

Impact of Leadership Practices of Principals and Teachers on Classroom Management and School Environment Towards an Institutional Leadership Training Program

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Abstract: School leaders can facilitate the development of students' educational competence to face challenges. Farr (2011) asserted that when school leadership is strategically examined, factors such as classroom management; school environment (i.e., internal and external to the school); and academic performance emerge. School leadership practices (i.e., those of principals and teachers) can change the academic trajectory of a school. Danielson (2010) emphasized that change itself comes from the collective efforts of teachers, schools, and communities. The school is an organization of learning and knowledge development within the community. School performance centers on academic achievement, and teachers are the core component of such achievement. School leadership assists in managing and shaping the flow of cultural information to support students' academic progress. Good leadership may help children learn by encouraging them and boosting teacher participation and coordination. 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/administrators and teachers to enhance the classroom management, school environment, and academic performance of the students. In an era of higher standards and greater accountability, it is critical that schools have leaders who are prepared to do everything necessary to improve teaching and learning. Done right, principal preparation programs can help states put a quality principal in every school who knows how to lead changes in school and classroom practices that result in higher student achievement.

Keywords: Leadership Practices; Classroom Management; School Environment.

1. Introduction

The school conditions and role of leadership are widely listed as essential mediations to foster advancement, modernization, changes, and innovations in capacity building and teaching and learning practices (Hallinger and Heck, 1996; Schleicher, 2015; Lee et al., 2019; Lunenburg and Ornstein, 2021). School leadership is inextricably linked to the everyday school operation as the key education driver of change and success or even a source of failure Lena (2014), stated that efficient leadership that consistently aligns school missions and visions with actions is the cornerstone to build effective schools. Thus, given the achievement of national educational goals and improved organizational performance, it is imperative to nurture schools with effective leadership.

According to Parveen (2021), principals and teachers constitute the primary sources of effective leadership in educational institutions that lead to improve student academic achievement. However, in the study of Wu (2020), it is remarkably observed through prior studies that the principals' direct/indirect influence on student success is amid considerable controversy of positive and negative. The salient credit then goes to teachers for the students' personal and intellectual development in educational institutes (DuFour and Marzano, 2011). Equally significant, teachers' leadership and their instructions matter most to student academic achievement (Sebastian and Allensworth, 2019). Thus, obviously, the school administration must be held

accountable for facilitating and improving modern knowledge management and classroom instructions that likely optimize educational achievement and enhance teacher job performance.

School leadership and management is one factor contributing to students' academic underperformance. Danielson (2010) and Farr (2011) asserted that school leaders must be effective, self-confident, resilient, and committed to excellence. Effective school leadership is critical in promoting positive relationships between teachers and students. Farr deemed that "great teaching is leadership" that combines the applicability and capability of leadership principles employed in the transfer of knowledge. When school staff members use their knowledge and skills, they facilitate dialogue, communication, coordination, and collaboration across the school community.

Every day, educational leaders face many challenges. The most effective school leaders know that their leadership style directly correlates with their culture and climate. According to Kouzes and Posner, 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).

The school is an organization of learning and knowledge development requiring the coordination, collaboration, and support of principals and teachers. Bush (2005) wrote about the use of participative, or distributed, leadership that has been adopted in countries such as the United States, England, Scotland, and Ireland. The successes that were recorded

showed improvements in academic performance and highlighted the importance not only of the leadership approach to current and emerging situations but also the critical need to develop effective and responsive school leaders. Bush discussed the importance of school leaders cooperating with teachers, school boards, and parents if schools are to be places where teachers learn, students achieve, and leadership is distributed widely.

1.1. Background of the Study

School leaders can facilitate the development of students' educational competence to face challenges. Farr (2011) asserted that when school leadership is strategically examined, factors such as classroom management; school environment (i.e., internal and external to the school); and academic performance emerge. School leadership practices (i.e., those of principals and teachers) can change the academic trajectory of a school. Danielson (2010) emphasized that change itself comes from the collective efforts of teachers, schools, and communities. The school is an organization of learning and knowledge development within the community. School performance centers on academic achievement, and teachers are the core component of such achievement. School leadership assists in managing and shaping the flow of cultural information to support students' academic progress. School leaders who are action oriented and response centered can help teachers to be role models who embody values and success in teaching and learning (Farr, 2011; Spillane, 2005; Townsend, 2010).

Waldman 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. 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/administrators and teachers to enhance the classroom management, school environment, and academic performance of the students.

1.2. Statement of the Problem

This study aimed to assess the school leadership practices of principals and teachers and its impact on classroom management, and the school environment. The result of the study can be the basis in developing an institutional leadership training program for principals and teachers.

Specifically, it aims to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Principals/Administrators
 - 1.1.1 Sex
 - 1.1.2 Age
 - 1.1.3 Educational Attainment
 - 1.1.4 Number of years in the position
 - 1.2 Teachers
 - 1.2.1 Sex
 - 1.2.2 Age
 - 1.2.3 Educational Attainment
 - 1.2.4 Number of years as teacher
2. What is the perception of the principals/administrators and teachers on their school leadership practices?
3. What is the perception of the principals/administrators and teachers on the impact of school leadership practices towards enhancing classroom management, and developing a positive school environment?
4. Is there a significant relationship between the school leadership practices of the principals and teachers and the perceived impact of school leadership?
5. How may the study's findings be used towards developing a training program on school leadership for principals and teachers?

1.3. Significance of the Study

This study will be helpful to the following:

Administrators. They will be benefited from the result of the study because they will be provided data regarding the leadership practices of principals and teachers

Teachers. As one of the respondents of the study, teachers will benefit from the result of this study because they would know leadership behaviors and practices as administrators should possess as they prepare themselves for future promotion.

Students. This study will benefit the students in terms of effective leadership practices of administrators and teachers towards improve classroom management and developing positive school environment for them.

Parents. The results of this study will make parents fully aware that their support, understanding, and cooperation will be of great help in providing assistance to the school administrator's leadership on the school.

Future Researchers. They will benefit from this study because this might be the source of their literature for their research. In future research, new researchers can consider adding variables such as school background characteristics, which can increase the richness of research results.

1.4. Scope and Delimitation of the Study

This provided a snapshot of the leadership practices of school administrators/principals and teachers as perceived by themselves in Yiyang Normal School in Hunan Province, China and its impact on classroom management and school environment.

In this study, the researcher selected the respondents from an estimated 20 principals and administrators. On the side of the teachers, using Qualtrics at 95% confidence level and 8% margin of error, the researcher selected 121 respondents from the total, population of 600.

The study was conducted during the second semester of school year 2022-2023.

2. Literature Review and Conceptual Framework

2.1. Review of Related Literature and Studies

Every day, educational leaders face many challenges. According to SEAMEO (2022), school leadership is considered extremely important in achieving the desired outcomes of schools and its students. The school leaders' impact goes beyond student achievement – it directs instructional conversations and interactions with and among teachers, builds positive school climate, facilitates collaborative and professional learning communities, and directs strategic personnel and resource management processes. Great schools simply cannot exist without great leadership. The most effective school leaders know that their leadership style directly correlates with their culture and climate. According to Kouzes and Posner (2013), 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 (2003), 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. (2008) emphasized the value of sharing curriculum, instructional practices, an 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 (2009), school leadership goes beyond principals.

Managing classroom conduct is a skill that teachers develop over time, according to Kizlik (2012). 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 (2019), classroom management is the seamless and successful facilitation of learning in the classroom without student interruption. According to Oakley (2010), 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 (2019) 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.

According to Chandra (2015), 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 (2011), '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.

Osher et al. (2010) 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 Allday (2011) classroom management is one of the most important and difficult skills a teacher can master. He defines classroom management as the teacher's ability to direct the class towards student learning. Sahin (2015) 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 (2007) 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. However, Spillane contends that solid school leadership motivates students and teachers while improving collaboration among all stakeholders.

Good leadership may help children learn by encouraging them and boosting teacher participation and coordination. This current study examines how school leadership approaches affect classroom management, and school climate.

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 will also be crafted to help principals/School Heads and teachers to enhance the classroom management, and creating a positive school environment.

2.2. Theoretical Framework

This was anchored on the social activity (Bolden, 2011) and social system (Bandura, 1977; Parsons, 1991) theories, along with the distributed leadership framework (Spillane, 2005) view of the school environment as a social system, as the theoretical framework. For this study, the distributed leadership theory was the main framework used. The theories are used to describe leadership as a practice of leading and managing teaching and learning involving multiple people collaborating and coordinating with a degree of

interdependence (Spillane & Diamond, 2007). Spillane (2005) commented that distributive leadership requires three elements, namely, leaders, followers, and situation, with each having a shared responsibility in meeting a desired goal. Spillane described distributed leadership as a diagnostic and analytical tool that applies and uses various artifacts to focus on collective attention and core tasks. Teaching and learning is critical to a school performance. The implementation of distributed leadership provides school leadership with opportunity to coordinate teaching and learning methodology to make changes where schools are underperforming.

School leadership requires commitment, experience, understanding, and planning to achieve improved performance. Spillane (2005) argued that leadership involves all members of the school community, not just principals and vice principals. School leadership can shape a learning environment that is productive and meaningful to teachers and students (Spillane et al., 2001, 2004). Spillane et al. (2001) asserted that school leadership occurs in many ways and is centered on the interactions between and among people “depending on the particular leadership task, school leaders’ knowledge and expertise may be best explored at the group or collective level rather than at the individual leaders level”. Spillane et al. (2004) wrote about school leadership as an integrative and interactive process between leaders and followers. Spillane et al. (2004) asserted that distributed perspective is used as a diagnostic tool to understand “how school leaders define, present, and carry out their tasks” in order to distinguish leadership from management in schools. Management in school tends to focus on functionality and policy, whereas leadership seek to inspire and nurture the capacity to combine teaching and learning, interpersonal skills, and mentoring so that they can serve as the foundation to improve academic performance.

The school system requires leaders who are able to manage the school system to influence students’ academic performance. Spillane (2006) and Wright (2008) viewed distributed leadership as incorporating cognitive and distributed perspectives. Spillane, along with Harris and Spillane (2008), asserted that the concept of distributed leadership focuses on leadership interactions with people, situations, and the manner in which leadership is shared by leaders and followers. The framework is used to explore leadership practices, methods to improve instructional techniques, and leadership responsibilities that acknowledge the work of all individuals in the school system to improve students’ academic performance (Spillane, 2006).

2.3. Research Paradigm

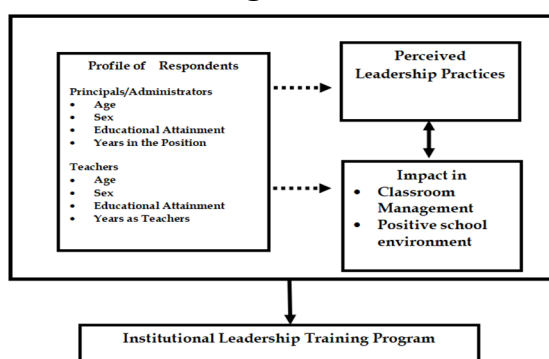


Figure 1. Research Paradigm

Hypothesis.Ho1. There is no significant relationship

between the school leadership practices of the principals and teachers and the perceived impact of school leadership on classroom management and positive school environment.

Definition of Terms. For a more comprehensive understanding of this research, the following terms to be used in the study are defined operationally.

Classroom management. Maintenance of order in the classroom to facilitate students’ academic achievement, students’ behavior, and teachers’ preparedness to promote learning in an organized environment.

Collaborative leadership. Multiple leaders working together at the same time and place on an issue.

Collective leadership. Occurs when the work of leaders is performed separately but is interdependent (e.g., an assistant principal making a number of visits to classrooms or giving formative evaluations, or a principal making formal visits and giving summative evaluations).

Coordinated leadership. Leadership routines carried out in sequence, for example, using data from standardized assessments to influence instruction. A series of steps is required, such as from the initial administering of the tests to analyzing results or presenting information in an appropriate format for discussion at faculty meetings.

Distributed leadership. A balance of leadership among multiple individuals within an organization that involves responsibility undertaken by school leaders to coordinate and gain support from the academic staff and administrators within a specific school environment.

Followers. People within a school system who are motivated by the influence of the leadership in enhancing knowledge and shaping their behavior.

Learning. The development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. It is a change in behavior from what was communicated through a structured process of delivery.

Principal. A person who has controlling authority, plays an important role in an educational institution.

School environment. The external and internal physical environment that fosters learning and maintains the discipline procedures, safety, and security of the school.

School leadership. The process of enlisting and guiding the talent and energies of teachers, pupils, and parents to achieve common educational goals.

Teacher. The person who instructs and sees that work is done by students to increase knowledge.

Teaching. A combination of art and science, in which science is the psychological component of teaching, and art is the creative component.

3. Methodology

3.1. Research Design

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. 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. 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.

This study used descriptive survey research methodologies

to investigate whether school leadership practices (principals and teachers) affect classroom management, and school environment.

3.2. Research Locale

Yiyang Normal College is a full-time public general college approved by the Hunan Provincial People's Government and filed by the Ministry of Education. The school was born out of Longzhou Academy founded in 1551, based on Yiyang County Longzhou Normal School which was renamed in 1925, and started from Hunan Province Yiyang Normal School which was named on October 1, 1949. In 2021, on the basis of a century-old teacher training school, Yiyang Normal College was successfully approved as a college-level institution of higher learning, starting a new journey.

The school is located at No. 238, Yiyang Avenue (West) in the downtown area of Yiyang, with a beautiful environment and convenient transportation. The scale of the school is 5,500 people, the planned construction land is more than 450 acres, there is 1 affiliated school, and 102 cooperative internship units.

The school is rich in majors, offering primary education, preschool education, music performance, modern educational technology, industrial robot technology, infant care service and management, dance performance, painting, infant care, social culture and art, etc. The school has rich educational experience, distinctive artistic features, and implements the talent training mode of "industry-education integration". In the past three years, it has won national, provincial, and municipal first-class awards in civilized style, Huang Yanpei Innovation and Entrepreneurship Competition, vocational skills competition, and art exhibition activities. The second prize, participated in more than 20 provincial and municipal large-scale theatrical performances. The supply of graduates has been in short supply for a long time, and the employment rate has reached 100%.

The school currently has 264 faculty members, including 2 full professors, 81 associate professors, senior and above titles, 39 "double-qualified" teachers, 4 provincial excellent class teachers, 4 provincial special-grade teachers, and municipal famous principals and famous teachers. There are 23 academic leaders and key teachers, 2 of whom won the Yiyang Education Outstanding Contribution Award, 2 became members of the Hunan Vocational Education Industry Steering Committee, and 3 were included in the first batch of high-level talent pools in Yiyang. During the "13th Five-Year Plan" period, school teachers achieved fruitful results in various competitions at all levels, winning 3 national awards and 33 provincial awards. Teaching papers, designs, cases, courseware, etc. have won 252 national and provincial awards; a total of more than 200 papers have been published in journals above the provincial level, including 45 core journals such as CSSCI, EI, SCI, and Chinese; 36 textbooks or books have been written. This book has obtained 26 patents; 62 projects have been obtained, and 2 national-level planning projects and 33 provincial-level projects have been successfully concluded.

Yiyang Teachers College will always adhere to the school motto of "Study high as a teacher, be a model", and the school spirit of "Unity and forge ahead, be realistic and innovative", carry forward the fine tradition of teacher education, based in Yiyang, facing Hunan, and radiating surrounding provinces and cities, Focusing on improving the overall strength and

core competitiveness of running a school, aiming at building and cultivating compulsory education, high standards for preschool teachers, and modern normal colleges and universities, the implementation of "Quality-based schools, talents-strengthened schools, characteristic-based schools, and culturally-cast schools" The school-running policy is to seize opportunities and create conditions, and is committed to building the school into a first-class teacher college in the province and a well-known national higher education institution.

3.3. Population, Sample and Sampling Technique

In this study, the researcher selected the respondents from an estimated 20 principals and administrators from Yiyang Normal College. On the side of the teachers, using Qualtrics at 95% confidence level and 8% margin of error, the researcher selected 121 respondents from the total population of 600.

3.4. Research Instrument

The researcher utilized a survey questionnaire as the main instrument in gathering data for the quantitative component of the study. For the participants to have a complete understanding and appreciation of the questions indicated in the survey questionnaire, the researcher applied the translation method from the English language to the Chinese language. This allowed clarity of the questions and so to gather the exact data intended for this purpose. This questionnaire used the 4-point Likert rating scales. The researcher adapted the SLECMAQ questionnaire designed and used by Morgan (2015) 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 positive school environment. The researcher also examined relevant books, journals, theses, and periodicals to develop particular inquiries related to the study.

3.5. Data Gathering Procedure

Surveys are a widely accepted and used research tool for the purpose of collecting information from a relatively small number of people which can serve as a representation of a larger group. Survey data generally falls into three categories for the type of data collected: descriptive, behavioral, and attitudinal (Rea & Parker, 2005). For the purpose of this study, data was collected using the SLECMAQ questionnaire. a modified version of an existing assessment tool comprised of a series of questions on leadership practices and questions that focus on the impact of leadership practices to classroom management and positive school environment.

3.6. Statistical Treatment of Data

The data gathered by the researcher in this study was analyzed using the SPSS statistical software and subjected to statistical treatment which as follows:

1. Frequency Count and Percentage – This was used by the researcher in the analysis of the demographic profile of the respondents.
2. Weighted Mean – This was used by the researcher in

determining the magnitude of the responses of the respondents on their assessment of their leadership practices and the impact on classroom management and school environment.

3. Standard Deviation - This was employed in every item that require the mean values to determine the measures of dispersion of the responses given by the respondents. The researcher used the following Likert scale:

Table 1. Likert scale

For the Leadership Practices

Scale	Attitude	Perception
3.51-4.00	Very true of me	Highly Practiced
2.51-3.50	True of me	Practiced
1.51-2.50	Slightly true of me	Slightly Practiced
1.00-1.50	Not true of me	Not Practiced

For the Impact on Classroom Management and School Environment

Scale	Attitude	Perception
3.51-4.00	Strongly Agree	Very High Impact
2.51-3.50	Agree	High Impact
1.51-2.50	Disagree	Low Impact
1.00-1.50	Strongly Disagree	No Impact

4. t-test and/or ANOVA – This was used by the researcher in the analysis of significant difference of the respondent’s leadership practices and impact on classroom management and school environment.

3.7. Decision Criteria

The analysis of the hypotheses was carried out using the 0.05 level of significance.

3.8. Ethical Considerations

The researcher adheres to the requirements of ethical principles and confidentiality of responses of the respondents were also considered. Confidentiality clause was included in the survey questionnaire which will be clearly communicated with the respondents. The researcher values the anonymity of the data which will be obtained from the respondents by not revealing the identity of those concerned. The researcher made an assurance that the information will be used purely for academic purposes. All the sources of literature will be acknowledged through proper footnoting, citations and referencing.

4. Results, Analysis and Interpretation of Data

4.1. Profile of the Respondents

Table 2 presents the frequency distribution of the respondents’ profile in terms of sex, age, educational attainment, and number of years in the position.

4.1.1. Sex

The result shows that nine of the Principal respondents are male (45%) and eleven are female (55%), while thirty of the teacher respondents are male (24.8%) and ninety one are female (75.2%). It shows that majority of both principal and teacher respondents are female.

4.1.2. Age

The table above shows that two of the Principal respondents are less than 25 years old (20%), eight are within 25-35 years old (40%), four are 36-45 years old (20%), and

six are 46 years old and above (30%). On the other hand, thirty of the teacher respondents are less than 25 years old (24.8%), thirty nine are within 25-35 years old (32.2%), thirty eight are 36-45 years old (31.4%), and fourteen are 46 years old and above (11.6%). It can be noted that respondents are mostly with age of not more than 35 years old.

Table 2. Frequency distribution of respondent’s profile

Profile	Principals/ Administrators		Teachers		Total	
	f	%	f	%	f	%
Sex						
Male	9	45.0%	30	24.8%	39	27.7%
Female	11	55.0%	91	75.2%	102	72.3%
Total	20	100%	121	100%	141	100%
Age						
Less than 25 years old	2	10.0%	30	24.8%	32	22.7%
25-35 years old	8	40.0%	39	32.2%	47	33.3%
36-45 years old	4	20.0%	38	31.4%	42	29.8%
46 years old & above	6	30.0%	14	11.6%	20	14.2%
Total	20	100%	121	100%	141	100%
Educational Attainment						
Bachelor’s degree	3	15.0%	16	13.2%	19	13.5%
w/ MA/MS units	4	20.0%	23	19.0%	27	19.1%
Master’s degree	9	45.0%	73	60.3%	82	58.2%
w/ PhD units	3	15.0%	7	5.8%	10	7.1%
PhD degree	1	5.0%	2	1.7%	3	2.1%
Total	20	100%	121	100%	141	100%
Years in the Position						
Less than 3 years	5	25.0%	32	26.4%	37	26.2%
3-5 years	3	15.0%	17	14.0%	20	14.2%
6-10 years	3	15.0%	31	25.6%	34	24.1%
11-15 years	4	20.0%	24	19.8%	28	19.9%
16-20 years	4	20.0%	5	4.1%	9	6.4%
More than 20 years	1	5.0%	12	9.9%	13	9.2%
Total	20	100%	121	100%	141	100%

4.1.3. Educational Attainment

As shown in the table, three of the Principal respondents have finished Bachelor’s degree (15%), four have MA/MS units (20%), nine are Master’s degree holders (45%), three have PhD units (15%), and one PhD holder (5%). On the other hand, sixteen of the teacher respondents are Bachelor’s degree holders (13.2%), twenty three are with MA/MS units (19%), seventy three have already earned Master’s degree (60.3%), seven are with PhD units (5.8%), and two are PhD degree holders (1.7%). This only shows that majority of the respondents are Master’s degree holders.

4.1.4. Years in the Position

The data shows that five of the Principal respondents have been in the position for less than 3 years (25%), three for 3-5 years and 6-10 years respectively (15%), four for 11-15 years and 16-20 years respectively (20%), and one for more than 20 years (5%). On the other hand, thirty two of the teacher respondents have been teaching for less than 3 years (26.4%), seventeen for 3-5 years (14%), thirty one for 6-10 years (25.6%), twenty four (24) for 11-15 years (19.8%), five for 16-20 years (4.1%), and twelve for more than 20 years (9.9%). This means that most of the Principals and teachers have been in their positions for less than 3 years.

4.2. Respondents’ Perception on their School Leadership Practices

Tables 3 to 5 present the perceptions of principal/administrator, and teacher respondents on their school leadership practices.

4.2.1. Principal/Administrator Respondents

It was very true to the Principal/Administrator respondents that they monitor and evaluate instructions and the quality of reading/language art each quarter which obtained the highest assessment of 3.75 showing that this was highly practiced. It was also perceived by them that they highly practiced the sharing of ideas on instructions to improve teachers’ method of instruction and delivery, encourage teachers to coordinate, collaborate and cooperate with each other, the sharing of information and advice on classroom practice with teachers, and seeking to promote parent involvement in school’s

activity. On the other hand, holding quarterly meetings to discuss literacy, language art and numeracy and mathematics, and communicating the vision of the school to teaching staff was given the lowest assessment of 3.30 respectively. The over-all mean value of 3.48 shows that school leadership is being practiced by the Principals/Administrators based on their own assessment. Danielson (2010) and Farr (2011) asserted that school leaders must be effective, self-confident, resilient, and committed to excellence. Effective school leadership is critical in promoting positive relationships between teachers and students. Farr deemed that “great teaching is leadership” that combines the applicability and capability of leadership principles employed in the transfer of knowledge. When school staff members use their knowledge and skills, they facilitate dialogue, communication, coordination, and collaboration across the school community.

Table 3. Principal/ administrator respondents’ perception on their school leadership practices

School Leadership Practices As principal/administrator, I.....	Mean	SD	Qualitative Description	Interpretation	Rank
1. empower teachers to work with all students to gain academic excellence	3.40	0.50	True of Me	Practiced	10
2. encourage sharing of ideas on instructions to improve teachers’ method of instruction and delivery	3.63	0.39	Very True of Me	Highly Practiced	2
3. encourage teachers to coordinate, collaborate and cooperate with each other.	3.55	0.51	Very True of Me	Highly Practiced	5
4. share information and advice on classroom practice with teachers.	3.55	0.51	Very True of Me	Highly Practiced	5
5. encourage and support teachers’ development and continuous learning.	3.40	0.50	True of Me	Practiced	10
6. seek to promote parent involvement in school’s activity	3.55	0.69	Very True of Me	Highly Practiced	5
7. support and work directly with teachers who are challenged by teaching method and delivery.	3.60	0.50	Very True of Me	Highly Practiced	3
8. actively monitor student performance in literacy and numeracy	3.50	0.51	True of Me	Practiced	7
9. hold quarterly meetings to discuss literacy, language art and numeracy and mathematics instructions	3.30	0.80	True of Me	Practiced	13.5
10. communicate the standards for literacy and numeracy and resources available to assist teachers.	3.35	0.49	True of Me	Practiced	12
11. examine and reviews students test result with respective teachers	3.45	0.60	True of Me	Practiced	8
12. communicate the vision of the school to teaching staff.	3.30	0.92	True of Me	Practiced	13.5
13. monitor and evaluate instructions and the quality of reading/language art each quarter	3.75	0.44	Very True of Me	Highly Practiced	1
14. monitor and knows what is happening in my school.	3.40	0.60	True of Me	Practiced	10
Over-all Mean	3.48	0.26	True of Me	Practiced	

Legend: 3.51-4.00 Very True of Me/Highly Practiced, 2.51-3.50 True of Me/Practiced, 1.51-2.50 Slightly True of Me/Slightly Practiced, 1.00-1.50 Not True of Me/Not Practiced

4.2.2. Teachers Respondents

Table 4. Teacher respondents’ perception on their school leadership practices

School Leadership Practices In our school.....	Mean	SD	Qualitative Description	Interpretation	Rank
1. Teachers are given autonomy to decide on teaching methods.	3.72	0.45	Very True of Me	Highly Practiced	2
2. Teachers seek to promote parent involvement in school’s activity	3.64	0.62	Very True of Me	Highly Practiced	5.5
3. Teachers are supported in assigning students to work together	3.56	0.58	Very True of Me	Highly Practiced	14
4. Teachers are encouraged to coordinates on books and material used in classroom	3.70	0.57	Very True of Me	Highly Practiced	4
5. Regular meetings are held with teachers to discuss literacy/language art and numeracy/mathematics instructions	3.66	0.60	Very True of Me	Highly Practiced	6
6. Teachers are evaluated on criteria related to school improvement	3.64	0.60	Very True of Me	Highly Practiced	8.5
7. Teachers in my school coordinate, collaborate, and cooperate with each other	3.69	0.52	Very True of Me	Highly Practiced	5
8. Teachers monitor and evaluate student performance in literacy and numeracy	3.63	0.52	Very True of Me	Highly Practiced	10.5
9. Teachers in my school, clearly understand the standards for literacy and numeracy for the school	3.72	0.50	Very True of Me	Highly Practiced	2
10. Teachers are empowered to work with all students to gain academic excellence	3.62	0.50	Very True of Me	Highly Practiced	12
11. Teachers examine and reviews students test result with our principal	3.61	0.55	Very True of Me	Highly Practiced	13
12. Teachers communicate the vision of the school to their students.	3.63	0.53	Very True of Me	Highly Practiced	10.5
13. Teachers monitor and evaluate instructions and the quality of reading/language art each quarter	3.72	0.52	Very True of Me	Highly Practiced	2
14. Teachers monitor and knows what is happening in the entire school.	3.65	0.51	Very True of Me	Highly Practiced	7
Over-all Mean	3.66	0.12	Very True of Me	Highly Practiced	

Legend: 3.51-4.00 Very True of Me/Highly Practiced, 2.51-3.50 True of Me/Practiced, 1.51-2.50 Slightly True of Me/Slightly Practiced, 1.00-1.50 Not True of Me/Not Practiced

Table 4 presents the perceptions of teachers on their school

leadership practices.

According to the teacher respondents, giving them autonomy to decide on teaching methods, understanding clearly the standards for literacy and numeracy for the school, and monitoring and evaluation of instructions and the quality of reading/language art each quarter were all highly practiced which gained the highest assessment from them. While it was also observed by teachers that supporting them in assigning students to work together was highly practiced, it was given the lowest rating by the teachers themselves. The over-all mean value of 3.66 shows that school leadership was highly practiced in the school based on the assessment of the teacher respondents. Farr (2011) asserted that when school leadership is strategically examined, factors such as classroom management; school environment (i.e., internal and external to the school); and academic performance emerge. School leadership practices (i.e., those of principals and teachers) can change the academic trajectory of a school. Danielson (2010) emphasized that change itself comes from the collective efforts of teachers, schools, and communities.

4.2.3. Summary of the Respondents’ Perception on their School Leadership Practices

Table 5 presents the summary of the perceptions of respondents on their school leadership practices.

Table 5. Summary of the respondents’ perception on their school leadership practices

School Leadership Practices as perceived by:	Mean	SD	Qualitative Description	Interpretation
Principals/Administrators	3.48	0.26	True of Me	Practiced
Teachers	3.66	0.12	Very True of Me	Highly Practiced
Over-all Mean	3.63	0.16	Very True of Me	Highly Practiced

Legend: 3.51-4.00 Very True of Me/Highly Practiced, 2.51-3.50 True of Me/Practiced, 1.51-2.50 Slightly True of Me/Slightly Practiced, 1.00-1.50 Not True of Me/Not Practiced

As can be gleaned from the table above, school leadership practices were perceived by the Principal/Administrator respondents as being practiced in the school, while teacher respondents perceived it to be highly practiced. Basically, the over-all results shows that the leadership practices in the school were highly practiced according to the respondents. According to Parveen (2021), principals and teachers constitute the primary sources of effective leadership in educational institutions that lead to improve student academic achievement.

4.3. Respondents’ Perceptions on the Impact of School Leadership Practices on School Management and School Environment

4.3.1. Principal/Administrator Respondents

Tables 6 to 7 present the perceptions of principal/administrator respondents on the impact of school leadership practices towards enhancing classroom management, and developing a positive school environment.

4.3.1.1 Impact on Classroom Management

Table 6 presents the perceptions of principal/administrator respondents on the impact of school leadership practices towards enhancing classroom management.

In reference to the above table, Principals/ Administrators strongly agree that classroom management decisions are made by school leaders, not the teachers which gained the highest assessment showing a very high impact to classroom management. Principals are also in strong agreement that teachers are allowed to use their own teaching methods at

their school which gives very high impact to classroom management. On the other hand, requiring teachers to use the same standardized homework assignments as all the other grade teachers was found to be of high impact to classroom management. The over-all mean of 3.69 only shows that school leadership practices give a very high impact to the classroom management as assessed by the Principals/Administrators. School leadership assists in managing and shaping the flow of cultural information to support students' academic progress. School leaders who are action oriented and response centered can help teachers to be role models who embody values and success in teaching and learning (Farr, 2011; Spillane, 2005; Townsend, 2010).

Table 6. Principal/ administrator respondents' perception on the impact of school leadership practices towards classroom management

Impact on Classroom Management	Mean	SD	Qualitative Description	Interpretation	Rank
1. Teachers keenly monitor students' academic progress.	3.75	0.44	Strongly Agree	Very High Impact	4
2. Teachers have the ability to make classroom management decisions	3.75	0.44	Strongly Agree	Very High Impact	4
3. Teachers take responsibility for academic performance in my school.	3.70	0.47	Strongly Agree	Very High Impact	6
4. Teachers are given the freedom to choose what lesson to teach and homework to assign to students	3.65	0.49	Strongly Agree	Very High Impact	7
5. Teachers are allowed to use their own teaching methods at my school	3.80	0.41	Strongly Agree	Very High Impact	2
6. Teachers monitor and supervise conduct and behavior in school	3.55	0.76	Strongly Agree	Very High Impact	9
7. Classroom management decisions are made by school leaders, not the teachers	3.85	0.37	Strongly Agree	Very High Impact	1
8. Teachers are required to use the same standardized homework assignments as all the other grade teachers.	3.50	0.61	Agree	High Impact	10
9. Students are evaluated using the criteria provided by the school and the ministry of education.	3.75	0.44	Strongly Agree	Very High Impact	4
10. Teachers include the individual need of students in planning lessons and assessing teaching methods.	3.60	0.50	Strongly Agree	Very High Impact	4
Over-all Mean	3.69	0.19	Strongly Agree	Very High Impact	

Legend: 3.51-4.00 Strongly Agree/Very High Impact; 2.51-3.50 Agree/High Impact; 1.51-2.50 Disagree/Low Impact; 1.00-1.50 Strongly Disagree/No Impact

4.3.1.2 Impact on School Environment

Table 7 presents the perceptions of principal/ administrator respondents on the impact of school leadership practices towards enhancing school environment.

Table 7. Principal/ administrator respondents' perception on the impact of school leadership practices towards school environment

Impact on School Environment	Mean	SD	Qualitative Description	Interpretation	Rank
1. Supervision given by the ministry of education supports the goal of the school.	3.75	0.44	Strongly Agree	Very High Impact	4
2. The principal gives frank and honest information on resources available for teaching.	3.75	0.44	Strongly Agree	Very High Impact	4
3. 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 outcome.	3.65	0.49	Strongly Agree	Very High Impact	5
4. The principal provides an environment in which teachers' contributions to enhance teaching and learning are valued and respected.	3.60	0.50	Strongly Agree	Very High Impact	9.5
5. The principal provides an environment in which teachers are encouraged to implement what they have learned to improve instructional goals	3.60	0.52	Strongly Agree	Very High Impact	9.5
6. The principal encourages the creation of a sense of community in the school	3.70	0.47	Strongly Agree	Very High Impact	6.5
7. The principal provides a school environment which enables teachers to work creatively with limited resources in the school system to enhance student learning	3.70	0.57	Strongly Agree	Very High Impact	6.5
8. The principal clearly communicates his/her vision, mission, goals, expectations, and education targets for the school	3.50	0.41	Strongly Agree	Very High Impact	2
9. The school has an open communication policy that allows teachers to provide feedback to the principal regarding student performance	3.95	0.22	Strongly Agree	Very High Impact	1
10. The principal includes parents as an important element of the school and classroom management	3.75	0.44	Strongly Agree	Very High Impact	4
Over-all Mean	3.73	0.15	Strongly Agree	Very High Impact	

Legend: 3.51-4.00 Strongly Agree/Very High Impact; 2.51-3.50 Agree/High Impact; 1.51-2.50 Disagree/Low Impact; 1.00-1.50 Strongly Disagree/No Impact

As can be gleaned from the table above, having an open communication in the school that allows teachers to provide feedback to the principal regarding student performance gives a very high impact to school environment and this was given the highest rating by the Principals/Administrators. Furthermore, Principals strongly agree that they clearly communicate their vision, mission, goals, expectations, and education targets for the school showing a very high impact to school environment. Meanwhile, they strongly believe also that they provide an environment in which teachers' contributions to enhance teaching and learning are valued and respected, and they provide an environment which teachers are encouraged to implement what they have learned to improve instructional goals. While it gained the lowest rating from them, but this can be noted that it gives a very high impact to school environment. An over-all mean value of 3.73 only shows that school leadership practices have a very high impact to school environment as perceived by the Principals/Administrators.

4.3.2. Teacher Respondents

Tables 8 to 9 present the perceptions of teacher respondents on the impact of school leadership practices towards enhancing classroom management, and developing a positive school environment.

4.3.2.1. Impact on Classroom Management

Table 8 presents the perceptions of teacher respondents on the impact of school leadership practices towards enhancing classroom management.

Table 8. Teacher respondents' perception on the impact of school leadership practices towards classroom management

Impact on Classroom Management	Mean	SD	Qualitative Description	Interpretation	Rank
1. Teachers keenly monitor students' academic progress.	3.63	0.50	Strongly Agree	Very High Impact	7.5
2. Teachers have the ability to make classroom management decisions	3.63	0.50	Strongly Agree	Very High Impact	7.5
3. Teachers take responsibility for academic performance in my school.	3.64	0.55	Strongly Agree	Very High Impact	5.5
4. Teachers are given the freedom to choose what lesson to teach and homework to assign to students	3.66	0.49	Strongly Agree	Very High Impact	2
5. Teachers are allowed to use their own teaching methods at my school	3.64	0.48	Strongly Agree	Very High Impact	5.5
6. Teachers monitor and supervise conduct and behavior in school	3.60	0.51	Strongly Agree	Very High Impact	9.5
7. Classroom management decisions are made by school leaders, not the teachers	3.65	0.56	Strongly Agree	Very High Impact	3.5
8. Teachers are required to use the same standardized homework assignments as all the other grade teachers.	3.65	0.59	Strongly Agree	Very High Impact	3.5
9. Students are evaluated using the criteria provided by the school and the ministry of education.	3.60	0.53	Strongly Agree	Very High Impact	9.5
10. Teachers include the individual need of students in planning lessons and assessing teaching methods.	3.69	0.50	Strongly Agree	Very High Impact	1
Over-all Mean	3.64	0.16	Strongly Agree	Very High Impact	

Legend: 3.51-4.00 Strongly Agree/Very High Impact; 2.51-3.50 Agree/High Impact; 1.51-2.50 Disagree/Low Impact; 1.00-1.50 Strongly Disagree/No Impact

As indicated in the above table, teacher respondents strongly agree that they include the individual need of students in planning lessons and assessing teaching methods which means that this gives a very high impact to classroom management. Furthermore, they strongly agree that teachers are given the freedom to choose what lesson to teach and homework to assign to students which also gives a very high impact to classroom management according to the teacher respondents. While monitoring and supervising conduct and behavior in school, and evaluating using the criteria provided by the school and the ministry of education were given the lowest rating by the teachers, these practices also give a very

high impact to classroom management. An over-all mean value of 3.64 shows that school leadership practices give a very high impact to classroom management as perceived by the teacher respondents.

4.3.2.2. Impact on School Environment

Table 9 presents the perceptions of teacher respondents on the impact of school leadership practices towards enhancing school environment.

Table 9. Teacher respondents' perception on the impact of school leadership practices towards school environments

Impact on School Environment	Mean	SD	Qualitative Description	Interpretation	Rank
1. Supervision given by the ministry of education supports the goal of the school.	3.74	0.44	Strongly Agree	Very High Impact	2
2. The principal gives frank and honest information on resources available for teaching.	3.55	0.62	Strongly Agree	Very High Impact	10
3. 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 outcome.	3.70	0.51	Strongly Agree	Very High Impact	5
4. The principal provides an environment in which teachers' contributions to enhance teaching and learning are valued and respected.	3.61	0.55	Strongly Agree	Very High Impact	7
5. The principal provides an environment in which teachers are encouraged to implement what they have learned to improve instructional goals	3.69	0.50	Strongly Agree	Very High Impact	6
6. The principal encourages the creation of a sense of community in the school	3.60	0.56	Strongly Agree	Very High Impact	8
7. The principal provides a school environment which enables teachers to work creatively with limited resources in the school system to enhance student learning	3.73	0.56	Strongly Agree	Very High Impact	4
8. The principal clearly communicates his/her vision, mission, goals, expectations, and education targets for the school	3.56	0.55	Strongly Agree	Very High Impact	9
9. The school has an open communication policy that allows teachers to provide feedback to the principal regarding student performance	3.74	0.47	Strongly Agree	Very High Impact	2
10. The principal includes parents as an important element of the school and classroom management	3.74	0.44	Strongly Agree	Very High Impact	2
Over-all Mean	3.67	0.15	Strongly Agree	Very High Impact	

Legend: 3.51-4.00 Strongly Agree/Very High Impact; 2.51-3.50 Agree/High Impact; 1.51-2.50 Disagree/Low Impact; 1.00-1.50 Strongly Disagree/No Impact

As depicted in the above table, having an open communication policy of the school that allows teachers to provide feedback to the principal regarding student performance, including parents as an important element of the school and classroom management, and supporting the goal of the school through the supervision given by the ministry of education are leadership practices that give a very high impact on school environment and were given the highest rating the teacher respondents. While giving frank and honest information by the principals on resources available for teaching was the least rated practices, it can be noted that the result also turned to have a very high impact to school environment. An over-all mean value of 3.67 shows that school leadership practices give a very high impact to school environment as perceived by the teacher respondents.

4.3.3. Summary of the Respondents' Perceptions on the Impact of Leadership Practices in Classroom Management and School Environment

Table 10. Summary of the respondents' perception on the impact of school leadership practices

Impact of School Leadership Practices to:	Respondents	Mean	SD	Qualitative Description	Interpretation
1. Classroom Management	Principals/Administrators	3.69	0.19	Strongly Agree	Very High Impact
	Teachers	3.64	0.16	Strongly Agree	Very High Impact
2. School Environment	Principals/Administrators	3.73	0.15	Strongly Agree	Very High Impact
	Teachers	3.67	0.15	Strongly Agree	Very High Impact
Over-all Mean	Principals/Administrators	3.71	0.15	Strongly Agree	Very High Impact
	Teachers	3.65	0.11	Strongly Agree	Very High Impact

Legend: 3.51-4.00 Strongly Agree/Very High Impact; 2.51-3.50 Agree/High Impact; 1.51-2.50 Disagree/Low Impact; 1.00-1.50 Strongly Disagree/No Impact

Table 10 presents the summary of the perceptions of respondents on the impact of school leadership practices

towards enhancing classroom management, and developing a positive school environment.

As reflected in the summary table above, school leadership practices were found to have a very high impact to classroom management as well as to school environment based on the perceptions of both the principal/administrator and the teacher respondents. Basically, the over-all results show that strong school leadership practices could lead towards enhancing classroom management and developing a positive school environment.

4.4. Relationship Between the School Leadership Practices of Principals and Teachers and the Perceived Impact of School Leadership

Table 11 presents the relationship between the school leadership practices as perceived by the Principals and Teachers, and the perceived impact of school leadership practices to classroom management and school environment.

Table 11. Relationship between school leadership practices and its perceived impact to classroom management and school environment

School Leadership Practices of:	Impact to:	Computed r Value	Sig Value	Decision on Ho	Interpretation
Principals/ Administrators	Classroom Management	0.60	0.01	Rejected	Significant
	School Environment	0.51	0.03	Rejected	Significant
	Average	0.58	0.01	Rejected	Significant
Teachers	Classroom Management	0.77	0.02	Rejected	Significant
	School Environment	0.59	0.01	Rejected	Significant
	Average	0.52	0.02	Rejected	Significant
Over-all Leadership Practices	Over-all Impact	0.53	0.01	Rejected	Significant

In reference to Table 11, school leadership practices were found by the principals/administrators to be significantly correlated with its perceived impact to classroom management, and school environment as well to a high degree with the computed r values of 0.60 and 0.51 respectively and significance values of 0.01 and 0.03 respectively. On the other hand, teacher respondents perceived the same to be highly significant also with the computed r values of 0.77 and 0.59 respectively and significance values of 0.02 and 0.01 respectively. Basically, the result clearly shows that school leadership practices of both the principals/administrators, and teachers are positively highly correlated with their perceived impact towards enhancing classroom management and in developing positive school environment.

5. Summary of Findings

5.1. Profile of the Respondents

Majority of the respondent principals are female (55%), mostly are within the age group of 25-35 years old (40%), master's degree holders (45%), and holding the position as principals/administrators for less than 3 years (25%). Meanwhile, majority of the teacher respondents are female (75.2%) who have already earned Master's degree (60.3%), mostly within the age groups of 36-45 years old (31.4%) and 36-45 years old (31.4%), and have been in the teaching profession for either less than 3 years (26.4%) or 6-10 years (25.6%).

5.2. Respondents' Perception on their School Leadership Practices

School leadership practices were perceived by the Principal/Administrator respondents as being practiced in the school, while teacher respondents perceived it to be highly practiced. Basically, the over-all results shows that the leadership practices in the school were highly practiced according to the respondents.

5.2.1. Principal/Administrator Respondents

It was very true to the Principal/Administrator respondents that they monitor and evaluate instructions and the quality of reading/language art each quarter which obtained the highest rating showing that this was highly practiced. It was also perceived by them that they highly practiced the sharing of ideas on instructions to improve teachers' method of instruction and delivery, encourage teachers to coordinate, collaborate and cooperate with each other, the sharing of information and advice on classroom practice with teachers, and seeking to promote parent involvement in school's activity. On the other hand, holding quarterly meetings to discuss literacy, language art and numeracy and mathematics, and communicating the vision of the school to teaching staff was given the lowest rating. Basically, the result shows that school leadership is being practiced by the Principals/Administrators based on their own assessment.

5.2.2. Teacher Respondents

According to the teacher respondents, giving them autonomy to decide on teaching methods, understanding clearly the standards for literacy and numeracy for the school, and monitoring and evaluation of instructions and the quality of reading/language art each quarter were all highly practiced which gained the highest assessment from them. While it was also observed by teachers that supporting them in assigning students to work together was highly practiced, it was given the lowest rating by the teachers themselves. Over-all, the result shows that school leadership was highly practiced in the school based on the assessment of the teacher respondents.

5.3. Respondents' Perceptions on the Impact of School Leadership Practices on School Management and School Environment

School leadership practices were found to have a very high impact to classroom management as well as to school environment based on the perceptions of both the principal/administrator and the teacher respondents. Basically, the over-all results show that strong school leadership practices could lead towards enhancing classroom management and developing a positive school environment.

5.3.1. Principal/Administrator Respondents

5.3.1.1. Impact on Classroom Management

Principals/Administrators strongly agree that classroom management decisions are made by school leaders, not the teachers which gained the highest assessment showing a very high impact to classroom management. Principals are also in strong agreement that teachers are allowed to use their own teaching methods at their school which gives very high impact to classroom management. On the other hand, requiring teachers to use the same standardized homework assignments as all the other grade teachers was found to be of high impact to classroom management. Over-all, the result shows that school leadership practices give a very high impact to the classroom management as assessed by the

Principals/Administrators.

5.3.1.2. Impact on School Environment

Having an open communication in the school that allows teachers to provide feedback to the principal regarding student performance gives a very high impact to school environment and this was given the highest rating by the Principals/Administrators. Furthermore, Principals strongly agree that they clearly communicate their vision, mission, goals, expectations, and education targets for the school showing a very high impact to school environment. Meanwhile, they strongly believe also that they provide an environment in which teachers' contributions to enhance teaching and learning are valued and respected, and they provide an environment which teachers are encouraged to implement what they have learned to improve instructional goals. While it gained the lowest rating from them, but this can be noted that it gives a very high impact to school environment. Over-all, the result shows that school leadership practices have a very high impact to school environment as perceived by the Principals/Administrators.

5.3.2. Teacher Respondents

5.3.2.1. Impact on Classroom Management

Teacher respondents strongly agree that they include the individual need of students in planning lessons and assessing teaching methods which means that this gives a very high impact to classroom management. Furthermore, they strongly agree that teachers are given the freedom to choose what lesson to teach and homework to assign to students which also gives a very high impact to classroom management according to the teacher respondents. While monitoring and supervising conduct and behavior in school, and evaluating using the criteria provided by the school and the ministry of education were given the lowest rating by the teachers, these practices also give a very high impact to classroom management. Over-all result shows that school leadership practices give a very high impact to classroom management as perceived by the teacher respondents.

5.3.2.2. Impact on School Environment

Having an open communication policy of the school that allows teachers to provide feedback to the principal regarding student performance, including parents as an important element of the school and classroom management, and supporting the goal of the school through the supervision given by the ministry of education are leadership practices that give a very high impact on school environment and were given the highest rating the teacher respondents. While giving frank and honest information by the principals on resources available for teaching was the least rated practices, it can be noted that the result also turned to have a very high impact to school environment. The over-all result shows that school leadership practices give a very high impact to school environment as perceived by the teacher respondents.

5.4. Relationship between the School Leadership Practices of Principals and Teachers and the Perceived Impact of School Leadership

School leadership practices were found by the principals/administrators to be significantly correlated with its perceived impact to classroom management, and school environment as well to a high degree. Furthermore, teacher respondents perceived the same to be highly significant also.

Basically, the result clearly shows that school leadership practices of both the principals/administrators, and teachers are positively highly correlated with their perceived impact towards enhancing classroom management and in developing positive school environment.

6. Conclusion

According to the findings above, this research came up with the following conclusions: (1) principals and teachers are mostly young female who have been in their position for a couple of years. While there is a good number of principals and teachers who have already earned Master's degree, it is noticeable that only a few have obtained Doctoral degree; (2) school leadership practices of principals/administrators were perceived to be practiced, while highly practiced for the teacher respondents; (3) school leadership practices tend to have a very high impact towards enhancing classroom management, and in developing a positive school environment; (4) school leadership practices of principals and administrators, and teachers show a strong positive correlation with their perceived impact on enhancing classroom management and in developing positive school environment; and (5) it can be claimed that the more the principals and teachers practice school leadership, the more they improve their level of performance in classroom management and in school environment.

Based on the conclusions derived in this study, this researcher came up with the following recommendations: (1) review the existing professional development program for principals and teachers to integrate strategies to encourage them attain their Doctoral degree; (2) principals and teachers should continue improving their leadership practices as it plays a crucial role in achieving school effectiveness; (3) strengthen the expertise of principals and teachers on improving classroom management and on creating a positive school environment by providing them a continuous leadership training throughout their careers; (4) provide mentoring opportunities especially for new teachers; (5) principals and teachers need to pay more attention on their school leadership practices for a more enhanced classroom management, and on developing a positive school environment; and (6) the school administrators/principals can start piloting the proposed institutional leadership training program for them and their teachers.

7. Recommendations

Based on the conclusions derived in this study, this researcher came up with the following recommendations: (1) review the existing professional development program for principals and teachers to integrate strategies to encourage them attain their Doctoral degree; (2) principals and teachers should continue improving their leadership practices as it plays a crucial role in achieving school effectiveness; (3) strengthen the expertise of principals and teachers on improving classroom management and on creating a positive school environment by providing them a continuous leadership training throughout their careers; (4) provide mentoring opportunities especially for new teachers; (5) principals and teachers need to pay more attention on their school leadership practices for a more enhanced classroom management, and on developing a positive school environment; and (6) the school administrators/principals can start piloting the proposed institutional leadership training

program for them and their teachers.

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