# Administrative Roles Framework for Private School Teachers at New Prodon Academy of Valenzuela

**Ontanieza, Kathrina B., Ferdinez, Emil B.**

**Pamantasan Ng Lungsod Ng Valenzuela, Tongco St., Maysan Road, Malinta, Valenzuela City**

## ABSTRACT

This study aimed to develop an Administrative Roles Framework to prepare private school teachers at New Prodon Academy of Valenzuela (NPAV) for future leadership and management positions. Recognizing the gap in structured succession planning within small- to medium-sized private schools, the study investigated the readiness of teachers for administrative roles in terms of knowledge, skills, values, and attitudes, and identified the challenges they face in such preparation. Using a mixed-method parallel convergent research design, both quantitative and qualitative data were gathered through surveys and structured interviews among 34 purposively selected teacher-respondents with at least two years of teaching experience.

The population consisted of 34 purposively selected teachers from NPAV, all of whom had at least two years of teaching experience. Data were gathered through a The population consisting of 34 purposively selected teachers from NPAV, all of whom had at least two years of teaching experience. Data were gathered through a survey questionnaire and structured interviews. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were processed using Colaizzi's method. Factors such as age, educational attainment, and length of service showed significant differences in perceived readiness. Major barriers included lack of mentoring, formal training, and supportive pathways for professional growth.

Based on the findings, an Administrative Roles Framework was proposed to guide NPAV in systematically identifying, developing, and promoting internal leadership talent among teachers. The framework emphasizes structured professional development, mentoring systems, and clear succession planning policies, ultimately aiming to enhance institutional stability, teacher retention, and school leadership quality.

**Keywords:** Administrative Roles Framework, Private School, Admin Roles, Leadership Development, Teacher Readiness

## INTRODUCTION

In today's fast-changing world of education, teachers are not just expected to teach inside the classroom. More and more, they are being given leadership and administrative roles in schools. This is especially true in private schools like New Prodon Academy of Valenzuela, where preparing teachers to take on future leadership positions is becoming more important. However, many teachers are not fully prepared when they are asked to handle administrative tasks. A lot of them step into these roles without enough training or experience in leadership. According to Arrieta et al. (2022), private schools often lack a clear plan to prepare teachers to become future school heads or administrators. This lack of preparation can lead to challenges, both for the teacher and the school. Leadership in education is more than just managing people. It involves having the right knowledge, skills, and values to lead others, make good decisions, and help the school grow.

David (2025) stressed that strong leadership helps improve how schools are managed and how students learn. But to develop strong leaders, schools need to understand what teachers already know, what they need to learn, and what problems they face in stepping into leadership roles. Being a school leader requires more than just experience in teaching. It involves specific knowledge, such as understanding school policies, managing people, leading projects, and solving problems. It also requires practical skills like communication, decision-making,

and planning. On top of that, school leaders need to show values such as professionalism, commitment, fairness, and a strong sense of responsibility. According to David (2025), these qualities are crucial in building strong school leadership and improving teaching and learning outcomes.

Schools' welcome new teachers who bring active thinking, a solid professional foundation, a willingness to embrace new knowledge, and creativity to their work in the ever-changing educational landscape of today. These attributes are crucial in supporting students' intellectual development. However, new teachers sometimes lack both practical experience and familiarity with their position as educators. With that, school should create an atmosphere that enhances aspiring teachers' feeling of community to address this (Liang, 2024).

Several viewpoints including societal, institutional, and personal ones can be used to analyze difficulties in teachers' career development planning. Using policy guidelines, putting vocational training into practice, and making sure that teachers' progress is regularly monitored are all examples of effective ways. These actions can improve the standard of school operations and assist educators in setting specific, scientific career development goals (Liang, 2024).

However, not all teachers have equal levels of readiness to take on leadership roles. Factors such as age, gender, educational background, length of teaching service, and the number of leadership trainings attended can influence how prepared a teacher feels. A study by Torres et al. (2024) emphasizes that teachers with more training and experience tend to have more confidence and better performance in leadership roles. Therefore, it is needed for schools to assess these factors when developing programs that prepare teachers for administrative work.

In many small and medium-sized private schools like New Prodon Academy of Valenzuela leadership changes are often informal. Teachers are promoted based on tenure, loyalty, or immediate availability, more than formal leadership training. This is more common in family-owned schools or schools with small administrative structures. Regarding Philippine Private Schools, D.O No. 88 s. 2010 or the Revised Manual of Regulations for Private Schools in Basic Education lays out the policies and procedures for hiring or promoting school heads. According to the Compendium of Education Legislation for Private Basic Education (2011), "Every private school shall have a governing board which shall exercise general supervision, have exclusive control and direction of all funds, prescribe policies, make rules and regulations, and establish practices consistent with law for the governance and direction of the school."

There is an existing gap between the demand for qualified school administrators and the lack of structured succession planning processes in private schools. New Prodon Academy of Valenzuela has experienced challenges in filling administrative positions internally, often relying on external hires due to insufficient preparation and development opportunities for its current teaching staff. This issue reflects a broader trend in private schools across the Philippines, where the professional growth and retention of educators are closely linked to their career pathways within their institutions.

As the education sector becomes more complex, one of the concerns private schools in the Philippines are grappling with is the retention and development of competent teachers. In this regard, the issue of developing successors for management positions has become important for the stability of school operations. Most private educational institutions, including the New Prodon Academy of Valenzuela, are aware that teacher development is the key to the successful transformation of a school. Teachers' preparation for the positions of administrators is effective in enhancing internal leadership capacity within the school and alleviating exposed concerns such as teacher turnover, job satisfaction, and growth.

In the business world, the share of corporate succession planning concepts was also adopted in educational institutions as a measure that takes into consideration possible staff turnover and quality leadership. This strategy requires finding some promising individuals within the organization and training them accordingly to prepare them for higher roles in the institution. However, despite its importance, there exists a literature and practice gap regarding the effectiveness of the role administration structure designed particularly for private school teachers in the Philippines.

At New Prodon Academy of Valenzuela, there is a problem in the lack of a structured framework within which teachers are prepared for management positions hence the need for a more systematic intervention. There are no clear directions and career growth programs for those teacher-leaders within the organization which hampers their progress and, in most cases, leads to frustration. The research intends to address the issue of administrative roles in New Prodon Academy of Valenzuela by creating a structural framework for nurturing teachers towards administrative positions, hence enhancing the institutional sustainability and the career development of its staff.

# METHODOLOGY

## Research Design

This study used a mixed method parallel convergent research design to thoroughly examine how private school teachers evaluate the key aspects of their preparation for administrative roles and to identify the challenges they face in becoming a school administrator. The parallel convergent research design allows the researcher to gather rich data that offers a deep comprehension of the research issue. It also increased the study's validity, as the survey questionnaire's limitations were addressed by using the qualitative data (Alele & Malau-Aduli, 2023).

For the quantitative component, the descriptive-comparative approach was used. A population, event, or phenomenon's characteristics are described by this research design (McCombes, 2022; Hassan, 2024). Unlike experimental research, it does not examine the causes but provides information about existing conditions. This research design compares two or more groups or a phenomenon to highlight similarities and differences (Hassan, 2024).

Complementing the quantitative part, this study also integrates phenomenological inquiry. Phenomenological research studies the respondents experienced experiences to obtain a more profound understanding of how individuals interpret those experiences (Ho & Liimpaecher, 2022). It aims to seek clarity on specific experiences and challenge established norms or structures by revealing the respondents' perceptions and lived experiences (McLeod, 2024).

The use of this design allows the researcher to have a comprehensive exploration of the research problem. The merging of these findings was instrumental in developing an administrative roles framework tailored to the needs of the New Prodon Academy of Valenzuela.

## Research Locale

The New Prodon Academy of Valenzuela was founded in 2003 and is located at M. Delos Reyes Street, Barangay Gen. T. De Leon, Valenzuela City. From a population of more than three hundred (300) students during its initial year, the enrollees have been increasing every year. As the population continued to grow, additional rooms and buildings were constructed, and NPAV finally opened its Junior High School Department in 2008. Furthermore, in 2016, NPAV opened its Senior High School Department, offering academic tracks including the following strands: (1) Accountancy, Business, and Management strand (ABM), (2) Humanities and Social Sciences strand (HUMSS), and (3) General Academic strand (GAS).

To uphold the Department of Education's standards and consistently develop well-rounded individuals, the NPAV offers activities such as summer classes, scouting, and even training for different sports. The school is also actively participating in the Battle of the Brains organized by the Valenzuela Association of the Private School Administrators (VALAPSA). Aside from that, NPAV is also comprised of a strong and dedicated team of teachers and staff and has been K-12 compliant.

## Participants of the Study

The study's respondents are the educators of the New Prodon Academy of Valenzuela. It has a total of three (3) preschool teachers, sixteen (16) elementary teachers, eleven (11) junior high school teachers, and four (4) senior high school teachers. This study will not cover the entire faculty of NPAV, as the researcher only choose those participants who have been teaching at the school for at least two (2) or more years.
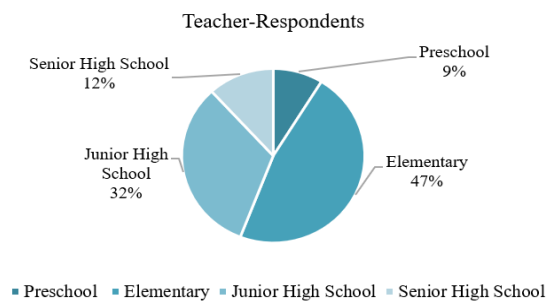
Figure 1. Number of Respondents from New Prodon Academy of Valenzuela

Shown in the figure are the percentage of participating teachers from New Prodon Academy of Valenzuela which correspond to the total number of respondents.

**Research Instrument**

This study employed two self-made research instruments that are aligned with the research design mentioned earlier: the quantitative phase involved a two-part survey questionnaire, while the qualitative phase was a structured interview. The demographic profile of the respondents is the first section of the survey questionnaire, and it contains the following information: (a) age, (b) sex, (c) educational attainment (bachelor's degree, master's degree), (d) length of service (1-5 years or 6 years and above), and (e) number of trainings attended in relation to leadership and development (none, 1 or more than one). After which, the second part of the questionnaire consists of the respondents' assessment of the essentials of preparing them for administrative roles in terms of (a) training and development, (b) knowledge and skills, (c) resources and support, and (d) confidence and preparedness. These items were given a level of strongly agree to strongly by the respondents based on a 4-point Likert scale. It is a scale of answers to use in surveys to acquire participants' preferences or level of agreement with a statement or even a set of statements (McLeod, 2023).

| Assigned Point | Numerical Ranges | Verbal Interpretation |
|---|---|---|
| 4 | 3.25 - 4.00 | Strongly Agree |
| 3 | 2.50 - 3.24 | Agree |
| 2 | 1.75 – 2.49 | Disagree |
| 1 | 1.00 - 1.74 | Strongly Disagree |

Figure 2. Likert's 4-Point Scale Rating and Verbal Interpretation

As the qualitative phase progressed, the researcher developed a structured interview with twelve (12) questions that aimed to know the problems that teachers encountered in preparing themselves to become school administrators. It also explored their assessment of their current knowledge, skills, competencies, values, and attitudes with the demands of being a school administrator. The interview transcripts were analyzed using the Colaizzi method. The Colaizzi method is firmly established in phenomenological research and was developed in the 1970s to provide a structured way to explore the lived encounters of the participants through qualitative data (Williams, 2025).

For the validation of the instrument a committee of education specialists verified the survey questionnaire that was created for this study. A teacher from a Quezon City private school serves as the initial validator. The second and third validators are both from private schools in Valenzuela City. One of them is a school principal, and the other one is a school administrator.

After validation and revision, the researcher-made survey questionnaire was pilot-tested with five (5) respondents who completed the survey. The results of the pilot testing were treated for reliability testing using Cronbach's Alpha, resulting in a 0.93 to 0.99 reliability index, signifying excellent internal consistency, which means that the instrument was ready for distribution and data collection.

The Cronbach's Alpha coefficient measures the internal consistency or reliability of a set of survey items. It is employed to ascertain whether a group of objects assesses the same attribute consistently. Cronbach's Alpha measures the level of agreement using a standardized 0-1 scale. Greater agreement between items is indicated by higher values (Frost, 2022). The reliability test summary for each variable is displayed in the figure below.

**Essentials of preparing Teachers for Administrative Roles**

| Variable | Reliability | Remarks |
|---|---|---|
| Training and Development | 0.93 | Excellent |
| Knowledge and Skills | 0.93 | Excellent |
| Resources and Support | 0.99 | Excellent |
| Confidence and Preparedness | 0.96 | Excellent |

Figure 3. Reliability Test Results

## Data Gathering Procedure

The data gathering procedure started by securing a letter addressed to the dean of the postgraduate studies authorizing the study to be conducted. After that, the researcher communicated with the school administrator of the New Prodon Academy of Valenzuela and explained the purpose of the study and sought approval in terms of collecting data in their premises.

The data gathering process of this study was divided into three (3) steps, and it was spearheaded by the researcher herself. For the first step, the copies of the informed consent were given to and explained to the respondents. After the consent was retrieved, the researcher was able to identify a total number of thirty-four respondents. As soon as the total number of the respondents were identified, the researcher invited the respondents to complete the survey that was made with Google Forms. For the last step, after answering the survey questionnaire, the thirty-four (34) respondents were given a copy of the interview questions and an extra paper for them to write their answers.

During the whole data-gathering process, the researcher was there to facilitate it in case the respondents had queries about the survey questionnaire or the interview questions. To guarantee the precision and dependability of quantitative results, the statistician received the data collected from the survey questionnaire for in-depth examination and interpretation.

Meanwhile, the data obtained from the interview was analyzed using the Colaizzi method. Initially, the researcher read the transcriptions multiple times to become immersed in the data, and to fully comprehend the experiences of the participants. Next, significant statements were identified and extracted from the transcripts. These statements were analyzed to formulate meanings, capturing the essence of the participants' responses in a structured manner.

The researcher proceeded to organize the formulated meanings into clusters of themes, ensuring that it reflected the concepts present in the data. This thematic organization provided a structure that facilitated a deeper interpretation of the findings. The researcher went back to the participants for confirmation and validation in order to guarantee the validity and reliability of the analysis. The data gathering and analysis of both survey questionnaires and the interview covered the second week of April 2025 up to the first week of May 2025.

## Statistical Treatment of Data

The researcher used the following statistical tool to analyzed the gathered data:

Percentage Frequency. This served as a solution to the initial research question to calculate the respondents' percentage weight according to their demographic profiles. This includes the respondents' age, sex, educational attainment, length of service, and number of trainings attended about leadership development. To ascertain how frequently each potential value of a variable appears in a dataset, a percentage frequency distribution was employed (Turney, 2023).

Weighted Mean. This was employed to ascertain and understand the verbal interpretation of each item presented in the survey questionnaire, specifically on the second statement of the problem, where the respondents assessed the essentials of preparing them for administrative roles in terms of (a) training and development, (b) knowledge and skills, (c) resources and support, and (d) confidence and preparedness. The weighted mean gives different importance to the values in a dataset (Frost, 2022) because, certain data points have more weight than others, rather than each contributing equally to the final mean (Glen, 2022).

Independent T-test. This was used to compare the means of two groups and ascertain whether two groups are different from one another or whether a procedure or treatment has an impact on the population or of interest (Hayes, 2024). To determine whether there is a significant difference in the perceived administrative readiness of teacher respondents when categorized based on their demographic profile, a t-test was employed in this study.

## Qualitative Data Treatment

The gathered data from the structured interview were analyzed using the Colaizzi method. The Colaizzi method consists of seven (7) steps, and it was followed in this study. The first step involves familiarization, wherein the researcher reads the transcriptions multiple times to get a general feel for the data and the essence of the experiences. It is followed by identifying significant statements or getting out phrases or sentences that are important for the study. Next is to formulate potential meanings or interpretations. After that, the researcher organized the formulated meanings into themes that are common across the participants' responses. The final steps include creating a comprehensive description of the phenomenon, producing a fundamental structure, and seeking verification from the participants (Sasikumar, 2021).

# RESULTS AND DISCUSSION

The results and analysis obtained from the survey questionnaire and structured interview are presented in this chapter. This chapter's goal is to clearly describe and analyze the evidence that has been obtained to draw a conclusion.

## Demographic Profile of the Respondents

Table 1: Demographic Profile of the Respondents

| Teachers | | |
|---|---|---|
| **Age** | Frequency | Percentage |
| 20-35 | 29 | 85% |
| 36 and above | 5 | 15% |
| **Total** | **34** | **100%** |
| **Sex** | Frequency | Percentage |
| Male | 8 | 24% |
| Female | 26 | 76% |
| **Total** | **34** | **100%** |
| **Educational Attainment** | Frequency | Percentage |
| Bachelor's Degree | 31 | 91% |
| Master's Degree (with units) | 3 | 9% |
| **Total** | **34** | **100%** |
| **Length of Service** | Frequency | Percentage |
| 1-5 years | 28 | 82% |
| 6 years or more | 6 | 18% |
| **Total** | **34** | **100%** |
| **Number of Trainings Attended** | Frequency | Percentage |
| 0 | 31 | 91% |
| 1 or more than one | 3 | 9% |
| **Total** | **34** | **100%** |

A. Age. In term of age, eighty-five percent (85%) are ages 20-35 years old, with 29 teachers falling into this group, making it the most represented group, and ranking first. Only 5 respondents (15%) are aged 36 and above, ranking second.

Research by Pablo et al. (2025) stated that most public-school teachers in the Philippines are in the working-age population, and this demographic grouping has an important role in the work-life balance and readiness to take on new responsibilities. The study also shows that age significantly affects health and work efficiency indicators, which are important since administrators often handle high-stress responsibilities. These findings suggest that age is a critical factor in influencing a teacher's potential to take up complex tasks in leadership roles. Another study by Ferrer (2024) on selected private school teachers provides important data on age demographics among private school teachers in the Philippines. The research stated that a significant majority of 82.35% of its respondents were ages 20-30 years old. This age profile indicates that the sample private schools are predominantly young. Also, the study emphasizes the need for age-responsive policies in private schools to support teacher retention and satisfaction.

B. Sex. This presents the gender distribution among 34 respondents. Most of the respondents are female, with 26 teachers (76%) in this category ranking it the most represented group while there are only 8 teachers (24%) who are male, ranking second.

Teaching continues to be a female-dominated profession in the Philippines. A study by Francisco (2020) found that eighty percent (80%) of the teachers at both elementary and secondary levels are women. This normalized the female leadership in education. The same study argues that there is a gender dynamic that can still influence leadership style preferences. delegation practices and mentoring opportunities. For that reason, gender must also be considered in doing professional development programs to ensure inclusivity and effectiveness. Additionally, a study of Ferrer (2024) among selected private schools stated that majority of the respondents are female with 64.71% of the sample. Male teachers are made p of 23.535 of the sample. This suggests that teaching workforce in the selected private schools is predominantly female, reflecting common trend observed in education sector. The data also suggest that gender-specific strategies may be valuable in developing retention and support programs for private school teachers.

C. Educational Attainment. This shows the educational attainment of teachers among 34 respondents categorized into two: bachelor's degree and master's degree (unit). The majority, 91% (31 respondents), hold a Bachelor's degree, making it the most represented category and ranked first. Meanwhile, only 9% (3 respondents) have earned units toward a Master's degree, ranking second.

In contrast with the result a study by Francisco (2020) stated that a significant part of teachers has bachelor's degree with master's units, indicating a strong foundation for leadership roles. Additionally, the Philippine Standards for Teachers (PPST) that started in 2017, emphasizes the continuous academic upgrading and lifelong learning of teachers, especially those aspiring to become instructional leaders. This overviews how academic advancement is both a prerequisite and a starting point for career progression in education.

Moreover, a study by Anog, de Vera, and Peteros (2024) explore the relationship of teacher's educational attainment, job satisfaction, commitment to their schools and retention. The research found that teachers with higher educational attainment have higher levels of satisfaction and stronger commitment to their school. The study suggests that educational qualifications play a significant role in not only the professional fulfilment of teachers but also their decision to remain in the teaching profession. The study highlights the importance of providing opportunities for teachers to pursue further education to enhance their job satisfaction and retention in private schools.

D. Length of Service. This highlights the length of service among 34 teacher respondents categorized into two groups: 1-5 years of service and 6 years or more. The majority, 82% (28 respondents), have 1–5 years of service, making it the most represented category and ranked first. Conversely, only 18% (6 respondents) have been in service for 6 years or more, ranking second.

A study by David and Naparan (2024) explored the challenges and interventions related to teacher retention in private schools in the Philippines. The research found that teachers with longer tenures in private institutions developed a strong sense of loyalty and attachment to their schools, which influenced their decision to stay despite the lure of higher-paying opportunities in public schools. Teachers who have worked longer years already know the school policies and school culture better, making them qualified for administrative role positions. But

a study done by Nguyen and Spriner (2023) revealed that teachers with longer experience may also face higher burnout risk, which may reduce their motivation to take up new responsibilities.

E. Number of Trainings Attended. It shows the number of training sessions attended by 34 teacher respondents categorized into two groups: 0 or none and 1 or more than 1. The majority, 65% (22 respondents), have not attended any trainings related to leadership and development, making it the most represented category and ranked first. Conversely, only 35% (12 respondents) have attended training with 1 or more than one, ranking second.

Participation in training programs-especially those focused on leadership - strongly predicts administrative potential. The number of trainings attended, particularly those related to leadership and development, serves as a strong predictor of administrative potential. Esguerra and Quinito (2025) emphasized that targeted training in instructional supervision and leadership management greatly enhances a teacher's capacity to lead. Likewise, the Department of Education's Capability Enhancement Plans (Madamba et al., 2025) aim to systematically equip school heads and teacher-leaders with necessary competencies through structured training programs aligned with national standards.

Table 2: Summary of Weighted Mean and Interpretation on Preparing Teachers for Administrative Roles

| Indicators | Teachers | |
| --- | --- | --- |
| | Average Weighted Mean | Verbal Interpretation |
| Training and Development | 2.44 | Disagree |
| Knowledge and Skills | 2.77 | Agree |
| Resources and Support | 2.51 | Agree |
| Confidence and Preparedness | 2.48 | Disagree |
| **Overall Weighted Mean** | **2.55** | **Agree** |

Legend: 1.00-1.74 -Strongly Disagree, 1.75-2.49 - Disagree, 2.50-3.24 - Agree, 3.25-4.00 - Strongly Agree

This table presents the summary of the weighted mean scores of the essentials of preparing teachers for administrative roles across four key indicators: (1) Training and Development, (2) Knowledge and Skills, (3) Resources and Support, and (4) Confidence and Preparedness.

The overall weighted mean is 2.55, which falls within the category of "Always" based on the given Likert scale interpretation. Among the indicators, the highest mean score was recorded under Knowledge and Skills (2.77), followed by Resources and support (2.51), and confidence and preparedness (2.48). Meanwhile, training and development (2.44) received the lowest mean rating.

The results across four domains indicate a mixed perception among teachers related to their readiness for taking administrative roles. While teachers expressed confidence in the knowledge and leadership skills, the respondents felt that the current training and programs were lacking and not adequately related to the demands of administrative positions. In the area of support, while mentoring was viewed positively, access to resources and administrative support is lacking. Also, teachers are moderately confident in their abilities to take administrative roles, but they feel unprepared in terms of qualifications and experience. The results highlighted the need for more comprehensive and targeted professional development, along with enhanced support systems to better prepare teachers for administrative roles.

These findings are supported by a recent study by Agustin and Cantoria (2025), which examined the professional development and leadership management experiences of teachers in the Philippines. The study revealed a significant disconnect between the availability of professional development programs and their impact on teachers' readiness for administrative roles. Like the results, the research emphasized the need for more targeted and practical training initiatives, along with stronger institutional support, to enhance leadership capacity among educators. This alignment reinforces the call for educational institutions to rethink and strengthen succession planning and professional development structures to effectively prepare teachers for administrative responsibilities.

Table 3: Summary of Significant Differences Between Administrative Roles and Respondents' Profile

| Administrative Role | Respondent's Profile | |
|---|---|---|
| | Decision | Interpretation |
| Training and Development | Reject Ho | Significant Difference |
| Knowledge and Skills | Reject Ho | Significant Difference |
| Resource and Support | Reject Ho | Significant Difference |
| Confidence and Preparedness | Reject Ho | Significant Difference |

*N=34, 5% Level of Significance at Two-tailed*     *df=N-2=34-2=32*

To summarize all the data gathered, all results show the rejection of the null hypothesis. This means that no matter what category in the administrative role (training and development, knowledge and skills, Resource and Support, and Confidence and Preparedness) and respondent's profile (age, sex, highest educational attainment, length of service and seminar and training attended) is being discussed, there is a significant difference between the administrative role when the respondent's profile is being considered.

The findings shows that personal and professional characteristics of the respondents have significantly influence their experiences and effectives in preparation for administrative roles. With this, there is a need to create development programs and support systems to address the different needs of the teachers.

Table 4: Summary of Emergent Themes

| Emergent Themes |
|---|
| 1. Educational Leadership and Management |
| 2. Principled and Proactive Governance for a Thriving School Community |
| 3. Deep Grounding in Educational Theory for Empowering Instruction and Fostering Innovation |
| 4. The Foundational Role of Financial Insight in Effective School Administration |
| 5. Multifaceted Skills for Effective School Leadership in Complex Environments |
| 6. Catalyzing School Success through Leadership and Interpersonal Skills |
| 7. Communication as a Catalyst for Alignment and Growth in Schools |
| 8. Navigating Complexity with Principled and Adaptive Decision Making |
| 9. Build Trust through Ethical and Empathetic Leadership |
| 10. Ethical Leadership as the Cornerstone of a Thriving School Community |
| 11. Leadership Driven by Social Justice and Equity for an Inclusive School Community |
| 12. Cultivating a Thriving Student-Centered School Through Equity, Well-being, and Holistic Development |

This table presents a summary, outlining twelve (12) emergent themes that came from the analysis of the interview transcripts. Each emergent theme represents a broader, synthesized concept derived from the underlying cluster of themes identified during the process of data analysis. These emergent themes integrate the problems encountered by the teacher-respondents in preparing themselves for administrative role.

**Proposed Administrative Roles Framework**

Drawing upon the identified essential skills and knowledge for school administrators, and the challenges faced by teacher-respondents in their preparation for these roles, this paper proposes an administrative role framework called, "R.I.S.E: Readiness, Instruction, Succession, Empowerment Framework." This is designed to provide a

structured and holistic approach cultivating effective school leaders, addressing key areas necessary for successful administrative practice, and fostering a more resilient educational environment
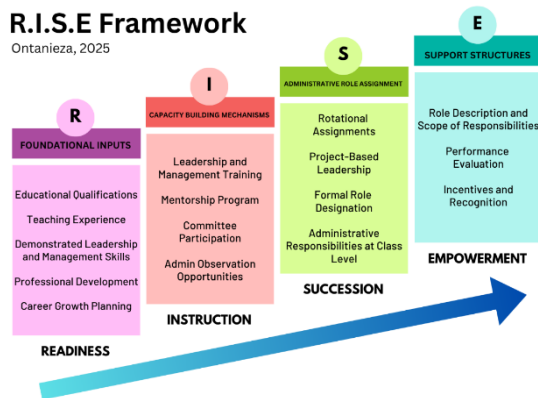


Figure 4. R.I.S.E Framework (Ontanieza, 2025)

To facilitate the implementation of the framework, a comprehensive step-by-step checklist was created. It includes the following:

Table 5: R.I.S.E Framework Checklist

| Readiness (Foundational Inputs) | |
|---|---|
| Educational Qualifications | 1. Licensed Professional Teacher (LET Passer) <br><br> 2. Master's Degree (in process or completed) in educational management, leadership, or related fields <br><br> 3. Attended continuing professional development (CPD) activities |
| Teaching Experience | 1. Minimum of 3-5 years of teaching experience <br><br> 2. Consistent satisfactory performance in classroom instruction <br><br> 3. Experience with advisory roles or subject coordination. |
| Demonstrated Leadership and Management Skills | 1. Actively initiates projects, suggests improvements <br><br> 2. Respected by peers and students <br><br> 3. Demonstrated problem-solving and decision-making in class or events. <br><br> 4. Management Skills <br><br> 5. Financial Management |
| Professional Development | 1. Participated in school-led innovations or committees <br><br> 2. Delivered demo teaching, LAC sessions, or peer training <br><br> 3. Active membership in professional organizations |
| Career Growth Planning | 1. Required Professional Development Plan (PDP) tailored to leadership goals <br><br> 2. Encourage enrollment in MaEd or principal preparation courses <br><br> 3. One-on-one career guidance with admin team |

## Instruction (Capacity Building Mechanisms)

| | |
|---|---|
| Leadership and Management Training | 1. School-sponsored training sessions (e.g., time management, supervision, delegation) <br><br> 2. External leadership seminars or conferences (e.g., PAFTE, CEAP, DepEd-accredited) |
| Mentorship Program | 1. Paired with an experienced administrator for regular shadowing <br><br> 2. Monthly mentorship discussions with guided leadership reflection forms <br><br> 3. Practical leadership tasks with mentor feedback <br><br> 4. Mentorship in Problem-Solving Techniques |
| Committee Participation | 1. Assigned as lead or member of: <br><br>    1.1. Academic Committee <br><br>    1.2. Discipline and Guidance Committee <br><br>    1.3. Events and Programs Committee |
| Admin Observation Opportunities | 1. Attend leadership team meetings <br><br> 2. Observe and support admin work (scheduling, documentation, parent communication) <br><br> 3. Write short reflective reports after shadowing |

## Succession (Administrative Role Assignment)

| | |
|---|---|
| Rotational Assignments | 1. Serve as Officer-in-Charge (OIC) in absence of coordinators/principal <br><br> 2. Lead weekly flag ceremonies or department meetings <br><br> 3. Monitor attendance, class observations, or minor student cases |
| Project-Based Leadership | 1. Head school-wide activities (e.g., Nutrition Month, Recognition Day) <br><br> 2. Organize academic competitions or trainings <br><br> 3. Create and lead action research or school improvement plans |
| Formal Role Designation | 1. Assigned as Subject Area Coordinator, Grade-Level Chair, Club Moderator with admin responsibilities <br><br> 2. Assist in enrollment, student records, or event documentation |
| Administrative Responsibilities at Class Level | 1. Handle homeroom records, parent communication, discipline reports <br><br> 2. Support performance tracking and student interventions |

## Empowerment (Support Structures)

| | |
|---|---|
| Role Description and Scope of Responsibilities | 1. Written scope of responsibilities per position <br><br> 2. Orientation on accountability, performance indicators, and expected outputs |

| Performance Evaluation | 1. Quarterly performance reviews with rubric-based assessments<br><br>2. Peer feedback and self-assessment forms<br><br>3. Reflection logbooks or leadership portfolios |
|---|---|
| Incentives and Recognition | 1. Certificates of leadership contribution<br><br>2. Service credits, load reduction, or honorarium for sustained efforts<br><br>3. Mention in newsletters, faculty meetings, or recognition day |

The R.I.S.E. Framework, developed by Ontanieza (2025), presents a strategic and systematic approach to cultivating educational leadership. It recognizes that effective school leadership is not a product of chance but the result of intentional preparation, structured development, and sustained support. The framework is built on four key pillars—Readiness, Instruction, Succession, and Empowerment—each targeting specific stages in the leadership development journey. Through these stages, the framework seeks to bridge critical gaps in leadership pipelines, ensuring that future administrators are equipped, capable, and motivated to lead.

The R.I.S.E. Framework addresses key systemic gaps in educational leadership development by outlining a structured progression through its four pillars. The Readiness stage responds to the lack of qualified individuals in the leadership pipeline by emphasizing foundational inputs such as educational qualifications, teaching experience, and demonstrated leadership skills. Many aspiring leaders enter the field without adequate preparation or clear direction for career advancement. To address this, the framework integrates professional development and career growth planning into this stage, ensuring that educators have a long-term vision and structured pathway for leadership progression. Moving to the Instruction stage, the framework addresses the absence of structured capacity development. Often, aspiring leaders do not receive formal training or mentorship, leaving them unprepared to handle administrative roles. By introducing leadership and management training, mentorship programs, committee participation, and observation opportunities, the framework aims to systematically build the necessary competencies and exposure for future leaders.

At the Succession stage, the framework addresses the lack of formalized succession planning within educational institutions. Leadership roles are frequently filled externally due to insufficient internal preparation and unclear role designations. Through rotational assignments, project-based leadership, and class-level administrative responsibilities, this stage ensures that leadership roles are gradually assigned, fostering a sustainable internal leadership pipeline. Finally, the Empowerment stage focuses on addressing the lack of support structures that hinder long-term leadership success. In many cases, leadership roles come with vague expectations, little feedback, and limited recognition. This stage emphasizes the importance of clearly defined roles, performance evaluations, and incentive systems to strengthen accountability, motivation, and retention of educational leaders.

Collectively, the R.I.S.E. Framework offers a proactive, sustainable, and well-supported leadership development system designed to uplift the quality of educational administration and ensure the continuity of effective school leadership.

# CONCLUSIONS

Based on the results of the study, the following conclusions were drawn:

1. When the weighted mean was analyzed, results across four domains indicate a mixed perception among teachers related to their readiness for taking administrative roles. The results revealed that teachers expressed their confidence in the knowledge and leadership skills, but felt that the current training and programs were lacking and not adequately related to the demands of administrative roles. In terms of support, mentoring was viewed positively, access to resources and administrative support is insufficient. Moreover, teachers are moderately confident in their abilities to take administrative roles, but they feel unprepared in terms of qualifications and experience. The results highlighted the need for more comprehensive and targeted

professional development, along with enhanced support systems to better prepare teachers for administrative roles.

2. The findings of the study reveal that there is a significant difference in the administrative roles of respondents when their profile is considered. This suggests that individual characteristics influence administrative preparedness, and therefore, a one-size-fits-all approach to leadership development may not be effective. The study highlights the need for differentiated support and targeted capacity-building efforts to better equip teachers for future administrative roles. These results can inform data-driven policy and practice in succession planning and professional development within private school settings.

3. This research has illuminated twelve key emergent themes that represents the problems and challenges perceived by the teachers as they prepare for administrative roles. These themes, ranging from foundational knowledge in educational theory and financial management to crucial leadership skill in communication, ethical governance, and fostering inclusive, student-centered environments, underscore the multifaceted nature of administrative preparedness. The identification of these themes has significant implications for professional development programs, mentorship activities, and policy considerations aimed at effectively supporting teachers in their transition to leadership positions, ultimately contributing to stronger school leadership and improved educational outcomes.

4. Ultimately, this research culminated in the development of the "R.I.S.E.: Readiness, Instruction, Succession, Empowerment" administrative role framework, synthesized from the identified essential skills and knowledge, and the challenges faced by teacher-respondents preparing for administration. The implementation of this framework holds the potential to significantly benefit the school community by providing a structured approach to cultivating effective school leaders, thereby fostering a more supportive and efficient educational environment.

## RECOMMENDATIONS

Based on the findings and conclusions, the researcher suggests the following recommendations:

1. Evaluation of Training and Professional Development Programs

Future research could focus on evaluating the content and effectiveness of existing training programs and professional development initiatives for aspiring school administrators. This can help identify gaps between program offerings and the actual competencies required for administrative roles, especially in areas where teachers report feeling underprepared.

2. Personal and Demographic Influences on Leadership Readiness

Since individual characteristics influence administrative preparedness, further studies could examine how specific factors, such as age, teaching experience, educational background, and subject area, affect teachers' readiness. This would support the development of more personalized, differentiated approaches to leadership training and succession planning.

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readiness. This would support the development of more personalized, differentiated approaches to leadership training and succession planning.

5. Further research may include the following:

5.1. Future studies may explore qualitative insights into the lived experiences of teachers transitioning into administrative roles, which can deepen understanding and refine readiness frameworks.

5.2. Broader range of respondents, especially to the current school administrators. It may also include other small to medium-sized private schools to acquire more accurate and dependable answers.

5.3. A longitudinal approach could track teachers' development over time to examine how their readiness for administrative roles evolves with experience, training, and institutional exposure.

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