



# Administrators' Competencies and School Effectiveness in Osun State Secondary Schools

Adeseko Sunday Olaifa<sup>1\*</sup>, Lateefah Bidemi Omisore-Abdulazeez<sup>2</sup>, Moses Adeleke Adeoye<sup>3</sup>, Oba Baba Ayoku<sup>4</sup>, Ebunlomo Oreoluwa Olaifa<sup>5</sup> 

<sup>1,2,3,4</sup> Educational Management and Counseling, Faculty of Education, Alhikmah University Ilorin, Ilorin, Nigeria

<sup>5</sup> Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

## ARTICLE INFO

### Article history:

Received November 14, 2023

Accepted March 10, 2024

Available online March 25, 2024

### Kata Kunci :

Administrator Sekolah, Kompetensi Administrasi, Efektivitas Sekolah

### Keywords:

School Administrators,  
Administrative Competencies,  
School Effectiveness



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2024 by Author. Published by Universitas Pendidikan Ganesha

## ABSTRAK

Peran administrator sekolah di Nigeria dan proses penunjukannya yang didasarkan pada kriteria tertentu yang dipertimbangkan oleh Teaching Service Commission (TESCOM) di bawah pengawasan Kementerian Pendidikan. Sebagai personel kunci di sekolah-sekolah di Nigeria penunjukan administrator memiliki dampak signifikan terhadap pengelolaan sekolah dan kualitas pendidikan secara keseluruhan. Penelitian ini bertujuan menganalisis kompetensi administrator dan efektivitas sekolah di sekolah menengah Negeri Osun di tiga distrik pendidikan di Negara Bagian Osun. Jenis penelitian ini yaitu penelitian survey dengan desain penelitian deskriptif. Populasi penelitian ini berjumlah 278 yang terdiri dari kepala sekolah, wakil kepala sekolah, dan kepala departemen yang dipilih secara acak di sekolah menengah terpilih di Negara Bagian Osun. Metode yang digunakan untuk mengumpulkan data yaitu observasi dan kuesioner. Data yang dikumpulkan dianalisis menggunakan mean, standar deviasi dan korelasi pergerakan produk Pearson dan hipotesis diuji pada tingkat signifikansi 0,05. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara kompetensi kepemimpinan administrator, kompetensi personel, kompetensi keuangan, kompetensi komunikasi, kompetensi supervisi dan efektivitas sekolah. Direkomendasikan kerangka standar nasional yang memadai untuk administrator sekolah selain kualifikasi, tahapan pelatihan administrator pendidikan seperti magang, ilmu pendidikan dan tabel lampiran untuk pengaturan penugasan. Administrator harus menyadari perubahan dan inovasi dalam administrasi pendidikan di abad ke-21 agar mereka dapat bekerja secara efektif dalam melaksanakan tugas administratifnya.

## ABSTRACT

The role of school administrators in Nigeria and the appointment process are based on certain criteria considered by the Teaching Service Commission (TESCOM) under the supervision of the Ministry of Education. As key personnel in schools in Nigeria, the appointment of administrators has a significant impact on school management and overall quality of education. This study aimed to analyze the competence of administrators and the effectiveness of schools in Osun State secondary schools in three education districts in Osun State. This type of research is survey research with a descriptive research design. The population of the study amounted to 278 consisting of principals, vice principals, and department heads randomly selected in selected secondary schools in Osun State. The methods used to collect data are observations and questionnaires. The collected data were analyzed using the mean, standard deviation and movement correlation of Pearson products and the hypothesis was tested at a significance level of 0.05. The results showed that there was a significant relationship between administrator leadership competence, personnel competence, financial competence, communication competence, supervision competence and school effectiveness. An adequate national standard framework for school administrators is recommended in addition to qualifications, stages of education administrator training such as internships, educational sciences and annex tables for assignment arrangements. Administrators must be aware of the changes and innovations in educational administration in the 21st century in order for them to work effectively in carrying out their administrative duties.

\*Corresponding author

E-mail addresses: [abeske2001@gmail.com](mailto:abeske2001@gmail.com) (Adeseko Sunday Olaifa)

## 1. INTRODUCTION

One widely held aim of education is to equip students with good standardization of knowledge, skills attitude and competence that enable them to render useful service to themselves and the society at large in return (Bergsmann et al., 2015; Jang, 2016; Smithson et al., 2015). The formal educational system of a nation is a principal institutional mechanism used for developing human skills and knowledge through training, education is therefore viewed as an indispensable catalyst that strongly influences the development and economic fortune of a nation and the quality of life of its people (Lietz et al., 2017; Saamri et al., 2021). Schools depend on leadership capability throughout the organization to enable productive and well-shaped futures through a process of self-renewal (Muhammad & Bolatito, 2022; Pourpirali et al., 2021). To enlarge the leadership capacity of schools is an attempt to improve their academic performance and this can only be achieved through qualitative teaching methodology with highly motivated teachers. This is one of the reasons some principals involve teachers in sustained dialogue and decision-making about educational matters expressed in the National Policy on Education in 2004. It stated that the government will work towards improving the quality of secondary education by giving support to measures that will ensure effective administration (Hartati, 2022; Herman & Hayat, 2021), it specifically outlined the selection of persons of the 'right calibre' for the administrator of schools and the mounting of induction courses for newly appointed school administrators.

It is to be noted that, this noble intention of government presupposes that, the appointment of school administrators should be based not on the year of graduation but on administrative competence. The administrator's position could be occupied by either male or female personnel and can be posted in any school provided that he/she has reached the administrator's cadre, as it's rightly known that, administratorship involves the control of both human and material resources for the achievement of the school goals and objectives (Mariana, 2021; Rostini et al., 2023). Sitting at the top of the administrative ladder of the secondary school therefore is the administrator otherwise known as the principal. The educational administrator is synonymous with a principal who handles secondary school administration and is saddled with various responsibilities which require certain competencies to accomplish the educational objectives and school effectiveness. Educational institutions are one of the most important organizational structures in which both input and products are human. Therefore, schools are organized to meet the needs of the information age of the 21st century and to identify, select, and educate students who have leadership potential and beyond. One of the basic aspects of these structures is the school administrator. The utilization of the human and material resources of educational institutes and sustaining their existence depend on an effective management approach, strong cultural texture, and strategic leadership that is compatible with the changing conditions of the world (Kalkan et al., 2020; Sukawati et al., 2020).

A competent and effective leader affects others in the success of the organization, motivates them, and includes them in the process. The primary duty of school administrator is to have their school reach its goals. As the roles expected from school administrators are related to the assumptions of leadership theories, school administrators should carry out the leadership features described in different leadership theories about correlated situations (Rostini et al., 2023; Syamsul, 2017). Educational reform efforts in developed countries have focused on the significance of the leadership role and skills of the administrator in which such leadership competence must be instilled to achieve school effectiveness (Hermawan, 2019; Siregar et al., 2021). Educational leadership is an important characteristic of school effectiveness; this leadership is portrayed by the leadership skills the principal as the educational leader of the school exhibits. A skilled and competent principal facilitates the use of the inputs to the school, to ensure the achievement of desired goals. He/she is the one who oversees all the processes involved in the running of the school for overall effectiveness (Fitri, 2020; Syafrizal, 2017).

Despite the criticism, the effective school movement continues gaining momentum among school personnel whose primary responsibility is to meet the challenge of providing each student with the opportunity to develop to the fullest potential. But recently, a lot of findings by various researchers revealed that, since school effectiveness is the extent to which the set goals or objectives of school programmers are accomplished, a school would be regarded as effective if school processes result in observable positive outcomes among its students, consistently over some time (Ibara, 2014; Marzuki, 2022). The parameters for measuring the effectiveness of a secondary school include the level of discipline tone of the school, school climate, teachers' performance and the number of students who successfully pass their school leaving certificate examinations (Brauckmann et al., 2023; Tingle et al., 2017). The secondary school manager is the principal and at the same time a school administrator, he or she is a major determinant of the secondary education system since he is at the end link from the chain of administrators. He becomes the last administrator to disseminate the enacted educational policy at the extreme. Such that the tone of the school

depends on the principals' effectiveness and the quality of training acquired by them will sharpen their administrative visions and missions (Atieno et al., 2016; Leithwood et al., 2020).

Administrator is an administrative head, a manager, a community public relations man, a supervisor, an instructional leader, a curriculum innovator a motivator to his subjects, and a catalyst towards planned revolution (Huwaidah et al., 2023). Egwu (2016) thinks that the principal is a leader who must plan, coordinate and supervise the affairs of the school so that they run smoothly. For Ikediugwu (2016) students' performance, teachers' achievement and schools' effectiveness all depend on the quality of the school administrator in the school. The principal is the chief administrator of a secondary school who is expected to be effective in using various resources through the adoption of management principles and practices for the realization of school goals. If the educational system must achieve its national policies and goals, the school managers at all levels must ensure optimum management of human, material, financial and time resources. The administrator has not only administrative but also other important responsibilities such as teaching leadership. School administrators of the twenty-first century are expected to be instructional leaders who are quite capable of learning and teaching, as well as maintaining their professional development, making data-based decisions, and having a responsibility (Darmansah, 2023; Diani & Sukartono, 2022). Successful principals exercise different roles in different circumstances. Thus, for any school to be successful, the principal should, among other things, fulfil his/her managerial roles such as regulating the school policies, law enforcement, manipulation of school resources and good maintenance culture. Chandra (2021) explained that the role of the principal has always been and continues to be crucial to the effectiveness of the school. He also concurs that although the principal plays a crucial role in making things happen in a school, he/she alone cannot be held responsible for school improvement and school effectiveness. In that case, the principal should be supported by an efficient team of staff, the parents' association and the community at large. A skilled and competent principal facilitates the use of the inputs to the school, to ensure the achievement of desired goals. He/ She is the one who oversees all the processes involved in the running of the school for overall effectiveness.

The issue of decline in the academic excellence of students in Osun State secondary schools could be attributed to inadequate competence of school administrators, inadequate resources management, re-organization and re-structuring of schools; inadequate use of official language as a medium of communication within the school, political instability, lack of motivational and supervisory techniques for optimum learning outcome and administrator's different approaches to teachers attitudes and in absence of school counsellor (Darmadi, 2015; Latifah, 2022). In light of this, this study wants to examine the administrators' competence and school effectiveness in Osun State secondary schools. Without a doubt, and with the level of information gathered by the researcher, little has been done about the administrators' competencies and school effectiveness. In as much as an administrator is an anchor in the running of school activities, an administrative head, a manager, a community public relations man, a supervisor, an instructional leader, a curriculum innovator and a catalyst towards planned revolution. He played major roles in enabling the coordination of overall school activities and discharged his responsibilities diligently with relevant stakeholders within his office, it becomes necessary for him to find an avenue to get himself informed and be updated; frequent seminal, workshops, conferences and other report within and outside his school premises should be applied for better school effectiveness. This serves as a means of displaying his competence in school administration. The main objective of this research is to investigate the competencies of administrators and their impact on school effectiveness within secondary schools in Osun State. Specifically, the study aims to assess the leadership competence of administrators and its correlation with school effectiveness, as well as to analyze the administrators' financial management competencies and their influence on school effectiveness in the same context.

## 2. METHOD

The descriptive research design survey was adopted for this study (Asrizal et al., 2020; Efendi & Nurjanah, 2019). The sample size was based on the stratified proportion of the three educational districts; west, east and central in line with a research advisor. The number of participants consists of two hundred and seventy-eight (278) randomly selected principals, vice principals and heads of departments in selected secondary schools in Osun State. The instrument used for data collection was a 40-item structured and self-administered questionnaire adapted from Ikegbusi (2016). The instrument was subject to face validity and construct validity, its reliability was determined using the Cronbach alpha method at the value of 0.78, this was considered adequate; the data collected were analyzed using mean, standard deviation and Pearson product movement correlation and the hypothesis were tested at 0.05 level of significant. The findings revealed that there is a significant relationship between administrators' leadership competence, personnel competence, financial competence, communication competence, supervision competence and school

effectiveness. In line with this, Ho was rejected in all variables. Based on the findings, recommendations made include an adequate national standard framework for school administrators aside from the qualification, phases of educational administrators training like apprenticeship, educational sciences and annexed charts tables for the regulation of assignments. Time meetings for earlier decisions and communication should be strictly official language within the school. Administrators should be aware of changes and innovations in educational administration in the 21st century to enable them to perform effectively in discharging their administrative duties.

### 3. RESULT AND DISCUSSION

#### Result

Based on data analysis, the extent to which administrators’ leadership competence affects school effectiveness in Osun state secondary schools. Mean scores of 3.49, 3.27, 3.37, 3.09, and 3.34 were obtained respectively. Based on the benchmark of 2.50, respondents rated all the items to a high extent indicating that administrators’ leadership competence affects school effectiveness in Osun state secondary schools. The cluster mean of 3.31 was rated above the benchmark of 2.50. This implies that the administrators’ leadership competence affects school effectiveness to a high extent in Osun State secondary school. Research Question 1: To what extent does administrators’ leadership competence affect school effectiveness in Osun state secondary schools? Showed in [Table 1](#).

**Table 1. Administrators’ Leadership Competence and School Effectiveness in Osun State**

S/N	Administrators’ Leadership Competence	Mean	SD	Remark
1	Administrators in cooperation with their teachers define objectives for the school and each department and unit	33.49	0.509	Strongly Agreed
2	Principals jointly with teachers select learning experiences, methods and procedures to employ in achieving the school's objectives	33.27	0.601	Strongly Agreed
3	Principals assign subjects and classes to teachers according to qualifications and components	33.37	0.700	Strongly Agreed
4	Principals allocate time for subjects on the timetable	33.09	0.856	Strongly Agreed
5	Principals make facilities accessible to all teachers	33.34	0.631	Strongly Agreed
<b>Grand Mean</b>		<b>33.31</b>		

Based on data analysis, the extent to which administrators’ financial management competence affects school effectiveness in Osun state secondary schools. Mean scores of 2.82, 3.04, 3.06, 3.14, and 3.32, were obtained respectively. Based on the limit mark of 2.50, respondents rated all the items to a high extent indicating that financial management competence affects school effectiveness in Osun state secondary schools. The average mean of 3.08 obtained was above the benchmark of 2.50. This implies that the administrators’ financial management competence affects school effectiveness to a great extent in Osun State secondary schools. Research Question 2: To what extent does an administrator’s financial

**Table 2. Administrators’ Financial Management Competence and School Effectiveness In Osun State**

S/N	Financial Competence	Mean	SD	Remarks
1	Principals jointly with the management competence staff. And heads of departments and units prepare budgets for the school	22.82	0.886	Strongly Agreed
2	Principals prioritize financial allocation according to needs	33.04	0.797	Strongly Agreed
3	Principal plan and sources for funds for school improvement	33.06	0.729	Strongly Agreed
4	The principal ensures that budgets reflect agreed goals and objectives	33.14	0.645	Strongly Agreed
5	The principal keeps a close check on financial matters delegated to staff	33.32	0.623	Strongly Agreed
<b>Grand Mean</b>		<b>3.08</b>		

Ho<sub>1</sub>: There is no significant relationship between administrators' leadership competence and school effectiveness in Osun State secondary schools. Based on data analysis shows that there was a significant relationship between administrators' leadership competence and school effectiveness in Osun State secondary schools ( $r = .440$ ;  $p < 0.05$ ). The implication of this is that administrators' leadership competence had significant impacts on school effectiveness in Osun state secondary schools. Significant Relationship Between Administrators' Leadership Competence and School Effectiveness In Osun State Secondary Schools showed in [Table 3](#).

**Table 3. Significant Relationship Between Administrators' Leadership Competence and School Effectiveness In Osun State Secondary Schools**

Variable	N	Mean	SD	DF	R	P	Remark
Leadership Competence	278	14.4246	2.28716	276	0.445	000	Ho Rejected
School Effectiveness	278	43.5088	4.69388				

Ho<sub>2</sub>: There is no significant relationship between administrators' financial management competence and school effectiveness in Osun State secondary schools. Based on data analysis shows that there was a significant relationship between administrators' financial management competence and school effectiveness in Osun state secondary schools ( $r = .469$ ;  $p < 0.05$ ). The implication of this also showed financial management competence had significant impacts on school effectiveness in Osun State secondary schools. The first finding of the hypotheses examined administrators' leadership competence and school effectiveness in Osun state secondary schools. The finding revealed that the administrators' leadership competence affects school effectiveness to a high extent and there is a relationship between administrators' leadership competence and school effectiveness in Osun state secondary schools. Significant Relationship Between Administrators' Financial Management Competence and School Effectiveness in Osun State Secondary Schools showed in [Table 4](#).

**Table 4. Significant Relationship Between Administrators' Financial Management Competence and School Effectiveness in Osun State Secondary Schools**

O	N	Mean	SD	DF	R	P	Remark
Financial Management	278	14.3509	1.91814	276	0.469	000	Ho Rejected
School Effectiveness	278	43.508	4.69388				

### Discussion

The positive impact of administrators' leadership competence on school effectiveness in Osun State secondary schools. Each item, ranging from administrators defining objectives for the school and each department to allocating time for subjects on the timetable, received mean scores above 3.00, with an overall grand mean of 3.31. These scores suggest that administrators in cooperation with their teachers are effectively defining objectives, selecting learning experiences, assigning subjects, and ensuring accessibility to facilities, all of which contribute significantly to school effectiveness ([Kalkan et al., 2020](#); [Muhammad & Bolatito, 2022](#)). The strong agreement among respondents, as indicated by the mean scores exceeding 3.00, emphasizes the importance of administrators' leadership competence in enhancing school effectiveness. By involving teachers in decision-making processes and ensuring proper allocation of resources and responsibilities, administrators create an environment conducive to achieving the school's objectives. Furthermore, the cluster mean of 3.31, which surpasses the benchmark of 2.50, reinforces the conclusion that administrators' leadership competence plays a pivotal role in driving school effectiveness in Osun State secondary schools. This high rating suggests that administrators are effectively implementing strategies and initiatives to foster a conducive learning environment, ultimately leading to improved outcomes for students.

The impact of administrators' financial management competence on school effectiveness in Osun State secondary schools. The mean scores for each item, ranging from 2.82 to 3.32, indicate a strong consensus among respondents, with all items being rated above the benchmark of 2.50. This suggests that administrators' financial management competence significantly influences school effectiveness in the state. The high mean scores, coupled with the "Strongly Agreed" remarks for each item, underscore the importance of effective financial management practices in enhancing school effectiveness ([Hartati, 2022](#); [Sukawati et al., 2020](#)). Principals' involvement in budget preparation, prioritization of financial allocation according to needs, planning and sourcing funds for school improvement, and ensuring that budgets reflect agreed goals and objectives are all critical aspects of financial management that contribute to overall school

effectiveness. the grand mean of 3.08, exceeding the benchmark of 2.50, reinforces the conclusion that administrators' financial management competence plays a vital role in driving school effectiveness in Osun State secondary schools. This indicates that administrators are adept at managing financial resources to support the school's goals and objectives, thereby contributing to improved outcomes for students (Herman & Hayat, 2021; Huwaidah et al., 2023).

The findings suggest that administrators' leadership competence plays a crucial role in determining school effectiveness. Schools led by administrators who exhibit strong leadership qualities are more likely to achieve higher levels of effectiveness. Effective leadership involves various aspects such as setting clear objectives, fostering a positive school culture, providing support and guidance to staff, and making strategic decisions to improve educational outcomes (Herman & Hayat, 2021; Sukawati et al., 2020). The rejection of the null hypothesis (Ho) implies that there is sufficient evidence to conclude that administrators' leadership competence significantly influences school effectiveness in Osun State secondary schools. This underscores the importance of investing in leadership development programs for school administrators to enhance their leadership skills and abilities. The practical implication of this finding is that efforts aimed at improving administrators' leadership competence can contribute to enhancing overall school effectiveness. By providing administrators with the necessary training, resources, and support, educational authorities can empower them to lead their schools more effectively, leading to better outcomes for students, teachers, and the school community as a whole (Siregar et al., 2021; Suárez Riveiro, 2014).

The practical implication of this finding is that efforts aimed at enhancing administrators' financial management competence can contribute to improving overall school effectiveness. By equipping administrators with the necessary financial management skills and knowledge, educational authorities can ensure that schools operate efficiently and effectively, leading to better outcomes for students, teachers, and the school community as a whole. The findings of this study are consistent with previous research findings that highlight the importance of administrative competence, including financial management skills, in driving school effectiveness. The significant relationship identified between administrators' financial management competence and school effectiveness emphasizes the critical role of effective financial management in achieving educational goals. Addressing the financial management needs of school administrators should be a priority for educational policymakers and stakeholders seeking to improve school effectiveness and ensure the efficient use of resources in Osun State secondary schools.

#### 4. CONCLUSION

The study concluded that there was a significant relationship between administrators' leadership competence and school effectiveness, this indicates that a school manager as an administrator needs to possess leadership competence to enable the smooth running of the school and should equally display different leadership styles necessary at different occasion to manage the situations of things towards the achievement of school objectives. Similarly, there is a significant relationship between administrators' financial management competence and school effectiveness in Osun state secondary schools school administrators should be able to keep simple financial records of cashbooks, issue receipts, compile lists of debtors and equally prepare simple financial budgets for each fiscal year, he should equally ascertain the amount of income and expenditures within a particular period to enable the school to prepare their annual budgets.

#### 5. REFERENCES

- Asrizal, Desnita, & Darvina, Y. (2020). Need Analysis To Develop Electronic Enrichment Book of Physics Based on Contextual Teaching and Environmental Potential. *Journal of Physics: Conference Series*, 1481(1), 1–9. <https://doi.org/10.1088/1742-6596/1481/1/012123>.
- Atieno, O. E., Jotham, O., & Onyango, A. G. (2016). Perceptions of principals, heads of departments and teachers regarding effectiveness of principals' instructional supervision in assisting teachers in the implementation of the curriculum. *European Journal of Education Studies*. <https://doi.org/10.46827/ejes.v0i0.2142>.
- Bergsmann, E., Schultes, M.-T., Winter, P., Schober, B., & Spiel, C. (2015). Evaluation of competence-based teaching in higher education: From theory to practice. *Evaluation and Program Planning*, 52, 1–9. <https://doi.org/10.1016/j.evalprogplan.2015.03.001>.
- Brauckmann, S., Pashiardis, P., & Årlestig, H. (2023). Bringing context and educational leadership together: fostering the professional development of school principals. *Professional Development in Education*, 49(1), 4–15. <https://doi.org/10.1080/19415257.2020.1747105>.
- Darmadi, H. (2015). Tugas, peran, kompetensi, dan tanggung jawab menjadi guru profesional. *Edukasi:*

- Jurnal Pendidikan*, 13(2), 161–174. <https://doi.org/10.31571/edukasi.v13i2.113>.
- Darmansah, T. (2023). Peran Pengawas Pendidikan Dan Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru. *MUDABBIR Journal Reserch and Education Studies*, 2(1), 11–21. <https://doi.org/10.56832/mudabbir.v2i1.179>.
- Diani, A. A., & Sukartono. (2022). Peran Guru dalam Penilaian Autentik pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4351–4359. <https://doi.org/10.31004/basicedu.v6i3.2831>.
- Efendi, A., & Nurjanah, R. (2019). Literary Learning For Teenager Inmates In Institute For Children Special Rehabilitation. *Jurnal Cakrawala Pendidikan*, 38(3), 411–425. <https://doi.org/10.21831/cp.v38i3.27322>.
- Fitri, Z. (2020). Peran Kepala Sekolah Sebagai Educator Dan Manager Di Tkit Qurrata 'Ayun Bengkulu Selatan. Manajer Pendidikan. *Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 14(3), 129–135. <https://doi.org/10.33369/mapen.v14i3.12930>.
- Hartati, S. (2022). Evaluation of the leadership performance of school principals in implementing the concept of quality management, as an effort to improve the quality of education. *Journal of Education and Counseling (JPDK)*, 4(6), 13422–13433. <https://doi.org/10.31004/jpdk.v4i6.13559>.
- Herman, A. A., & Hayat, M. J. (2021). Management of High Secondary Education After Regional Government Law. *Journal of Human Rights, Culture and Legal System*, 1(2). <https://doi.org/10.53955/jhcls.v1i2.11>.
- Hermawan, A. (2019). Evaluation of the Implementation of Student Administration at State Junior High School 1 Kusan Hilir, Tanah Bumbu Regency. *AL-ULUM: Jurnal Ilmu Sosial Dan Humaniora*, 5(2). <https://doi.org/10.31602/alsh.v5i2.2489>.
- Huwaidah, R., Musfiana, M., & Ali, I. (2023). Tugas Kepala Sekolah Sebagai Manajer, Administrator dan Supervisor di SMP Islam Yayasan Pembangunan Umat Islam (YPUI) Banda Aceh. *Jurnal Economica Didactica*, 4(2), 17–24. <https://doi.org/10.17529/jed.v4i2.35256>.
- Ibara, E. C. (2014). Professional development of principals: A path to effective secondary school administration in Nigeria. *Africa Education Review*, 11(4), 674–689. <https://doi.org/10.1080/18146627.2014.935011>.
- Jang, H. (2016). Identifying 21st Century STEM Competencies Using Workplace Data. *Journal of Science Education and Technology*, 25(2), 284–301. <https://doi.org/10.1007/s10956-015-9593-1>.
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *SAGE Open*, 10(1), 215824402090208. <https://doi.org/10.1177/2158244020902081>.
- Latifah, N. (2022). Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Educator : Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, 2(2), 175–183. <https://doi.org/10.51878/educator.v2i2.130>.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>.
- Lietz, P., Cresswell, J. C., Rust, K. F., & Adams, R. J. (2017). Implementation of Large-Scale Education Assessments. In *Implementation of Large-Scale Education Assessments* (pp. 1–25). Wiley. <https://doi.org/10.1002/9781118762462.ch1>.
- Mariana, D. (2021). Pengaruh kepemimpinan kepala sekolah terhadap efektivitas Sekolah Penggerak dalam meningkatkan kualitas pendidikan. *Jurnal Pendidikan Tambusai*, 5(3), 10228–10233. <https://doi.org/10.31004/jptam.v5i3.2606>.
- Marzuki, M. (2022). Penyelenggaraan administrasi sekolah pada sekolah menengah pertama negeri 3 ketungau hilir. *Edumedia: Jurnal Keguruan Dan Ilmu Pendidikan*, 6(1). <https://doi.org/10.51826/edumedia.v6i1.597>.
- Muhammad, S. M., & Bolatito, A. O. (2022). Managing School Administrators' Effectiveness Through Capacity Building Programmes in Secondary Schools of Sokoto State, Nigeria. *Kashere Journal of Education*, 3(1), 82–90. <https://doi.org/10.4314/kje.v3i1.12>.
- Pourpirali, R., Mahmoudnezhad, A., Oroojalian, F., Zarghami, N., & Pilehvar, Y. (2021). Prolonged proliferation and delayed senescence of the adipose-derived stem cells grown on the electrospun composite nanofiber co-encapsulated with TiO<sub>2</sub> nanoparticles and metformin-loaded mesoporous silica nanoparticles. *International Journal of Pharmaceutics*, 604, 120733. <https://doi.org/10.1016/j.ijpharm.2021.120733>.
- Rostini, D., Khalifaturramah, K., Sulaiman, S., & Amaly, N. (2023). Effectiveness of Principal Leadership in Conflict Management. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(1), 173–180. <https://doi.org/10.62775/edukasia.v4i1.234>.
- Saamri, N., Nawawi, S., & Ramli, R. (2021). Student Acceptance Level Toward the Use of Online Facilities To Support Flexible Learning Activities Based on the Design Elements of the Heutagogical Approach.

- International Journal of Modern Education*, 3(8), 35–48. <https://doi.org/10.35631/ijmoe.38004>.
- Siregar, Y. S., Baroroh, R., Sipahutar, C., & Siregar, E. S. (2021). The role of teachers in secondary school administration on learning achievement in the field of economics subject matter money and banking of class x students of SMA Negeri 1 Sayurmatangi. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 8(1), 60–68. <https://doi.org/10.31604/jips.v8i1.2021.60-68>.
- Smithson, J., Bellingan, M., Glass, B., & Mills, J. (2015). Standardized patients in pharmacy education: An integrative literature review. *Currents in Pharmacy Teaching and Learning*, 7(6), 851–863. <https://doi.org/10.1016/j.cptl.2015.08.002>.
- Suárez Riveiro, J. M. (2014). Optimistic and Defensive-Pessimist Students: Differences in their Academic Motivation and Learning Strategies. *The Spanish Journal of Psychology*, 17(6), E26. <https://doi.org/10.1017/sjp.2014.27>.
- Sukawati, N. N., Gunawan, I., Ubaidillah, E., Maulina, S., & Santoso, F. B. (2020). Human Resources Management in Basic Education Schools. *Proceedings of the 2nd Early Childhood and Primary Childhood Education (ECPE 2020)*. <https://doi.org/10.2991/assehr.k.201112.052>.
- Syafrizal, F. (2017). Peran Kepala Sekolah Dalam Pengembangan Manajemen Sekolah Sebagai Upaya Meningkatkan Mutu Pendidikan Di Sd Plus Islam Excellent Bukittinggi. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 1(2), 65–79. <https://doi.org/10.31851/jmksp.v1i2.1008>.
- Syamsul, H. (2017). Application of principal leadership in improving teacher performance at junior high school (SMP) level. *Idarah: Jurnal Manajemen Pendidikan*, 1(2). <https://doi.org/10.24252/idaarah.v1i2.4271>.
- Tingle, E., Corrales, A., & Peters, M. L. (2017). Leadership development programs: investing in school principals. *Educational Studies*, 1–16. <https://doi.org/10.1080/03055698.2017.1382332>.