

Professional Attributes of School Administrators Towards a Strategic Development

Xiaoyu Liang *

Adamson University, Manila Philippines

* Corresponding author Email: annie66121@163.com

Abstract: This study dealt with the professional attributes of school administrators at Chengdu Sports University, Sichuan, China, towards strategic development. The researcher used the 235 tertiary teachers from the said university who were randomly chosen using the Qualtrics Calculator for a sample with a 5% margin of error from about the 600 teachers during the time of the study. Descriptive- comparative research was used, employing a researcher-made instrument that was validated by experts. The study revealed that the professional attributes of the school administrator in terms of physical and professional characteristics are manifested. It manifested through communication skills, professional relationship skills, commitment to the profession, and the professional attributes of the school administrators. The teacher respondents have different assessments considering their age, whereas the teacher respondents who are between 41 and 50 years old have a relatively higher assessment than the other teacher respondents. The teacher respondents have different assessments and the teacher respondents have different assessments considering their length of service, wherein the teacher respondents who have 12 or fewer years of service have a relatively higher assessment than the other teacher respondents. Hence, it is recommended that in developing a strategic development plan: enhance professional attributes through training; foster leadership mentoring and coaching; elevate communication skills with workshops; cultivate cultural sensitivity and diversity by implementing tailored training initiatives focused on enhancing cultural sensitivity and diversity awareness among administrators. Enable them to relate empathetically to diverse stakeholders by providing workshops that promote understanding, respect, and inclusivity; and facilitate strategic leadership retreats by coordinating strategic leadership retreats for administrators to engage in self-assessment, reflection, and collaborative planning. Guide discussions on long-term objectives, effective leadership strategies, and aligning personal attributes with the institution's strategic development.

Keywords: Professional Attributes; Strategic Development; Leadership Mentoring.

1. Introduction

The lifeblood of any educational institution rests on the quality of teachers it has, but the quality of teachers is greatly determined by the ones who hire them—the school administrators. The school administrators are expected to have the required and appropriate qualifications to meet and perform such expectations, hence their professional attributes.

In China, where the country is exerting a lot of efforts through the Ministry of Education to prepare all its citizens to be competitive in the world, The Ministry provides all the training and capability buildings both for the school administrators and teachers to bring about the quality of teachings that would redound to the quality of output they develop so that they become functional citizens of the country.

It is important in terms of setting forth and reflecting the cognitive, behavioral, and affective dimensions of a profession. In this regard, establishing professional attributes is a reflection of the importance given to one's profession. By professional attributes, this means the complex sets of beliefs that are considered positive and appropriate for school administrators to hold and the actions by which those beliefs may be communicated to teachers.

School administrators are among the professionals who spend a significant proportion of their lives working. Sometimes, they do not get enough sleep because of continuously changing school policies, memoranda, school issues, school environments, teachers' problems, students' needs, etc., which necessitates coping mechanisms. The physical condition of workplaces, the social environment

(interaction with colleagues and authorities), and the lack of necessary skills to operate technological tools are some of the challenges that affect school administrators' physical and psychological well-being in the workplace, which have a big impact on their professional attributes and, in later days, may directly impact their job satisfaction.

The result of the study provided insights and contributions in relation to the professional attributes of school administrators. The study guided the school staff and academic administrators to attend to the needs of school administrators at school which can be the basis in creating good rapport among them.

1.1. Significance of the Study

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1.2. Scope of the Study

The study used stratified random sampling in determining the respondents of the study. The study utilized the descriptive comparative research design since the study assessed the differences of the professional attributes of school administrators.

2. Review of Literature and Conceptual Framework

2.1. Related Literature

The school principal's role has been changing and evolving in the landscape of education. As a result, much time and research are devoted to studying effective principals and their effect on student learning and achievement. Teacher expectations are the first predictor of success. Nevertheless, the principal as an instructional leader correlates to improving student achievement (Grissom, Loeb, & Master, 2013). Effective principals are instructional leaders who exhibit exceptional interpersonal skills and professionalism. These leaders are reflective learners who hold themselves and their staff accountable while creating a safe and welcoming climate. The above factors, when combined, create a high-powered learning environment essential for the success of a school leader.

Teachers account for more than a third of the variation in a school's achievement; however, principals represent nearly 25 percent of that variation (Louis et al., 2010). This finding has led researchers to suggest that although individual teachers have a tremendous impact on their own students' achievement, it takes multiple in-school factors coming together to significantly improve student achievement on a larger scale. Branch and colleagues (2013) studied the relative effects of teachers and principals on the students in their school. Using techniques similar to ones that measure teachers' "value-added" to student outcomes, the researchers applied this same calculation to the entire school. They showed that teachers affect only their students, while principals affect all students in a school.

By estimating individual principals' contribution to growth in student achievement, they proved that the overall impact of increasing principal quality exceeds the benefit from a comparable increase in the quality of a single teacher (Branch et al., 2013).

2.2. Vision and Direction

The role of the principal has shifted from that of a manager to that of a visionary of instruction and curriculum. The instructional leader (principal) develops clearly articulated goals that ensure the success of all students who attend school (Mendels & Mitgang, 2013). The goals are clearly communicated to all students and staff. Once a clear vision has been set and school goals have been clearly articulated, the principal can then spend time on various tasks related to instruction. An effective leader spends time coaching staff and developing educational programming. These two actions improve student learning (Grissom et al., 2013). Effective principals are consistently mindful of best practices while instructing and encouraging the teaching staff to adopt these learning techniques in the classroom (Whitaker, 2012). Despite the "tried and true" methods that many teachers practice within their classrooms, the principal insists on keeping current with the changing research on student learning. With student learning at the center of any school, all effective leaders think that more can be done to improve outcomes (Meador, 2014b). Spending time on best practices and keeping current with research translate into improved student learning.

2.3. Monitoring Student Progress

If change and trying new things are pillars of an instruction

leader, another pillar is the need to monitor student progress. Instructional leaders need to be specialists in assessment and tracking progress (Morrison, 2013). Top principals track the progress of all students in relation to student goals and outcomes (Elfers & Stritikus, 2014). Principals may develop common assessment strategies with staff and note how students are progressing in their learning. These data are then analyzed and charted to look at weaknesses or areas that need improvement. Data can come from a variety of sources and address a variety of areas that range from academics to social and emotional well-being.

2.4. Managing Time and Working with People

The tasks that an instructional leader must accomplish can be overwhelming and daunting: establishing goals, coaching staff, developing assessments, tracking student progress, and channeling funds. Knowing that focusing on instruction activities helps to improve student learning, principals are learning to free up more of their time. Effective leaders develop a strategy to delegate some of these tasks to others so that principals can focus on instructional tasks that matter to students (Mendels & Mitgang 2013). Principals have a clear understanding of where their priorities are and free up their time to focus on instruction. Dealing with instruction involves human resources and working with people: teaching staff, students, and the community. Every effective principal must have strong interpersonal skills (Morrison, 2013). These leaders know that significant learning requires a relationship (Hall & Simeral, 2008). To be the instructional coach, the leader must have a relationship with the staff. Ideally, caring and supportive relationships foster growth. Exceptional leaders build trust and encourage communication (Kearney et al., 2013). With such a high importance placed on communication, the principal is an outstanding listener, taking the time to hear the thoughts and ideas of others (Meador, 2014a). Staff meetings are vehicles that teachers look forward to because the effective principal has made them worthwhile (Whitaker, 2012). When the effective principal actually listens to the teachers, the best teachers feel that they have a voice. If the principal is not an empathic listener, teachers will not share ideas and strategies during meetings (Freeman & Randolph, 2013). Through the process of active listening, the principal is aware of issues that arise and uses effective communication skills to deal with these problems. The effective leader spends time counseling staff during times of conflict (Grissom & Loeb, 2011). Additionally, time might be spent advocating for the employees and teachers working in the school (Freeman & Randolph, 2013). Effective principals focus on people, listening, communicating, and developing relationships.

2.5. Communication

Communication is important when issues arise. Everyone has his or her own unique blend of strengths and weaknesses, but when the contributions of an individual are notable, the effective leader notices it and acknowledges the person for a job well done. Improving the morale of staff is helpful when working with people and developing a positive school climate. Listening and communicating are two key ingredients to helping an effective leader encourage collaboration. Often, the principal knows that he or she does not have all of the answers to every situation that occurs within the school. Bringing up challenges during staff meetings is a useful tool to use (Spiro, 2013). Collaboration and staff input translate

into a democratic way to solve problems. When tough decisions have to be made, effective leaders base the decision on the best teachers in the building (Whitaker, 2012), which translates into developing the leadership skills in others. When a principal shares leadership, he or she capitalizes on the knowledge and wisdom of the collective staff (Spiro, 2013). Encouraging collaboration, sharing decision-making, and developing the leadership potential of others are strategies that effective school leaders use.

2.6. Professionalism

Working in a school with diverse people and opinions demands professionalism from the leader. Being professional can mean different things to different people, but in terms of effective leaders, being professional means treating everyone with respect (Whitaker, 2012). Every move that a leader makes is subject to scrutiny. The above-average leader models respect in his or her day-to-day interactions and leads by example. Leading by example ensures that the principal is well-respected (Meador, 2014b). When the principal acts respectfully and professionally, staff and major stakeholders will be advocates for the principal (Whitaker, 2012).

When respect for the leader is lost, little can be done to make other people work efficiently under his or her leadership, and staff members will question the authority of the leader. Being professional and treating everyone with respect go hand in hand; another aspect of professionalism is having good values. Effective leaders have a good internal conscience and a solid moral compass (Morrison, 2013). They know the difference between right and wrong and base their decisions on what is right, not on what is easy. Courage, conviction, and principles are engrained in the psyche of effective leaders (Day, 2014).

Basing difficult decisions on what is right and permitting teachers to do the same makes principals effective. Knowing that teachers make the biggest difference in student achievement, principals provide teacher autonomy (Lin, 2012). Instructional coaching and planning will help teachers become increasingly effective; however, some professional courtesy must be extended from the leader to the teachers. Proficient teachers are reflective and want to improve. Encouraging staff to develop according to self-identified needs is beneficial (Whitaker, 2012). Good leaders expect professionalism and self-reflection from the teaching staff.

2.7. Self-Reflection

Expecting the self-reflection of teaching staff should be met with principal self-reflection. Exceptional principals learn from themselves and engage in regular reflection (Kearney et al., 2013). Effective leaders analyze the good and bad decisions when reflecting, leaders set high expectations of themselves (Whitaker, 2012). A good school leader opens himself or herself up to criticism (Whitaker, 2012). In reality, appraisals and criticisms will occur, whether in an open, transparent format or in secret behind the leader's back. Principals hold themselves accountable by opening themselves up to criticism; principals must hold others accountable as well. Good leaders do not settle for average; they hold their staff accountable for the learning that takes place in the classroom (Meador, 2014a). A climate of self-reflection and reflection on data is well established to help staff focus on student needs (Lin, 2012). The leader establishes clear expectations and follows them through (Whitaker, 2012).

2.8. Creating an Optimal Learning Climate

Research indicates that “a healthy school environment” is characterized by basics such as “safety and orderliness,” as well as less tangible qualities such as “supportive and responsive attitudes” toward students and a sense by teachers that they are part of a community of professionals focused on good instruction. Principals at schools with high teacher ratings for “instructional climate” outrank other principals in developing an atmosphere of caring and trust. Also, their teachers are more likely than faculty members elsewhere to find the principals’ motives and intentions good (Louis et al., 2010). The characteristics of an optimal learning climate include respect for every member of the school community; an upbeat, welcoming, solution-oriented, no-blame, professional environment; and efforts to involve staff and students in a variety of activities, many of them schoolwide (Portin et al., 2009). Many principals work to engage others outside the immediate school community, including parents and local business people. Interest in this aspect of leadership is growing, but as of yet, there is relatively weak evidence on what it takes to assure that these efforts are worth the time and toil. In one study, researchers developed a performance assessment to rate principals on community building and parental engagement to determine if there were any measurable effects on student achievement. They found that the principal’s role in engaging the external community is vague.

2.9. Improving Instruction

Effective principals work relentlessly to improve student achievement by focusing on the quality of instruction. Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. To successfully guide continual professional learning, principals must become intimately familiar with the “technical core of schooling” and all that is required to improve the quality of teaching and learning (Leithwood et al., 2004).

Managing people, data, and processes In the grand scheme of things, schools may be relatively small organizations, but their leadership challenges are far from small or simple. Researchers found that effective leaders nurtured and supported their staff while facing the reality that sometimes teachers do not work out. In one study, high-performing principals hired carefully, adhering to union and district personnel policies, while also taking responsibility for “aggressively weeding out individuals who did not show the capacity to grow” (Portin et al., 2009, p. 52). These researchers also found that when it comes to data, effective principals try to draw the most from statistics and evidence, learning to “ask useful questions” of the information, to display it in ways that tell “compelling stories,” and to use it to promote “collaborative inquiry among teachers” (Portin et al., 2009, p. 52). Using an assessment tool, they uncovered six key steps—or “processes”—that the effective principal takes when carrying out his or her most important leadership responsibilities: planning, implementing, supporting, advocating, communicating, and monitoring (Porter, Murphy et al. 2008).

The school administrator is the leader of an organization. Whitaker (2003) stated that effective school administrators center their ideas, days, and jobs on enhancing student

learning by providing a safe and orderly learning environment with minimal distractions. Successful school administrators create a learning environment that is attainable for all learners by sending clear and consistent messages regarding the expectations of students and staff, hiring quality teachers, and presenting an encouraging performance. Another important factor that a school administrator has control over is a new hire. Whitaker (2003) added that a school administrator's single most precious commodity is an opening in the teaching staff. The quickest way to improve the school is to hire great teachers at every opportunity. Just as the only way to improve the average grade is to turn in a better-than-average assignment each time, the most significant way to rapidly improve a school is to add teachers who are better than the ones who leave. Moreover, McDonough (2010) stated that great school administrators know their tasks and work diligently to hire the best possible teachers. Not only is it important to hire great teachers, but it is also important to maintain them. This is reinforced by the idea that successful school administrators focus on students by focusing on teachers. Great school administrators celebrate the success of their students and staff, instilling a sense of value in their achievements.

The school administrator is the pivotal element within the school who affects the quality of teacher instruction (Lindahl, 2010) and the height of students' achievement. The school needs the instructional management leadership of the school administrator to keep focus on the activities that paved the way for high student achievement.

2.10. Supervise and Evaluate Instruction.

An essential duty of the school administrators is to make sure that the goals of the school are being put into practice at the classroom level. This involves coordinating the classroom objectives of teachers with those of the school and evaluating classroom instruction (Howard-Schwind 2010).

In addition, it includes providing instructional support to teachers and monitoring classroom instruction through numerous informal classroom visits. Marzano et al. (2005) identified several school administrators' responsibilities that fell under the function of managing the instructional program. The first responsibility, involvement in curriculum, instruction, and assessment, was characterized by being directly involved in curricular design activities and assisting teachers in addressing assessment and instructional issues. The concept of involvement in these instructional areas is also noted as a crucial leadership dimension (Lyons, 2010).

2.11. Provide Incentives for Learners.

School administrators must be able to not only be committed to high educational values but also to manage change while working with a variety of people and cultures both in and out of the school system.

School administrators concern for and care for the teachers and students have meaningful effects on the performance of the school. As shown in Figure 1, the study is the characteristics of the school administrator and according to Little and Little (2001), characteristics of school administrators include: the school administrator as a person which refers to a person directly responsible for carrying out the mission of the school; the school administrator as a visionary or creates learning communities that improve student outcomes by shaping the internal school community and partnering with families and organization in the external

community; the school administrator as an instructional leader which refers to a person who promotes students achievement and teachers performance; the school administrator as a leader of an educational organization or a person who set the tone for success and harness the power of the school culture to boost achievement; the school administrator as a manager refers to a person who engaged in managing and maintaining harmonious relationship within the school system; the school administrator as a community facilitator or a person who brings together the entire education community of staff, students and parents, building positive relationships to create teams whose members will work collaboratively towards a shared vision.

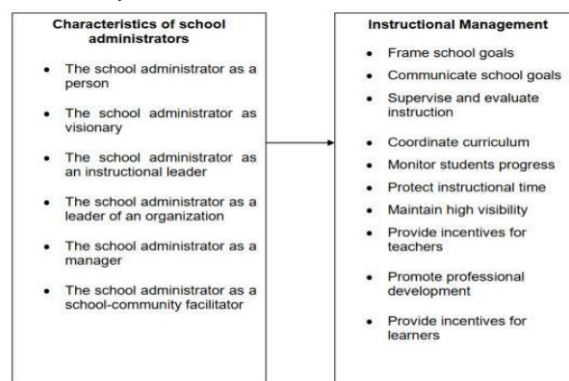


Fig 1. Characteristics of school administrators and instructional management

2.12. Theoretical Framework

This study was anchored on the concept of the Career Anchors introduced by Edgar Schein. Vansteenkiste, M., & De Witte, H. (2022) explained that a Career Anchor is something that develops over time and evolves into a self-concept, shaping an individual's personal identity or self-image, and includes: talents, skills, and abilities—the things that people believe they are good at and not so good at; motives and needs—what is important to people and take the form of goals, e.g., money, status, challenge, autonomy. Attitudes and values—the kind of organization that they feel comfortable with, one that matches their own values and beliefs. Moreover, it will also be supported by the Schwartz theory of basic human values.

The mentioned are relevant to the present study since the main concern of the researcher is to assess the professional attributes of school administrators to be able to come up with an input to strategic development.

2.13. Conceptual Framework

Based on the foregoing theoretical framework, the researcher came up with the research paradigm that underscored the flow of this undertaking. The study was guided by the conceptual framework.

The box on the left contains the profile of the respondents, which includes age, sex, number of years in teaching, and highest educational attainment. The box to the right includes the professional attributes of the school administrators, including the following characteristics: physical, personality, responsibility, communication skills, and professional relationships. The arrow leads to the proposed strategic development.

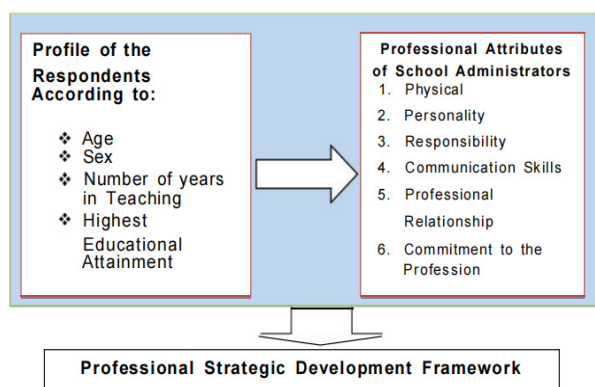


Fig 2. Research paradigm

3. Methodology

3.1. Research Design

The survey type of research considers two features: first, the variables of interest are measured using self-reports. In essence, survey researchers ask their participants to report directly on their own thoughts, feelings, and behaviors. Second, considerable attention is paid to the issue of sampling. In particular, survey researchers have a strong preference for large random samples because they provide the most accurate estimates of what is true in the population.

3.2. Sampling Technique

Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified purposive sampling, or stratification, the strata are formed based on members' shared attributes or characteristics.

For the computed needed respondents, of the six hundred (600) teachers, using 5% of the margin of error, two hundred thirty-five (235) teachers were randomly selected as the respondents.

3.3. Research Instrument

In gathering the needed data, the researcher used a researcher-made questionnaire checklist on the professional attributes of school administrators as the main instrument.

Part 1: This section determines the demographic profile of the teacher respondents.

Part 2: This section determines the professional attributes of the school administrators as determined by the 235 teachers.

The four-point scale was used on the questionnaire checklist with respect to the professional attributes of the school administrators.

As educational institutions strive to navigate complex challenges and adapt to rapidly changing environments, the strategic acumen of school administrators becomes increasingly vital. As the education landscape transforms, the need to equip school administrators with comprehensive strategic skills becomes paramount.

The researcher-made questionnaire was subjected to content validation by experts who are knowledgeable about the field of research. The suggestions of the experts were made integral to the instrument.

The same instrument was submitted for face validation with at least five experts. The questionnaire was pilot tested to measure its reliability. The pilot testing was computed using Cronbach's alpha through the Statistical Package of Social Science (SPSS). The researcher welcomed the

suggestions of the experts and made the necessary revisions to make the instrument valid.

Professional Attributes of School Administrators

Scale	Verbal Interpretation
3.51 - 4.00	Highly Manifested <i>If they always do it, 76%-100% witnessed</i>
2.51 - 3.50	Manifested <i>If they do it frequently, 51%-75% witnessed</i>
1.51 - 2.50	Slightly Manifested <i>If they do it occasionally, 26%-50% witnessed</i>
1.00 - 1.50	Not Manifested <i>If they do it rarely or never do it. 1% - 25% witnessed</i>

Fig 3. The questionnaire checklist

3.4. Statistical Treatment of the Data

To validate and interpret the data gathered, the researcher used the following statistical treatment:

1. Percentage. This was used as descriptive statistics that describe a part of a whole.

2. Weighted Mean This was used to get the average frequency of the responses in each weighted item.

The following scale was used:

Table 1. The scale

Point	Scale	Qualitative Description	Interpretation
4	3.51-4.00	Always	Highly Manifested
3	2.51-3.50	Often	Manifested
2	1.51-2.50	Sometimes	Slightly Manifested
1	1.00-1.50	Never	Not Manifested

3.t-test/Analysis of Variance (F-Test) This was used by the researcher to test the differences between the assessments of the professional attributes of the school administrators.

It was used for unpaired small samples to reject or accept the hypothesis and to present significant differences in the responses of the respondents (Locsin, 2019).

4. Results, Analysis, and Interpretation of Data

4.1. Profile of the Respondents

Table 2. Frequency distribution of the teacher respondents' age

Profile	Frequency	Percentage
Age		
50 Years Old and Above	41	17.4%
41-50 Years Old	69	29.4%
31-40 Years Old	76	32.3%
30 Years Old and Below	49	20.9%
Total	235	100%

Table 2 shows that forty-one (41) or about 17.4% of the teacher respondents are 50 years old and older. Sixty-nine (69), or about 29.4%, are between 41 and 50 years old. Seventy-six (76), or about 32.3%, are between the ages of 31 and 40 years old. And forty-nine (49) or about 20.9% of the teacher respondents are 30 years old or younger. This shows that the majority of the teacher respondents are between 31 and 40 years old.

Table 3 shows that twenty-six (26) or about 11.1% of the teacher respondents have 0–2 years of service. Forty-four (44) or about 18.7% have 3-5 years of service. Thirty-two (32) or about 13.6% have 6–8 years of service. Fourteen (14) or 6.0%

have 9–11 years of service. And one hundred nineteen (119), or about 50.6%, of the teacher respondents have 12 or fewer years of service. This goes to show that the majority of the teacher respondents have 12 or fewer years of service.

Table 3. Frequency distribution of the teacher respondents' Length of service

Profile	Frequency	Percentage
Length of Service		
0 – 2 years	26	11.1%
3 – 5 years	44	18.7%
6 – 8 years	32	13.6%
9 – 11 years	14	6.0%
12 years and below	119	50.6%
Total	235	100%

4.2. Manifestation of the School Administrator's Professional Attributes

The data reveals that the school administrator is often an overall patient for circumstances and human interactions, with the highest mean of 3.44. This shows that the professional attributes of the school administrator in terms of personality characteristics are manifested. They are also perceived as displaying independence, motivation, and the capability to synthesize theory and practice effectively. However, there are areas where administrators could potentially improve, such as contributing more constructively to group objectives and modifying behavior when necessary. Takahashi and Nakamura (2021) conducted research that shares thematic congruence and discovered that the personality characteristics of administrators significantly impact the dynamics of school environments. The teacher respondents, the administrator always adapts to professional standards and policies, with the highest mean of 3.61. Administrators are often seen as adhering to professional standards and policies, exhibiting a high sense of accountability in their role. Dlamini and Nkosi (2022), reinforcing the significance of responsibility characteristics in administrators' strategic development. the teacher respondents, the administrator always ensures that his or her written communication reflects appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage, with the highest mean of 3.65. Kimani's (2021) research delves into the intricacies of communication skills possessed by school administrators. The findings shed light on the importance of clear and organized written communication, fluency in verbal interactions, and the ability to adapt communication styles to various contexts. The study not only reaffirms the importance of attributes like clarity and organization but also reveals specific areas that administrators could focus on to further enhance their communication effectiveness. By building on the foundation provided by these studies, the current study adds a valuable perspective to the global discourse on educational leadership and communication skills. the teacher respondents, the administrator always collaborates with peers, with the highest mean of 3.60. Administrators are often seen as collaborative individuals, capable of providing leadership while involving others and valuing their input. Alami's (2020) research focuses on the significance of collaboration among educational leaders, highlighting the importance of working harmoniously with peers and involving them in decision-making processes. The study not only reaffirms positive

attributes but also identifies areas for growth, highlighting the need for ongoing professional development to enhance administrators' professional relationship skills. The teacher respondents, the administrator always demonstrates a commitment to education as a career, with the highest mean of 3.59. The data highlights that teacher respondents consistently perceive their school administrators as demonstrating a strong commitment to the field of education. Mohamed (2021) delves into the commitment and passion of educators toward their profession, highlighting the importance of a genuine dedication to improving educational outcomes.

4.3. Differences in the Manifestations of the Administrator's Professional Attributes

In terms of age, the teacher respondents obtained a computed f-value of 171.23 and a significance value of <0.001 . The data reveals a noteworthy correlation between age and the assessment of teacher respondents in relation to the professional attributes of school administrators. The computed f-value and significance level highlight the presence of a significant difference in these assessments based on age. The findings underscore the importance of age as a factor that influences the perceptions of teacher respondents.

In terms of length of service, the teacher respondents obtained a computed f-value of 75.009 and a significance value of <0.001 . The research data reveal a significant connection between the length of service of teacher respondents and their evaluation of the professional attributes demonstrated by school administrators. The computed f-value and the associated significance level point to a significant difference in these assessments based on length of service. The findings emphasize the importance of the length of service as a determinant of how teacher respondents view the professional attributes of school administrators. O'Sullivan (2022) and McDonnell and Ryan (2019) enriches the present study by offering a comprehensive perspective on the correlation between the length of service and teacher perceptions of school administrators' attributes. This study contributes to the body of knowledge concerning effective educational leadership strategies and paves the way for further exploration into the interplay between length of service and perceptions of professional attributes among school administrators.

The manuscript should include a conclusion. In this section, summarize what was described in your paper. Future directions may also be included in this section. Authors are strongly encouraged not to reference multiple figures or tables in the conclusion; these should be referenced in the body of the paper.

5. Proposed Program

As educational institutions strive to navigate complex challenges and adapt to rapidly changing environments, the strategic acumen of school administrators becomes increasingly vital. As the education landscape transforms, the need to equip school administrators with comprehensive strategic skills becomes paramount.

Recent research has delved into various dimensions of school leadership, unearthing insights that hold significance in the creation of a well-rounded strategic development plan. Santos and Costa (2020) emphasize the importance of

visionary leadership in educational institutions, elucidating the impact of leaders who possess a clear and inspiring vision for the school's future. Similarly, Pereira and Mendes (2019) highlight the role of collaborative leadership, wherein administrators engage with teachers, students, and the community to co-create educational strategies. These studies underscore the necessity of integrating visionary and collaborative approaches into a strategic development plan, acknowledging the multifaceted responsibilities of modern school administrators.

The digital age has ushered in a new era for education, marked by technology-driven transformations that necessitate strategic adaptation. Scholars such as Almeida and Rodrigues (2021) and Fernandes et al. (2022) have explored the intersection of technology and school leadership, shedding light on the integration of digital tools and data-driven decision-making. In a world increasingly reliant on virtual learning platforms and data analysis, a comprehensive strategic plan for school administrators must incorporate technology as an enabler of educational innovation and efficiency.

Furthermore, the research landscape has witnessed an amplified focus on inclusivity and diversity within educational settings. Studies by Silva (2021) and Pereira et al. (2023) emphasize the significance of equity and inclusion in strategic planning for schools. A robust strategic development plan should encompass initiatives that promote diversity, address disparities, and create an inclusive learning environment where every student can thrive.

In summary, the dynamic nature of the education sector necessitates that school administrators possess a repertoire of strategic skills that extend beyond conventional management.

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