

Educational Leadership Management and its Contribution to School Organization and Success



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ABSTRACT: The paper investigates the educational leadership management and its contribution to school organization and success as to respondents' profile and leadership style.

Descriptive correlation research design employs in the study to quantify and measure the profile of the respondents and contribution of educational leadership management and its success to school organization. Likewise, purposive sampling is utilized in the study. The study comprised fifty (50) respondents only.

Results show that the contribution of educational leadership management and its success to school organization among the respondents involves democratic leaders where they yield with a high morale environment to generate and motivate creative solution of effective leadership style in school organization, show that instructional leadership is involved in planning practice, coordination, evaluation, and teaching improvement learning, show that authoritative leaders ensure that 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 transformational leaderships are essential elements in the organization to be imposed for good, better, and best because all employees are determinant for the process.

KEYWORDS: Educational leadership Management, school organization success, effective leadership style

INTRODUCTION

The perceived gaps, challenges, and issues in educational leadership management and its contribution to school organization success provide perspective transformation with school partners to tackle the toughest challenges in educational leadership management. This can build a better relationship in educational organization and level (Mallillin, & Mallillin, 2019). Different ideas and exchange of thoughts that bring confusion due to personal interest where it doesn't help in educational leadership management practices and success. The work is necessary in building and understanding priorities, issues, and challenges that a leader may face in various groups and large systems of organization and educational leadership management contribution. A leader in the classroom is able to diagnose the challenges and issues of the organization which can improve adaptive change and needs. Managing a school organization is a big challenge and issues in school management success in educational leadership. It transforms the system in school organization with support and tools of technology process to make things easy (Mallillin, & Paraiso, 2022). To succeed there must be emerging demand in educational leadership management and success in the school organization. It explores the success and challenges of a leader in the management process. The educational leadership management and its contribution to school success deals with proper utilization of strategies to analyze the challenges and mindset of the framework pedagogy in the approach of school educational leadership and management practices. The challenges and issues can be professional development, skills in leadership, and adjustment in school culture and community (Tirri, et al., 2021).

Likewise, the importance of educational management and leadership in the school system involves building process or setting. It provides features in management and leadership direction systematic approach. It develops educational management and leadership skills and role acquisition. The educational teachers take leadership formal positions. The skills and acquisition of leadership may enhance and serve the classroom performance (Mallillin, 2021). It is a development systematic approach and necessary skills assumed in the management of leadership roles to be utilized as guides among them. Improving performance and

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leadership skills condition the educational management among teachers. Educational leadership management practices influence people and need information. The importance of educational leadership and management accumulate the knowledge and purpose of the school system. It identifies and seeks contribution to distinct educational leadership and management. It analyzes and assesses educational management and leadership. It strengthens educational leadership and management function and status in the school system. It analyzes the strength and affirms contributions and concepts in educational management and leadership. It highlights function and contribution on the impact of educational management and leadership growth (Hallinger, & Kovačević, 2022, pp. 192-216). The significance is systematic in function to identify the trends in educational management and leadership and knowledge. It focuses on trends, distributions, kinds, methods, and techniques in educational management and leadership success. It highlights patterns and knowledge in the importance and significance of educational leadership and management resources. It reflects the importance of educational leadership management characteristics and features in the school organization. It provides support and improves the importance of educational leadership management practice in leadership administration concerted effort. It enhances relevant increase and quality policy of educational leadership management practice and ability (Hammad, et al., 2022, pp. 6-25).

Notably, a good educational leadership management and its contribution to school success in transformation of prospective organization is necessary in learning improvement of the school system. It boosts the capacity of a school leader to improve achievement for effective educational leadership and practice. There is a link or connection between educational leadership management and practice to positive outcome learning of students (Mallillin, 2022). They will be guided through policies and guidelines set in school and students to comply. This is a proof of good leadership in the educational system that directs and makes experiences for student impact and performance. A good leadership in school enables better practice in a school wide expertise in teaching to achieve the order of progress among students. It is a driven leadership principle that defines its roles in educational leadership. Educational leadership is essential in benchmarking and understanding effective good leadership lasting change (Luedi, 2022).

Likewise, the educational transformation perspective management success prevails a systematic change in educational model. It distinguishes innovation transformation of education in maintaining the model of educational management system and leadership. It reforms traditional teaching and substance learning process structure of educational organization. It stresses educational transformation to determine sustainable strategy in educational leadership and management success in school organization. It advocates development of educational transformation that focuses on building competency and utilization advantage in the school system. It builds an advantage to competency concept that evolves relative formation strategy in the educational system, (Mallillin, et al., 2021). It provides a notion in building transformation perspective educational leadership and management on challenges to competitive advantage and phenomena. It is a transformative perspective in education exchange information in the globe. It is a collective process and contextual change transformation perspective practice in education. It evolves educational leadership transformation in the impact of determining the empirical insights of school change evolution and learning. It develops and stresses essential model transformation perspective practice in the educational organization. It supports the decision and model transformation perspective leadership to regulate expectations and experiences of the student school system. It provides insights and impacts transformation leadership in school perspective and advantage. It develops a design for transformation in education roadmap to regulate and integrate necessary change evolution of leadership learning and strategies (Mohamed Hashim, et al., 2022, 3171-3195). Hence, educational transformation in leadership perspective reflects stem in school system and concrete consideration practice in teaching. It revitalizes the transformation leadership perspective in understanding and developing the focus and reflection on the structure teaching practice and change. It investigates professional development and transformation leadership perspective competency to promote better management school organization. It interfaces transformation in leadership practice, perspective condition, experiences, function of educational leader reflection, and framework (Mälkki, et al., 2022, pp. 301-331).

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?

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- 2 What is the contribution of educational leadership management school organizational success among 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 Is there a significant correlation between the profile of the respondents and the contribution of educational leadership management school organizational success among the respondents?**

HYPOTHESIS

There is no significant correlation between the profile of the respondents and the contribution of educational leadership management school organizational success among the respondents.

RESEARCH DESIGN

The researcher utilized the Correlational Research Design in order to assess the educational leadership management and its contribution to school success. It correlates the profile of the respondents and the contribution of educational leadership management and its success to the school system in the area of democratic leadership style, instructional leadership style, authoritative leadership style, coaching leadership style, and transformational leadership style. It improves individual conscientiousness in the accuracy of educational leadership management and practices (Möttus, 2021).

RESPONDENTS OF THE STUDY

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.

SAMPLING TECHNIQUES

The research utilizes purposive and quota sampling techniques. Purposive sampling is subjective sampling in identifying the sample size of the study for the set criteria on the selected educational leadership management practice and its contribution to school organization success. 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 method and prior knowledge approach eligible platform of the study. Purposive sampling accesses the subset participants in particular profile. It provides purposive sampling in antecedent and analysis of the impact on educational leadership (Lubis, et al., 2021, pp. 41-57).

RESULTS AND DISCUSSION

1. On the Profile of the Respondents

Table 1. Profile of the Respondents

Profile	Frequency	Percentage	Ranking
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
Gender:			
male	34	68	1
female	16	32	2
Marital Status:			
single	10	20	2
married	33	66	1
widow/er	2	4	4

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single parent	5	10	3
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
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
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 experienced 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 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 for promotion 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 leaders 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 educational leadership management and its contribution to the success of school organization among the respondents

Table 2. Contribution of Educational Leadership Management and Its Success to School Organization in the Area of Democratic Leadership among the Respondents

Indicators	WM	I	R
The decision making in democratic leadership strategy is heavily influenced in the implementation of leadership style in the school.	4.10	A	2
The democratic leadership style implements the range and wide outcome to participate in the school system.	3.98	A	5
It motivates in promoting and assessing the school affairs and innovation creativity.	4.04	A	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
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
It provides opportunities for leaders 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		

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Table 2 presents the weighted mean and the corresponding interpretation on the contribution of educational leadership management and its success to school organization in the area of democratic leadership style among the respondents.

As glimpsed in the table, rank 1 is “Democratic leaders yield with 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 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 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 practice. Rank 3 is “It provides opportunities for a leader to develop job satisfaction, and a sense of personal growth to encourage team building and collaboration”, with a weighted mean of 4.08 or Agree which means that colleagues are given freedom and a sense of responsibility to develop job satisfaction performance where they can learn from their own actions. 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, et al., 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 educational leadership management and its success to school organization in the area of democratic leadership style as observed among the respondents.

Table 3. Contribution of Educational Leadership Management and Its Success to School Organization in the Area of Instructional Leadership Style among the Respondents

Indicators	WM	I	R
It explores instructional leadership perception of a novice teacher that influences the management team intended for teachers in school.	4.14	A	2.5
It displays teachers with a tendency to exercise leadership in school instruction, support, trust, and clear instruction system in the organization.	4.10	A	4
Instructional leaders are expected to focus on management of school in student learning and improvement.	4.14	A	2.5
It employs a leadership model to communicate regarding related goals and achievement of students.	3.10	MA	6
It provides a positive effect that strengthens instructional leadership, school culture and organization.	4.06	A	5
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 educational leadership management and its success to school organization 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 reminder 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 novice teacher that influences the management team intended 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 practice must be fully enforced which is needed and is expected among educational leadership. 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 tendency to

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exercise leadership in school instruction, support, trust, and clear instruction system in an 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 provide output. Clear dissemination and clear instruction is important to be practiced among educational leadership for proper implementation. They will see the perfect example and follow. The least in rank is “It employs a leadership model to communicate regarding related goals and achievement of students”, with a weighted mean of 3.10 or Moderately Agree (Lazcano, et al., 2022, pp. 1-19) influences the leader and retention in school instructional leadership. It represents instructional leaders 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 educational leadership management and its success to school organization in the area of instructional leadership style as observed among the respondents.

Table 4. Contribution of Educational Leadership Management and Its Success to School Organization in the Area of Authoritative Leadership Style among the Respondents

Indicators	WM	I	R
It defines the purpose of authoritative leadership in the school organization.	3.82	A	5
It identifies assessment of the weakness and strength of authoritative leadership role and function in the school system.	4.02	A	2
It provides parameters regarding accountabilities and boundaries of authoritative leadership style.	2.82	MA	6
It determines organizational goals and parameters to address standards in moving a better educational system in school.	3.98	A	3.5
It helps to ensure the system is in order, and quick in the decision process and controls the system.	4.04	A	1
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 educational leadership management and its success to school organization 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 control 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 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 need 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 organizational goals and parameters to address standard in moving to a better educational system in school”, and “It determines leadership role especially in authoritative function to enhance performance of school employees and organization”, with a weighted mean of 3.98 or Agree. Being an authoritative leader would mean knowing the situation and parameters of the educational system and determining the process of educational leadership management and practice. It also determines the function as authoritative leadership pertains to the function process in the improved 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 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 the limitation and boundary principle of leadership (Luedi, 2022) stressed that 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 educational leadership management and its success to school organization in the area of authoritative leadership style as observed among the respondents.

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Table 5. Contribution of Educational Leadership Management and Its Success to School Organization in the Area of Coaching Leadership Style among the Respondents

Indicators	WM	1	R
It influences and explores mechanism of coaching leadership among colleagues to gain work sensitivity.	2.52	D	5
It indicates standard feelings, reflections, benefits of various work, and effectiveness.	3.00	MA	3.5
It describes aspects of perceived emotional experienced positivity of employees in the school system.	3.00	MA	3.5
Coaching styles provide self-esteem and self-belonging for employees in the level of needs.	2.22	D	6
It provides positive behavior leadership to influence facilitation and inspiration of employees, work guidance, behavior, attitude, and feelings.	3.32	MA	2
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 educational leadership management and its success to school organization 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 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 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 mechanism in leadership effectiveness on behavior and work. It influences and explores mechanisms of coaching leadership among colleagues to gain work sensitivity. The overall average weighted mean is 2.90 (SD=0.447) or Moderately Agree on the contribution of educational leadership management and its success to school organization in the area of coaching leadership style as observed among the respondents.

Table 6. Contribution of Educational Leadership Management and Its Success to School Organization in the Area of Transformational Leadership Style among the Respondents

Indicators	WM	I	R
It provides quality education in the organization of school through implementation of transformation needed for the improved process of school.	4.02	A	2
The transformation performance is measured by the quality system on knowledge, skills, attitude, and behavior.	3.90	A	3.5
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
Transformational leadership style provides positive direction in the organizational goals and achievement.	3.58	A	6

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It determines the style of transformational leadership effect in the work performance of employees in school and work discipline.	3.64	A	5
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	

Table 6 presents the weighted mean and the corresponding interpretation on the contribution of educational leadership management and its success to school organization 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 that 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 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 responsibility 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 educational leadership management and its success to school organization in the area of transformational leadership style as observed among the respondents.

3. On the test of significant correlation between the profile of the respondents and the contribution of educational leadership management and its success to school organization among the respondents

Table 7. Test of Significant Correlation between the Profile of the Respondents and the Contribution of Educational Leadership Management and Its success to School Organization among the Respondents

Variables	Computed r values	Relationships *significant *not significant	Hypotheses *accepted *rejected
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
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
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

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coaching leadership style	0.0003926	not significant	accepted
transformational leadership style	0.0003405	not significant	accepted
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
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
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 7 presents the test of significant correlation between the profile of the respondents and the contribution of educational leadership management and its success to school organization 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.

CONCLUSION

It shows that the 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 contribution of educational leadership management and its success to school organization among the respondents involves democratic leaders where they yield with a high morale environment to generate and motivate creative solutions to 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 of 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.

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