. Al, Marni, N. Bin, Awae, F., & Abuhassna, H. (2023). The Effect of An Educational Module According To 21st-Century Skills on The Academic Achievement of Students of

Schools in Oman. *International Journal of Academic Research in Business and Social Sciences*, 13(3), 1367 – 1379.

Qi, P., Jumaat, N. F. B., Abuhassna, H., & Ting, L. (2024). A systematic review of flipped classroom approaches in language learning. *Contemporary Educational Technology*, 16(4), ep529. <https://doi.org/10.30935/cedtech/15146>