Individual Abilities of Strategic Educational Leaders in Secondary Schools and Its Relationship with Secondary School Reputation

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Abstract

This paper examines the impact of the element of individual abilities of strategic leadership practice model of educational school leaders attached to secondary schools in Malaysia on the reputation of the secondary schools. It is to validate the proposed models of the study as well as to investigate whether there is a positive correlation between the educational leaders' individual abilities with the secondary school reputation. The population of the study is the educational school leaders of secondary schools in Malaysia. Based on the population, the sample size of 379 is involved in the study. The stratified random sampling technique is applied and 6 – point Likert scale questionnaire is used as the instrument in data collection process. The data is analyzed using SPSS and PLS SEM. It is the finding that, the level of the implementation of the individual abilities possessed by the school leaders is high that enables the school to achieve desired level of reputation. Besides, the proposed models of Individual Abilities and Secondary School Reputation are proven valid and reliable. There is also a positive relationship between the individual abilities of strategic school leaders and school reputation. It is to be optimistic that the study would provide some new perspective and insight for the school leaders to possess the outstanding personalities that help the school to be well reputed.

Keywords: Educational leaders; individual abilities; school reputation.

1. Introduction

Leadership skills when practiced strategically by the educational leaders contribute to great positive impacts on any organization including learning institutions such as schools. School educational leaders are strongly encouraged to adapt and adopt a style of leadership which is strategic leadership that would help the progress of achievement and reputation. Schools need to be led and managed strategically by the school leaders who possess strong personal characteristics to achieve desirable level of reputation. As a result, the reputation and the effectiveness of the schools can be promoted and sustained.

The school leaders have major responsibilities to define their current reputation by showing positive individual abilities that drive the schools for better improvement of the current reputation. The roles of educational school leaders must be strengthened and it is to propose that strategic leadership to be implemented. Strategic educational leaders lead the schools to compete and survive to achieve desirable performance as to ensure the schools to be famed and renowned. The school educational leaders of this 21st century should realize that they need to possess outstanding leadership ability and quality to fulfil the demands, requirement, and expectation of the stakeholders towards achieving the world class level of education system. It is to endorsed that educational leaders attached to secondary school possess the individual abilities that are proposed to establish reputation and successfully achieve national educational aspiration.

As reputation plays a vital role to schools, leaders are also obliged to possess some strategic individual abilities. School leaders also are responsible to play some strategic roles at leadership and management processes as to improve and sustain the desired reputation of the school. Possessing individual abilities is also one of the key factors that lead to school reputation. The school reputation is an aspect in which the stakeholders perceive that the schools must be able to produce excellent students in academic. In the aim to establish school reputation, school educational leaders strategically lead, plan, manage and execute the strategies to achieve intended desirable level of reputation. School reputation would contribute to many good implications to stakeholders, to the school community and to the nation in various aspects.

The major aim of this research is to examine the relationship between individual abilities of strategic leadership practices practiced by school leaders on school reputation. The research is intentionally to ascertain the following objectives:

1. To measure the level of individual abilities of strategic leadership practice practiced by secondary school leaders.

2. To validate the proposed model of the of secondary school leaders' individual abilities and secondary school reputation.

3. To measure the relationship between individual abilities portrayed by the secondary school leaders and the school reputation.

The hypotheses of the study are meant to prove the following:

H1: The Individual Abilities model of strategic school leader is valid and reliable.

H2: The Secondary School Reputation model is valid and reliable.

H3: There is a positive relationship between individual abilities of school strategic leaders and secondary school reputation.

The research is conducted under such circumstances that there are some limitations including the location and respondents' factors. The location of the schools might be beyond the reach of the researchers as the vast area of population cannot be covered totally and the school location is also an issue. The study would only apply on the educational school leaders from selected schools. Thus, the findings of the study will not include the result that covers every district in a different region in Malaysia. Besides, the data collection process will face some issues on uncertainty and the accuracy of the respondents' responses. While completing the questionnaire or interview, they might have doubt and uncertainty of their responses as they might unaware of the constructs and the items in the questionnaire. Other than that, the teachers' and students' perception and responses towards the strategic leadership practices of the school leaders are not considered. The responses of the research instruments are in the eye of the educational leaders of their strategic leadership practice and their perception towards the implication of their own practices.

2. Literature Review

2.1 Personal characteristics of school strategic leaders

Individual Abilities (IA) is one of the elements in the strategic leadership practices. The element of Individual Abilities are the essential characteristics and the attitudes portrayed by the school leaders in leading the schools to achieve desired success in future [1].

School strategic leaders must possess and portray some outstanding personal characteristics as the leaders. The framework by [1] has proposed few major personal attributes which referred to as Individual Abilities (IA):

1. Strategic leaders are strategic thinkers

Leaders are always able to see that the organization can be able to perform better in different ways in the future. They must always think beyond current views and perspective as they build mental models to frame their own and others' understanding for current and the future direction [2]. They maximize the opportunities, relate the knowledge for change, and have good ideas for outstanding performance of schools. The current situation is always challenged and there is the need to improve the mission and performance for better future by scanning the current environment, envisioning the future, setting the future, and engaging in strategic thinking to innovatively implement strategies. These are done as to meet up and embrace new challenge, new skills, and new strategies for embracing change.

2. Strategic leaders are strategic learners

It is essential for every strategic leader of a school to be the learners who always seek for knowledge and insight. They set up the school framework of strategies, consider the culture, structure, and system to support learning. Knowledge transfer should be promoted and deep learning should be taken place for wisdom and understanding. Strategic conversation is encouraged to be practiced as it is the leaders' task that all staff and teachers engage in discussion for them to enhance skills and knowledge in unity and learning needs must be articulated as well [1].

3. Strategic leaders are values driven

Strategic leaders of schools should always involve strategy processes that are based on the values and beliefs to enhance the learning processes of students. The vision articulated must be based on core values and beliefs that makes the staff and teachers to feel energized to share responsibilities and accountabilities. Educational leaders are to establish moral culture, values, and the moral characteristics among the staff in the schools. This dimension introduced by [1] proposed some moral culture to be practiced such as honesty, integrity, promise keeping, loyalty, fairness, concern, respect, law abiding, pursuit of excellence, and personal accountability. School leaders are to act within the moral framework in formulating strategy and executing strategic leadership. The moral and values is the factor to define effective strategic leadership practices at schools.

2.2 Concept of school reputation

School reputation does exist that school reputation is the mixture of stakeholders' opinions and attitudes towards the schools. In the aspiration to reach the goals, schools are to practice some types of social value. Every school wants to be recognized and well reputed of their distinctive features that make the school outstanding. As for the school context, school reputation can be associated to academic reputation that can be defined as overall impression of excellence or quality created by some factors. Hence, school reputation is crucial even well regarded than its' real quality, which is in turn influences future students of the school.

A stakeholder – based reputation measurement by [3] proposed the dimensions to measure the school reputation in the perception of the stake holders mainly the parents. For the study, the four emergent dimensions developed by [3] will be manipulated to measure the school reputation. The four emergent dimensions proposed are:

1. Parents orientation

It is referred to parents' perception on the school's willingness to satisfy their need in the aspects of children and learning process. The more satisfied the parents are, the better they perceive school reputation. Parents are satisfied when they are happy with the academic achievement of their children and the overall school performance.

2. Learning quality

This dimension refers to parents' perception of the quality of teaching activities. Learning quality is the strongest dimension perceived by parents [3]. Parents anticipate their children to involve in excellent teaching delivered by

effective teachers.

3. Good teachers

The dimension of good teachers is about how the school management treat the teachers and the perception on teachers' competences. Teachers are perceived as having instructional competences, wisdom, desire, and commitment and have emotional appeal who are caring and warmth and have good behavior and inspire the students.

4. School environment

This dimension is about parents' concern on the aspects of safety and the climate at the school. Parents anticipate the school is a conducive and a safe place for their children to learn. The sense of the security is prioritized as strong discipline and low level of violence in a school ensures the safety for the students to involve in classroom activities.

Good reputation of schools offers some great implications specifically on school leaders and educators as they are the power of a change. Reputation helps to generate and contribute to some positive changes in the whole community and then to the school image.

3. Materials and method

3.1 Population and sample

As for the research, the population involved are the school leaders / administrators or the leadership teams in Malaysian secondary schools. Apart from school leaders, teachers are also positioned to several posts to lead and manage the schools. They are positioned and promoted as:

1. The Principal
2. The Senior Assistant of Administration/ Curriculum
3. The Senior Assistant of Co – Curriculum
4. The Senior Assistant of Student Affair
5. The Head Departments of Language, Humanity, Vocational, and Mathematics and Science.

There are more than 19 000 school leaders positioned in the secondary schools throughout Malaysia. The number of samples proposed is 377 and the stratified random sampling technique is applied as the population is divided into discrete and distinctive sub population called strata and from each stratum, a separate random sample is selected.

3.2 Research instrument

The study uses questionnaire as for the research instrument which is adopted and adapted based on the existing literature on the chosen strategic leadership theory. The adapted 6-point Likert scale is applied that allows

respondents to consider the items very carefully and could decide on their preference either leans negatively or positively. The questionnaires were distributed to the selected schools face to face and via express mails to the selected schools in Malaysia. There are 379 samples are measured and analyzed for the study.

4. Results

The section presents the data analyses of the collected data derived which has been gathered from the research instrument. The data analyses then tabulated to further indicate the values derived from the responses of the chosen samples. The chapter also discusses on the descriptive analysis of the data and the level of independent variables which is the Individual Abilities as the subdimension of the Strategic Leadership Practices. The subsequent sections present the measurement and structural model analyses of the variables.

4.1 Demographic information of respondents

Based on the analysis on the demographic data from 379 respondents, Table 1 shows the analysis of the demographic data of the educational school leaders of secondary schools in Malaysia who participated in the study.

As for the gender of the respondents, more than half (65.2%) of the respondents are females and most respondents are aged from 51 to 60 years old (58.3%). The others are aged less than 50 years old (41.7%) in which 2.9% aged less than 40 years old. Majority of the respondents involved are Malay school educational leaders (81.3%). Most school leaders contributed in the study have been in the teaching profession for more than 15 years (88.1%). None of them (0%) is new in the teaching profession and only 1 respondent (0.3%) has been teaching for less than 9 years. For the academic background, most of the educational leaders (84.7%) possess the degree,13.2% have master's degree, and 0.8 % of them are the PhD holders. Only 1 respondent (0.3%) responded that he possesses teaching certificate.

In the aspect of leading experience, educational leaders who respond to the research instrument are well experienced in leading the schools. 49.1 % of the respondents have been leading for more than 7 years that 10.6 % of them have been leading for more than 15 years. Only 23% of them have led the schools for less than 2 years. The educational leaders who are the heads of the department contribute largely to the study as the respondents (55.9%). This is followed by the senior assistants (34.6%) and only 9.5% principals responded in the study.

Table 1: Demographic profiles of respondents

Variables	N	Percentage (%)
Gender		
Male	132	34.8
Female	247	65.2
Age		
21 - 30 years old	1	0.3
31 - 40 years old	10	2.6
41 - 50 years old	147	38.8
51 - 60 years old	221	58.3
Race		
Malay	308	81.3
Chinese	38	10
Indian	4	1.1
Others	29	7.7
Years of Teaching		
Less than 4 years	0	0
5 to 9 years	1	0.3
10 to 14 years	44	11.6
More than 15 years	334	88.1
Years of Leading in School		
Less than 2 years	87	23
3 to 6 years	106	28
7 to 10 years	80	21.1
11 to 14 years	66	12.4
More than 15 years	40	10.6
Educational Background		
Teaching Certificate	1	0.3
Diploma in Education	4	1.1
Degree	321	84.7
Master	50	13.2
PhD	3	0.8
Current Position		
Principal	36	9.5
Senior Assistant	131	34.6
Head of Department	212	55.9

4.2 Data coding

When the data collection effort has been completed and the tasks and processes of transmitting the collected data into the data file in SPSS version 27.0 and PLS SEM has been accomplished, the data is then ready for coding. The coding applied in the SPSS needs to be recoded as to improve understanding and to avoid misinterpretation of the data and the overall results. Table 2 presents the coding of each construct and variable based on the items as appeared in the research instrument.

Table 2: Data coding

Variables	Constructs Measured	Number of Items
Individual Abilities (IA)	Strategic Thinkers (SLST)	6
	Strategic Learners (SLSL)	9
	Value Driven (SLVD)	5
Secondary School Reputation (SSR)	Parents Orientation (SRPO)	4
	Learning Quality (SRLQ)	5
	Good Teacher (SRGT)	5
	School Environment (SRSE)	5

For the element of strategic leadership practice which is Individual Abilities that coded as IA, it comes with the three constructs which are coded as SLST, SLSL, and SLVD that represent Strategic Thinkers, Strategic Learners, and the Value Driven. As for the dependent variable of Secondary School Reputation (SSR), the constructs are coded as SRPO, SRLQ, SRGT, and SRSE.

4.3 Descriptive analyses of variables

This subsection presents the descriptive analyses of the variables / constructs to answer the research questions on the level of the Individual Abilities (IA) of Strategic Leadership Practices (SLP) and the level of Secondary School Reputation (SSR). Table 3 which presents the SPSS frequencies analysis results of mean, standard deviation, and data normality is referred to in the discussion of the descriptive analyses. The purified data of the study is also analyzed for its normality based on the Skewness and Kurtosis analyses. Based on suggested threshold of normality, a skewness value between − 1 and + 1 is considered excellent while kurtosis close to zero is considered as a normal distribution of data [4].

4.3.1 The level of IA in strategic leadership practices

As for the subdimension of SLP which is Individual Abilities (IA), the highest score of frequency analysis is Value Driven which is 5.3499 of the mean and the standard deviation is .50092. It is followed by the dimension

of Strategic Learners (Mean = 5.1150, SD = .49587). The lowest level of practice in this subconstruct is Strategic Thinkers with mean of 5.0003 and standard deviation of .52230.

4.3.2 The level of secondary school reputation (SSR)

The highest level of the variable of Secondary School Reputation is for Good Teacher (Mean = 5.4227, SD = .51230), followed by Learning Quality which the mean is 5.3873 and the standard deviation is .48386. Meanwhile, the dimension of School Environment gains the mean of 5.3272 and the standard deviation of .50098. The lowest score is Parent Orientation (Mean = 4.7293, SD = .55441).

4.3.3 The normality of the data

Based on the Skewness and Kurtosis analyses, in the IA subdimension of Strategic leadership Practices, the construct of SLST is skewed at -.069 and the Kurtosis is valued at -.343 and the SLSL is measured at -.015 for Skewness and the Kurtosis is -.603. The Skewness values of SLVD is -.275 and valued the Kurtosis at -.730. For the normality of the SSR, the SRPO is skewed at .227, the SRLQ is -.336, the SRGT is -.508, and the SRSE is -.250. The Kurtosis values for these constructs are measured at -.362, -.783, -.483, and -.611 respectively.

Table 3: The descriptive analyses of constructs

Variables	Mean	SD	Skewness	Kurtosis
SLP	5.2170	.37858	-.155	-.487
IA				
SLST	5.0003	.52230	-.069	-.343
SLSL	5.1150	.49587	-.015	-.603
SLVD	5.3499	.50092	-.275	-.730
SSR	5.2166	.41382	-.147	-.643
SRPO	4.7293	.55441	.227	-.362
SRLQ	5.3873	.48386	-.336	-.783
SRGT	5.4227	.51230	-.508	-.483
SRSE	5.3272	.50098	-.250	-.611

4.4 Measurement model and structural model assessments of variables

The measurement model and structural model assessment of the variables is measured using PLS SEM. The results of assessment are discussed in the aspects of the internal consistency, construct validity, and discriminant validity. Other than that, there are also the results presentation on the evaluation of correlations which are path coefficients

and coefficient determination (R Square).

4.4.1 Indicator reliability

Indicator reliability of the constructs is derived from the test results of outer loading generated by the PLS SEM software that must indicate the values of the analysis to be within the threshold that not less 0.708[4,5]. Based on Figure 1, for the subdimension of IA which is SLST, the values of factor loadings are from 0.768 to 0.832, SLSL is valued from 0.713 to 0.833 and the values from 0.768 to 0.867 are for SLVD. The values for the loadings of SRPO in SSR is ranged from 0.736 to 0.848, SRLQ is ranged from 0.723 to 0.870, the values of 0.805 to 0.865 for SRGT, and for SRSE the values are from 0.751 to 0.860.
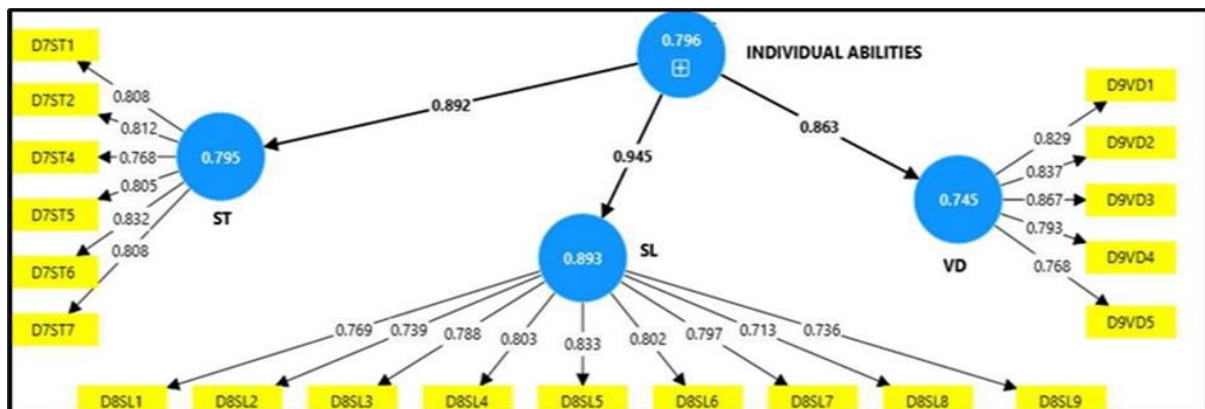

Figure 1: Factor loadings of individual abilities

Referring to Figure 2, the values for the loadings of SRPO in SSR is ranged from 0.736 to 0.848, SRLQ is ranged from 0.723 to 0.870, the values of 0.805 to 0.865 for SRGT, and for SRSE the values are from 0.751 to 0.860.
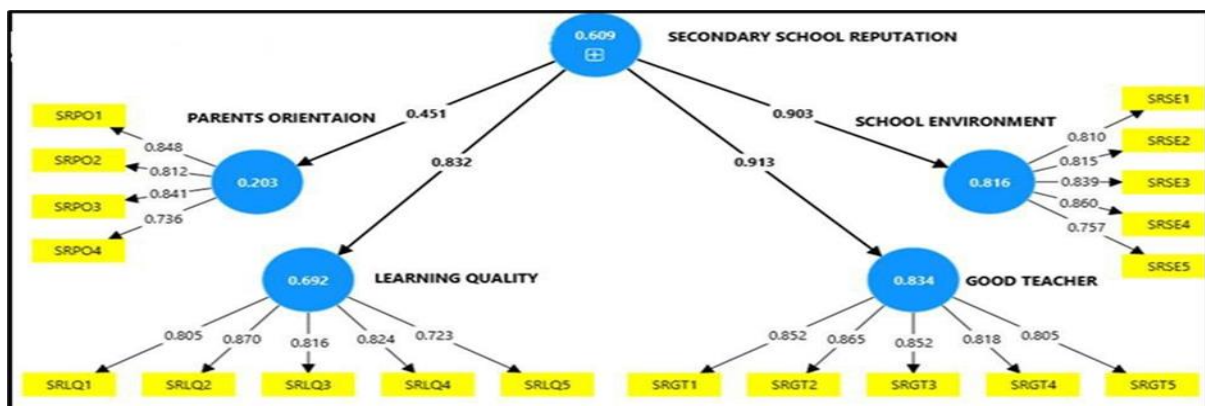

Figure 2: Factor loadings of secondary school reputation

4.4.2 The convergent validity and internal consistency reliability

The validity and the reliability of the constructs are measured to ensure that the data of the study is valid and reliable. The threshold for the convergent validity, the internal consistency reliability is set at the benchmark that

is greater than 0.7 ($\geq$ 0.7) and the Average Variance Extracted (AVE) is greater than 0.5 ($\geq$ 0.5) [6,4].

Referring to Table 4, for the validity and reliability values of all the constructs in IA, all the values are calculated for the values which are within the values of model fit that they do not violate the threshold. In SLST, the value for Cronbach's Alpha is 0.892, Rho_ A is 0.893, Rho _ C is 0. 917 and AVE is 0.649. As for the SLSL, the coefficient Alpha, Rho_ A and Rho _ C are calculated for 0.917, 0.919, and 0.932. The value of AVE is 0.603. For the SLVD, Cronbach's Alpha is 0.878, Rho_ A is 0.886, Rho _ C is 0. 911 and AVE is 0.672. Overall, the whole dimension of IA is measured for 0.951 for the Cronbach's Alpha and Rho-A, 0.956 for the Rho-C and 0.560 is for the AVE.

For the dependent variable of SRR, the SRPO's coefficient Alpha is measured at 0.831, Rho_ A is measured at 0.870, Rho_ C is 0.884, and AVE is 0.657. As for the SRLQ, the coefficient Alpha is 0.867, the composite reliability of Rho_ A and Rho _C are 0.871 and 0.904 while the AVE for the construct is 0.654. The value of Alpha coefficient 0.895, 0.896 and 0.922 are for Rho_ A and Rho_ C, and the AVE value is calculated for 0.704 are measured for the SRGT. The construct of SRSE is measured for the Alpha coefficient at 0.875, the Rho _ A and Rho _ C are measured at 0.876 and 0.909 respectively and the AVE is calculated for 0.668.

Table 4: Validity and the reliability of the constructs

Latent Variable	Cronbach's alpha	CR (Rho_ A)	CR (Rho_ C)	AVE
SLP				
IA	0.951	0.951	0.956	0.560
SLST	0.892	0.893	0.917	0.649
SLSL	0.917	0.919	0.932	0.603
SLVD	0.878	0.886	0.911	0.672
SSR	0.928	0.928	0.938	0.559
SRPO	0.831	0.870	0.884	0.657
SRLQ	0.867	0.871	0.904	0.654
SRGT	0.895	0.896	0.922	0.704
SRSE	0.875	0.876	0.909	0.668

4.4.3 Causal relationship between IA of SLP with SSR

The subsection of the chapter discusses about the relationship among the latent variables involved in the study. The discussion is based on the results on the path coefficients which also the correlation analysis. The relationships among the latent variables are measured and discussed to prove the hypotheses of the study whether the relationships among the latent variables exist.

Based on Table 5 on the relationship between the latent the variables, it is shown that the Individual Abilities

variable has positive relationship with the Secondary School Reputation variable with the correlation of 0.623. The independent variable of Individual Abilities is also positively correlated with all the constructs in SSR. IA is positively correlated to the SLSL, SLST, and SLVD which are measured at 0.945, 0.892, and 0.863 respectively. In addition, the independent variable of IA is positively correlated to all the constructs in SSR which are SRPO, SRLQ, SRGT, and SRSE. They are measured at 0.291, 0.556, 0.586, and 0.535 respectively that the lowest relationship is between the IA with the Parents Orientation (0.291).

Table 5: The correlation between the Constructs

Constructs	Correlation
IA -> SLSL	0.945
IA -> SLST	0.892
IA -> SLVD	0.863
IA -> SSR	0.623
SSR -> SRPO	0.451
SSR -> SRLQ	0.832
SSR -> SRGT	0.913
SSR -> SRSE	0.903
IA -> SRPO	0.291
IA -> SRLQ	0.556
IA -> SRGT	0.586
IA -> SRSE	0.535

Table 6 presents the values of coefficient determination (R Square) in explaining the explanatory ability of the model, all the values for the constructs are calculated within the range of 0 - 1. The overall R square value for IA is measured at 0.796 and the constructs in this subdimension is calculated for 0.795, 0.893, and 0.745 for SLST, SLSL, and SLVD respectively. For the dependent variable of SSR, the overall R Square for the dimension is 0.609 and the values for the constructs are ranged from low to satisfactory level of coefficient determination. SRPO gains low R Square with 0.203 and the satisfactory level is calculated for SRGT with the value of 0.834.

Table 6: The coefficient determination of constructs

Constructs	R Square
IA	0.796
SLST	0.795
SLSL	0.893
SLVD	0.745
SSR	0.609
SRPO	0.203
SRLQ	0.692
SRGT	0.834
SRSE	0.816

5. Discussion

This section presents the discussion of the results of data analyses. All the results of data analyses do not violate the suggested thresholds as to determine the validity, reliability, and the coefficient of the constructs of the variables. Based on the results, the findings of the study is presented.

Based on the results of the mean of the constructs, it is to conclude that the implementation level of the constructs of independent variable which is the IA is high. It is to deduce that, the high level of the implementation of Individual Abilities in Strategic Leadership Practices has contributed to the high level of Secondary School Reputation. The test results of normality have also shown that the data is distributed normally as the values of normality are within the set thresholds. Based on the analyses and the results, the research questions on the level of the variables of the study are answered that the high level of the individual abilities portrayed by the strategic school leaders. This is the cause that the level of the secondary school reputation to be higher significantly.

As for the validity and the reliability of the constructs, according to the outer loading analysis, all the items are calculated as reliable for the values of the factor loadings are in accordance to the threshold of greater than 0.708 (≥ 0.708). In addition, all the results of the reliability and validity measurements have achieved the thresholds which indicate that the data of the study is valid and reliable. Hence, the proposed models of Individual Ability (IA) of the strategic school leaders and the secondary school reputation (SSR) are both valid and reliable.

Regarding on the relationship between the latent variables, it is shown that the Individual Abilities as the independent variable has positive relationship with the Secondary School Reputation dependent variable. The independent variable of Individual Abilities is also positively correlated with all the constructs in SSR. Apart from that, the analyses of the coefficient's values regarding on the correlation have been the evidences that the constructs of both variables have the explanatory ability to determine the relationship between the latent variables.

The values of the R Square have indicated the low, moderate, and satisfactory levels of coefficients. It is also proved that the variable of IA is positively corelated to SSR in a moderate level of correlation. Hence, it is to conclude that the strategic school leaders who possess and practice the elements of individual abilities, positively enhance the school reputation. The findings of the study reveal that the individual abilities of school leaders play a decisive role in determining the level of perceived school reputation. The level of the implementation of the individual abilities possessed by the school leaders is high that enables the school to achieve desired reputation which significantly contributing to the attainment of favorable school reputation. Apart from that, based on the measurement and structural analyses conducted, the test results have proven that the hypotheses 2 and 3 of the study are supported and the values do not violet the thresholds to establish a fit model of the study, conforming the robustness of the proposed models. Likewise, through the results of path coefficient and correlation on the variables, the hypothesis of H3 is well supported by the results of analyses of these measurements, reinforcing the strength of the proposed relationships. Thus, the results have shown that the model of individual abilities of strategic school leaders and the model of the school reputation is valid and reliable that affirms the validity and the reliability of the strategic leader abilities model and the school reputation model. Besides, it is evident that there is a positive relationship between the individual abilities of strategic school leaders and the enhancement of school reputation.Primarily, it is to highlight that this study has manipulated the improvised theory and framework of the strategic leadership dimensions including the revised personal attribute dimensions proposed by [1]. However, most of the previous studies have applied the foundation framework of individual characteristics of strategic leaders based on [2] which include the dimensions of dissatisfaction and restlessness, absorptive capability, adaptive capacity, and wisdom. The previous studies that manipulated the foundation framework by Reference [2] have validated the framework that confirming these elements of characteristics of the school leaders. For instances, the studies such as [7,8] have found that the possession of proposed characteristics among the strategic leaders are high that enables the schools to achieve excellence. Other studies which conducted by [9, 10] that also applied the foundation framework by [2] claimed that the implementation of dimensions in strategic leadership have contributed to significant implications on student outcomes and overall quality of education. However, the findings of this study are non – comparable that the researcher applies the improvised better framework by [1] that dimensions applied in the study are different that the dimensions of individual abilities proposed are strategic thinkers, strategic learner, and values driven.The study enables to contribute further to the existing literature and provides a foundation for the future researchers to investigate deeper on the proposed models of the study. It also helps to enhance the effectiveness of the leadership practice and promotes better communication among the stakeholders to improve school outcomes and be strategically well - reputed.

Acknowledgements

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