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EDITOR SUMMARY

This study examines the relationship between visionary leadership and crisis management among teachers, emphasizing its relevance within the current educational landscape marked by technological transformation and institutional challenges. The research employs a suitable quantitative methodology, supported by a solid theoretical framework and findings that align with the specialized literature.

Although the assessed competency levels were low, the results show a strong correlation between leadership and crisis management skills, highlighting the need for continued professional development for teachers. The manuscript would benefit from a more concise introduction, a clearer presentation of its limitations, and more specific recommendations for teacher training. Overall, the article offers a timely and relevant contribution to the field of education.

ARTICLE ANALYSIS

INTRODUCTION

The study under review explores the leadership qualities and crisis management capabilities of teachers—one of the most critical foundations in an individual's professional life.

The introduction presents a well-grounded and structured rationale, clearly outlining the context and significance of the topic. It opens with a broad conceptualization of education as a fundamental process for human development, spanning early childhood through to continuous professional learning.

- It successfully connects current technological transformation—particularly in the context of the Fourth Industrial Revolution—with increasing demands and expectations placed on educational institutions and professionals;
- It emphasizes the importance of clear vision, innovation, communication, and collaboration skills;
- The research justification is clearly articulated, underlining both practical and theoretical relevance.

CRITICAL ANALYSIS

The article makes a meaningful contribution by analyzing the interplay between visionary leadership and crisis management in the school environment. The theoretical foundation is current, the methodology well structured, and the findings are consistently interpreted in

light of existing literature. The study's key strength lies in its thoughtful integration of theory, practice, and context, with analytical clarity and relevance.

However, the narrative would benefit from more concise writing, a more systematized methodology section, and a stronger articulation between the empirical findings and theoretical assumptions.

ARGUMENT STRENGTH

The quantitative research design is well-justified and reinforces the study's internal coherence. The methodological approach aligns with the research objectives and is appropriate for investigating the link between visionary leadership and crisis management in educational settings.

This consistency between objectives, tools, and statistical analysis strengthens the central argument from the outset.

LIMITATIONS AND OPPORTUNITIES

This is a relevant and rigorously developed study with the potential to positively influence policies related to teacher development. However, a few aspects require improvement:

- The introduction is lengthy and, at times, reiterates points that could be presented more succinctly;
- The manuscript lacks a concluding paragraph before the discussion that would synthesize key findings;
- The study's limitations are not explicitly acknowledged;
- The final section on teacher personal development is pertinent but should include more specific and actionable recommendations.

ENGAGEMENT WITH OTHER AUTHORS

Prestiadi et al. (2019) argue that in the era of Industry 4.0, individuals must enhance their professional lives through the integration of communication and knowledge technologies—raising expectations for educational institutions and professionals.

Navarro (2024) and Stoker et al. (2019) define crises as disruptive, painful events that interrupt routine operations and introduce adverse conditions in institutions.

To maintain a safe and stable educational environment, several authors (Navarro, 2024; Stavroulia et al., 2021; Debes, 2021; Saiti & Saitis, 2018) propose scientific approaches such as early warning detection, risk analysis, scenario-based crisis planning, simulations, regular plan updates, and the establishment of specialized crisis management teams. In the post-crisis or

recovery phase, organizations seek internal and external support to overcome setbacks and implement appropriate responses (Sasan & Kilag, 2023; Chatzipanagiotou & Katsarou, 2023).

Furthermore, Buss and Kearney (2024), Jongen (2024), and Dereceli et al. (2023) highlight that visionary leaders possess a unique perspective that enables them to analyze situations effectively, communicate their vision clearly, make guiding decisions, and demonstrate both innovative leadership and comprehensive coaching skills.

CONTEMPORARY RELEVANCE

Leadership qualities and crisis management skills are essential for fostering a safe and effective school environment, especially in light of today's social and technological challenges.

The study reveals that, although current competency levels are low, there is a strong positive correlation between these two domains. This finding underscores the importance of developing both areas simultaneously to enhance teacher performance and student success. Thus, investing in continuous professional development in leadership and crisis management is vital to strengthening education and promoting the well-being of the entire school community.

FINAL EVALUATION

This study offers a consistent and well-contextualized analysis of the role of leadership and crisis management in the professional development of teachers. The introduction is well-grounded and aligns the theme with present-day technological transformations. The quantitative methodology is appropriate and reinforces the study's argumentative structure.

The article effectively links visionary leadership to crisis management, yet it would benefit from a more concise introduction, a clearer outline of its limitations, and more detailed, actionable recommendations for teacher training.

It engages with recent and relevant literature, incorporating a wide range of perspectives that enrich the analysis—from frameworks grounded in technological demands to those centered on crisis response and visionary leadership.

Despite some limitations—such as repetitive passages, lack of explicit discussion of constraints, and generalized recommendations—the study stands out for its relevance and timeliness.

In summary, this is a promising contribution with potential academic and social impact in the fields of educational leadership, professional development, and school safety.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The introduction is lengthy and, at times, reiterates points that could be presented more succinctly;
- The manuscript lacks a concluding paragraph before the discussion that would synthesize key findings;
- The study's limitations are not explicitly acknowledged;
- The final section on teacher personal development is pertinent but should include more specific and actionable recommendations.

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