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The Influence of Principals' Strategic Leadership on Students' Outcome

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Abstract

The principal strategic leadership strongly influences school performance, especially on students' achievement in academic, co-curriculum and personal. Various training and leadership courses are held for the principals to ensure that this group can translate it into strategically planned efforts thus producing excellent schools. In the Malaysian education context, there are three (3) elements of students' outcome, namely academic, co-curriculum and personality, which depend on a good and strategic principal leadership. The study was conducted to examine the level of principals' strategic leadership and students' outcome and the relationship between the two. The study was conducted in 85 secondary schools in one of the states in Malaysia, involving 374 respondents to answer the questionnaire based on Davies and Davies (2004) Strategic Leadership theory and the 2nd Wave of Malaysian Education Quality Standard (SKPMg2). The findings showed that the level of Strategic Leadership among principals was very high (mean = 4.32, S.D. = 0.421), whereas Students' Outcome also very high (mean = 4.53, S.D. = 0.373). In addition, the findings of this study indicated that there was a significant relationship between the principals' strategic leadership and the students' outcome. This shows that the principals' strategic leadership practice could influence students' outcome in the secondary school.

Keyword: Principals' Leadership, Principals' Strategic Leadership, Students' Outcome, Students' Academic Achievement

Introduction

Principal Strategic Leadership has become an important issue that often debated among scholars. Various studies have been carried out in every corner of the globe with various theories underlying the strategic leadership pattern. A similar study was conducted to look at the relationship between the principal's strategic leadership and the students' outcome. Fred R. David (2001) states that in order to establish a good school leadership, the leader must understand the concepts, components and activities of strategic leadership. The main concepts of strategic leadership are (i) strategic formulation, (ii) strategic implementation and (iii) strategic evaluation. Strategic formulation is translated through strategic missions, visions, objectives and strategies, as a result of external and internal scanning (environmental scanning). As for the strategic implementation component, it is

demonstrated through the implementation of programs, provisions and procedures that will help schools to act more strategically.

In Malaysian context, the studies of Zuraida (2013); Masrizal (2013) and Fazleen and Siti (2018) show that there are many factors that influence the principal strategic leadership and students' outcome. The principal's individual strengths and their strategic planning are dominant factors. Studies related to the strategic leadership of principals toward students' outcome are ongoing (Davies & Davies, 2011). It is an effort to ensure that the principals' leadership is on the right track to produce a successful students' outcome. Strategic principals should know how to develop a strategic plan for their school and practice a systematic planning, administration and management. Over the past 20 years, countries around the world have generally focused on the role of leaders (Boal, Kimberly, 2000). Various training such as leadership and competencies training are focused on improving leadership performances for the head of the organization (Organization for Economic Co-operation and Development, 2010, 2013).

The Ministry of Education Malaysia (MOE) has undertaken various efforts to ensure that every school leader is at a high level of readiness to administer the school. All these efforts are to achieve the aim of the Malaysian Education Development Plan (PPPM 2013-2025) which is to attain higher quality of education through the 11 shifts. The quality of students' academic achievement is the main agenda of education reform as embodied in the 2013-2025 PPPM. The Ministry expects all parties to work together especially the educators towards achieving the goals and aspirations of attaining a high-quality education system in Malaysia (KPM, 2013).

Through PPPM 2013 - 2025, MOE will ensure that every school has a high-quality leader whether it is the principal or headmaster and that he or she will be assisted by the middle leadership regardless of the location and level of school performance. The school's leadership team aims to provide the best leadership possible to improve the overall school performance. A new career package for school leadership by reinforcing the selection, training and rewarding of principals or teachers has been introduced by the ministry to achieve these goals. Some of the steps that the ministry has taken are as follows:

- refining and clarifying selection criteria.
- creating a group of potential school leaders for the future.
- improvement of preparation and continuous professional development; and
- Performance-based leadership approach (PPPM 2013 – 2025)

The Ministry of Education of Malaysia (MOE) intends to improve the quality of student outcome in line with the aspirations of the National Education Philosophy (NEP). The Ministry of Education's approach on education focuses on the holistic development of students by stressing on emphasizing intellectual, spiritual, emotional and physical development along with building a strong national identity (PPPM, 2013-2025). The Malaysian Education Development Plan makes the National Philosophy of Education as the foundation for the formation of the Student Aspiration that will lead to the Students' Outcome. The Student Aspiration Attributes are a. Knowledge, b. Thinking Skills, c. Leading Skills, d. Bilingual skills, e. Ethical and Spiritual, and f. National Identity (Malaysian Blueprint 2013-2025)

MOE (2018) reports that the total number of schools that meet the High Performing School and Cluster of Excellence School standards are only 553 schools compared to the total number of schools that are 10,152. It represents only 5.4% of the students' outcome levels, particularly the students' academic achievement. This situation has raised the question of what factors that resulted the situation? Was it the weak leadership factors or the students' failure to master learning skills? According to Bustaman (2015), the strategic leadership issues that have been the topic of debate and often discussed in Malaysian education are the issues of lack of expertise, failure to achieve vision and mission, non-strategic development, as well as unserious analysis of strength and weaknesses. This has led to the school's failure to achieve its goals and has resulted in the unachievable return of investment (ROI) that have been spent on various failed leadership training programs. The decline in student morale is one of the reasons that the students' outcome in personal development is unfulfilled and the holistic student outcome is not achieved as intended by the Ministry of Education Malaysia (Khuzaimah, 2018).

The lack of studies on strategic leadership based on the eleven shifts of PPPM 2013-2025 makes it important to be done by the educational researchers (Kamaruzzaman Moidunny, 2012). Similarly, Ahmad Masrizal (2013) states that researchers in Malaysia need to delve deeper into the factors that influence strategic leadership practice, to what extent the practices suggested by strategic leadership theory are practiced, and to what extent these practices lead to the strategic planning of educational development for the 21st century. He also said that research on the principal strategic leadership should be done due to the lack of research in this area especially at the local level.

Therefore, the purpose of this study is to identify the level of strategic leadership practice of principals, the level of students' outcome and to examine the relationship and contribution between these two. The research questions for this study are as follows:

- i. To determine the levels of principal strategic leadership and students' outcome.
- ii. To identify the relationship between the principals' strategic leadership and students' outcome.
- iii. To examine the influence of principals' strategic leadership on students' outcome.

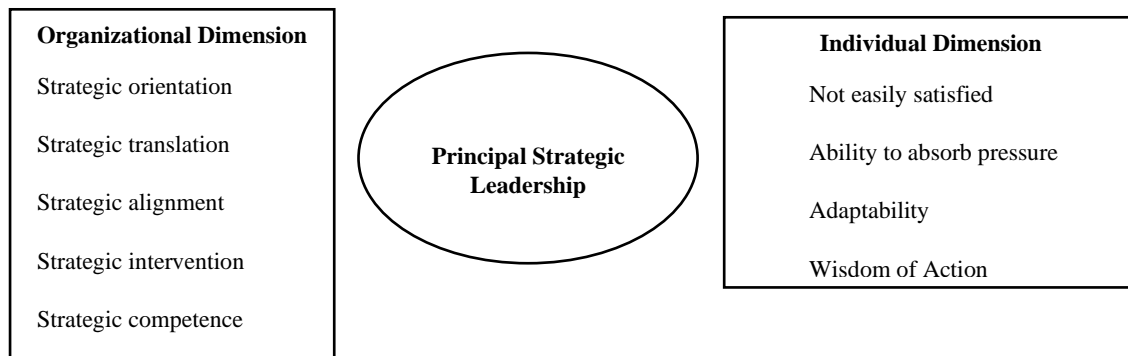
Literature Review

Strategic Leadership

Davies and Davies (2004, 2006, 2009, 2011) explained that in order to enhance strategic leadership in schools, two (2) matters that can be related and focused on to, are the organizational (capacity) dimensions and individual (characteristic) dimensions. These matters were explained clearly in the journal on strategic leadership, the Strategic Leadership. In their journals, they have promoted the strategic leadership model that they developed which are best applied in non-profit organizations such as schools.

In the strategic leadership model, there are nine (9) elements that are subdivided into components of organizational capacity and individual characteristics (Figure 1).

Figure 1: Davies and Davies Strategic Leadership Model



Source: Davies & Davies (2004)

Based on Figure 1, the two (2) variables involved in this study are the independent variables: Organizational and Individual Dimensions and the dependent variables that represent students' outcome performance. Based on the literature review, the researcher created the framework to illustrate the overall concept of the research. For the independent variable, the concept of strategic leadership involves 9 elements divided into two dimensions namely Organizational Dimensions that includes i. strategic orientation, ii. strategic translation, iii. The strategic alignment iv. Strategic intervention and v. strategic competency. The Individual Dimension includes four (4) elements which are: i. not easily satisfied, ii. The ability to absorb pressure, iii. The adaptability, and iv. The wisdom of action.

The strengths of Davies's strategic leadership model are the comprehensive and robust structure that is useful in studies on the principals' strategic leadership practices. It is said to be comprehensive and robust compared to other strategic leadership models because of its broader focus on the organizational leaders which is the ability to manage organizations as well as personal leadership characters.

In a study in Deeboonmee (2014) entitled Relationship between Strategic Leadership and School Effectiveness in Thailand, stated that the level of strategic leadership is high. Looking at the individual aspects of leaders, the implementation of strategic leadership shows the highest score in the achieving goals dimension. Through the study by Hidayah, et.al (2015) on strategic leadership in higher education institutions, a strategic leader acts as the changing agent which ensures that their teachers perform their assigned tasks or implement a high-quality teaching process. Therefore, based on the previous research findings, the quality of teachers and student outcome is closely linked to the strategic leadership of principals (Fazleen & Siti, 2018).

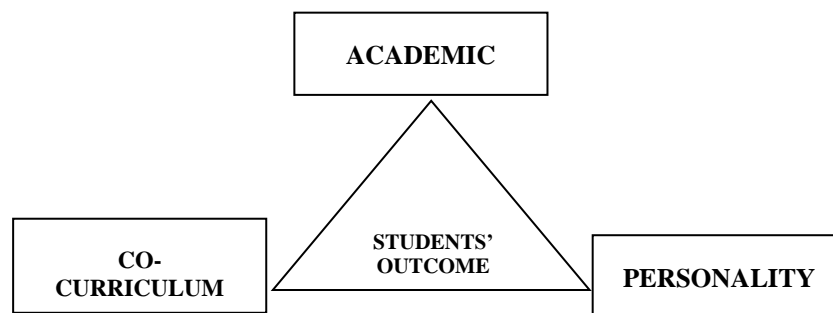
While Ali (2012) stated that through the absorption of strategic leadership, QNPSL Malaysia should focus on the concept of learning continuously and be able to absorb new information and then able to apply it effectively or in other words perform a high quality learning and facilitating process (T&L). Muhamad's (2013) study of 43 principals for Fully Residential Schools (FRS) in Malaysia showed that a good achievement in the individual dimensions, that means the principals' personal characteristics are outstanding. According to

the respondents in the study, FRSs' principals in Malaysia have practiced strategic leadership well.

Student Outcome

Sandai and Nor (2018) emphasized that students who successfully attend school are more likely to focus on learning and improve their academic performances. Students' outcome is an important aspect that should be emphasized by all types of schools, both primary and secondary, as well as the tertiary level in line with the global needs. The aspect of students' outcome is an aspect of comprehensive assessment that is best suited to all levels of students. Students' outcome is assessed in three (3) main aspects, namely academic, co-curriculum and personality. The assessment is based on these aspects aiming at interpreting students holistically, physically, emotionally, spiritually and intellectually as contained in the National Education Philosophy (NEP).

Figure 2. Student Outcome Model SKPMg2



Source: MOE, 2016

Jamilah Ahmad (2011) argues that educational theories and practices have proven the importance of school leadership in ensuring the success of students in the school. According to Supian Ali (2010), the steps to complete and enhance the potential for students' outcome should be always implemented in school. Meanwhile, through Azmiza's (2014) study, providing ways to help students to be motivated, active as well as having the skill in problem-solving and decision making are among the main challenges for the teachers and principals. This situation directly demonstrates the importance of the role of the principals to lead strategically in maintaining school performance by recognizing the importance of strategic planning, a school can achieve the vision and mission of the school. Principals and school community need to make improvements in vision sharing, cohesion and self-esteem in order to sustain students' outcome (Zuraida, 2013)

Students' involvement in co-curriculum is a positive step as the younger generation nowadays needs to be good in academic and co-curriculum as well as personality (Ruhaiza, 2007). Ab. Alim (2004) and Tam Yeow Kwai (2010) pointed out that co-curricular activities are important to objectify the knowledge, experience and skills concepts across the curriculum which include physical education, arts and recreation, science and technology activities as well as group and social activities. In line with the National Education Philosophy (NEP), the process of student self-development must be continuous and comprehensive without separating between curriculum and co-curriculum.

The study of Steve Duncan (1996) found that students' involvement in the curriculum promotes the overall development of the individual and develops the personality which keeps the adolescent from engaging with negative behaviors. In addition, the co-curriculum can produce positive effects such as developing self-management skills, higher education aspirations and reducing dropout problems. Omardin (1996) and Ahmad Esa (2014) stated that students' involvement in co-curricular activities promotes personality formation, fills their leisure time with useful knowledge, gains experience and avoids them from being involved in social problems such as hanging outs, drug abuse and gangsterism.

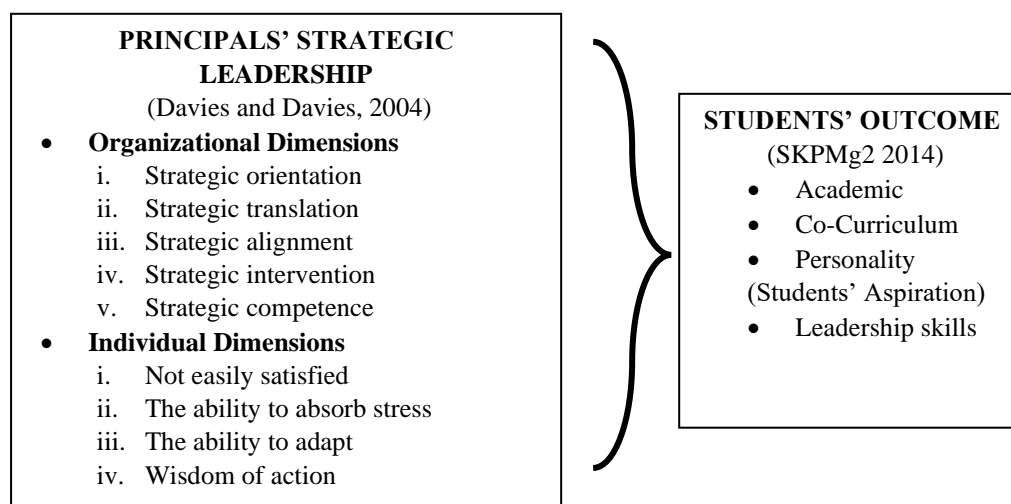


Figure 3. The Conceptual Framework

Methodology

Sample

This is a quantitative research which was conducted by using a survey design. The population of this study was secondary school teachers in one of states in Malaysia. The sample was selected using simple random sampling method involving a total of 374 respondents consisting of senior administrative teachers from 85 secondary schools in the state of Negeri Sembilan, Malaysia.

Instruments

The instrument chosen for this study was questionnaire that was adapted from Ahmad Masrizal Muhammad's (2013) Strategic Leadership Practices survey to answer the research questions. The questionnaire consists of 36 items and was divided into 3 categories: (i) Demographics; (ii) Strategic Leadership; and (iii) Student Outcome. The students' outcome questionnaire was adapted and modified based on the Second Malaysian Education Quality Standards Wave (SKPMg2) and students' aspirations in the Malaysian Education Development Plan (PPPM) 2013-2025 that leads to students' leadership skills. There are two main dimensions, namely the Second Malaysian Education Quality Standard Wave (SKPMg2) that includes academics, co-curriculum and personality as well as students' leadership skills that contain four sub-dimensions which are entrepreneurship, resilience, emotional intelligence and communication skills.

The Cronbach's Alpha (α) values were obtained in a pilot study to determine the reliability values Hair, Black, Babin, & Anderson (2014) stated that higher degree of Cronbach's Alpha

value shows the consistency of an item and thus, qualified its use in the field study. The reliability of the two instruments used in the present study is displayed in Table 2. Alpha (α) values for the dimensions of principals' strategic leadership was .97; whereas alpha (α) value for students' outcome was .91. A 5-point (1=Very Low and 5=Very High) as proposed by Green, Salkind and Akey (1997) was used for the measurement of constructs for both principals' strategic leadership and students' outcome.

Table 1: The Reliability of Principals' Strategic Leadership Questionnaire

Construct/Dimension	Number of Item	Cronbach's Alfa value
Strategic Leadership	36	0.97
Organization Dimension	24	0.99
Individual Dimension	12	0.98

Table 2: The Reliability of Students' Outcome Questionnaire

Construct/Dimension	Number of Item	Cronbach's Alfa value
Students' Outcome	24	0.91
SKPMg2	7	0.95
Entrepreneurship	4	0.93
Resilient	3	0.93
Emotional Intelligence	6	0.92
Communication Skills	4	0.92

Data Analysis

Data analysis was performed with IBM Statistical Package for the Social Sciences (SPSS) version 25.0. The significance level was taken as $p < 0.05$. Descriptive statistics were described with mean and standard deviation (Creswell, 2014). Mean values were calculated for each construct. In addition, inference analysis was generated through Pearson's correlation test that examined the relationship between principals' strategic leadership and students' outcome. Regression analysis was used to determine the predictive factors in the dimension of principals' strategic leadership towards students' outcome.

Results

Principals' Strategic Leadership Level

The analysis shows that the strategic leadership construct was very high with a mean score of 4.32 and standard deviation = 0.421. The results of the study also showed that both dimensions of strategic leadership that were organizational and individual dimensions were at very high levels (mean = 4.30; s.d. = 0.424 and mean = 4.34; s.d. = 0.452). However, school leaders that were the principals gave priority to the individual dimension in performing their duties in the school. The findings of the study were clearly shown in Table 3. This was linear with the findings of Thanomwon and Keow Ngang Tang (2017) conducted in Thailand showing that the level of strategic leadership was high. The findings of Fazleen and Siti's (2018) study showed that the principal's strategic leadership level was moderate, but it had a significant relationship with the quality of teachers' teaching skill which in turn impacts the students' outcome. Similarly, Deeboonmee (2014) in her study entitled Relationship between Strategic Leadership and School Effectiveness in Thailand stated that the level of strategic leadership

was high. Looking at the individual aspects of the leaders, the implementation of strategic leadership showed the highest score in achieving the planned goals.

As seen in Table 3.1, the Individual Dimensions indicated that the not satisfied sub-dimensions were higher than the other sub-dimensions. This shows that the principal's unsatisfied attitude toward success was the dominant attitude. A principal who was not happy with his or her current achievements will always strive for the success of the students and the school.

Table 3: Principal Strategic Leadership Level

Dimension/ Construct	Mean	Standard Deviation	Level
Organizational Dimensions	4.30	0.424	Very high
Individual Dimensions	4.34	0.452	Very high
Strategic Leadership	4.32	0.421	Very high

* Very Low (1.00-1.80), Low (1.81-2.60), Moderate (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

(Green, Salkind and Akey, 1997)

TABLE 3.1: Principal Strategic Leadership Levels

PRINCIPAL STRATEGIC LEADERSHIP	MEAN	S.D.	LEVEL
Organizational Dimensions	4.30	0.424	Very high
Strategic Orientation	4.31	0.445	Very high
Strategic Translation	4.27	0.472	Very high
Strategic Alignment	4.33	0.450	Very high
Strategic Interventions	4.24	0.507	Very High
Strategic Competency	4.35	0.491	Very high
Individual Dimensions	4.34	0.452	Very high
Not Easily Satisfied	4.50	0.450	Very high
Ability to Absorb Pressure	4.22	0.559	Very High
Adaptability	4.21	0.547	Very High
Wisdom of Action	4.35	0.514	Very high

Students' Outcome Level

The data analysis shows that students' outcome constructs were at a very high level with the mean score of 4.53 and a standard deviation of 0.373. Similarly, every dimension in students' outcome also attained very high levels. The Second Wave of Malaysian Education Quality Standard (SKPMg2) recorded a mean score of 4.51 with a standard deviation of 0.426. Pupil entrepreneurship dimensions recorded a mean score of 4.60 and a standard deviation of 0.407, resilient dimensions recorded a mean score of 4.61 and a standard deviation of 0.422, emotional intelligence dimensions (mean = 4.48; S.D. = 0.449) and communications

skills dimensions (mean = 4.51; S.D. = 0.477). The results of the data analysis could be explained in Table 4. The level of students' outcome reflected the strategic leadership of the principal. The result shown, principal excellent strategic leadership will guarantee a holistic performance of students' outcome. However, there were other factors that influence the level of students' outcome such as the quality of the teachers' teaching skills, peer influences, parents and the environment. This was supported by Thanomwon and Keow Ngang Tang (2017) in their study, which showed that many other factors influenced students' outcomes and that the principal's strategic leadership influenced only at 0.05.

Table 4: Student Outcome Level

Dimensions / Constructs	Mean	Standard Deviation	Level
Student Outcomes	4.53	0.373	Very High
SKPMg2	4.51	0.426	Very High
Entrepreneurship	4.60	0.407	Very High
Resilient	4.61	0.422	Very High
Emotional Intelligence	4.48	0.449	Very High
Communications Skills	4.51	0.447	Very High

*Very Low (1.00-1.80), Low (1.81-2.60), Moderate (2.61-3.40), High (3.41-4.20), Very High (4.21-5.00)

(Green, Salkind and Akey, 1997)

Table 5 shows the results on the relationship between principal leadership and students' outcome variables. The researcher had adopted the correlation coefficients and interpretation given by Lodico, Spaulding and Voegtle (2006) for the research findings. This study had shown that strategic leadership had a strong positive relationship with the students' outcome with the correlation coefficient of 0.663. Nevertheless, this indicated that the strategic principal leadership was not a dominant factor in improving the students' outcome. In the study of Fazleen and Siti (2018), the strategic translation sub-dimensions had shown the highest mean. This indicated that although the principal strategic leadership level was at a low level, it would still have a significant relationship with students' outcome. The findings of Hidayah et.al (2015) study also suggested that there would still be a significant relationship between strategic leadership and students' outcome even though the practice level was only good. The findings of Ahmad Masrizal Mohamad (2013), however, indicated that the Organizational Dimensions of principals were more prominent in the practice of strategic leadership patterns. The principal strategic leadership level was good and had only a moderate relationship with students' outcome.

Table 5: Pearson Correlation Analysis of the Relationship between Principal Strategic Leadership and Student Outcome

	Correlation	
		Student Outcome
Strategic Leadership	Pearson	0.663**
	Correlation	
	Sig. (2-tailed)	0.000

** Significant correlation at 0.01(2-tailed).

N = 374

The simple regression analysis was used to answer the research questions on the correlation between principal strategic leadership and students' outcome. Based on the model summary, the correlation value (r) for the principal strategic leadership and students' outcome was 0.554. Table 6 showed the analysis data in which there was a strong relationship between the two variables. Whereas the determination coefficient or R square (R^2) value was 0.306. This indicated that the principal strategic leadership influence on students' outcomes was only 30.6 percent. Indirectly, students' outcomes were more influenced by other factors that was 69.4 percent. This study was linear with the previous studies related to the principal strategic leadership which showed that there was a significant relationship between principal strategic leadership and students' outcome. The studies of Hairuddin (2012), Ahmad Masrizal Muhamad (2013), Hidayah, et. al (2015) and Fazleen and Siti (2018) showed that strategic leadership of principals was not a major factor in improving the students' outcome in schools. The ability of principals to translate the strategies into effective actions on the teachers would create a conducive learning outcome in the classroom (Davies, 2005).

Table 6: Linear Regression Coefficient of Principal Strategic Leadership and Student Outcome

Model	R	R ²	Adjusted R ²
1	0.554 ^a	0.306	0.305

In order to determine the overall influence of the principal strategic leadership on students' outcome, regression analysis was conducted. If the Sig value or the P-Value was <0.005 , then it indicates that there was a strong correlation between the principal strategic leadership and the students' outcome in the school. Whereas if the Sig value or P-Value was >0.005 , then it indicates that there was no effect between the two variables. Table 7 showed that the Sig or P-Value obtained was 0.000 which was <0.005 . Therefore, it could be concluded that there was a significant and strong influence of the principal strategic leadership on students' outcome in schools. This analysis proved that the role of the principal as a strategic leader affects the students' outcome in schools.

Table 7: The Overall Influence of Principal Strategic Leadership and Student Outcome

		ANOVA ^a				
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	7.787	1	7.187	164.346	0.000 ^b
	Residual	16.267	372	0.044		
	Total	23.454	373			

For the coefficient analysis between principal strategic leadership and students' outcome, the results showed a regression model at $Y = 2.940 + 0.330X$. The constant value of 2.940 indicated that without the principal strategic leadership, students' outcome was 29.40 percent. The slope value of 0.330 indicated that each 1 per cent increase of the principal strategic leadership practices would increase the students' outcome by 3.30 per cent as shown in Table 8.

Table 8: Regression Coefficient Tests between Principal Strategic Leadership and Student outcome

		Coefficient ^a				
		Non-standard coefficient		Standard coefficient	t	Sig.
		B	Standard Error	Beta		
1	(Constant)	2.940	0.112		26.332	0.000
	Strategic Leadership	0.330	0.026	0.554	12.820	0.000

as a priority in all academic disciplines, classes and co-curricular activities. Zimmerman (1990) defined excellent academic achievement as a mastery of academic knowledge.

The studies on strategic practices among school leaders such as principals in Malaysia has been given the ample attention as the current development of the national education needs of the school principals has also changed according to the global education system. The failure of the principals to function effectively as the most important person at the operational level would result in various students' outcome that did not meet the objective. Ahmad Masrizal (2013) stated that principals should have multi-skilling leadership and explore the contemporary leadership approaches and practices such as strategic leadership so that schools could be well managed to remain outstanding and prestigious for a sustained period.

Conclusion

As a conclusion, principals need to make improvements in each sub-dimension of strategic leadership practice, particularly the sub-dimensions of 'ability to absorb pressure'. This is because this skill can help the principals to think critically and adapt to the challenging and demanding situations such as changing national education policies that demand high levels of wisdom. Although the relationship between the principal strategic leadership practice and students' outcome is relatively moderate, the principal strategic leadership practice can serve as a guide and reference for teachers in producing effective T&L that affects the students' outcome.

Based on the findings of the study, it can be concluded that the dimensions of strategic leadership of principals based on Davies and Davies (2004) theory plays a role in determining the improvements of the students' outcome. There are some suggestions should be put in consideration by the authorities to enhance the principals' strategic leadership. Some of the suggestions are a) Make the principal strategic leadership a prerequisite for developing the school's strategic plan, b) Make the principal strategic leadership element as a reflection tool for principals, c) Make the principal strategic leadership element a KPI (Key Performance Index). Examining the contribution of the dimensions of principals' strategic leadership towards student's outcome through psychological and/or behavioural aspects in future research can replicate the study.

Contribution of the Study

Information or findings from this study are important to be implemented to identify the level, relationship, influence, contribution and impact of the principal's strategic leadership practices on the student's outcome. If this study is not carried out, we do not know how far strategic leadership is practiced by the principal. Information on the principal's strategic leadership practices can provide a clearer picture of how exactly the principal plays its role more efficiently in their efforts to ensure schools continue to excel every year. The findings could provide different inputs, responses and feedback from previous studies on the principal's strategic leadership so that the principal's line-up can formulate and plan more effective programs in schools because the principals' strategic leadership efficiency is a key factor that contributes to the performance of a school. In this regard, this study will also be the basis for other studies and open a wider space to such studies in terms of strategic leadership among leaders at school level. The principals were also able to make reflections

on the practices being adopted in managing schools and know the importance of strategic leadership towards assisting the quality of students who also prove that there is a positive and significant relationship between strategic leadership towards students' outcome. Studies on strategic practices among school leaders such as principals in Malaysia should be given attention as the development of the country's education system demands that the needs of school principals also change according to the current innovation boom. The failure of the principal to perform an effective role as the most important person in the school will result in the objectives of the current education policy not achieved. principals should practice professional holding and management and present themselves as "*professional leading*".

Through the findings, it can help school principals understand the importance and implications of leadership practices strategically to make schools a basic centre for producing excellent human *capital (center for excellence)*. Therefore, in line with the context of the study, it is hoped that principals will be able to see the effectiveness of this practice especially in facing the challenges of educational issues such as student quality and performance issues either academically, co-curriculum and personality as well as community relations issues with schools, drastic and challenging technological boom issues and innovation. Above all, the lack of research in this area, particularly in the context of the principal's strategic leadership in daily schools, allows the findings to add new value to the areas of strategic leadership knowledge.

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