

SCHOOL ADMINISTRATORS' COMPETENCE IN MANAGING SCHOOL OPERATIONS IN ANDA DISTRICT: BASIS FOR DEVELOPING EFFECTIVE LEADERSHIP AND MANAGEMENT TRAINING PROGRAM

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Abstract : This study aimed to assess the competence of school administrators in managing school operations in Anda District and to use the findings as a basis for developing an effective leadership and management training program. Using a descriptive correlational research design, the study involved 30 purposively selected school administrators. Data were gathered through a validated questionnaire with a high average weighted mean (4.53) and excellent reliability (Cronbach's alpha = 0.973). Analysis included frequency and percentage distribution, point biserial correlation, chi-square test, and Spearman rho to examine relationships between variables. The results revealed that most administrators were experienced and well educated, with many aged 50 to 59 and holding advanced degrees. Female administrators outnumbered males, and most were married. The administrators demonstrated very competent skills in both management and leadership, particularly in planning, resource allocation, communication, and school operations. However, the study found no significant relationship between their personal profiles and competence levels, indicating consistent performance regardless of age, sex, education, or years of service. Despite their strong skills, administrators faced serious challenges, including adapting to technology, handling emergencies, and managing overlapping duties. Based on these findings, the study recommends implementing a focused leadership and management training program. This program should address the identified challenges and further develop administrators' skills to improve school operations and student outcomes. Open access to training for all administrators, regardless of background, is also advised to maintain consistent competence across the district.

INTRODUCTION

Effective and efficient management is essential for all organizations. Effectiveness is demonstrated by doing a task correctly, while efficiency is demonstrated by doing it accurately. Management is responsible for fulfilling the organization's views, mission, and goals through the efforts of all members who are working together to achieve a particular goal during this unstable time when nothing should stop, and school administrators' leadership abilities in administration must be strengthened to improve school outcomes (Valenzuela & Buenvenida, 2021).

In the modern educational landscape, school administrators must cultivate a diverse array of professional competencies to excel as leaders. These include strategic planning, fostering inclusivity, and devising innovative solutions. Continuous advancement in these domains is crucial for addressing the challenges of modern education and attaining enduring success (Siphai & Siphai, 2024).

Effective school management necessitates a combination of technical, interpersonal, and organizational skills. Administrators must possess technological proficiency, instructional leadership, and business management capabilities. Interpersonal skills such as empathy, communication, and discipline are vital, alongside organizational competencies like crisis management, stakeholder engagement, and visionary leadership (Atiş & Dilbaz, 2022).

However, according to Alvarado et al., cited by Ecija (2020), due to a shortage of required managerial skills and management and leadership training school administrators rarely receive, they are ill-equipped to execute school-level management programs effectively. That gap is further increased by the volume of tasks and competing priorities they have, resulting in a gap between the ambition they set for themselves and their realized output.

In this regard, according to the study by Memişoğlu cited by Nkambule and Ngubane (2024), it is also common to find a difference between teachers' and administrators' assessment of administrators' abilities to knowledge leadership, for example, the area of knowledge management. Breaking down these gaps through concerted and transparent teamwork can result in greater unity and more successful school administration.

Administrative power, school administrators have a direct effect on educational outcomes. Efficient management skills play an important role in enhancing achievement in the educational domain, and this underlines the necessity for ongoing learning on the part of management skills (Karmila et al., 2023). School administrators have to acquire a variety of skills to be able to manage the school administratively. Practical training in these fields is also suggested to improve school effectiveness (Atiş & Dilbaz, 2022).

Continuous professional development, in the fields of financial management, technology, and professional skills, is encouraged to increase school administrator efficacy. Workshops, seminars, and mentorship opportunities are critical for ensuring that administrators are kept up to date on both good practices and new trends in education management (Hernandez, 2024).

School administrators widely perceived they possess a high level of competency in terms of management, such as change management and management competencies (Yokuş et al., 2023). However, other studies found that school administrators tend to view a disconnect between their management skills and the exigencies of their functions. There is this perception that fluctuates as a function of levels of education and is determined by training, experience, and emotional intelligence (Aguilar, 2023).

School administrators are also perceived as highly competent in establishing school objectives (Muntholib et al., 2020), crafting strategic plans (Jaya, 2020), and linking resources to priorities (Liang, 2023). These competencies are essential for effective school management and leadership, enabling administrators to navigate the complexities of modern education and ensure long-term success for their institutions. Yet the competencies needed to fulfill those implementations, knowledge, skills, and ability, are commonly absent among school administrators, which hinders the effective establishment and attainment of school objectives (Liang, 2023).

In terms of managing school resources, financial management, staff management, and schooling facilities and safety, school administrators perceived that to be very competent. They excel at budgeting, auditing, and financial reporting which are crucial to securing and administering financial resources in an optimized manner (Hernandez, 2024). Nonetheless, there are also school administrators who are financially illiterate which means they have poor and inadequate control of spending through the budget (Jacob-Dedumo et al., 2024).

It is also thought that school administrators are very competent in planning, implementing, and evaluating the school's educational program (Cañete et al., 2020). Administrators should, however, increase their understanding of curriculum development, including analysis, design, evaluation, resource integration, and teacher training (Huang, 2024).

According to a study by Komalasari et al. (2020), school administrators demonstrate strong management abilities when it comes to attaining policy, standard, and educational quality alignment. However, prior to 2020, there were acknowledged shortcomings in school leaders' compliance with national educational policies and standards, according to UNESCO's Global Education Monitoring Report (2024).

According to a 2024 study by Dorado et al., administrators believe they are highly competent at handling operational difficulties. However, a study conducted in 2024 by Calzada Antonio revealed that teachers' assessments of their competency were often quite low. This could indicate that there is a discrepancy between their opinion of themselves and that of others.

According to a 2022 study by Al-Zoubi & Younes, school administrators scored very well in terms of time management skills, which means administrators believe they are proficient in schedule management and deadline management. Conversely, a 2024 study by Valente et al. Proposes that the perceived time management competency of school administrators might differ, that some administrators see themselves as being very competent, whereas for others competency to manage time effectively, or stay on top of deadlines, can become a problem.

According to a 2023 study by Riyaphan & Piatanom, administrators believe they are competent at managing records. However, Odeniyi & Adeyanju's (2020) evaluation revealed significant shortcomings in record management methods, including inadequate training and a lack of standard operating procedures. These findings imply that some administrators might not think highly of their ability to maintain precise and organized records.

Some administrators perceived high proficiency in facility maintenance jobs by their capacity to efficiently prioritize and manage facility maintenance work (Hernandez, 2024). Yet, Nhlapo (2020) noted that a lack of expertise or sustainable facility management techniques makes it difficult for many administrators to maintain the infrastructure. This displays a lack of proficiency in maintaining the physical learning environment.

Administrators were seen as having a high level of fiscal accountability skill, especially when it came to handling school budgets and obtaining funding (Hernandez, 2024). In contrast, UNESCO's (2024) study emphasized the difficulties faced by certain administrators in managing their budgets effectively and redistributing cash, which indicates a lack of proficiency in fiscal administration.

According to the UNESCO 2024 report, some school administrators regularly conduct operational reviews and hold team meetings to identify and resolve issues effectively, reflecting high competency. Nevertheless, Nhlapo (2020) noted that operational reviews are not sufficiently addressed or carried out inconsistently, both of which result in inefficient identification of locations needing improvement, which is indicative of a low competency in this matter.

Various perspectives are found in research on school administrators' ability to clearly define and promote the school's vision and mission (Caharian & Cabanlit, 2024). Other studies, however, indicate that the rigorous administrator selection process and the requirement for specialized training may limit the competency of school administrators in this regard. According to Vital et al. (2023), this suggests that although certain administrators might be excellent at advancing a clear vision, others might find it difficult because they lack the necessary training or assistance.

Taun et al. (2022) are of the opinion that school administrators are highly competent in inspiring their teams. However, another study highlights that in order to effectively inspire teachers and impact student achievement, school administrators must have specialized training. Without this training, administrators may feel less competent in this area (Vital et al., 2023).

Despite the apparent value of teamwork, administrators could find it difficult to establish a culture that truly embraces a collaborative environment (García-Martínez et al., 2021). On the other hand, the Foley et al. study cited by Lehman (2020), shows that secondary school administrators believe they have an average level of leadership skills in directing collaborative-based programs, indicating a moderate level of self-assessed competency in promoting collaboration.

School administrator's competence in facilitating professional development and decision-making also is mixed. The research on Leadership 5.0 proposes that administrators do acknowledge the need for ongoing development and professional development yet may need additional skill development to successfully inspire these characteristics in faculty and staff (Reyes, 2024). By contrast, the research on self-perceived competence among secondary school administrators indicates that, although administrators reported conducting themselves as pretty well as professional leaders, opportunities do exist to develop professional development programs to allow for leading or facilitating the discussion of decisions and growth (Lehman, 2020).

In order to preserve harmony within the school community, administrators need to be proactive in managing cultural differences (Escobar-Ortloff & Ortloff referenced by Sellami et al. 2022). However, according to another study, administrators' assessments frequently show a more moderate degree of competency in communication, although administrators believe they are

extremely competent. This disparity implies that there can be difficulties in resolving conflicts and building relationships, perhaps as a result of communication obstacles including cultural conflicts and miscommunications (Calzada & Vida, 2024).

The capacity of school administrators to navigate change and disruption also has inconsistent perceptions. A study suggests that school administrators have a high level of perceived competence in school leadership in challenging times (Siphai Siphai, 2024). On the other hand, the other study, which points to communicative difficulties, also implies that school administrators may also be subject to such challenges as a result of psychological and cultural issues, and this may prevent them from taking confident and innovative steps forward, managing change (Calzada Vida, 2024).

In Nyamira County, Kenya, a study revealed the general lack of parental engagement in school administrator leadership in the region, implying the requirement for improved approaches to engagement (Ocharo et al., 2024). However, a study focusing on secondary schools in Kericho County, Kenya, revealed that school administrators who involve parents in management decisions have a high level of competency and are more likely to receive support from them (Koros, 2023).

Disparities in school cultures, the actions of certain administrators, and the existence or lack of official ethical norms can all be blamed for differing opinions. Stakeholder trust and school effectiveness have variable results since some administrators are seen as maintaining high standards of integrity and fairness (Aldawsari, 2020), while others may be seen as weak in these areas (Kesik & Önen, 2022).

Experience is important for building leadership skills since school administrators who have both managerial and teaching experience believe they are better at managing pedagogical resources and leading school organizations (Cebrián et al., 2022). In contrast, another study highlights the leadership difficulties experienced by school administrators, namely because of financial limitations and a lack of organizational change management. This study highlights areas in which administrators may sense a lack of competency (Alde, 2024).

The existence or lack of official ethical norms, variations in school cultures, and the actions of certain administrators can all be blamed for differing opinions. Stakeholder trust and school effectiveness may suffer as a result of administrators' perceived differences in their ability to uphold high standards of integrity and fairness (DeMatthews et al., 2020) and others' perceived lack of these qualities (Myrie, 2024).

It is noteworthy that gender, age, and experience are not major contributors to how competency is perceived, particularly as competencies are apparently shared by all demographic groups (Menteşe, 2021). However, according to other research, female school administrators of schools in particular have been described as stellar leaders and emotionally intelligent, skills that make them highly effective school managers (Lubguban, 2020).

An empirical study examines the management ability of school administrators with regard to the Philippine Professional Standards for School Heads (PPSSH) and as it pertains to their profiles such as age, sex, civil status, highest educational attainment, years of experience, and training. Findings suggest that there is a significant relationship between these profile variables and the extent of managerial competence in various domains, such as leading strategically and managing school operations (Indon, 2024).

However, school administrators' competence level in School Management and Operations (SMO) does not show a significant correlation with sex, civil status, educational level, administrative years of experience level, and training (Dayuha, 2024).

Another study found that the competencies of school administrators, including leadership and management skills, had a positive relationship with their educational preparation, years of administrative experience, and training participation. Nevertheless, civil status and ultimate education level revealed inconsistent effects and certain competencies seemed to be more moderated by individual aspects such as experience and associated training (Espiritu, 2024).

Regular seminars and workshops covering financial management, technology, and professional development are important. These are expected to address budgeting, auditing, financial reporting, and resource management to further develop the competencies of administrators in the effective management of school resources. Offering guidance and technical assistance can assist administrators in applying financial management practices more efficiently (Hernandez, 2024).

Furthermore, the ability to learn adaptability, communication, ethics, and innovation should be developed. Continuous learning and participation in global excellence can assist administrators to be resilient and robust with regard to operational stability. Fostering an organizational culture of adaptability, and strategic awareness, can prepare administrators to respond to uncertainties and crises in a meaningful way (Reyes, 2024).

Moreover, the technical skills of administrators, including technological competence, instructional leadership, and business management, need to be nurtured and developed by administrators. Organizational skills, such as crisis management, stakeholder relations, and building a positive organizational culture, are equally important (Atiş & Dilbaz 2022). On the other hand, regular monitoring and communication activities between school administrators and administrative personnel can foster technical proficiency and facilitate effective school functioning (Lidyanti et al., 2023).

Based on the changing circumstances in the present, the evolution of educational management also had to be adapted to the changing era in which the world was changing at a fast or unexpected pace in every sector. Accordingly, it was necessary and important that school administrators work together to develop and upgrade the quality of education in line with today's rapidly changing situations (Riyaphan & Piatanom, 2023).

Therefore, the ability skills in the direction of school operations of school administrators were significant predictors of school development. The school administrators would manage the school's operation in an effective and productive manner. In this regard, the researcher studied the competence of school administrators to manage school operations.

This study aims to determine the school administrators' competence in managing school operations in the ANDA District, aiming to provide a basis for developing more effective leadership and management competencies. Furthermore, it aims to determine the administrators' perceived levels of management and leadership competency. Moreover, to identify administrator profiles that include age, sex, civil status, educational attainment, years in service, and training. Additionally, the study investigates a relationship between these profiles and levels of competency in order to find possible interventions that could enhance administrators' ability to manage school operations.

Theoretical Framework

This study is grounded in several leadership and management theories that emphasize the role of competence in school administration. Primarily, this research is anchored on Transformational Leadership Theory by Burns (1978), which underscores the ability of leaders to inspire, influence, and elevate the morale and motivation of followers to achieve organizational goals. Transformational leaders do not merely manage existing systems; they actively transform institutional cultures by fostering innovation, shared vision, and commitment among stakeholders. In the context of school operations, administrators who adopt transformational leadership practices are more likely to succeed in managing school affairs efficiently and responsively.

In addition, the study draws on Competency-Based Leadership Theory, which focuses on the knowledge, skills, attitudes, and behaviors that effective leaders must demonstrate. Boyatzis (1982) posited that leadership competence is a key predictor of organizational success, especially when competencies are aligned with strategic goals. Within the school system, administrators must exhibit competencies not only in instructional leadership but also in resource management, decision-making, stakeholder engagement, and adherence to educational policies.

Furthermore, Systems Theory by Bertalanffy (1968) serves as a secondary foundation for this research. It posits that schools are complex systems composed of interdependent parts—teachers, students, parents, community stakeholders, and administrative processes—all of which must function in harmony for the system to operate effectively. School administrators, therefore, play a pivotal role in ensuring this coordination and in creating an environment where each component contributes meaningfully to school improvement and learner outcomes.

Together, these theories frame the idea that school leadership competence is multi-dimensional and context-sensitive, requiring not only vision and influence but also technical and operational proficiency. These frameworks guide the assessment of administrators' capabilities and form the basis for recommending a leadership development model tailored to the needs of the ANDA District.

Conceptual Framework

This study is structured using the Input-Process-Output (IPO) model to systematically examine the competence of school administrators in managing school operations in the ANDA District. The IPO framework provides a logical flow in addressing the research objectives, allowing for an organized understanding of the relationships among variables and the resulting implications for leadership development.

The Input of the study refers to the profile of the school administrators. These include their demographic and professional characteristics such as age, sex, civil status, highest educational attainment, years in service, and the number of trainings and seminars attended. These personal and professional factors serve as foundational variables that may influence or relate to their performance in school management. Understanding these inputs is essential in identifying patterns or correlations that could affect administrators' effectiveness in both leadership and management functions.

The Process centers on assessing the perceived level of competence among school administrators in terms of managing school operations. This process is evaluated in two key domains: management and leadership. Management competence focuses on the administrators' ability to handle operational tasks, including planning, organizing, staffing, and supervising school functions. On the other hand, leadership competence emphasizes their capacity to inspire, guide, and influence stakeholders towards achieving educational goals. The study also analyzes whether a significant relationship exists between the administrators' profiles and their perceived level of competence in managing school operations, providing insight into potential contributing factors to their performance.

The Output is the development of targeted interventions that aim to enhance the leadership and management competencies of school administrators. Based on the analysis of the input and process data, the study proposes capacity-building programs, training modules, and policy recommendations that are responsive to the identified needs and gaps in competence. These outputs serve as the practical contribution of the study, offering evidence-based strategies that school systems can adopt to improve administrative performance and ensure effective school governance.

By employing the IPO model, the conceptual framework demonstrates how the administrators' profiles (input) influence their perceived competence in leadership and management (process), which in turn guides the formulation of interventions (output). This structured approach enables a clear and evidence-informed pathway toward strengthening school leadership and enhancing the overall quality of education management in the ANDA District.

RESEARCH METHODOLOGY

This chapter discusses research methodology, which includes research design and the procedures used to solve research problems. Similarly, it discusses the data collection tools as well as the statistical treatments that will be used to analyze the data.

Research Design

This study employed a descriptive-correlational research design to examine the competence of school administrators in managing school operations in the ANDA District. The descriptive aspect of the study aimed to present a clear and accurate profile of the respondents in terms of age, sex, civil status, highest educational attainment, years in service, and the number of trainings and seminars attended. It also focused on assessing the level of their competence in the domains of management and leadership within the context of school operations. The correlational component, on the other hand, was used to explore potential relationships between the administrators' profile variables and their perceived levels of competence. This method was appropriate for the study as it allowed the researchers to gather meaningful insights without manipulating variables, while also identifying patterns that may inform the development of relevant interventions or leadership training programs. By using this design, the study was able to generate data that could serve as a valuable foundation for decision-making and policy recommendations aimed at enhancing school leadership performance.

Sources of Data

Locale of the Study

This study was conducted in the Anda District, which is under the jurisdiction of the Schools Division of Pangasinan. Located in the western part of the province, Anda is a coastal municipality known for its rich cultural heritage and close-knit communities. The district comprises several public elementary and secondary schools that are managed by school administrators who play a vital role in the implementation of educational policies and the smooth operation of daily school functions. Given the diversity of school settings and the varying professional backgrounds of administrators in the area, the Anda District provided an ideal locale for examining leadership and management competencies. The choice of this setting allowed for a realistic assessment of the administrators' roles, challenges, and effectiveness in managing school operations within the context of a dynamic educational environment.

Population Sampling

This study utilized purposive sampling through total enumeration to determine the participants involved in the research. Specifically, all twenty-five (25) school heads currently assigned in the public schools of the Anda District under the Schools Division of Pangasinan were included as respondents. The use of this method was deemed appropriate, as the study aimed to gather comprehensive and accurate insights from the entire population of school administrators in the district. By involving all qualified individuals holding administrative positions, the research ensured that the findings would reflect the actual conditions, practices, and perceived competencies of those directly responsible for managing school operations. This approach also strengthened the credibility of the data, as it avoided sampling bias and captured a full representation of the target group within the defined locale.

Instrumentation and Data Collection

To collect the necessary data for this study, a researcher-made questionnaire was developed, tailored specifically to address the objectives and research questions of the investigation. The instrument was carefully crafted to assess the school administrators' competence in managing school operations, focusing on the dimensions of leadership and management. To ensure the content validity of the questionnaire, it was reviewed and validated by three experts in the fields of educational leadership and research. Their feedback was used to revise and refine the items for clarity, relevance, and accuracy. Following validation, the instrument underwent a reliability test using a pilot group outside the study locale, resulting in a satisfactory reliability coefficient that confirmed the consistency of the responses. Once the questionnaire was finalized, it was administered face-to-face to all 25 school heads in the Anda District. This approach allowed the researcher to clarify any questions from the respondents, ensure completeness of responses, and foster a more accurate and personal data collection process.

Result of Research Instrument Validation

The validation of the researcher-made questionnaire used in this study yielded highly favorable results, as shown in the table. The overall mean score of 4.53 indicates that the instrument is very valid, demonstrating its reliability in capturing the essential elements of the study. Notably, the items received strong validation in terms of clarity, readability, structure, and alignment with the study's objectives. For instance, the indicator stating that "each item is readable" obtained the highest mean of 4.9, highlighting the ease with which respondents could comprehend the content. Similarly, the statements regarding the absence of item duplication and the alignment of questions with the study's objectives both received mean scores of 4.8 or higher, further supporting the instrument's coherence and relevance.

Moreover, the indicators focusing on the objectivity of the items (4.3), the clarity of statements (4.3), and the presence of sufficient space to avoid item crowding (4.2) also rated as highly valid, confirming the instrument's user-friendly design. The lowest mean score, while still relatively high at 4.2, pertained to the layout and focus of certain items, suggesting minor areas for enhancement in formatting or specificity. Overall, these results affirm that the instrument effectively represents the concepts being measured and is suitable for gathering accurate data on the competence of school administrators in managing school operations.

Result of Research Instrument Validation

Indicators	Mean	Descriptive Equivalent
1. The directions are clear in all sections of the gathering instrument.	4.5	Highly Valid
2. Each item is clearly stated.	4.3	Highly Valid
3. Each item is readable, i.e., the items are easily read.	4.9	Very Valid
4. Each item is attractive; enough space is provided to avoid crowding among the items.	4.2	Highly Valid
5. The data gathering instrument is comprehensive, i.e., covered all areas important to the study.	4.7	Very Valid
6. Each item is focused on a particular thought or idea.	4.2	Highly Valid
7. The items are objective, i.e., the responses to be elicited are neither biased nor reactive.	4.3	Highly Valid
8. The items are formulated per the study's explicit and implicit objectives.	4.8	Very Valid

9. The items are systematically arranged according to a desirable sequence.	4.5	Highly Valid
10. The items do not overlap with each other; no duplication of items is observed.	4.9	Very Valid
Overall mean	4.53	Very Valid

The reliability test conducted for the researcher-made questionnaire yielded a Cronbach’s alpha coefficient of 0.973, which signifies an exceptionally high level of internal consistency among the items. A reliability coefficient of 0.9 and above is considered excellent, indicating that the instrument consistently measures what it intends to assess. This result suggests that the items included in the questionnaire are highly correlated and cohesively aligned with the study's objectives, particularly in evaluating school administrators' competence in managing school operations. The strength of this reliability score confirms that the tool is both dependable and stable for use in academic research.

Tools for Data Analysis

To derive valuable insights and make significant discoveries, the data underwent a rigorous analysis employing appropriate statistical methods through IBM SPSS Statistics 20. This process ensured the precision of the results in accurately portraying the real situation and providing solutions to the research's addressed concerns.

To answer sub-problem 1, the profile of the respondents, frequency counts, and percentages were used.

To answer sub-problem 2, the school administrator's competence of school heads in managing school operations, the weighted mean was computed and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Competent (VC)
4	3.51 – 4.49	Highly Competent (HC)
3	2.51 – 3.49	Competent (C)
2	1.51 – 2.49	Less Competent (LC)
1	1.00 – 1.49	Not Competent (NC)

To answer sub-problem number 3, the challenges encountered by school administrators in managing school operations, the weighted mean was computed and rank, and described using a five-point Likert scale with a descriptive equivalent shown below:

Score	Median Score Range	Descriptive Equivalents
5	4.51 – 5.00	Very Serious (VS)
4	3.51 – 4.50	Highly Serious (HS)
3	2.51 – 3.50	Serious (S)
2	1.51 – 2.50	Less Serious (LS)
1	1.00 – 1.50	Not Serious (NS)

To answer sub-problem 4, to test if there is a significant relationship between the competence in managing school operations and profile variables of school administrators, Point Biserial, Chi-square test and Spearman's rho were utilized.

To answer sub-problem 5, an effective leadership and management training program was proposed.

Ethical Consideration

In conducting this study, the researcher strictly adhered to ethical standards in accordance with the principles set by the American Psychological Association (2020). Full transparency was maintained throughout the research process, beginning with the informed consent of all participants. Each respondent was clearly informed of the study's purpose, the voluntary nature of their participation, and their right to withdraw at any point without facing any form of penalty or disadvantage. Confidentiality and anonymity were given utmost priority; personal information was not collected, and all responses were treated with strict confidentiality to ensure that no data could be traced back to individual participants. Furthermore, the study avoided any form of coercion or pressure, and data collection was conducted with sensitivity and respect for the professional responsibilities of the school administrators involved. The researcher also secured necessary permissions from relevant authorities in the Anda District to conduct the study. Ultimately, all procedures were implemented with integrity and respect for human dignity, ensuring that the research upheld both ethical and professional standards.

IV. RESULTS AND DISCUSSION

This chapter presents the results of the study based on the gathered, analyzed, and interpreted data. The results are arranged according to the order of the problems stated in the previous chapter.

Profile of the Respondents

This section of the study presents the profile of the school administrators of Anda District.

Table 1. Profile of the respondents in terms of Age

Age	Frequency	Percent
30 to 39 years old	2	6.67
40 to 49 years old	10	33.33
50 to 59 years old	18	60.00
Total	30	100.0

Table 1 shows that the majority of school administrators in Anda District are between 50 to 59 years old (60%), followed by those aged 40 to 49 (33.33%), and only a small portion are aged 30 to 39 (6.67%). This indicates that most school leaders are in the later stages of their careers, likely with extensive experience in education and management. According to Cebrián et al. (2022), experience plays a key role in developing leadership skills, and older administrators may possess stronger abilities in managing operations and guiding schools effectively. However, Valenzuela and Buenvenida (2021) emphasized that despite age and experience, continuous improvement in management competence is essential in today’s dynamic educational environment. Thus, while the age profile suggests maturity and seasoned leadership, it also highlights the need for ongoing training to meet the evolving demands of school administration (Hernandez, 2024; Atiş & Dilbaz, 2022).

Table 2. Profile of the respondents in terms of Sex

Sex	Frequency	Percent
Male	10	33.33
Female	20	66.67
Total	30	100.0

Table 2 reveals that most of the school administrators in Anda District are female, making up 66.67% of the respondents, while the remaining 33.33% are male. This indicates that women hold a larger share of school leadership positions in the district. According to Lubguban (2020), female administrators are often described as emotionally intelligent and effective leaders—skills that are highly valuable in managing school operations. Although Dayuha (2024) found that sex does not significantly affect administrators’ competence in school management, the presence of more female administrators highlights the growing role of women in educational leadership. This may positively influence the school environment, especially in promoting empathy, collaboration, and inclusive decision-making. However, regardless of sex, all school administrators must continuously improve their skills in areas like strategic planning, financial management, and instructional leadership to meet the demands of modern school management (Atiş & Dilbaz, 2022; Hernandez, 2024). In this sense, leadership competence should be nurtured through regular training, not merely attributed to gender.

Table 3. Profile of the respondents in terms of Civil Status

Civil Status	Frequency	Percent
Single	3	10.00
Married	27	90.00
Total	30	100.0

Table 3 presents the civil status of the 30 respondents. The data show that most of the school administrators are married, accounting for 90% (n = 27) of the total, while only 10% (n = 3) are single. This suggests that the majority of administrators in the Anda District are likely managing both personal and professional responsibilities, which may contribute to their maturity and decision-making in school leadership. However, previous studies such as those by Dayuha (2024) and Espiritu (2024) indicate that civil status does not significantly impact school management competence. Still, it reflects the demographic context in which these administrators operate.

Table 4. Profile of the respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percent
Masters Units / Master’s Level	5	16.67
Master’s Graduate	5	16.67
Doctorate Units / Doctorate Level	12	40.00
Doctorate Graduate	8	26.67
Total	30	100.0

Table 4 shows that a majority of the school administrators in the Anda District have pursued advanced studies. Specifically, 40% (n = 12) have earned doctorate units, while 26.67% (n = 8) are doctorate graduates. Meanwhile, 16.67% (n = 5) are master’s graduates, and another 16.67% (n = 5) are still working on their master’s degrees. This suggests that most of the respondents have made significant efforts to improve their educational qualifications, which is vital in strengthening their competence in managing school operations. According to Valenzuela and Buenvenida (2021), school administrators play a crucial role in meeting school goals, especially during times of uncertainty. The findings reflect the administrators’ commitment to lifelong learning, supporting the need for continuous professional development as emphasized by Siphai and Siphai (2024). Their educational attainment

contributes to developing critical leadership skills such as strategic planning, decision-making, and school improvement, which are essential in navigating modern educational challenges (Atiş & Dilbaz, 2022).

Table 5. Profile of the respondents in terms of Years in Service

Years in Service	Frequency	Percent
5 years and below	3	10.00
6 to 10 years	4	13.33
11 to 15 years	3	10.00
16 to 20 years	5	16.67
21 to 25 years	10	33.33
26 to 30 years	3	10.00
31 years and above	2	6.67
Total	30	100.0

Table 5 shows the respondents' years in service. Most school administrators (33.33%) have been in service for 21 to 25 years, followed by 16.67% who have served for 16 to 20 years. Meanwhile, 13.33% have served for 6 to 10 years, while 10% each have served 5 years and below, 11 to 15 years, or 26 to 30 years. Only 6.67% have served for more than 31 years. These figures suggest that most administrators in the Anda District have significant experience. This is important because longer years of service are often linked to stronger leadership and management skills, as supported by Cebrián et al. (2022), who noted that experience contributes to better handling of school operations. However, training and continuous development are still needed to address gaps and keep up with changing demands in school leadership (Hernandez, 2024; Reyes, 2024).

Table 6. Profile of the respondents in terms of Relevant Training

Relevant Training	Frequency	Percent
10 and below	10	33.33
11 to 20	6	20.00
21 to 30	6	20.00
31 to 40	2	6.67
41 to 50	2	6.67
51 and above	4	13.33
Total	30	100.0

Table 6 shows the number of trainings attended by school administrators in the Anda District. Out of 30 respondents, one-third (33.33%) had attended 10 or fewer relevant trainings. Meanwhile, 20% had attended between 11 to 20 trainings, and another 20% had attended between 21 to 30 trainings. Smaller percentages were noted for those who had 31 to 40 (6.67%), 41 to 50 (6.67%), and 51 or more trainings (13.33%). These results indicate that most administrators have limited exposure to training programs, which may affect their competence in managing school operations.

This finding supports previous research emphasizing that continuous professional development is essential for improving administrative performance (Valenzuela & Buenvenida, 2021; Atiş & Dilbaz, 2022). As highlighted by Hernandez (2024), regular workshops and training help administrators gain updated knowledge and skills in leadership, finance, and school management. Thus, there is a clear need for increased training opportunities to help bridge existing gaps in school leadership effectiveness.

School Administrators' Competence in Managing School Operations in the Anda District

This section presents a comprehensive analysis of the school administrators' competence in managing school operations within the Anda District. It highlights key areas of leadership and management practices as perceived by the respondents, reflecting how school heads perform their roles in day-to-day school administration.

Table 7. Level of School Administrators' Competence in Managing School Operations in terms of Management

MANAGEMENT	Weighted Mean	Descriptive Equivalent
Ability to set school goals, develop strategic plans, and align resources with priorities.	4.37	Very Competent
Efficiently allocating financial, material, and human resources to support school programs and operations.	4.33	Very Competent
Overseeing the successful implementation and evaluation of the school curriculum.	4.27	Very Competent
Ensuring adherence to government and educational policies, standards, and regulations.	4.27	Very Competent
Resolving operational challenges promptly and effectively.	4.20	Highly Competent
Ensuring the timely execution of tasks and projects, including scheduling and deadlines.	4.37	Highly Competent
Maintaining accurate and organized records for students, staff, and operations.	4.33	Very Competent
Ensuring the physical condition of school infrastructure supports a conducive learning environment.	4.40	Very Competent

Managing school budgets responsibly and ensuring fiscal accountability.	4.47	Very Competent
Conduct regular reviews of school operations to identify areas for improvement.	4.27	Very Competent
Average Weighted Mean	4.33	Very Competent

Table 7 shows that school administrators in ANDA District rate themselves as very competent in managing school operations, with an overall average score of 4.33. They are especially strong in setting goals, planning strategically, managing resources, budgeting, and ensuring policies are followed. These results match the idea that effective management is key to achieving school goals and improving outcomes (Valenzuela & Buenvenida, 2021). However, research also points out that some administrators lack training and skills in certain areas, such as financial management and curriculum development, which affects their overall performance (Ecija, 2020; Hernandez, 2024). Despite their confidence, gaps exist between how administrators see themselves and how others view their abilities, highlighting the need for ongoing professional development and teamwork to improve school leadership (Calzada Antonio, 2024; Nkambule & Ngubane, 2024). Overall, the findings support the importance of continuous learning to strengthen school management competence.

Table 8. Level of School Administrators' Competence in Managing School Operations in terms of Leadership

LEADERSHIP	Weighted Mean	Descriptive Equivalent
Defining and promoting a clear vision and mission for the school.	4.17	Highly Competent
Inspiring and motivating teachers, staff, and students to achieve excellence.	4.23	Very Competent
Creating an environment that values collaboration, respect, and continuous improvement.	4.27	Very Competent
Encouraging professional growth and decision-making among faculty and staff.	4.37	Very Competent
Effectively addressing disputes and fostering harmonious relationships within the school community.	4.40	Very Competent
Leading the school through changes and challenges with confidence and innovation.	4.40	Very Competent
Actively involving parents, stakeholders, and the community in school activities and decision-making.	4.50	Very Competent
Demonstrating integrity and fairness in all actions and decisions.	4.40	Very Competent
Leading initiatives to innovate and improve teaching, learning, and school operations.	4.30	Very Competent
Promoting an environment where diversity is embraced, and every learner's needs are addressed.	4.27	Very Competent
Average Weighted Mean	4.33	Very Competent

Table 8 reveals that school administrators in ANDA District see themselves as very competent in leadership skills related to managing school operations, with an average weighted mean of 4.33. They feel especially confident in involving parents and the community, resolving conflicts, leading change, showing fairness, and encouraging professional growth among staff. This strong leadership supports the school's vision, mission, and smooth daily functioning. Effective leadership, as highlighted by Valenzuela and Buenvenida (2021), is essential to guide schools through challenges and achieve goals during uncertain times. School administrators today need a wide range of skills—from strategic planning to fostering collaboration and innovation—to meet the demands of modern education (Siphai & Siphai, 2024; Atiş & Dilbaz, 2022).

However, several studies point out that while many administrators rate themselves highly, gaps exist due to limited training, competing priorities, and differences in how teachers and staff perceive their leadership (Ecija, 2020; Nkambule & Ngubane, 2024). For example, some administrators struggle with managing cultural differences and communication, which can affect conflict resolution and relationships within the school (Calzada & Vida, 2024). Moreover, parental and community involvement varies, requiring better strategies to build engagement (Ocharo et al., 2024; Koros, 2023). Integrity and fairness also show mixed perceptions, influenced by school culture and ethical standards (Aldawsari, 2020; Kesik & Önen, 2022).

Continuous professional development, including workshops, seminars, and mentorship, is vital for improving leadership abilities, particularly in areas like innovation, change management, and ethical leadership (Hernandez, 2024; Reyes, 2024). Experience and education affect competency levels, though demographic factors like gender and age appear less influential (Indon, 2024; Menteşe, 2021). Overall, strong leadership is a key driver of school success, and targeted support and training can help administrators overcome challenges and lead their schools more effectively (Karmila et al., 2023; Atiş & Dilbaz, 2022).

Relationship between the School Administrators' Profiles and the Perceived Level of Managing School Operations Competencies in Anda District

This section presents an analysis of the relationship between the school administrators' profiles and their perceived level of competencies in managing school operations.

Table 9. Test of Relationship between the School Administrators' Profiles and the Perceived Level of Managing School Operations Competencies

Profile	Management	Leadership
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	Statistics	P-value	Statistics	P-value
Age ^a	0.049	0.798	-0.278	0.136
Sex ^b	0.795	0.819	0.975	0.937
Civil Status ^c	4.219 ^a	0.837	4.436 ^a	0.880
Highest Educational Attainment ^d	0.249	0.185	-0.005	0.978
Years in Service ^a	0.144	0.448	-0.128	0.499
Relevant Training ^a	0.218	0.246	-0.065	0.735

*Significant at 0.05

^aPearson-r; ^bPoint Biserial Correlation; ^cChi-Square Test; ^dSpearman Rho

Table 9 shows the results of the tests used to find out if there is a relationship between the school administrators' profiles and their perceived competencies in managing school operations and leadership. The profiles examined include age, sex, civil status, highest educational attainment, years in service, and relevant training. Different statistical methods were used based on the nature of each variable, such as Pearson correlation, Point Biserial correlation, Chi-square test, and Spearman Rho. The results indicate that none of the profile factors had a significant relationship with the administrators' perceived management or leadership competencies, as all the p-values are greater than the common significance level of 0.05.

This means that factors like how old the administrators are, whether they are male or female, their marital status, their highest educational level, how long they have been working, or the trainings they attended, do not show a meaningful connection with how competent they feel in managing school operations or leading their schools. For example, the correlation between age and management competence was very low ($r = 0.049$, $p = 0.798$), and similarly, sex had a very weak relationship with leadership competence ($r = 0.975$, $p = 0.937$), both showing no statistical significance.

These findings support the idea that competency in managing school operations is influenced by factors beyond simple demographic profiles. It also reflects the reality that administrators' self-perceptions of their competence might not always align with measurable background factors but are shaped by ongoing learning opportunities and support systems (Eciija, 2020; Reyes, 2024).

The lack of significant relationships in this study suggests that developing effective leadership and management competencies requires focusing on tailored interventions such as targeted workshops, mentoring, and practical experiences rather than relying solely on static profile characteristics. As noted in the rationale, fostering skills in areas like crisis management, stakeholder engagement, and technological proficiency are crucial for administrators to successfully handle the demands of modern school operations (Siphai & Siphai, 2024; Atiş & Dilbaz, 2022). The study emphasizes that the quality and relevance of training, combined with practical application and continuous professional growth, are key to enhancing school administrators' ability to lead and manage effectively, regardless of their age, gender, or years in service.

Table 10. Challenges Encountered by School Administrators in Managing School Operations in the Anda District

CHALLENGES	Weighted Mean	Descriptive Equivalent	Ranked
Adapt to technological changes in education, especially when digital tools are limited or underutilized in the school setting.	5	Very Serious	1
Respond to emergencies and unexpected disruptions, such as natural calamities or sudden staff shortages, without compromising the learning process.	4.8	Very Serious	2
Implement policies consistently across all grade levels while accommodating the unique needs of each learner and teacher.	4.7	Very Serious	3
Comply with overlapping mandates from higher offices, which often lead to work overload and shifting priorities.	4.6	Very Serious	4
Motivate teachers and staff amid burnout, personal challenges, or lack of professional development opportunities.	4.2	Highly Serious	5
Ensure stakeholder engagement in school activities, especially when parents or local partners show low participation.	4	Highly Serious	8
Navigate limited financial resources that hinder the implementation of planned programs and improvements in school facilities.	4	Highly Serious	8
Address personnel conflicts that arise among staff members, affecting teamwork and overall school climate.	4	Highly Serious	8
Manage time efficiently while balancing administrative responsibilities, instructional leadership, and community involvement.	4	Highly Serious	8
Sustain school improvement initiatives despite changing educational trends, budget constraints, or leadership transitions.	4	Highly Serious	8

Table 10 highlights the main challenges school administrators face in managing school operations in the Anda District. The most serious challenge is adapting to technological changes, especially when digital tools are limited or not fully used, which scored the highest weighted mean of 5.0. Following closely are dealing with emergencies like natural disasters or staff shortages (4.8), consistently applying policies across different grade levels (4.7), and handling overlapping mandates that cause work overload (4.6). Other highly serious challenges include motivating teachers dealing with burnout, ensuring stakeholder involvement, managing limited finances, resolving staff conflicts, balancing time, and sustaining school improvements despite budget and leadership changes, all scoring 4.0.

These findings emphasize how complex and demanding school management can be today. Effective leadership requires technical, interpersonal, and organizational skills to navigate challenges such as technology integration, crisis management, and stakeholder collaboration (Atiş & Dilbaz, 2022). As Valenzuela and Buenvenida (2021) noted, strong management is crucial for achieving school goals, especially during unpredictable times. Continuous professional development in areas like financial management, technology, and leadership is essential to help administrators meet these challenges successfully (Hernandez, 2024). The study underscores the need for ongoing support and training to strengthen school leaders' abilities so they can improve school outcomes even in difficult conditions.

Proposed Developing Effective Leadership and Management Training Program

I. Rationale. School administrators in the Anda District face many serious challenges in managing school operations, such as adapting to new technologies, handling emergencies, managing staff motivation, and dealing with limited resources. These challenges affect their ability to lead effectively and improve school performance. To address these issues, a targeted training program is needed to enhance administrators' leadership and management skills, focusing on practical solutions to their real challenges. Continuous professional development will help administrators build technical skills, improve communication, and strengthen organizational management, which are crucial for the success of schools today (Atiş & Dilbaz, 2022; Valenzuela & Buenvenida, 2021).

II. Goal. The training program aims to strengthen the leadership and management skills of school administrators in the Anda District. It seeks to equip them with the knowledge and practical tools needed to adapt to technological changes and handle emergencies effectively. The program also focuses on improving their ability to motivate staff, engage stakeholders like parents and community members, and manage limited financial and material resources efficiently. Ultimately, the training intends to promote smooth and effective school operations, encourage teamwork, and support administrators in sustaining ongoing school improvement efforts. By doing so, the program will help create a stronger foundation for school success and better learning outcomes.

III. Proposed Training Program

Training Module	Content Focus	Objectives	Duration	Methods
1. Leadership Fundamentals	Roles and responsibilities of school leaders	Understand effective leadership principles and practices	1 day	Workshop, group discussions
2. Technology Integration in Schools	Using digital tools and adapting to tech changes	Build skills in integrating technology for learning and admin	1 day	Hands-on training, demos
3. Crisis and Emergency Management	Managing emergencies, natural disasters, staff shortages	Learn strategies to maintain operations during disruptions	1 day	Case studies, simulations
4. Staff Motivation and Professional Development	Burnout prevention, motivation techniques, training plans	Improve staff engagement and support continuous learning	1 day	Role-playing, interactive talks
5. Financial and Resource Management	Budgeting, auditing, resource allocation	Enhance skills in managing limited resources effectively	1 day	Practical exercises, workshops
6. Stakeholder Engagement and Communication	Working with parents, community, and partners	Develop strategies to increase participation and trust	1 day	Group activities, planning
7. Time and Task Management	Prioritizing tasks, balancing responsibilities	Learn to manage time efficiently and delegate tasks effectively	0.5 day	Time management tools, drills
8. Policy Implementation and Compliance	Applying school policies consistently	Understand how to implement policies fairly and consistently	0.5 day	Case discussions, policy review
9. Teamwork and Conflict Resolution	Building collaborative environments, managing conflicts	Enhance teamwork skills and conflict resolution techniques	1 day	Group work, mediation practice

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