

The Role of University Visionary Leadership in Achieving Digital Entrepreneurship: An Applied Study at the University of Baghdad

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Abstract: In this research, it was sought to test the relationship between two important variables in the academic administrative field, namely, university visionary leadership and digital entrepreneurship. And that the tremendous development in information technology has created an urgent need in the Iraqi business environment to study digital business in an extensive manner, and that the latest forms of business are of the same entrepreneurial character, and here was the important role of studying digital entrepreneurship to collect it for two important modern characteristics, and from that the type of leadership that affects in it, and that was the university's visionary leadership. The importance of the research stems from the importance of its variables and the role of those variables in the development of the Iraqi work environment by keeping pace with the digital business environment and how to choose the appropriate leadership style and strategy. The descriptive analytical approach was used to test the research variables, and the research was applied at the University of Baghdad, and the size of the research sample was (154) individuals, who consisted of a group of university deans and teachers, in addition to a group of heads of scientific and administrative departments. The questionnaire was distributed electronically to them. The data was also analyzed statistically by using the (SPSS v.25) program.

Keywords: University Visionary Leadership and Digital Entrepreneurship.

Introduction

Iraqi universities face a continuous challenge represented by rapid changes, and this current challenge is due to the dynamic global developments in the field of information and communication technology, the great growth in the number and diversity of students, and the trend towards a

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knowledge society, especially in the higher education environment that is witnessing great challenges and is leading the transformation of societies and economies into the age of Economic Based-Knowledge and Globalization Knowledge. These changes forced higher education organizations to change their administrative methods and educational means, if they wanted to achieve their goals efficiently and effectively. Since the human element is related to every activity, whether physical or virtual, dealing with it within any circle of commercial activity is through leadership in organizing the human element in the digital business environment, and the role of university visionary leadership here is more effective. As digital entrepreneurship depends in financing and managing its activity on the public to a large extent compared to physical business activities. Universities have sought to pay attention to the requirements of digital entrepreneurship and how to achieve them, and here the role of empowerment leaders in developing their participation and work in the awareness of these universities and how to motivate them to face challenges and enhance the requirements of digital entrepreneurship in the current circumstances. Accordingly, the idea of the research was embodied in framing the theoretical aspects through a real review of the contemporary literature that diagnosed the research variables and its sub-dimensions, which were represented by the university visionary leadership and how to achieve the requirements of digital entrepreneurship in educational organizations to advance it at the regional and global levels in light of the current challenges facing higher education Especially in the country. An applied framework was presented in light of the analysis of the research variables and their sub-dimensions based on the hypotheses emanating from the hypothesis of the research, in order to diagnose the most important main points that enhance digital entrepreneurship in the researched university.

LITERATURE REVIEW

1. UNIVERSITY VISIONARY LEADERSHIP

1.1. Concept of University Visionary Leadership

The university visionary leadership takes a prominent and effective importance in organizations today through the role that leaders play within the organizations. There is a leadership capable of setting a future vision for their organizations and anticipating what it will be in the future (Fadli, et al., 2021). The university visionary leadership is one of the most important axes of successful leaders today, which is characterized by a special vision that reflects his abilities to realize the future in an accurate and clear manner through visualizing or imagining future challenges and developing appropriate solutions to overcome them, since the vision is the ideal and mental image of the desired future by mobilizing people to work towards achieving goals (Rawolle, 2010). The university visionary leadership is defined as the leadership that possesses a clear and effective future vision, possesses emotional intelligence, and has an impact on achieving the goals of the organization, and works on effective communication with the employees in the organization and conveying the vision to them so that they know the meaning and the desired goal of the work they do, as well as overcoming the obstacles they face and granting them Some of the powers that facilitate the completion of work, and the visionary leader puts the interest of the organization and employees at the forefront of his priorities (Alobaidi, 2021). It is also defined as leadership that sets goals and objectives for the individual and the group and is not limited to defining what the group is, but also what it seeks to be or do, and it differs from other forms of leadership in its inspiration to see and convey the vision to the followers to move the organization from a good state to a better state (Dhammika, 2014). The university visionary leadership in the administrative team works to communicate in conveying the image of the future of the organization to the team and the organization, and to persuade the employees to contribute to the realization of that vision. The

visionary leadership aims to make strategic commitment, because it focuses on stimulating the achievement of the strategic vision (Ateş, et al., 2020). And that the university visionary leadership is a leadership style that aims to give meaning to the work and the efforts required, and the duty to be made jointly by the members of the institution by giving direction and meaning to the work, and the effort expended based on a clear vision (Zamur, et al., 2020) University visionary leadership is the ability that leaders of educational organizations have to know their strengths, predict opportunities, challenges, and threats that appear in the way of advancement of educational organizations, and the ability to release influence on employees to invite them to work together in organizational systems to achieve goals efficiently and effectively (Mutoher, et al., 2020).

1.2. Dimensions of University Visionary Leadership

1.2.1. Vision

A vision is a mental state of a desired future state for a person, group or organization, so a visionary leader must have a cognitive picture of the future that is positive enough for the members of his organization, that it is inspired, motivating, and detailed enough to provide direction for future planning and goal setting (Nwokedi, 2016). As for the vision of higher education organizations, it is an explanation of how the organization faces the current situation, and an attempt to define a new standard that it wants to achieve in the future. The vision clarifies the expected situation of the organization in the future, and that the vision statement is an important factor in the success of the organization in the future (Kumang & Ahman, 2020).

1.2.2. Empowerment

The importance of empowerment lies in giving workers in the region the power, information, and freedom to make decisions and participate in taking them, and give them more freedom to work, self-control and act, while supporting their skills and abilities by providing sufficient resources and an appropriate climate, and qualifying them behaviorally and technically, and trusting them (Aburuman, 2016). Empowerment is defined as the ability for the individual to be active and active, to have independence in performing work, and the ability and experience to influence when performing work and achieving goals. The concept of empowerment can be defined as enhancing the role of workers in the exercise of administrative decisions, and participation in the major decision-making process in the organization (Handhal & Rezouki, 2019).

1.2.3. communication

Communication is an important dimension of university visionary leadership that works to highlight positive results in organizations by creating and communicating a desired case view that clarifies the current situation and stimulates commitment to a better future (Dhammika, 2014). Communication is defined as the process through which information is exchanged and understood by two or more people, usually with the intention of motivating or influencing behavior (Daft, 2010).

2. DIGITAL ENTREPRENEURSHIP

2.1. Concept of Digital Entrepreneurship

The administrative thought is characterized by keeping pace with the changes taking place in the business environment that embraces organizations, and the changing digital dimension is the basis in the business environment, and from this we find that many administrative researchers have been interested in information technology and the digital world and how to employ it to serve business and implement the work of multiple departments, whether marketing, productivity, human resources and

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financial management and others. The European Commission has defined digital entrepreneurship as the spirit of digital entrepreneurship includes all new projects and transformation of existing organizations that drive economic and social value through the creation and use of new digital technologies, and digital organizations are characterized by a high intensity in the use of new digital technologies (particularly social, big data, mobile and cloud solutions). To improve business processes, innovate new business models, use business intelligence applications, and interact with customers and stakeholders, creating future job and growth opportunities (European Commission, 2015). Digital entrepreneurship is defined as the expanded use of digital cloud technology, mobile phone, big data and social media in the practice of digital entrepreneurship (Bandera, 2016). Digital entrepreneurship seeks opportunities based on the use of digital technologies, while others seek opportunities based on business, knowledge or organizations (Li et al., 2017). And that digital entrepreneurship is a sub-category of entrepreneurship in which some or all of what can be physical in a traditional organization is digitized, and thus can be considered as a reconciliation of traditional entrepreneurship with the new way of creating and doing business in the digital age (Le Dinh et al., 2018). Digital entrepreneurship is about careful thinking about digital technologies and their unique characteristics in shaping entrepreneurial endeavors, and there is a growing focus on digital entrepreneurship due to the role of new digital technologies in business (Nambisan, 2017). Just as digital entrepreneurship has a social dimension, building entrepreneurship is much broader than identifying opportunities that are implemented through the creation of projects with the aim of generating wealth (McAdam, 2020).

2.2. Dimensions of Digital Entrepreneurship

2.2.1. Digital Knowledge

In this dimension, reference is made to patents in the digital world, which represent digital knowledge in digital entrepreneurship, and taking into account the importance of making better use of that knowledge to achieve value creation and discover digital opportunities for entrepreneurship work. And how digital knowledge affects the creation of digital entrepreneurs through it, even if it is by chance or without planning, but rather through the achieved knowledge innovation (Anckar, 2016).

2.2.2. Digital Finance

It is represented in the basic elements of digital finance, which are important criteria in the field of digital entrepreneurship. It is a set of new digital services in the field of financial information such as financial planning, financial advisory, payments, finance, investments and support for joint operations between customers and banks (Hussein & Al-Haidari, 2021). He defined digital finance as financial services that are provided through computers, mobile phones, internet cards or cards linked to a reliable digital payment system (Ozili, 2018).

2.2.3. Digital Business Environment

This dimension represents the digital systems that are used by digitally leading organizations and how they compare between those organizations in terms of success, survival, growth and decline in the digital market based on the type of digital system used by them, as well as focusing on the digital business environment in terms of the availability of incubating digital markets, as well as On the economic and legal restrictions in some countries on entrepreneurial activities in the digital field (al-Janiri, 2020).

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RESEARCH METHODOLOGY

1. RESEARCH PROBLEM

The higher education sector faces multiple problems and obstacles that limit the performance of its work and make it unable to move towards competition, led by double standards and slow activation of competitive processes. Therefore, this research came in response to many challenges, the most important of which is the need for universities for university visionary leadership in addition to achieving digital entrepreneurship. Digital is the ruling trait or the basic character that governs the features of the world at the present time, and digital is an increasingly influential element in all activities, and there is no doubt that everything in the world has an administrative style that achieves organization in it, and here was the role of university visionary leadership in organizing the process of achieving leadership digital business. The research problem can be identified as the significant weakness in the performance of Iraqi organizations in creating value within the digital field or digital business, which leads to a significant delay in keeping pace with the global growth of digital business, as well as a significant loss of local, Arab and global market shares.

2. RESEARCH OBJECTIVES

The main objective of the research is to reach a strong relationship between university visionary leadership and digital entrepreneurship. The research also seeks to academically shed light on the research variables that have not been examined in the Iraqi academic environment, which are all university visionary leadership and digital entrepreneurship. The research also aims to present an applied model to test the research variables statistically in the Iraqi business environment, and its results can be generalized to the rest of the organizations.

3. RESEARCH HYPOTHESES

3.1. The First Main Hypothesis (H1): There is a statistically significant correlation between university visionary leadership and digital entrepreneurship at the level of the researched university.

3.2. The Second Main Hypothesis (H2): There is a statistically significant effect of the university visionary leadership on digital entrepreneurship at the level of the researched university.

4. RESEARCH MODEL

Based on the intellectual and cognitive framework about the research variables, and in light of the research problem and its objectives, a research model was designed that expresses the logical relationships between its primary and secondary variables, as shown in Figure (1).

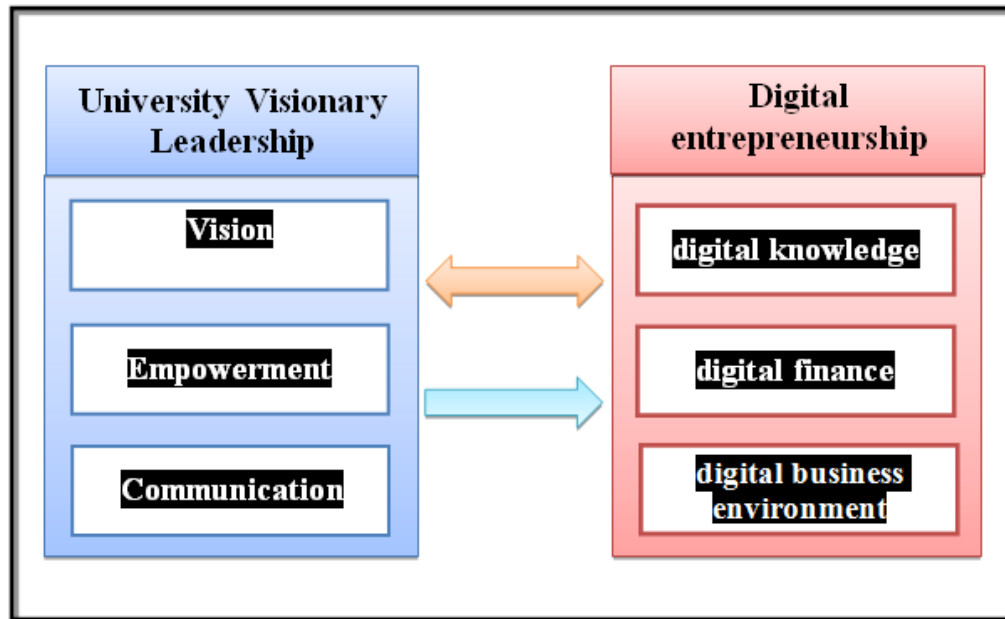


Figure (1): A conceptual model for research

RESULTS AND DISCUSSIONS

1. DESCRIPTIVE ANALYSIS OF RESEARCH VARIABLES

1.1. Description and diagnosis of University Visionary Leadership: It is evident from Table (1) that the (University Visionary Leadership) variable achieved a total arithmetic mean of (3.845) and a good evaluation level, with a standard deviation of (0.614), and this indicates the lack of dispersion of the answers of the research sample, and their assertion that The University Visionary Leadership variable is present in the researched university, and the coefficient of variation is (18,076). To rank the importance of the dimensions of the University Visionary Leadership variable, the coefficient of variation was used, depending on the arithmetic mean and standard deviation. It is clear that the (Vision) dimension came in the first place in terms of the dimensions of the University Visionary Leadership variable with an arithmetic mean of (3.921) and a good evaluation level, with a standard deviation of (0.638), and the coefficient of variation reached (16,248). On the other hand, Empowerment ranked third in terms of dimensions of the University Visionary Leadership variable, with an arithmetic mean of (3.842) and a good evaluation level, with a standard deviation of (0.766), and the coefficient of variation (19,919).

Table (1): Ranking of importance according to the coefficient of variation for the dimensions of University Visionary Leadership.

Dimensions of University Visionary Leadership	Arithmetic Mean	Standard Deviation	Variation Coefficient	Relative Importance
Vision	3.921	0.638	16.248	First
Empowerment	3.842	0.766	19.919	Third
Communication	3.768	0.681	18.062	Second
University Visionary Leadership	3.845	0.614	18.076	

1.2. Description and diagnosis of Digital Entrepreneurship: It is evident from Table (2) that the (Digital Entrepreneurship) variable achieved a total arithmetic mean of (3.521) and a good evaluation level, with a standard deviation of (0.815), and this indicates the lack of dispersion of the answers of the research sample, and their confirmation that the Digital variable Entrepreneurship is present in the university under study, and the coefficient of variation is (24.612). To rank the importance of the dimensions of the Digital Entrepreneurship variable, the coefficient of variation was used, depending on the arithmetic mean and standard deviation. It is clear that the dimension of (digital knowledge) ranked first in terms of the dimensions of the Digital Entrepreneurship variable, with an arithmetic mean of (3.528) and a good evaluation level, with a standard deviation of (0.841), and the coefficient of variation reached (23.802). While digital finance ranked third in terms of dimensions of the Digital Entrepreneurship variable, with an arithmetic mean of (3.556) and a good evaluation level, with a standard deviation of (0.924), and the coefficient of variation (25.977).

Table (2): Ranking of importance according to the coefficient of variation for the dimensions of Digital Entrepreneurship.

Dimensions of Digital Entrepreneurship	Arithmetic Mean	Standard Deviation	Variation Coefficient	Relative Importance
digital knowledge	3.528	0.841	23.802	First
digital finance	3.556	0.924	25.977	Third
digital business environment	3.478	0.837	24.056	Second
Digital Entrepreneurship	3.521	0.815	24.612	

2. TEST AND ANALYZE RESEARCH HYPOTHESES

2.1. Testing and analyzing correlation hypotheses: The correlation between the independent variable University Visionary Leadership with its dimensions (digital knowledge digital finance, digital business, environment) and the dependent variable Digital Entrepreneurship will be tested, by using the correlation coefficient (Pearson) to discover the strength of the relationship between the variables, and it is one of the most Statistical methods used to determine the relationship between variables in administrative sciences, as shown in the following table (3).

Table (3): Correlation values between the dimensions of University Visionary Leadership and Digital Entrepreneurship.

Dimensions of University Visionary Leadership	Dependent Variable	Correlation Value and Significance Level		Relationship Direction	Relationship Strength
Vision	Digital Entrepreneurship	Correlation value	0.540^{**}	Positive	Medium
		Sig	0.000		
Empowerment		Correlation value	0.538^{**}	Positive	Medium
		Sig	0.000		
Communication		Correlation value	0.573^{**}	Positive	Medium
		Sig	0.000		

University Visionary Leadership		Correlation value	0.608**	Positive	Medium
		Sig	0.000		
The number of accepted hypotheses		4			
percentage		100%			
Correlation is significant at the 0.01 level (2-tailed).**					
Sample Volume154=					

It is evident from Table (3) that there is a significant correlation between the University Visionary Leadership variable and the Digital Entrepreneurship variable at the total level, as the correlation coefficient between them reached (**0.608) at the significance level (0.000), which is less than the significance level (0.05). This result indicates the significance of the correlation value between them, as it came at a medium and significant level, and this provides sufficient support for accepting the first main hypothesis which states (there is a statistically significant correlation between University Visionary Leadership with its dimensions of Digital Entrepreneurship at the level of the researched university). The results also indicate that there is a significant correlation between the dimensions of University Visionary Leadership and the Digital Entrepreneurship variable at the sub-level, as the values of the correlation coefficients amounted to (**0.540, **0.538, **0.573) respectively, and all of them are at the significance level (0.000), which is less than the significance level (0.05), and these results indicate the significance of the correlation coefficients values, as all of them came at a medium and significant level.

2.2. Testing and analyzing impact hypotheses: The impact hypotheses will be tested between the research variables and dimensions represented in the independent variable University Visionary Leadership with its dimensions (digital knowledge digital finance, digital business, environment), and the dependent variable Digital Entrepreneurship. Impact hypotheses will be tested through simple linear regression analysis, for the purpose of Determining the possibility of judging the acceptance or rejection of the hypothesis, and as in Table (4):

Table (4): analyzes the impact of University Visionary Leadership dimensions on Digital Entrepreneurship.

Dimensions of University Visionary Leadership	Dependent Variable	Constant Limit Value (α)	the marginal slope coefficient (β)	The coefficient of determination (R2)	(F) computed value	(t) computed value
Vision	Digital Entrepreneurship	1.098	0.637	0.291	62.993	7.936
Empowerment		1.026	0.631	0.290	62.532	7.907
Communication		0.794	0.806	0.328	74.918	8.657
University Visionary Leadership		0.636	0.837	0.371	89.994	9.487
Tabular (F) value= 3.89 Tabular (t) value = 1.660 Sample volume =154 Sig = 0.000						

It is clear from Table (4) that the value of (F) calculated between the University Visionary Leadership variable and the Digital Entrepreneurship variable amounted to (89.994) which is greater than the tabular value (F) of (3.89) at the level of significance (0.000), and accordingly accepting the hypothesis. The second principal which states (there is a statistically significant effect of the university's visionary leadership in its dimensions in digital entrepreneurship at the level of the researched university). It is evident from the value of the corrected determination coefficient (R^2) of (0.371) that the University Visionary Leadership variable explains 37% of the variables that occur in the Digital Entrepreneurship, while the remaining percentage (63%) refers to other variables that are not included in the model search. The results also indicate that there is a significant effect of the dimensions of the Visionary Leadership University variable on the Digital Entrepreneurship variable at the sub-level, as the calculated (F) values reached (62.993, 62.532, 74.918), respectively, which is greater than the tabular (F) value of (3.89) when Significance level (0.000), and these results indicate the significant effect of the dimensions of the Visionary Leadership University variable on Digital Entrepreneurship variable.

CONCLUSION

1. University visionary leadership has an important role in achieving digital entrepreneurship in the researched university, and this was demonstrated through the presence of a positive correlation, as well as the impact of visionary leadership with its dimensions in digital entrepreneurship among the research sample at the researched university.
2. Provides university visionary leadership and digital entrepreneurship at the researched university, because the general arithmetic mean of all its paragraphs has exceeded the hypothetical limit of (3) and within a statistically acceptable standard deviation. This reflects the low levels of dispersion of the sample answers.
3. The research sample at the researched university was able to benefit from the continuous positive changes brought about by the university's visionary leadership in introducing more sound changes in digital entrepreneurship, which contributed to granting the sample powers that enable them to address errors when they occur in order to work to maintain organizational culture, and benefit from nutrition. The opposite, which contributes to assessing the level of performance and developing it for the future.
4. The methods used by the university administration to communicate its vision to the workers are through hearing their views and involving them in formulating the strategic vision of the university, and thus working to provide a positive organizational climate for the application of digital entrepreneurship, as well as a commitment to provide high quality services by strengthening the policies that link the university with local community.
5. The digital entrepreneurship variable is one of the contemporary and modern topics in management, which is the style or pattern of organizations' work in the time of the technological revolution witnessed by the world.

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