Leadership Efficacy and Administrative Competence of School Heads in International Schools

Antonio B. Lucero Jr.[1*], Riza C. Gusano[2]

[1]*Maths & School Activity Coordinator, Jeel Yanbu International School, Yanbu, Madinah, Kingdom of Saudi Arabia*
[2]*Public Schools District Supervisor (PSDS), Department of Education, Philippines*

Abstract: **The study focused on the four dimensions of administrators' leadership efficacy and the six domains of their administrative competence. A descriptive research design was utilized, with the study focusing on school administrators in Saudi Arabia and involving two groups of respondents: 190 teachers and 80 school administrators, determined using probability sampling. The study employed a survey questionnaire as the main instrument for data gathering, and statistical tools such as frequency, weighted mean, Chi-square, and T-test were applied. Based on the findings, most school administrators were middle-aged, male, married, held master's degrees, had moderate-length service, and actively participated in seminars and training. The school administrators' leadership efficacy was highly evident, while their administrative competence across the six domains was considered moderate. There was no significant relationship found in the school heads' leadership efficacy based on their profile variables, except for age in relation to administrators' leadership efficacy for action and self-motivation. Similarly, there was no significant relationship found between administrators' manifestations of administrative competence and their profile variables, except for age in relation to the administrative competence domains of equity and cultural responsiveness, and civil status in relation to the domain of meaningful engagement of families and communities. The findings also indicated no significant difference between the two groups of respondents regarding school heads' leadership efficacy and administrative competence. School administrators in international schools in the Kingdom of Saudi Arabia face various challenges, with education at all levels in the country guided by the Islamic code of ethics.**

Keywords: **Administrative Competence, Leadership Efficacy, Management Program.**

1. Introduction

International education, a global endeavor, delves into exchanges and networks that significantly shape how educational sectors and cultures impact daily lives. It recognizes diverse people's intricate tapestries, differences, similarities, conflicts, and associations. It is a narrative that illuminates the lives and communal contexts of people living in other countries and cultures, and it is a call to action that actively promotes engagement experiences in other countries and cultures. The role of administrators in international schools is not just significant, but integral, as they navigate the complexities and challenges of this global educational landscape.

International education, a beacon of hope for addressing many of the world's challenges in the twenty-first century, has its hurdles. It is a transformative moment for schools, an opportunity to evolve into national institutions with an international character and reputation, a crucial aspect of the curriculum. However, the need for international orientation remains a significant challenge, a mountain that every school manager or administrator must strive to conquer as the primary driver of their school's success. The urgency and importance of this challenge cannot be overstated, as it directly impacts the quality and effectiveness of international education.

The prevalent internationalization ethos in most international schools can present a formidable challenge in specific collective contexts. This is particularly true due to the intricate cultural disparities between the schools' philosophy and the local country contexts. Aligning these principles can be a complex and delicate task, posing a significant hurdle for educational administrators and underscoring the importance of their role in this process.

Saudi Arabia has seen a considerable expansion in international schools, similar to other countries globally. This is largely due to an inflow of professionals from diverse ethnic, linguistic, and cultural backgrounds who have moved to the country with their families. However, the culture and principles of international schools can be difficult to implement in a traditional country like Saudi Arabia, where distinct sets of beliefs, social standards, and cultural ethnicities may conflict with the ethos, values, and work styles of international schools [1].

School administrators, in their crucial role of fostering a supportive environment, must anticipate progress and rally all clients and stakeholders toward a progressive vision. This necessitates that they confront a common challenge: enhancing their leadership efficacy. Bandura [2] and Hannah [3], the leading proponents and advocates of the four dimensions of leadership efficacy, define it as the belief in one's capabilities to coordinate and implement the actions necessary to manage

*Corresponding author: antonio.lucerojr@yahoo.com

potential school situations. They argue that self-efficacy is the foundation of human goals, motivation, and achievements. This underscores the crucial role of effective leadership in addressing the challenges of international education, inspiring administrators to rise to the occasion.

Leadership efficacy must promote an organizational culture characterized by standards, transparency, compassion, and a strong connection with people. On the other hand, it must effectively address a vast array of daily challenges. It shows how well a leader can handle and administer the courses of action required to deal with prospective situations in an organization. It is essential to refine school outcomes by implicating the motivations and capacities of school administrators, the teaching force, and the school climate and environment.

Another dilemma for school administrators is the significant contextual variation in the Kingdom of Saudi Arabia (KSA) compared to other countries worldwide in terms of the administrative competence of school leaders. The government should urgently clarify school leaders' mandates, duties, and administrative competence across the organization to provide clear direction to schools as collective agents of change.

Moreover, according to Emkan's [4] report none of the school principals is aged 60 and above, indicating less professional experience; 12 percent of them report receiving preparation or training before taking up the position; 11 percent of principals report receiving instructional leadership training; and Saudi Arabia has a lower proportion of school heads who participated in at least one professional development activity.

Despite the different programs and projects for leadership effectiveness created and established by the Ministry of Education of the Kingdom of Saudi Arabia to realize Vision 2030, additional upgrades will be necessary if Saudi Arabia aims to advance the system. ETEC's new standards are favorable, but they should emphasize pedagogical content knowledge as one of the strongest predictors of student achievement.

No study has been performed on the topic based on the researcher's preliminary analysis of related literature. The researcher developed his general and specific objectives based on the above concerns.

2. Objectives of the Study

The study aimed to scrutinize and investigate the leadership efficacy and administrative competence of school heads handling international schools in Yanbu, the Northern Region of the Kingdom of Saudi Arabia. Specifically, it aimed to describe the profile of school administrator, determine the level of each dimension of their leadership efficacy, measure the extent of manifestation of administrative competence, relate the profile variables in the assessment to leadership efficacy and administrative competence. ascertain the difference in the assessments by the two groups on leadership efficacy and administrative competence, explore the challenges in operating an international school, and propose a Management Program for International Schools in the Kingdom of Saudi Arabia.

3. Materials and Methods

A. Research Design

A descriptive research design was precisely carried out to examine the level of leadership efficacy and the extent to which school administrators manifested administrative competence. The thoroughness of the research design instilled confidence in the validity and reliability of the findings.

B. Subjects of the Study

Out of 100 school administrators, only 80 were randomly chosen for the study. At the same time, out of 372 teachers, only 190 were selected as part of the second group of respondents from nine international schools based in Yanbu, Kingdom of Saudi Arabia. Random probability sampling was used to finalize the number of respondents per international school, and the sample size was computed using the Raosoft calculator. A survey questionnaire was designed by the researcher and served as a vital instrument for data collection. The statistical tools used were frequency and percentage, weighted mean, chi-square, and t-test.

4. Results and Discussions

A. Profile of School Administrators

According to the data gathered, most assigned school administrators are still young and in the middle of their careers. They need to continue their professional growth for better receptiveness in school operations. The present study is consistent with the survey conducted by Mushtaq et al. [5]. It has been noted in the Emkan report in Saudi Arabia that many of the administrative principals are, on average, younger than principals in other Teaching and Learning International Survey (TALIS) countries, signifying less professional experience, and 0 percent of principals are aged 60 and above.

The findings reveal that the majority of school administrators in the Kingdom of Saudi Arabia are middle-aged adults who require additional professional development. learning environments.

The profile of administrators in terms of sex underscores the importance of this variable in the understanding of educational leadership. It shows that most of the school administrators in the sample are male. This gender imbalance could have implications for educational leadership, as it may influence the perspectives and approaches brought to the role.

The study's findings, which are consistent with those of Litchka et al. [6], are based on a thorough examination of the available literature and data. They found that male school leaders are more administratively effective than their female counterparts. However, based on Pavlovic's [7] study, research showed no differences in school administrators' management and leadership strategies regarding their sexes. These administrators give encouraging examples and aim to stimulate a team atmosphere where all workforces can extend their highest potential as team members and people, regardless of gender.

These findings have significant implications for school administration policies and practices, suggesting that gender

should not be a determining factor in leadership roles.

Therefore, the gender of school administrators and the interplay of their job sovereignty with tenure emerged as significant predictors of school organizational commitment. They accounted for the variance in the administrative assertion. The effectiveness of a school's administration is not contingent on the administrator's gender but instead on the individual's self-concept.

Based on the resulting data, most of the administrators working in Yanbu, Kingdom of Saudi Arabia, were married. The resulting data shows that most hired and working administrators are of family status. Generally, employers choose family status so that the dependent spouse can also work but pay a minimal fee for acquiring an Ajeer or teaching permit from the Ministry of Labor, unlike a school applying for a working visa to hire new teachers.

On the contrary, according to Onubuleze's [8] research findings, the civil status of school administrators has been associated with one of the demographic aspects that could affect one's capacity to perform diverse management services in school. It was found that married school administrators thrived unsuccessfully in managing their schools because of family challenges and issues.

There are contrasting views on the role of marital status as a predictor of administrators' job performance. Some researchers, like Iwuagwu [9] argue that marital status can be a significant factor. They suggest that married administrators sometimes transfer family problems to work, potentially affecting job performance.

Married school heads ready to work will do their work correctly, not caring that they are married. Also, administrators who are not married can perform their administrative tasks well without minding that they are not married. Thus, civil status does not influence the job performance of the school heads, which means that it does not affect their administrative performance in the school.

The study reveals a significant trend among school administrators in Yanbu in terms of their highest educational attainment: the majority hold master's degrees, followed by a considerable number of bachelor's degree holders, while those with doctorate degrees are the least represented.

This study is consistent with the works of Putra [10], Kristiawan et al. [11], and Murtiningsih et al. [12]. It underscores the importance of academic qualifications, work experience, and positive work motivation for school administrators, aligning with the findings of Sullivan and Al Ariss [13]. The research, however, goes beyond these studies, demonstrating that educational qualification significantly impacts principals' resource management, employee evaluation, and leadership performance (Feyisa et al., [14]). Furthermore, administrators' education level has a discernible influence on their management skills, particularly in school procurement processes (Kirianki, [15]) and the integration of ICT into school management (Mutisya et al., [16]).

An administrator's years in service can reflect their experience level, often associated with increased competence and effectiveness in their roles. Delving into the resulting data,

many school administrators have served for 16 to 20 years, 6 to 10 years, and then 21 years and above. However, it is essential to note that there is also a significant representation of administrators with five years of experience or less, contributing diverse perspectives to the field.

The findings are consistent with Shatzer, Caldarella, and Hallam's [17] survey. The findings suggested that school administrators' years of experience or duration of service may influence their leadership styles in school management. Likewise, it is congruent with the findings of Graham et al. [18]. Their years of expertise have provided them with solid forms and styles for effective administration, monitoring, counseling, and assessment and evaluation of their teachers. Furthermore, it supports the findings of McHenry-Sorber et al. [19] and Gümüş et al. [20]. It has been confirmed that experienced administrators act from a broader and more sophisticated knowledge base as a result of their years of working experience.

Seminars and training in these areas are essential resources for preparing administrators to accomplish their jobs accurately, efficiently, and consistently. They are acts of increasing administrators' knowledge and skill in performing a specific job, and they refer to teaching and learning activities carried out with the primary goal of assisting members of the school organization in acquiring and applying the knowledge, skills, abilities, and attitudes required.

This study, in line with Nasreen Odhiambo's [21] survey, underscores the need for structured professional development programs for school administrators. This impact is particularly evident in how local and international events influence leadership efficacy, leading to improved personal and professional development and effective school operations.

Moreover, according to Ogunode's [22] findings, employers play a crucial role in implementing administrative training programs. These programs, developed in collaboration with administrators, equip them with the necessary skills and knowledge for their current roles.

The resulting data reveals that most school administrators benefit significantly from structured training programs, typically middle- aged adults with 16 to 20 years of experience.

B. Level of Leadership Efficacy of School Administrators

School administrators face various demands from stakeholders, including teachers, learners, parents, departmental representatives, and even social media. School goals can be achieved by emphasizing and focusing on administrators' self-efficacy for thought. All decisions should stem from their clear mental state, ensuring the right actions are taken to implement them. All decisions should stem from their clear mental state, ensuring the right actions are taken to implement them.

Teachers agreed that their school administrators have shown or demonstrated a high level of values and ethics in their behavior and show confidence in identifying their strengths and weaknesses. On the other hand, school administrators commonly focus on demonstrating high values and ethics in behavior and showing confidence in identifying their strengths and weaknesses at a very high level.

The results of this study agree with those of Wang and Xu's [23] institute, which found that high values and ethical behavior in school administrators can help employees with higher core self-evaluation develop attitudes that are useful at work. Moreover, the outcome is consistent with a study by Stevenson et al. [24] and Cristofaro [25]. The results of this input show that school leaders who exhibited proper ethics in dealing with self-leadership training experienced improved mental performance, an amplified encouraging effect, and upgraded job satisfaction.

School leaders are constantly challenged to address complex issues and have the agency to positively shape their followers and the organization's culture, climate, and performance. To drive them towards shared performance, they must demonstrate high levels of efficacy for their actions. The data provide a breakdown of the administrators' leadership efficacy in terms of actions. The resulting data show that the teachers stressed their administrators' capacity to employ morale, excitement, and favorableness by concentrating on the unified direction at a high observation level. Conversely, even though they found all the components of the second dimension high, they still need their school administrators to pay attention to this attribute of administrators' ability to recognize and commend when the tasks assigned to the teachers are successful, which has a minor focus.

On the other hand, the school administrators found the first two trait statements describing their leadership efficacy for action to be very high; as reflected in the data, it clearly shows that, like the teachers' assessment, the school administrators could employ morale, excitement, and favorableness by concentrating on the unified direction, creating a school vision, and keeping informed about what is expected to be done. The school administrators' actions preserve employees' reputations and allow them to perform duties according to their capacity to handle the given tasks.

Similarly, like the teachers' findings, the school administrators established that they must give extra focus and do self-reflection assessments to make them better in the eyes of their employees. To boost this aspect, school administrators must regularly delegate the task of completing specific goals to other group members.

This study's findings are aligned with Northouse's [26] study. The school leaders acknowledged their ability to efficiently execute immeasurable critical leadership actions in line with realizing the school's vision, which is said to inspire, coach, and stir followers, encouraging them to identify with the organization and its goals and dreams.

Administrators with high levels of self-efficacy for self-motivation believe in their ability to inspire positive change and feel empowered to motivate themselves and others to assume greater responsibility in school administrative and management leadership.

The resulting data show that the teachers agreed that their self-motivated school administrators could interconnect with them, going straight to the heart of the matter. On the other hand, the school administrators have also demonstrated strong performance, with most statements highlighting their leadership efficacy for self-motivation. The data clearly shows that, like the teachers' assessment, the school administrators assessed themselves and demonstrated a positive attitude, creating a more motivated and productive working environment for their teachers and staff.

These findings are aligned with the study steered by Stewart [27], who viewed that, at all levels of the school organization, be it at the top, middle, or lower class, school leaders should have the capacity to be motivated to lead under strategic motivational leadership.

The view of means efficacy is essential in comprehending leadership and management. The data confirm that the teachers found these items highly observable and that their administrators executed them adequately. Based on teachers' assessments, their administrators develop and provide comprehensive plans for accomplishing complex school operations in their respective schools.

On the other hand, the school administrators also agreed with most statements describing their leadership efficacy as highly evident. The data shows that, like the teachers' assessment, the school administrators focus on optimizing the technical work between the group members to get the best results. This will foster a makeover of school resources to meet current needs and heighten school improvement in the education market towards attaining KSA Vision 2030, a crucial goal for the Kingdom.

The present study is consistent with the findings of Anderson [28], highlighting that administrators' leadership efficacy is a shared process involving internal and external resources. In addition, the findings agreed with the study shown by Luszczynska [29]. It displays that the efficacy of the means viewpoint is that the higher the encouraging awareness of administrators about the work tools in all forms, the more they would appreciate participating in social exchange behavior within the organization regarding positive work-related behavior.

C. Extent of Manifestation of Administrators' Administrative Competence

The study reveals that the composite means of the two groups of respondents indicate a moderate extent of administrative competence in curriculum, instruction, and assessment. Despite the differing viewpoints on priorities and importance, the data suggest that the administrators in Yanbu, KSA, are doing a commendable job of providing a solid foundation for the school's curriculum, instruction, and assessment. They prioritize the learners as the center of quality education, preparing them for their chosen careers.

The present study, echoing the findings of Arif and Mukhtar [30], underlines the urgency and significance of influential school administrators in aligning curriculum and instructional practices. This alignment is not just a strategy but a significant support for all students' academic success, love of learning, and value.

Operations and management are essential for school administrators in directing and overseeing their schools' regular functions and actions. The composite means of the two groups of respondents clearly shows that their administrators'

manifestation of administrative competence relative to operations, management, and school improvement is moderately performing.

These findings are consistent with the research conducted by Baldanza [31]. The standard necessitates a clear understanding of how successful educational leaders manage the school operation, physical facilities, resources (funds, time, and staff), and school political principles to drive enhanced student outcomes. As highlighted by the outcomes of Khasanah's [32] research, the multifaceted role of school administrators underscores that shared teachers and school leaders are not just responsible but integral to schools' success in raising educational standards, including school operation and management.

Active educational administrators are crucial to developing the professional capacity of school personnel and the professional community of teachers and staff. They aim to foster students' academic success, well-being, and interests. While it is evident that the administrators have been maintaining a commendable lineup of their employees to uphold education standards, there is a pressing need for remodification and reassessment.

The study's findings, consistent with Sonsaard [33], confirm the importance of administrators' leadership practice in fostering a strong internal connection between school management and staff. Similarly, the study's findings echo the insights of Avery, Smillie, and Fife-Schaw [34], emphasizing the importance of peer relationships and employee growth in maintaining a healthy administrator-teacher rapport.

Administrators play a crucial role in promoting equity and cultural responsiveness despite its moderate extent of manifestation. They must comprehend, appropriately incorporate, and respond to the combination of cultural variables and the wide range of dimensions of diversity that students and teachers bring to interactions.

The present study, confirming Khalifa et al.'s [35] findings, emphasizes that school leaders must consider the culture of all students and promote a culture of equality in all aspects of schooling. Similarly, Santamaria and Santamaria [36] stress the role of cultural responsiveness in fostering a comprehensive learning environment for students with diverse backgrounds.

Educational administrators, inspired by this potential, must cultivate an inclusive, caring, and supportive school community that promotes each student's academic success and well-being. The composite means of the two groups of respondents, teachers, and administrators, indicate that they have two different assessments, moderate and great extent, respectively, concerning administrators' manifestation of administrative competence relative to a community of care and student support.

Despite the variation in their assessment, they still have the same perception of those things that need to be considered. The resulting data reveal that both emphasized promoting and strengthening student engagement in school. This study's findings, echoing the research conducted by Sugai [37] underscore the urgent need for school administrators to prioritize social and emotional learning.

Based on the resulting data, the composite means of the two respondents indicate that administrators' manifestation of administrative competence leads to a moderate level of meaningful engagement with families and the community. The resulting data show that respondents are satisfied with their school administrators' engagement with most of the school's clients and the community where it is located.

This study's findings, confirming Gibson's [38] research, highlight the proactive approach of effective school administrators to meaningful engagement of families and communities. They provide regular opportunities for families and school staff to enhance their knowledge and skills, fostering a culture of continuous improvement.

D. Relationship of Administrators' Leadership Efficacy and their Profiles

Based on the resulting data regarding efficacy for thought and of means, the computed p-value is more than at a.05 significance level, indicating no significant relation between the administrators' ages and leadership efficacy for thought and of means. Hence, the null hypothesis failed to be rejected. This means that the administrators' level of leadership efficacy in terms of thought and means is unrelated to or is not associated with their age.

The present study results are paralleled to the study of Oyewobi, Windapo, Jimoh, Rotimi [39], and Onubuleze [8], who disagreed that age determines an administrator's performance on their levels of cognitive planning.

However, the data revealed a computed p-value less than the 0.05 significance level, indicating a robust relationship between administrators' ages and leadership efficacy in terms of action and self-motivation. This compelling evidence leads us to reject the null hypothesis, underscoring the importance of the findings. The data imply that the administrators' level of leadership efficacy for action and self-motivation is strongly associated with or linked with their ages.

The study findings aligned with those of Wagude [40], further validating the significance of the research. Likewise, the study paralleled the findings of Oguzhan et al. [41]. They examined personal rights, employee peace, enthusiasm, and intensified interest in the Ministry of Education as the most positive motivators for school administrators to execute their roles and functions.

Based on the resulting data regarding the four dimensions of leadership efficacy, the computed p-values are more than at a .05 significance level, indicating no significant relation between the administrators' sex and leadership efficacy dimensions. Hence, the null hypothesis failed to be rejected.

The study's findings align with those of Campos-Garcia et al. [42]. They are significant as they reveal that principals' sex does not substantially influence their self-reflective strategic decision-making in the planning process. Similarly, this is consistent with the study conducted by Pavlovic [7], which showed that the sexes of administrators have no relationship between school administrators' management actions and their self-leadership efficacy.

Moreover, the findings align with Tu's [43] and Uko et al.'s

[44], studies. Regardless of administrators' gender, enhancing their technical skills and knowledge can help them effectively utilize modern school resources.

There is no significant relationship between the administrators' leadership efficacy and civil status, indicating that the null hypothesis is not rejected. This means that the administrators' level of leadership efficacy is unrelated to or unassociated with their civil status.

The study's findings are in line with the research conducted by Polatcan and Titrek [44], Iwuagwu [9], and Stewart [27]. They also found no significant relationship between civil status and school administrators' efficacy in managing the school.

Likewise, no significant relationship exists between administrators' leadership efficacy and their highest educational attainment. The data strongly suggest that leadership efficacy is not associated with the administrators' highest educational attainment.

The study's findings align with the research conducted by Momoh and Osagiobare [46] and Mohammed et al. [47]. Like their studies, the present finding also found no substantial correlation between the application of mental quality assurance principles and institutional efficacy, as well as the professional credentials of school administrators.

Contrasting views are presented in the studies of Putra [10], Kristiawan et al. [11], and Murtiningsih et al. [12]. These studies underscore the significant responsibilities of school administrators, such as strategic planning, resource management, and staff development.

Furthermore, the administrators' leadership efficacy shows no substantial relationship with their length of service or experience. This implies that the null hypothesis stands, and there is no rejection of the idea that service length does not influence leadership efficacy.

The present study's results align with Feyisa et al.'s [14] and Tu's [43] findings, reinforcing the robustness of the research. Both studies indicate that principals' experiences do not significantly correlate with their leadership efficacy.

However, this study presents a contrasting perspective to Yoon's [48] findings. Previous research anticipated that more experienced administrators would be less information-driven than less experienced school leaders. This discrepancy opens up intriguing avenues for further exploration.

The resulting data about the relationship between administrators' leadership efficacy and the number of seminars and training attended presents a clear picture: the administrators' leadership efficacy, with computed p-values greater than 0.05, indicates no substantial relationship between the dimensions of leadership efficacy and the number of seminars and training attended.

The research findings suggest a lack of a significant relationship between administrators' thought and action leadership efficacy and the number of seminars and training they attended. This implies that the two variables are not directly associated. Conversely, this study's findings echo those of Nasreen Odhiambo [21]. Although participation in seminars and training does not directly affect administrators' collective leadership efficacy, it is necessary to emphasize the necessity of tailoring professional development programs to the diverse levels of motivation, interest, awareness, and expertise among school administrators. This inconsistency not only underscores the need for further investigation but also piques curiosity about the potential future directions of this research.

Relationship between Administrators' Administrative Competence and their Profiles

Five out of six administrators' administrative competence domains, as indicated by p-values greater than the 0.05 significance level, show no substantial relationship between the administrators' administrative competence and their ages. This implies that the null hypothesis is not rejected.

On the contrary, the data also revealed that the domain of administrative competence, which refers to the ability of administrators to effectively manage and lead their schools, equity and cultural responsiveness, with its computed p-value being less than 0.05, indicates a significant relationship between administrators' administrative competence equity and cultural responsiveness and their ages. Hence, the null hypothesis is rejected.

The data imply that the school administrators' ages manifest how they correctly managed the critical demands of the students, parents, and other stakeholders with conservative cultural backgrounds. The resulting value of equity and cultural responsiveness is consistent with the findings of Aljohani and Alajlan [49]. Conversely, the study by Karakose et al. [50] has found a weak positive correlation between age and principals' administrative effectiveness. This underscores the need for further research to fill these knowledge gaps and provide more comprehensive insights.

Based on the findings, regardless of gender, administrators perform well and demonstrate a solid commitment to their roles and duties as school administrators. The data suggest a fair and equal distribution of administrative competence, reassuring the audience about fairness in the educational system.

While some studies have shown significant effects, others have presented contrasting results, and a few have even indicated no discernible differences in the organizational effectiveness of male and female administrators. This ongoing argument among researchers underscores the necessity for more comprehensive research in this area, thereby justifying the inclusion of this variable in the present study.

The data, obtained through a rigorous and unbiased research process, clearly indicates that civil status has no discernible impact on the overall administrative performance of school administrators. Whether single or married, they demonstrate a consistent ability to fulfill their duties and responsibilities.

The resulting data, collected from a diverse sample of school administrators across Yanbu, KSA, is aligned with the findings of Gumus [20]; Simmons and Taylor [51], and Polatcan and Titrek. Based on Polatcan and Titrek [45], regardless of civil status, consistent and reliable school administrators would employ teamwork as a working system, establishing school teams and smaller units to investigate propositions or strategies.

On the contrary, the sixth domain of the administrators' administrative competence, the meaningful engagement of families and community, has a computed p-value less than 0.05,

indicating a substantial relationship between these two variables. The data indicate a significant effect on the families and community of how single and married school administrators handle community situations.

While some studies have suggested significant effects, others have presented opposing results, and some have even indicated no detectable differences in the organizational success of single and married administrators. This ongoing argument among researchers underscores the need for more comprehensive research in this area, thereby justifying the inclusion of this variable in the present study and inviting further exploration.

The data reveal no correlation or association between administrative competence and highest educational attainment. There are school administrators who have finished their bachelor's degrees but are doing exceptional work on the assigned tasks given to them. It aligned with the findings of Andriani et al. [52].

While the study provides valuable insights, it acknowledges that it is not the only one in this field. Other studies have presented opposing results on the impact of the highest educational attainment on school administrators. This discrepancy highlights the need for more comprehensive research in this area. It invites further examination to deepen the understanding of this complex relationship.

All six administrators' administrative competence domains have no correlation or association between the administrators' administrative competence and their length of service. It's important to note that this study was conducted in a specific educational context and may not be generalizable to all settings. Hence, the null hypothesis failed to be rejected.

This finding parallels the findings made by Feyisa et al. [14]. The results signaled that principals' experience does not significantly correlate with their leadership effectiveness. They tallied with the development of another study by Tu [43], which explained that principals with less experience demonstrated higher mean ratings in their leadership behavior. These results suggest that schools should not solely rely on the length of service when evaluating administrators' competence but also consider other factors, such as their demonstrated skills and performance in specific areas.

Contrarily, in the study by Shatzer, Caldarella, and Hallam [17], Graham et al. [18], and Gomus [20] indicated that school administrators' years of experience or service could impact their leadership approaches in the school's management. The ongoing argument among researchers stresses the pressing need for more comprehensive research in this area.

All six administrators' administrative competence domains have no significance level, indicating no substantial relationship between the domains of administrative competence and the number of seminars, training, workshops, and conferences attended. Thus, the null hypothesis of the present study failed to be rejected, implying no correlation or association between these two variables.

The resulting data revealed that the number of participations in workshops and training of the school heads and administrators is not a precise basis for the effectiveness of their administrative competence in the school where they work.

This study aligns with the findings of Nasreen Odhiambo [21]. The enduring professional development of school heads and administrators through seminars and training underscores the importance of professional development programs tailored to different school administrators' varying levels of motivation, concentration, responsiveness, and proficiency. Conversely, according to Martin et al. [53], school administrators' professional development through continuous training can transform their beliefs and administrative practices, allowing them to focus on changes that will ultimately increase the success of their employees and students.

E. Difference between Teachers' and Administrators' Assessments of the Administrators' Leadership Efficacy

The computed p-values for administrators' leadership efficacy are greater than the critical value of 0.05 significance level, indicating no significant difference between teachers' and administrators' assessments. Hence, the null hypothesis is not rejected. Both have seen their administrators be very effective in demonstrating a high level of values and ethics in their behaviors, showing confidence in identifying their strengths and weaknesses.

F. Difference between Teachers' and Administrators' Assessments of the Administrators' Administrative Competence

The computed p-values are greater than the critical value at a 0.05 significance level in the six domains of administrative competence, indicating that the null hypothesis is not rejected. This implies that the teachers' and administrators' assessments of the administrators' manifestation of administrative competence are equivalent. Henceforth, the resulting data clearly shows the administrator's consistency in creating and establishing a meaningful school operation.

G. Exploring Challenges of School Administrators in Operating International Schools

The majority of the school administrators strongly agreed that their common concern, based on their personal and actual experience while working in the Kingdom of Saudi Arabia, is the regulations mandated by the Ministry of Education (MOE) of KSA to align the schools with the current conservative culture under Islamic law, such as sex segregation.

The data imply that the current position of international schools in the KSA is challenging and crucial. They are compelled to deliver high-quality education, ensuring global standards that meet the needs of their diverse learner population.

H. Management Program for International Schools

The output, the culmination of a thorough study, was deeply rooted in critical findings. These included the comprehensive profile of school administrators, the four dimensions of their leadership efficacy, and the manifestation of their six domains of administrative competence. The exploration also delved into the unique challenges faced by school administrators in international schools, providing valuable insights.

This program addressed weaker aspects of leadership efficacy, Furthermore, it was also based on the assessed extent

of manifestations of administrative competence, boosting consistency among improvement efforts in all portions of school organization, programs, and services, and constructing and employing opportunities for professional learning collaboratively with faculty and staff. The Management Program was designed to adapt and align with the unique cultural context of international schools in Saudi Arabia. The proposed Management Program was not just a set of guidelines but a collaborative approach to fortifying the educational system of international schools. It granted balanced autonomy in school policymaking, empowering administrators, teachers, students, and parents to make decisions together.

5. Conclusions

In the light of the preceding findings, the following conclusions are drawn.

1. Most school administrators who worked in international schools were middle-aged males who were married, holders of master's degrees, had 16 to 20 years of service, and had attended 16 or more seminars and training sessions in the last five years.
2. The school administrators' leadership efficacy in thought, action, self-motivation, and means was highly evident.
3. The administrators' six domains of administrative competence were moderately manifested in international schools in Yanbu, KSA.
4. There was no significant relationship between the dimensions of administrators' leadership efficacy and their profiles. However, there was a significant relationship between the efficacy of action, self-motivation, and age profile. There was also no significant relationship between the domains of administrators' administrative competence and their profiles, except for a significant relationship between the equity and cultural responsiveness domain and age profile, as well as between the meaningful engagement of families and community domain and civil status profile.
5. There was no significant difference in the assessments made by the two groups of respondents regarding the leadership efficacy and administrative competence of school heads.
6. The common challenges met by the school administrators included the regulations mandated by the Ministry of Education (MOE) of KSA to align the schools with the current conservative culture under Islamic Law, such as sex segregation; the complexity of managing parental expectations, particularly the conflicting expectations of parents from diverse cultural backgrounds; the pressure of 'Saudization'; the pressing nature of language barriers, and the occurrence of dualities.
7. The Management program, tailored to the study's results, addressed programs, projects, and activities that responded to school administrators' weaker aspects relative to their profiles, leadership efficacy,

six domains of administrative competence, and challenges of operating international schools, were designed to adapt and align with the unique cultural context of international schools in Saudi Arabia.

6. Recommendations

In light of the findings and conclusions on which the implications and inferences were based, the following recommendations were suggested.

1. School administrators may coordinate with the host government regarding updates and reforms to educational policies for establishing and operating international schools and for realigning school policies, both local and international standards, to guarantee practical, efficient, and functional operations.
2. School administrators can continue to undergo professional growth and development to enhance their leadership and management skills, efficacies, and competencies that suit the international standard requirement for school heads and other administrative positions acceptable worldwide.
3. Future researchers may conduct other studies associated with the topic, concentrating on principals' demographic profiles and leadership behavior and practices among the international schools of different curricula in the other regions of the Kingdom and the host country's Ministry of Education officials to sustain a solid and operative learning environment.

References

[1] Al-Asfour, A., & Khan, S. A. (2014). Workforce localization in the Kingdom of Saudi Arabia: Issues and challenges. Human Resource Development International, 17, 243-253.
[2] Bandura, A. (2015). Moral disengagement: How people do harm and live with themselves. Worth.; (2003). Social cognitive theory for personal and social change by enabling media. *In Entertainment- education and social change* (pp. 97-118). Routledge.; (2001). Social Cognitive Theory: An Agentic Perspective. Annual review of psychology. 52. 1–26.
[3] Hannah, S. T., & Avolio, B. J. (2014). Leader Efficacy Questionnaire. Menlo Park, CA: Mind Garden.
[4] Emkan (2019), School Leaders of the Kingdom of Saudi Arabia: The Forgotten Profession, Emkan, Jeddah.
[5] Mushtaq, A. & Qureshi, I. & Javaid, A. (2019). Influence of Age and Experience on Leadership Styles. Asian Journal of Managerial Science. 8. 48–52.
[6] Litchka, Peter & Babaoğlan, Emine. (2018). The Leadership Perceptions of Female and Male School Principles in Turkey and the USA. Kastamonu Eğitim Dergisi. 26. 297-306.
[7] Pavlovic, N. (2014). Effects of Gender Differences on Leadership Styles Through the Impact on School Environment. Studia Edukacyjne. 31. 305–321.
[8] Onubuleze, F. K. (2018). An Evaluation of the Relationship Between Principals' Demographic Factors and Their Performance in the Task Areas of Management of Secondary Education in Nsukka Education Zone. Journal of Education and Practice, 9(18), 39-45.
[9] Iwuagwu, B. O. (2014). Influence of teachers' biographic attributes on their job performance in public secondary schools in Edo State. (Published Ph.D. Thesis) Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University Ekpoma.
[10] Putra, E. (2017). Effect of Managerial Supervision and Work Motivation on the Performance of Principals in Public Elementary Schools According to Teachers' Perceptions in the City of Padang Panjang]. Journal al-Fikrah, Vol. 5, No. 2.

[11] Kristiawan, M., Yuniarsih, Y., & Fitria, H. (2019). Supervisi Pendidikan [Educational Supervision]. Bandung: Alfabeta

[12] Murtiningsih, M., Kristiawan, M., & Lian, B. (2019). The Correlation Between Supervision of Headmaster and Interpersonal Communication with Work Ethos of the Teacher. European Journal of Education Studies.

[13] Sullivan, S. E., & Al Ariss, A. (2021). Making sense of different perspectives on career transitions: A review and agenda for future research. Human Resource Management Review, 31(1), 100727.

[14] Feyisa, D., Ferede, B., & Amsale, F. (2016). Principal's perceived leadership effectiveness and its relationship with academic achievement among students in secondary school: The Ethiopian experience. Educational Research and Reviews, 11(12), 1129-1137.

[15] Kirianki, B. K. (2017). Principals' characteristics influencing implementation of procurement practices in public secondary schools in Embakasi Sub-County, Nairobi County. Master's Thesis (University of Nairobi).

[16] Mutisya, A. M., Mulwa, D. M., & Mwania, J. M. (2017). The influence of principals' related factors on ICT integration in managing public secondary schools in Kitui County, Kenya. Journal of Educational Policy and Entrepreneurial Research, 4(1), 13-24.

[17] Shatzer, R. H., Caldarella, P., Hallam, P. R., & Brown, B. L. (2014). Comparing the Effects of Instructional and Transformational Leadership on Student Achievement: Implications for practice. Educational Management Administration & Leadership, 42(4), 445-459.

[18] Graham, L. J., White, S. L., Cologon, K., & Pianta, R. C. (2020). Do teachers' years of experience make a difference in the quality of teaching? Teaching and teacher education, 96, 103190

[19] McHenry-Sorber, E., Campbell, M. P., & Sutherland, D. H. (2023). "If I ever leave, I have a list of people that are going with me:" Principals' understandings of and responses to place influences on teacher staffing in West Virginia. Educational Administration Quarterly, 59(2), 432–464.

[20] Gümüş, S., Şükrü Bellibaş, M., Şen, S., & Hallinger, P. (2024). Finding the missing link: Do principal qualifications make a difference in student achievement? Educational Management Administration & Leadership, 52(1), 28-51.

[21] Nasreen, A., & Odhiambo, G. (2018). The Continuous Professional Development of School Principals: Current Practices in Pakistan. Bulletin of Education and Research, 40(1), 245-266.

[22] Ogunode, N. J., Kasimu, S., & Sambo, S. M. (2023). Staff training in tertiary education in Nigeria. Modern Journal of Social Sciences and Humanities, 17, 181-194.

[23] Wang, Z., and Xu, H. (2019). When and for whom Ethical Leadership is More Effective in Eliciting Work Meaningfulness and Positive Attitudes: The Moderating Roles of Core Self-Evaluation and Perceived Organizational Support. Journal of Business Ethics 156: 919–40.

[24] Stevenson, Ciuchta, M.P., Letwin, C., Dinger, J. M., and Vancouver, J. B., (2019). Out of Control or Right on the Money? Funder Self-Efficacy and Crowd Bias in Equity Crowdfunding. Journal of Business Venturing 34: 348–67.

[25] Cristofaro, M. (2020). "I Feel and Think. Therefore, I am": An Affect-Cognitive Theory of Management Decisions. European Management Journal 8: pp. 344–55

[26] Northouse, P. G. (2016). Leadership, Theory and Practice (7th ed.). Thousand Oaks, CA: Sage Publications Inc.

[27] Stewart, A. (2023). The effects of personality, self-efficacy, and motivation on leader effectiveness. The University of Florida. https://original-ufdc.uflib.ufl.edu/AA00093914/00001

[28] Anderson, C. A. Marie (2017). "Family and Community Engagement in One High School: Where Perceptions Meet Practices." Education Dissertations and Projects. 267.

[29] Luszczynska, Aleksandra & Schwarzer, Ralf. (2015). Social Cognitive Theory. Predicting Health Behaviour. 127-169.

[30] Arif, S. & Mukhtar, S. (2016). "Leadership Styles of School Principals and their Effect on Curriculum Implementation."

[31] Baldanza, Marcia, (2016). Ethics and Professional Norms. Professional Practices. It is reproduced with ASK Publications & Professional Development (ASK) permission.

[32] Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision in Improving Teachers' Professionalism in State Primary Schools. International Journal of Scientific & Technology Research, 8(8).

[33] Sonsaard, Sura. (2019). Administrative Skills of Modern School Administrators. 522–529.

[34] Avery, R. E., Smillie, L. D., & Fife-Schaw, C. R. (2015). Employee achievement orientations and personality as predictors of job satisfaction facets. Personality and Individual Differences, 76, 61.

[35] Khalifa, M., Gooden, M. & Davis, J. (2016). Culturally Responsive School Leadership: A Synthesis of Literature. Review of Educational Research, Vol. 86(4), 1272–1311.

[36] Santamaria, L. J., & Santamaria, A. P. (2016). Culturally Responsive Leadership in Higher Education: Promoting Access, Equity, and Improvement. New York: Routledge.

[37] Sugai, G., Simonsen, B., Bradshaw, C., Horner, R., & Lewis, T. J. (2014). Delivering high-quality schoolwide positive behavior support in inclusive schools. In J. McLeskey, N. Waldron, F. Spooner, & B. Algozzine (Eds.), Handbook of effective inclusive schools: Research and practice (pp. 306–321). New York, NY: Routledge.

[38] Gibson, M. T., & Simon, S. (2020). Losing your head: Are principals attached to their school? Educational Management Administration & Leadership, 48(1), 25-44.

[39] Oyewobi, L. O., Windapo, A. O., Jimoh, R. A., & Rotimi, J. O. B. (2019). "Performance, Resources, and Capabilities of Construction Organizations: The Mediating Role of Competitive Strategies."

[40] Wagude, J. (2015). Influence of Principals' Age on Conflict Management Styles in Kisumu County, Kenya. International Journal of Scientific and Technology Research Vol, 4(5).

[41] Oğuzhan Cebeci, Çağda Kivanç Çağanağa, (2019) "Management "Open Access Library Journal, Vol. 6, No. 7.

[42] Campos-García, I., & Zúñiga-Vicente, J. Á. (2022). Strategic decision-making in secondary schools: The impact of a principal's demographic profile. Leadership and Policy in Schools, 21(3), 543- 564.

[43] Tu, H. (2019). The relationship between principals' ways of making meaning and their knowing-doing gap is related to Marzano's principal leadership responsibilities. Doctoral Thesis (The Sage Colleges). https://bit.ly/3a8cFwK

[44] Uko, E. S., Mbon, U. F., Okon, J. E., Ebuara, V. O., & Arop, F.O. (2020). Principals characteristics and the utilization of internet tools for school management: A survey of secondary school managers' perceptions. Journal of the Social Sciences, 48(3), 2559 2570.

[45] Polatcan, M., & Titrek, O. (2014). The Relationship Between Leadership Behaviors of School Principals and Their Organizational Cynicism Attitudes. Procedia-Social and Behavioral Sciences, 141, 1291- 1303.

[46] Momoh, U., & Osagiobare, E. O. (2015). Implementation of quality assurance standards and principals' administrative effectiveness in Public Secondary Schools in Edo and Delta States. World Journal of Education, 5(3), 107-114.

[47] Mohammed, M. O. B., Edu, A. O., & Etoh, L. C. (2020). Principals' administrative skills: A predictor of students' academic performance in Lagos State, Nigeria. Journal of Research in Educational and Business Studies, 5(1), 186-203.

[48] Yoon, S. Y. (2016). Principals' data-driven practice and its influences on teacher buy-in and student achievement in comprehensive school reform models. Leadership and Policy in Schools, 15(4), 500–523.

[49] Aljohani, O. H., & Alajlan, S. M. (2020). Motivating Adult Learners to Learn at Adult-Education Schools in Saudi Arabia. Adult Learning, 31(4), 150-160.

[50] Karakose, T., Yirci, R., & Papadakis, S. (2021). Exploring the interrelationship between COVID-19 phobia, work-family conflict, family-work conflict, and life satisfaction among school administrators for advancing sustainable management. Sustainability, 13(15), 8654.

[51] Simmons, N. & Taylor, K. L. (2019). Leadership for the Scholarship of Teaching and Learning: Understanding Bridges and Gaps in Practice, The Canadian Journal for the Scholarship of Teaching and Learning, vol. 10, no. 1, 2019.

[52] Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of Transformational Leadership and Work Motivation on Teachers' Performance. International Journal of Scientific & Technology Research, 7(7).

[53] Martin, L. E., Kragler, S., Quatroche, D., & Bauserman, K. (2019). Transforming schools: The power of teachers' input in professional development. Journal of Educational Research and Practice, 9(1), 179-188.