Educational Leadership Management Practices: A Perspective to Educational Transformation

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ABSTRACT: The paper investigates the educational leadership management practices as a perspective to educational transformation.

The descriptive correlation research design is utilized in the study to quantify and measure the profile of the respondents, contribution of effective style educational leadership management and practices, and educational transformation perspective of the educational management practices of the respondents. Likewise, purposive quota sampling employs in the study to define the criteria for the sample size. The study comprised fifty (50) respondents only.

Results show that the contribution of effective style educational leadership management and practices of the respondents involves democratic leaders where they yield with a high morale environment to generate and motivate creative solutions of effective leadership style in school organization, show that instructional leadership involves on planning practice, coordination, evaluation, and teaching improvement learning, show that authoritative leaders ensure that the systems are in order, and quick in the decision process and control the organization, show that coaching leadership involves behavior, attitude, work performance, evaluation, process of the work, and the policies in the school organization, and show that transformational leaderships is an essential element in the organization to be imposed for good, better, and best because all employees in the school organization are determinant for the process. Hence, educational transformation perspective of the educational management practices of the respondents explores career, advocacy, and policy in pursuing equity in education, contributes to the school system in the organization, reveals significant effect on positive and negative effects of the transformational leadership process, maintains school culture and identity for the diverse and challenging condition strength of school organization and setting, and supports the innovation of learning in the school organization and supports advanced flexible learning technology.

KEYWORDS: Educational leadership management practices, educational transformation, democratic leadership style instructional leadership style, authoritative leadership style, coaching leadership style, transformational leadership style, educational equity, educator motivation morale improvement, student experiences, strengthening school culture, and innovation skills in leadership

INTRODUCTION

Educational management and practices especially in the educational leadership setting are concepts in understanding the central. educational organization or institutions. It organizes the educational management and practices to analyze functions and responsibilities for the system. The system of carrying responsibility on kind, state and in action, (Mallillin, & Mallillin, 2019). The educational leadership influences the act of goals in the educational setting. It necessitates goals for the achievement action in delegation of leading influences and responsibility in the area of educational management. Educational management and leadership is responsibly carrying the practice and influences. They play a prominent role in the educational organization and or institutions. The concept of educational leadership and practices organizes and understands the function and their values. It

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analyzes and entails educational leadership management in caring for the function and responsibility of the education system and participation. It carries the type of responsibility to provide necessary action in educational management and leadership, (Mallillin, 2021). Educational management and leadership influences the act of educational setting to attain the action and goals. It provides the responsibility that influences leadership and management. Educational leadership and management undertakes ideally and responsibly the practice that carries and entails necessary function in the educational system. Educational responsibility comes from an important notion in the organization that analyzes the prominent school system. Educational management and educational leadership are the concepts and foundations of the organization to emerge and clarity to describe academics and practitioners. Educational leadership and management favors the description of the school system and development. It distinguishes the leadership and management in the educational organization, (Shaturaev, and Bekimbetova, 2021). Educational leadership and management practices draw the knowledge and explore the concept, relevant issues, and contemporary policy in the system. It addresses the empirical leadership and management improvement educational organization. It presents implications and evidence in the concerned challenges and leadership preparation, learning, development and management, (Harris, and Jones, 2021, pp. 41-53).

Indeed, various activities of educational leadership management practices provide educational transformation and perspective. It defines activities of various roles interpretation and application in a given parameter. It describes the educational leadership management practices that involve effectiveness of creation to people resources and goals (Mallillin, 2017). It implements the functions in controlling, organizing, planning, and leading. Planning in educational leadership management practice is a step in heading the highly specialized in terms of department goals in the organization. Organizing in the educational leadership management practice defines the work and distributes resources plan workforce. Leading in the activities of educational leadership management practice is an interpersonal level among employees in the organization that is connected to communication tasks, inspiring, motivating, and encouraging high levels of leadership. Controlling is the final activity of educational leadership management that carries the result of the goals to be accomplished in the organization. The activities of educational management broadens the knowledge and diverse tradition as to crucial functions and practices through the policies being implemented in the educational organization (Mallillin, et al., 2022). Activities provide the process and methods in educational leadership management and practice. It identifies time and change in the educational organization through leadership and management. It analyzes the systematic trends in educational leadership and management practice in exploring processes. It balances the theory and concept of educational leadership and management on the empirical flow in educational organization. It contributes to various activities and success in educational leadership and management practice gaps, trends, and time. It provides areas of activities in creating the power of educational leadership management practice and power dynamics, (McGinity, Heffernan, & Courtney, 2022). Activities in educational leadership and management practice explores the curriculum school implementation and outlines strategies and leadership skills devised for school based activities. The utilization of school based leadership and practical approaches provide effective implementation in educational leadership. It leads and envisions the management of school implementation. It provides various activities and successful concept perspective implementation of educational management practices, (Buleshkaj, & Koren, 2022, pp. 259-275).

Subsequently, effective style in educational leadership and management practices are the best strategies in leadership. The appropriate style depends on the culture of diverse people in the organization and educational setting where it requires leadership management. It requires leadership skills regardless of the status in the educational organization, team leaders, teacher leaders, and instructional leaders to benefit them. The position requires skills in leadership but the style process depends on the culture and situation. Style of leadership in education is different where the principal or supervisor has the voice and commanding power. This is true because of their influence that is immense in the school culture and climate (Mallillin, 2022, pp. 99-121). Good leaders train and empower to be effective. Whatever the style of leadership, the ultimate goal and order is the same as a school leader. It provides help for students and teachers to reform and achieve their abilities to the fullest. It is an outcome desired in the leadership education management and position practice. Educational leadership creates a significant role in the positive school system and culture. It influences the achievement of student learning. It is the leadership approach and style in the school system that turns to the success of school organization. The style of leadership is considered effective when the models are being developed for implementation. It is the success of effective leadership style in the educational organization. It describes the success of leadership effective styles in school model and practice. It is an approach system to depict and adopt the continuous cycle of school process and management. It transforms an effective process in management organization. The transformation to effective leadership processes the action to be made in school organization that engages leadership input and school outcome. It loops with influences of effective style in leadership systems on educational institutions, (Gurr, et al., 2022). In addition, an effective leadership style is necessary in creating an environment school organization. This provides access to students with quality education and competency. Effective leadership style in school viewed increasingly the

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far key reaching transformation of education. It provides educational leadership for effective teaching and support learning strategies across transformation industry learning in educational organization. This will keep pace in injecting new thinking school systems and practices. Effective leadership style innovates the complexity level profile of leadership. It indicates perspective transformation of effective leadership styles, (Da'as, 2022, pp. 1-18).

STATEMENT OF THE PROBLEM

1. How may the profile of the respondents be described in terms of
   1.1 age,
   1.1 gender,
   1.2 marital status,
   1.3 highest educational attainment,
   1.4 current position, and
   1.5 number of years in teaching?

2. What is the contribution of effective style educational leadership management and practices of the respondents in the area of
   2.1 democratic leadership style,
   2.2 instructional leadership style,
   2.3 authoritative leadership style,
   2.4 coaching leadership style, and
   2.5 transformational leadership style?

3. What is the educational transformation perspective of the educational management practices of the respondents in terms of
   3.1 educational equity,
   3.2 educator motivation morale improvement,
   3.3 student experiences,
   3.4 strengthening school culture,
   3.5 innovation skills in leadership?

4 Is there a significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents?

5 Is there a significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents?

6 Is there significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents?

Hypothesis

1. There is no significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents.

2. There is no significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents.

3. There is no significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents.

RESEARCH DESIGN

The researcher utilized the Correlational Research Design in order to assess the educational management leadership management practices towards a prospective educational transformation. It correlates the profile of the respondents and the style of effective educational leadership management and practices of the respondents in the area of democratic leadership style, instructional leadership style, authoritative leadership style, coaching leadership style, and transformational leadership style to include correlation on the educational transformation perspective of the educational management practices of the

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respondents in terms of educational equity, educator motivation morale improvement, student experiences, strengthening school culture, and innovation. It translates correlations and significant implications of the profile, style of effective leadership, and leadership transformation. It correlates interpretable knowledge and background. It improves individual conscientiousness in the accuracy of educational leadership management and practices, (Mõttus, 2021).

Population, Samples, And Sampling Techniques

The respondents of the study are the selected educational leaders in the various educational institutions like the Department of Education (DepEd), Commission on Higher Education (CHED), and Technical Educational Skills Development Authority (TESDA). They are directors, assistant directors, managers, assistant managers, deans, principals, coordinators, head, and administrators. They are currently connected or working in various educational institutions. The study comprised fifty (50) respondents only.

The research utilized the purposive and quota sampling techniques. Purposive sampling is subjective sampling in identifying the sample size in the study for the set criteria on the selected educational leadership and management practice for transformation in the school organization. It is selective based on the criteria defined in the selecting the sample size, and judgmental identifies by the researcher. It is a non-probability sampling where the research used judgment in selecting members to be a part of the study. The survey sampling requires the methods and prior knowledge in the approach of the eligible platform of the study. Purposive sampling accesses the subset of the participants in the particular profile. It provides purposive sampling in antecedent and analysis of the impact on educational leadership, (Lubis, et al., 2021, pp. 41-57).

Pilot Testing Reliability

After the validation, a reliability testing or pilot testing were made. The purpose of the pilot study was to try out research questions, methodology, and research instruments, (Norizan, Ismail, & Hamzah, 2021, pp. 400-409). The validated questionnaire was tried out in a different school in another district with the same category of respondents projected in the actual study for pilot testing of the instrument for clarity, feasibility, and its reliability established using Cronbach Alpha version 28. The questionnaire was sent via google form.

The internal consistency of the instrument was identified using the measurement of Cronbach's alpha coefficient. An alpha within the range of 0.70-0.95 was accepted as satisfactory for internal consistency. The results of the Cronbach's Alpha α were 0.849617262 which the pilot testing was highly acceptable in the study. This has proven that the questionnaire utilized in the pilot testing of study was reliable, (Amirrudin, Nasution, & Supahar, 2021, pp. 223-230).

RESULT AND DISCUSSION
1. **On the Profile of The Respondents**

Table 1. Profile of the Respondents

Profile	Frequency	Percentage	Ranking
A. Age:			
● 25 years and below	5	10	4
● 26-30 years	7	14	4
● 31-35 years	8	16	3
● 36-40 years	9	18	2
● 41 years and above	21	42	1
B. Gender:			
● male	34	68	1
● female	16	32	2
C. Marital Status:			
● single	10	20	2
● married	33	66	1
● widow/er	2	4	4
● single parent	5	10	3
D. Highest Educational Attainment:			
● With MA units	8	16	4
● MA Graduate	12	24	3
● With Doctoral units	13	26	2
● Doctorate Graduate	17	34	1
E. Current Position in School:			
● Head/Master Teacher	8	16	3.5

● Assistant Principal/Principal	19	38	1
● Assistant Professor/Professor	15	30	2
● Administrator/Heads/Deans/Director	8	16	3.5
F. Number of Years in Service:			
● 5 years and below	1	2	5
● 6-10 years	8	16	3.5
● 11-15 years	8	16	3.5
● 16-20 years	13	26	2
● 21 years and above	20	40	1

Table 1 presents the frequency and percentage distribution on the profile of the respondents.

It shows that most of the respondents belong to the age bracket 41 years and above, with a frequency of 21 or 42% among the respondents where they are matured enough and have experiences in educational leadership and transformation in the school setting. Most of the respondents are male with a frequency of 34 or 68% among the respondents in which most of the educational leaders are men where they have the strong will and determination to manage the school to the best they can as compared to female respondents. They have the guts to lead the school. It shows also that the married employees got a frequency of 33 or 66% among the respondents. Though they are married still they can carry their responsibility to manage the school setting because it is part of their job. It shows also that those educational leaders have educational attainment of doctoral degree with a frequency of 17 or 34% among the respondents. This is a part of the qualification when you will be promoted to have a higher degree in leading the educational system. Most of the current position in the educational leadership practices is Assistant Principal or Principal, with a frequency of 19 or 38% among the respondents. This means that they have the capacity to lead due to their experience as leader in the school. Number of years in service shows that 21 years and above, with a frequency of 20 or 40% among the respondents which means due to their tenure in the services, the more they have developed the skills in educational leadership among them, (Plotner, & Walters, 2022, pp. 290-300).

2. **On the contribution of effective style educational leadership management and practices of the respondents in the area of democratic leadership style, instructional leadership style, authoritative leadership style, coaching leadership style, and transformational leadership style.**

Table 2. Contribution of Effective Style in Educational Leadership Management and Practices in the Area of Democratic Leadership Style Among the Respondents

Indicators	WM	I	R
1. The decision making in democratic leadership strategy is heavily influenced in the implementation of leadership style in the school.	4.10	A	2
2. The democratic leadership style implements the range and wide outcome to participate in the school system.	3.98	A	5
3. It motivates in promoting and assessing the school affairs and innovation creativity.	4.04	A	4
4. It tends to focus on the process of democratic leadership free flow of thoughts and quality that leads to offer control and guidance.	3.18	MA	6
5. Democratic leaders yield with a high morale environment to generate and motivate creative solutions of effective leadership style in school organization.	4.34	SA	1
6. It provides opportunities for a leader to develop job satisfaction, a sense of personal growth to encourage team building and collaboration.	4.08	A	3
Average Weighted Mean	**3.95**	**A**	
Standard Deviation	**0.398**		

Table 2 presents the weighted mean and the corresponding interpretation on the contribution of effective style in educational leadership management and practices in the area of democratic leadership style among the respondents.

As glimpsed in the table, rank 1 is "Democratic leaders yield with a high morale environment to generate and motivate creative solutions of effective leadership style in school organization", with a weighted mean of 4.34 or Strongly Agree which means that this kind of leader exercises freedom as long as they will contribute to the success of the organization. Freedom is given due to professionalism sake where respondents know what is the positive and negative effect of their own action. People in the school are given proper freedom where they can learn from it. They are guided by a principal as a professional in the field

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of education. Rank 2 is" The decision making in democratic leadership strategy is heavily influenced in the implementation of leadership style in the school", with a weighted mean of 4.10 or Agree which democratic leadership influences the leadership function and style in the school setting. The democratic leadership provides people in the school system to learn their own duty and responsibility. This is their strategy because they know the result of being democratic leadership in the educational management practices. Rank 3 is "It provides opportunities for a leader to develop job satisfaction, a sense of personal growth to encourage team building and collaboration", with a weighted mean of 4.08 or Agree which means the colleagues are given freedom and sense of responsibility to develop their job satisfaction in their performance where they can learn from their own action. The least in rank is "It tends to focus on the process of democratic leadership free flow of thoughts and quality that leads to offer control and guidance', with a weighted mean of 3.18 or Moderately Agree which means that the focus of democratic leadership demonstrates to control educational leadership in the school system where proper guidance, (Assey, Malingumu, & Babyegeya, 2022) stressed that effective style of leadership management and practices in the area of democratic leadership implements perception of school development. The overall average weighted mean is 3.95 (SD=0.398) or Agree on the contribution of effective style in educational leadership management and practices in the area of democratic leadership style among the respondents.

Table 3. Contribution of Effective Style in Educational Leadership Management and Practices in the Area of Instructional Leadership Style Among the Respondents

Indicators	WM	I	R
1. It explores instructional leadership perception of a novice teacher that influences the management team intended for teachers in school.	4.14	A	2.5
2. It displays teachers with a tendency to exercise their leadership in school instruction, support, trust, and clear instruction system and organization.	4.10	A	4
3. Instructional leaders are expected to focus on management of school in student learning and improvement.	4.14	A	2.5
4. It employs a leadership model to communicate regarding the related goals and achievement of students.	3.10	MA	6
5. It provides a positive effect that strengthens the instructional leadership school culture and organization.	4.06	A	5
6. It involves instructional leadership in planning practice, coordination, evaluation, and teaching improvement learning.	4.26	SA	1
Average Weighted Mean	**3.96**	**A**	
Standard Deviation	**0.427**		

Table 3 presents the weighted mean and the corresponding interpretation on the contribution of effective style in educational leadership management and practices in the area of instructional leadership style among the respondents.

As gleaned in the table, rank 1 is "It involves instructional leadership in planning practice, coordination, evaluation, and teaching improvement learning", with a weighted mean of 4.26 or Strongly Agree which means that instructional leadership involves the function in proper teaching improvement because that is needed in the school setting. This can help to produce quality education through constant practice and reminders as based in the vision and mission of the educational system. Rank 2 is shared by the two indicators which are "It explores instructional leadership perception of a novice teacher that influences the management team intended for teachers in school", and "Instructional leaders are expected to focus on management of school in student learning and improvement", with a weighted mean of 4.14 or Agree which means instructional leadership can influence the team members of the school to work toward the goals of the educational system where proper management and practices must be fully enforced which is needed and is expected among educational leadership where it improves the school system in producing quality graduates to be competent in the educational system and improvement process. Rank 3 is "It displays teachers with a tendency to exercise their leadership in school instruction, support, trust, and clear instruction system and organization", with a weighted mean of 4.10 or Agree. This emphasizes that proper instruction will lead to better performance not only for the teachers but to the school system as well. There is a need to provide clear instruction and they will provide the output. Clear dissemination and clear instruction is important to be practiced among the educational leadership for proper implementation. They will see the perfect examples and they will follow you. The least in rank is "It employs a leadership model to communicate regarding the related goals and achievement of students", with a weighted mean of 3.10 or Moderately Agree, (Lazcano, Guerrero, & Volante, 2022, pp. 1-19) influences the leader and retention in school instructional leadership. It

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represents the instructional leader in solving various issues in the school system and level. Instructional leaders are expected to focus on management of school in student learning and improvement. The overall average weighted mean is 3.96 (SD=0.427) or Agree on the contribution of effective style in educational leadership management and practices in the area of instructional leadership style among the respondents.

Table 4. Contribution of Effective Style in Educational Leadership Management and Practices in the Area of Authoritative Leadership Style Among the Respondents

Indicators	WM	I	R
1. It defines the purpose of authoritative leadership in the school organization.	3.82	A	5
2. It identifies the assessment of the weakness and strength of authoritative leadership role and function in the school system.	4.02	A	2
3. It provides parameters regarding the accountabilities and boundaries of authoritative leadership style.	2.82	MA	6
4. It determines the organizational goals and parameters to address standards in moving to a better educational system in school.	3.98	A	3.5
5. It helps to ensure the system is in order, and quick in the decision process and controls the system.	4.04	A	1
6. It determines the leadership role especially in the authoritative function to enhance performance of school employees and organization.	3.98	A	3.5
Average Weighted Mean	**3.78**	**A**	
Standard Deviation	**0.475**		

Table 4 presents the weighted mean and the corresponding interpretation on the contribution of effective style in educational leadership management and practices in the area of authoritative leadership style among the respondents.

As noted in the table, rank 1 is "It helps to ensure the system is in order, and quick in the decision process and controls the system", with a weighted mean of 4.01 or Agree which means that educational leadership and management practices control the system. Authoritative power means implementing the right process of leadership so that people in the team will follow. Decisions made must be based on the principles of leadership where the system will be put in order. This means that members in the team will respect and follow. Rank 2 is "It identifies the assessment of the weakness and strength of authoritative leadership role and function in the school system", with a weighted mean of 4.02 or Agree. This means that being authoritative means to assess the system, know the situation, know the positive and negative impact of the work where proper leadership is done according to the function and needed in the educational system. You know how to assess the situation in the school system. Rank 3 is shared by the two indicators which are "It determines the organizational goals and parameters to address standards in moving to a better educational system in school", and "It determines the leadership role especially in the authoritative function to enhance performance of school employees and organization", with a weighted mean of 3.98 or Agree. Being an authoritative would mean knowing the situation and parameters of the educational system where you know how to determine the process of educational leadership management and practices. It also determines the function as authoritative leadership pertains to the function of the process to improve the quality system as to the goal of an educational leadership which aligns to the mission and vision of the school system and transformation. The least in rank is "It provides parameters regarding the accountabilities and boundaries of authoritative leadership style", with a weighted mean of 2.82 or Moderately Agree. This means that being an authoritative leader must know your limitations and boundaries so that you will not go against the principles of leadership. Luedi, (2022) stressed the authoritative leadership defines infinite complex leadership in a tremendous paradox of comprehensive capture. It provides dimension on caught practitioner leadership and management. The overall average weighted mean is 3.78 (SD=4.75) or Agree on the contribution of effective style in educational leadership management and practices in the area of authoritative leadership style among the respondents.

Table 5. Contribution of Effective Style in Educational Leadership Management and Practices in the Area of Coaching Leadership Style Among the Respondents

Indicators	WM	1	R
1. It influences and explores the mechanism of coaching leadership among colleagues to gain work sensitivity.	2.52	D	5
2. It indicates the standard feelings, reflections, benefits of various work and effectiveness.	3.00	MA	3.5

3. It describes aspects of perceived emotional experienced positivity of employees in the school system.	3.00	MA	3.5
4. Coaching styles provide self-esteem and self-belonging for employees in the level of needs.	2.22	D	6
5. It provides positive behavior leadership to influence facilitation and inspiration of employees, work guidance, behavior, attitude, and feelings.	3.32	MA	2
6. Coaching involves behavior, attitude, work performance, evaluation, process of the work, and the policies in the school organization.	3.34	MA	1
Average Weighted Mean	**2.90**	**MA**	
Standard Deviation	**0.447**		

Table 5 presents the weighted mean and the corresponding interpretation on the contribution of effective style in educational leadership management and practices in the area of coaching leadership style among the respondents.

It shows in the table that rank 1 is "Coaching involves behavior, attitude, work performance, evaluation, process of the work, and the policies in the school organization", with a weighted mean of 3.34 or Moderately Agree. This emphasizes that coaching must go with basic knowledge of behavior and attitude of the respondents so that you know as a leader where to guide in the process of work performance. This includes policies of the organization that they need to follow, evaluation process, attitude and behavior. Rank 2 is "It provides positive behavior leadership to influence facilitation and inspiration of employees, work guidance, behavior, attitude, and feelings", with a weighted mean of 3.32 or Moderately Agree. This emphasizes that coaching involves positive change where people will be influenced by the inspiration, they see at you as a leader where coaching is needed through perfect examples on positive behavior and guidance. It goes to say that coaching is teaching by example and your influence as a leader will change from good to better, and better to best. Rank 3 is shared by the two indicators which are "It indicates the standard feelings, reflections, benefits of various work and effectiveness", and "It describes aspects of perceived emotional experienced positivity of employees in the school system", with weighted mean of 3.00 or Moderately Agree which means that coaching goal is to let people follow what you say for the improvement and betterment of the educational system. Members of the team are looking for your perfect example. They have big expectations on your guiding principles. They will see the biggest responsibility in your hands. Coaching is based on the needs of the school system where people will comply through your techniques in leading them. The least in rank is "Coaching styles provide self-esteem and self-belonging for employees in the level of needs", with a weighted mean of 2.22 or Disagree. This means that coaching is necessary among the members of the group to uplift their morale and educational system as one team in the organization. Coaching leadership style as cited by (Wang, et al., 2022) influences the mechanism in leadership effectiveness on behavior and work. It influences and explores the mechanism of coaching leadership among colleagues to gain work sensitivity. The overall average weighted mean is 2.90 (SD=0.447) or Moderately Agee on the contribution of effective style in educational leadership management and practices in the area of coaching leadership style among the respondents

Table 6. Contribution of Effective Style in Educational Leadership Management and Practices in the Area of Transformational Leadership Style Among the Respondents

Indicators	WM	I	R
1. It provides quality education in the organization of school through implementation of transformation needed for the improved process of school.	4.02	A	2
2. The transformation performance is measured by the quality system on knowledge, skills, attitude, and behavior.	3.90	A	3.5
3. Transformation is an essential element in the organization to be imposed for good, better, and best because all employees in the school organization are determinant for the process.	4.12	A	1
4. Transformational leadership style provides positive direction in the organizational goals and achievement.	3.58	A	6
5. It determines the style of transformational leadership effect in the work performance of employees in school and work discipline.	3.64	A	5
6. Transformational leadership directs, controls, motivates, and influences subordinates to complete the work output efficiently and effectively.	3.90	A	3.5
Average Weighted Mean	**3.86**	**A**	
Standard Deviation	**0.211**	**A**	

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Table 6 presents the weighted mean and the corresponding interpretation on the contribution of effective style in educational leadership management and practices in the area of transformational leadership style among the respondents.

As acknowledged in the table, rank 1 is "Transformation is an essential element in the organization to be imposed for good, better, and best because all employees in the school organization are determinant for the process", with a weighted mean of 4.12 or Agree. This means the transformation in school is a continuous process based on the trends of the educational system. This is to equip the school system with the trend of technology in the advanced transformation for the best in the educational system. Rank 2 is "It provides quality education in the organization of school through implementation of transformation needed for the improved process of school", with a weighted mean of 4.02 or Agree. This is the reason why educational leadership is needed to find solutions for the transformation and change of the system from good, better, and best. Rank 3 is shared by the two indicators which are "The transformation performance is measured by the quality system on knowledge, skills, attitude, and behavior", and "Transformational leadership directs, controls, motivates, and influences subordinates to complete the work output efficiently and effectively", with a weighted mean of 3.90 or Agree. This means that educational leadership has the potential to control and lead the school system based on knowledge and professional development in the organization. The leader must be knowledgeable and know how to transform the system. This involves the function and responsibilities of a good leader in the area of planning, organizing, directing, controlling, and leading. The least in rank is "Transformational leadership style provides positive direction in the organizational goals and achievement", with a weighted mean of 3.58 or Agree. This means that educational leadership has planned in the improvement process of the school system to direct the organization in a positive and better output in the achievement of the goals of the educational system. Transformational leadership style as discussed by (Muliati, et al., 2022, pp. 158-166) on competency and self-efficacy. It analyzes the transformational leadership on self-efficacy and competency of school employees. The overall average weighted mean is 3.86 (SD=0.211) or Agree on the contribution of effective style in educational leadership management and practices in the area of transformational leadership style among the respondents.

3. **On the educational transformation perspective of the educational management practices of the respondents in terms of educational equity, educator motivation, morale improvement, student experiences, strengthening school culture, innovation skills in leadership**

Table 7. Educational Transformation Perspective of Educational Management Practices of the Respondents in Terms of Educational Equity

Indicators	WM	I	R
1. It structures the policy of school and practices through equity leadership.	4.12	A	3
2. It collaborates essentially on the equity issues and potentials, and proactive ways to engage from various challenges in educational equity.	4.04	A	4
3. It promotes culture inclusive engagement that draws the assets of families, staff, and students.	3.70	A	5
4. It addresses the procedures and policy issues for the resources, allocation and student engagement.	3.14	MA	6
5. It provides educational equity status on the performance of individual school organizations.	4.14	A	2
6. It explores career, advocacy, and policy in pursuing equity in education.	4.20	SA	1
Average Weighted Mean	**3.89**	**A**	
Standard Deviation	**0.408**		

Table 7 presents the weighted mean and the corresponding interpretation on the educational transformation perspective of educational management practices of the respondents in terms of educational equity.

As shown in the table, rank 1 is "It explores career, advocacy, and policy in pursuing equity in education", with a weighted mean of 4.20 or Strongly Agree. This means that goal of the educational transformation is to expand in pursuing the equity of education to be competent in the world of learning and teaching process. This means that the school system will equip with necessary knowledge on professional development of the respondents in the objectives of educational transformation. This is needed on the skills of being an educational leader in the various educational institutions. Rank 2 is "It provides educational equity status on the performance of individual school organizations", with a weighted mean of 4.14 or Agree. The goals and objectives of the educational leadership is to look at the possibility of leadership transformation in the output and performance of the school organization and system. This includes quality graduates, competency of teachers, and other

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performance needed in the educational system through proper facilities, teachers development program and training. Rank 3 is " It structures the policy of school and practices through equity leadership", with a weighted mean of 4.12 or Agree. This means that transformation is needed through proper implementation of the structure and organization for competency of works and the likes. The structure or organization must work hand in hand in the implementation of proper transformation for teachers, students, and school system as well. The goal is to achieve better performance and better output to the fullest in the school system and organization. The least in rank is "It addresses the procedures and policy issues for the resources, allocation and student engagement", with a weighted mean of 3.14 or Moderately Agree. This means that educational transformation and leadership must engage with the improvement process on the issues of school organization in terms of facilities, system, policies, and procedures to align with competency of the educational system. Educational equity in the transformation and perspective as cited by (Wen, Yang, & Zhao, 2022, pp. 75-87) engages and promotes educational equity in the status and performance of the school organization. The overall average weighted mean is 3.89 (SD=0.408) or Agree on the educational transformation perspective of educational management practices of the respondents in terms of educational equity.

Table 8. Educational Transformation Perspective of Educational Management Practices of the Respondents in Terms of Educator Motivation Morale and Improvement

Indicators	WM	I	R
1. It analyses the method and effect of motivation and morale improvement in the educational system and process.	2.84	MA	6
2. It provides a level of education, moral and improvement work discipline in learning interest and positive effect.	4.00	A	3
3. It encourages the school organization and advantage for the utilization of position, in the major component of education morale and improvement.	3.96	A	4
4. It contributes to the school system in the organization which is a valuable and important backbone in the process.	4.23	SA	1
5. It measures the quality of the improved motivation and knowledge in the educational system.	4.20	SA	2
6. It motivates the school leadership and commitment in the critical role among educators or teachers academic performance and sustainable improvement.	3.86	A	5
Average Weighted Mean	**3.83**	**A**	
Standard Deviation	**0.510**		

Table 8 presents the weighted mean and the corresponding interpretation on the educational transformation perspective of educational management practices of the respondents in terms of educator motivation, morale and improvement.

As revealed in the table, it shows that rank 1 is "It contributes to the school system in the organization which is a valuable and important backbone in the process", with a weighted mean of 4.23 or Strongly Agree. This means that educational transformation and perspective should improve the output of the process in the school organization and system which is very valuable in the educational system. Rank 2 is "It measures the quality of the improved motivation and knowledge in the educational system", with a weighted mean of 4.20 or Strongly Agree. This means that transformation in the educational system can be identified in the output and performance of both students and teachers' performance in the school organization. This means that educational leadership management practices must implement the best for proper transformation. The contribution of every individual will be the pride of the school organization because it has been observed in the output and performance of the school system as a whole. Producing a quality educational system is based on the implementation and how it works for the school organization. Quality of education is the target of the school system and target of the school leadership management and practices. Rank 3 is "It provides a level of education, moral and improvement work discipline in learning interest and positive effect", with a weighted mean of 4.00 or Agree. This means that transformation of leadership perspective in the educational morale and motivation of a leader's goals is to improve the system from the best through proper discipline, perseverance where it resulted to positive effect in the educational leadership and transformation perspective. The least in rank is "It analyses the method and effect of motivation and morale improvement in the educational system and process", with a weighted mean of 2.84 or Moderately Agree. This emphasizes that transformation in educational leadership and perspective has a vision in the analysis of the quality education under his leadership. This can be done through motivation so that members of the team will be inspired to work towards the goals of the educational transformational system and perspectives among the respondents. Educator motivation morale improvement has been emphasized by (van der Vyver, & Geduld, (2022) explores the factors on

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leadership influences and motivational factors in sustainable improvement of school. The overall average weighted mean is 3.83 (SD=0.510) or Agree on the educational transformation perspective of educational management practices of the respondents in terms of educator motivation, morale and improvement.

Table 9. Educational Transformation Perspective of Educational Management Practices of the Respondents in Terms of Student Experiences

Indicators	WM	I	R
1. It explores and influences and mechanisms of transformational leadership context.	2.52	D	4.5
2. It analyzes the structure and effect on competency of transformational leadership among them.	2.36	D	6
3. It discovers the interaction and results from the organizational structure in the school system and factors.	2.52	D	4.5
4. It predicts relationships on social and emotional positivity of transformational leadership competency from teachers, students, and the environment process school organization.	2.76	MA	2
5. It establishes the mutual trust atmosphere, and encourages the interest of the subordinates of school organization benefits.	2.58	D	3
6. It reveals the significant effect on positive and negative effects of the transformational leadership process.	3.20	MA	1
Average Weighted Mean	**2.66**	**MA**	
Standard Deviation	**0.293**		

Table 9 presents the weighted mean and the corresponding interpretation on the educational transformation perspective of educational management practices of the respondents in terms of student experiences.

As shown in the table, rank 1 is "It reveals the significant effect on positive and negative effects of the transformational leadership process", with a weighted mean of 3.20 or Moderately Agree. This means that transformational leadership has a big role to play in the performance process of students based on the respondents' experiences, especially on the positive and negative effects to the lives of the learners. Rank 2 is "It predicts relationships on social and emotional positivity of transformational leadership competency from teachers, students, and the environment process school organization", with a weighted mean of 2.76 or Moderately Agree. This means that due to the leadership transformation and perspectives students have experienced on emotional and social aspects and positivity effect from their teachers where they need to be a good influencer among them. Students are looking for their teachers as the best examples among them. They wanted to have a better environment where the learning process must be observed to the fullest. The environment must be conducive for learning. Rank 3 is "It establishes the mutual trust atmosphere, and encourages the interest of the subordinates of school organization benefits", with a weighted mean of 2.58 or Disagree. This means that students disagree on a mutual trust atmosphere rather than conducive for learning. Students need to be motivated and need to be encouraged for a better learning atmosphere which is needed in the transformation of leadership and perspectives among them. School leaders should know that students are the center of learning where they need to be motivated, to be molded, and to be shaped according to their needs as future citizens in the universe. This must be the goal of the educational transformation leadership and perspectives among them. The least in rank is "It analyzes the structure and effect on competency of transformational leadership among them" with a weighted mean of 2.36 or Disagree. This means that there is a need to analyze the effect of transformational leadership and perspectives because the learners are being affected when there is chaos in the school organization. Student experiences on leadership and perception as cited by (Philip, & Gavrilova Aguilar, 2022, pp. 86-98) explored the advanced transformation in the educational system. It is an advanced transformation that revitalized the school organization in the relationship and process among school educators. The students are being affected. The overall average weighted mean is 2.66 (SD=0.296) or Moderately Agree on the educational transformation perspective of educational management practices of the respondents in terms of student experiences.

Table 10. Educational Transformation Perspective of Educational Management Practices of the Respondents in Terms of Strengthening School Culture

Indicators	WM	I	R
1. It reveals and focuses on leadership perspective in school organization and strength through school program and identity.	3.92	A	4
2. It implements several factors and characters in school education.	3.28	MA	6

3. It models the strength and value identity for students and school organization.	3.72	A	5
4. It drives individual global culture for rebranding the images of school organization.	4.12	A	2
5. It emerges in the school culture and strengthens the modern situation in the school organization.	4.08	A	3
6. It maintains school culture and identity for the diverse and challenging condition strength of school organization and setting.	4.20	SA	1
Average Weighted Mean	**3.89**	**A**	
Standard Deviation	**0.342**		

Table 10 presents the weighted mean and the corresponding interpretation on the educational transformation perspective of educational management practices of the respondents in terms of strengthening school culture.

As glanced in the table, it shows that rank 1 is "It maintains school culture and identity for the diverse and challenging condition strength of school organization and setting", with a weighted mean of 4.20 or Agree. This means that school culture must be observed by the educational leaders. The positive culture must be retained and must be maintained, however, negative school culture must be improved for a better process of the school system. This must be encouraged to provide a positive outlook in the school setting and perspective in the transformational leadership as part of the goals in the educational system. Rank 2 is "It drives individual global culture for rebranding the images of school organization", with a weighted mean of 4.12 or Agree. There is a need to rebrand the school system and organization when it is needed as part of the educational transformation and perspectives. Rebranding means improvement of the process in the educational setting. It is the global culture to rebrand for progress and improvement for good, better, and best. Rank 3 is "It emerges in the school culture and strengthens the modern situation in the school organization", with a weighted mean of 4.08 or Agree. This means that a transformational perspective in leadership is equipped with a modern style of leadership with the latest trend of leadership based on advanced technology. This is one way of equipping the quality of education to be competent among the educational system in the globe. School culture must be improved also as to the quality of high technology in terms of camaraderie among colleagues, professional development in addition to the facilities in the school system. The least in rank is "It implements several factors and characters in school education", with a weighted mean of 3.28 or Moderately Agree. This means that transformational leadership and perspectives in the school culture must be given consideration in the various factors in the school system and organization. This better addresses the school culture in the educational organization. Strengthening school culture as stressed by (Rizaq, 2022, pp. 96-104) strengthens the perspective of a leader and identity. Strengthening the culture of the school organization can be identified through the role of education and utilization (Mallillin, et al., 2020). It reveals and focuses on leadership perspective in school organization and strength through school program and identity. The overall average weighted mean is 3.89 (SD=0.342) or Agree on the educational transformation perspective of educational management practices of the respondents in terms of strengthening school culture.

Table 11. Educational Transformation Perspective of Educational Management Practices of the Respondents in Terms of Innovation Skills and Leadership

Indicators	WM	I	R
1. Innovation fills the gap for management change to produce quality education in the school organization.	3.58	A	4
2. It mediates the innovation in educational technology transformation of the academic process and digital transformation guides and strategic thinking.	4.00	A	3
3. It provides details underlying the success and components of innovation in the school organization and transformation.	4.16	A	2
4. It examines the innovation transformation, and good practices in the school organization resulting in illustrative generalization.	3.50	A	5
5. It supports the innovation of learning in the school organization and supports advanced flexible learning technology.	4.22	SA	1
6. It is a strategic requirement for the fulfillment of the educational system and process aligned to the mission, and vision of school towards innovation and transformation of knowledge.	3.32	MA	6
Average Weighted Mean	**3.80**	**A**	
Standard Deviation	**0.371**		

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Table 11 presents the weighted mean and the corresponding interpretation on the educational transformation perspective of educational management practices of the respondents in terms of innovation skills and leadership.

As noted in the table, rank 1 is "It supports the innovation of learning in the school organization and supports advanced flexible learning technology", with a weighted mean of 4.22 or Agree. This means that transformational leadership perspectives also explore the innovation process in the educational system. The innovation process equips the school system to upgrade the latest trend in the educational system in terms of quality education as to technology of teaching, professional development of teachers, and facilities. Rank 2 is "It provides details underlying the success and components of innovation in the school organization and transformation", with a weighted mean of 4.16 or Agree. This means that the educational system is always looking for innovation in the transformational perspectives in leadership to be competent and equip with quality education in the school system and organization. These are the techniques and quality skills of a good leader. Rank 3 is "It mediates the innovation in educational technology transformation of the academic process and digital transformation guides and strategic thinking", with a weighted mean of 4.00 or Agree. This means that the educational system will lead to better transformation when innovation in the quality of education is being implemented. This must be the initiative of an educational leader to goal on academic success with the help of the teachers and students. Teachers need to be upgraded in their skills through undergoing professional development process and implementation. The least in rank is "It is a strategic requirement for the fulfillment of the educational system and process aligned to the mission, and vision of school towards innovation and transformation of knowledge", with a weighted mean of 3.32 or Moderately Agree. This means the innovation must be connected with the goals of the school organization to be of best quality in the educational system (Mallillin, et al., 2023, pp. 41-52). This can transform the educational setting and perspective of the school system and organization. Innovation in the educational system as cited by (Lubis, et al., 2022, pp. 526-524) stressed the curriculum understanding transformation towards innovation process. It stresses that educational innovation in the school system understands the change and process and setting for an improved system. the overall average weighted mean is 3.80 (SD=0.371) or Agree on the educational transformation perspective of educational management practices of the respondents in terms of innovation skills and leadership.

4. **On the test of significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents**

Table 12. Test of Significant Correlation Between the Profile of the Respondents and the Contribution of Effective Style Educational Leadership Management and Practices among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
A. Age:			
● democratic leadership style	0.0003058	not significant	accepted
● instructional leadership style	0.0003054	not significant	accepted
● authoritative leadership style	0.0003128	not significant	accepted
● coaching leadership style	0.0003568	not significant	accepted
● transformational leadership style	0.0003094	not significant	accepted
B. Gender:			
● democratic leadership style	0.0002822	not significant	accepted
● instructional leadership style	0.0002818	not significant	accepted
● authoritative leadership style	0.0002887	not significant	accepted
● coaching leadership style	0.0003293	not significant	accepted
● transformational leadership style	0.0002856	not significant	accepted
C. Marital Status:			
● democratic leadership style	0.0003364	not significant	accepted
● instructional leadership style	0.0003360	not significant	accepted
● authoritative leadership style	0.0003442	not significant	accepted
● coaching leadership style	0.0003926	not significant	accepted
● transformational leadership style	0.0003405	not significant	accepted
D. Highest Educational Attainment:			
● democratic leadership style	0.0003017	not significant	accepted
● instructional leadership style	0.0003013	not significant	accepted
● authoritative leadership style	0.0003087	not significant	accepted
● coaching leadership style	0.0003520	not significant	accepted

● transformational leadership style	0.0003053	not significant	accepted
E. Current Position:			
● democratic leadership style	0.0003153	not significant	accepted
● instructional leadership style	0.0003149	not significant	accepted
● authoritative leadership style	0.0003226	not significant	accepted
● coaching leadership style	0.0003680	not significant	accepted
● transformational leadership style	0.0003191	not significant	accepted
F. No. of Years in Service:			
● democratic leadership style	0.0002985	not significant	accepted
● instructional leadership style	0.0002982	not significant	accepted
● authoritative leadership style	0.0003054	not significant	accepted
● coaching leadership style	0.0003484	not significant	accepted
● transformational leadership style	0.0003021	not significant	accepted
Significant at 0.05, one tailed test, df of 50 with critical r value of 0.273243			

Table 12 presents the test of significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents.

It shows that all the computed r values are lower than the critical r value of 0.273243, one-tailed test, with df of 50 at 0.05 level of significance. Therefore, it is safe to say that there is no significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents.

5. **On the test of significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents**

Table 13. Test of Significant Correlation Between the Profile of the Respondents and the Educational Transformation Perspective of the Educational Management Practices Among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
A. Age:			
● educational equity	0.0003082	not significant	accepted
● educator motivation morale	0.0003105	not significant	accepted
improvement	0.0003728	not significant	accepted
● student experiences	0.0003084	not significant	accepted
● strengthening school culture	0.0003120	not significant	accepted
● innovation skills in leadership			
B. Gender:			
● educational equity	0.0002845	not significant	accepted
● educator motivation morale	0.0002866	not significant	accepted
improvement	0.0003440	not significant	accepted
● student experiences	0.0002846	not significant	accepted
● strengthening school culture	0.0002880	not significant	accepted
● innovation skills in leadership			
C. Marital Status:			
● educational equity	0.0003391	not significant	accepted
● educator motivation morale	0.0003416	not significant	accepted
improvement	0.0004101	not significant	accepted
● student experiences	0.0003393	not significant	accepted
● strengthening school culture	0.0003433	not significant	accepted
● innovation skills in leadership			
D. Highest Educational Attainment:			
● educational equity	0.0003041	not significant	accepted
● educator motivation morale	0.0003064	not significant	accepted
improvement	0.0003678	not significant	accepted
● student experiences	0.0003043	not significant	accepted
● strengthening school culture	0.0003079	not significant	accepted
● innovation skills in leadership			

E.	Current Position:			
	● educational equity	0.0003179	not significant	accepted
	● educator motivation morale	0.0003202	not significant	accepted
	improvement	0.0003844	not significant	accepted
	● student experiences	0.0003180	not significant	accepted
	● strengthening school culture	0.0003218	not significant	accepted
	● innovation skills in leadership			
F.	No. of Years in Service:			
	● educational equity	0.0003010	not significant	accepted
	● educator motivation morale	0.0003032	not significant	accepted
	improvement	0.0003640	not significant	accepted
	● student experiences	0.0003011	not significant	accepted
	● strengthening school culture	0.0003046	not significant	accepted
	● innovation skills in leadership			
Significant at 0.05, one tailed test, df of 50 with critical r value of 0.273243				

Table 13 presents the test of significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents.

It shows that all computed r values are lower than the critical r value of 0.273243, one-tailed test, with df of 50 at 0.05 level of significance. Therefore, it reveals that there is no significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents.

6. **On the test of significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents**

Table 14. Test of Significant Correlation Between the Contribution of Effective Style Educational Leadership Management and Practices and the Educational Transformation Perspective of the Educational Management Practices Among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
A. Democratic Leadership Style:			
● educational equity	0.0001214	not significant	accepted
● educator motivation morale	0.0001223	not significant	accepted
improvement	0.0001468	not significant	accepted
● student experiences	0.0001215	not significant	accepted
● strengthening school culture	0.0001229	not significant	accepted
● innovation skills in leadership			
B. Instructional Leadership Style:			
● educational equity	0.0001212	not significant	accepted
● educator motivation morale	0.0001221	not significant	accepted
improvement	0.0001466	not significant	accepted
● student experiences	0.0001213	not significant	accepted
● strengthening school culture	0.0001227	not significant	accepted
● innovation skills in leadership			
C. Authoritative Leadership Style:			
● educational equity	0.0001242	not significant	accepted
● educator motivation morale	0.0001251	not significant	accepted
improvement	0.0001502	not significant	accepted
● student experiences	0.0001243	not significant	accepted
● strengthening school culture	0.0001257	not significant	accepted
● innovation skills in leadership			

D. Coaching Leadership Style:			
● educational equity	0.0001416	not significant	accepted
● educator motivation morale	0.0001427	not significant	accepted
improvement	0.0001713	not significant	accepted
● student experiences	0.0001417	not significant	accepted
● strengthening school culture	0.0001434	not significant	accepted
● innovation skills in leadership			
E. Transformational Leadership Style:			
● educational equity	0.0001228	not significant	accepted
● educator motivation morale	0.0001237	not significant	accepted
improvement	0.0001486	not significant	accepted
● student experiences	0.0001229	not significant	accepted
● strengthening school culture	0.0001243	not significant	accepted
● innovation skills in leadership			
Significant at 0.05, one tailed test, df of 50 with critical r value of 0.273243			

Table 14 presents the test of significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents.

It reveals that all computed r values are lower than the critical r value of 0.273243, one-tailed test, with df of 50 at 0.05 level of significance. Therefore, it is safe to say that there is no significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents.

CONCLUSION

It shows that majority of the respondents belong to the age bracket of 41 years and above where most of them are male and are married. They also obtained their Doctoral degree which is needed in the educational leadership where most of them are Principals and are in the service of 21 years and above.

It shows that the contribution of effective style educational leadership management and practices of the respondents involves democratic leaders where they yield with a high morale environment to generate and motivate creative solutions of effective leadership style in school organization. They are also involved in instructional leadership such as planning practice, coordination, evaluation, and teaching improvement learning. They are also authoritative leaders to ensure that the systems are in order, and quick in the decision process and control the organization. It shows coaching leadership involves behavior, attitude, work performance, evaluation, process of the work, and the policies in the school organization, and it shows that transformational leaderships is an essential element in the organization to be imposed for good, better, and best because all employees in the school organization are determinant for the process.

It shows that educational transformation perspective of the educational management practices of the respondents explores career, advocacy, and policy in pursuing equity in education, contributes to the school system in the organization which is a valuable and important backbone in the process, reveals the significant effect on positive and negative effects of the transformational leadership process, maintains school culture and identity for the diverse and challenging condition strength of school organization and setting, and supports the innovation of learning in the school organization and supports advanced flexible learning technology.

It shows that there is no significant correlation between the profile of the respondents and the contribution of effective style educational leadership management and practices among the respondents.

It shows that there is no significant correlation between the profile of the respondents and the educational transformation perspective of the educational management practices among the respondents.

It shows that there is no significant correlation between the contribution of effective style educational leadership management and practices and the educational transformation perspective of the educational management practices among the respondents.
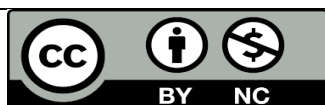
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