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Administrative Excellence through Organizational Culture and Political Skills: Insights on Job Performance of Private HEI Leaders in Tacurong City

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ABSTRACT

Administrators' performance is the focal point of this effective school government, building a healthy school climate and propelling the achievement of institutional goals. The impact of organizational culture and political skills on the performance of administrators in six (6) private higher education institutions (HEIs) in Tacurong City, Sultan Kudarat, Philippines is the concern of this study. Based on existing literature that ties organizational culture to employee commitment and job satisfaction and political skills to successful leadership, the study takes into consideration the two dimensions of performance: task performance and contextual performance. Utilizing a quantitative research approach, data were gathered through a survey of 272 teaching and non-teaching personnel. Findings show a significant positive relationship between organizational culture and both contextual and task performance. Likewise, political skills appeared as a decisive predictor of administrative effectiveness across both performance domains. The results emphasize the need for HEIs to cultivate a constructive organizational culture and improve the political skills of their leaders through directed leadership development initiatives. These strategies are necessary for sustaining school leadership and realizing sustainable institutional performance.

INTRODUCTION

In the fast-paced learning landscape of today, the administrative effectiveness of private higher education institution (HEI) leaders is increasingly viewed as a cornerstone of institutional success. While leadership research has long viewed individual abilities and technical expertise, a more sophisticated understanding seeks to more profoundly, less tangible forces operating that influence leaders' behavior. Among them are organizational culture—shared assumptions, values, and norms that influence behavior and political skills—the interpersonal competencies that enable leaders to operate organizational politics effectively. Organizational culture has been shown to influence not only decision-making but also the adoption of change, the work attitude of employees, and ultimately, the development of institutions (Tierney, 1988; Ramachandran *et al.*, 2011). Within private HEIs, this cultural environment is often more entrepreneurial and performance-driven than in the public sector, fostering innovation and competitive excellence (Demissie & Egziabher, 2022). Likewise, political skills which described by Ferris *et al.* (2005) as the capacity to comprehend and impact others have become crucial in environments where formal hierarchies are supplemented, or replaced, by informal systems of influence and power (Allen *et al.*, 2002; Mahmoudi & Majd, 2021).

Although existing literature attests to the influence of organizational culture and political realities on institutional performance and behavior, a noted research gap is extant. More specifically, scant empirical research has examined

the degree to which the interplay between organizational culture and political acumen directly affects administrative excellence particularly in the case of private HEIs in the new educational landscape. Most existing research has examined these variables independently, with minimal attention to the local, micro-political contexts in which leaders have to operate (Galay, 2022; Warter, 2019). This gap is pragmatically evident in the Philippine context, where private schools like those in Tacurong City, Sultan Kudarat, Philippines are faced with unusual challenges: meager budgets, high expectations of students, demands for regulatory compliance, and intense competition for student enrollment.

This study seeks to address this significant gap by investigating the effects of organizational culture and political skills on the performance of work among private HEI leaders in the city. By combining theory in organizational behavior and political psychology, the study seeks to generate knowledge in relatively less-studied leadership performance dynamics in urban universities. The study also responds to the need for context-dependent models of administrative performance models that distinguish how internal culture and political guiding skills co-operate to succeed.

In doing so, this question not only adds to theoretical understanding but also has real-world implications for institutional development, leadership formation, and governance transformation. It is here that the study comes into relevance to scholarship as well as the day-to-day reality of academic leadership.

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LITERATURE REVIEW

This review of literature aims to explore the intricate interactions between organizational culture, political savvy, and school administrator work performance. By synthesizing existing research, this review will determine key theories and results that shed light on the process whereby positive organizational culture and high political skill result in successful school leadership.

Philippine education management is typified by a decentralized structure that grants powers to local governments and schools to make important decisions within the context of national standards set by the Department of Education (DepEd). The Enhanced Basic Education Act (Republic Act No. 10533) implemented the K-12 system by lengthening basic education to 12 years to attain international standards and enhance learner competencies (Department of Education, 2018). Despite the reforms, issues such as resource inequalities and inequalities in infrastructural levels continue to exist, resulting in variability in the delivery of education across the archipelago (Manila, 2018). Effective leadership is key in addressing this decentralized structure by balancing performance-based accountability and local autonomy and constructing a supportive organizational culture that enhances job satisfaction and performance among school personnel (Torres & Alieto, 2018; Jalmasco *et al.*, 2020). Philippine school organizational culture captures Filipino indigenous values that organize relations within the school environment (Aguado *et al.*, 2015). Supportive and collaborative cultures are linked with improved job performance and job satisfaction, while rigid cultures can block innovation (Bolman & Deal, 2017). School leaders are confronted with limited resources and high student-to-teacher ratios, whose problems are compounded by the demands of national education reform (Navarro *et al.*, 2017). School leader effectiveness is often hampered by insufficient training in leadership and management, a scenario that highlights the imperative for professional development programs that take into account the distinctive demands of educational leadership in the Philippines (Quinones *et al.*, 2020).

The relationship between organizational culture and political skills is core to job performance for school administrators. Strong political skills in administrators enable them to talk well for their schools and to resolve conflict, and strong organizational culture supports collaboration and shared decision-making (Ferris *et al.*, 2007; Deal & Peterson, 2016). Organizational culture is seen to result in higher employee engagement and performance and lead to better educational outcomes (Nguyen *et al.*, 2018). Educational leaders may improve and make a difference in their schools by learning and adapting to the powers of organizational culture and political skills (Cameron & Quinn, 2011; Johnson & Lee, 2021).

Political skills are essential skills for educational administrators, enabling them to navigate complex social interactions and enhance institutional performance. Ferris *et al.* (2005) used four elements of political skill: social

astuteness, networking ability, interpersonal influence, and apparent sincerity. Social astuteness helps administrators read social situations well and grasp different needs of students and staff, creating a welcoming atmosphere to enhance educational performance (Smith & Johnson, 2020). Networking ability helps school administrators establish relationships with stakeholders, gain access to resources, and establish partnerships to enhance the learning process (Johnson & Lee, 2021). Interpersonal influence involves influencing and inspiring others, which is essential in effective communication of a vision and inspiring teachers and staff to implement new programs (Goffee & Jones, 2018). Apparent sincerity, characterized by authenticity and integrity, fosters trust and credibility within the school community, further enhancing collaboration and commitment (Avolio & Gardner, 2005). Political skill use has a great impact on school work performance. Empirical data indicate that higher political skill is linked with better task performance, interpersonal facilitation, and leadership ratings (Bing *et al.*, 2018). Data also indicate that politically skilled professionals are more integrated within organizational networks that allow them to access information and resources that support their work performance (Shi *et al.*, 2020). Political skill effectiveness also has a contextual character, where professionals work optimally in relational contexts in which relational intelligence and informal influence are esteemed (Thiel *et al.*, 2021). Formal institutional cultures, however, may limit political behavior effectiveness, weakening its impact on performance.

In addition, political skill development is increasingly being seen as a key part of school leadership development. Thompson *et al.* (2023) note that leadership development courses encompass training in stakeholder analysis, policy negotiation, and adaptive leadership with an emphasis on the political skill role in sustaining effectiveness under accountability pressure. Political skill is not a natural ability but a trainable competence that optimizes job performance by facilitating strategic relationship management and adaptive reaction to institutional pressure (Wright & Silva, 2024). As education leaders are being faced with shifting challenges, political skill development will be essential in building effective leadership and fostering meaningful change in their institutions.

Interconnectedness among work performance, political skill, and organizational culture is critical in the educational leadership scenario. Motowidlo and Borman (2016) conceptualize work performance as a multi-dimensional construct that includes task performance, which is focused on technical core tasks, and contextual performance, which is focused on behavior that adds value to the general organizational environment. A sound organizational culture fosters confidence, cooperation, and commitment among workers, which improves administrators' motivation and work performance (Almatrooshi *et al.*, 2016). Conversely, an abnormal culture of fear and mistrust can lead to stress and disengagement, which eventually lowers productivity and job satisfaction.

Therefore, building a healthy organizational culture is critical in an attempt to enable administrators to thrive and contribute meaningfully toward the success of their institutions.

Political skill facilitates the influence of organizational culture on work performance through the capacity of administrators to manage intricate interpersonal nuances and negotiate stakeholders successfully (Ferris *et al.*, 2007). Political skill in administrators facilitates the formation of coalitions, interpersonal relationships, and conflict management, particularly in team work settings (Kapoutsis *et al.*, 2019). Political skill and work performance connect through a successful match with the organizational culture, as professional politicians can perceive and adapt to unwritten rules and norms (Chen *et al.*, 2021). Institutions that emphasize the cultivation of a supportive culture and political acumen among their leaders will most likely enjoy improved performance outcomes and increased employee satisfaction, ultimately resulting in the long-term success of education institutions.

MATERIALS AND METHODS

Research Design

The research employed a descriptive-correlational design to investigate the correlation between perceived organizational culture, political skills, and the job performance of school administrators, as perceived by teaching and non-teaching staff in private higher educational institutions (HEIs) in Tacurong City, Sultan Kudarat, Philippines during the 2024-2025 Academic Year. This was a suitable design for establishing correlations between variables without manipulation to enable a test of perceptions in natural settings (Creswell & Creswell, 2018). Through the analysis of how organizational culture and political skills relate to job performance, the study sought to present a holistic understanding of their relationships and impact on school administrator effectiveness, as stated by corresponding educational research findings (Fraenkel, Wallen, & Hyun, 2019). The data analysis provided information regarding the direction and strength of these associations and, thus, was supportive of more effective leadership practice and professional development initiatives in the private HEIs in Tacurong City, Sultan Kudarat, Philippines.

Locale and Population of the Study

The research was carried out in six private higher educational institutions (HEIs) in Tacurong City, Sultan Kudarat, Philippines namely Notre Dame of Tacurong College (NDTC), STI College Tacurong Branch, Southern Mindanao Institute of Technology (SMIT), VMC Asian College Foundation Inc., South Central Mindanao College of Science and Technology Inc. (SCMCSTI), and Sultan Kudarat Educational Institute (SKEI). These colleges altogether form a total of 548 teaching and non-teaching staff, NDTC accounting for 34% or 189, SMIT 27% or 151, VMC Asian College 13%

or 69, SCMCSTI 10% or 55, SKEI 10% or 57, and STI College 6% or 30. Each college has its unique educative missions and organizational cultures that present a rich setting for the study.

Respondents of the study consisted of both teaching and non-teaching staff, since their input was important for discerning how administrators' behaviors and leadership styles affect the learning environment. Teaching staff contributed in terms of the influence of leadership on their professional tasks, whereas non-teaching staff provided insight into organizational processes within the school and the proficiency of administrators. To have fair representation, the research utilized random sampling using proportionate allocation, which yielded 272 respondents, computed at a 5% margin of error for statistical accuracy. This sampling method enabled a thorough perspective of how political acumen and organizational culture were viewed in terms of work performance among Tacurong City's HEIs.

Sampling Technique

Random sampling by proportional allocation was used in the study to establish the number of respondents from every private HEI in Tacurong City, Sultan Kudarat, and making sure that each of the subgroups was well represented. Out of a total population of 548, a sample size of 272 respondents was determined using a 5% margin of error and a 20% standard error for statistical reliability. The distribution of samples was 94 (35%) from Notre Dame of Tacurong College (NDTC), 15 (5%) from STI College Tacurong Branch, 75 (28%) from Southern Mindanao Institute of Technology (SMIT), 34 (12%) from VMC Asian College Foundation Inc., 26 (10%) from South Central Mindanao College of Science and Technology Inc. (SCMCSTI), and 28 (10%) from Sultan Kudarat Educational Institute (SKEI). This stratified design enabled the study to capture a wide range of views about organizational culture, political acumen, and work performance while avoiding sampling biases and increasing the validity and generalizability of the results.

Research Instruments

Three data-collection instruments were used by the study to garner pertinent data. The initial instrument, which is a modification of Cameron and Quinn's (1999) Organizational Culture Assessment Instrument (OCAI), measured the perceived organizational culture of teaching and non-teaching staff in some private higher education institutions (HEIs) in Tacurong City, Sultan Kudarat, Philippines with twenty-seven items based on the Competing Values Framework (CVF). The second instrument, which was a modification of Ferris *et al.* (2005), consisted of eighteen items across four political skill dimensions, assessing respondents' level of agreement with statements about the political skills of school administrators. The third instrument, formulated on the conceptual framework of Motowidlo's (2003) on job performance, was a modification of the Administrative

Evaluation Questionnaire to assess the perceived job performance of school administrators in private HEIs. All the instruments were validated and tested for reliability with a content validation index (CVI) of 0.83 and Cronbach's alpha of more than 0.70, which assured that they were reliable and had internal consistency.

Statistical Treatment

The research utilized certain statistical instruments in examining the interactions between organizational culture, political abilities, and job performance of school officials in private HEIs in Tacurong City, Sultan Kudarat, Philippines. Mean and standard deviation descriptive statistics were utilized to determine respondents' perceptions of organizational culture, political capabilities, and job performance, with respect to variables such as prevailing traits, leadership behavior, handling of employees, and performance measures. These data yielded information regarding the central tendencies and variability in responses and allowed for a full appreciation of perceived strengths and patterns in performance across institutions. For investigating predictive relationships between variables, straightforward linear regression analysis was carried out, examining the impact of organizational culture and political skills on job performance, testing all hypotheses at a significance level of .05 to guarantee statistical reliability and inference.

Ethical Consideration

In performing this quantitative research study, the researcher took a rigorous adherence to ethical principles to guard the rights, privacy, and well-being of all respondents. Informed consent was sought from participants after explicit explanation of the purpose, objectives, procedures, risks, and benefits of the study in order to respect individual autonomy and promote

the integrity of the research. The researcher specifically pointed out that participation was open to volunteers, where the respondents had the right to refuse or withdraw without adverse consequences at any point, as this underscored the relevance of varied opinions in reflecting the complexity of volunteer work.

Confidentiality and anonymity were emphasized during the study, with participants permitted to respond using pseudonyms rather than actual names. The researcher handled all data securely in encrypted form and limited access, ensuring that participants' identities and personal data were not compromised. Questionnaires and survey tools were carefully constructed to prevent leading or intrusive questions, ensuring participants' dignity was respected. Collected data were utilized for educational purposes only, in aggregate form to avoid individual identification, and no misinformation was used, maintaining transparency in the data collection process. Ethical clearance was obtained from the concerned institutional review board (IRB) to facilitate adherence to existing ethical standards for research on human participants as well as Republic Act No. 10173, or the Data Privacy Act of 2012. The researcher made due precautions to safeguard the participants' data from unauthorized access, maintaining respect for persons, beneficence, and justice from the beginning to the completion of the research process.

RESULTS AND DISCUSSIONS

Respondents' Perceptions of the Organizational Culture

The first research question dealt with the perception on organizational culture.

Table 1 provided the summary of respondents' perception on the Organizational Culture of the six (6) private higher educational institutions in Tacurong City, Sultan Kudarat, Philippines.

Table 1: Summary of Respondents' Perception of the Organizational Culture

Dimensions	Means	SD	Description
Dominant Characteristics	4.29	0.68	Very High
Organizational Leadership	4.28	0.69	Very High
Management Of Employees	4.16	0.76	High
Organizational Glue	4.24	0.72	Very High
Strategic Emphasis	4.24	0.70	Very High
Criteria Of Success	4.24	0.67	Very High
Overall Mean	4.24	0.63	Very High

Table 1 results showed that the general respondents' opinion of organizational culture was highly positive (\bar{x} = 4.24, SD = 0.63). This meant that the school culture consisted of well-articulated values, effective leadership, good management, and a collaborative and achievement-oriented culture. A very strong organizational culture meant that employees and administrators had a shared vision and were also strongly committed to institutional objectives, which resulted in a healthy work environment, increased job satisfaction, and better performance (Schein, 2017).

Among the indications, the most highly rated dimension was dominant characteristics (\bar{x} = 4.29, SD = 0.68), meaning very strong. This suggested that the administrators and employees view the organization as being greatly cohesive, organized, and mission-oriented, with a sense of belonging and attachment. Cameron and Quinn (2011) also suggested that organizations with a strong dominant culture witness greater employee commitment and organizational achievement, because a firm cultural identity directed behavior, decision-making, and strategic priorities.

The lowest-rated of these, however, was employee management ($\bar{x} = 4.16$, $SD = 0.76$), although still construed as very strong. This implied that while the employees were being well-managed, there could be some scope for enhancement in leadership styles, transparency of decision-making, or training and development opportunities. As noted by Kirkman and Rosen (2017) in Denison and Mishra (1995), organizations with active employee development and inclusive decision-making environments attained greater job satisfaction and institutional performance. Spending on leadership development, mentorship initiatives, and participatory management practices could also increase employee engagement and retention.

These conclusions highlighted the significance of having a robust organizational culture and ongoing development of management practices to ensure long-term institutional

success. School leaders should be concerned with the reinforcement of collective values, enhancing leadership skills, and developing professional development programs that foster a robust and high-performing learning environment. Further studies can examine how organizational culture influences teacher efficacy, pupil achievement, and institutional responsiveness in the new educational reality.

Respondents' Perception of the Political Skills of School Administrators

The second research problem dealt with level of perception on the political skills of school administrators. Table 2 provided the summary of respondents' perception on the Political Skills of the school administrators of the six (6) private higher educational institutions in Tacurong City, Sultan Kudarat, Philippines

Table 2: Summary of the Respondents' Perception on School Administrators' Political Skills

Dimensions	Means	SD	Description
Social Astuteness	4.22	0.78	Very High
Networking Ability	4.18	0.78	High
Interpersonal Influence	4.27	0.78	Very High
Apparent Sincerity	4.26	0.79	Very High
Overall Mean	4.23	0.78	Very High

The findings in Table 2 indicate a strongly positive assessment of the political abilities of school administrators with a general mean of 4.23 ($SD = 0.78$), labeled as "Very High" and translated to "Very Strong". This reflects that the school administrators are seen to possess strong political abilities, which are essential for successful leadership and building a harmonious and productive school climate. Political abilities enable administrators to handle intricate relations, persuade others, and attain organizational objectives while building a positive work culture. A general rate of "Very High" indicates the highly developed political abilities that help the administrators to lead and manage successfully.

Of the individual dimensions, the highest-scoring dimension was Interpersonal Influence ($\bar{x} = 4.27$, $SD = 0.78$), which was rated as "Very High" and translated to "Very Strong". This dimension captures the ability of the administrators to affect others in a positive manner, establish rapport, and communicate well, which is needed in order to generate trust and cooperation in the school. Interpersonal influence is an important element of leadership since it helps administrators encourage employees, resolve conflicts, and enhance collaboration. Goffee and Jones (2018) stressed that influential leaders are capable of inspiring people and aligning them with the company's objectives, which improves performance and creates a good organizational culture.

The second-highest rated was Apparent Sincerity ($\bar{x} = 4.26$, $SD = 0.79$), also rated as "Very High" and translated to "Very Strong". Apparent sincerity indicates how the administrator can convey authenticity and sincerity in

action, something crucial in fostering trust and credibility among staff and stakeholders. Leaders who display overt sincerity are more probable to create a culture of openness and transparency, which translates into better working relationships and improved staff engagement. Avolio and Gardner (2024) pointed out that authenticity in leadership strengthens emotional bonds and gets the leader's behavior aligned with the organization's values, which leads to a more effective and motivated workforce. Social Astuteness ($\bar{x} = 4.22$, $SD = 0.78$), rated also as "Very High" and understood as "Very Strong" was the third-highest dimension. This dimension reflects that school administrators are very competent in recognizing and adjusting to social dynamics, picking up subtle cues in interactions, and changing their behavior accordingly. This ability helps administrators negotiate intricate social relationships, take well-informed decisions, and create a climate of collaboration and mutual respect. Social awareness and social cue reading are essential leadership skills as they allow leaders to relate with people and lead their behavior well (Goleman, 2020).

The Networking Skill ($\bar{x} = 4.18$, $SD = 0.78$) was the lowest-scored dimension, although still rated as "High" and categorized as "Strong" this suggests that school administrators are strong in networking but possibly need to improve in utilizing and growing their networks to support organizational objectives. Networking is an important political competence because it gives administrators access to external stakeholders' resources, information, and support. Burt (2020) emphasized that effective leaders can use relationships to develop

opportunities for development and enhance decision-making. Administrators might develop their networking skills by emphasizing the formation of strategic alliances, raising their profiles in the education community, and interacting with external stakeholders to construct collaborative relationships.

The findings indicate that school administrators possess very high political skills with specific excellence in interpersonal influence, apparent sincerity, and social astuteness. These abilities are required to foster a positive, participative, and transparent school culture. There is room for improving networking skills to further build the capacity of the administrators to attain organizational objectives and enhance institutional performance.

Administrators must pursue professional development that can expand their networks, forge external partnerships, and enhance their visibility in the wider educational community. These enhancements will benefit the overall success of the school and the leadership skills of the administrators.

Level of School Administrators’ Job Performance

The third research problem dealt with the level of school administrators’ job performance in terms of (a) contextual performance (b) task performance.

Table 3 displayed respondents’ perception on the School Administrators’ Job Performance in terms of Contextual Performance.

Table 3: School Administrators’ Job Contextual Performance

Items	Means	SD	Description
1. The school administrator in terms of administrative actions is guided by professional values and goals.	4.38	0.79	Very Good
2. The school administrator is volunteering for activities beyond his formal job requirements.	4.28	0.83	Very Good
3. The school administrator is knowledgeable of policies, procedures and regulations.	4.41	0.71	Very Good
4. The school administrator is effective advocate for team effort in every department of the organization.	4.29	0.74	Very Good
5. The school administrator renders assistance to others.	4.31	0.81	Very Good
6. The school administrator makes objective and sound decisions.	4.31	0.75	Very Good
7. The school administrator addresses issues promptly and effectively.	4.22	0.86	Very Good
8. The school administrator implements appropriate strategies to achieve objectives.	4.29	0.75	Very Good
9. The school administrator accepts responsibility to facilitate programs.	4.37	0.75	Very Good
10. The school administrator seeks advice and considers different opinions.	4.29	0.81	Very Good
11. The school administrator provides effective leadership.	4.32	0.81	Very Good
12. The school administrator improves image and recognition of departments of the organization.	4.34	0.75	Very Good
13. The school administrator follows organizational rules and procedures.	4.40	0.71	Very Good
14. The school administrator endorses, supports and defend organizational objectives.	4.33	0.72	Very Good
15. The school administrator manifests high job dedication.	4.32	0.86	Very Good
16. The school administrator shows interpersonal facilitation.	4.25	0.79	Very Good
17. The school administrator tackles a difficult work assignment enthusiastically.	4.26	0.77	Very Good
18. The school administrator is having persistence of enthusiasm and application when needed to complete important task requirements.	4.29	0.73	Very Good
19. The school administrator is eager in defending organization objectives.	4.35	0.74	Very Good
20. The school administrator is following rules and prescribed procedures even when it is inconvenient.	4.34	0.76	Very Good
Overall Mean	4.32	0.64	Very Good

As evidenced by the data, Table 3 shows that school administrators exhibit “Outstanding” job performance in contextual performance with an overall mean of 4.32 or SD = 0.64. Contextual performance pertains to behaviors that exceeded the formal job requirements, for instance, teamwork, leadership, flexibility, and creating a positive work environment (Borman and Motowidlo, 2025). The above high rating implied that school administrators were rated as excellent in terms of their support to school operations, upholding professional values, and showing

strong commitment to their jobs. This was in line with the idea that school leaders were important figures in the molding of the organizational climate and the smooth operation of the institution (Leithwood *et al.*, 2004; Baker and McCarthy, 2016).

The two highest-rated items were Item 1, “The school administrator in terms of administrative actions is guided by professional values and goals” (\bar{x} = 4.38, SD = 0.79), and Item 19, “The school administrator is a leader in defending organization objectives” (\bar{x} = 4.35, SD = 0.74).

These results emphasize the value of professionalism and leadership in school management. Administrators were required to maintain professional ethics, made ethical choices, and set an example, which profoundly contributes to credibility and trust among the organization (Fullan, 2001; Baker & Pomeroy, 2016). In addition, the defense of organizational goals exhibited commitment to institutional vision and long-term objectives, promoting the stability and direction of the school (Bolman & Deal, 2017).

The lowest two rated items were Item 7, “The school administrator resolves problems promptly and effectively” ($\bar{x} = 4.22$, $SD = 0.86$), and Item 8, “The school administrator adopts suitable measures to meet targets” ($\bar{x} = 4.29$, $SD = 0.75$). While still rated as “Outstanding” and, these very slightly lower scores indicated areas for possible improvement. Prompt issue resolution and strategic planning were critical for proactive leadership since delayed decision-making can affect school operations and staff morale (Yukl, 2013). The outcomes suggested that although administrators perform well in leadership and value adherence, there might be a need for more training in crisis management, decision-making, and strategic implementation to further improve their performance.

These findings underscored the importance of contextual performance in school administration, reiterating the notion that after technical competency, school administrators should also demonstrate commitment, ethical leadership, and strategic problem-solving. The findings indicated that professional development activities should be directed to improving administrators’ strategic problem-solving and responsiveness to new challenges. As Day *et al.* (2016) noted, successful leadership development should integrate training in crisis management, strategic planning, and adaptive leadership to promote long-term success.

In addition, future studies can investigate how administrators’ contextual performance has direct impacts on teacher performance as well as student outcomes. Schools can also introduce leadership coaching programs to help administrators acquire sophisticated problem-solving skills and tools, making them better equipped to manage challenges. Through ongoing improvement in their leadership strategies, school administrators can establish a more dynamic, resilient, and goal-driven learning environment.

Table 4 displayed respondents’ perception on School Administrators’ Job Performance in terms of Contextual Performance.

Table 4: School Administrator’s Job Task Performance

Items	Means	SD	Description
1. The school administrator is effective in recruiting qualified personnel.	4.22	0.75	Very Good
2. The school administrator is objective and fair evaluation of performance and accomplishments	4.32	1.92	Very Good
3. The school administrator is organizing and facilitates personal development.	4.18	0.83	Good
4. The school administrator is demonstrating respect for others.	4.33	0.79	Very Good
5. The school administrator is effective mentor of personnel to attain promotion.	4.16	0.81	Good
6. The school administrator is making personnel informed of plans and activities.	4.23	0.76	Very Good
7. The school administrator is effectively addressing and resolving conflicts.	4.20	0.81	Very Good
8. The school administrator is encouraging professional performance and productivity.	4.32	0.80	Very Good
9. The school administrator is dealing effectively with unsatisfactory performance.	4.24	0.79	Very Good
10. The school administrator is managing and maintains facilities effectively.	4.23	0.79	Very Good
11. The school administrator implements and accomplishes improvements	4.28	0.75	Very Good
12. The school administrator is preparing and administers budget effectively.	4.14	0.86	Good
13. The school administrator uses funds efficiently and effectively.	4.15	0.87	Good
14. The school administrator is fairly allocating funding to support programs.	4.20	0.83	Very Good
15. The school administrator is assuring that curriculum achieves educational standards of the program.	4.32	0.78	Very Good
16. The school administrator is facilitating fair and effective teaching assignments.	4.28	0.78	Very Good
17. The school administrator is effectively supporting student recruitment and retention.	4.33	0.73	Very Good
18. The school administrator effectively supports and facilitates student advising and progress.	4.30	0.75	Very Good
19. The school administrator is promoting teaching excellence to enhance student learning.	4.41	0.77	Very Good
20. The school administrator is facilitating student activities to enhance development.	4.36	0.76	Very Good
Overall Mean	4.26	0.65	Very Good

The finding in Table 4 indicates that the school administrators have “Outstanding” job performance in task performance with a general or SD=0.65. Task performance indicates the performance of certain job-related duties and responsibilities that are formally stated in an employee’s job description (Borman & Motowidlo, 1993; Borman & Motowidlo, 2025).

Task performance can also refer to the fundamental responsibilities and obligations of a school administrator, such as planning, organizing, assessing staff performance, and facilitating effective application of school programs (Borman & Motowidlo, 2025).

The excellent rating reflected that administrators were seen to be very capable in performing their tasks, which led to effective school management and favorable learning results. This agreed with studies highlighting that excellent leadership in performing tasks results in increased institutional efficiency and student performance (Leithwood *et al.*, 2004; Harris & Jones, 2019).

Both items with the highest ratings were Item 8, “The school administrator is promoting professional performance and productivity” ($\bar{x} = 4.32$, SD = 0.80), and Item 19, “The school administrator is supporting teaching excellence to improve student learning” ($\bar{x} = 4.41$, SD = 0.77). These results indicated that administrators were especially effective at motivating staff and creating a climate of high-quality teaching. Fullan’s (2001) research as noted by Gordon and Louis (2018) indicates that administrators who actively support the achievement of teacher excellence and professional development enhance a culture of ongoing learning and enhanced student achievement. Supporting professional performance helps ensure that teachers are motivated, engaged, and focused on instructional quality (Day *et al.*, 2016).

The lowest two-rated items were Item 9, “The school administrator is managing poorly in dealing with unsatisfactory performance” ($\bar{x} = 4.24$, SD = 0.79), and Item 13, “The school administrator releases findings effectively” ($\bar{x} = 4.15$, SD = 0.87). Although both were still in “Excellent”, the slightly lower ratings indicated there were still some potential areas for improvement in managing underperformance and giving good feedback. Also, effective leadership involved the capacity to bridge performance gaps without losing morale (Yukl,

2013). Bolman and Deal (2017) stipulated that leader needed to balance accountability and support to ensure that performance assessment resulted in professional improvement instead of disengagement. These findings implied that improvement in administrators’ capacities for conducting hard conversations and performance appraisals would further enhance their task performance. Findings underscored that school leaders are best in facilitating professional development and teaching excellence, affirming the notable impact of leadership on learning achievement. But the slightly lower ratings in managing underperformance and reporting findings underlined the importance of specific leadership development in conflict management and performance assessment. Training programs on effective communication, coaching techniques, and leadership morality can be useful for schools to prepare administrators with capabilities to address challenges positively (Robinson *et al.*, 2008; Baker & McCarthy, 2018).

In addition, future studies may investigate how school administrators’ performance on specific tasks directly affects teacher retention and student outcomes. Investing in leadership development and ongoing training ensures that administrators are adaptable, effective, and responsive to changing education needs.

Additionally, future studies might investigate the direct relationship between administrators’ contextual performance evaluations and teacher and student performance. Leadership coaching programs could also be instituted in schools to provide administrators with enhanced problem-solving methodologies, which would prepare them to handle issues more effectively. School administrators can develop a more dynamic, resilient, and goal-directed academic ecosystem by continually optimizing their leadership practices.

Relationships between Respondents’ Perceptions on Organizational Culture and School Administrators’ Job Contextual Performance

The fourth research question dealt with the significant relationships between respondents’ level of perception on organizational culture and school administrators’ job performance in terms of contextual performance.

Table 5: Simple Linear Regression Analysis for Predicting the Respondents’ Level of Perceptions of Organizational Culture on School Administrators’ Job Contextual Performance (n=272)

		B	S.E	B	T	p-value
1	(Constant)	.687	.144		4.780	.000
	Organizational Culture	.857	.034	.841	25.572	.000**

$F(1,270) = 653.919, p = .000^b; R = .841; R^2 = .708; \Delta R^2 = .707$

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$

From the statistical findings reported in Table 5, it was seen that there was a strong and significant association between respondents’ perception of organizational culture and school administrators’ job performance as contextual performance.

The coefficient (B = 0.857, $p < 0.000$) and standardized beta coefficient ($\beta = 0.841$) indicated that organizational culture predicted school administrators’ contextual job performance strongly. The model accounted for about 70.8% of the variance of contextual performance ($R^2 =$

0.708), which indicates that organizational culture has a significant effect on job performance. The F-statistic ($F(1,270) = 653.919, p < 0.000$) also validated that the model is statistically significant. These results were consistent with previous findings on organizational culture and job performance.

Organizational culture was a significant factor in determining employment behavior and job performance, affecting worker motivation, commitment, and general job satisfaction (Schein, 2017). Denison and Mishra (1995) as cited by Cameron and Quinn (2016), stated that strong and positive organizational cultures promoted shared values, trust, and commitment, which increase discretionary efforts of employees—essential elements of contextual performance. Moreover, research by O’Reilly *et al.* (2014) highlighted that organizational culture defines norms of behavior that foster innovation, teamwork, and problem-solving that all ensure enhanced performance. For school administration, positive organizational culture fostered an environment that allowed administrators to be more invested in their work, volunteer for extra tasks outside their job description, and promote leadership and teamwork (Hoy & Miskel, 2012).

When the school leaders sensed a positive and supportive organizational culture, they were more likely to demonstrate higher contextual performance such as mentoring teachers, building a good school climate, and collaborative decision-making. The implications of these results highlighted the need for schools to uphold a positive organizational culture for optimizing administrators’ performance. Schools need to give priority to initiatives such as leadership development initiatives, decision-making through participation, and creating a culture of trust and recognition. Policymakers and school leaders also need to commit resources to organizational development activities focusing on collaboration, professional development, and shared governance since these directly influence administrators’ effectiveness.

Relationships between Respondents’ Perceptions on Organizational Culture and School Administrators’ Job Task Performance

This research question dealt with the significant relationships between respondents’ level of perception on school administrators’ organizational culture and school administrators’ job performance in terms of task performance.

Table 6: Simple Linear Regression Analysis for Predicting the Respondents’ Level of Perception of Organizational Culture on School Administrators’ Job Performance in terms of Task Performance (n=272)

		B	S.E	B	T	p-value
1	(Constant)	.532	.147		3.619	.000
	Organizational Culture	879	.034	.842	25.608	.000**

$F(1,270) = 653.919, p = .000^{\#}; R = .841; R^2 = .708; \Delta R^2 = .707$

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$

The results of the regression in Table 6 indicated a statistically significant and strong relationship between how respondents perceive organizational culture and their job performance, specifically in task performance. The regression coefficient ($B = 0.879, p < 0.000$) and standardized beta coefficient ($\beta = 0.842$) revealed that organizational culture has a significant effect on school administrators’ task performance. The R^2 value of 0.708 is a high value that suggests that organizational culture accounted for 70.8% of the variance in task performance. Moreover, the F-statistic ($F(1,270) = 655.777, p < 0.000$) validated the significance of the regression model overall. These results concurred with existing research that supported a high organizational culture had a positive effect on employee performance. Organizational culture promoted shared values, sense of belonging, and congruence with institutional objectives, which improve employees’ efficiency and work commitment (Schein, 2017).

Task performance, or the performance of job-related tasks and technical competencies, was shaped by organizational culture through providing clear expectations, motivation, and a supportive setting (Podsakoff *et al.*, 2000). In school administration, a clearly defined and positive organizational culture allowed administrators to effectively complete their primary responsibilities, including planning curriculum, supervising faculty, and implementing policies (Hoy & Miskel, 2012).

When school leaders sensed that there was a robust organizational culture, they tended to have greater task performance as a result of higher role clarity, job satisfaction, and commitment to institutional objectives. This corroborated the work of O’Reilly *et al.* (2014), who noted that organizations with a robust culture foster the professional development of employees, thus enhancing their job quality. The implications of the study were that schools should focus on developing a positive and well-designed organizational culture to improve task performance among school administrators. Efforts like leadership development training, participatory decision-making, and employee reward programs should be introduced to develop an organizational environment conducive to high-performance standards. Policymakers and school leaders should also stress the significance of a robust organizational culture for school improvement efforts, as it has a direct bearing on administrators’ effectiveness and overall school performance.

Relationship between the Respondents’ Level of Perception on School Administrators’ Political Skills on School Administrators’ Job Contextual Performance

The fifth research question dealt with the significant relationships between respondents’ level of perception on school administrators’ political skills and school administrators’ job performance in terms of contextual performance.

Table 7: Simple Linear Regression Analysis for predicting the Level of Perception of School Administrators’ Political Skills on School Job Administrators’ Performance in terms of Contextual Performance (n=272)

		B	S.E	B	T	p-value
1	(Constant)	.620	.125		4.942	.000
	Political Skills	.877	.029	.876	29.844	.000**

$F(1,270) = 653.919, p = .000^b; R = .841; R^2 = .708; \Delta R^2 = .707$

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$

The statistical findings as shown in Table 7 pointed to a positive and significant association between respondents’ perception of political ability of school administrators and their job performance in contextual performance. The regression slope ($B = 0.877, p < 0.001$) and standardized beta coefficient ($\beta = 0.876$) indicated that political abilities were a good predictor of contextual job performance. The model accounted for about 76.7% of the variance in contextual performance ($R^2 = 0.767$), indicating that political abilities of administrators had a significant influence on their capacity to perform tasks that were not formally part of their job. Further, the F-statistic ($F(1,270) = 890.641, p < 0.001$) validated the significance of the model in general. The results were consistent with previous studies on political skills and job performance.

Political skill referred to an individual’s ability to understand and influence others in a way that enhances personal and organizational success (Ferris *et al.*, 2005). Administrators with strong political skills were more likely to build positive relationships, navigate complex social environments, and demonstrate adaptability—all of which contribute to contextual performance (Treadway *et al.*, 2013). Research had indicated that politically adept people practice successful leadership, conflict management, and organizational citizenship behavior, which improve workplace interaction and general job performance (Blickle *et al.*, 2011). Political skills in the field of educational administration facilitated

collaboration, created trust among stakeholders, and a positive learning culture.

Good political skills enabled administrators to navigate varied viewpoints, champion institutional resources, and keep teachers, students, and parents in good working relationships (Mintzberg, 1983; Khan *et al.*, 2020). This skill was especially valuable in negotiating the intricacies of school administration and policy enforcement, as noted by Bolman and Deal (2017), who underscored the role of political skills in successful leadership. The implications of these results highlighted the necessity for leadership development programs that broaden school administrators’ political competencies. Schools need to invest in professional development programs that focus on relationship management, strategic influence, and conflict resolution. Policymakers and school administrators must appreciate the importance of political skills for enhancing administrators’ contextual performance and provide mentorship and experiential learning opportunities in this field.

Relationships between Perception on School Administrators’ Political Skills and School Administrators’ Job Task Performance

This another fifth research question dealt with the significant relationships between respondents’ level of perception on school administrators’ political skills and school administrators’ job performance in terms of task performance.

Table 8: Simple Linear Regression Analysis for Predicting the Respondents’ Level of Perception of School Administrators’ Political Skills on School Administrators’ Job Performance in terms of Task Performance (n=272)

		B	S.E	B	T	p-value
1	(Constant)	.600	.143		4.207	.000
	Political Skills	.867	.033	.845	25.959	.000**

$F(1,270) = 653.919, p = .000^b; R = .841; R^2 = .708; \Delta R^2 = .707$

Note: * indicates $p < 0.05$, ** indicates $p < 0.01$

Table 8 regression outcomes revealed that respondents perceived political skills of school administrators significantly predicted their task performance. The regression coefficient ($B = 0.867, p < 0.000$) and beta coefficient ($\beta = 0.845$) revealed that political skills were a significant predictor of task performance. The high value of R^2 (0.714) indicated that political ability accounts for about 71.4% of the variation in task performance, and F-statistic ($F(1,270) = 673.853, p < 0.000$) validated the overall statistical model significance.

This supported existing studies that emphasized political

skill as a factor in job effectiveness. Political skill was a social intelligence that helped people form relationships, persuade others, and manage organizational politics successfully (Ferris *et al.*, 2020). High-political-skilled administrators could effectively handle conflicts, acquire resources, and facilitate teamwork, all of which enhance task performance (Treadway *et al.*, 2013). Additionally, research had indicated that political ability increases self-efficacy and decision-making, resulting in enhanced performance results (Blickle *et al.*, 2011).

In a school environment, better political skills among

school administrators helped them guide their institutions more effectively, manage staff and faculty, and also carry out policies more smoothly. Political skills helped administrators overcome bureaucratic issues, established powerful professional networks, and facilitated a collaborative work culture, which resulted in greater task performance (Bolman & Deal, 2017). With the intricacy of school leadership, political astuteness was necessary in ensuring informed decisions were made, a culture of responsibility was promoted, and institutional excellence was achieved.

The policy implications of these results recommended that professional development initiatives should prioritize training in political skills for school administrators. Schools should include leadership coaching, strategic communication, and relationship-building exercises in their programs to build administrators' political skills. Policymakers should also acknowledge the significance of political intelligence in educational leadership and incorporate it into leadership evaluation tools. Political skill strengthening can eventually enhance administrators' performance at tasks, which can lead to improved school administration and student achievement.

CONCLUSION

The study found that school administrators in the six (6) Private Higher Educational Institutions (HEIs) in Tacurong City cultivated a strong organizational culture focused on academic success and high performance. Academic achievement drove their values, with teaching and learning excellence as top priorities. However, there was a noticeable lack of risk-taking, innovation, and adaptability. While these institutions prioritized stability and academic rigor, they seemed hesitant to embrace significant changes or explore new opportunities for growth.

The leadership style leaned towards being results-driven, emphasizing operational stability. Yet, personal development and teamwork were not prioritized, which are vital for fostering a collaborative and growth-oriented culture. Although the management showed strong support for employee development, they fell short on inclusivity and openness in decision-making processes.

The administrators excelled in communication and relationship-building, indicating strong interpersonal skills. However, they needed to improve their focus on non-verbal communication and professional networking. While they performed well in areas like teaching quality and student recruitment, mentoring employees and tackling challenging tasks with enthusiasm required more attention. Overall, the research indicated a positive link between organizational culture and administrators' performance, highlighting areas for improvement, such as fostering innovation and enhancing transparency in decision-making.

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