

Relationship Between School Culture and Administrative Effectiveness: A Quantitative Analysis

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Abstract

This study explores the relationship between school culture and administrative effectiveness through a descriptive correlational design. The research involved 41 school administrators, predominantly female and holding advanced degrees, who provided insights into the cultural and administrative dynamics within educational institutions. Utilizing a structured survey questionnaire validated through expert review and pilot testing, the study assessed perceptions of school culture—artifacts, espoused values, and underlying assumptions—and the dimensions of administrative effectiveness such as planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Findings reveal a general consensus among administrators regarding the positive aspects of school culture, highlighting a robust alignment with core values and beliefs that facilitate a cohesive educational environment. Administratively, strengths were noted in planning, organizing, coordinating, reporting, and budgeting, although staffing and directing were identified as areas needing improvement. The study establishes a strong, statistically significant correlation between school culture and administrative effectiveness, suggesting that enhancing the cultural environment can lead to improved administrative outcomes. These results advocate for educational leaders to prioritize nurturing a supportive school culture as a strategic measure to bolster administrative functions and overall institutional success. The institution is recommended to invest in cultural development programs and align recruitment practices with school values to promote administrative effectiveness and foster continuous growth.

Keywords: Administrative effectiveness, school culture, quantitative analysis

INTRODUCTION

In the rapidly evolving educational landscape, understanding the dynamics between school culture and administrative effectiveness has become increasingly crucial. School culture, encompassing the values, beliefs, and behaviors that shape the day-to-day atmosphere of educational institutions, plays a pivotal role in influencing not only the morale of teachers and students but also the overall performance and success of schools (Haq, 2024 & Kalkan, Aksal, Atasoy & Dağlı 2020). Meanwhile, administrative effectiveness refers to the proficiency with which school leaders manage resources, guide instructional practices, and achieve educational goals, and is regarded as an indicator of organizational success. Haq (2024) saw the importance of how administrators play crucial role toward organizational effectiveness which he referred to as an individual performance, he stated that “assessing organizational effectiveness in the context of diversity management involves establishing a strategic framework that ensures a holistic approach in understanding the factors that influence individual performance”. The interplay between these two aspects is significant, yet remains underexplored in academic literature, warranting a comprehensive examination.

School culture and administrative effectiveness are intrinsically linked, impacting various facets of educational achievement. A positive school culture has been associated with improved student outcomes, higher teacher satisfaction, and increased parental involvement. Effective administration, characterized by strategic leadership and resource management, further enhances these outcomes by providing clarity of vision and direction. However, discrepancies in understanding how these two elements interact can lead to inefficiencies and missed opportunities for improvement (Narayan, 2016 & Raju, 2024).

Historically, the concept of school culture, especially after the 1980s, has been adapted to define the comprehensive character of the concept of organizational culture in educational institutions (Walker-Wied, 2005, as cited in Kalkan et al., 2020). School culture was often viewed as an intangible aspect of educational settings—difficult to define and even more challenging to measure. Yet, recent advancements in educational research have highlighted its tangible influence on the learning environment. Similarly, administrative roles have evolved, requiring leaders not only to be managers but also visionaries capable of fostering a conducive educational climate. Understanding how effective administration can cultivate and sustain a robust school culture is essential for driving educational success.

Despite the acknowledged importance of both school culture and administrative effectiveness, there exists a gap in empirical studies that specifically address their relationship and the mechanisms through which they interact. This gap poses significant issues, as schools striving to improve their educational outcomes may overlook the nuanced ways in which culture and administration influence each other. Furthermore, many educational institutions face challenges such as resource limitations, diverse student populations, and evolving educational standards, necessitating a deeper understanding of how to leverage both cultural and administrative strengths effectively (Haq, 2024, Kalkan et al., 2020, Kargas & Varoutas, 2015).

There is a current demand on educational leaders to create environments that are not only academically enriching but also supportive and inclusive, and to modify their thinking styles. (Duncan, 2004). By exploring the relationship between school culture and administrative effectiveness, this research aims to provide actionable insights that can inform policy and practice, ultimately leading to enhanced educational experiences for students and other stakeholders.

The different theories underpinning this study are the following:

Organizational Culture Theory

Explores the shared values, beliefs, and norms within an organization. In the context of schools, this theory helps in understanding how the collective ethos impacts behavior, motivation, and engagement among teachers and students. Organizational Culture Theory, introduced by Edgar Schein, focuses on the shared values, beliefs, and assumptions that shape an organization's environment. Schein identifies three levels of culture: artifacts (visible structures and processes), espoused values (strategies, goals), and basic underlying assumptions (unconscious beliefs).

In schools, this theory helps analyze how culture influences behavior, motivation, and effectiveness among educators and students. Understanding these cultural elements can reveal how they support or hinder administrative effectiveness.

The management theory of Henri Fayol

Fayol is known as the "father of modern management" because his theory tasked leaders with setting the tone for the rest of the organization. Fayol believed managers should interact with personnel in five basic ways to control and plan production: Planning: Managers must plan and schedule every part of the industrial process; Organizing: Management must ensure that all of the necessary resources, such as raw materials and personnel, come together at the appropriate time of production; Commanding: Management must encourage and direct workers' activity; Coordinating: Management must ensure that workers collaborate; and Controlling: Managers evaluate and ensure that personnel follow management's commands.

Fayol's principles are applicable across various administrative contexts and provide a foundational framework for assessing administrative effectiveness by focusing on core managerial functions. His theory emphasizes efficiency and effectiveness through systematic management, which is fundamental to administrative success.

Both Gulick and Urwick were heavily influenced by Taylor and Fayol. Gulick used

Fayol, five elements of administration viz., Planning, Organization, Command, Coordination and Control as a framework for his neutral principles. Gulick condensed the duties of an administrator into a famous acronym POSDCORB. Each letter in the acronym stands for one of the seven activities of the administrator. They are as follows: Planning (P): working out the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise; Organizing (O): establishment of the formal structure of authority through which work sub-divisions are arranged, defined and coordinated for the defined objective; Staffing(S): the whole personnel function of bringing in and training the staff, and maintaining favorable conditions of work; Directing (D): continuous task of making decisions and embodying them in specific and general orders and instructions, and serving as the leader of the enterprise; Coordinating (CO): The all-important duty of inter-relating the various parts of work; Reporting (R): keeping the executive informed as to what is going on, which thus includes keeping himself and his subordinates informed through records, research,6 - and inspection; and Budgeting (B): all that goes with budgeting in the form of fiscal planning, accounting and control.

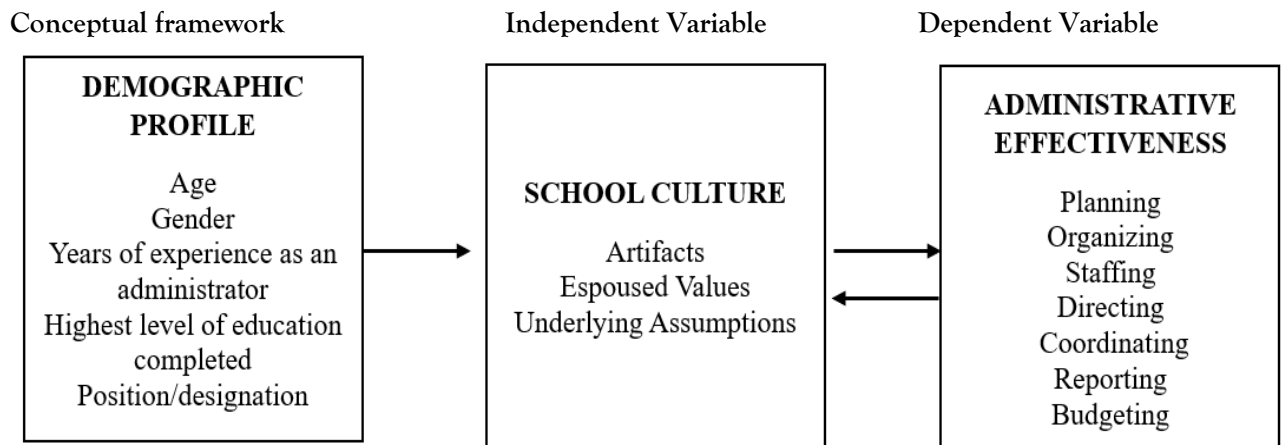


Figure 1. Conceptual Paradigm of the Study

Figure 1 above shows the conceptual framework of the study. The diagram shows how School Culture and Administrative Effectiveness are explored in terms of their possible relationship. The framework outlines the key variables, their relationships, and how they contribute to the objectives of the study. The components of the school culture such as: Artifacts, Espoused Values and the Underlying Assumptions. On the other hand, the dimensions of Administrative Effectiveness include: Planning, Organizing, Commanding, Coordinating and Controlling. The framework shows that School Culture Components influence how effectively administration functions occur, and each aspect of administrative effectiveness is potentially affected by the different facets of school culture, suggesting that improvements in school culture can lead to enhancements in administrative practices. In fact, the framework is based on the assumption that a positive and well-defined school culture can lead to more effective administrative practices.

Statement of the Problem

1. What is the demographic profile of the participants in terms of:
 - a. Age;
 - b. Gender;
 - c. Highest level of education completed,
 - d. Position/designation?
 - e. Years of experience as an administrator?
2. What is the perceived level of agreements and disagreements among school administrators on the school culture?
3. What is the perceived level of efficiency among school administrators on the administrative effectiveness?
4. Is there a significant difference on the perceived level of agreements and disagreements among school administrators on the school culture when data are grouped according to:
 - a. Age;
 - b. Gender;
 - c. Highest level of education completed,
 - d. Position/designation?
 - e. Years of experience as an administrator?
5. Is there a significant difference on the perceived level of efficiency among school administrators on administrative effectiveness when data are grouped according to:
 - a. Age;
 - b. Gender;
 - c. Highest level of education completed,
 - d. Position/designation?
 - e. Years of experience as an administrator?
6. Is there a significant relationship between school culture and administrative effectiveness?

MATERIALS AND METHODS

Research Design

Descriptive Correlational Design was utilized in this study. This approach allowed the researcher to quantify the relationship between school culture and administrative effectiveness without manipulating any variables. It describes the nature and strength of the relationship between these variables.

Population and Sample

The participants of the study included school administrators, these participants were selected since they are directly involved in the administrative effectiveness process and that they have the knowledge about the process, however, inclusion and exclusion criteria were formulated to clearly define the participants of this study. Through these, the researcher was able to select the respondents carefully who contributed relevant data in accordance to what information was sought for in this study.

The following details the inclusion and exclusion criteria for the selection of the participants:

1. The Head of administrative offices (or equivalent post) was part of the study as participants.
2. The Deans, and Program Chairpersons of each College and the Director of department/student support services
3. All program coordinators (or equivalent post) who have at least two years of experience as an administrator.

The exclusion criteria were those who are not handling administrative responsibilities, since they are not directly involved in the administrative effectiveness and the school culture process.

Research Instrument

A researcher-made Survey structured questionnaires was utilized in this study to answer the research questions. The survey questionnaire was composed of three-parts. Part I – focused on the demographic profile of the Participants of this study. Part II on key aspects of school culture (artifacts, espoused values, underlying assumptions) and Part III focused on the dimensions of administrative effectiveness (planning, organizing, staffing, directing, coordinating, reporting and budgeting). This part was designed to gather perceptions on how well administrative leaders would focus on measuring perceptions of school culture and quantifying administrative effectiveness.

As an initial step, to ensure that the survey was valid, three individuals (Deans) reviewed the survey instrument and rated each item using three-point scale (not necessary, useful but not essential and essential) and was provided suggestions to improve the questions and the clarity of instruction. Then the changes were incorporated in the survey instrument.

The survey questionnaire was pilot tested to 20 participants. Each category included 5 questions, rated on a Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The computed Cronbach's Alpha for each category was approximately 0.977, indicating excellent internal consistency. This suggests that the survey items within each category are reliably measuring the intended constructs.

Data Collection Methods

A survey questionnaire was used to collect the quantitative data. As an initial step, to ensure that the survey was valid, three individuals (Deans) reviewed the survey instrument and rated each item using three-point scale (not necessary, useful but not essential and essential) and was provided suggestions to improve the questions and the clarity of instruction. Then the changes were incorporated in the survey instrument. After those changes were incorporated a pilot survey was conducted to ensure that the instrument was reliable, the survey was pilot tested to twenty individuals. This pilot group includes employees of Basilan State College, who did not participate in this study, some with an understanding of strategic leadership, and some with a limited understanding of such leadership. Comments that were received from this pilot group was used to refine the survey instrument.

After the questionnaire was validated and pilot tested, the final instrument was used in assessing the school culture and administrative effectiveness of the administrators of Basilan State College. Next, permission to conduct the research study were obtained through a letter from the College President of Basilan State College. Same permission was obtained from the respective Deans/ Director of each Colleges on the intent of the researcher to conduct this study. Individual consent for the respondents was also obtained through a letter.

After permissions was granted, the researcher begun to carry out the sampling plan of the study. Next, an orientation was conducted by the researcher to every respondent on how to accomplish the questionnaire as well as its ethical consideration, followed by the distribution and collection of the questionnaires. The survey questionnaire was administered to the participants of this study who are the head of offices, Deans, Directors and Program Chairpersons of Basilan State College. The researcher personally distributed the questionnaires to each of the respondents. Each accomplished questionnaire was inspected to check if all the items were answered. Recording, tabulating, analyzing and interpreting of data was personally accomplished by the researcher.

Data Analysis

Frequency and percent were used to determine the for profile of the participants. Mean and standard deviation was used to determine the perceived level of agreements and disagreements among school administrators on the school culture, and the perceived level of efficiency among school administrators on the administrative effectiveness. Normality test was conducted to evaluate using the Kolmogorov-Smirnov and Shapiro-Wilk tests to provide insights into whether the data on the perceived level of agreements and disagreements among school administrators about school culture. Kruskal-Wallis H-Test was conducted to assess whether there are significant differences in the perceptions of school culture among different age groups, t-Test for Two Independent Samples was used to evaluate whether significant differences exist between male and female administrators across various cultural dimensions. One-Way Analysis of Variance (ANOVA) was conducted to determine if there are significant differences in the perceived level of agreement and disagreement among school administrators regarding various aspects of school culture. The Mann-Whitney U-Test was employed to investigate whether there are significant differences in the perceived level of efficiency among school administrators on administrative effectiveness, based on gender. Lastly, Spearman Rho correlation analysis was performed to explore the relationship between school culture and administrative effectiveness.

Ethical Considerations:

Informed Consent was obtained from all participants, ensuring they understood the study's purpose and their rights. All data collected is securely stored and that participant identities are protected.

RESULTS AND DISCUSSIONS

There were 41 individuals who participated in this study, highlighting a well-rounded demographic distribution that provides a comprehensive view across different age spectrums. Data reveals a diverse age range, primarily dominated by those in the 27-34 years age group. This group accounts for 46.3% of the total participants, indicating a youthful segment that might bring fresh perspectives and adaptability to the study. The next significant age group is 35-42 years, comprising 22.0% of the participants. Participants aged 43-50 years make up 17.1% of the group, potentially contributing seasoned insights and a wealth of professional experience. Finally, 14.6% of the participants fall within the 51-58 years age range, offering mature perspectives and possibly extensive experience in their fields.

In terms of gender, the participants were predominantly female. Specifically, it makes up 58.5% of the total, with 24 individuals participating in the study. This indicates a stronger female representation, which could reflect underlying trends or dynamics within the context of the research. On the other hand, male participants constitute 41.5% of the group, with 17 individuals.

Majority of the participants about 73.2%, have completed a Master's Degree, representing 30 individuals. This suggests a prevalent level of advanced academic achievement among the participants. Additionally, 26.8% of the participants, corresponding to 11 individuals, have attained a Doctorate Degree. This level of educational attainment is indicative of a deep expertise and a capacity for scholarly research.

Participants show a diverse and balanced distribution across key leadership roles. The largest group, comprising 26.8% of the participants, holds the position of Head of Office, with 11 individuals. This indicates a significant presence of administrative leaders who oversee various functions and operations within the institution. Equally represented are the positions of Dean, Program Chair, and Director, each with 10 participants, accounting for 24.4% of the total group.

In terms of tenure, the largest group, comprising 39.0% of the participants, has less than six years of administrative experience, totaling 16 individuals. This suggests a significant number of relatively new administrators, bringing fresh energy and potentially new ideas into the administrative landscape. Following this, 31.7% of the participants have been in administrative roles for 7 to 14 years, totaling 13 individuals. This group likely offers a blend of youthful insight and growing expertise.

Further, participants with 15 to 22 years of experience make up 12.2% of the group, with 5 individuals. These participants likely bring seasoned perspectives and a mature understanding of administrative challenges and solutions. Additionally, those with 23 years and more of experience account for 17.1% of the total, represented by 7 individuals who can provide a wealth of knowledge and historical context in their leadership roles. Lastly, a unique grouping indicating 8 years of experience involves 4 participants, representing 9.8% of the total.

Table 1 - Perceived level of agreements and disagreements among school administrators on the school culture in terms of Artifacts

	Mean	Standard Deviation	Qualitative Interpretation
The design of our school's buildings enhances the learning experience	3.9756	.68876	Agree
School uniforms/projects reflect our school's identity	3.5610	.50243	Agree
Our school's logo is a strong symbol of our Mission, Vision and Goals	4.0488	.77302	Agree
Classroom decorations align with our educational themes and values	2.7805	.65239	Neutral
Technology available (computers, smart boards) supports our school's cultural values	4.0976	.66351	Agree
Common areas (cafeterias, school grounds) in the school promote a sense of community	2.6098	.49386	Neutral
Awards and honors given at our school reflect the values we uphold	3.3659	.62274	Neutral
The school's website and digital presence accurately represent our culture	2.6098	.77065	Neutral
The use of school colors in various elements reflects our identity	4.5366	.50485	Strongly Agree
The school laboratories and library promote a sense of academic excellence	3.0488	.73997	Neutral
Area Mean	3.4634	.20464	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

The data on the table reveals a generally positive consensus, with some areas of neutrality. The administrators largely agree that the design of school buildings enhances the learning experience, as indicated by a mean score of 3.9756. Similarly, they agree that school uniforms and projects effectively reflect the school's identity (mean score of 3.5610), and that the school's logo is a strong representation of its Mission, Vision, and Goals, with a mean score of 4.0488. Technology available, such as computers and smart boards, is also seen as supportive of the school's cultural values, with a mean score of 4.0976. However, the perception shifts to neutrality regarding certain artifacts. Classroom decorations are viewed neutrally in terms of alignment with educational themes and values, as are common areas like cafeterias and school grounds in promoting a community sense, with mean scores of 2.7805 and 2.6098, respectively. Awards and honors, the school's website, and digital presence also receive neutral perceptions with mean scores falling below 3.39. The school's use of colors garners strong agreement (mean score of 4.5366), highlighting a highly positive view of how these elements reflect school identity. In contrast, the school laboratories and library receive a neutral perception regarding their promotion of academic excellence. Overall, with an area mean of 3.4634, on an average suggests that while there are strong agreements on certain aspects of school culture, other areas remain perceived as neutral, inviting opportunities for further enhancement.

Table 2 - Perceived level of agreements and disagreements among school administrators on the school culture in terms of s Espoused Values

	Mean	Standard Deviation	Qualitative Interpretation
Our school's mission statement is effectively communicated to all stakeholders	3.6829	.60988	Agree
The core values of our school are evident in the curriculum	3.6829	.60988	Agree
Teachers and staff consistently demonstrate our school's values in their work	3.7073	.60183	Agree
The school encourages ethical behavior consistent with our espoused values	3.7561	.58226	Agree
Our school's rules and policies are aligned with its core values	3.8049	.64107	Agree
The leadership team actively promotes the school's values in their decisions	3.7561	.66259	Agree
Values like respect and integrity are central to interactions at our school	3.7073	.67985	Agree
Staff evaluations are aligned with school values	3.6829	.68699	Agree
School initiatives and programs reflect our values	3.7073	.74980	Agree
Students are encouraged to embody the school's values through participation in activities	3.8049	.67895	Agree
Area Mean	3.7293	.58917	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data indicates a strong level of agreement among administrators regarding the alignment and communication of these values. The school's mission statement is perceived as being effectively communicated to all stakeholders, with a mean score of 3.6829, suggesting clarity and dissemination of the school's purpose and direction. The core values are seen as evident within the curriculum, also scoring 3.6829, reflecting integration of these values in educational content.

Administrators agree that teachers and staff consistently demonstrate the school's values in their work with a mean score of 3.7073, and that the school actively encourages ethical behavior aligned with its espoused values with a mean score of 3.7561. The school's rules and policies show alignment with its core values, achieving a slightly higher mean score of 3.8049, reinforcing consistency in practice and policy. Leadership is perceived to actively promote school values in their decisions with a mean score of 3.7561, emphasizing a top-down approach in value reinforcement. Values like respect and integrity are central to interactions within the school having a mean score of 3.7073, suggesting a healthy cultural environment. Staff evaluations are considered aligned with school values, and initiatives and programs are seen to reflect these values, both scoring 3.6829 and 3.7073 respectively, indicating systemic integration. Students are also encouraged to embody the school's values through active participation in activities, with a mean score of 3.8049, highlighting the role of student engagement in value promotion. Overall, with an area mean of 3.7293, this indicate that on the average there is a strong consensus among administrators that espoused values are effectively communicated and integrated throughout various aspects of the institution.

Table 3 - Perceived level of agreements and disagreements among school administrators on the school culture in terms of Underlying Assumptions

	Mean	Standard Deviation	Qualitative Interpretation
There is an implicit belief that collaboration leads to better outcomes in our school	3.9024	.53874	Agree
Risk-taking is seen as a positive aspect of our learning environment	3.8537	.57276	Agree
There is a strong shared belief in the value of diversity and inclusion	3.6098	.62762	Agree
Trust is a fundamental and assumed element of our school relationships	3.6585	.61684	Agree

It is assumed that innovation is crucial for our school's success	3.6829	.60988	Agree
The belief that all students can achieve is reflected in our teaching practices	3.7561	.58226	Agree
Problem-solving is an assumed skill within our student body	3.8049	.55765	Agree
Collaboration between teachers is assumed to enhance learning	3.8049	.55765	Agree
It is a shared understanding that effective communication is key in our school	3.8293	.54325	Agree
Continuous improvement is a foundational belief in our approach to education	3.9024	.53874	Agree
Area Mean	3.7805	.52308	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data shows that there is a sense of agreement among administrators about several key beliefs that shape the educational environment. The belief that collaboration leads to better outcomes is strongly supported, with a mean score of 3.9024, emphasizing the value placed on teamwork in achieving educational goals. Similarly, risk-taking is viewed positively within the learning environment, also scoring 3.9024, suggesting an openness to experimentation and innovation in teaching methods. The shared belief in the value of diversity and inclusion is reflected with a mean score of 3.8537, highlighting the school's commitment to creating an inclusive and diverse educational setting. Trust is seen as a fundamental element in school relationships, with a mean score of 3.6098, reinforcing the importance of reliable and supportive interactions. The assumption that innovation is crucial for success, scoring 3.6585, underscores the school's forward-thinking approach.

The belief that all students can achieve is integrated into teaching practices, scoring 3.6829. Problem-solving on the other hand, is considered an essential skill within the student body, with a score of 3.7561. The assumption that collaboration between teachers enhances learning, with a mean score of 3.8049, and the shared understanding of effective communication as key also with a mean score of 3.8049. Continuous improvement as a foundational belief is supported with a mean score of 3.8293, illustrating a commitment to ongoing development and excellence in education. The overall area mean score of 3.7805 indicates a strong collective endorsement of these underlying assumptions, reflecting a cohesive cultural framework that supports educational effectiveness and growth.

Table 4 - Summary of the Perceived level of agreements and disagreements among school administrators on the of School Culture

	Mean	Standard Deviation	Qualitative Interpretation
Artifacts	3.4634	.20464	Agree
Espoused Values	3.7293	.58917	Agree
Underlying Assumptions	3.7805	.52308	Agree
Overall	3.6577	.35801	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data indicates a generally positive consensus. For the dimension of artifacts, administrators show agreement with a mean score of 3.4634. This reflects an appreciation for the tangible elements of school culture, although some areas may still present opportunities for enhancement. The espoused values of the school are strongly agreed upon with a mean score of 3.7293, demonstrating that the school's core values are well communicated and integrated into its practices, influencing both policies and behaviors within the school environment. Underlying assumptions, which represent the shared beliefs and attitudes that shape the school environment, receive a mean score of 3.7805. This suggests a robust alignment among administrators regarding fundamental beliefs about collaboration, diversity, trust, and continuous improvement, all of which bolster the school's educational ethos. Overall, with a combined mean score of 3.6577, suggest that there is a clear agreement across all three factors, indicating that school administrators collectively perceive the school culture in a positive light.

Table 5 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Planning

	Mean	Standard Deviation	Qualitative Interpretation
Our institution develops strategic plans that effectively meet its goals.	3.7561	.58226	Agree
Our institution sets clear priorities to guide decision-making.	3.6585	.61684	Agree
Short-term and long-term goals are well-integrated into our institution's planning.	3.7805	.57062	Agree
Plans in our institution are flexible enough to accommodate unforeseen changes.	3.7073	.67985	Agree
Relevant stakeholders are actively involved in our institution's planning process.	3.6341	.48765	Agree
Area Mean	3.7073	.49416	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data reflects a strong agreement. The administrators perceive that strategic plans developed by the institution effectively meet their goals, as indicated by a mean score of 3.7561, suggesting confidence in the goal-setting and achievement processes. Similarly, the institution's ability to set clear priorities to guide decision-making is agreed upon with the same mean score, underlining a structured approach to planning. The integration of short-term and long-term goals into the institution's planning receives a mean score of 3.7805, while flexibility of plans to accommodate unforeseen changes, as well as the active involvement of relevant stakeholders in the planning process, both receive a mean score of 3.8049. These scores indicate a positive perception of adaptability and inclusivity in planning. An overall area means of 3.7805 was reported by the participants, this indicates that there is a clear agreement among administrators that the administrative effectiveness in planning is efficiently handled, characterized by strategic alignment, clear prioritization, integration, flexibility, and stakeholder involvement.

Table 6 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Organizing

	Mean	Standard Deviation	Qualitative Interpretation
Roles and responsibilities are clearly defined within our institution.	3.6341	.85896	Agree
The institutional structure facilitates efficient workflow.	3.8780	.67805	Agree
Resource allocation meets the institution's objectives effectively.	3.8293	.77144	Agree
Lines of communication are clear and open within our institution.	3.9024	.70017	Agree
The institutional structure is adaptable to changing needs.	3.8049	.67895	Agree
Area Mean	3.8098	.60984	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data is marked by a general agreement across various dimensions. Administrators agree that roles and responsibilities within the institution are clearly defined, with a mean score of 3.6341. This clarity ensures that staff are aware of their duties, supporting efficient operation. The institutional structure is seen as facilitating efficient workflow, with a mean score of 3.8780. Resource allocation is perceived to effectively meet the institution's objectives, scoring 3.8293, which suggests that resources are managed to align with institutional goals. Communication lines within the institution are viewed as clear and open, with a mean score of 3.9024, while the institutional structure's adaptability to changing needs also receives agreement, with a mean score of 3.8049, highlighting flexibility in organizational strategies to accommodate dynamic environments. Overall, with an area mean of 3.8098, suggest that there is a strong agreement among administrators that the institution is effectively organized.

Table 7 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of staffing

	Mean	Standard Deviation	Qualitative Interpretation
Our institution recruits' staff with the necessary skills and experience.	3.2195	.65239	Neutral
There are ample opportunities for professional development in our institution.	3.3415	.72835	Neutral
Our institution promotes a diverse and inclusive workforce.	3.2683	.70797	Neutral
The performance evaluation process in our institution is effective.	3.2927	.71568	Neutral
Employee retention is well-managed in our institution.	3.4146	.54661	Agree
Area Mean	3.3073	.60514	Neutral

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table shows the data on the perceived level of efficiency among school administrators on the administrative effectiveness in terms of staffing. Data reveals a generally neutral stance, with some areas demonstrating agreement. The recruitment of staff with necessary skills and experience is viewed neutrally, with a mean score of 3.2195, opportunities for professional development are also perceived neutrally, scoring 3.3415, indicating that while opportunities exist, there may be potential for enhancement to fully meet the needs of the staff. The promotion of a diverse and inclusive workforce receives a neutral perception with a mean score of 3.2683, effectiveness of the performance evaluation process is similarly viewed neutrally, with a mean of 3.2927, suggesting potential for refinement in assessment processes to better support and develop staff. However, employee retention is perceived more positively, with an agreement score of 3.4146, indicating that retention strategies are relatively effective in maintaining staff satisfaction and continuity. Overall, data reveal an area mean of 3.3073, which indicates that the perception of staffing efficiency leans towards neutral, highlighting areas where further development and strengthening could enhance staffing effectiveness, alongside recognition of existing strengths in employee retention.

Table 8 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Directing

	Mean	Standard Deviation	Qualitative Interpretation
Administrative leaders in our institution clearly communicate expectations.	3.3902	.58643	Neutral
Employees are motivated to achieve institutional goals.	3.3171	.52149	Neutral
Continuous feedback and improvement are promoted within the institution.	3.4146	.59058	Agree
Conflict resolution strategies are effectively implemented.	3.2439	.62372	Neutral
Leadership inspires confidence and trust among employees.	3.3659	.58121	Neutral
Area Mean	3.3463	.49804	Neutral

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Table 8 shows the data on the perceived level of efficiency among school administrators on the administrative effectiveness in terms of directing. Data indicates that the perceived level of efficiency among school administrators reveals a predominantly neutral stance, with one area showing agreement. The clarity with which administrative leaders communicate expectations is perceived neutrally, with a mean score of 3.3902, employee motivation to achieve institutional goals is also perceived as neutral, with a mean score of 3.3171, promotion of continuous feedback and improvement within the institution is seen more positively, with a mean score of 3.4146, effectiveness of conflict resolution strategies is viewed neutrally, with a mean score of 3.2439, leadership's ability to inspire confidence and trust among employees is similarly perceived as neutral, with a mean score of 3.3659. Overall, the participants reported an area mean of 3.3463, the perception of directing efficiency is predominantly neutral. This indicates

that while there are foundational efforts in place, further enhancement in leadership communication, motivation strategies, and conflict resolution may strengthen the institution's directing capabilities.

Table 9 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Coordinating

	Mean	Standard Deviation	Qualitative Interpretation
Collaboration between departments achieves common institutional objectives.	3.5366	.63630	Agree
Cross-functional teams effectively address institutional challenges.	3.3902	.70278	Neutral
Activities are well-synchronized to minimize overlap and redundancy.	3.6341	.53647	Agree
Communication tools are utilized to improve coordination.	3.6829	.52149	Agree
A cooperative work environment is fostered within our institution.	3.5610	.50243	Agree
Area Mean	3.5610	.41526	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data shows predominantly positive agreement across most dimensions. Collaboration between departments to achieve common institutional objectives is agreed upon, with a mean score of 3.5366, while effectiveness of cross-functional teams in addressing institutional challenges is viewed neutrally, with a mean score of 3.3902. This indicates that while cross-functional teams are present, there may be opportunities to enhance their efficacy in overcoming challenges. Further, activities are well-synchronized to minimize overlap and redundancy, receiving agreement with a mean score of 3.6341, communication tools are effectively utilized to improve coordination, as evidenced by a mean score of 3.6829, cooperative work environment is fostered within the institution, with agreement indicated by a mean score of 3.5610. An overall result was reported by the participants with an area mean of 3.5610, suggesting that there is a strong agreement on the efficiency of coordinating efforts within the institution.

Table 10 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Reporting

	Mean	Standard Deviation	Qualitative Interpretation
Performance metrics are clearly reported within our institution.	3.4146	.63149	Agree
Regular updates are provided on progress towards goals.	3.5854	.54661	Agree
There is transparency in reporting practices.	3.5366	.55216	Agree
Audit procedures are implemented effectively.	3.4146	.70624	Agree
Feedback from reports is used to drive improvement.	3.6341	.53647	Agree
Area Mean	3.5171	.45820	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

The perceived level of efficiency among school administrators regarding administrative effectiveness in the area of reporting is notably positive, with a consistent agreement across various dimensions of reporting practices. Administrators agree that performance metrics are clearly reported, with a mean score of 3.4146, regular updates on progress towards goals are also agreed upon, with a mean score of 3.5854, transparency in reporting practices is similarly agreed upon, as indicated by a mean score of 3.5366, effective implementation of audit procedures is another area of agreement, with a mean score of 3.4146, demonstrating confidence in the thoroughness and reliability of institutional reviews. Furthermore, feedback from reports is actively used to drive improvements, which is agreed upon with a mean score of 3.6341, underscoring the institution's focus on continuous enhancement and responsiveness to insights. Overall, with an area mean of 3.5171 and a standard deviation of .45820, the qualitative interpretation is that there is strong agreement on the effectiveness of reporting practices. This indicates a well-established reporting system that promotes clarity, regular updates, transparency, effective audits, and feedback-driven improvement, vital for maintaining institutional success and fulfilling administrative roles effectively.

Table 11 - Perceived level of efficiency among school administrators on the administrative effectiveness in terms of Budgeting

	Mean	Standard Deviation	Qualitative Interpretation
Budget resources are allocated to meet strategic priorities.	3.5610	.63438	Agree
Regular budget reviews ensure financial accountability.	3.5122	.67535	Agree
Budget decisions are data-driven.	3.5854	.63149	Agree
Budgetary constraints are communicated to relevant stakeholders.	3.5366	.67445	Agree
The institution practices flexibility in adjusting budgets to unforeseen changes.	3.6341	.53647	Agree
Area Mean	3.5659	.52326	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

Data shows that in terms of budgeting, the perceived level of efficiency among school administrators reflects a strong agreement across all evaluated aspects. Administrators agree that budget resources are effectively allocated to meet strategic priorities, as indicated by a mean score of 3.5610, regular budget reviews are acknowledged to ensure financial accountability, with a mean score of 3.5122, budget decisions are perceived as data-driven, receiving a mean score of 3.5854, communication of budgetary constraints to relevant stakeholders is also agreed upon, with a mean score of 3.5366, highlighting transparency and open communication in financial matters. Furthermore, the institution's practice of flexibility in adjusting budgets to unforeseen changes receives positive affirmation, with a mean score of 3.6341, underscoring the institution's adaptability in financial planning.

Table 12 - Summary of data on the perceived level of efficiency among school administrators on the administrative effectiveness

Administrative Effectiveness	Mean	Standard Deviation	Qualitative Interpretation
Planning	3.7073	.49416	Agree
Organizing	3.8098	.60984	Agree
Staffing	3.3073	.60514	Neutral
Directing	3.3463	.49804	Neutral
Coordinating	3.5610	.41526	Agree
Reporting	3.5171	.45820	Agree
Budgeting	3.5659	.52326	Agree
Overall	3.5463	.40733	Agree

Legend: 1.00-1.79 = Strongly Disagree; 1.80-2.59 = Disagree; 2.60-3.39 = neutral; 3.40-4.19 Agree; 4.20-5.00 = Strongly Agree.

The overall results of the evaluation of administrative effectiveness among school administrators demonstrate a generally positive perception, marked by agreement across most areas. The mean score for overall administrative effectiveness is 3.5463 with a standard deviation of .40733, which qualitatively translates to an agreement on administrative efficiency. In specific areas, planning is perceived positively, with a mean score of 3.7073, indicating agreement that plans are well-crafted and aligned with institutional goals. Similarly, organizing receives strong agreement with a mean of 3.8098, showcasing effective structuring and resource management within the institution. However, in terms of staffing, the perception is neutral, scoring 3.3073, suggesting there are areas that could benefit from improvement, particularly in aligning recruitment, professional development, and retention practices with institutional needs. Directing also receives a neutral perception with a score of 3.3463, indicating potential for enhancement in leadership communication, motivation, and conflict resolution strategies. Coordinating is positively perceived, with a mean score of 3.5610, reflecting effective collaboration and synchronization across departments. Reporting follows with a mean of 3.5171, indicating agreement in the effectiveness of reporting practices, characterized by transparency, regular updates, and feedback utilization. Budgeting is another area of agreement, with a mean score of 3.5659, highlighting effective allocation, accountability, and flexibility in financial management. Overall, these results reflect a solid foundation of

administrative effectiveness, with strengths in planning, organizing, coordinating, reporting, and budgeting. While there are areas such as staffing and directing that require attention and improvement, the aggregate perception is one of competent and effective administration within the institution.

Table 13 - Kruskal Wallis H-Test

	Artifacts	Espoused Values	Underlying Assumptions	Overall
Chi-Square	1.428	10.867	7.867	8.977
Df	3	3	3	3
Asymp. Sig.	.699	.012	.049	.030

Table 13 shows the result of the Kruskal Wallis H-Test which was conducted to assess whether there are significant differences in the perceptions of school culture among different age groups, focusing on three key cultural elements: Artifacts, Espoused Values, and Underlying Assumptions, as well as an overall assessment. Based on the results of the Kruskal-Wallis H-Test conducted, there is a significant difference in the perceived level of agreements and disagreements among school administrators on the school culture when the data is grouped according to age. Specifically, the test results indicate significant differences in perceptions related to Espoused Values, Underlying Assumptions, and the overall assessment of school culture across different age groups: Espoused Values: With a Chi-Square statistic of 10.867 and a p-value of .012, the test reveals significant differences in perceptions across age groups, suggesting that age influences how administrators perceive the school's declared values and beliefs. Underlying Assumptions: This category shows a Chi-Square statistic of 7.867 and a p-value of .049, indicating significant differences among age groups concerning deeply embedded and possibly unconscious beliefs within the school culture. The overall test yields a Chi-Square statistic of 8.977 with a p-value of .030, further confirming significant differences in perceptions of school culture as a whole across different age groups. However, for the category of Artifacts, the test result did not show a significant difference, indicating uniformity in perceptions across age groups for this specific aspect of school culture (Chi-Square statistic of 1.428 with a p-value of .699). In summary, while perceptions of artifacts do not differ significantly, age does significantly influence how school administrators perceive espoused values, underlying assumptions, and the overall school culture, highlighting the importance of considering age-related factors in cultural assessments.

Table 14 - t-Test for Two Independent Samples

	t-test for Equality of Means			
	t	df	Sig. (2-tailed)	Mean Difference
Artifacts	-.273	39	.787	-.01789
Espoused Values	.267	39	.791	.05049
Underlying Assumptions	-.221	39	.827	-.03701
Overall	-.013	39	.990	-.00147

Table 14 shows the t-Test for Two Independent Samples. The results for Artifacts showed a t-value of -.273 with 39 degrees of freedom and a significance level of .787, accompanied by a mean difference of -.01789. These figures led to a decision to fail to reject the null hypothesis, indicating no significant gender differences in perceptions of cultural artifacts within the school. Similarly, for Espoused Values, the test yielded a t-value of .267 and a p-value of .791, with a mean difference of .05049. This outcome also supports the decision to fail to reject the null hypothesis, suggesting that both male and female administrators share similar views on the school's declared values and beliefs. In exploring Underlying Assumptions, the analysis revealed a t-value of -.221 and a p-value of .827, with a mean difference of -.03701. Once again, the null hypothesis was not rejected, indicating no significant difference in gender-based perceptions of foundational, possibly unconscious beliefs about the school culture. The Overall assessment of school culture presented a t-value of -.013 with a significance level of .990 and a mean difference of -.00147, which further reinforced the decision to fail to reject the null hypothesis. Overall, the t-test results consistently demonstrate that there are no statistically significant differences in the perceptions of school culture between male and female administrators. This finding suggests a uniformity and shared understanding of cultural elements across genders, highlighting a cohesive view of school culture among all administrators, regardless of gender.

Table 15 – t-Test for Two Independent Samples

	Levene's Test for Equality of Variances					
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Artifacts	.207	.652	1.208	39	.234	.08667
Espoused Values	.681	.414	-.223	39	.824	-.04697
Underlying Assumptions	.170	.683	.057	39	.955	.01061
Overall	.877	.355	.131	39	.896	.01677

Table 15 shows the data on t-Test for Two Independent Samples. For the Artifacts dimension, Levene's Test for Equality of Variances showed an F statistic of .207 with a significance level of .652, indicating equal variances between groups. The t-test yielded a t-value of 1.208 with 39 degrees of freedom, and a p-value of .234. The mean difference was .08667, leading to a decision to fail to reject the null hypothesis. This suggests no significant difference in perceptions of artifacts between administrators with Master's and Doctorate degrees. Regarding Espoused Values, the Levene's test indicated an F statistic of .681 with a significance level of .414. The t-test produced a t-value of -.223 with 39 degrees of freedom and a significance level of .824. The mean difference was -.04697, indicating that the null hypothesis cannot be rejected. This result suggests that both educational groups perceive the espoused values of the school similarly. For Underlying Assumptions, Levene's Test showed an F statistic of .170 with a significance level of .683. The t-test returned a t-value of .057 with 39 degrees of freedom and a p-value of .955. The mean difference was .01061, again leading to a decision to fail to reject the null hypothesis, indicating no significant educational differences in perceptions of underlying assumptions. Lastly, the Overall assessment of school culture yielded an F statistic of .877 with a significance level of .355 from Levene's Test. The t-test provided a t-value of .131 with 39 degrees of freedom and a significance level of .896, with a mean difference of .01677. The decision was to fail to reject the null hypothesis, indicating no significant overall difference between the educational groups.

Table 16 – One-Way Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Artifacts	.254	3	.085	2.203	.104
Espoused Values	.508	3	.169	.469	.706
Underlying Assumptions	.558	3	.186	.662	.581
Overall	.225	3	.075	.565	.642

Table 16 shows the result on the One-Way Analysis of Variance (ANOVA) test made. Results show that for the Artifacts dimension, the ANOVA yielded a sum of squares of .254 with three degrees of freedom (df) and a mean square of .085. The F-statistic was 2.203 with a significance (Sig.) level of .104. Since the p-value is greater than the typical alpha level of 0.05, the decision is to fail to reject the null hypothesis. This indicates no significant difference in perceptions regarding artifacts across different positions. In terms of Espoused Values, the sum of squares was .508 with a mean square of .169 and an F-statistic of .469. The significance level was .706, leading to a decision to fail to reject the null hypothesis. This finding suggests that the perceptions of espoused values are consistent across various administrative roles. For Underlying Assumptions, the sum of squares was .558 with a mean square of .186 and an F-statistic of .662. The significance value was .581, which is above the 0.05 threshold, resulting in a decision to fail to reject the null hypothesis. Thus, there is no significant difference in perceptions of underlying assumptions between the groups. Lastly, the Overall assessment of school culture presented a sum of squares of .225, a mean square of .075, and an F-statistic of .565. The significance level was .642, and the null hypothesis was not rejected. This indicates that the overall perceptions of school culture do not significantly differ among the various positions.

Table 17 – Kruskal Wallis H-Test

	Artifacts	Espoused Values	Underlying Assumptions	Overall
Chi-Square	15.310	6.648	5.409	8.324
df	3	3	3	3
Asymp. Sig.	.002	.084	.144	.040

Table 17 shows the results on the Kruskal Wallis H-Test made. For the Artifacts dimension, the test yielded a Chi-Square value of 15.310 with 3 degrees of freedom, and an asymptotic significance of .002. Since the p-value is below the alpha level of 0.05, this result indicates a significant difference in perceptions of artifacts among administrators with varying years of experience. Regarding Espoused Values, the Chi-Square value was 6.648 with 3 degrees of freedom, and an asymptotic significance of .084. This p-value exceeds the 0.05 threshold, leading to the conclusion that there are no statistically significant differences in perceptions of espoused values across different experience groups. In the case of Underlying Assumptions, the test showed a Chi-Square value of 5.409 with 3 degrees of freedom and an asymptotic significance of .144. This result also suggests no significant differences in the perceptions of underlying assumptions among the various experience groups. For the Overall assessment, the Kruskal-Wallis test reported a Chi-Square value of 8.324 with 3 degrees of freedom and an asymptotic significance of .040. With the p-value below 0.05, this finding indicates significant differences in the overall perception of administrative efficiency based on years of experience. In summary, the Kruskal-Wallis H-Test results reveal that there are significant differences in how school administrators perceive artifacts and overall administrative effectiveness across different experience levels. However, no significant differences were observed in the perceptions of espoused values and underlying assumptions. These findings suggest that experience affects certain aspects of perception related to administrative effectiveness, particularly in understanding artifacts and overall effectiveness within the school environment.

Table 18 – Kruskal-Wallis H-Test

Domain	Chi-Square	df	Asymp. Sig.
Planning	1.987	3	.575
Organizing	.864	3	.834
Staffing	2.670	3	.445
Directing	.968	3	.809
Coordinating	2.244	3	.523
Reporting	1.388	3	.708
Budgeting	.818	3	.845
Overall	.299	3	.960

Table 18 shows the results of the data on the Kruskal-Wallis H-Test made. Results show that in the domain of Planning, the Chi-Square value was 1.987 with 3 degrees of freedom and an asymptotic significance of .575. As the p-value is greater than 0.05, the decision is to fail to reject the null hypothesis, indicating no significant difference in planning perceptions across age groups. For Organizing, the test produced a Chi-Square value of .864 with 3 degrees of freedom and a significance level of .834. This p-value suggests no significant differences in organizing perceptions among the various age groups. The Staffing domain returned a Chi-Square value of 2.670 with 3 degrees of freedom and a significance level of .445. Again, the p-value exceeds 0.05, leading to a decision to fail to reject the null hypothesis, indicating no significant age-related differences in staffing perceptions. Regarding Directing, the Chi-Square statistic was .968 with 3 degrees of freedom and a significance level of .809. This suggests no significant differences in perceptions of directing based on age. For Coordinating, the test resulted in a Chi-Square value of 2.244 with 3 degrees of freedom and a significance level of .523, indicating no significant age-based differences in coordinating perceptions. In the domain of Reporting, the Chi-Square value was 1.388 with 3 degrees of freedom and a significance level of .708, suggesting that reporting perceptions do not significantly differ across age groups. For Budgeting, the Chi-Square statistic was .818 with 3 degrees of freedom and a significance level of .845, indicating uniform perceptions of budgeting regardless of age. Finally, the Overall assessment of administrative effectiveness yielded a Chi-Square value of .299 with 3 degrees of freedom and a significance level of .960. This confirms that overall perceptions do not significantly differ among the age groups. In summary, the Kruskal-Wallis H-Test results consistently show no statistically significant differences in the perceived levels of efficiency across various domains of administrative effectiveness among school administrators when grouped by age. This suggests a cohesive understanding and agreement on administrative roles and responsibilities, regardless of the age of the administrators.

Table 19 – Mann-Whitney U-Test

Domain	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
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Planning	198.500	498.500	-.158	.874
Organizing	198.000	351.000	-.163	.871
Staffing	191.500	491.500	-.352	.725
Directing	185.000	338.000	-.555	.579
Coordinating	149.500	302.500	-1.495	.135
Reporting	187.500	487.500	-.456	.649
Budgeting	196.500	496.500	-.211	.833
Overall	202.000	355.000	-.053	.958

Table 19 shows the results of the Mann-Whitney U-Test made Results show that for the Planning domain, the Mann-Whitney U value was 198.500, and the Wilcoxon W value was 498.500. The Z statistic was -.158, with an asymptotic significance (2-tailed) of .874. Since the p-value is greater than 0.05, the decision is to fail to reject the null hypothesis, indicating no significant difference in planning perceptions between male and female administrators. In the Organizing domain, the U value was 198.000, with a Wilcoxon W value of 351.000, and a Z statistic of -.163. The p-value was .871, leading to a decision to fail to reject the null hypothesis, suggesting similar organizing perceptions across genders. For Staffing, the U value was 191.500, Wilcoxon W was 491.500, and Z was -.352, with a significance level of .725. This indicates no significant gender-based difference in staffing perceptions. The Directing domain showed a U value of 185.000, a Wilcoxon W of 338.000, and a Z statistic of -.555, with a p-value of .579. The null hypothesis was not rejected, suggesting no significant differences in directing perceptions. In Coordinating, the U value was 149.500, Wilcoxon W was 302.500, Z was -1.495, and the significance level was .135. The result indicates no significant difference in coordinating perceptions based on gender. For Reporting, the U value was 187.500, Wilcoxon W was 487.500, Z was -.456, with a p-value of .649. The decision to fail to reject the null hypothesis implies no gender difference in reporting perceptions. In the Budgeting domain, the U value was 196.500, the Wilcoxon W was 496.500, and Z was -.211, with a significance level of .833. This suggests no significant gender-based difference in budgeting perceptions. Finally, the Overall assessment yielded a U value of 202.000, Wilcoxon W of 355.000, Z of -.053, and a significance level of .958. This confirms that overall perceptions of administrative effectiveness do not significantly differ between male and female administrators. In summary, the Mann-Whitney U-Test results consistently demonstrate no statistically significant differences in the perceived efficiency across various domains of administrative effectiveness when grouped by gender. This indicates that both male and female administrators share similar perceptions of their roles and responsibilities in these areas

Table 20 - Mann-Whitney U-Test

Domain	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Planning	116.500	182.500	-1.551	.121	.156
Organizing	107.000	173.000	-1.752	.080	.091
Staffing	93.500	159.500	-2.238	.025	.034
Directing	119.500	185.500	-1.478	.139	.183
Coordinating	111.000	177.000	-1.647	.099	.116
Reporting	124.000	190.000	-1.259	.208	.237
Budgeting	134.500	200.500	-.956	.339	.375
Overall	93.500	159.500	-2.105	.035	.034

Table 20 shows the results of the Mann-Whitney U-Test made. The findings revealed that in the domain of staffing, a significant difference in perceptions was present, as indicated by a Mann-Whitney U value of 93.500 and a corresponding Z statistic of -2.238, with an asymptotic significance (2-tailed) of .025. This result led to the rejection of the null hypothesis, signifying that administrators with different educational backgrounds perceive staffing efficiency differently. Similarly, the overall assessment of administrative effectiveness also showed a significant difference, with a Mann-Whitney U value of 93.500, Z statistic of -2.105, and a significance level of .035, leading again to the rejection of the null hypothesis. Conversely, other domains such as planning, organizing, directing, coordinating, reporting, and budgeting did not exhibit significant differences in perceptions based on educational level. For example, in the planning domain, the U value was 116.500 with a significance level of .121, and in organizing, the U value was

107.000 with a significance level of .080. These p-values suggest that perceptions in these areas do not differ significantly between administrators with Master's and Doctorate degrees, which resulted in failing to reject the null hypothesis for these domains. In summary, while the staffing domain and overall effectiveness perceptions vary significantly between higher educational groups, other areas of administrative effectiveness are perceived similarly regardless of whether administrators hold a Master's or Doctorate degree.

Table 21 – Kruskal-Wallis H-Test

Domain	Chi-Square	Df	Asymp. Sig.
Planning	.608	3	.895
Organizing	16.320	3	.001
Staffing	2.925	3	.403
Directing	9.072	3	.028
Coordinating	5.257	3	.154
Reporting	2.594	3	.459
Budgeting	2.407	3	.492
Overall	6.213	3	.102

Table 21 shows the results of the Kruskal-Wallis H-Test made. Data shows that in the domain of Planning; the Chi-Square value was .608 with 3 degrees of freedom and an asymptotic significance of .895. The decision is to fail to reject the null hypothesis, indicating no significant difference in planning perceptions across different positions. For Organizing, the test produced a Chi-Square value of 16.320 with 3 degrees of freedom and a significance level of .001. This value is below the 0.05 threshold, leading to a rejection of the null hypothesis and indicating a significant difference in organizing perceptions based on position. In Staffing, the Chi-Square value was 2.925 with 3 degrees of freedom and a significance level of .403. The p-value exceeds 0.05, resulting in a failure to reject the null hypothesis, suggesting no significant difference in staffing perceptions among different positions. Regarding Directing, the Chi-Square statistic was 9.072 with 3 degrees of freedom and a significance level of .028. This result leads to the rejection of the null hypothesis, indicating a significant difference in directing perceptions across various designations. For Coordinating, the test resulted in a Chi-Square value of 5.257 with 3 degrees of freedom and a significance level of .154. The decision is to fail to reject the null hypothesis, suggesting no significant difference in coordinating perceptions. In the domain of Reporting, the Chi-Square value was 2.594 with 3 degrees of freedom and a significance level of .459. The null hypothesis was not rejected, reflecting no significant differences in reporting perceptions based on position.

For Budgeting, the Chi-Square statistic was 2.407 with 3 degrees of freedom and a significance level of .492, leading to a decision to fail to reject the null hypothesis and indicating no significant difference in budgeting perceptions. Finally, the Overall assessment of administrative effectiveness yielded a Chi-Square value of 6.213 with 3 degrees of freedom and a significance level of .102. This confirms that overall perceptions do not significantly differ among the various positions. In summary, the Kruskal-Wallis H-Test results indicate significant differences in the perceptions of organizing and directing among school administrators based on their positions. However, other domains, including planning, staffing, coordinating, reporting, budgeting, and the overall effectiveness, show no significant differences, suggesting a general consensus across positions in most areas except for organizing and directing.

Table 22 – ANOVA

Domain	Sum of Squares	df	Mean Square	F	Sig.
Planning	1.188	3	.396	1.708	.182
Organizing	.885	3	.295	.780	.512
Staffing	1.342	3	.447	1.244	.308
Directing	1.378	3	.459	1.989	.133
Coordinating	.111	3	.037	.201	.895
Reporting	.991	3	.330	1.650	.194
Budgeting	.466	3	.155	.548	.652
Overall	.544	3	.181	1.100	.361

Table 22 shows the results on the ANOVA test. Data reveal that in the domain of Planning, the sum of squares was 1.188 with 3 degrees of freedom, resulting in a mean square of .396. The F-value was 1.708 with a significance level of .182. The decision was to fail to reject the null hypothesis, indicating no significant differences in planning perceptions across different experience levels.

For Organizing, the sum of squares was .885 with a mean square of .295, and the F-value was .780 with a significance level of .512. Again, the null hypothesis was not rejected, suggesting similar organizing perceptions among administrators regardless of years of experience. In the Staffing domain, the sum of squares was 1.342, with a mean square of .447 and an F-value of 1.244. The significance level was .308, leading to a decision to fail to reject the null hypothesis, indicating no significant differences in staffing perceptions across experience levels. Regarding Directing, the sum of squares was 1.378, with a mean square of .459 and an F-value of 1.989. The significance level was .133, leading to a failure to reject the null hypothesis, suggesting no significant differences in directing perceptions. For Coordinating, the sum of squares was .111, with a mean square of .037 and an F-value of .201. With a significance level of .895, the decision was to fail to reject the null hypothesis, indicating no significant difference in coordinating perceptions based on experience. In Reporting, the sum of squares was .991, the mean square was .330, and the F-value was 1.650, with a significance level of .194. The null hypothesis was not rejected, indicating no significant differences in reporting perceptions. For Budgeting, the sum of squares was .466, with a mean square of .155 and an F-value of .548. The significance level was .652, leading to a decision to fail to reject the null hypothesis, suggesting no significant differences in budgeting perceptions across experience levels. Overall, the ANOVA test showed a sum of squares of .544, with a mean square of .181 and an F-value of 1.100. The overall significance level was .361, resulting in a failure to reject the null hypothesis, indicating no significant differences in overall perceptions of administrative effectiveness based on years of experience. In summary, the ANOVA results consistently indicate no statistically significant differences in perceptions of administrative effectiveness across different domains when grouped by years of experience. This suggests that administrators, regardless of their experience level, share similar views on their efficiency in performing various administrative tasks.

Table 23 - Correlations analysis exploring the relationship between school culture and administrative effectiveness

		School Culture	Administrative Effectiveness
School Culture	Pearson Correlation	1	.630
	Sig. (2-tailed)		.000
	N	41	41
Administrative Effectiveness	Pearson Correlation	.630	1
	Sig. (2-tailed)	.000	
	N	41	41

Table 23 shows the results on the correlations analysis to explore the relationship between school culture and administrative effectiveness. The analysis revealed a strong positive correlation, with a correlation coefficient of 0.630, indicating that higher perceptions of school culture are associated with higher perceptions of administrative effectiveness. The significance level for this correlation is 0.000, which is far below the 0.01 threshold, demonstrating that the correlation is statistically significant at the 0.01 level. This means that the probability of observing such a correlation by chance is extremely low. Given the sample size of 41 for both variables, this evidence is robust, leading to the rejection of the null hypothesis that there is no relationship between school culture and administrative effectiveness. This significant positive relationship underscores the critical role that a strong and supportive school culture plays in enhancing the effectiveness of administrative functions, suggesting that efforts to improve the cultural environment within schools can lead to more effective administrative outcomes.

CONCLUSIONS

The study's demographic findings highlight a diverse age distribution among school administrators, with a predominant representation of females holding advanced degrees. This demographic diversity contributes to a broad spectrum of experiences and insights that enrich the study of school culture and administrative effectiveness. There is a general consensus among school administrators regarding the positive aspects of school culture, including artifacts, espoused values, and underlying assumptions. This

positive perception underscores the effectiveness of the school's efforts in communicating and integrating its core values and beliefs, which are crucial in shaping a cohesive educational environment.

The study concludes that school administrators generally perceive their administrative functions as effective, with particular strengths in planning, organizing, coordinating, reporting, and budgeting. These areas have been identified as well-aligned with institutional goals and demonstrate effective resource management and communication practices. Despite the overall positive perception of administrative effectiveness, the study identifies staffing and directing as areas that present opportunities for improvement. Enhancing practices related to recruitment, professional development, and leadership communication could lead to a more efficient administrative framework.

The study establishes a strong, statistically significant positive correlation between school culture and administrative effectiveness. This finding highlights the critical role that a supportive school culture plays in enhancing administrative functions, emphasizing the need for continuous cultural improvements to achieve better administrative outcomes. The study suggests that efforts to strengthen the cultural environment within schools can lead to more effective administrative outcomes, advocating for educational leaders and policymakers to focus on fostering a positive and supportive school culture as a strategic priority. These conclusions underscore the importance of a strong school culture in supporting effective administration and highlight key areas for ongoing development to enhance both cultural and administrative practices within educational institutions.

Based on the study's findings and conclusions, the following are recommendations:

1. Educational institutions should invest in programs that promote a positive school culture, such as workshops and training sessions on communication, collaboration, and inclusivity. Strengthening the cultural environment can further enhance administrative effectiveness.
2. Tailored professional development opportunities should be provided to administrators to address areas identified for improvement, such as staffing and directing. This could include leadership training, recruitment strategies, and conflict resolution skills.
3. Efforts should be made to align recruitment and retention practices with the school's values and goals. This may include developing clear career progression paths, offering competitive professional development opportunities, and fostering a supportive work environment.
4. Encourage open and transparent communication channels within the administrative team to improve directing functions. Providing leaders with tools and strategies for effective communication can enhance motivation and conflict resolution.
5. Implement structured feedback systems to regularly assess and improve both school culture and administrative processes. This can help identify successes and areas needing improvement, fostering a culture of continuous growth.
6. Ensure that financial resources are allocated in a way that supports cultural initiatives. Investing in cultural development should be a priority in budget planning and execution.
7. Involve all stakeholders, including teachers, students, and parents, in initiatives aimed at building a positive school culture. This inclusive approach can create a strong community bond and shared vision for the school.
8. Periodically assess the school culture to track progress and make necessary adjustments. Tools like surveys and focus groups can provide valuable insights into the cultural climate.

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