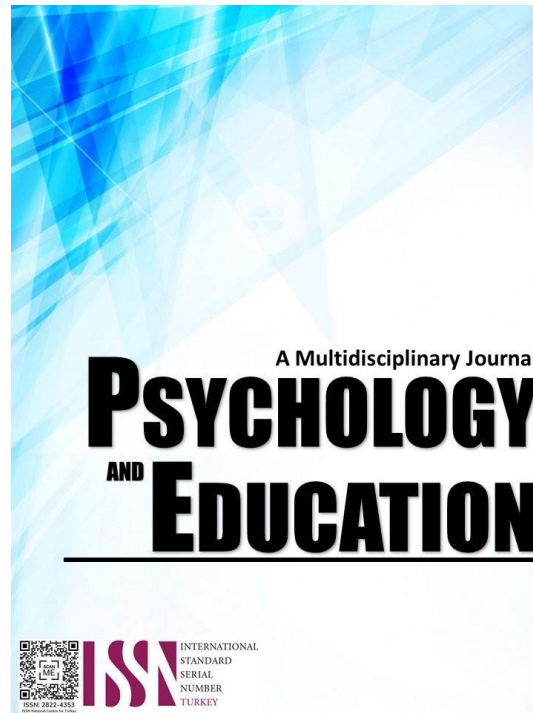


THE INFLUENCE OF MANAGERIAL COMPETENCIES AND SCHOOL CULTURE AMONG EDUCATORS IN SELECTED PRIMARY SCHOOLS IN SINGAPORE



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The Influence of Managerial Competencies and School Culture among Educators in Selected Primary Schools in Singapore

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Abstract

The development and cultivation of a nation's culture are key objectives of education. This study aims to explore the influence of managerial competencies and school culture among educators in selected primary schools in Singapore. Effective managerial competencies play a vital role in curriculum development, instruction, and the teaching and learning process, which are critical to achieving educational goals. The study utilizes a descriptive correlational research design, employing two standardized instruments to assess managerial competencies and school culture. Data will be analyzed using mean, frequency distributions, and Pearson correlation. The primary instrument used is the Managerial and School Culture Assessment Questionnaire. Findings reveal that the respondents consistently demonstrate exemplary performance in managerial competencies across all indicators. Similarly, school culture assessments indicate a consistently high level of performance among educators. These results highlight the significant relationship between managerial competencies and a positive school culture in enhancing educational outcomes. The study recommends exploring innovative management skills beyond the current competencies reviewed to further support the continuous development of managerial expertise and school culture in primary education.

Keywords: *managerial competencies, school culture, educators, primary schools*

Introduction

The development and cultivation of a nation's culture are the fundamental objectives of education. Amtu et al. (2020) stated that education should consistently adhere to the principles of sustainability, rejuvenation, growth, and development. This requires the implementation of competent administration. Meeting students' expectations for an education that is both extremely pertinent and exceptional necessitates a consistent increase in educational standards. Educational institutions are increasingly recognizing the importance of sustainable development to equip students with the knowledge, skills, attitudes, and values necessary to effectively navigate the modern world.

To accomplish the school's goals, administrators must prioritize sustainable development and motivate instructors and other stakeholders to adopt a long-term perspective. To achieve the objectives of promoting schools and improving the quality of education, school administrators must be receptive to new ideas and methods, rely on their intuition when making decisions, and take into account the perspectives of all parties involved. By incorporating instructors, principals, and stakeholders, school administrators can establish a learning organization. This approach enables them to foster the development of profound and systematic thinking in their students. Şemin (2019) posits that this approach allows administrators to assess a variety of alternatives and present arguments that consider the diverse and contradictory perspectives present in the school environment and culture. The potential to enhance student achievement, cultivate a positive school culture, and produce competent school leaders exists through the interaction between student performance, school culture, and effective school leaders (Britton, 2018).

Managerial competencies refer to the preparation, organization and productive use of available human and material resources towards accomplishing desired goals and objectives. Its ultimate goal is getting results and this is extremely essential for an organization's sustainability and development (Bairauskiene, 2017). In terms of managerial competencies, Nkwoh (2018) explained that to achieve schools' educational goals effectively, school leaders and educators must possess varied competencies. Principals must possess the capacity to employ their fundamental knowledge and skills in a variety of educational contexts. The cooperative culture, processes, norms, classroom experiences, school objectives and goals, as well as the classroom environment, are all positively influenced by administrators who are competent in their duties. Harsoyo et al. (2019) found that competent administrators enhance the performance of instructors on both an individual and collective basis, as well as positively impact the engagement of students in internal and extracurricular activities.

However, previous studies identified some issues and challenges in managerial competencies wherein the preparedness of school leaders and educators in Asia for their new role and function as school managers is in question (Kefela, 2019). In the Philippine context, it is the concern of the educational managers of high schools in State Universities and Colleges to function with utmost competence to provide the opportunity for learners to acquire and master lifelong skills in the 21st century, experience learning beyond the classroom and continuity of quality education. Hence, the community demands the best leadership and instruction possible and to help the students to lead better career opportunities in the future (de Guzman, 2019).

To further accomplish the goals of the school and exercise managerial practices among school leaders and educators, school culture also plays an important role in maintaining a positive school environment and learning. Balci (2018) has stated that traditions coming from the past of the school, knowledge of those who are at school and the reciprocal communication of them with each other play a

role in the formation of school culture. School culture is being formed because of the life experiences and sharing among people over time. Attitudes and behaviors of school management, teachers, students, and school staff have contributed to the formation of school culture within this period (Demirtas & Gunes, 2018).

It is imperative to have school officials who can provide effective management and administration in order to effectively achieve academic objectives. The most critical factor in achieving success is managerial competency and organizational culture, which is facilitated by the skills and knowledge of school principals. Further, it can be seen through the principal's responsibility as a resource provider to collect and distribute the necessary social resources to achieve the school's objectives and vision. Efficient educational institutions ensure that students achieve their academic potential while also fostering emotional and cognitive development by utilizing all available resources, including instructional materials and appropriate physical conditions. School administrators are entrusted with a significant responsibility in their capacity as instructional leaders. Consequently, it is imperative that each student acquire fundamental competencies in areas such as mathematics, civic awareness, data interpretation, oral communication, written expression, and computer-mediated communication (Pekkolay, 2021). This is the sole method of guaranteeing academic success.

A principal must possess the ability to effectively manage educational resources in order to effectively lead and attain educational objectives. Educational institution principals are confronted with educational challenges that necessitate the application of their leadership and management abilities. Principals who possess effective management skills have the ability to oversee and optimize the capabilities of their employees. Rachmawati et al. (2020) noted that the school's ability to achieve its purpose, vision, and objectives is restricted by a lack of management competence, which impedes effective leadership. Additionally, it affects the quality of education, the efficacy of instructors, the outcomes of graduation, and the relationships between students and their communities. Hence, a school develops its unique personality gradually. Expected patterns of behavior evolve into unspoken expectations. The strongest norms become the school's rituals, traditions and rules (Gruenert, 2019).

Effective school leaders and educators implement best practices of classroom management, curriculum and instructions, and assessment to meet the needs of all students. School leaders and educators derive their power from legitimate, expert, and referent sources, as they engage in shared leadership, motivate professional and support staff, and intertwine discoveries with policies and procedures (Sergiovanni, 2018).

Twenty-first century educators must transform their role from managers to instructional leaders to emphasize improved instructional outcomes. Educators must describe an educational leadership paradigm by developing a new theory congruent with the core educational philosophies, including the teaching-learning process, curriculum development, and accountability for results (Arter, 2019).

Studies state that a lot of students have been generally carried out in terms of school culture by getting the opinion of the teachers. However, the number of studies carried out in terms of managerial competencies and school culture is quite limited (Bayar & Karaduman, 2021). Therefore, this study aims to determine the influence of managerial competencies and school culture among educators in selected primary schools in Singapore.

This study may contribute to educators in developing effective managerial competencies that they may use in curriculum and instruction as well as in the teaching and learning process of the students. Furthermore, school administrators and leaders may also benefit from the study in creating a positive school culture for learners, parents, teachers, and the community. School principals may also implement related policies and programs that may help engage educators and learners to explore their strengths. The learners may also benefit from the study as it gives them wider opportunities to become aware of effective instructional methods and gain achievement through a positive school environment.

Research Questions

This research aimed to determine the influence of managerial competencies and school culture among educators in selected primary schools in Singapore. Specifically, this study sought to answer the following questions:

1. What is the assessment of the respondents with managerial competencies in terms of:
 - 1.1 model the way;
 - 1.2 inspire a shared vision;
 - 1.3 challenge the process;
 - 1.4 enable others to act; and
 - 1.5 encourage the heart?
2. What is the assessment of the respondents with school culture in terms of:
 - 2.1 shared mission;
 - 2.2 leadership;
 - 2.3 learning environment;
 - 2.4 communication; and
 - 2.5 growth and development?
3. Is managerial competencies significantly influenced the school culture among educators in selected primary schools in

Singapore?

4. What plan of action can be proposed based on the result of the study?

Methodology

Research Design

This study used the descriptive research design. This research design uses quantitative methods to describe what is, describing, recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables (Best & Khan, 2006). It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. It further used correlational causal designs since it determined the significant influences in the assessment of managerial competence and the school culture among educators in selected primary schools in Singapore.

Respondents

The researcher gathered data from the principal, area coordinators / subject coordinators and subject teachers from Singapore's Primary Schools. The primary schools have a total population of 24 primary schools, junior schools and institutional junior schools. Universal sampling was used for principals, vice principals and area coordinators while a stratified sampling of 5 teacher respondents from each primary took part in the survey. Stratified random sampling is a sampling technique that divides a population into smaller sub-groups, known as strata, which are then randomly selected. In stratified random sampling or stratification, the strata are constructed based on common traits (Hayes, 2022). The researcher used the Raosoft sample size calculator to determine the appropriate sample size. To estimate how many respondents would engage in the survey from each institution, the researcher divided the total population of each school by the total population of the primary schools and multiplied the result by the sample size of 5 respondents per institution with a total number of 120.

Table 1 presents the list of respondents that will be involved in this study.

Table 1. *List of Respondent Primary Schools in Singapore*

Primary Schools in Singapore	Principals/Vice Principals	Area Coordinators	Teachers
1. School 1 – North Area	1	2	5
2. School 2 – North Area	1	2	5
3. School 3 – North Area	1	2	5
4. School 4 – North Area	1	2	5
5. School 5 – North Area	1	2	5
6. School 6 – North Area	1	2	5
7. School 7 – East Area	1	2	5
8. School 8 – East Area	1	2	5
9. School 9 – East Area	1	2	5
10. School 10 – East Area	1	2	5
11. School 11 – East Area	1	2	5
12. School 12 – East Area	1	2	5
13. School 13 – West Area	1	2	5
14. School 14 – West Area	1	2	5
15. School 15 – West Area	1	2	5
16. School 16 – West Area	1	2	5
17. School 17 – West Area	1	2	5
18. School 18 – West Area	1	2	5
19. School 19 – South Area	1	2	5
20. School 20 – South Area	1	2	5
21. School 21 - South Area	1	2	5
22. School 22 – South Area	1	2	5
23. School 23 – South Area	1	2	5
24. School 24 – South Area	1	2	5
Total	24	24	120

Instrument

The following research instruments will be used in this study:

A. Managerial and School Culture Assessment Questionnaire (MSCAQ). a standardized research questionnaire was used to get data on the managerial and school culture survey scale using this questionnaire. The American Institutes for Research created and psychometrically validated the MASCAQ as part of a grant CASTLE obtained from the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The assessment was based on the ISTE's National Educational Technology Standards for Administrators (NETS-A). It is an assessment intended to assess managerial and cultural inclinations and activities.



The scale was composed of three parts. Part I deals with the demographic profile of the respondent including the respondent's age, gender, civil status, nationality, religion, highest educational attainment and length of teaching experience. Part II deals with the Managerial questionnaire that deals with (a) modeling the way (b) inspiring a shared vision (c) Challenging the process (d) Enable others to act (e) Encourage the heart. Part III deals with the School Culture survey composed of six parts to wit (a) Shared vision (b) Leadership (c) Learning environment (d) Communication (e) Growth and development. Likert-style scales ranged from 1 (Never) to 5 (Always). Each item was rated on a scale from 1 to 5. The Cronbach Alpha coefficient value was 0.85 for the entire scale, which means that the instrument was very good for internal consistency.

Procedure

After completing all required documentation, the researcher completed and submitted the Application for Dissertation to the Office of Graduate Studies. Once the researcher has been authorized to defend, the researcher sought clearance from the Research and Ethics Committee. Once authorized by the committee, a letter was issued to the different principals of the schools so that the data collection may be carried on.

Following authorization, the researcher collaborated with Principals, Vice Principals/Level Heads as well as area coordinators and teachers of the primary section of each of the Singaporean institutions. Respondents were requested to complete an online survey that was used to assess the managerial and school culture.

Once all the survey forms had been collected and tallied, the results were compiled and presented in tabular forms as well as computing for significant inferences.

Data Analysis

Upon the collection of the survey forms, results were tabulated and analyzed using descriptive statistics, correlation, and prediction tests. With the objective of answering the problem statements as stated in Chapter 1, the following treatments were made with the use of SPSS trial version 26. Data were analyzed and interpreted, and the following statistical measures were utilized:

Frequency and Percentage. This was used in the assessment of the demographic profile of the respondents in terms of age, gender, civil status, nationality, religion, highest educational attainment and length of teaching experience.

Mean Score. This statistical tool was used in the assessment of the respondents with regard to managerial and school culture

Multiple Linear Regression Analysis. This statistical tool was utilized to determine how managerial competency significantly influences the school culture of Singaporean institutions.

This research opted to determine the 95% confidentiality of the study with a 5% degree of error, and set at P-values of <0.05 was assumed to be statistically significant.

Ethical Considerations

With the Data Privacy Act of 2012, the government is guaranteeing that personal and private information from a variety of sources is safeguarded by law. It details the laws, fines, government obligations, and the rights and responsibilities of persons who manage and hold data. To safeguard the personal and private information of persons participating in the study's conduct.

The researcher complied with the Data Privacy Act; as a result, the researcher ensured the anonymity and confidentiality of all important information about the study's participants. No names or identifiers of persons who assisted with data gathering were disclosed in this study. The researcher made certain that the respondents were adequately informed about the following crucial aspects, both via Google form and in paper form: The researcher took great care to protect the confidentiality of all information acquired via survey questionnaires, data analysis, and dissemination of the results.

Results and Discussion

This section presents analyses and interprets the data gathered in the study. The data is then sorted and processed before being submitted for statistical analysis and testing. This chapter covered the techniques for data collecting and analysis.

This research aimed to determine the influence of managerial competencies and school culture among educators in selected primary schools in Singapore.

The assessment of the respondents in relation to managerial competencies in terms of Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart

Table 2 shows the respondents' assessments of managerial competencies in terms of Model the Way. On the first indicator, which is to set a personal example of what is expected, a mean of 4.53 (SD=0.50) was obtained with a verbal interpretation of Always. The second indicator, which ensures that individuals adhere to agreed-upon norms, obtained a mean score of 4.49 (SD=0.50) with a verbal interpretation of "Often". The mean for the third indicator, follow through on pledges and obligations, was 4.02 (SD=0.13), which may also be read as "Often". The fourth indicator, which asks for input on how his or her activities impact people's performance, had a

mean score of 4.99 (SD=0.09), read as “Always”. The sixth indicator, which promotes unanimity around organizational ideals, had a mean score of 4.53 (SD=0.50) and an interpretation of “Always”. Finally, the sixth indicator, which is obvious about their leadership philosophy, obtained a mean score of 4.96 (SD=0.20), likewise interpreted as “Always”. Overall, the management abilities in terms of the variable “Model the Way” received a mean rating of 4.53 (SD=0.50), interpreted as “Always/Very High”.

Table 2. *The Assessment of the Respondents in Relation to Managerial Competencies in terms of Model the Way*

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. Sets personal example of what is expected.	4.53	0.50	Always
2. Makes certain that people adhere to standards.	4.49	0.50	Often
3. Follow through on promises and commitments	4.02	0.13	Often
4. Ask for feedback on how his or her actions affect people’s performance.	4.99	0.09	Always
5. Build consensus around organizations values.	4.53	0.50	Always
6. Is clear about their philosophy of leadership.	4.96	0.20	Always
Overall Managerial Competencies in terms of Model the Way	4.53	0.50	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

The findings showed that respondents' assessments of management competencies in terms of "Model the Way" suggest that educators are typically seen to establish a strong personal example, create consensus, and continually express a clear leadership ideology. Furthermore, it exhibits that respondents often view educators as upholding high standards, keeping promises, and seeking feedback to enhance their influence on performance. Hence, educators excel at leading by example and cultivating a values-driven and responsible workplace culture.

This underlines the idea that managerial skills are critical for increasing project performance and that, in addition to acting as performance indicators, they should be investigated and reviewed. According to Hassan (2020), managers' competencies include strategic positioning, obtaining funding, acquiring raw materials, establishing an organizational structure, developing a financial controlling system, identifying an information system, managing personnel, overseeing material welfare, organizing social activities for workers and their families, providing employee development opportunities, promoting mass involvement, supporting the community, and making market.

Management competencies include information search, conceptual flexibility, interaction management, impact, presentation, self-confidence, and achievement orientation. In addition, Fanelli et al. (2020) define managerial competencies as organizational design, programming, quality management, human resource management, leadership, costing, analysis, and communication. However, it is critical to note that project teams and managers who lack the necessary management skills will encounter greater obstacles when competing for and securing contracts.

Table 3 presented the respondents' assessments of managerial competencies in terms of “Inspire a Shared Vision”. On the first indicator, discussing future developments that influence our work, a mean of 4.48 (SD=0.52) was achieved with a verbal interpretation of “Often”. The second indicator, which describes a compelling vision of the future, obtained a mean score of 4.48 (SD=0.53) and a verbal interpretation of “Often”. The third indicator pertaining to appeals to others to share a future dream, gained a mean of 4.98 (SD=0.16), with a verbal interpretation of “Always”. The fourth indicator, which shows others how their interests might be accomplished, had a mean score of 4.03 (SD=0.18), defined as “Always”. The fifth indicator, which depicts the overall picture of group objectives, had a mean score of 4.52 (SD=0.52) with a verbal interpretation of “Always”. Finally, the sixth indicator, which talks with conviction about the importance of labor, obtained a mean score of 4.52 (SD=0.50), also interpreted as “Always”. Overall, management skills in terms of Inspire a Shared Vision were scored with a mean of 4.98 (SD=0.13), indicating a verbal interpretation of “Always/Very High”.

Table 3. *The Assessment of the Respondents in Relation to Managerial Competencies in terms of Inspire a Shared Vision*

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. Talks about future trends influencing our work.	4.48	0.52	Often
2. Describes a compelling image of the future.	4.48	0.50	Often
3. Appeals to others to share a dream of the future.	4.98	0.16	Always
4. Show others how their interests can be realized.	4.03	0.18	Often
5. Paints the big-picture of group aspirations.	4.52	0.52	Always
6. Speaks with conviction about meaning of work.	4.52	0.50	Always
Overall Managerial Competencies in terms of Inspire a Shared Vision	4.98	0.13	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

Respondents' assessment of management abilities in terms of "Inspire a Shared Vision" show that educators are extremely competent in a number of critical areas. They typically address future trends that may impact the workplace, assisting workers in understanding and preparing for anticipated changes. Educators often express a compelling vision of the future, which helps to foster a common

understanding and passion about the organization's path. They are also effective at persuading people to share a future vision, establishing a feeling of shared purpose and passion.

Furthermore, educators demonstrate to others how their interests may be achieved within the context of the organization's vision, assisting in the alignment of individual aspirations with corporate objectives. The research reveals that respondents believe their bosses routinely demonstrate these visionary skills. This high assessment demonstrates a great capacity to inspire and engage people behind a common vision, which is critical for driving organizational success and cultivating a motivated, cohesive team. The goal of management competency is to enable the use of educational resources, especially human resources, to meet the institution's purpose and vision. A manager's responsibilities include the organization, execution, and completion of evaluations.

According to Azainil et al. (2021), the whole school community, including teachers, is responsible for carrying out the school's intended vision and mission. Teachers must continually serve as student mentors since they are the ones who must first apply what they have learned in the classroom. For example, students may notice that their lecturers have a strict manner. The timely presence of instructors in classes and other activities has a significant influence on their effectiveness and the school's capacity to achieve its vision and goals. Yunus et al. (2017) describe socialization as an educational process that informs the school community about the precise criteria and goals required to fulfill the institution's purpose, vision, and other objectives. To be effective in achieving educational objectives, a principal's management talents must meet certain requirements.

Table 4 exhibited the respondents' assessments of managerial competencies in terms of "Challenge the Process". The first indicator, seeking challenging opportunities to test abilities, had a mean of 4.98 (SD=0.13), with a verbal interpretation of "Always". The second indicator referring to challenges people to try new approaches obtained a mean score of 4.04 (SD=0.20), which is interpreted as "Often". The third indicator, Searches outside the organization for innovative ways to improve has a mean score of 4.51 (SD=0.50), interpreted as "Always". The fourth indicator, referring to asks, "What can we learn?" had a mean of 4.98 (SD=0.13), which was interpreted as "Always". The fifth indicator, which refers to making certain that goals, plans and milestones are set, got a mean score of 4.51 (SD=0.50), interpreted as "Always". Finally, the sixth indicator pertaining to experimenting and taking risks, obtained a mean score of 4.51 (SD=0.50), which is read as "Always". Overall, management abilities in terms of Challenge the Process received a mean rating of 5.00 (SD=0.00), defined as "Always/Very High".

Table 4. *The Assessment of the Respondents in Relation to Managerial Competencies in terms of Challenge the Process*

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. Seeks challenging opportunities to test skills.	4.98	0.13	Always
2. Challenges people to try new approaches.	4.04	0.20	Often
3. Searches outside the organization for innovative ways to improve.	4.51	0.50	Always
4. Asks "What can we learn?"	4.98	0.13	Always
5. Makes certain that goals, plans, and milestones are set.	4.51	0.50	Always
6. Experiments and take risks.	4.51	0.50	Always
Overall Managerial Competencies in terms of Challenge the Process	5.00	0.00	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

Respondents' assessments of management abilities in terms of Challenge the Process show that educators are quite competent at promoting a culture of continual improvement and innovation. They continually seek out tough situations to put talents to the test and push their teams to try new techniques, resulting in a dynamic and adaptive work environment. Educators are proactive in looking for novel ideas outside the business, exhibiting a strong commitment to learning and growth. They also guarantee that defined goals, strategies, and milestones are developed, resulting in a systematic approach to meeting company objectives. Educators provide an atmosphere that encourages experimentation and risk-taking, allowing people to develop and better themselves.

Furthermore, respondents see their supervisors as extremely skilled at questioning the status quo and pushing for improvement. This unique capacity is critical for ensuring long-term organizational success and cultivating a creative and always developing culture. Teachers must impart views and attitudes, as well as facts, to help their students build strong and ethical personalities. To realize the educational vision described in certain missions and programs, professional educators must overcome numerous problems and strive toward future goals (Tanan et al., 2022). Furthermore, they need a skilled teaching staff since educators play an important role in the instructional and educational processes, and their competence has a direct influence on the attainment of educational goals (Lestari et al., 2023).

Teachers and school administrators, as professionals with professional aptitude and ethics, have the primary responsibility for carrying out educational programs. The school committee appoints a professional education manager to take on the job of principal and supervise all aspects of the school's operations in accordance with established guidelines. To enhance learning outcomes and help students achieve academic achievement, the school hires teachers based on agreed-upon criteria for professional competence and subject understanding (Wahdiniawati et al., 2023). Ensuring the engagement of numerous essential stakeholders from the start of the teacher quality establishment process will keep the corresponding competency standards closely connected with real-world realities.

This will let the instructors shift from the procedure's development to the implementation stages.

Table 5 shows the respondents' assessments of managerial competencies in terms of enabling others to act. The first indicator, develop cooperative connections, had a mean of 4.98 (SD=0.16), with a verbal interpretation of "Always". The second indicator, actively listening to other points of view, earned a mean score of 4.02 (SD=0.16), which was interpreted as "Often". The third indicator, treating others with respect and decency, received a mean score of 4.98 (SD=0.16), interpreted as "Always". The fourth indicator, supporting other people's decisions, gained a mean score of 4.51 (SD=0.50), interpreted as "Always". The fifth indicator refers to giving people a choice in how they do their work, with a mean score of 4.49 (SD=0.50), interpreted as "Often". Finally, the sixth indicator, which ensures that people grow in their jobs, obtained a mean score of 4.99 (SD=0.09), interpreted as "Always". Overall, the management abilities in terms of Enabling Others to Act were assessed with a mean of 4.99 (SD=0.09), which is interpreted as "Always or Very High".

Table 5. *The Assessment of the Respondents in Relation to Managerial Competencies in terms of Enable Others to Act*

Indicators	WM	SD	Interpretation
1. Develops cooperative relationships.	4.98	0.16	Always
2. Actively listens to diverse points of view.	4.02	0.16	Often
3. Treats people with respect and dignity.	4.98	0.16	Always
4. Supports decisions other people make.	4.51	0.50	Always
5. Gives people choice about how to do their work.	4.49	0.50	Often
6. Ensures that people grow in their jobs.	4.99	0.09	Always
Overall Managerial Competencies in terms of Enable Others to Act	4.99	0.09	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

The assessment of respondents in the management competencies in terms of "Enable Others to Act" shows that educators excel in creating a supportive and empowering work environment. They frequently form cooperative connections and have a strong dedication to cooperation and teamwork. Educators actively listen to various points of view, exhibiting openness and inclusion, albeit this is done more often than always. Educators foster a pleasant and respectful workplace culture by treating all employees with dignity. They also support others' judgments, which fosters trust and confidence among team members. Ensuring staff growth in their positions is a significant strength, with educators continually focused on professional development and advancement chances. This also found that respondents believe their bosses are extremely successful at empowering others to act. This high degree of competence is critical for developing a motivated, empowered, and high-performing staff, which is required for the organization's long-term success and sustainability.

Managerial competence refers to the ability to successfully oversee and manage a variety of school resources, including as staff, money, buildings, and infrastructure. It also entails supervising educational programs and activities with the purpose of meeting established objectives. According to Kunandar (2017), a manager must be able to manage well in order for all possible schools to function efficiently. It is practicable provided the person has the abilities required to successfully manage duties such as organizing, managing, regulating, and supervising. The complexity of school administration has increased because of the changing environment in which schools' function. To provide a high-quality education to children, schools need qualified administrators and leaders.

Head teachers play an important role in understanding the aims of these institutions and ensuring the smooth functioning of school administration. The quality of teaching in schools is heavily impacted by the head teacher's leadership style, which includes the ability to take charge and offer advice to both instructors and students (May et al., 2020). Management is the strategic planning, organizing, leading, and directing of an institution's operations, using both human and material resources to deliver efficient and expert instruction and learning. The management process comprises working with others to achieve the organization's goals of influencing the environment.

Table 6 provides the Respondents' Assessment of Managerial Competencies in terms of Encourage the Heart. The first indicator, applauding individuals for a job well done, had a mean of 4.99 (SD=0.09) with a verbal interpretation of "Always". The second indicator, reflecting trust in people's talents, obtained a mean score of 4.04 (SD=0.20), interpreted as "Often". The third indicator pertaining to creatively rewarding individuals for their accomplishments received a mean score of 4.98 (SD=0.16) which was interpreted as "Always". The fourth indicator, which recognizes individuals for their dedication to common ideals, had a mean score of 4.96 (SD=0.16), read as "Always". The fifth indicator, finding ways to celebrate accomplishments, got a mean score of 4.02 (SD=0.13), interpreted as "Often". Finally, the sixth indicator, giving team members appreciation and support, obtained a mean score of 5.00 (SD=0.20), interpreted as "Always". Overall, the management competencies for Encourage the Heart were assessed with a mean of 4.99 (SD=0.09), which is interpreted as "Always/Very High".

The examination of respondents' management competencies in terms of the variable "Encourage the Heart" reveals that educators are quite competent at recognizing and appreciating the efforts and successes of their team members. They frequently commend employees for their efforts and creatively recognize their contributions, resulting in a good and stimulating work atmosphere. Educators also succeed at rewarding people for their dedication to common ideals, which strengthens the company culture.

While educators often express confidence in their employees' talents and create opportunities to recognize triumphs, these areas have significantly lower ratings, indicating that there is still potential for growth to achieve the degree of consistency shown in other indicators. Respondents see their bosses as great at stimulating the heart. This high degree of skill is required to maintain staff morale, motivation, and dedication, which are critical for long-term organizational success.

Table 6. *The Assessment of the Respondents in Relation to Managerial Competencies in terms of Encourage the Heart*

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. Praise people for a job well done.	4.99	0.09	Always
2. Express confidence in people's abilities.	4.04	0.20	Often
3. Creatively rewards people for their contributions	4.98	0.16	Always
4. Recognizes people for commitment to shared values.	4.96	0.20	Always
5. Finds ways to celebrate accomplishments.	4.02	0.13	Often
6. Gives team member's appreciation and support.	5.00	0.00	Always
Overall Managerial Competencies in terms of Encourage the Heart	4.99	0.09	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

Reid et al. (2022) illustrates the benefits that teacher leaders may get from doing teacher research. Teacher leaders are often included into hierarchical leadership structures rather than decentralized ones, limiting educators' influence despite the fact that empowerment is typically associated with increasing autonomy in decision making. Unlike the conventional action research performed by teachers in their classrooms, this study used a research framework that covered both the school system where the teacher leaders worked and the external world.

Furthermore, leaders must show real respect for educators' contributions to decision-making, support their professional growth, and hold them in high esteem. Improving teacher well-being should not be seen as a separate job for school administrators; rather, it should be included in their everyday contact with teachers. Ensuring teachers' well-being is critical for the overall well-being of the school, as it is required to satisfy the goals of positive education, which include assisting students' achievement of great academic and well-being outcomes. This research found that cooperating to foster personal growth and collective understanding might possibly improve teachers' overall mental and physical health, benefitting both leaders and educators (Cann et al., 2020).

Table 7 illustrates the respondents' overall assessment of managerial competencies. The first variable, "Model the way," produced an average score of 4.53 (SD=0.50), as determined by a verbal interpretation of "always." The second variable, "Inspire a shared vision," obtained a mean score of 4.98 (SD=0.13), showing that it consistently reflected truth. The third variable, which is referred to as "Challenge the Process," had a mean value of 5.00 (SD=0.00), indicating a consistent occurrence. The mean score for "Enable Others to Act" was 4.99 (SD=0.09), interpreted as Always. The fifth component, "Encourage the Heart," has a mean score of 4.99 (SD=0.09), which was interpreted as "Always". The overall management abilities were evaluated comprehensively and classified as Always/Very High, with an overall mean score of 4.90 (SD=0.08).

Table 7. *The Overall Assessment of the Respondents in Relation to Managerial Competencies*

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
Model the way	4.53	0.50	Always
Inspire a shared vision	4.98	0.13	Always
Challenge the process	5.00	0.00	Always
Enable others to act	4.99	0.09	Always
Encourage the heart	4.99	0.09	Always
Overall Managerial Competencies	4.90	0.08	Always / Very High

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

According to the respondents' overall evaluation of management abilities, managers continuously exhibit extremely high levels of effectiveness in all areas that were assessed. It showed that managers consistently lead by example and provide a strong personal example of what is expected of them. It also revealed that they are very good at inspiring and coordinating their troops around a single objective. This illustrates their extraordinary capacity to promote advancement and creative thought. There is a steadfast dedication to forging cooperative bonds and fostering the success of their team members. Hence, it demonstrates their capacity to keep the team's morale strong and motivation levels high. All things considered; respondents think their managers are very competent in every area of management performance. This all-encompassing efficacy is essential for cultivating an inventive, fruitful, and pleasant company culture that drives employee happiness and organizational success.

The leadership's management skills, such as intellectual, human, technical, political, and decision-making abilities, make a substantial contribution to the success of any school. Competent leaders affect a wide variety of educational outcomes, including students' academic achievement. The outcomes include the recruitment and inspiration of competent instructors, the capacity to identify and communicate the school's vision and goals, the efficient use of resources, and the development of organizational frameworks to enable teaching and learning (Gamala & Marpa, 2022). The principal's management competency includes several key aspects, such as

strategic planning, executing organizational development initiatives, effectively directing and optimizing school resources, managing changes, fostering growth, and promoting a culture of continuous learning, all of which help the school fulfill its vision and purpose more effectively and efficiently.

The distinctive qualities of successful or superior standards that are relevant to certain work conditions are an important component of principals' management competency. Skills and expertise are concrete assets, but motives, personality, self-image, and social standing are immaterial. The intangible characteristics mostly impact a principal's ability to lead and mold their views and conduct. A principal should possess a wide variety of skills, including proactiveness, managerial communication, teamwork, vision, self-management, result orientation, tactics, perseverance, risk-taking, and invention. These qualities provide a solid basis for leadership duties and functions inside a business (Muttaqin et al., 2023).

The assessment of the respondents in relation to school culture in terms of Shared Mission, Leadership, Learning Environment, Communication, and Growth and Development.

Table 8 shows respondents' assessments of school culture in terms of shared mission. The first indicator, "I have a clear understanding of our institutional mission," had a mean score of 4.99 (SD=0.09), interpreted as Always. The second indicator, "Our mission inspires me to be my best," obtained a mean of 4.00 (SD=0.00), which is interpreted as "Often". The mean score for the third indicator, "We have a great job of reinforcing and promoting our mission, both internally and externally," was 5.00 (SD=0.00), interpreted as "Always". The fourth indicator, "We are all working toward the same goals," had a mean score of 4.51 (SD=0.50), interpreted as Always. The fifth indicator, "We are the best choice for students and their families," had a mean score of 4.96 (SD=0.20), interpreted as "Always". The sixth indicator, "Collaboration between departments is non-existent, we work in silos," had a mean of 4.53 (SD=0.50), interpreted as "Always". The overall mean score of 4.99 (SD=0.09), which is interpreted as "Always/Very High Level," was achieved in terms of the variable for Shared Mission.

Table 8. The Assessment of the Respondents in Relation to School Culture in terms of Shared Mission

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. I have a clear understanding of our institutional mission.	4.99	0.09	Always
2. Our mission inspires me to be my best.	4.00	0.00	Often
3. We have a great job of reinforcing and promoting our mission, both internally and externally.	5.00	0.00	Always
4. We are all working toward the sample goals.	4.51	0.50	Always
5. We are the best choice for students and their families.	4.96	0.20	Always
6. Collaboration between departments is non-existent, we work in silos.	4.53	0.50	Always
Overall Shared Mission	4.99	0.09	Always / Very High Level

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

The assessment of the respondents across all parameters point to a deeply rooted and well-understood institutional goal. The results demonstrate a widespread feeling of clarity, inspiration, and connection with the goal within the school community. Respondents feel not just educated about the purpose, but also driven by it, both individually and collectively, to perform in their professions and contribute to the institution's overall aims. This shows that the institution actively promotes an atmosphere in which the purpose is constantly respected and incorporated into everyday activities, resulting in a cohesive and united approach to accomplishing common goals.

Furthermore, respondents' high assessment for the indicator measuring the institution's attraction to students and their families suggest a strong conviction in the institution's capacity to successfully accomplish its educational goal and satisfy the demands of its stakeholders. This demonstrates not just trust in the institution's ability, but also pride in its reputation and position in the community. This implies that the institution has effectively developed a strong sense of identity and purpose, establishing a supportive and cohesive community committed to fulfilling its goal and vision.

School culture involves students' ideas, thoughts, and feelings regarding their educational experiences, as well as the underlying norms and values that they have shaped. The teachers' attitudes toward their jobs and students, as well as the students' sentiments about their school, have the ability to influence the school's general culture. Strong teacher-student relationships, a collaborative learning environment, and teacher cooperative learning are all essential components (Muttaqin et al., 2023). In comparison to bigger schools, smaller schools are more likely to participate in school-wide improvement discussions, form beneficial interdependent links, and reach agreement among members on a common vision and purpose. Smaller schools are better able to retain teacher collaboration and collegiality than larger ones.

Avalos-Bevan and Bascope (2017) observed a lower appreciation for the collaborative work and decision-making opportunities that large schools offered for teachers. Teachers in larger schools frequently have less autonomy than their colleagues at smaller schools. Given the enormous number of pupils in the region's schools, it was critical that both instructors and students understood the school's

values, vision, and mission. This knowledge was required for these ideas to be implemented in the school's daily operations and general culture.

Table 9 illustrated the respondents' assessments on school culture in terms of leadership. On first indicator pertaining to believing in the administration's vision for the school, got a mean score of 4.96 (SD=0.20), alongside with a verbal interpretation of "Always". For the second indicator concerning to get the support someone need from the administrators, it obtained a mean of 4.05 (SD=0.22) with a verbal interpretation of "Always". For the third indicator concerning to being adequately empowered to make decision on the fly garnered a mean score of 4.97 (SD=0.18) with a verbal interpretation of "Always". On the fourth indicator pertaining to the leadership team encourages risk-taking and innovation earned a mean score of 4.98 (SD=0.16), with a verbal interpretation of "Always". For the fifth indicator concerning on the "resistance to change" scale the institution gravitates to the way it's always been done acquired a mean score of 4.51 (SD=0.50) alongside with a verbal interpretation of "Always". On the last indicator referring to being agile and responsive when there is a problem my district tends to be reactive attained a mean of 4.96 (SD=0.20), with a verbal interpretation of "Always". Overall, leadership in the school community is assessed at a mean of 4.99 (SD=0.09), which is interpreted as "Always/Very High Level".

Table 9. The Assessment of the Respondents in Relation to School Culture in terms of Leadership

<i>Indicators</i>	<i>WM</i>	<i>SD</i>	<i>Interpretation</i>
1. I believe in our administrations vision for the school.	4.96	0.20	Always
2. I get the support I need from my administrators.	4.05	0.22	Often
3. I am adequately empowered to make decision on the fly.	4.97	0.18	Always
4. My leadership team encourages risk-taking and innovation.	4.98	0.16	Always
5. On the "resistance to change" scale my institution gravitates to the way it's always been done.	4.51	0.50	Always
6. Agile and responsive when there is a problem my district tends to be reactive	4.96	0.20	Always
Overall Leadership	4.99	0.09	Always / Very High Level

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

The findings demonstrate the efficacy of leadership techniques. Despite some areas for improvement, such as ensuring consistent support structures and addressing resistance to change, the leadership demonstrates a strong commitment to empowering individuals, encouraging innovation, and cultivating a proactive problem-solving approach, all of which are critical for long-term organizational success. It is well known that effective leadership is required for schools to succeed. Classroom teaching is the most significant component in shaping student outcomes in schools, with this aspect being the second most important (Bush, 2021). Competent leadership is vital for building and preserving a school's culture. An excellent school culture fosters a feeling of community and promotes active participation in the classroom. The principal's thoughts and actions have a significant impact on the school culture and set the standard for the larger community. Moreover, the principal's leadership has a direct influence on teacher morale and job satisfaction.

Principals have a significant impact on both successful leadership and a positive school culture. Teachers who work with leaders that cultivate a collaborative environment, encourage continuing professional development, and set clear expectations are more likely to feel empowered and perform well. As a result, having competent leadership is critical for growing a successful educational institution and creating inclusive, helpful, and encouraging learning environments that enable individuals to reach their full potential. As a teacher's leadership abilities improve, so does their efficacy in the classroom. To successfully affect the school climate, educational leaders should emphasize providing teachers with the resources and support they need (Lewis et al., 2016).

Table 10 displays respondents' perceptions on school culture in terms of the learning environment. The first signal, "Everyone here is putting students first," had a mean score of 4.99 (SD=0.09), with a verbal interpretation of "Always". The second indication, "We are providing a safe, healthy, and effective learning environment for our students," had a mean score of 4.48 (SD=0.50), which can also be translated as "Always". The third indication, "We are doing a great job of providing a 'whole child' education," had an average score of 4.51 (SD=0.50), with a verbal interpretation of "Always". The fourth criteria, "Our students have access to the basic resources they need in our classroom," had a mean score of 4.99 (SD=0.09), which was interpreted as "Always". Finally, the final sign, "Instructional strategy is a collaborative endeavor here," obtained a mean score of 4.51 (SD=0.50) and was verbally interpreted as "Always". Overall, the learning environment in the school community has a mean rating of 4.99 (SD=0.09), indicating an "Always/Very High level".

The assessment of the respondents depicts many components of the learning environment within the school community. The respondents' significant support for emphasizing students' needs and well-being reflects the stakeholders' deep commitment to student-centered practice. While establishing a constantly pleasurable learning environment is essential for success, the majority of people see the provision of a safe, conducive, and productive learning environment as beneficial. The school is commonly considered as effectively offering a well-rounded education that satisfies all of the kids' needs, demonstrating satisfaction with the availability of required resources for classroom instruction. The development of instructional strategies is seen as a collaborative endeavor within the school community, reflecting a cooperative culture and shared decision-making in the use of teaching methods.

Table 10. *The Assessment of the Respondents in Relation to School Culture in terms of Learning Environment*

Indicators	WM	SD	Interpretation
1. Everyone here is putting students first.	4.99	0.09	Always
2. We are providing a safe, healthy, and effective learning environment for our students.	4.48	0.50	Always
3. We are doing a great job of providing a “whole child” education.	4.51	0.50	Always
4. Our students have access to the basic resources they need in our classroom.	4.99	0.09	Always
5. Instructional strategy is a collaborative endeavor here.	4.51	0.50	Always
Overall Learning Environment	4.99	0.09	Always / Very High Level

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

Overall, it provides compelling evidence in support of the school's efforts to prioritize students' needs, provide a complete education, and ensure they have access to critical resources. However, the learning environment has to be improved in terms of effectiveness and safety. The results show a strong commitment to creating a conducive learning environment that promotes student growth and accomplishment within the school community, notwithstanding the indicated areas for improvement. According to McChesney and Cross (2023), professional learning and development include any activities that are intended to or directly result in instructors obtaining new knowledge and abilities.

Furthermore, the term "learning environment" refers to the social, psychological, physical, and cultural framework that promotes learning and allows individuals to cooperatively develop experiences and expectations. The relational dimension includes how individuals interact with and support one another, as well as their degree of engagement in the environment. It also refers to the kind and quality of social interactions that occur inside the environment. The system maintenance/change dimension includes the amount of structure, clarity, and flexibility required to adapt changes that define the environment and reflect its tangible characteristics (Rusticus et al., 2022).

Table 11 presents the respondents' assessment of school culture in terms of communication. For the first indicator, "I have a clear understanding of how I can serve as an advocate and educator for our school," respondents gave a mean score of 4.97 (SD=0.18) and a verbal interpretation of “Always”. The second indication, "My feedback is encouraged and valued," obtained an average score of 4.99 (SD=0.09), also known as “Always”. The third indication, "We have a strong relationship with our school," had a mean score of 4.02 (SD=0.16) and a verbal interpretation of “Often”. The fourth indication, "Parent engagement is a priority here," had a mean score of 4.94 (SD=0.23) (interpreted as “Always”). The sixth indication, "Our school does a great job promoting our successes," had a flawless mean score of 5.00, with a verbal interpretation of “Always”. Finally, the sixth indication, "Transparency is a core value of our school," obtained a mean score of 4.52 (SD=0.50), which is read as “Always”. Overall, communication within the school community is rated at 5.00 (SD=0.00), meaning that it is consistently at a “very high level”.

Table 11. *The Assessment of the Respondents in Relation to School Culture in terms of Communication*

Indicators	WM	SD	Interpretation
1. I have a clear understanding of the ways can serve as an advocate and educator for our school.	4.97	0.18	Always
2. My feedback is encouraged and valued.	4.99	0.09	Always
3. We have a strong relationship with our school.	4.02	0.16	Often
4. Parent engagement is a priority here.	4.94	0.23	Always
5. Our school does a great job promoting our successes.	5.00	0.00	Always
6. Transparency is a core value of our school.	4.52	0.50	Always
Overall Communication	5.00	0.00	Always / Very High Level

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

The findings provide valuable insight into the numerous communication channels within the school community. The respondents have a clear knowledge of their roles as advocates and educators in the school context, suggesting a strong sense of commitment. The community appreciates feedback, indicating an open and collaborative environment.

The contacts with the school have been mainly positive, showing potential for continued expansion and deepening of these partnerships. The school emphasizes the significance of family engagement by actively involving parents in numerous activities and decision-making processes. The school actively publicizes its successes, stressing its merits to the larger community. Transparency is generally recognized as a critical trait that demonstrates a dedication to open communication and accountability inside a business.

In general, the evaluation shows a strong support of communication strategies within the school community. The results demonstrate a strong commitment to good communication, feedback, parental participation, and openness. Although there may be opportunities to

improve connections with stakeholders, the majority of positive responses indicate successful communication tactics that build a cohesive and engaged school community.

According to Okotoni and Akinwale (2019), excellent communication is vital for a company's survival, seamless operation, and overall success. Instructors must have effective communication skills in order to manage the classroom and transmit knowledge effectively. Principals must not just prioritize communication, but also be cognizant of the school culture in which they are engaged. The principals swiftly implemented appropriate communication strategies to assist the schools.

Aside from communication breakdowns, problems related to school culture give vital insight into the school community, for which the principle is responsible. The culture of every school may constantly be improved. Every member of a normal school should be able to agree on what must be done and how. School culture refers to the similar views and traditions maintained by all teachers at the school. It promotes the positive features of the school that benefit students, parents, and communities. Schools are under pressure to quickly implement systemic changes and reforms in order to implement education policy (Mohamed & Abidin, 2021). In truth, effective classroom management relies primarily on the instructor's communication skills, which are critical for the seamless transfer of information.

Table 12 outlines the respondents' assessment on school culture in terms of growth and development. For the first statement, "I am here because I want to be," respondents gave a mean score of 4.89 (SD=0.47) and a verbal interpretation of "Always". The second statement, "I have a clear path to career growth," obtained a mean score of 4.43 (SD=0.64), which is interpreted as "Often". The third statement, "My development is important to the school," had a mean score of 4.44 (SD=0.55), which may also be read as "Often". The fourth statement, "I have the resources I need to get better at my job," had a mean score of 4.93 (SD=0.33) and a verbal interpretation of "Always". The fifth statement, "I have ample time to collaborate with my colleagues," had a mean score of 4.94 (SD=0.32), interpreted as "Always". Finally, the sixth statement, "My school manager plays an active role in my ongoing development," with a mean score of 4.96 (SD=0.20) and a verbal interpretation of "Always". Overall, the growth and development of the school community is rated at a mean of 4.92 (SD=0.35), suggesting that it is consistently at a "high level".

Table 12. *The Assessment of the Respondents in Relation to School Culture in terms of Growth and Development*

Indicators	WM	SD	Interpretation
1. I am here because I want to be.	4.89	0.47	Always
2. I have a clear path to career growth.	4.43	0.64	Often
3. My development is important to the school.	4.44	0.55	Often
4. I have the resources I need to get better at my job.	4.93	0.33	Always
5. I am afforded ample time to collaborate with my colleagues.	4.94	0.32	Always
6. My school manager plays an active role in my ongoing development.	4.96	0.20	Always
Overall Growth and Development	4.92	0.35	Always / Very High Level

Legend: 4.50 – 5.00 Always, 3.50-4.49 Often, 2.50-3.49 Sometimes, 1.50-2.49 Rarely, 1.00-1.49 Never

These findings emphasize the need for ongoing development of skills and advancement in order to enhance the overall performance and effectiveness of the institution. The notable high average scores for each indicator, particularly for resources, collaboration time, and active managerial involvement, demonstrate a firm dedication to cultivating an environment where staff members feel valued, motivated, and empowered to progress in their careers.

Furthermore, the findings indicate that the school acknowledges the symbiotic connection between staff development and overall academic achievement. By investing in the professional growth of its employees, the school not only improves their individual skills but also fosters a culture of teamwork, creativity, and continuous progress, all of which contribute to the attainment of larger organizational objectives.

The accumulation of knowledge and life experiences that people exchange with one another over time builds the cultural fabric of educational institutions. Throughout this historical period, the attitudes and actions of the school's personnel, students, professors, and administration shaped the institution's general culture. There are substantial differences amongst schools in terms of teacher and student conduct, contact with parents, social and cultural activity organization, moral principle adherence, and interpersonal communication. Colleagues meet to discuss the prioritizing and implementation of educational methods, and the current school culture has a substantial impact on the standards for both educators and students. According to Bayar and Karaduman (2021), a successful school is defined by a school culture that not only supports the institution's educational and training activities but also encourages personal growth and self-learning among students.

Table 13 shows the respondents' overall impression of school culture. The indicator "Shared Mission" obtained a weighted mean (WM) of 4.99 (SD=0.35), which is interpreted as a "Very High Level". Similarly, "Leadership" and "Learning Environment" both obtained an average score of 4.99 (SD=0.35), which is understood as a "Very High Level". The indicator "Communication" received a mean of

5.00 (SD=0.00), indicating a “Very High Level”. The "Growth and Development" indicator had a weighted mean of 4.92 (SD=0.35), which is regarded as a “Very High Level”. Overall, the school culture has a mean rating of 4.96 (SD=0.20), indicating that it is at a “very high level”. This overall excellent rating across all parameters demonstrates a strong and successful school culture that includes a clear purpose, effective leadership, favorable learning settings, great communication, and an emphasis on growth and development.

Table 13. *The Overall Assessment of the Respondents in Relation to School Culture*

Indicators	WM	SD	Interpretation
Shared Mission	4.99	0.35	Very High Level
Leadership	4.99	0.20	Very High Level
Learning Environment	4.99	0.35	Very High Level
Communication	5.00	0.00	Very High Level
Growth and Development	4.92	0.35	Very High Level
Overall School Culture	4.96	0.20	Very High Level

Legend: 4.50 – 5.00 Very High Level, 3.50-4.49 High Level, 2.50-3.49 Average Level, 1.50-2.49 Low Level, 1.00-1.49 Very Low Level

According to the findings, the overall assessment of the school culture shows a strong and highly efficient environment. The excellent levels of performance seen in critical areas such as leadership, growth and development, shared purpose, communication, and learning environment indicate a supportive and complete school culture. The close connection between the school's goals, objectives, and core values suggests that everyone understands and supports them, fostering unity and a feeling of purpose. The positive learning environment stresses the establishment of beneficial learning environments. Furthermore, it demonstrates successful leadership, which boosts student confidence and academic performance. The emphasis on growth and development demonstrates the school's commitment to its students' professional and personal development. Open and effective communication channels help to foster collaboration and organizational cohesion. Together, these components create a lively and supportive school environment that promotes students' academic and personal growth.

According to Herman et al. (2022), work culture is a philosophical worldview that views life values as the basis for the traits, norms, and motivators that influence an organization's operations. Attitudes have a tremendous impact not only on actions, beliefs, ideas, and views but also on the activities that occur in the workplace. The work culture is a reflection of workers' actions in the workplace. Teachers are responsible for both conveying information and aiding the acquisition of knowledge. Teachers' efficacy has a direct influence on student learning, resulting in improved educational quality. Teachers' principal role is to share information and educate others. In addition, they plan and supervise educational programs and events.

Students and the surrounding community's attitudes and actions impact the culture of schools and educational institutions. School culture is the primary concept in educational institutions that try to cultivate moral values and assist students in developing a sense of ethics and identity (Maisyaroh et al., 2019). Developing a strong culture entails highlighting the need to know that stability does not necessarily imply effectiveness. This component of corporate culture illustrates the culture's unwavering resolve throughout history. Ensuring sustainability is critical for both the organization's long-term survival and the well-being of subsequent generations.

Test of Influence of Managerial Competencies on the School Culture among Educators in Selected Primary Schools in Singapore

Table 14 provides the test of the relationship between managerial competencies and school culture among educators in selected primary schools in Singapore. A Pearson r was run to test the relationship between managerial competencies and school culture among educators in selected primary schools in Singapore.

For the variable "model the way," the strength of its indicators showed no relationship, leading to the conclusion that the null hypothesis of the study could not be rejected. This indicates that the relationship between managerial competencies and school culture among educators in primary schools in Singapore is not significant.

Regarding the variable of managerial competency "inspire a shared vision," it similarly indicated no relationship with all variables of school culture. Only the indicator concerning communication had an inconclusive decision and conclusion. All other indicators showed that the null hypothesis could not be rejected, suggesting that the variable "inspire a shared vision" is not significant in relation to school culture.

For the managerial competency "challenge the process," there was no decision or conclusion because the analysis could not be computed as at least one of the variables was constant.

In terms of the managerial competency "enable others to act," all indicators showed a very high relationship with school culture. This high strength led to the rejection of the null hypothesis, indicating a significant relationship between this managerial competency and school culture. Although the growth and development indicator had a low relationship, the overall strength indicated a moderate relationship.

Lastly, the variable pertaining to managerial competency "encourage the heart," the results also rejected the null hypothesis, signifying a significant relationship with school culture. However, only the indicators of school culture referring to shared mission, leadership, and learning environment had a very high strength, while growth and development had a low relationship. The overall strength of the



relationship indicated a moderate relationship.

According to Ahmad et al. (2019), both the school culture and the classroom environment have a substantial impact on the development of soft skills. This study proposes that a school's culture and classroom climate impact secondary school students' learning of soft skills.

Table 14. *Test of Relationship between Managerial Competencies and School Culture among Educators in Selected Primary Schools in Singapore*

Variables	r	Strength	p-value	Decision	Conclusion
<i>Model the way</i>					
• Shared Mission	.097	No relationship	.287	Failed to reject Ho	Not significant
• Leadership	.097	No relationship	.287	Failed to reject Ho	Not significant
• Learning Environment	.097	No relationship	.287	Failed to reject Ho	Not significant
• Communication	a		a	Failed to reject Ho	Not significant
• Growth and Development	-.078	No relationship	.394	Failed to reject Ho	Not significant
• Overall School Culture	-.028	No relationship	.761	Failed to reject Ho	Not significant
<i>Inspire a shared vision</i>					
• Shared Mission	-.012	No relationship	.898	Failed to reject Ho	Not significant
• Leadership	-.012	No relationship	.898	Failed to reject Ho	Not significant
• Learning Environment	-.012	No relationship	.898	Failed to reject Ho	Not significant
• Communication	a		a	None	None
• Growth and Development	.153	No relationship	.092	Failed to reject Ho	Not significant
• Overall School Culture	-.027	No relationship	.770	Failed to reject Ho	Not significant
<i>Challenge the process</i>					
• Shared Mission	a		a	None	None
• Leadership	a		a	None	None
• Learning Environment	a		a	None	None
• Communication	a		a	None	None
• Growth and Development	a		a	None	None
• Overall School Culture	a		a	None	None
<i>Enable others to act</i>					
• Shared Mission	1.000	Very high	.000	Reject Ho	Significant
• Leadership	1.000	Very high	.000	Reject Ho	Significant
• Learning Environment	1.000	Very high	.000	Reject Ho	Significant
• Communication	a		a	None	None
• Growth and Development	.237	Low relationship	.009	Reject Ho	Significant
• Overall School Culture	.440	Moderate relationship	.000	Reject Ho	Significant
<i>Encourage the heart</i>					
• Shared Mission	1.000	Very high	.000	Reject Ho	Significant
• Leadership	1.000	Very high	.000	Reject Ho	Significant
• Learning Environment	1.000	Very high	.000	Reject Ho	Significant
• Communication	a		a	None	None
• Growth and Development	.237	Low relationship	.009	Reject Ho	Significant
• Overall School Culture	.440	Moderate relationship	.000	Failed to reject Ho	Not significant

Legend: Significant if $p < 0.05$; $r = 1.0$ to $.90$ or $r = -1.0$ to $-.90$ Very High Correlation; Very significant relationship, $r = .89$ to $.70$ or $r = -.89$ to $-.70$ High Correlation; Significant relationship, $r = .69$ to $.40$ or $r = -.69$ to $-.40$ Moderate Correlation; Average relationship, $r = .39$ to $.20$ or $r = -.39$ to $-.20$ Low Correlation; Small relationship, $r = .19$ and below Very low Correlation/ Almost no relationship; Note: a. Cannot be computed because at least one of the variables is constant.

A principal's management talents are seen to have a substantial influence on teacher performance, teacher empowerment, and school culture. To ensure that the school achieves high-quality and productive results, the principal must have excellent management abilities. The principal's leadership has a significant impact on educational quality and efficiency.

These findings are consistent with the findings which show that leadership style is the most important predictor of organizational success (Ameen et al., 2019). The principal's leadership style has a considerable influence on the performance of teachers. The principal's leadership has a significant influence on the development of skilled educators and the ongoing improvement of instructional excellence in schools.

Multiple Linear Regression stepwise method was run to test the influence of Managerial Competencies (factors) on School Culture among Educators in Selected Primary Schools in Singapore as provided in Table 15. The results showed that "Enable others to act" was the only significant predictor among the Managerial Competencies (factors) that influence School Culture among Educators in

Selected Primary Schools in Singapore ($B=0.967$, $p<0.001$). On the other hand, “Model the way” and “Inspire a shared vision” had no significant influence on school culture among educators ($p>0.05$).

Table 15. *Test of Influence of Managerial Competencies on School Culture among Educators in Selected Primary Schools in Singapore*

Variables	Beta	SE	t-value	p-value	Decision	Conclusion
Model 1						
Constant	.132	.900	.147	.883		
Enable others to act	.967	.180	5.364	.000	Reject Ho	Significant
Excluded Variable						
Model the way	-.071		-.864	.390	Failed to reject Ho	Not significant
Inspire a shared vision	-.022		-.262	.794	Failed to reject Ho	Not significant
Encourage the heart	a		a	a	None	None

Note: Significant if $p<0.05$; Note: a. Cannot be computed because at least one of the variables is constant.

Usman et al. (2018) discovered that a principal's capacity to explain their vision and purpose is a critical component in predicting managerial competency in planning. Principals must have a system of processes, coordination, and communication in order to be successful managers and maximize resources. The principals' management abilities are shown by their cooperation, creation of an innovative and positive atmosphere and culture, execution of human resource strategies, attainment of student outcomes, and use of technology.

Furthermore, Zahed-Babelan et al. (2019) demonstrated that the model accurately matched the data, identifying school culture, teacher job characteristics, and empowerment as the sole variables influencing the relationship between work engagement and instructional leadership. Principals must apply the instructional leadership method. Principals may foster a collaborative and inclusive school culture by encouraging collective leadership, having a common goal, and supporting teachers in their work.

Lastly, Koskie et al. (2020) observed that, although headteachers' leadership ability had an influence on both staff and student discipline, there were numerous instances in public schools where this association did not exist. This was demonstrated by the fact that many school principals admitted to failing to display school regulations, keep and update records of student disciplinary cases, address problematic behavior and implement interventions, and ensure that the classroom was welcoming, secure, and conducive to learning.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Participants' evaluations of their managerial skills consistently show a high level of performance across all measured criteria. According to the study, respondents had strong leadership abilities, including the ability to set a positive example, inspire and guide others toward a shared goal, challenge present systems in order to improve them, empower others to take action and give emotional support and encouragement. The collective mean performance demonstrates a thorough understanding of management skills, implying that the participants have the necessary competencies to achieve organizational success and foster a positive work environment. A high level of skill is required for effective leadership and the successful implementation of strategic objectives.

The study concluded that respondents' evaluations of school culture consistently demonstrated excellent levels of performance across a wide range of metrics. It may be concluded that a strong and positive school culture has been effectively established. Similarly, it represents a strong consensus and commitment to a common goal within the school community, fostering cohesiveness and direction. As a result, this illustrates the application of effective leadership tactics as well as the creation of a positive learning environment that encourages active participation from both students and faculty. Similarly, this implies the availability of open and effective communication channels, which are critical for encouraging cooperation and sustaining organizational cohesiveness. Furthermore, it emphasizes the necessity of promoting the growth and improvement of every member of the school community. In general, the school's performance demonstrates that its culture is effective and efficient, generating a healthy and supportive environment that promotes both academic and personal growth.

It is also concluded that some management characteristics have a bigger influence on school culture than others. More precisely, attributes that promote empowerment and emotional support, such as encouraging others to take action, have a higher influence on the development of a healthy school culture. This study implies that, although providing a good example and motivating a shared purpose are important, the ability to empower people and give emotional support is even more important in creating a supportive and efficient school environment. These perceptive results suggest that educational leaders may have a significant impact on building school culture by making special efforts to empower and help workers.

The study reveals that, among the several managerial talents tested, "Enable others to act" is the most important feature in predicting a positive school culture among educators in selected primary schools in Singapore. The strong and notable effect of this skill emphasizes the need to encourage empowerment and collaboration in the educational context. Nonetheless, the skills "Model the Way" and "Inspire a Shared Vision" had no significant impact on the general school culture. These findings suggest that, although setting a good example and successfully communicating a shared objective are essential, they may not have the same direct impact on a school's

general culture as inspiring others to take action. To foster a thriving school climate, educational leaders must emphasize measures that encourage and enable their staff's autonomy and cooperation.

Based on the results and conclusion of the study, the following recommendations were hereby formulated:

To increase company performance and establish a positive work environment, it is recommended to research new management talents that go beyond those previously reviewed. Although the current competencies of leading by example, inspiring a shared vision, challenging processes, empowering others, and providing emotional support have proven effective, including additional areas such as strategic thinking, adaptability, and innovation management could yield even greater benefits. Leaders may build these skills by engaging in specific training programs and professional development activities. This will allow them to properly manage complex problems and foster continuous progress. Furthermore, it is critical to develop regular evaluation and feedback mechanisms to evaluate the utility of these new abilities and guarantee that they have a positive influence on the organization's goals and culture. By emphasizing a wider range of management skills, educational leaders may create a more adaptive and dynamic leadership group capable of long-term success.

To improve school culture, activities that empower staff should be developed, such as introducing participatory decision-making processes and offering opportunities for leadership roles. This is because empowerment and emotional support have a large impact on school culture. Implementing emotional support networks, such as peer support groups and regular appreciation events, may give the necessary motivation. Leaders may get practical skills for effectively using these qualities by providing specific education on encouraging individuals to take action and generating a feeling of drive. Regularly reviewing school culture will allow for monitoring of the results of these measures and making required changes to techniques. Promoting cooperative efforts that foster a sense of camaraderie and collective responsibility among staff may significantly enhance the general climate of the school.

It is recommended that schools use strategies to enhance the safety and comfort of their teachers. Establishing and maintaining open and transparent channels of communication via regular feedback sessions, town hall meetings, and anonymous surveys can help to address any issues expressed by the workforce in a timely way. Furthermore, it is critical to follow physical and psychological safety regulations by performing regular safety drills, establishing clear reporting systems, and taking proactive steps to maintain health and safety. By regularly evaluating school culture and administrative methods, we may foster a culture of continuous improvement and continually enhance the working environment.

Future research is recommended to explore the long-term consequences of certain managerial abilities on the general atmosphere and values of schools, taking into account a variety of educational settings and conditions. Furthermore, research might look at the effectiveness of targeted therapies aiming at increasing empowerment and emotional support in various organizational settings. This would provide more in-depth knowledge of the dynamic relationship between management practices and organizational culture, as well as practical recommendations for leadership development across a wide range of sectors.

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