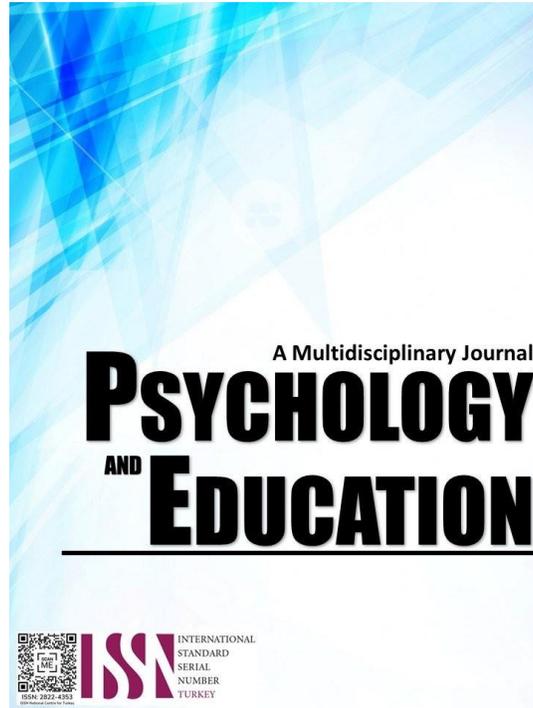


# STRATEGIC THINKING SKILLS AND INNOVATIONS OF SCHOOL LEADERS



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## Strategic Thinking Skills and Innovations of School Leaders

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### Abstract

School leaders have a significant influence on how education is shaped, particularly in this age of rapid innovation and change. This study focuses on the innovation, strategic thinking, leadership demography, and the challenges of school leaders. For school leaders to effectively convey complicated obstacles and promote positive change, they must possess strategic thinking skills. Leaders can improve their capacity for making defensible decisions and establishing a clear vision for their schools by fostering a growth attitude and accepting a variety of viewpoints. Effective leadership also involves participating in ongoing professional development and remaining up to date on trends in education. Effective school leaders may stimulate innovation and bring about positive change in their organizations by showcasing their aptitude for innovation and excellent strategic thinking abilities. Using these abilities, school leaders can adapt to evolving educational landscapes, foster innovation, and ultimately create a lasting impact on student learning outcomes and school success.

**Keywords:** *strategic thinking, innovation, school leaders, leadership demography*

### Introduction

As educational institutions grapple with technological progressions, changing student demographics, and shifting socio-economic landscapes, school leaders must possess the strategic thinking skills to anticipate and respond to these challenges effectively. It has become a crucial dimension within education; a remarkably designed goal in the professional progression; supervision and management attributes amongst school leaders are of pivotal facets in this prevailing condition. These can be used in any organization to gain competitive edge often through creativity and innovation and to further builds a vision for an organizational future (Haycock Ken et. al,2012). The latter has been widely recognized as one of the major trends in contemporary education. "Newness" as an essential ingredient of innovation, occurs in different aspects in education – time, space, curriculum, organization, pedagogy, content, infrastructure and requirements (Li, Kam Cheong et.al ,2020, Cerone, 2012).

One of the guiding principles of PPSSH (Philippine Professional Standards for School Heads) regards supervision as a crucial organizational behavior in school management. This highlights the relevance of supervision in setting directions in the school to achieve its goals and objectives for the benefit of the learners. Thereunto, in 2020, Angelo Ganaden conducted a study that used the competency Framework of Southeast Asian School Heads, 2014 edition formulated by (SEAMEO INNOTECH) entitled "Managerial Competency of Laboratory High School Principals of State Universities and colleges in Region III, Philippines, the result showed that the laboratory high school principals always exhibit competencies primarily on leadership instruction, personal improvement, excellence and engagement with the community. However, the study found that there was a need for principals to improve in strategic thinking and innovation and managerial leadership competency aspects.

Through this reference, the RM No.554, s.2021 of Region III-Central Luzon was issued that announced the conduct of Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) Professional Development Program for School heads on Strategic thinking and Innovation (STI) courses 1 & 2 that aims to provide overview and enhance their strategic thinking skills and innovation in school leadership and management that highlights the need for competency, reframes the learner's understanding of its related concepts within the context of education. In our local school district, there is a notable concern on some school principals who lack proactive decision-making practices in areas of concerns and in fostering strategic thinking skills and innovations within the school entity. Although, they had attended various seminars, trainings and workshops however, it didn't focus on strategic thinking and innovations initiatives despite the rapidly changing educational landscape and the increasing importance of creativity and innovation in learning environments.

Furthermore, the lack of strategic thinking and innovation at the leadership level deter our schools' overall advancement and competitiveness may fail to come up with innovative solutions to complicated challenges, execute meaningful changes, or create a clear path for improvement and growth.

Indeed literature, which shall be the salient focus of this study pertaining to the strategic thinking skills and innovation of school leaders has paved the way for foundational elements viewed as essentials to augment these aspects and in line with educational standards. This interweaved with the statement from a study Imbriale (2013) "Create a culture of innovation in schools". Accept that there will be many successes and some failures, but those failures will drive even more success.

Thus, through this reference, the study on strategic thinking skills and Innovations of school Leaders is conducted to explore as to what extent that the school leaders in Mandaue City Division had progresses on their profession vis-à-vis the leadership demography and accountabilities on strategic thinking skills and innovation.

## Research Questions

This study intended to explore the Strategic thinking skills and Innovations of public-school leaders. To direct these, deliberate attempt will be made to provide answers to the following pertinent questions;

1. What is the leadership demography of school leaders along with;
  - 1.1. relevant experience;
  - 1.2. Emotional Quotient;
  - 1.3. capacity building seminars / trainings; and
  - 1.4. membership in professional organization?
2. What are the strategic thinking skills of school leaders?
3. Is there a significant relationship between leadership demography and strategic thinking skills?
4. What innovations are implemented by the school leaders?
5. What experiences were encountered as regard to strategic thinking skills and innovations?
6. What recommendations could be drawn based from the findings of the study?

## Methodology

### Research Design

In this research study, mixed-method with survey design in quantitative method – that involved correlation measures of two variables (Leadership Demography and strategic thinking skills).

On the other hand, the Qualitative method was also utilized to obtain in- depth information and gain underlying insights on participants perspectives. Semi- structured interviews were conducted to explore their ideas, thoughts, challenges that they encountered as school leaders through which thematic analysis was employed to identify patterns /coding and themes within qualitative data.

By utilizing mixed-methods, a thorough and comprehensive analysis on the research problems was curated. Quantitative data offered statistical records and insights into the relationship and its implications. On the other hand, qualitative data provided underlying reasons that were gleaned from the responses of the respondents. Thus, this gave significance, insights and solutions to the research questions.

### Participants

The participants of this study were primarily composed of the school leaders in North and West I District Elementary Schools who passionately embarked their services in the world of academe specifically those who were tenured with 5-26 years in the service and assumed the responsibilities as school leaders in the Department of Education particularly in Elementary institutions within Mandaue City Division.

The North District Elementary schools comprised 6 school leaders wherein 4 of them are Principal IV; 2 are Principal 1. On the other hand, West 1 District Elementary Schools composed of 6 school leaders wherein 2 of them are Principal IV; 3 are Principal 1; 1 is Principal II.

They were chosen as respondents due to the researcher's interest with the consideration in gathering of data since these two districts are neighboring districts. Moreover, these specified lists of respondents were readily responsive to the participation of the study. Hence, they took part of the research with an utmost willingness in following the standardized schedule and processes involved from this research.

### Instrument

The researcher utilized the adopted questionnaire on Strategic Thinking Skill (Pisapia, J. 2009). On the other hand, adopted questionnaire on "Measuring Innovation in Education 2021" (Mirtchev, S., 2022) Advanced Publication of the OECD that contained a systematically compiled and well-organized series of questions addressed to the school leaders in an institution. The questionnaires were best suited to the nature of the problem that provide insights and information pertaining to "Strategic thinking skills and innovation." Similarly, the interview questions were formative in nature, and the interviewees' answers were documented according to a predetermined timetable.

### Procedure

After the necessary modifications pertaining with the content of the questionnaires, they were administered to the chosen respondents thru google forms and printed copies based on their convenience and preference. Hence, 2 copies of the questionnaires were disseminated, successfully completed and returned with the specified allotted and cautious time-schedule of collection and other participants opted to utilize and answer the questions thru google forms. The interview questions were followed 2 days after the compilation of the questionnaires. Participants' responses were thoroughly recorded that were essentials in data analysis and interpretation that will be discussed in the succeeding sections of this study.

In the light of the procedures, ethical dimensions were considered in appraisals of confidentiality and dignity amongst the participants.

The validity of responses was precisely reviewed and analyzed in order to gain definite and straightforward analysis and discussion that were relatively necessary in unveiling resolution to the problem stated from the previous chapters.

The researcher opted to conduct semi-structured interviews in line with based-rules in coming forth analysis section through (phone calls, video chats and home visitation). Furthermore, to pre-empt eccentric dialogue and intricacies in interviewing ,the researcher intensified the review of the interview questions that invasive statement shouldn't be included to avoid contradictions and discrepancies in order to craft an appropriate question that must be aligned and accorded to the data analysis and its goals.

### Data Analysis

The data analysis for this thesis employed a mixed-methods approach, integrating quantitative and qualitative techniques to create a more comprehensive understanding of the research subject. Statistically weighted mean and statistic Jamovi software were used to provide an overview of the important variables being studied. Pearson Chi square statistical software was used to investigate variables' significant correlations.

In parallel, the qualitative data was thematically analyzed to uncover repeating patterns, themes, and insights from the interviews. Coding was utilized to categorize qualitative data, which allowed for the extraction of relevant interpretations and narratives through the thematic analysis software (Braun and Clarke, 2014).

The merging of qualitative and quantitative findings increased the depth of analysis and provided a more nuanced view of the research problem.

### Ethical Considerations

The researcher anticipated full consent obtained from the participants prior to the study conducted. Transmittal letter, forms and questionnaires were reviewed accordingly as assurance of safety and dignity protection among the respondents. The participants were guided with the details, specific guidelines, key information on the process, gathering of data and its protocols.

In the course of interview questions, respondents' name was not mentioned "Rights of expression" was viewed essential that the respondents can willingly express their ideas and opinions without constraints. They were also guided with the ethical standards to keep the data and information in sync. Moreover, the personal information about the respondents' demographic characteristics in terms of name and rank/position were kept strictly in confidential manner for security.

Lastly, the result-driven information can be accessible upon the participants' request ensuring the confidentiality in accordance with RA 10173 - Data Privacy Act.

### Results and Discussion

This chapter contains the detailed presentation, interpretation of data gathered from the research paradigm. It comprised succinct data analysis of results accorded with the specific questions posited on the statement of the problem.

Relevant experience of school leaders guided with the number of years in service in Mandaue City Division.

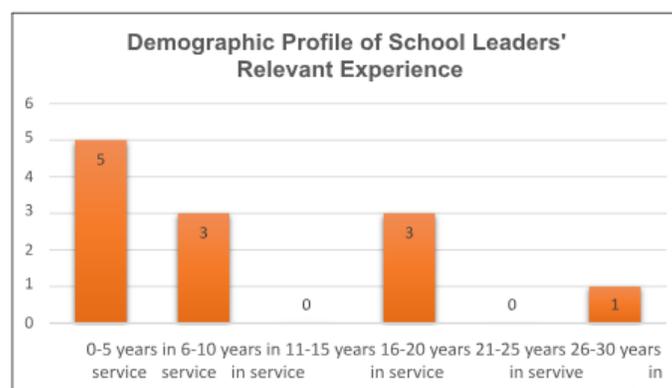


Figure 1. *Relevant Experience of School Leaders*

Figure 1 presents the Leadership Demographic Profile of the school leaders. Specifically, focused on the relevant experience of the school leaders. Based on the survey there were 5 school principals with 0-5 years in service ;3 school principals with 6-10 years in service; the same number with 16-20 years in service.

In terms of longevity, DO 17. 1997 defines a career path for school principals, stressing merit-based advancement as a reward for outstanding performance<sup>2</sup>. Principals with extended service bring stability, expertise, and educational leadership and management to their institutions. School principals' lives are fraught with problems, but their perseverance and imaginative leadership define the future of education in the Philippines.

In the study of (Hord & Sommers, 2008). The principal's role can be defined as getting things done by working with all school stakeholders in a professional learning community. They cannot do all of the work in schools alone. They must, therefore, influence the behavior of other people in a certain direction. To influence others, the principal needs to understand something about leadership, motivation, communication, and group dynamics. Leading means communicating goals to staff members, and infusing them with the desire to perform at a high level (English, 2008).

An 'experienced school leader' is defined as a principal who has at least 5 years of experience in their current leadership position (Lazenby et al., 2020). To be a professional school leader requires an opportunity to reshape their competence through continuous professional learning (Young and Crow, 2017). Research in recent decades has shown a variety of ways to promote the professional development of school leaders around the world. However, less is known about the professional development of experienced principals than aspiring principals (Lazenby et al., 2020).

The accorded result implied that when a leader is tenured in years precede with others, it often a representation of well-exposed to broader scope responsibilities that can lead to a wider range of perspectives, opportunities and ideas necessary to foster a more inclusive and supportive work environment among sub-ordinates and constituents in general.

The Emotional Quotient of the School Leaders that comprised the aspects of; Empathy, Effective Communication, Self-Awareness, Self-Regulation, Motivation.

Table 1. *Emotional Quotient of School Leaders*

<i>Emotional Quotient</i>	<i>Percentage</i>	<i>Rank</i>
Empathy	50.00%	1
Effective Communication	16.66%	3
Self-Awareness	25.00%	2
Self-Regulation	0.00%	5
Motivation	8.33%	4

*N= 12*

It can be reflected from the table that among the core components of Emotional Quotient that best describes the emotional aspect of school leaders in leadership management, Empathy aspect ranked highest with 50% of the population ;25 % Self-Awareness; 16.66% Effective communication; Motivation with 8.33%.

A strong attitude combined with optimistic thinking can impact a person's coping mechanisms and general well-being, responses on stressing situations emphasizes the significance of emotional quotient (Relojo et al. et al. 2015). Furthermore, Tatlah and Aslam (2012), claimed in favor of school leaders who had high emotional intelligence tend to focus their efforts on developing enthusiasm within their group and transferring to them with enthusiasms to inspire them to proceed. After all, leading others and learning are both cultural and emotional processes (Mazurkiewicz, 2011).

High EQ (Emotional Quotient) school administrators are skilled in identifying and controlling their own feelings. Their ability to recognize and understand themselves helps them make wise judgments, remain calm in difficult circumstances, and provide an example of emotional control for their pupils and staff. It impacts in creating a non-threatening atmosphere in educational setting wherein it enables them to build rapport and relations among their constituents to empower positivity and drive more successes both in personal and professional aspects.

### **Empathy**

Empathy contributes to positive relationships and organizational cultures and its drives results. Brower's insights underscore the importance of empathy as a crucial aspect of Emotional Quotient in educational leadership. By cultivating empathy, school leaders can foster a culture of understanding, trust, and collaboration that enhances the overall well-being and success of their schools, (Brower, 2021).

High empathetic leaders are better able to establish deeper connections with their workers, pupils, and community members (Brower, 2021). Empathetic school leaders can create strong bonds, foster cooperation and teamwork, and establish trust by grasping and appreciating the feelings, viewpoints, and experiences of others. The significance of empathy as a critical component of Emotional Quotient (EQ) in leadership. In the sphere of educational leadership, empathy plays a pivotal role in fostering positive relationships, understanding the needs of stakeholders, and creating inclusive and supportive environments within schools.

Empathic leadership practice results in enhanced effectiveness of followers. Expression of empathy in leadership is more likely to lead to positive employee relevant outcomes, such as performance, satisfaction, and well-being (Wei et al., 2017). Existing scientific research indicates a positive relationship between empathy and leadership effectiveness on the organizational level. Empathy is the foundation of leadership competency to inspire diversity and inclusion.

Marques (2010) states that to achieve effective leadership, leaders must develop empathy skills to their fullest potential since empathy enhances a sense of leadership by providing leaders with the awareness to listen, serve their followers, and have greater understanding

of interrelationships within the group. Thus, followers may be more likely to invest energy and commitment in their performance to the group. Cultivating emphatic leadership has proven to be an effective crisis response strategy (Van Bommel, 2021). A growing commitment to building more diverse and inclusive organizations require humanity which embrace a deep empathy for others (Seijts and Milani 2021). Leaders who express empathy can relate a space where diverse groups feel accepted, supported, and able to contribute fully (Moore et al., 2020).

On the study of Jit et al., (2017), an empathic leader instills a sense of cohesiveness and collaboration thereby increasing altruistic behavior among followers. This behavior in turn improves the level of diversity and inclusion within the organization. Moreover, empathy in leadership has an impact on the organizational level through creating a culture of responsibility, care and innovation. Jian (2021) indicates the importance of developing empathy toward a common outside party or collective other, such as competing groups or organizations. According to Koenig et al. (2020), highly empathic leaders will recognize warning signs more quickly, have access to more-crisis related information, and will be more committed to restoring the organization's relational system in post -crisis times.

This implied that educational management in various context requires empathic approach that enable the school leaders to connect and create a collaborative network which successes of an institutional mission and vision depends. It has been a pivotal approach to be considered to develop relations and to strengthen connection that serve as the core for institutional merit and progression.

### **Effective Communication**

Effective communication is one of the most important aspects of an effective and successful school principal. Research on effective schools and instructional leadership emphasizes the role of principle leadership in providing a safe and secure learning environment and a positive and supportive school atmosphere. Moreover, Effective communication among school leaders is critical for maintaining a healthy educational environment and attaining organizational goals. Skillful communication has been broadly accepted as an important leadership attribute across disciplines. Scholars have put emphasis to the study and practice of communication skills in sectors such as business, medicine, and social services. (Aspegren, 1999; Goby & Lewis, 2000; Makoul, 2001).

According to study McEwan's (2003), the most crucial characteristic of highly effective principals is their ability to communicate. However, more study is needed in the area of communication skills specifically for school leaders (National Association of Secondary School Principals & National Association of Elementary School Principals, 2013).

Based on (Glaze, 2014), Effective educational leadership, whether as a teacher or administrator, demands great Communication abilities and a willingness to participate in difficult topics. Schools have Many stakeholders include students, instructors, administrators, and families. Every group has a high expectation of the school system, and achieving those expectations is dependent on effective communication abilities, both verbal and nonverbal.

### **Self-Awareness**

Self-awareness is essential to school leaders' emotional intelligence. Understanding one's own emotions, strengths, and limitations allows for better decision-making, empathy, and interpersonal connections in educational settings.

Noted on the study of (Jimenez, 2021). The overall average mean was computed at 4.26 with a verbal interpretation of "Applies". This simply means that school heads apply the ability to recognize what they are feeling, to understand their habitual emotional responses to events and to recognize how their emotions affect their behavior and performance.

Moreover, Self-awareness requires school principals to be able to identify their own strengths and flaws, as well as assertiveness, self-confidence, emotional awareness, and independence. Gómez-Leal et al. (2021, p. 2) strongly argued that "an awareness and understanding of emotions, the ability to manage one's emotions, and the ability to express emotions in appropriate ways, given the context, are regarded as critical to effective school leadership."

Therefore, principals in secondary schools require the development and improvement of self-awareness to be more effective leaders in their respective schools and, ultimately to have the edge to achieve success as a principal.

### **Self-Regulation**

Self-regulation enables both students and school leaders to be effective learners, make proactive decisions, and take an active role in their education. Integrating self-regulation strategies can have a positive impact on your school community. Moreover, Self-regulation emotional aspect help school leaders to better manage their time, and apply similar ideas to a job like, prioritizing work, creating objectives, and reporting on progress all help to improve time management.

Developing self-regulation is critical for effective leadership. It enables leaders to manage stress, provide constructive feedback, and effectively work with others.

In fact, businesses frequently emphasize emotional intelligence more than technical skills when evaluating candidates.1 Kellner, Chew, and Turner (2018) described self-regulation as the leader's capacity to assess a situation before making a decision. Kotze and Nel (2017) discussed self-regulation and defined it as an internalized moral perspective driven by internal moral principles and values.

## Motivation

Motivation is an essential component of emotional intelligence, driving our behaviors, perseverance, and dedication to personal and professional development.

It provides us the ability to overcome challenges, establish and meet goals, and form deep connections. "The ability to harness one's emotions to inspire oneself and assist goal completion should help leaders not just motivate themselves but also followers through a social contagion mechanism," Li, Gutpa, Loon, and Casimir (2016).

*Table 2. Capacity Building Seminars /Trainings Attended*

<i>School District</i>	<i>Respondents (School Principal)</i>	<i>Total Nos. of Relevant Seminars / Trainings Attended</i>
North	Principal A	5
	Principal B	7
	Principal C	2
	Principal D	6
	Principal E	27
	Principal F	6
	Principal G	1
	Principal H	4
	Principal I	8
West	Principal J	5
	Principal K	24
	Principal L	18

Self-determination theory states that intrinsic motivation typically improves performance. Instead of avoiding their performance, leaders use emotions to inspire others and themselves to reach their goals. (Li and colleagues, 2016; Hofmeyer, 2018). Their actions (Li et al., 2016; Hofmeyer, 2018) promotes unfavorable emotions in followers, since unfavorable feelings will ultimately have the opposite effect on them.

The Relevant Seminars / Trainings Attended by the School Leaders wherein it develops their skills, knowledge and competencies in various programs.

Based on the results, school leaders had engaged in collaborative seminars and workshops that develop leadership competence and knowledge. It is reflected that among the respondents, Principal E has the highest total number of trainings attended with 27 certificates in attendance; Principal K with 24 certificates and trainings attended; Principal L with 18 certificates. However, Principal 2 has the least total number of relevant seminars /trainings attended with only 1 certificate presented; Principal C with 2 and Principal H with 4 relevant trainings attended.

Other school leaders have limited exposure to capacity-building activities and seminars. This shows that they may not be actively engaged in professional development programs designed to improve their leadership skills. In contrast, some school leaders have had extensive exposure to seminars and training. However, the vast majority of these sessions are not directly tied to strategic thinking or innovation.

Based on DO (DepEd Order no.32, s.2011), it states that program seeks to enhance the abilities and potential of school leaders while also advancing the field of education. The process by which a company or institution offers professional development activities to improve people's knowledge, abilities, and attitudes so they can carry out their jobs more successfully is known as training and development, or T&D.

Trainings, conferences, workshops, seminars, scholarships, and work- integrated learning are all included in the T&D category of activities. Thus, it is essential to be guided with the DepEd Provisions to continually develop the competence of the school leaders, to think strategically and lead effectively.

Moreover, seminars and capacity building can benefit the general advancement of educational establishments. Through these activities, school leaders can build their capacities and expertise, which will enable them to guide their schools toward accomplishing strategic objectives, cultivating an excellence culture, and promoting ongoing enhancements to teaching and learning methodologies and foster creativity in decision making practices.

The figure outlined the school leaders' Membership in Professional Organization and affiliations. Based on the result, 67% of the respondents doesn't involve in any professional organization and affiliation endeavors. It has become a crucial aspect to be considered to upgrade their strategic thinking skills and Innovation for professional development. However, studies have highlighted the benefit

of professional organization membership in providing leaders with access to resources tools and research that can add in decision-making and problem solving. In fact, it significantly increases leaders' access to timely relevant educational resources, fostering evidence-based decision-making. Moreover, such access to resources can save time and effort in searching for relevant information and contribute to leaders' confidence in making informed choices.

### Membership in Professional Organization

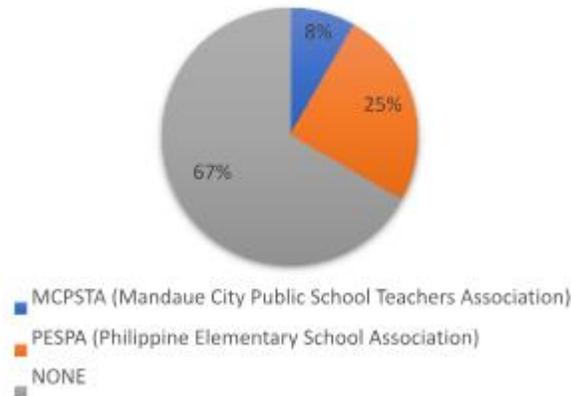


Figure 2. *Membership in a Professional Organization of the School Leaders*

The figure outlined the school leaders' Membership in Professional Organization and affiliations. Based on the result, 67% of the respondents doesn't involve in any professional organization and affiliation endeavors. It has become a crucial aspect to be considered to upgrade their strategic thinking skills and Innovation for professional development. However, studies have highlighted the benefit of professional organization membership in providing leaders with access to resources tools and research that can add in decision-making and problem solving. In fact, it significantly increases leaders' access to timely relevant educational resources, fostering evidence-based decision-making. Moreover, such access to resources can save time and effort in searching for relevant information and contribute to leaders' confidence in making informed choices.

Collaboration is an essential way to create connections to others with diverse field of experiences wherein it open endless possibilities for continued learning, cooperation and partnership building.

Moreover, professional engagements may foster ties that will improve education. There are several reasons why educators who participate in professional organizations find conferences valuable, include the opportunity to network, assistance with research presentation, and access to tools to help educators pick up new skills. They also give educators the chance to be around individuals who are sympathetic to their everyday joys, triumphs, worries, and problems.

Based on (e.g., Bush and Glover, 2004; Pashiardis and Brauckmann, 2008) contend that local circumstances in which leaders' function should be taken into account when developing leaders. Then, a variety of entities, including academic institutions, trade associations, governments, and other organizations, can offer professional development. Collaborations between different groups could potentially improve the impact of training on school administrators.

Lazenby et al. (2020) discovered four major findings in which principals identified key areas that were central to their professional development: (a) assuming greater responsibility for sourcing their own professional development; (b) understanding what effective professional development would look like for them; (c) believing that access to internationalized professional development opportunities is a necessary component of their portfolio of professional learning activities; and (d) highly valuing networking and interaction with their colleagues, which was perceived to provide the most efficient, advantageous, and relevant form of professional learning.

This implies that navigating unto professional membership or partnership may alleviate the impact of enhanced and improved leadership skill in managerial context. It enables the school leaders to widen their professional horizon to keep updated with educational trends through engaging and collaborating with other members in professional organization. Hence, this is requisite in leveraging the strategic thinking and innovation in leadership that impact successes in every stage of leadership endeavors.

### The Strategic Thinking Skills of School Leaders

Strategic Thinking Skills of School Leaders when facing dilemmas challenges and problems in an institutional venue.

This section depicts the result obtained from the study pertaining to the strategic thinking of school leaders. The table presents the weighted mean with the corresponding rating scale as to (Strongly Agree, Agree, neither agree nor disagree, Strongly Disagree and Disagree). The researcher draw emphasis on the three (3) highest weighted likewise the three (3) lowest weighted mean among the

stems provided for.

Table 3. *Strategic Thinking Skills of School Leaders*

<i>Strategic Thinking Skills of School Leaders</i>	<i>Weighted Mean</i>	<i>Description</i>
I suspend my judgment until I have gathered all the information.	4.80	Strongly Agree
I look for fundamental changes in the organization's structure that could lead to significant improvements.	3.75	Agree
I consider the results of my past decisions.	4.50	Strongly Agree
I try to extract patterns in the information available.	4.66	Strongly Agree
I decide upon a point of view. Then, I search for solutions to the problem.	4.75	Strongly Agree
I reconstruct the situation in my mind.	4.41	Strongly Agree
I define the entire problem before breaking it down into parts.	4.58	Strongly Agree
I choose the first solution that comes into my mind.	3.83	Agree
After the situation was resolved, I thought about how I handled it.	4.58	Strongly Agree
I look for fundamental long-term corrective measures.	4.58	Strongly Agree
I try to understand how and why a situation worked out after it was resolved.	4.58	Strongly Agree
I look at the Big Picture before examining the details.	4.66	Strongly Agree
I usually find more than one explanation for the way things work.	4.50	Strongly Agree
I investigate the cause before taking action	4.75	Strongly Agree
<b>Average Mean</b>	<b>4.49</b>	<b>Strongly Agree</b>

Legend: 4.21—5.00, Strongly Agree (SA); 3.41—4.20, Agree (A); 2.61—3.40, Neither Agree nor Disagree (N); 1.81—2.60, Disagree (DA); 1.00—1.80, Strongly Disagree (SD)

The findings revealed that when facing difficulties, the school leaders opted to “suspend judgment until all information are gathered” “this statement appeared as the majority of responses obtained with 4.8 weighted mean described as (Strongly Agree).

The respondents also highlighted “to investigate the cause first before taking actions” with a weighted mean of 4.75 described as (Strongly Agree). “Consider looking at the big picture before examining the details and try to extract patterns in the information available” are the statements on the same spot with a weighted mean of 4.66 described as (Strongly Agree).

The strategic thinking skills of school leaders can be fortified not just through a raw and random challenges but in a wider and broader scope of adversities that entail comprehensive decision-making and not an envisage solution to the adverse dilemma. Leaders who think strategically can effectively communicate their vision and goals to their team and make data-driven decisions that drive the team's success. One of the prerequisites in strategic thinking involves setting long-term goals and identifying the necessary steps furthermore, leaders who think strategically must be able to develop and implement strategic plans, allocate resources effectively, and manage risks and opportunities. It's important to note that this skill involves both analytical and creative thinking.

Leaders who think strategically must be able to gather and analyze data, identify trends and patterns, and use that information to make informed decisions. However, they must also be able to think creatively, consider different perspectives and approaches to problems, and develop innovative solutions that move the team forward. Another critical aspect of strategic thinking in leadership is the ability to anticipate change and plan for the future. This involves developing contingency plans to address potential challenges and taking advantage of emerging opportunities.

According to Supraba Sharma (2023), strategic thinking requires gathering and analyzing data, identifying patterns and trends, and using that information to make decisions. Leaders who think strategically must be able to interpret complex data sets and draw meaningful insights from them. Moreover, it requires the ability to identify and solve problems. Leaders who think strategically must be able to approach problems from multiple angles and develop creative solutions that address the root causes of the issue.

This implied that school leaders encountered dilemmas that are inevitable to experience their critical thinking in decision-making practices to effectively navigate complexities with a robust strategic thinking skills towards advanced solution and intended outcomes. Strategic thinking should be creative, critical and analytical although accomplishing all types of thinking simultaneously is difficult, because of the requirement to suspend critical judgment. When applied correctly, strategic thinking enables the leader to recognize interdependencies, interrelationships and patterns and make consequential decision using both powers of analysis and intuition (Pisapia, J., Pang, N., Hee, T., Lin, F., Morris, J., (2009). As Steptoe-warren et al (2011) conclude “ The aim of strategic thinking and decision making is to ensure survival of the organization in a competitive marketplace. For this to occur, there is a need for effective strategic thinking and decision making that steers the organization in the most appropriate direction”.

Moreover, leaders don't just look where the organization needs to head, they also know where it is now and where it was in the past. This enables them to identify the actions needed and take wise risks, avoiding previous mistakes (Davies, 2010). They think through what needs to happen to achieve organizational and instructional coherence, they have a documented theory for improvement that links the goals and strategies (Robinson, 2017). The development of strategic thinking requires shifting from administrative thinking about the problem-solving to a strategic thinking activity based on identifying problems, finding and exploring opportunities, generating alternative solutions, and defining the most appropriate strategic option according to understanding and analysis of the strategic

situation, as well as the knowledge obtained from experience. accordingly, executive management becomes strategic (Al-Khara'an, 2018).

### The correlation between Leadership Demography and Strategic Thinking

The correlation table between Leadership Demography and Strategic Thinking as to; relevant experience, Emotional Quotient, relevant seminars/trainings and membership in a professional organization.

Table 4. *Correlation of School Leaders' Demographic Profile and Strategic Thinking Skills*

Demographic Profile	Strategic Thinking Skills			Remarks
	Correlation Coefficient	P-Value	Decision	
Relevant Experience	3.27	0.196	Fail to reject H0	Insignificant
Core Component of Emotional Quotient	12.0	0.007 *	Reject H0	Significant
Relevant Seminars/Trainings	12.0	0.213	Fail to reject H0	Insignificant
Membership in a Professional Organization	3.27	0.195	Fail to reject H0	Insignificant

Legend:  $p < 0.05$  - significant  $p > 0.05$  - insignificant

As to relevant experience, since the Pearson Chi-Square p-value is 0.1966 which is greater than .05, we fail to reject the null hypothesis. Thus, relevant experience and strategic thinking skills are not statistically related to each other. Rank/position doesn't associate to strategic thinking.

As to core component/emotional quotient, since the Pearson Chi-Square p-value is 0.007 which is less than .05, we reject the null hypothesis. Thus, core component/emotional quotient are related to each other. Thus, emotions hinder to strategic thinking.

As to relevant seminars /trainings attended, since the Pearson Chi-Square p-value is 0.213 which is greater than .05, we fail to reject the null hypothesis. Thus, relevant seminars/trainings attended are not statistically related to each other. Relevant seminars/ trainings attended doesn't significantly affect to strategic thinking.

As to membership in professional organization, since the Pearson Chi-Square p-value is 0.195 which is greater than .05, we fail to reject the null hypothesis. Thus, membership in professional organization and strategic thinking skills are not statistically related to each other. Therefore, membership in professional organization doesn't correlate to strategic thinking.

### The implemented innovation of School Leaders within an institution.

Table 5. *Implemented Innovation of School Leaders*

Innovation of school Leaders	Weighted Mean	Description
a. Initiatives and reforms in implementing cross-cultural courses within the curriculum	3.83	Great extent
b. Pedagogical methods	4.08	Moderately extent
c. Design and purchase of educational goods and services	4.16	Moderately extent
e. General administrative methods and processes	3.58	Moderately extent
h. Assessment methods	3.83	Moderately extent
Average Mean	3.85	Moderately extent

Legend: 4.21—5.00, Great Extent (5); 3.41—4.20, Moderately Extent (4); 2.61—3.40, A Small Extent (3); 1.81—2.60, Don't Know (2); 1.00—1.80, None (1)

The table provides valuable insights of school leaders' context on reform and innovation. The tabular presentation emphasized the educational reforms that had occurred in an institution under the school leaders' management and leadership. Based on the table, majority of the respondents emphasized the significance of the Initiatives and reforms in implementing cross-cultural courses within the curriculum which is highly recognized as the primary focus for their reforms. This is to keep up the current trends, technologies and issues that will impact the students' performances both in academic and non-academic. In fact, education experts and authorities have been navigating policies and programs to gauge students in learning with an engaging and interactive learning pedagogy.

Recently, Education Secretary /Vice-President Sarah Duterte has issued DepEd Order anew MATATAG curriculum program to ensure that in schools, learners will master their literacy and numeracy skills through the reference RA.11475.

According to Adaorah (2012) curriculum innovation connote as a modification of what was existing before the development of ideals, practices, belief that are fundamentally new.

School leaders do not operate in a vacuum. They are very conscious of the wider policy context and the influence it has on the way schools work. This report describes projects that took place in a period of political transition, and highlights the issues that confront leaders in a time of change. The imperative for curriculum innovation sits within the wider picture of changing school structures, accountability and inspection frameworks. It can be argued that, in a period of increasing decentralization, 'it is not enough to assume that scaling back government bureaucracy and control will [in itself] allow innovation to flourish' (Bunt & Harris, cited in Hargreaves, 2010 page 9). A positive climate for innovation must be created across the system.

Curriculum innovation is important for other reasons too. Many argue that, in many ways, the practice of teaching has changed little

over the past century. They point out that developments in neuroscience and cognitive psychology offer us new insights into the way children learn. New technology offers new ways to enhance and extend when, where and how learning takes place. Globalization and the economic challenges. It brings mean that certain skills and mindsets need to be more explicitly developed in schools if children are to flourish in an uncertain future. While a curriculum must build on the best from the past it must also be oriented towards the future. We have a responsibility to keep the way we organize learning under review and to bring to bear the potential benefits of new knowledge and new ways of doing things, Gareth Mills (2011).

With the onslaught of revolutionized academe, curriculum innovation is seen as crucial in adapting to various educational dimensions in order to create a dynamic and effective educational system wherein students learn, master and equip with the skills needed to thrive in various challenges onset.

### **Experiences Encountered by School Leaders**

School leaders play a critical role in shaping the educational landscape and ensuring the success of their schools. They face a wide range of experiences, challenges, and opportunities as they navigate this dynamic environment. Based on the school leaders' narratives, there are some confronting issues and problems that challenged their strategic competence in decision-making.

#### **Theme 1: Resource Management and Allocation**

Resource Management and Allocation is the process of distributing an amount or portion of a resource assigned to a particular recipient (Adetoro, 2011) that requires effective allocation of funds to ensure that the allocated budget is well- expedite to address the needs of the school including maximizing limited spaces, facilities and upgrading technological advancement in curriculum.

*“As school principal, there should be a budget plan allocation of the MOOE effectively that is through Annual Plan, revisiting the SIP to prioritize what needs to be prioritized and provided. If there are urgent needs that are not included on the budget planning, I provide justification that will align to the funding”. -P2*

According to Magak (2023), governments' spending on education shows how much priority is given by the government to the education sector. According to Ikediugwu(2016), better organizational administrators should cautiously and properly manage school resources, such as capital , materials, equipment and e- learning , for instance, computers , instructional , and internal infrastructure , entrusted to them for proper financial management. If education is to be made successful, all usable resources, be they human, material, physical, or financial, must be effectively handled. This calls for effective planning, budgeting, allocation and control of all the resources utilized in the institution (Usman, 2016). According to Maritan and Lee (2017), resource allocation is essential to strategy formulation, but unlike in the educational sector, there is paucity of literature, especially regarding the allocation of financial, physical, material, technological, and human resources that supports the firm's plans. The study of resource allocation processors is particularly relevant since they have a significant impact on and influence on majority of other educational institution procedures (Jackson et al.,2016).

Well-curated resource allocation and budgeting lead to a more comprehensive and specified outputs. This enable the school leader to pre-empt unprecedented expenses that are seemingly insignificant in the institution.

#### **Theme 2. Community Engagement and Partnerships**

School leaders often collaborate with the community organizations, LGUs and private sectors, businesses, and parents to encourage stakeholders to participate and provide additional resources and support for their school activities. They may establish partnerships for mentoring programs, internships opportunities, or other initiatives that enhance the educational experience.

*“Engaging parents and community in the school improvement plan. Not all parents are active in terms of participating in school's improvement however, we have our GPTA meeting that involve parents in the decision-making, SOSA to discuss the status of the school, the students' performance and other concerns so that they will be aware”. -P1*

*“Limited resources to upgrade technological integration in curriculum. Our computers were left dysfunctional due to dilemma that happened las Dec. 2021 nangabas ang mga computers. Fortunately, our LGU provided 50inc. TV and speakers but not all were catered. We prioritize the lower grades from kinder - grades 3”. -P1*

A substantial body of evidence demonstrates that family and community participation is a crucial resource not only for individual student achievement, but also for catalyzing and sustaining school improvement and for building school cultures that supports all students (Comer & Hynes ,1992; Epstein 1995; Henderson & Mapp 2002; Sebring et al. 2006; Henderson et al. 2007).

There is also ample evidence that schools serving large populations of students of color and students living in poverty have historically been the least successful at such engagement (Lareau & Horvat ,1999; Bryk & Schneider 2002; Epstein & Sanders 2006, Oliviros 2012).

Thus, strengthened community engagements empower and promote unity for the common good of the school. This will impact a supportive environment where the culture of innovation is enhanced and promote constantly in enriching immediate plan and future goals.

### Theme 3 Leadership and Professional Development

School leaders are catalyst of support, encouragement in promoting collaboration among the teachers. Serves as their guide in reflecting their failure for growth, professional advancement, development opportunities, coaching and feedback to help teachers continuously improve their pedagogical skills in defining the school's vision, mission and goals.

*“As school principal in this institution for about 3 years, I really encourage career advancement and development opportunities. I always encourage teachers to pursue on educational advancement not only for promotion but for them to gain knowledge in this evolving system”. -P5*

School leaders need proper initial training and continuous professional development to succeed (OECD, 2020; UNESCO, 2018, 2019a). As with in-service teacher training continued training is a key for principals and other school leaders. Such training should promote leadership techniques, pedagogical and instructional guidance, vision and overall goals of the school system (Jensen, Downing, and Clark, 2017; Schleicher, 2012; UNESCO, 2019a, 2019b). Research has found that principals participating in instructional leadership are then more engaged with teachers at their school (OECD, 2016; VVOB 2020). This type of training and development is especially vital as more systems are involved towards decentralization, and the required responsibilities of school leaders change expand.

Professional Development is directly related to the day-to-day activities of workers and should be a part of a broader process of continuous learning. Professional development corresponds to the growth and maturation of knowledge, skills and attitudes acquired throughout the worker's lives, as a result of formal and informal actions related to learning at work. It is composed of a series of events and activities related to a particular profession, creating or developing sets of skills, knowledge, and attitudes in areas of people's performance. In this sense, the focus of the concept of professional development is on a combination of cognitive, affective, and behavioral processes, involving formal and informal learning strategies throughout the career (Mourao 2018).

The leaders' strategic thinking can be developed by training including establishing the belief in the importance of thinking, respecting the mind and its role in creativity, selecting persons who can practice complex mental processes, as well as running training programs on conceptualization and looking to the future (Mohamed, 2011).

### Theme 4: Continuous Improvement and Innovation

School leaders must stay updated on the changes in educational policies and ensure compliance with regulatory requirements. They may need to adapt curriculum teaching methodologies, and assessments to align with the new standards and guidelines. Staying informed about the emerging trends in education is considered as pivotal demand that will provide teachers with appropriate training in problem solving, reflective thinking to innovate strategic ways in teaching.

*“Encourage active participation in continuous plan like CI. The teachers were given opportunities to explore and think creatively, and find strategic solution to the existing problems they encountered throughout”. -P6*

The vital role that leadership plays in fostering innovation in education and school improvement for students, faculty, and other staff members. Based on empirical data, we can observe that positioned leaders, like principals, who consistently participate in pedagogical leadership practices with their instructors, can significantly impact students' learning outcomes. According to studies we've examined, positioned leaders can help schools improve by bringing about change in establishing a cogent instructional focus. Accordingly, “mutual influence or reciprocity” best describes the relationship between leadership and improvement ability (Hallinger & Heck, 2011, p.22).

The impact of dispersed leadership is another important aspect of exchange in school reform. International study has reached a broad consensus that any educational institution making claims about the existence of a distributed leadership strategy needs to have a number of fundamental components. According to Edward-Groves, Grootenboer & Ronnerman (2016) and Harries, Caldwell & Longnair (2013), one of these critical component is relational trust, which serves as a catalyst in the reciprocal relationship between leadership and improvement by establishing the fundamental social fabric that enables members of the school community, including positional leaders and teachers to begin and maintain their professional practice.

### Theme 5: Infrastructure and Environment

School leader leadership require high-stakes accountability in creating conducive learning environment. Some of the school leaders' initiatives are focused on building reconstructions, renovations and beautification, fundraising efforts, installation of CCTV cameras in secluded areas. They also have a strict implementation of waste management and environment efforts.

*“Proper disposal of Waste /Waste Management initiatives, recycle the materials and think innovatively of the impact it causes to the school premise, Building reconstructions, school beautification -repainting of buildings, surroundings and repairs of dysfunctional facilities”-P9*

Alexander (2013) noted that in addition to fostering teaching and learning, a positive and healthy school atmosphere influences learners' attitudes about the institution. A good location and secure buildings, protection from loud noises, natural light, clean indoor and outdoor air and water, a healthy outdoor environment, healthy school related activities like safe management and maintenance procedures, the

use of nontoxic cleaning supplies, cautious use of pesticides, vector control, and the use of nontoxic art supplies are all necessary for a safe and healthy physical environment.

Abbott (2014) emphasized that a school / learning environment is a necessary component of an efficient teaching and learning process. Moreover, schools are different physical spaces with a variety of situations and cultures where children can learn. The term “classroom” is often used as a more accurate or preferred alternative to “classroom”, which has more limited and traditional connotation- a room with rows of desks and chalkboard, for example- because students may learn in a wide variety of settings, such as outside of school locations and outdoors environments.

Teacher’s method of instructions and student’s learning are influenced with the classroom setting. A teacher’s creation and encouragement of a certain classroom atmosphere can have a positive or negative impact on student’s capacity to learn and feel at ease in the group. As much as possible, the classroom setting should promote acceptance and cooperation in addition to the teachers’ instructional strategies (James,2012). Frases (2002), cited in Nathaniel (2014), states that the classroom environment includes the teacher and the students as well as the curriculum, the actual teaching, classroom management, the classroom climate, and the physical aspects of the classroom, such as the lighting, hard floor, or seating arrangement.

A conducive school environment is essential for effective teaching and learning in public schools and it can be attained through; 1. Class size and organization each class should have a manageable number of students. 2. The way the students are seated, how the floor is laid out, and where the whiteboard is located in the middle of the room. There should be sufficient ventilation to allow the air to move freely and good lighting in the classroom. 3. Children’s behavior and teacher’s attitudes should convey a happy environment. The educator ought to demonstrate attention and enthusiasm in her students and job Ihekoronye, E.O(2020).

### **Theme 6: Teaching and Learning Practices**

School leaders lead the monitoring of teaching practices through observations, scheduling and workload management and encouraging critical thinking among the teachers.

*“Teaching practices like Demo observation per teacher to cross-check their performances and what are the key area that need improvements”. -P6*

Create the organizational structure and culture that are required for schools to deliver high-quality instruction, which will have a significant but indirect impact on student’s learning (OECD ,2016; UNESCO ,2018; World Bank, 2018). Research has indicated a positive association between improved management services provided by school administrators and improved student outcome (Bloom et al., 2014; Leaver,Lemos , and Scur , 2019). Additional data demonstrates that greater instructional leadership from administrators fosters teacher collaboration and a feeling of purpose (OECD, 2016). School administrators and leaders establish the optimal learning environment by giving teachers good direction, training, and working conditions (Jensen, Downing, and Clark, 2017; UNESCO,2019a).

### **Theme 7: Inclusivity and Diversity**

School leaders play a vital role in fostering a cross-functional collaboration that empower teachers to led initiative in building trust and healthy communications as well as in shaping a diverse and inclusive school environment. They must create policies and practices that address bias, discrimination, and promote equity, and ensure that all students have equal access to opportunities and resources in learning.

*“Promote respect to everyone. encourage them to participate in purposive activities and dwell always on positivity”. P12*

School leaders have significant influence on the culture and goals of their institutions and can help advance equity and equality in education (UNESCO, 2017). They significantly affect the quality of education received by student populations who are considered vulnerable (Spillane, Paquin,Morel,and Al-Fadala ,2019;UNESCO,2018). School leaders can mprove the learning outcomes of vulnerable pupils, particularly in underprivileged schools, by carefully choosing and preparing teachers and creating egalitarian atmosphere (UNESCO,2017; Vaillant, 2015; VVOB ,2019). But obstacles like inadequate training or a lot of paperwork might make this difficult.

When school leaders stop to view the disparities among students with special needs as obstacles, barriers can be removed. Teachers have many possibilities to gain new abilities to engage all children in education when there is diversity in the classroom. Using the resources that are currently available to schools well--human resources, for instance will help them become significant without necessarily needing an amount of funding. In order to make schools more inclusive, several stakeholders (parents, support staff, teachers, and students) must be involved on collaborative process. These kinds of collaborations will contribute to the development of a welcoming and constructive school environment for all educators.

Effective inclusive leadership is another component that supports the growth of inclusive education in schools. One who “applies critical mindfulness” and has the ability to change accepted habits is an effective inclusive leader (Agbenyeva & Sharma,2014, p.129). Good inclusive leaders constantly reflect on themselves to keep subjectivity in the decision-making process under control. They carry out a number of vital tasks to improve inclusivity in their schools.

## Theme 8: recognition and Appreciation

School leaders are responsible in meeting performance targets and ensuring the school meets the quality standards. For teachers to collaborate and engage more in strategic and innovative way in teaching, they must be given due credits and recognition of their performances that adds merit to their profession. This ensures they will extend and inspire to make efforts in actively participating in program initiatives for the school's improvement and development.

*“Recognize the efforts of each other who contributed to the school welfare especially those teachers who sacrificed their holidays and weekend just to be part of the school improvement”-P8*

Recognizing the teacher's effort has the potential to enhance an individual's performance. Furthermore, teachers who receive recognition tend to be more motivated. Given these changes at the school, it is important to look at how acknowledgment affects the community as a whole. First, when others in the community see someone receiving recognition for their efforts, it serves as a source of inspiration and a point of comparison for their own work (Dinham & Scott, 2002). Others adjust their performance when appropriate work behaviors are specified and exhibited (Dinham & Scott, 2002; Heneman, 1998). A clear and standard of performance is established, even though there might not be a strong sense of community—as was said in the section outlining the detrimental effects of recognition (Scott & Dinham, 2002). Colleagues can better grasp what's going on in each classroom through observing each other's action. When a reward system is put in place, the school community is given the chance to discuss meaningful work in the field, which creates a chance for all stakeholders to get together and assess the current strengths and weaknesses (Fitzpatrick & Moore, 2015). This then provides a reference for them to be able to judge their own performance.

Setting goals and doing self-examination are made possible by this method. Dinham and Scott (2002) concur with Fitzpatrick and Moore (2015) that a teaching award honors the faculty, institution, and profession as a whole in addition to the individual. Positive attention attracts people to the field and highlights the daily efforts made by individuals.

### Proposed Action Plan

The educational and organizational successes are significantly shaped by school leaders. To effectively negotiate difficult challenges, anticipate future trends, and make well-informed decisions that will benefit students, teachers, and the larger school community, school leaders must use strategic thinking. School leaders may effectively identify innovations of new ideas, goods, services, technology and create action plans that work, and guide their institutions toward long term goals in the face of changing educational environments by developing their strategic thinking skills.

It is imperative to note that there are various challenges encountered by the school leaders in their respective station. Hence, these are curated subject for effective planning, implementation plans and initiatives.

This action plan contains the important details and elements based on the emerging gaps and issues that will provide a foundation in strategic planning align with strategic thinking and innovation of school leaders

Objectives:

To provide an overview of strategic planning and implementation programs to augment effective supervision and management

To identify areas that need immediate attention and solutions with specified timeline for completion.

### Conclusions

The Strategic thinking skills of school leaders had an average mean score of 4.49 in confronting difficulties, problems, and dilemmas. However, in terms of Emotional Quotient, the school leaders' emotions have a major influence on their ability to think strategically and make decisions where ( $p$ -value = 0.007, less than .05) but there was no apparent relationship between strategic thinking and other aspects of Leadership Demography. Furthermore, the majority of school innovations has incorporated the innovation on initiatives and reforms in implementing cross-cultural courses within the curriculum with weighted mean of 3.85.

The following suggestions are recommended based from the gaps emerged in each problem.

Create efficient in-service training programs for schools' principals and pre-service training for future leaders.

In educational sector, it is a recommendation that the school leaders should create more opportunities for collaboration and partnerships. This includes training, regular meetings, sessions, trainings, workshops and brainstorming to unveil their potential for greater participation. Additionally, highlight the successful and other benefits of collaboration in educational venture that may help inspire those school leaders to delve and explore more in partnership building.

Create an avenue to regulate their emotions effectively through Professional Development and Trainings on Emotional Intelligence and Stress Management. It is a pivotal facet to navigate and process emotions and responses on stressing situations.

School Leaders must render continuous scanning their institutional venues, its concerns and updates for better implementation plan in cascading future upgrades.

While some school leaders attend relevant seminars, there is a need to close the gap between capacity building and strategic thinking. Encouraging leaders to take courses like Essential of Strategic Thinking and Innovation helps inspire new approaches in education.

Identify the specific concerns and issues within the school environment. Review and update the plan to ensure its relevance and effectiveness in driving strategic thinking and innovation among school leaders. Create a detailed action plan align to the specific concerns and issue of the school.

The following are key recommendations for further studies

**The Role of Strategic Leadership in Driving Innovation in Education.** This topic could explore how strategic thinking and leadership practices influence the implementation of innovative in educational setting. It could examine the strategies used by the school leaders to foster a culture of innovation, support teacher innovation, and implement innovative programs and practices.

**The Effect of Transformational Leadership on Fostering Innovation and Strategic Thinking.** This topic might investigate how transformational leadership contributes to innovation and strategic thinking in educational setting. It might look at how teachers are inspired and motivated to think strategically and use new approaches by school leaders who possess transformational leadership skills.

**Assessing the Barriers and Enablers to Strategic Thinking and Innovation in School Leadership.** This topic is primarily focuses to pinpoint the facilitators and barriers that affect the capacity of school leaders to think strategically and promote innovation. It might look into things like support networks, professional development opportunities, organizational culture, and resource limitations that either encourage or prevent innovative and strategic thinking and educational leadership.

**Creating Framework for Strategic Thinking for School Leaders.**

One of the possible applications of this topic is the creation of model framework to help school leaders improve and enhance their strategic thinking abilities. It might examine the fundamentals of strategic thinking and offer useful tactics and resources that educators can utilize to encourage creativity and make wise choices.

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