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Developing and Validating an Innovative Vision Leadership Model for High School Directors in Cambodia

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ABSTRACT

An innovative vision is considered critical to school development, as it enables school directors to anticipate future outcomes and challenges and to inform strategic and operational planning. It can also be incorporated into the creation of the school's strategic plan and annual operational plan. The present study aimed to validate a scale that reflects innovative vision in high school. The study surveyed 820 teachers to assess their perceptions of the innovative vision of high school principals in the four Cambodian provinces, who were all asked to complete a survey on their perceptions of implementing the tasks of high school directors. This 5-point Likert scale assessed school directors' ability to create, implement, disseminate, and serve as role models in Cambodia. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were adopted in this study. The EFA results demonstrated that the scale contains four dimensions with good indicators with model fit $\chi^2 (84) = 216.587$, $\chi^2/df=2.58$, $P < 0.001$. Good model fits derived from CFA supported the four-dimensional structure. Further analysis revealed positive correlations between this scale and the other scales, indicating convergent validity. These findings confirmed that this scale is a reliable and valid tool for innovative vision in Cambodia. In future studies, researchers may extend its use in other educational levels by examining its reliability and validity.

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1. INTRODUCTION

Competition and technology are changing rapidly to respond to society's needs; development depends on strong relationships and shared experiences at the national and international levels, so leadership strategies necessarily need to build a strong institution in the economic context and a knowledge-based society for all [1]. School plays an important role in

22 enhancing the quality of teaching and learning, especially providing the twenty-first-century skills for learners in the technology era, because learners can gain the main expected results in the field of education, such as core subjects and 21st-century interdisciplinary themes, learning and innovation skills, digital skills and life and career skills [2]. Progressive technology and other crises cause an educational system and quality of education to fall, which affects people's lives [3]. Leadership is even more essential to achieving organizational goals because it encourages people toward critical thinking, problem-solving, creativity and innovation, cross-cultural understanding, digital skills and self-reliance [4]. A good leader is closely connected to core values that consist of targets, objectives, strategies and activities, so the foundation of good leadership is based on good behavior, inspiring motivation, determination in providing information and determination in connection and sustainability [3].

27 1.1 Background of the Study

The Ministry of Education, Youth and Sport (MoEYS) has reformed since 2014 until now has four steps as the following: step 1 puts out eight reforms, and fifteen reforms based on five core pillars in 2015, step 2 puts out the reforms on school management and teacher education colleges from 2018-2022, step 3 focuses on system building and capacity building of education staffs and from 2023 until now is implemented step 4 is model school standard [5]. All reforms require good leaders, especially school directors, to lead schools in responding to the MoEYS reforms.

Leadership refers to the capacity to lead followers or to push members of in-group or unity to cooperate to achieve goals [6]. The Great Man Theory holds that leaders are born with qualities and leadership. The features of leadership comprise technical skills, friendliness, encouragement, implementing activities, supporting teamwork, social skills, mental management, administration, courage and wisdom [7]. Leadership must focus on the strategy plan and the annual operational plan, with an innovative vision, mission, and activities [8]. [8] also said that vision refers to goals and to pushing the institution or individuals to undertake activities in the future, contributing resources in order to achieve the vision. The institution that has vision can achieve expected results [9].

For schools to be more effective and for management and leadership to be of higher quality, all school directors must have innovative vision leadership. To make school management and leadership successful, school directors need a school development strategy, and innovative leadership practices are crucial for improving student learning achievement. Schools without a strategic plan lack an innovative vision, which may lead to management and leadership challenges, failure, negatively affect the quality of learning and teaching, erode community confidence in the school, and increase student dropout rates [10].

1.2 Statement of Problems

According to public education statistics and indicators (2021-2022) of the MoEYS of Cambodia shows that there are 559 high schools, total of 33, 873 teachers and 680, 801 students that have enrolled in high schools that means school directors, teachers and students has related each other, good school directors influence on teachers and students, school directors can lead teaching and learning effectively and supported from students 'parents and community but in contrast, poor leadership of school principals make schools unsuccessful that impact on student learning achievement, lost confident from teachers, students, students 'parents and community, so the quality of education is the quality of school directors and teachers because they play a crucial role for teaching and learning and learning achievement [11]. So, in the Ministry of Education's reforms, it would be powerful to explicitly state how a "model of innovative vision" directly supports or is necessitated by it.

A model of innovative vision leadership development is necessary for the measurement of implementing activities for school directors in defining the expected results in the future. However, the model of measurement in the past for school directors is still limited and insufficient in management and leadership climate in the twenty-first century, technological factors have changed, and rapid growth makes some institutions is unchanged or slow activities not to respond to the context of the real situation[12]. Previous research found that 70% of institutions did not succeed because of leadership. Institutions can develop based on leaders who possess capacities, knowledge and experience, understand what to do and solve problems effectively. Leadership has the capacity to create vision and innovation for institutions to succeed and sustainably [13].

In Thailand, 17% of educational administrators have high-quality potential and readiness for educational management, so an innovative vision is necessary to provide school development in line with national and international levels to serve the needs of people in modern society. In short, school leaders have to improve and follow their leadership styles and practice methods in schools, using an innovative vision as a tool to accelerate implementation and reach their goals. So many schools found that they lack a strategic plan and transformational vision in school development [14].

Based on this research article, the model of innovative vision leadership development for high school directors in Cambodia has not yet been studied in depth or broadly, especially this article research would be joined deep reform of the Ministry of Education, Youth, and sport on leadership of innovative vision and it becomes a tool to measure leadership of high school directors in Cambodia in order to improve the quality of education, teaching and learning and learning achievement.

This research is essential for personal, group, and institutions for procedures to improve self-development, and institution related to create the vision and mission in preparing educational strategy plan and annual operational plan that is one part of innovative leadership, one explanation for lack of understanding about innovative leadership in strengthening management and leadership in Cambodian schools could be scarcity of literature on innovative leadership in high school, it is intended to fill the gap and be an effective instrument for using in high schools for school assessment.

1.3 Purpose of the Study

The purposes of this study are twofold: (1) to define explorative factor loading on innovative vision of high school directors in Cambodia; and (2) to verify confirmatory factor loading on innovative vision leadership model related to construct and indicator of high school directors in Cambodia.

1.4 Research questions

Based on the purposes of the study, the following research questions were formulated:

1. How many factor loadings of innovative vision leadership are there among high school directors in Cambodia?
2. How well does the model fit with the constructs and indicators of high school directors in Cambodia?

1.5 Conceptual Framework of the Study

Research on innovative leadership plays an important role in school management and leadership. It is related to a number of fundamental theories of transformational leadership that influence followers, motivate them, facilitate innovation, and bring change to an organization [13]. Based on the results of the synthesis of the components characterized the innovative vision features from the above five sources, it was found that there were four main components of the measurement of innovative vision, including (a) Creating vision; (b) Implementing vision; (c) Disseminating vision; and (d) Role model. To represent the measurement model of each key component, it was found that (1) Creating vision includes five indicators; (2) Implementation of the vision consists of four indicators; (3) Dissemination of the vision has five indicators; and (4) Role model consists of five indicators. This component was in the innovative leadership model measurement. The conceptual framework is shown in Figure 1.

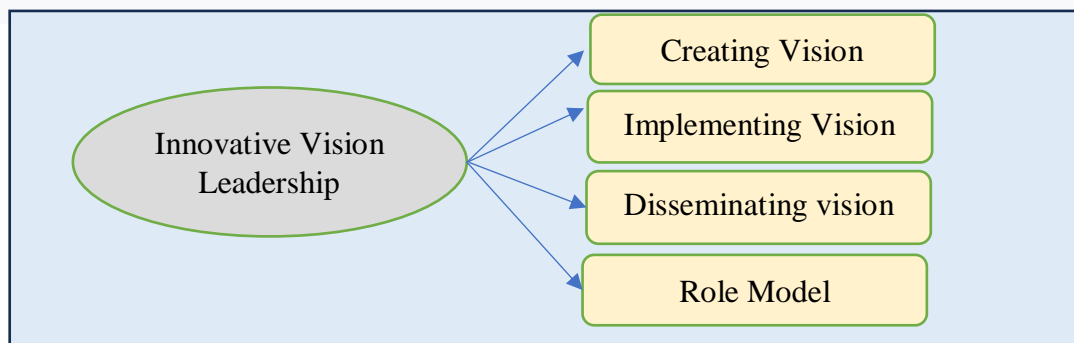


Figure 1: Conceptual Framework of Innovative Vision Leadership

1.6 Significance of the Study

The results of this research are crucial for school directors in terms of methods and procedures to advance schools in the future, based on the theory of innovative vision. It is a roadmap for stakeholders to measure in school about innovative vision. It creates new knowledge by adding to existing knowledge and previous theories about the leadership of

school directors in Cambodia. Helping verify research results in the context of Cambodia. It helps strengthen school directors' work and assists in defining policies and action plans.

2. METHOD

2.1 Research Design

This study used a quantitative survey research design to examine the innovative vision of high school directors in Cambodia. This survey is administered to high school teachers across Tbong Khmum, Kratie, Koh Kong, and Kampong Thom Provinces. Data analysis is conducted using descriptive statistics, Bivariate correlation, Exploratory Factor Analysis (EFA), and Confirmatory Factor Analysis (CFA). These methods are used to determine factor loadings and to evaluate the model fit to empirical data.

2.2 Participants and Procedures

Participants in this study were 820 teachers from four provinces in Cambodia in the academic year of 2024–2025. Convenience sampling was used to select participants based on their availability and willingness to participate. For exploratory factor analysis, the data were collected from 420 teachers (57.6% males and 42.4% females; age under 40= 42.1%, age from 40-50= 32% and age over 50=25.3% with a mean age = 1.83 and S.D. = 0.80). For confirmatory factor analysis, the data were gathered from 400 teachers (59.30% males and 40.70% females; age under 40= 50.5%, age from 40-50= 28.5% and age over 50=21% with a mean age = 1.71 and S.D. = 0.79).

To ensure ethical data collection, official approval was first obtained from the directors of the Provincial Departments of Education, Youth and Sport in each province. Subsequently, teachers and school directors were contacted to confirm their involvement. Following this, a pilot study was conducted with 30 teachers to assess the accuracy and appropriateness of the adapted questionnaire. Finally, the main data collection was conducted in person using printed forms. Participation was entirely voluntary and anonymous, with teachers and school directors taking an average of 30 minutes to complete the questionnaire.

2.3 Research Instrument

Scales for creating vision, implementing vision, disseminating vision and role modeling were included in the present study. The translation and back-translation technique of Behling and Law [15] was used to adapt these scales. The adaptation process began with the researcher modifying the original English items. Then, two bilingual Cambodian lecturers translated the modified items into Khmer. After that, the researcher and the lecturers translated the Khmer version back into English and compared the modified and back-translated items to determine whether they matched the original meaning. After the adaptation process, a pilot study was conducted. All items in each scale were rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Innovative visions were involved in creating vision, implementing vision, disseminating vision and defining roles. Innovative vision scale was adapted from prior

research [16], [17], [18], [8], [14]. This scale consists of 20 items, including creating vision (six items), implementing vision (four items), disseminating vision (five items), and role model (five items), to measure teachers' perceptions of the innovative vision of high school directors as provided by teachers. The creating vision scale was borrowed from a previous study [16]. This scale consists of six items that measure teachers' perceptions of the vision they create (e.g., "The director has set a vision or mission, goals/targets, strategies or actions"). The implementation of the vision scale was developed from a previous study [16]. This scale consists of four items that measure teachers' perceptions of implementing the vision offered by teachers (e.g., "The director has implemented an educational strategic plan" or an annual operational plan that focuses on results"). The dissemination of the vision scale was adapted from a previous study [16]. This scale consists of five items that measure teachers' perceptions of disseminating the vision offered by teachers (e.g., "The director disseminated or created awareness of the school vision among employees in the educational institution or stakeholders"). The role model scale was taken from a previous study [16]. This scale consists of five items that measure teachers' perceptions of role models offered by teachers (e.g., The principal sets an example in school performance).

2.4 Data Analysis

In this study, descriptive statistics, bivariate correlation, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA) were involved. Descriptive statistics were calculated to assess data normality. Bivariate correlation was applied to examine the relationship between the study variables. EFA was performed to examine the factor structure of the study constructs. CFA was further conducted to examine the construct validity of those constructs through convergent and discriminant validity. Convergent validity was checked through standardized factor loadings, construct reliability (CR), and average variance extracted (AVE) [19]. Discriminant validity was checked by comparing the square root of the AVE of each latent construct with the correlation between that construct and other latent constructs in the model [20].

CFA was conducted using JASP with Confirmatory Factor Analysis, which is appropriate for normal data [21]. Model fit was evaluated using these criteria: chi-square (χ^2), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Standardized Root Mean Squared Residual (SRMR), and Root Mean Squared Error of Approximation (RMSEA) [19], [22]. When there are more than 250 participants and 30 or more observed variables, the characteristics of model fit are chi-square with significant p values, CFI or TLI of above 0.92, SRMR of 0.08 or less with CFI above 0.92, and RMSEA of less than 0.07 with CFI of 0.92 or higher [19]. As [22] suggests, it is an excellent fit when RMSEA is less than 0.05 and an acceptable fit when RMSEA is below 0.08.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1 Exploratory Factor Analysis

Prior to the EFA, normality was assessed using skewness and kurtosis for each item. In this study, the skewness values ranged from -0.358 to 0.01 , and the kurtosis values ranged from -0.721 to 0.304 , indicating that the data were normally distributed [19]. Then, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity tests were applied to assess whether the data were suitable for factor analysis. In this study, the KMO value was 0.96 , indicating that the data were appropriate for factor analysis [23]. The Bartlett's test of sphericity was significant [$\chi^2(190) = 9569.288, p < .001$], suggesting that correlations between items were sufficiently large for factor analysis. In this respect, Exploratory Factor Analysis was used as the factor extraction method with Promax as the factor rotation method. EFA results revealed four factors: creating vision, implementing vision, disseminating vision and role model. The model accounted for 59.00 percent of the total cumulative variance. All items in each factor showed loadings over 0.5 and eigenvalues above 1 [19]. The Cronbach α values of each factor were higher than 0.80 , representing high internal consistency reliability for each factor [19]. More information is illustrated in Table 1.

Table 1. Factor Loadings, Eigenvalues, Percentage of Variance, and Cronbach's Alpha Values

Items	Factor loadings				Communality
	RM	DV	AV	CV	
Factor 1: Role Model (RM)					
RM2	0.67				0.35
RM3	0.72				0.28
RM4	0.82				0.32
RM5	0.89				0.35
Factor 2: Dissemination of Vision (DV)					
DV1		0.51			0.47
DV2		0.57			0.45
DV3		0.81			0.40
CV6		0.65			0.39
DV5		0.55			0.50
Factor 3: Implementation of Vision (IV)					
IV1			0.57		0.47
IV2			0.88		0.34
IV3			0.54		0.46
IV4			0.57		0.42
DV4			0.52		0.49
Factor 4: Creating Vision (CV)					
CV1				0.681	0.49
CV2				0.87	0.33
CV3				0.65	0.36
Eigenvalue	10.10	1.47	1	0.82	
% Variance	17.6	15	14	12.4	
Cronbach α	0.89	0.83	0.83	0.87	

As shown in Table 1, the Exploratory Factor Analysis (EFA) resulted in four distinct factor loadings comprising 17 indicators. Notably, items RM1, CV4, and CV5 were excluded from the final set, as the analysis retained only indicators with factor loadings greater than 0.50. The strength of these loadings varied across the factors: Factor 1 ranged from 0.67 to 0.89, Factor 2 from 0.51 to 0.81, Factor 3 from 0.52 to 0.88, and Factor 4 from 0.65 to 0.87.

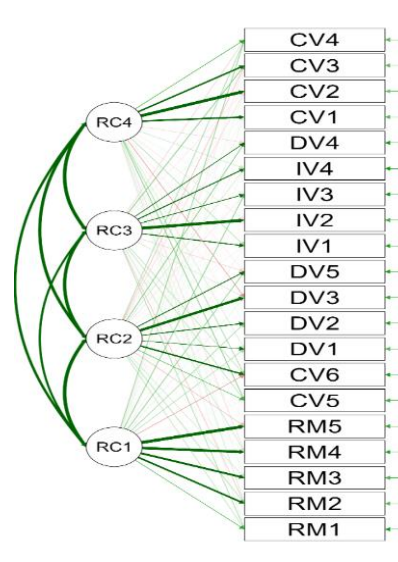


Figure 2: Path Diagram of Innovative Vision Leadership

3.1.2. Confirmatory Factor Analysis

Prior to CFA, the normality of each item was assessed using skewness and kurtosis. In this study, Table 2 presents bivariate correlations, means, standard deviations, skewness, and kurtosis. Correlation analyses revealed that the latent variable (innovative vision) had high correlations (ranging from 0.79 to 0.89). Creating vision, implementation, role model, and dissemination of vision were positively correlated with one another. The skewness values ranged from -0.78 to -0.10, and the kurtosis values ranged from -0.72 to 0.38, indicating normal data [19].

Table 3 presents statistical values of the measurement model. CFA results revealed that the measurement model was also valid, with adequate construct validity. The standardized factor loadings ranged from 0.53 to 0.89. The construct reliabilities ranged from 0.87 to 0.91, and the AVEs ranged from 0.62 to 0.73, indicating acceptable convergent validity [19]. The square root of the AVEs ranged from 0.79 to 0.85, and each square root of the AVE of each variable was greater than the correlation between that variable and other variables, demonstrating acceptable discriminant validity [20]. In this study, the whole measurement model with four factors was tested. Results revealed that this model could fit the data well: $\chi^2(84) = 216.587$, $\chi^2/df = 2.58$, $P < 0.001$, $GFI = 0.98$, $NFI = 0.96$, $CFI = 0.97$, $TLI = 0.97$, $SRMR = 0.023$, and $RMSEA = 0.063$ (90% CI = 0.053–0.073), thus suggesting that all the scales could match the Cambodian secondary school context. More information is shown in Tables 2 and 3.

Table 2. Descriptive Statistics and Bivariate Correlations between Latent Variables

Variable	RM	DV	IV	CV
1. Role model (RM)	0.85			
2. Dissemination of vision (DV)	0.82**	0.79		
3. Implementation of vision (IV)	0.89**	0.88**	0.82	
4. Creating a vision (CV)	0.80**	0.79**	0.86**	0.85
Mean	3.98	3.71	3.88	3.94
S.D.	0.76	0.69	0.71	0.77
Skewness	-0.75	-0.50	-0.69	-0.72
Kurtosis	0.16	-0.10	0.15	0.10

Notes: **p < .01. Diagonal numbers (in bold) indicate the square root of the AVE.

Table 3. Factor Loadings, AVEs, CRs, MSVs, ASVs and Cronbach's Alphas

Variable	Factor loading	AVE/ Square root	CR	α	MSV	ASV
Role model	0.68–0.79	0.73 / 0.85	0.91	0.91	0.78	0.71
Dissemination of vision	0.61–0.71	0.62 / 0.79	0.87	0.87	0.73	0.61
Implementation of vision	0.67–0.71	0.67 / 0.82	0.89	0.89	0.77	0.69
Creating vision	0.68–0.75	0.72 / 0.85	0.89	0.89	0.78	0.70

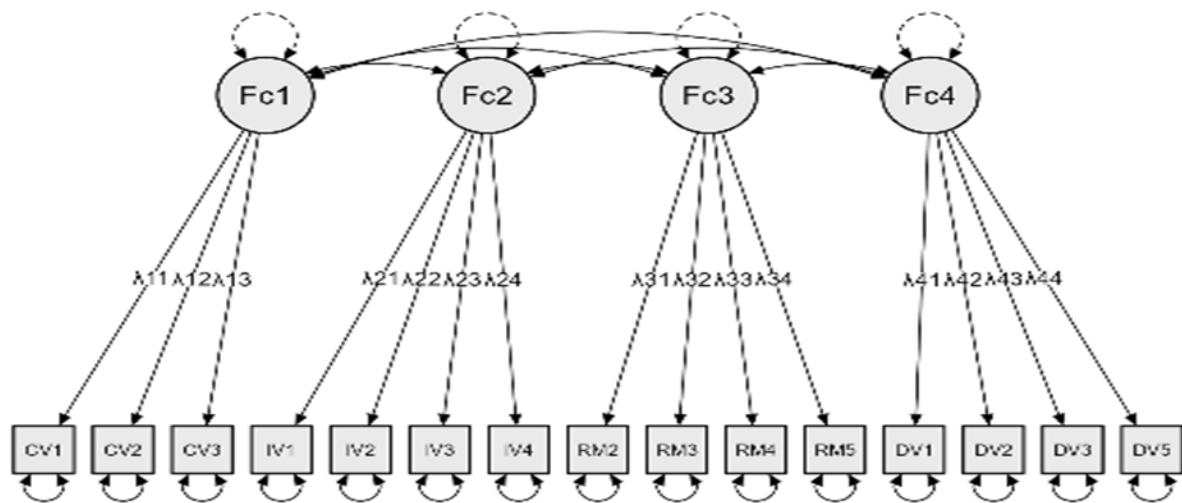


Figure 3. The Model Plot of Innovative Vision Leadership

3.2. Discussion

The present study aimed to construct a model of innovative vision and to validate indicators of innovative vision for leadership among high school directors in Cambodia. Through a rigorous quantitative approach, the study identified four key constructs: creating vision, implementing vision, role model, and role model. The results confirm that these constructs are essential for effective school leadership in the modern educational landscape. The newly developed tool was examined using EFA, CFA, and convergent validity, and the findings showed that this scale had a robust structure with a good model fit. Below are discussions about the results.

1124

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3.2.1 Discussion on the Model of Innovative Vision Leadership of High School Directors

According to the literature review and CFA results, the model of innovative vision among high school directors in Cambodia comprises four dimensions and 15 indicators. Four constructs of innovative vision of high school directors in Cambodia included (1) Creating vision, (2) Implementation of vision, (3) Role model, and (4) Dissemination of vision. Based on CFA results, four dimensions are important for measuring the innovative vision of school directors in Cambodia. These findings were consistent with the framework of [16] and the results in the previous research studies in the literature review. The findings showed that the short-form scale had a robust structure and good model fit. Furthermore, all constructs were significantly positively correlated with each other. The research supports the findings of [13], who showed that leadership plays a vital role in facilitating innovation, bringing change to an organization based on an innovative vision, and enhancing school development in the current 21st-century era [24].

3.2.2 Discussion on High School Directors' Creating Vision

The achievement of schools depends on school directors who can imagine expected results and motivate the followers to support the vision of school directors in order to achieve the vision, mission, and strategic plan of schools, so school directors play a crucial role in creating a vision based on the context of society, culture, economics, technology, and the labor market. The scale of creating vision can help school directors to use this scale to measure school progress, as previous research by Alharbi [25] raised that leadership style promotes innovation within schools and possesses various qualities, which include: having a clear vision, being able to lead the school's change to respond to the needs of learners and community. Innovative leaders possess various qualities: leadership skills, talents, values, and knowledge to identify current dangers and foresee future negative impacts [26]. In previous research, the scale of creating vision has five indicators [16] to measure teachers' and school directors' perceptions in secondary schools, but after data analysis, the scale was reduced to three indicators. This suggests that these two indicators do not fit the context of Cambodian high schools.

3.2.3 Discussion on High School Director's Implementation Vision

To ensure the success of schools, the implementation of the vision plays a fundamental role for responsibility in completing role and duties of educational staffs, completing the tasks of the staffs depend on leaders who have planned clearly, have strongly vision and commitment in the institution as the earlier research [27] showed that transformational leaders inspire followers through implementing an energizing vision and challenging goals and leaders and followers make each other to enhance to a higher level of morality and motivation. In previous research, the scale of implementation of vision has four indicators [16] to measure teachers' and school directors' perceptions in secondary schools. However, the findings from the data analysis on the scale of implementation of vision are limited to four indicators.

3.2.4 Discussion on High School Director's Disseminating Vision

School directors have a duty to disseminate information about planning that is prepared through the school, such as an educational strategy plan, and an annual operational plan for stakeholders, including teachers, students 'parents, authorities, development partners, and the community, in order to understand and find out how to develop the schools and solve the challenges. The main point of disseminating the vision is to help students align with educational reform, global citizenship, globalization, and twenty-first-century skills, which help them gain knowledge, skills, and attitudes to become good children, good students, good friends, and good people in the future. Previous research [28] found that a vision represents the direction and guiding principles for what an organization should be in the future, as well as a strategy the organization must use to empower employees to be creative and innovative. Truly, the scale of dissemination of vision has five indicators [16] to measure the perception of teachers and school directors in secondary schools, but findings after data analysis on the scale of dissemination of vision are left on four indicators. This indicates that one more indicator does not align with the context of Cambodia's high schools.

3.2.5 Discussion on High School Director's Role Model

Leadership plays an important role in school administration, particularly for school directors in creating a positive learning environment and fostering student success. There are some key characteristics in practicing a strong role model in schools. School director have to focus on key ideas such as visionary leadership (clear vision, strategic planning, adaptability), effective communication (active listening, transparent communication, clear expectation), building a positive school culture (inclusivity, collaboration, recognition and appreciation, conflict resolution), instructional leadership (focus on teaching and learning, professional development, curriculum development, data-driven decision, operational excellence), personal qualities (integrity, empathy, resilience, passion, and role modeling). According to the standard of the school director in Cambodia [11], the school director has to serve as a role model and implement well in the school for teachers, students and the community. A role model was defined as someone who actively helps, supports, or teaches someone else how to do a job so that they will succeed [29]. The role model scale has five indicators [16] to measure teachers' and school directors' perceptions in secondary schools, but the findings from the analysis of the scale are reported on only four indicators. This indicates that one more indicator does not fit the context of Cambodian high schools.

4. CONCLUSION

This conclusion is further supported by earlier research, which demonstrated that school principals who clearly have an innovative vision can achieve vision, mission, goals, strategies and activities and can develop a school. On the other hand, high school directors who have capacities, to be able mobilize human, materials, and budget resource from stakeholders to support school progress in a align with educational reforms of the MoEYS in Cambodia and showing about the need of school of [30] raised that innovative leaders are also committed and visionary to promoting people's social, political, and economic

well-being. To participate in school improvement, high school directors must have capacity in school management and leadership, creative and innovative skills, and a conceptual framework for an innovative vision, including vision creation, implementation, dissemination, and role modeling.

Based on the research findings and discussion, the model of innovative vision leadership indicators is suitable for the context of high schools in Cambodia, even though there have been significant challenges and constraints that hamper the effective implementation of these indicators. Hence, some recommendations are made for school directors, policymakers, and future research on practice in high schools in Cambodia. The MoEYS should set a specific policy aimed at implementing this model of innovative vision indicators so that high schools in Cambodia can use it as a guideline in building a plan, creating a vision, mission, strategic plan, and enhancing the quality of education in schools based on educational reforms. One more thing that should be considered, or included in a policy, is that high school directors should conduct self-assessments of this model to ensure that school progress aligns with the vision.

The MoEYS should set a program to train high school directors about the model of innovative vision to ensure the quality of school administration and leadership. Otherwise, capacity building for school directors improves the quality of education, attracts the participation of teachers, students, students' parents, and stakeholders because it makes high school directors understand deeply how to lead schools flexibly based on context.

- a. High schools in Cambodia could adopt an innovative vision indicator model to implement, monitor, assess, and improve all educational activities and school performance, ensuring that the institution's stated criteria and national or international quality standards are met.
- b. High schools in Cambodia should pay much more attention to the quality of academic staff, educational programs, and customer and support services to ensure that educational quality is maintained within the institution.
- c. High schools in Cambodia should further improve some important activities including: (1) assessing staff's and academic staff's capacity and capability needs, the needs of key communities and society and job providers, and the achievement levels of school's mission and strategic plan; (2) developing and awarding staff and academic staff; (3) providing adequate financial support and facilities for teaching and learning, research activities, and community and school development; (4) conducting research related to innovative leadership, teaching and learning and community and school development; and (5) solving students' and other customers' problems and building good relationship with students, and other stakeholders so that education quality in Cambodia.

Further research recommendations are proposed as follows:

- a. The further research study should involve implementing the model of innovative vision indicators for high schools in Cambodia and setting the interpretation criteria for these indicators.

- b. The next future research topic should focus on the causal relationships among the important dimensions or sub-dimensions of quality and teachers' or students' achievement in high schools in Cambodia.
- c. Another research topic should focus on the pilot of this model of innovative vision indicators in lower secondary schools, primary schools, a university or a regional teacher training center in order to assess the model as a whole.

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