Educational Leadership Practice Theory in the School System

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ABSTRACT

The paper navigates to explore the educational leadership practice theory in the school system in the area of school approach, performance of students, classroom management and learning, disruptive behavior of students, and innovation of teaching. Likewise, it identifies the extent of leadership practice affecting the approach to the school system among the respondents. The research employs descriptive quantitative research design as this research enables to describe the educational phenomena and method of the study and circumstances. On the other hand, purposive sampling is utilized in the study because it is subjective based on the needs of the study which is selective and judgmental. The study comprised Forty Five (45) respondents only. Results show that school approach theory among the respondents sustains approach and development in the school system, practices, and spectrum to allow individuals to thrive for progress and success, show that academic performance and learning process based on motivation provided by teachers as part of the school system and practices show that classroom management and learning theory are preparing students for the challenges and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school, show that disruptive behavior of students theory are being guarded considering student situation as teenagers where they can discover and explore experiences, show that innovation in teaching theory demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting, and show that the extent level of leadership practices affecting the approach to the school system among the respondents provides evidence on self-management, guidance, management people, driving results, sustainability, and responsibility in educational leadership and practices.

Keywords: Educational leadership, Performance of students, Behavior of students, and Innovation of teaching.

INTRODUCTION:

One of the perceived issues and challenges are the leadership style in the school system and organization. It pushes the researchers to provide concrete theories that can help address the problem to improve the management system and practice in the school organization. It explains how effective a leader is especially in the educational setting that leads to theory practices. It emphasizes the behaviors and traits of an educational leader to boost leadership ability such as school approach, performance of students, classroom management and learning, disruptive behavior of students, and innovation of teaching where a leader thinks to push through on the learning process of students as the

centers of learning on the various domains in terms of cognitive, psychomotor, and effective enhancement process (Mallillin, 2020, pp. 1-11). Hence, the educational leadership practice in the school system contributes to the professional development of a leader in terms of approach in the educational system in acquiring various theories of quality education as molders and shapers of future young generation (Mallillin & Laurel, 2022). It reviews the educational leadership practice and theory in the school system and context. It sustains educational policy makers and improves awareness of school leadership and knowledge (Lumban Gaol, 2023, pp. 831-848).

On the other hand, a leader is very crucial in the success of boosting the team capacity without knowledge and skills for leadership in an educational school setting. The concept applies to school settings or in any organization. Hence, without a leader the educational system will not materialize and will not function to the fullest. This is based on the competency of a leader to measure the performance based on the outcome and output of the school credibility and integrity. It challenges the educational leader to innovate capacity in leadership style (Mallillin, & Mallillin,

2019). It examines the process of educational leadership practice theory to guide the process of the entire school system to boost the process management and mechanism which challenges characteristics of a leaders' accountability, strength, weakness, and decision making process. It adopts the mechanism of educational leadership theory practice in the school system (Mallillin, 2022). It contributes to the success of educational leadership and practice in the school system and setting. It deliberates leadership practice for the role of school leader (Khanal *et al.,* 2023, pp. 200-224). In addition, the contribution of educational leadership practice theory provides framework and concept collaboration for proper management in the school system and setting. It provides smooth leadership, function, and flow of the entire process and operation of the school to the fullest (Mallillin, 2023, pp. 1-17). It unpacks the leadership style in the school system such as instructional leadership which leads to the process of theory though critical in the process of promoting management control in the school system. It models effective leadership in the educational organization to collaborate in the process and school system (Kilag & Sasan, 2023, pp. 63-73).

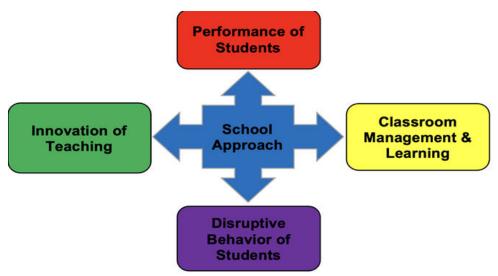**The Cycle of Educational Leadership Practice Theory in the School System**

Fig. 1: Cycle of Educational Leadership Practice Theory.

Statement of the Problem

What is the educational leadership practice theory in the school system in the area of
   a.   school approach,
   b.   performance of students,
   c.   classroom management and learning,
   d.   disruptive behavior of students, and
   e.   innovation of teaching?

To what extent is the level of leadership practice affecting the approach to the school system among the respondents? Is there a significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system among the respondents?

Details	Practice and Process of the Theory
School Approach	1. It measures the approach to school practices and achievement for the academic performance of students. 2. It views the school system and practices to prepare students in their career path as part of the educational system. 3. It sustains approach and development in the school system, practices, and spectrum to allow individuals to thrive for progress and success. 4. It highlights the school system and practices capacity to be the priority for progress and improvement of educational organization. 5. It reforms the school system and practice to focus on school pressure and accountability to improve structure and policy achievement of the academe. 6. It uplifts the success and responsibility of the school system for the challenge and development outcome in educational setting and practice.
Performance of Students	1. It analyzes the success of school leadership through monitoring the school system and performance of students, especially on the management of instruction and direction process inside the classroom. 2. It provides a dimension apparent to the skills and achievement of students' learning process. 3. Performance of students in the classroom is a part of the policy school system for the vital success of the learners. 4. It provides conditions in academic performance and learning process based on motivation provided by teachers as part of the school system and practice. 5. It focuses on the educational system and practice in the school organization. 6. It allows information on effective model of teaching systematic learning quality for students' academic performance.
Classroom Management and Learning	1. It prepares students in building knowledge for academic success and performance in school. 2. It provides self-directed classroom management and learning programs in the school setting and discipline as part of the goal in the educational organization. 3. Classroom management and learning of students prepares them for the challenges and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school. 4. It is learning out base approach where the framework of the learning is being given and students are given enough time to explore the learning style and process. 5. It emphasizes the school system and self-directed learning practice and challenge in the school setting. 6. It analyses the skills necessary for learning, effective information and decision application practice in classroom management and learning.
Disruptive Behavior of Students	1. It provides emphasis in addressing the critical behavior of students. 2. There is a policy in addressing the behavior of students in the school based on trauma, violence, and mental health. 3. It ensures that professional teachers are uniquely trained to mobilize disruptive behavior of students to engage issues of discipline. 4. Students are given orientation on the school system and practice to provide rich understanding and principles inside the classroom. 5. Behavior and attitude of students must be guarded considering their situation as teenagers where they can discover and explore experiences. 6. It prepares students information in advanced utilization of learning appropriately to their behavior and services.
Innovation of Teaching	1. Innovation of teaching increases the quality of the system and practice in school. 2. It makes innovation effective in substantial distinction between teaching from the school system and discipline. 3. It shows dominant assumptions in the school system practice and effectiveness of innovation in teaching. 4. It adopts the procedures and given context methods of teaching and innovation.

	5. It contains design and distinction implication of the school system and practice to emerge educational organization and perspectives.
	6. It demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting.

Hypothesis

There is no significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system among the respondents.

Theoretical Lens

The study is anchored on "Adaptive Theory Approach in Leadership: A Guide to Educational Management System and Mechanisms" as cited by Mallillin, (2022) as this theory focuses on leadership approach to provide meaningful interdisciplinary challenges on leadership in the educational system and practice. It attempts to unify the theory on bridging the discipline of leadership in education setting and leadership. It challenges the theory in terms of level and analysis. It provides component and systematic recognition of mechanism and view of educational leadership. It explains the cycle of the theory approach in leadership for educational setting and system process. It entangles with mechanism of educational leadership content and creativity innovation. It designs the boundaries of mechanisms on educational leadership. It provides philosophical heuristic and paradigm leadership approach style, function, creativity and innovation. It allows the concept of the educational leadership practice and theory in the school system (Mallillin, 2022).

Research Design

The research employs descriptive quantitative research design as this research enables to describe the educational phenomena and method of the study and circumstances. It quantifies and measures the educational leadership practice theory in the school system in the area of school approach, performance of students, classroom management and learning, disruptive behavior of students, and innovation of teaching. In addition, to the measure of the extent level of leadership practice affecting the approach to the school system among the respondents. It analyzes and quantifies the analysis of the population of the respondents under study. It generalizes the descriptive research design and the variables of the study (Mallillin, 2022, pp. 99-121; Fairooz *et al.,* 2023).

Respondents of the Study

The subjects of the study are the various educational leaders from the various Higher Education Institutions for both public and private institutions. They are directors, heads, administrators, deans, and coordinators. They are reliable sources of information because they are in the position of the management in the educational leadership function. The study comprised Forty Five (45) respondents only.

Sampling techniques

Purposive sampling is utilized in the study because it is subjective based on the needs of the study which is subjective, selective and judgmental. It is a non-probability sampling in choosing the population as members of the respondents. The questionnaire is sent via Google Form and whoever wants to answer the questionnaire from the various Higher Education Institutions can serve as respondents. The answering of questionnaires is voluntary as written in the Google Form for purposes of gathering data exclusively. This has been sent to various leaders in the HEI until the number of respondents is met that validates the reliability and credibility of the instrument tools (Campbell *et al.,* 2020, pp. 652-661).

RESULTS:

On the educational leadership practice theory in the school system among the respondents

Table 1: Performance of School Administrator to Educational Leadership Practice in the Area of School Approach Theory.

School Approach	WM	I	R
It measures the approach to school practice and achievement for the academic performance of students.	4.00	O	4

It views the school system and practices to prepare students in their career path as part of the educational system.	3.39	MO	6
It sustains approach and development in the school system, practice, and spectrum to allow individuals to thrive for progress and success.	4.23	HO	1.5
It highlights the school system and practice capacity to be the priority for progress and improvement of educational organization.	3.89	O	5
It reforms the school system and practices to focus on school pressure and accountability to improve structure and policy achievement of the academe.	4.23	HO	1.5
It uplifts the success and responsibility of the school system for the challenges and development outcome in educational setting and practice.	4.10	O	3
Average Weighted Mean	**3.973**	**O**	
Standard Deviation	**0.314**		

Table 1 presents the weighted mean and the corresponding interpretation on the performance of school administrators to educational leadership practice in the area of school approach theory among the respondents. It shows in the table that rank 1 is shared by the two indicators which are "It sustains approach and development in the school system, practice, and spectrum to allow individuals to thrive for progress and success", and "It reforms the school system and practice to focus on school pressure and accountability to improve structure and policy achievement of the academe", with a weighted mean of 4.23 or Highly Observed which means educational leadership practice in the area of school approach theory is completely satisfied. Rank 2 is "It uplifts the success and responsibility of the school system for the challenge and development outcome in educational setting and practice", with a weighted mean of 4.10 or Observed which means educational leadership practice in the area of school approach theory is very satisfied. Rank 3 is "It measures the approach to school practice and achievement for the academic performance of students", with a weighted mean of 4.00 or Observed which means educational leadership practice in the area of school approach theory is very satisfied. The least in rank is "It views the school system and practices to prepare students in their career path as part of the educational system", with a weighted mean of 3.39 or Moderately Observed which means educational leadership practice in the area of school approach theory is limited. The overall average weighted mean is 3.973 (SD=0.314) or Observed which means performance of school administrators to educational leadership practices in the area of school approach theory among the respondents is very satisfied. **Table 2** presents the weighted mean and the corresponding interpretation on the performance of school administrators to educational leadership practice in the area of performance of students inside the classroom theory among the respondents.

Table 2: Performance of school administrator to educational leadership practices in the area of performance of students inside the classroom theory.

Performance of Students	WM	I	R
It analyzes the success of school leadership through monitoring the school system and performance of students especially on the management of instruction and direction process inside the classroom.	3.37	MO	6
It provides a dimension apparent to the skills and achievement of students' learning process.	4.03	O	2.5
Performance of students in the classroom is a part of the policy school system for the vital success of the learners.	3.82	O	4
It provides conditions in the academic performance and learning process based on motivation provided by teachers as part of the school system and practice.	4.20	HO	1
It focuses on the educational system and practice in the school organization.	4.03	O	2.5
It allows information on effective models of teaching systematic learning quality for students' academic performance.	3.64	O	5
Average Weighted Mean	**3.848**	**O**	
Standard Deviation	**0.304**		

It shows that rank 1 is "It provides conditions in the academic performance and learning process based on motivation provided by teachers as part of the school system and practice", with a weighted mean of 4.20 or Highly Observed which means performance of students inside the classroom is completely satisfied. Rank 2 is shared by the two indicators which are "It provides a dimension apparent to the skills and achievement of students' learning process", and "It focuses on the educational system and practice in the school organization", with a weighted mean of 4.03 or Observed which means performance of students inside the classroom is very satisfied. Rank 3 is "Performance of students in the classroom is a part of the policy school system for the vital success of the learners", with a

weighted mean of 3.82 or Observed which means performance of students inside the classroom is very satisfied. The least in rank is "It analyzes the success of school leadership through monitoring the school system and performance of students especially on the management of instruction and direction process inside the classroom", with a weighted mean of 3.37 or Moderately Observed which means performance of students inside the classroom is limited. The overall average weighted mean is 3.848 (SD=0.304) or Observed which means performance of school administrator to educational leadership practice in the area of performance of students inside the classroom theory among the respondents is very satisfied.

Table 3: Performance of School Administrator to Educational Leadership Practice in the Area of Classroom Management and Learning Theory.

Classroom Management and Learning	WM	I	R
It prepares students in building knowledge for academic success and performance in school.	3.91	O	3.5
It provides self-directed classroom management and learning programs in school setting and discipline as part of the goal in the educational organization.	3.34	MO	6
Classroom management and learning of students prepares them for the challenges, and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school.	4.21	HO	1
It is a learning out base approach where the framework of the learning is being given and students are given enough time to explore the learning style and process.	4.18	O	2
It emphasizes the school system and self-directed learning practices and challenges in the school setting.	3.91	O	3.5
It analyses the skills necessary for learning, effective information and decision application practice in classroom management and learning.	3.61	O	5
Average Weighted Mean	**3.86**	**O**	
Standard Deviation	**0.335**		

Table 3 presents the weighted mean and the corresponding interpretation on the performance of school administrators to educational leadership practice in the area of classroom management and learning theory among the respondents. It shows that rank 1 is "Classroom management and learning of students prepare them for the challenges, and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school", with a weighted mean of 4.21 or Highly Observed which means classroom management and learning theory practice is completely satisfied, Rank 2 is "It is a learning out base approach where the framework of the learning is being given and students are given enough time to explore the learning style and process",

with a weighted mean of 4.18 or Observed which means classroom management and learning theory practice is very satisfied. Rank 3 is shared by the two indicators which are "It prepares students in building knowledge for academic success and performance in school", and "It emphasizes the school system and self-directed learning practices and challenges in the school setting", with a weighted mean of 3.91 or Observed which means classroom management and learning theory practice is very satisfied. The least in rank is "It provides self-directed classroom management and learning programs in school setting and discipline as part of the goals in the educational organization", with a weighted mean of 3.34 or Moderately Agree which means classroom management and

learning theory practice is limited. The overall average weighted mean is 3.86 (SD=0.335) or Agree which means performance of school administrator to educational leadership practice in the area of classroom management and learning theory among the respondents is very satisfied.

Table 4: Performance of School Administrator to Educational Leadership Practices in the Area of Disruptive Behavior of Students Theory.

Disruptive Behavior of Students	WM	I	R
It provides emphasis in addressing the critical behavior of students.	4.12	O	2
There is policy in addressing the behavior of students in the school based on trauma, violence, and mental health.	3.32	MO	5.5
It ensures that professional teachers are uniquely trained to mobilize the disruptive behavior of students to engage issues of discipline.	3.81	O	4
Students are given orientation on the school system and practice to provide rich understanding and principles inside the classroom.	4.00	O	3
Behavior and attitude of students must be guarded considering their situation as teenagers where they can discover and explore experiences.	4.22	HO	1
It prepares student information in advanced utilization of learning appropriately to their behavior and services.	3.32	MO	5.5
Average Weighted Mean	**3.79**	**O**	
Standard Deviation	**0.394**		

Table 4 presents the weighted mean and the corresponding interpretation on the performance of school administrators to educational leadership practice in the area of disruptive behavior of students theory among the respondents. It shows that rank 1 is "Behavior and attitude of students must be guarded considering their situation as teenagers where they can discover and explore experiences", with a weighted mean of 4.22 or Highly Observed which means disruptive behavior of students theory is completely satisfied. Rank 2 is "It provides emphasis in addressing the critical behavior of students", with a weighted mean of 4.12 or Observed which means disruptive behavior of students theory is very satisfied. Rank 3 is "Students are given orientation on the school system and practice to provide rich understanding and principles inside the classroom", with a weighted mean of 4.00 or Observed which means disruptive behavior of students theory is very satisfied. The least in rank is shared by the two indicators which are "There is policy in addressing the behavior of student in the school based on trauma, violence, and mental health", and "It prepares students information in advanced utilization of learning appropriately to their behavior and services", with a weighted mean of 3.32 or Moderately Observed which means disruptive behavior of students theory is limited. The overall average weighted mean is 3.79 (SD=0.394) or Observed which means performance of school administrator to educational leadership practice in the area of disruptive behavior of students theory among the respondents is very satisfied.

Table 5: Performance of school administrator to educational leadership practices in the area of innovation in teaching Theory among the respondents.

Innovation in Teaching	WM	I	R
Innovation of teaching increases the quality of the system and practice in school.	3.87	O	3
It makes innovation effective in substantial distinction between teaching from the school system and discipline.	3.61	O	5
It shows dominant assumptions in the school system practice and effectiveness of innovation in teaching.	3.35	MO	6
It adopts the procedures and given context methods of teaching and innovation.	3.79	O	4
It contains design and distinction implication of the school system and practice that emerges educational organization and perspectives.	4.01	O	2

It demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting.	4.23	HO	1
Average Weighted Mean	**3.81**	**O**	
Standard Deviation	**0.307**		

Table 5 presents the weighted mean and the corresponding interpretation on the performance of school administrators to educational leadership practice in the area of innovation in teaching theory among the respondents. It shows in the table that rank 1 is "It demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting", with a weighted mean of 4.23 or Highly Observed which means innovation in teaching theory is completely satisfied. Rank 2 is "It contains design and distinction implication of the school system and practices that emerges educational organization and perspectives", with a weighted mean of 4.01 or Observed which means innovation in teaching theory is very satisfied. Rank 3 is "Innovation of teaching increases the quality of the system and practice in school", with a weighted mean of 3.87 or Observed which means innovation in teaching theory is very satisfied, The least in rank is "It shows dominant assumption in the school system practice and effectiveness of innovation in teaching", with a weighted mean of 3.35 or Moderately Observed which means innovation in teaching theory is limited. The overall average weighted mean is 3.81 (SD=0.307) or Observed which means performance of school administrator to educational leadership practice in the area of innovation in teaching theory among the respondents is very satisfied.

To what extent is the level of leadership practice affecting the approach to the school system among the respondents?

Table 6: Extent Level of Leadership Practice Affecting the Approach to the School System Among the Respondents.

Indicators	WM	I	R
It stresses that leadership in the school system is captured comprehensively in its tremendous and infinite complex journey paradox.	3.71	O	4
It aims to summarize the key performance and indicator on effective leadership and level to school system practice and attention.	3.36	MO	6
It provides evidence on self-management, guidance, management people, driving result, sustainability, and responsibility in educational leadership and practice.	4.20	HO	1
It focuses on providing paradoxical leader situations to quest for choice, connection and contest in educational leadership and practice.	3.66	O	5
It advocates potential assessment of staff, teachers, and employees in educational leadership style.	4.00	O	2
It provides success in coaching leadership and practice in educational organization desire in improving the success and performance of the level of leadership and effect in the school system.	3.84	O	3
Average Weighted Mean	**3.795**	**O**	
Standard Deviation	**0.290**		

Table 6 presents the weighted mean and corresponding interpretation on the extent level of leadership practice affecting the approach to the school system among the respondents. It shows that rank 1 is "It provides evidence on self-management, guidance, management people, driving result, sustainability, and responsibility in educational leadership and practice", with a weighted mean of 4.20 or Highly Observed which means the extent of leadership practice affecting the approach to the school system is completely satisfied. Rank 2 is "It advocates potential assessment of staff, teachers, and employees in educational leadership style", with a weighted mean of 4.00 or Observed which means the extent of leadership practice affecting the approach to the school system is very satisfied. Rank 3 is "It provides success in coaching leadership and practice in educational organization desire in improving the success and performance of the level of leadership and effect in the school system", with a weighted mean of 3.84 or Observed

which means the extent level of leadership practice affecting the approach to the school system is very satisfied. The least in rank is "It aims to summarize the key performance and indicator on effective leadership and level to school system practice and attention", with a weighted mean of 3.36 or Moderately Observed which means the extent of leadership practice affecting the approach to the school system is limited. The overall average weighted mean is 3.795 (SD=0.290) or

Observed which means the extent of leadership practice affecting the approach to the school system among the respondents is very satisfied.

On the significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system among the respondents

Table 7: Test of Significant Relationship Between the Educational Leadership Practice Theory in the School System and the Extent Level of Leadership Practice Affecting the Approach to the School System among the Respondents.

Test of Variables Extent vs. Educational Practices	Computed r value	Relationships	Hypothesis
Extent vs. School Approach	0.038825	not significant	accepted
Extent vs. Performance of Students	0.03945	not significant	accepted
Extent vs. Classroom Management and Learning	0.039389	not significant	accepted
Extent vs. Disruptive Behavior of Students	0.039751	not significant	accepted
Extent vs. Innovation of Teaching	0.039647	not significant	accepted
One tailed test, df of 45, at 0.05 level of significant, with critical r value of 0.287563			

Table 7 presents the test of the significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system among the respondents. It shows that when two variables are tested on the extent level and the educational leadership practice theory, it reveals that the computed r value of school approach is 0.038825, performance of students is 0.03945, classroom management and learning is 0.039389, disruptive behavior of students is 0.039751, and innovation of teaching is 0.039647 which is not significant and acceptance of the hypothesis, one tailed test, df of 45 at 0.05 level of significant and with critical r value of 0.287563. Therefore, it is safe to say that there is no significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system as observed among the respondents.

DISCUSSION:

The educational leadership practice theory provides framework and concept in collaborating proper management in the school system and setting. It provides smooth leadership, function, and flow of the entire process and operation of the school to the fullest. Hence, in the area of school approach theory among

the respondents shows a sustained approach and development in the school practice and spectrum to allow individuals to thrive for progress and success. It also shows how to reform the school system and practice to focus on school pressure and accountability to improve structure and policy achievement of the academe. It is a dimension educational leadership analysis for the provision of the regulation and structure in the organization. It is believed to produce improved quality and increased innovation in educational leadership practices (Bellei & Munoz, 2023, pp. 49-76). Accordingly, it uplifts the success and responsibility of the school system for the challenges and development outcome in educational setting and practice. It acknowledges the increased policy makers and challenges arising at school level. It delegates responsibility expectation in the school system approach to leadership success and practice (Brauckmann *et al.,* 2023, pp. 4-15). Furthermore, it measures approaches to school practice achievement for the academic performance of students especially on the various domains of learning approach to teaching strategy. It reveals the ability of the structural functions and responsibility of the lesson in the academic performance of students (Mallillin *et al.,* 2021). Hence, it views the school system and practices to prepare students' career path as part of the educational system. It provides pedagogical

intervention transition of competency based approach in the educational leadership practice system. It enhances students' competency in the school system and leadership transition (van der Baan *et al.,* 2022, pp. 398-415). Furthermore, the performance of school administrators in educational leadership practice in the area of performance of students inside the classroom theory among the respondents show to provide conditions in the academic performance and learning process based on motivation provided by teachers as part of the school system and practice. It mediates distribution models of educational leadership among teacher professionals. It proposes trust of the educational leaders and motivation on the professional system and process (Bektaş *et al.,* 2022, pp. 602-624). Moreover, it provides a dimension apparent to the skills and achievement of students' learning process. It focuses on the educational system and practice in the school organization. It develops skills in responsible educational leadership and demand in the school system. It is imperative to improve the quality of education and equity to promote learning opportunities for students. It includes core educational innovation practice to address needs of students as the centers of learning (González-Pérez & Ramírez-Montoya, 2022). Also, it shows that performance of students in the classroom is a part of the school system's vital success of the learners. It implements the readiness of the learners. It explores academic competency on pedagogical design development of learning advance enhancement. It identifies the access of advanced technology in educational leadership practice (Mallillin *et al.,* 2020). Yet, it analyzes the success of school leadership through monitoring school systems and performance of students, especially on the management of instruction and direction process inside the classroom. It explores educational leadership and teacher perception commitment to the academic success of students. It is a collective efficacy and organizational trust structural equation transformational leadership in the school system. It is directly related to teachers' behavior and transactional leadership. It highlights contingency approach and exploration in understanding leadership school contexts (Freeman, & Fields, 2023, pp. 318-338). Moreover, the performance of school administrators in educational leadership practice in the area of class-room management and learning theory among

the respondents show that classroom management and learning of students prepares them for the challenges and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school. It influences readiness in teaching and learning according to the procedures of the school and professional knowledge of the lecturers to focus on student learning enhancement (Mallillin *et al.,* 2020). Further, it shows that the learning out base approach framework of the learning is being given and students are given enough time to explore the learning style and process. It explores effective classroom pedagogy through the contribution of instructional design that leads to better teaching and learning for students as centers of learning. This involves formation of knowledge, critical thiking, knowledge of lesson and analyzing inferences (Mallillin *et al.,* 2023, pp. 41-52). Meanwhile, it prepares students in building knowledge for academic success and performance in school to emphasize the school system and self-directed learning practice and challenges. It provides changes on advanced technology in the globe toward self-directed teaching and learning. It is needed in the key competency educational leadership practice. It provides evidence and support on positive implementation and guidelines to foster self-guided learning (Chen *et al.,* 2022, pp. 409-426). Lastly, it provides a self-directed classroom management and learning program in school setting and discipline as part of the goal in the educational organization. It is a continuous process of learning and acquiring knowledge. It focuses on the practical teaching for educational leadership theory. It provides better experience and opportunity for students in the school system and resources (Chukwuere, 2023, pp. 232-249). Indeed, the performance of school administrators in educational leadership practice in the area of disruptive behavior of students theory among the respondents show that students are guarded considering their situation as teenagers where they can discover and explore experiences. It explores the paradigm of learning on the behavior, attitude, knowledge of students, learning based implementation and acquisition success behavior of students (Valero Haro *et al.,* 2022, pp. 123-145). In addition, it shows emphasis in addressing the critical behavior of students. It explores various perceptions and activities of students related to critical

thinking and problem solving skills that can lead to control behavior and attitude of students for better learning process. It analyzes the behavior of students to have a better smooth flow of teaching and learning. It is a friendly environment that can address students' behavior towards teaching and learning (Topsakal *et al.,* 2022, pp. 136-145). In view hereof, it shows that students are given orientation on the school system and practice to provide rich understanding and principles inside the classroom. This can better provide positive leadership inside the classroom when proper management of the classroom is established prior to teaching and learning. It provides a positive learning experience where teachers show their leadership skills as innovators in teaching and learning. It illuminates the positive role of perspective practice of leadership such as wide benefit learning, outcome learning, leadership affection, positive leadership skills, leader-member leadership style, principles, and ethics (Kouhsari *et al.,* 2022, pp. 1-21).

Lastly, it shows that there is policy in addressing behavior of students in school based on trauma, violence, and mental health. It also shows that it prepares students information for advanced utilization of learning appropriately to their behavior and services. It determines the intention of the learning management of students based on their interest, behavior, and attitude in teaching. It manages the utilization of resources and teaching to meet students behavior and attitude in learning (Al-Mamary, 2022).

Notably, the performance of school administrator to educational leadership practice in the area of innovation in teaching theory among the respondents show to demonstrate innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting. It cultivates learning to the fullest. It designs attention in the educational system such as cooperation ability for teaching, learning, critical thinking, and creative thinking. It is a competency in developing teaching and learning to demonstrate better teaching pedagogy and innovation. It stimulates creation of imagination in teaching and learning (Xin *et al.,* 2022). Hence, it also shows to design distinction implication of the school system and practice to emerge educational organization and perspective context. This includes innovation

in the educational system process as to the culture of learning ideas and society to achieve better learning among students. It identifies the core competency in learning as part of innovation theory such as concept of development and specific discipline of learning. It is a critical thinking framework learning out-based for students as centers of learning (Mallillin *et al.,* 2022). Nonetheless, it shows that innovation of teaching increases the quality of the system and practice in school to evaluate necessity quality innovation of teaching and learning in the educational system. It analyzes innovation of education based curriculum set-up in the school system (Zhou & Zhou, 2022, pp. 605-612). Similarly, it shows dominant assumptions in the school system practice and effectiveness of innovation in teaching to establish a systematic and scientific educational system in the traditional classroom setting. It inspires wisdom in teaching innovation for the learners. It improves the quality of teaching and learning (Xin *et al.,* 2022).

In addition, the extent of leadership practice affecting the approach to the school system among the respondents shows evidence on self-management, guidance, management of people, driving result, sustainability, and responsibility in educational leadership and practice in the educational setting. It faces various challenges as to the teaching and learning atmosphere. It indicates challenges on the real consequences of teaching and learning to the real world. It examines the efficacy of education leadership practice in the 21st century (Gardner-McTaggart, 2022, pp. 647-663). Nevertheless, it shows to advocate potential assessment of staff, teachers, and employees in educational leadership style. It examines the moderate institutional role theory that focuses on the participative different outcome of leadership association. It demonstrates institutional theory on the level of complexity, participative leadership style and theory performance of teaching and learning circumstances (Khassawneh, & Elrehail, 2022). Certainly, it shows success in coaching leadership and practice in educational organization desire in improving the success and performance level of leadership and effect in the school system. It fosters the best equity and offers the possibility for students inclusive goals in school for better outcome in the learning process. It implements

individualized planning in educational leadership. It is connected with leadership style in teaching and learning innovation (Lambrecht *et al.,* 2022, pp. 943-957). Lastly, it summarizes the key performance and indicators on effective leadership and level to school system practice and attention. It changes the process of the workplace from good, better, and best. It challenges the advanced leadership ability in the school organization. It determines and analyzes the leadership elements needed in the school system and organization (Khaw *et al.,* 2022, pp. 514-534).

CONCLUSION:

It shows that school approach theory among the respondents sustains approach and development in the school system, practice, and spectrum to allow individuals to thrive for progress and success. It includes reform of the school system and practice to focus on school pressure and accountability to improve structure and policy achievement of the academe. It shows that performance of students inside the classroom theory among the respondents provides conditions in the academic performance and learning process based on motivation provided by teachers as part of the school system and practice. It shows that classroom management and learning theory among the respondents are being prepared for students' challenges and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school. It shows that disruptive behavior of students theory among the respondents are being guarded considering student situations as teenagers where they can discover and explore experiences. It shows that innovation in teaching theory among the respondents demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting. It shows that the extent of leadership practice affecting the approach to the school system among the respondents provides evidence on self-management, guidance, management people, driving result, sustainability, and responsibility in educational leadership and practice. It shows that there is no significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practice affecting the approach to the school system as observed among the respondents.

CONFLICTS OF INTEREST:
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