

School Leadership Practices Towards Enhanced Classroom Management, School Environment, and Academic Performance of Students

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ABSTRACT: Student learning is influenced by school leadership, classroom management, and instructional delivery. To positively impact student learning, teachers require initial and ongoing professional development. The school administration must create an environment that inspires teachers to enhance their teaching methods and empowers students to improve their academic achievement. This study wants to evaluate the relationship between principals' and teachers' perceived impact of school leadership. The study used distributed leadership theory. This study used descriptive research. Principals' school leadership strategies correlated positively with their perceived impact on creating a pleasant school climate. There was also a moderate positive link between the reported implications for classroom management and student academic performance. However, instructors' school leadership techniques correlated highly with their reported impact on improving classroom management and student academic performance. Their leadership techniques had a moderately beneficial effect on creating a positive school atmosphere. A proposed training program was designed to help develop and enhance the leadership skills of administrators and teachers in improving classroom management, school climate, and academic performance.

KEYWORDS : *School leadership practices, classroom management, school environment, academic performance, descriptive research, Schools Division of Zambales*

I. INTRODUCTION

School leadership plays an essential role in delivering instruction, which has moved from higher expectations to a more accountable position for academic attainment [1]. According to Leithwood et al. [2], good leadership is vital in enabling learners and enhancing teaching methods, teacher performance, and, ultimately, student achievement. School leadership evolves toward a shared collaboration or disseminated command [3]. School leadership develops educators' ability to integrate the teaching-learning process, communication skills, and mentorship, laying the groundwork for academic performance improvement. Providing a positive learning environment for teachers benefits school leadership.

According to Mulford [1], the power to govern should not contain the leader's individual but might be diffused throughout the school within and among people. Leadership is rooted in the school environment, whose people support leadership in changing the system to improve academic success. The Distributed Leadership Framework contains a leadership strategy that allows for interactions between individuals and their environments [3]. The dispersed leadership concept requires a transformation in leadership techniques to include instructional staff fully. Academic success depends on effective school leadership [4]. Education and leadership skills are required to impact students' lives successfully [5]. Student learning is influenced by school leadership, classroom management, and teacher delivery. To help students learn, teachers need initial and ongoing professional development [6]; [7]. Stewart [8] argues that systematic professional development can help build school leaders. Instructors who lead create school settings where teachers grow, students succeed, and management and leadership duties are distributed [9]; [5]; [3].

School leaders must create an environment that inspires instructors to enhance their teaching and empowers students to improve their academic performance [10]. According to Hallinger and Heck [11], principals are the most influential people in the educational system. Leaders must act in ways that foster the growth of learning communities. Thus, school leaders should improve teaching skills [12]. Leaders' efficacy is linked to the school environment's impact on student learning. According to Leithwood & Jantzi [12], maintaining student learning requires school leaders to respond favorably to changes in management and growth of teaching methods, classroom organization and direction, and curriculum delivery.

Every day, educational leaders face many challenges [13]. The most effective school leaders know that their leadership style directly correlates with their culture and climate [14]. According to Kouzes and Posner [15], leadership behaviors include leading by example, inspiring a shared vision, challenging the process, empowering others to act, and encouraging the heart (i.e., praising people for a job well done).

According to Lieberman and Miller [16], classroom leadership must become a habit. Class management is built on teachers' dedication to student learning and involvement. Teachers must organize, engage, accept differences, and be willing to share promising classroom management approaches.

Spillane et al.[17] emphasized the value of sharing curriculum, instructional practices, and administrative expertise among teachers and school leaders. They created a framework for addressing school-related issues that impair children's academic achievement. As defined by Crowther, Ferguson, and Hann [18], school leadership goes beyond principals.

Managing classroom conduct is a skill that teachers develop over time, according to Kizlik [19]. Teachers must also grasp their pupils' psychological and developmental levels in multiple ways. Effective classroom management requires experience, feedback, and a willingness to learn from mistakes. According to Becker [20], classroom management is the seamless and successful facilitation of learning in the classroom without student interruption. According to Oakley [21], effective classroom management requires authority, knowledge, individual expression, adaptability, and time management. Classroom management is directly linked to motivation, discipline, and respect. Teachers' methods are still hotly debated; solutions differ depending on educational psychology ideas. Behavior modification is an essential aspect of traditional classroom management, yet many teachers think it is overly simplistic. The school year began with many regulations and procedures.

Kelly[22] claims that classroom management is a tactic employed by instructors to retain school authority. Educators utilize numerous methods to guarantee pupils are coordinated, task-oriented, well-behaved, and prospering. It can lead to poor learning environments for students and unsatisfactory work environments for teachers. Classroom management involves guiding students' educational tasks—managing positions, students, and sources. Classroom management regulations, learning order, and processes refer to creating and using a productive learning environment [23].

According to Chandra [24], classroom management strives to build student self-control through supporting positive student achievement and behavior. Academic accomplishment, teacher efficacy, and student attitudes are all tied to the concept of managing classrooms. The teacher facilitates learning by demonstrating sound professional characteristics, content knowledge, pedagogical skills, curriculum knowledge, and planning and coordination theories and practices expertise. Wubbles [25], 'classroom management,' is outdated because it is connected with behaviorist thinking. "Establishing and Maintaining Caring Communities" or "External and Internal Motivation" are instead offered in the text.

Osheret al.[26] claim to develop and maintain order through various classroom activities. The teacher's main job is to plan and develop classroom life through fostering student cooperation in continuous activities. So, classroom management is about including students in topic activities, focusing on the class as a whole and the purpose and energy of the events that arrange and guide teaching methods. They define the ecological approach and the difficulties students face in this setting without self-discipline. They underline the importance of positive behavioral support for school students, such as acknowledgment and conversation. The research also suggests that students need teachers to supervise self-regulated learning processes that focus on academic and social growth. Teachers need to master classroom management skills to ensure their success and the success of their pupils, according to Zakaria, Reupert, and Sharma [27]. According to Allday [28], classroom management is one of the most important and difficult skills a teacher can master. Tal [29] defines classroom management as the teacher's ability to direct the class towards student learning. Sahin[30] described classroom management as the process through which teachers create and maintain a learning-promoting atmosphere.

Aside from classroom management, followers must understand leadership effects and practices to develop effective school interactions. Spillane and Diamond [31] claim that leadership methods must improve student achievement to promote a healthy school climate. Since the 1960s, leadership research has focused on school leaders' leadership. However, the phrase remains ambiguous mainly, with no consensus on its purpose and importance in schools [32]. However, Spillane contends that solid school leadership motivates students and teachers while improving collaboration among all stakeholders. We can gain many talents at school.

Preschools teach reading and writing to children as young as three. They start learning the alphabet, numbers, and even elementary math problems. According to Sarhan and Soboo[33], school is the second most important place in a child's life after home in terms of emotional, intellectual, and physical aspects. It means that teachers should address the importance of the air quality, construction materials, water management, and chemical of the classroom. An excellent physical environment encourages children's learning and increases teacher and staff efficiency. Thus, keeping a healthy school atmosphere is crucial to children's academic

progress. Inappropriate learning surroundings can inhibit progress. An excellent physical environment can help a pupil learn. Accessible to all pupils, a pleasant place to work, and ideal for all teaching and learning methods.

Waldman [34] identifies four components of a positive learning environment: safety, engagement, connection, and support. And how can parents assist in establishing a positive learning environment in their kids' schools? Encourage your child's school leaders to take this survey to assess the existing atmosphere and identify areas for improvement. Learn how school safety initiatives can benefit students. Then take the procedures mentioned in the post to help your child's school keep them safe. Check out these steps to learn more about your school's or district's disciplinary procedures and how to advocate for fairness. Learn about individualized learning and other innovative teaching methods that captivate pupils. Ask your school officials about teacher training and professional development programs that address students' social and emotional needs. Inform your school officials of the importance of including parent, student, and community input is present or future school climate improvement efforts.

Good leadership may help children learn by encouraging them and boosting teacher participation and coordination [35]. The study examines how school leadership approaches affect classroom management, school climate, and student achievement. The key results of this study will help principals/School Heads and teachers to develop and improve leadership skills and practices. A proposed training program was also crafted to help principals/School Heads and teachers to enhance the classroom management, school environment, and academic performance of the students.

II. OBJECTIVES OF THE STUDY

This study aims to determine whether school leadership practices (i.e., principals and teachers) impact classroom management, the school environment, and academic performance.

Specifically, it aims to answer the following questions:

1. How do principals/school heads and teachers describe the school leadership practices?
2. How do the principal-respondents and teacher-respondents perceive the impact of school leadership practices towards enhancing classroom management, developing a positive school environment, and increasing academic performance?
3. Is there a significant relationship between the school leadership practices of the principals and teachers and the perceived impact of school leadership?
4. How may the study's findings be used towards developing a training program on school leadership for principals and teachers?

III. HYPOTHESIS

To provide definite directions and to place the study in clear intentions, this inquiry tested the following hypotheses:

1. There is no significant relationship between the school leadership practices of the principals and teachers and the perceived impact of school leadership.

IV. METHODOLOGY

This study used a descriptive-survey strategy. It does not confine itself to quantitative or qualitative research methods but often combines both in a single study [36]. Descriptive research can use components of both quantitative and qualitative research approaches, frequently in the same survey. Descriptive research refers to a topic's research question, design, and data analysis. Inferential statistics strive to discern causation and effect. According to Ary et al. [37], survey research uses questionnaires and interviews to acquire data from groups of people. Descriptive analysis aims to portray people accurately. Simply put, a descriptive study describes the subjects of the investigation [38].

Descriptive research also aims to describe an audience's features or behavior. Its purpose is to define, explain, or validate a theory or objective for a specific set of people. This study used a survey that included interviews or conversations with more significant people on particular themes [39]. This study used descriptive survey research methodologies to investigate whether school leadership practices (principals and teachers) affect classroom management, school climate, and educational achievement. The study was conducted in all public secondary schools in the Division of Zambales. The division has eighty-seven (87) public secondary schools, including integrated schools. Nine hundred and forty-seven (947) public secondary school teachers (Junior and Senior High School) and sixty (60) school principals participated voluntarily in the research. The data in the study was collected using a questionnaire.

The questionnaire was the primary method utilized to collect data and information for the study. The SLECMAQ was designed and used by [40] in her study "The Influence of School Leadership Practices on Classroom Management, School Environment, and Academic Underperformance." The researcher and her advisor revised and edited this. The questionnaire has two parts. Part I covers the respondent's age, gender,

highest educational attainment, and service years. Part II focuses on the principal/school head and teacher leadership strategies to improve classroom management, create a pleasant school atmosphere, and improve academic performance. The researcher examined relevant books, journals, theses, and periodicals to develop particular inquiries. The first draft of the questionnaire was given to her mentor, and the final draft was revised extensively. All secondary instructors of the private school in Botolan, Zambales, did a dry run of the questionnaire. It is to ensure that the respondents understand the queries. The questionnaire has been evaluated for validity and reliability in dry-run replies.

The researcher's responsibility is to obtain the authorization of the Zambales Schools Division Superintendent and principals/school heads of all secondary public schools in Zambales before conducting the study. This survey was conducted after receiving consent from the Schools Division Superintendent and authorization from the principals/school heads of the division's schools. The researcher hand-delivered it to principals and teachers. The data were processed, tabulated, and analyzed using SPSS v26, frequency, percentage, mean, and Pearson r as statistical methods.

The theory of distributed leadership was used. This style of research is based on Spillane's distributed leadership theory. It defines leadership as guiding and directing the educational environment through collaboration and coordination. The leader, the follower, and the situation share responsibility for obtaining the intended outcomes [41]. Its conceptual paradigm is shown in Figure 1. The researcher needed to know the respondents' age, gender, educational attainment, years of employment in secondary school, and school leadership practices of principals/school heads and teachers towards improving classroom management, developing a positive school environment, and improving school achievement.

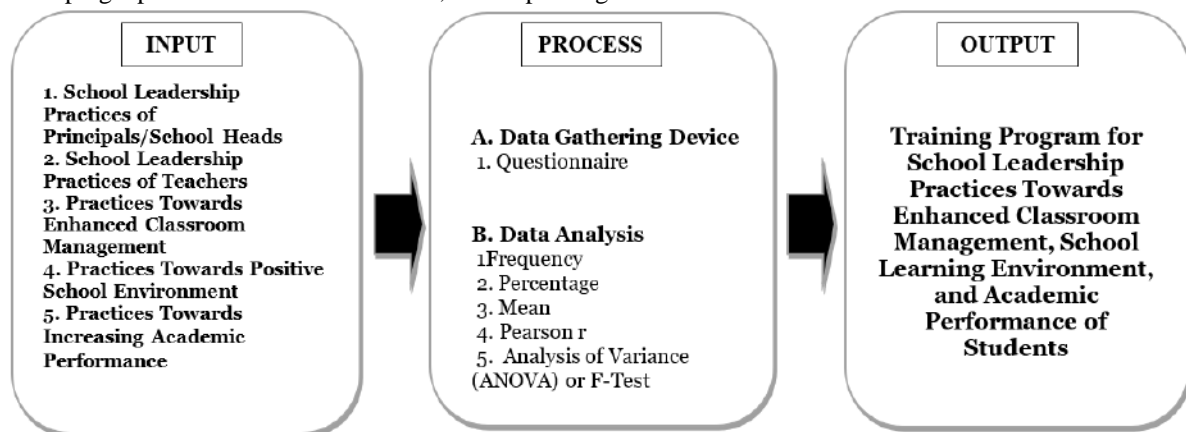


Figure 1. The Paradigm of the Research Process

V. RESULTS AND DISCUSSION

1. School Leadership Practices

1.1 School Leadership Practices of Principals/Schools Heads

The principal and teachers strongly agreed that they receive encouragement to share their ideas of instructions to improve teachers' instruction and delivery methods. Also, the principal empowers teachers to work with all students to gain academic excellence. School leadership practices are a process of assisting individual and group efforts to achieve common objectives, according to Yukl [42]. They are widely recognized as critical agents of change at all levels of the school system, promoting student learning, improving educational quality, and building and maintaining successful, welcoming school [43], [44], [11], [12], [45], [28]. According to Spillane [3], effective school leadership requires leaders to know effective instructional methodologies and classroom management abilities to impact students' lives effectively.

Students' ability to reach high levels of accomplishment is directly affected by classroom management, leadership, and instruction [47]. As stated by Scheerens [48], instructors require initial training and ongoing professional development to improve student achievement consistently. The leaders coming from schools enable teachers to learn while assisting pupils to attain their educational goals [48].

Table 1 shows that principals/school heads have an overall weighted mean of 4.32 and are categorized as Strongly Agree.

Table 1. School Leadership Practices of the Principals/School Heads

School Leadership Practices of the Principals/School Heads	Principals/ School Heads		Teachers		Overall	
	WX	DR	WX	DR	WX	DR
The principal empowers teachers to work with all students to gain academic excellence	4.38	Strongly Agree	4.38	Strongly Agree	4.38	Strongly Agree
The principal encourages sharing of ideas on instructions to improve teachers' method of instruction and delivery.	4.40	Strongly Agree	4.35	Strongly Agree	4.38	Strongly Agree
The principal encourages teachers to coordinate, collaborate and cooperate with each other.	4.32	Strongly Agree	4.44	Strongly Agree	4.38	Strongly Agree
The principal shares information and advice on classroom practice with teachers.	4.28	Strongly Agree	4.33	Strongly Agree	4.31	Strongly Agree
The principal encourages and supports teachers' development and continuous learning.	4.42	Strongly Agree	4.41	Strongly Agree	4.42	Strongly Agree
The principal seeks to promote parent involvement in school's activity.	4.35	Strongly Agree	4.41	Strongly Agree	4.38	Strongly Agree
The principal supports and works directly with teachers who are challenged by teaching method and delivery	4.25	Strongly Agree	4.23	Strongly Agree	4.24	Strongly Agree
The principal actively monitors student performance in literacy and numeracy.	4.35	Strongly Agree	4.24	Strongly Agree	4.30	Strongly Agree
The principal examines and reviews students test result with respective teachers	4.28	Strongly Agree	4.12	A	4.20	Strongly Agree
The principal clearly communicates the vision of the school to teaching staff.	4.38	Strongly Agree	4.36	Strongly Agree	4.37	Strongly Agree
The principal monitors and evaluates the quality of instructions in all learning areas each quarter.	4.35	Strongly Agree	4.31	Strongly Agree	4.33	Strongly Agree
The principal monitors and knows what is happening in the classroom.	4.25	Strongly Agree	4.19	A	4.22	Strongly Agree
Overall	4.33	Strongly Agree	4.31	Strongly Agree	4.32	Strongly Agree

1.2 School Leadership Practices of Teachers

Teachers agreed that including parents in school activities is critical. The topic of teacher leadership is still hotly controversial, with scholars suggesting various meanings or techniques [49], [50], [51], [52]. Danielson [53] describes teacher leadership as a collection of qualities displayed by teachers who instruct children while also influencing those within and outside their school. Improving the school's essential teaching, student learning, or even policymaking requires motivating and energizing others. It goes beyond obeying a boss's or a boss's orders.

School leadership is not confined to the school principal since it is the job of all school staff to ensure the school's teaching and learning programs run smoothly. Teachers who set high goals, invest in students and their families, plan strategically, execute efficiently, reflect critically on student progress, and work tirelessly to overcome obstacles to student learning [54].

Table 2 shows that teachers' school leadership techniques have a weighted mean of 4.33 and are described as "Strongly Agree".

Table 2. School Leadership Practices of the Teachers

School Leadership Practices of the Teachers	Principals/ School Heads		Teachers		Overall	
	WX	DR	WX	DR	WX	DR
Teachers are given autonomy to decide on teaching methods.	4.15	Agree	4.43	Strongly Agree	4.29	Strongly Agree
Teachers seek to promote parent involvement in school's activity.	4.38	Strongly Agree	4.46	Strongly Agree	4.42	Strongly Agree
Teachers are supported in assigning students to work together.	4.32	Strongly Agree	4.40	Strongly Agree	4.36	Strongly Agree
Teachers are encouraged to coordinate on books and material used in classroom.	4.28	Strongly Agree	4.30	Strongly Agree	4.29	Strongly Agree
Regular meetings are held with teachers to discuss quality instructions	4.32	Strongly Agree	4.23	Strongly Agree	4.28	Strongly Agree
Teachers are evaluated on criteria related to school improvement.	4.32	Strongly Agree	4.35	Strongly Agree	4.34	Strongly Agree
Teachers collaborate, and cooperate with each other.	4.35	Strongly Agree	4.39	Strongly Agree	4.37	Strongly Agree
Teachers monitor and evaluate student performance in literacy and numeracy.	4.25	Strongly Agree	4.45	Strongly Agree	4.35	Strongly Agree
Teachers clearly understand the standards for literacy and numeracy.	4.12	Agree	4.43	Strongly Agree	4.28	Strongly Agree
Teachers are empowered to work with all students to gain academic excellence	4.32	Strongly Agree	4.42	Strongly Agree	4.37	Strongly Agree
Overall	4.28	Strongly Agree	4.39	Strongly Agree	4.33	Strongly Agree

2. Impact of School Leadership

2.1 Enhancing Classroom Management

Teachers strongly agreed that they should closely monitor students' academic development. They consider students' needs when creating lessons and evaluating teaching approaches. According to Lieberman and Miller [16], classroom leadership must become a habit. Classroom management is built on teachers' dedication to student learning and involvement and the administration of instructional activities. Teachers must be organized, engaged, accepting differences, and willing to share promising classroom management approaches.

According to Lieberman and Miller [16], schools must respond to economic progress to educate pupils. Globalization has become a public policy priority. To obtain a competitive edge in the global marketplace, school leaders must realize the need to teach students to think critically, analyze information, and share knowledge.

Jackson [55] stated that government agencies and other authorities must strategize for recruiting, training, and supporting new and seasoned classroom teachers. New school leaders will emerge through capacity building. Jackson said all stakeholders should be involved in school transformation. Mentorship by teachers, parents and students will boost participants' self-esteem and academic success. According to Jackson [55], improving schools and classroom management requires a shift from within to increase student achievement. A shared vision and dedication among teachers and students are needed, according to [56].

Table 3 shows that principals and teachers agree that school leadership methods can improve classroom management, with a weighted mean of 4.29.

Table 3. Impact of School Leadership Towards Enhancing Classroom Management

Towards Enhancing Classroom Management	Principals/ School Heads		Teachers		Overall	
	WX	DR	WX	DR	WX	DR
Teachers keenly monitor students' academic progress.	4.38	Strongly Agree	4.54	Strongly Agree	4.46	Strongly Agree
Teachers have the ability to make classroom management decisions.	4.28	Strongly Agree	4.55	Strongly Agree	4.42	Strongly Agree
Teachers take responsibility for academic performance in school.	4.25	Strongly Agree	4.42	Strongly Agree	4.34	Strongly Agree
Teachers strictly follow the curriculum guide in teaching their lessons	3.60	Agree	4.01	Agree	3.81	Agree
Teachers are allowed to use their own teaching methods.	4.05	Agree	4.46	Strongly Agree	4.26	Strongly Agree
Teachers monitor and supervise conduct and behavior in school.	4.25	Strongly Agree	4.50	Strongly Agree	4.38	Strongly Agree
Teachers have the freedom to give enrichment activities to students parallel to their lessons.	4.08	Agree	4.34	Strongly Agree	4.21	Strongly Agree
Classroom management decisions are made by school leaders and teachers.	3.95	Agree	4.34	Strongly Agree	4.15	Strongly Agree
Students are evaluated using the criteria provided by the Department of Education.	4.42	Strongly Agree	4.45	Strongly Agree	4.44	Strongly Agree
Teachers include the individual need of students in planning lessons and assessing teaching methods.	4.42	Strongly Agree	4.42	Strongly Agree	4.42	Strongly Agree
Overall	4.17	Strongly Agree	4.40	Strongly Agree	4.29	Strongly Agree

2.2 Developing Positive School Environment

The perception of principal-respondents and teacher-respondents on school leadership practices towards developing a positive school environment has an overall weighted mean of 4.31 and is described as "Strongly Agree".

Principals/school heads firmly agreed that the Department of Education's monitoring supports the school's mission. The teachers decided that parents are a vital part of the school. A school is a social group. Sergiovanni[56] states that schools share common values, beliefs, and cultural norms. According to Kotter [57], leaders typically arise to expedite and promote change with a sense of urgency. The school community encourages teachers, students, and administrators to create trusting relationships. It requires commitment, trust, and affection. Also, loyalty and dedication impact the construction of a learning environment [56]. Leaders' awareness of the school community builds relationships and peace. The school community becomes a hub of information, skills, talent, and leadership to achieve academic performance.

Boyd [58] suggests that school leaders act as caregivers, teachers and students, workers, managers, role models, and instructors to develop a good school community. A school community that influences and impacts performance and standards should be developed and maintained, and instructors, students, parents, and others should demand engagement. Sergiovanni [59] noted that principals' and instructors' actions affect the school community and student achievement. Educators, parents, students, principals, and community members must work together to impact children's learning positively.

Table 4. Impact Of School Leadership Towards Developing Positive School Environment

Towards Developing Positive School Environment	Principals/ School Heads		Teachers		Overall	
	WX	DR	WX	DR	WX	DR
Supervision given by the Department of Education supports the goal of the school.	4.48	Strongly Agree	4.36	Strongly Agree	4.42	Strongly Agree
The principal gives frank and honest information on resources available for teaching.	4.42	Strongly Agree	4.14	Strongly Agree	4.28	Strongly Agree
The principal ensures that assistance and support are provided for each teacher to share ideas and work together to improve school performance and education outcomes.	4.35	Strongly Agree	4.30	Strongly Agree	4.33	Strongly Agree
The principal provides an environment in which teachers contributions to enhance teaching and learning are valued and respected.	4.38	Strongly Agree	4.32	Strongly Agree	4.35	Strongly Agree
The principal provides an environment in which teachers are encouraged to implement what they have learned to improve instructional goals.	4.35	Strongly Agree	4.33	Strongly Agree	4.34	Strongly Agree
The principal encourages the creation of a sense of community in the school.	4.28	Strongly Agree	4.34	Strongly Agree	4.31	Strongly Agree
The principal seeks to promote community involvement in school's activity.	4.35	Strongly Agree	4.39	Strongly Agree	4.37	Strongly Agree
The principal provides a school environment which enables teachers to work creatively with limited resources in the school system to enhance student learning	4.32	Strongly Agree	4.34	Strongly Agree	4.33	Strongly Agree
The principal clearly communicates his/her vision, mission, goals, expectations, and education targets for the school.	4.35	Strongly Agree	4.43	Strongly Agree	4.39	Strongly Agree
The school has an open communication policy that allows teachers to provide feedback to the principal regarding student performance.	4.35	Strongly Agree	4.30	Strongly Agree	4.33	Strongly Agree
The parents of students show keen interest in students' performance.	4.05	Agree	4.05	Agree	4.05	Agree
The size of the class affects the ability of the teacher for consistent individual attention to student achievement.	3.98	Agree	4.23	Strongly Agree	4.11	Agree
The principal includes parents as an important element of the school.	4.38	Strongly Agree	4.40	Strongly Agree	4.39	Strongly Agree
Overall	4.31	Strongly Agree	4.30	Strongly Agree	4.31	Strongly Agree

2.3 Increasing Academic Performance

Concerning improving academic performance, principals/school heads and teachers agreed to be solely responsible for student achievement. Teachers create high expectations for children to achieve excellent outcomes. Students' underperformance is influenced by school leadership and management. Danielson [53] and Farr [5] argued that good school leaders must be self-assured, resilient, and devoted to excellence. Positive teacher-student interactions require effective school leadership. "Great teaching is leadership," says Farr [5], combining the applicability and capability of leadership principles used in information transfer. Education supports conversation, communication, coordination, and collaboration within the school community.

School leadership involves knowledge, preparation, training, and ongoing professional growth to enhance student interaction. By setting significant goals, including students in their education, planning thoughtfully, adjusting as needed, and working diligently, Farr [5] identified six leadership tactics demonstrated to improve student academic achievement. Strong leadership helps teachers and principals collaborate with children to attain academic success. A strong school structure that supports leaders and teachers can improve student academic performance.

School leadership entails guiding, supporting, and modeling actions that improve school performance. According to Yukl [60], leadership is a dynamic and influencing process that leads to goal achievement. A vision founded on strong personal and professional values inspires and supports others. Schools should help all children learn, achieve academically, and develop socially. Accountability and standards are essential for school leaders working towards a vision of education that integrates social, system, and environmental effects on leadership. This leadership should improve teachers' skills, knowledge, and talents. The efficacy of leaders affects the quality of the school environment and student learning. Sustaining student achievement is thus a priority, encouraging school leaders to adapt constructively to changes in teaching methods, classroom management, and curriculum delivery.

The aggregate weighted mean of principle and teacher responses on school leadership practices to improve academic performance is 4.34, indicating "Strongly Agree".

Table 5. Impact Of School Leadership Towards Increasing Academic Performance of Students

Towards Towards Increasing Academic Performance of Students	Principals/ School Heads		Teachers		Overall	
	WX	DR	WX	DR	WX	DR
Teachers set performance standards for students' academic achievement.	4.12	Agree	4.44	Strongly Agree	4.28	Strongly Agree
Principals and teachers take responsibility for overall academic performance of students.	4.48	Strongly Agree	4.41	Strongly Agree	4.45	Strongly Agree
Teachers work with all students to achieve academic excellence.	4.32	Strongly Agree	4.43	Strongly Agree	4.38	Strongly Agree
Teachers are recognized and praised for their work in support of students and school's improvement.	4.35	Strongly Agree	4.36	Strongly Agree	4.36	Strongly Agree
All teachers monitor and track student academic progress.	4.35	Strongly Agree	4.44	Strongly Agree	4.40	Strongly Agree
Teachers assist students to work together to complete assignments.	4.25	Strongly Agree	4.36	Strongly Agree	4.31	Strongly Agree
Teachers set high expectations for academic work of students	4.12	Agree	4.21	Strongly Agree	4.17	Agree
Teachers support each other to achieve academic performance	4.28	Strongly Agree	4.36	Strongly Agree	4.32	Strongly Agree
Teachers know the school's performance score.	4.35	Strongly Agree	4.31	Strongly Agree	4.33	Strongly Agree
Teachers encouraged and support students to work hard in all subject areas	4.35	Strongly Agree	4.47	Strongly Agree	4.41	Strongly Agree
Students' absenteeism is monitored and followed up by teachers.	4.42	Strongly Agree	4.44	Strongly Agree	4.43	Strongly Agree
Teachers encourage parental involvement in student learning.	4.42	Strongly Agree	4.44	Strongly Agree	4.43	Strongly Agree
Improvement goals are set in the school.	4.32	Strongly Agree	4.36	Strongly Agree	4.34	Strongly Agree
Extra classes and lessons are organized to assist in addressing individual students' needs	4.25	Strongly Agree	4.18	Agree	4.21	Strongly Agree
Overall	4.31	Strongly Agree	4.37	Strongly Agree	4.34	Strongly Agree

3. Correlation Between School Leadership and the Perceived Impact

The school leadership practices of the principals/school heads show a significantly high positive correlation with their perceived impact towards developing a positive school environment with a computed r -value of +0.812, which is significant at a 5% level. Thus, the null hypothesis is rejected. Their leadership practices show significant moderate positive correlations on the perceived impact towards enhancing classroom management and increasing students' academic performance with r -values of +0.667 and +0.764, respectively.

On the other hand, the school leadership practices of the teachers show a significantly high positive correlation with their perceived impact towards enhancing classroom management and towards increasing students' academic performance with computed r -values of +0.833 and +0.809, respectively. These are significant at the 5% level; thus, the null hypothesis is rejected. Their leadership practices show significant moderate positive correlations on the perceived impact towards developing a positive classroom environment with an r -value of +0.759.

Individuals in the school share responsibilities in terms of school leadership. School leadership must be spread far more widely throughout schools as a joint effort, exercised based on shared authority and influence [61].

Similarly, Elmore [62] asserted that school leaders must be de-romanticized and responsibilities shared by all school community members. Teachers and all members of the school reform team must lead if formalized leaders are to enhance instructional methods and student outcomes. According to research, teachers who are not in formal leadership positions but are active in leadership roles can influence educational practices [63], [64], [17]. Previous research also suggested that classroom leadership and management require superior organized skills, engagement, acceptance of differences, and willingness to share effective instructional techniques [58]; [65]; [66]; [11]; [55]; [67]; [12]; [16]; [56].

The findings backed up Bandura [68], Bolden [69], Parsons [70], and Spillane's [3] theories that school leadership tasks, actors, actions, and interactions promote school performance through responsive leadership and supportive relationships with followers.

Table 7 shows the correlation between school leadership practices and their perceived impact.

Table 7. Correlation Matrix Between School Leadership Practices and the Impact School Leadership

School Leadership Practices	Perceived Impact	Computed r-Value	P-Value	Decision ($\alpha = 5\%$)	Interpretation
School Leadership Practices of the Principals/School Heads	Enhancing Classroom Management	+0.667	0.035	Reject Ho	Significant Moderate Positive Correlation
	Developing Positive School Environment	+0.812	0.000	Reject Ho	Significant High Positive Correlation
	Increasing Academic Performance of Students	+0.764	0.003	Reject Ho	Significant Moderate Positive Correlation
School Leadership Practices of the Teachers	Enhancing Classroom Management	+0.833	0.000	Reject Ho	Significant High Positive Correlation
	Developing Positive School Environment	+0.759	0.005	Reject Ho	Significant Moderate Positive Correlation
	Increasing Academic Performance of Students	+0.809	0.000	Reject Ho	Significant High Positive Correlation

4. Training Program on School Leadership for Principals/School Heads and Teachers

Through training programs, people are taught skills, information, and attitudes to fulfill their current obligations and take on more significant and demanding positions. Organizations must adapt to changing economic, social, and technological demands. As a result, training programs are vital in resolving challenges and meeting organizational goals. Like other sectors or organizations, the education sector requires a training program. Education training, especially for teachers, is necessary to increase educational quality. The success of a school curriculum depends on its execution. Teachers must be aware of the school curriculum, improve their skills in interpreting concept changes, and implement the curriculum according to their needs and goals [71].

The Division of Zambales needs to construct a school leadership training program for administrators and teachers to improve classroom management, school climate, and academic performance. The training curriculum should cover 1) Teaching Methods, 2) Standard Literacy and Numeracy, 3) Student Enrichment Activities, and 4) Classroom Management.

SCHOOL LEADERSHIP PRACTICES FOR PUBLIC SECONDARY SCHOOL TEACHERS AND PRINCIPALS/ SCHOOL HEADS

Day & Session No.	Day: 1 (8:00 AM-5:00PM) Session No. 1: School Leadership Practices of Principals and Teachers Towards Enhanced Classroom Management
Duration	Eight(8) Hours
Objectives:	a. Redefine school leadership practices of principals and teachers. b. Develop leadership skills of principals and teachers on classroom management.
Key Content	1. School Leadership Practices of Principals and Teachers Towards Enhanced Classroom Management <ul style="list-style-type: none"> • Redefining School Leadership Practices of Principals and Teachers • Developing Leadership Skills of Principals and Teachers on Classroom Management
Output	<ul style="list-style-type: none"> • Action Plan
Key Understanding	<ul style="list-style-type: none"> • Classroom management is an educator's process and practice to maintain a learning and thriving classroom environment. It is vital in the process of teaching and learning. Principals and teachers must be committed to student learning, including outstanding

	organizational skills, involvement, acceptance of difference, and willingness to share good instructional strategies.
Day & Session No.	Day: 2 (8:00 AM-5:00PM) Session No. 2: School Leadership Practices of Principals and Teachers Towards Developing Positive School Environment
Duration	Eight(8) Hours
Objectives:	a. Redefine school leadership practices of principals and teachers. b. Develop leadership skills of principals and teachers towards a positive school environment.
Key Content	1. School Leadership Practices of Principals and Teachers Towards Developing Positive School Environment <ul style="list-style-type: none"> • Redefining School Leadership Practices of Principals and Teachers • Developing Leadership Skills of Principals and Teachers Towards a Positive School Environment
Output	<ul style="list-style-type: none"> • Action Plan
Key Understanding	<ul style="list-style-type: none"> ● Creating a happy learning environment is critical to enhancing student achievement. Principals and instructors can foster this climate by establishing policies that encourage students to set objectives and recognize academic success.
Day & Session No.	Day: 3 (8:00 AM-5:00PM) Session No. 3: School Leadership Practices of Principals and Teachers Towards Increased Academic Performance of Students
Duration	Eight(8) Hours
Objectives:	a. Redefine school leadership practices of principals and teachers. b. Develop leadership skills of principals and teachers towards the increased academic performance of students.
Key Content	1. School Leadership Practices of Principals and Teachers Towards Increased Academic Performance of Students <ul style="list-style-type: none"> • Redefining School Leadership Practices of Principals and Teachers • Developing Leadership Skills of Principals and Teachers Towards Increased Academic Performance of Students
Output	<ul style="list-style-type: none"> • Action Plan
Key Understanding	<ul style="list-style-type: none"> ● Principals should reform policy to widen the responsibilities and performance of teachers in schoolsto help educators engage with principals to increase students' academic achievement. Teachers can collaborate with principals to promote learning, communication, and teamwork while raising their expectations and goals for academic success.

VI. CONCLUSIONS

From the given findings, the researcher concluded that the school leadership practices of the principals/school heads and teachers were rated "Strongly Agree". The principals /school heads' and teachers' perception of the impact of school leadership practices towards enhancing classroom management, developing a positive school environment, and increasing academic performance was rated "Strongly Agree". The school leadership practices of the principals/school heads show a significantly high positive correlation with their perceived impact towards developing a positive school environment. The school leadership practices of the teachers show a very high positive correlation with their perceived impact towards enhancing classroom management and increasing the academic performance of students. Also, a training program is proposed to strengthen the leadership of principals/school heads and teachers.

VII. RECOMMENDATIONS

The recommendations are made in light of the main findings of conclusions drawn. Principals/ School heads must share responsibility with teachers to better manage schools and improve students' academic performance. Principals and teachers should intensify their leadership practices as it plays a crucial role in school effectiveness and improvement. Administrators must develop policies, leadership training, and team-building activities for principals and teachers to help improve and strengthen their expertise on improving classroom management, creating a positive school environment, and increasing academic performance. Leadership development of principals and teachers should be continuous and seamless- build on prior learning

and continue throughout their careers. For further studies, the researcher recommends determining the level of school leadership practices in primary schools and comparing the leadership practices between big, medium-sized, and small-sized schools.

VIII. ACKNOWLEDGEMENT

The successful completion of this paper was made possible with the help of the following people, whose encouragement, inspiration, suggestions, and assistance the researcher recognized with sincere gratitude. The researcher gives thanks to Mr. Joemark D. Ablian for his technical service and support; Dr. David Cababaro Bueno, for his professional pieces of advice and directions, invaluable suggestions, and undying patience in making this study feasible; Schools Division of Zambales, for granting permission to administer the questionnaire to all secondary school teachers and principals/school heads within the Division and the LGU Botolan through the Municipal Mayor. The researcher also gives her sincerest thanks to her parents, who love her and are always proud of her accomplishments. The researcher also extends her love to her sons, John Glenn and Glenn Albert, as her greatest inspirations, and Glenn C. Manangan, her husband, for the unending love, understanding, and support in all her endeavors. Lastly, more than anyone else, the researcher extends her gratitude to the most outstanding teacher, the Lord Almighty.

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