The Role of Educational Leadership and Practices to School System and Discipline

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ABSTRACT: The study investigates the role of educational leadership and practices to school system and discipline. Specifically, it focuses on the goals and expectation, resolution and alignment, quality teaching support, learning and development, safe and orderly learning atmosphere of the school setting.

Results show that the role of educational leadership and practices implements to reform in the school leaders in compliance of improvement and substantive practice, contribute in the understanding of insights on resolution and alignment to enact instructional leadership, provide attributes in understanding the quality of teaching to bring school leaders for a positive change, identify the learning quality and development opportunities in the factors addressed to success of teaching and learning process, and support the goals for an effective learning atmosphere in the school system, strong leadership process, clear vision in the learning process, and creates a climate for better learning.

Findings show that there is a significant correlation on the roles of educational leadership and practices as observed by the respondents.

KEYWORDS: Role of educational leaderships and practice, school system and discipline, goals and expectation, resolution and alignment, quality teaching support, learning and development, safe and orderly learning atmosphere

INTRODUCTION

Educational leadership unites the talents and collaborates the process of teachers forces in the school setting. It is to improve the educational leadership in the school system and quality of education. Educational leadership purpose is to ensure success of the process in the academe, training, and material improvement Mallillin, (2022). It collaborates and accomplishes the various individuals such as educators, teachers, students, parents, and public policy makers in the system of education. From the perspective of leadership education is a management of academics and a form of quality control. It identifies the trends in the systematic management of educational leadership knowledge. It focuses on the techniques and role in educational leadership. It also reflects the feature characteristics and traits in most notable leadership in educational setting terms of school system and process. It provides support in the improved educational leadership and management practice. This is to enhance the concerted efforts in the quality of educational leadership ability, policy role and practice, (Hammad, et al., 2022, pp. 6-25). Hence, educational leadership and role has broadened the school practice in knowledge diverse tradition as to critical and functional among their constituents, policies, practitioners, and preferences. It explores the objectives of educational leadership practices in the school setting for better improvement and a disciplined atmosphere. The quality of the system in the school depends on how a leader manages to obtain quality of work improvement process and practices. It analyzes the systematic role of educational leadership and contribution for a quality school system. This enables them to understand the role of educational leadership and practices in the school system and discipline dynamics, (McGinity, Heffernan, & Courtney, 2022).

On the other hand, the role of educational leadership and practice is centered on qualities and key principles. It is an educational leadership to create academic success and vision for all teachers and students. It is necessary to know the historical gap among students and teachers in the various socio-economic levels and student achievement. Educational leadership roles are to strive for a receptive learning environment and maintain safety for both teachers and students through integration of knowledge and students learning enhancement Mallillin, et al., (2020). A healthy environment school is structured with an orderly and comfortable classroom atmosphere. Educational leadership is impressive when responsibility is delegated properly. This means that teachers, students, and parents empower the responsibility, accountability, and acceptance. Educational leadership provides curriculum content and instructional method for continued improvement. It adapts and borrows modern management

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in the educational fields, processes, tools, and techniques Mallillin, (2020, pp., 1-11). The role of educational leadership explores the practice and values in school setting discipline and system. It examines the contending alternative leadership practices that provide phenomena and understanding the school leadership. It is focused on transition behavior and traits of individual school leaders. It provides insights to unfold educational leadership as they work together for advanced quality education equipped with knowledge and practice as actors in the school setting and discipline Mallillin, & Mallillin, (2019). It advances the traditional approaches of leadership. It identifies leadership approaches in the school discipline system and practices. It draws attention in practice educational leadership and role to demonstrate illustrative phenomena for the practice lens and values. It expands the attention of the focus in the role of educational leadership and practice to the school system and discipline, (Nelson, 2022, pp. 197-210). Absolutely, the approach in leadership emphasizes an optimistic process in the role of educational leadership. It provides a cultural approach for school positive leadership and prospective educational systems. It explores the process and perspective role of leadership with positive results. The role of educational leadership and practices in the school system and discipline includes ethics, principles, staff outcome, affection of positive leadership, skills, behaviors, relationship, and wider benefits. It provides credence in scientific and positive leadership, (Kouhsari, et al., 2022, pp. 1-21).

Subsequently, the contribution of educational leadership and practices in the school discipline and approach provide a foundation among teachers. They manage students but also act as educational leaders among their colleagues. They provide resources to help teachers and students in the educational system Mallillin, et al., (2021). They contribute to valuable management school discipline and teaching techniques. They also provide constructive feedback as educational leaders in the improvement curriculum, school setting and environment. Becoming an educational leader is the best contribution in school discipline and school system. It promotes leadership in school organization involvement of the educational system where everybody develops leadership as contributory factors in the school system and discipline. It fosters contributions of educational leadership involvement in the school setting and practices where schools provide potential success of quality education in the society as part of the system to mold and to shape future leaders from students Mallillin, (2021). It supports school leaders and transformation in the educational system. Educational leadership transformation has an effect on the quality system and progress. This is sharing responsibilities in the school system and discipline. It contributes to the school system and discipline to include decision making for better results of the educational practices. It is a powerful tool in the educational system and contributes leadership skills in school Mallillin, & Laurel, (2022). Educational leaders are implementing design for school policies, school culture, expectation, and shaping norms of conduct. It creates educational leaders and practices in the school system and discipline atmosphere for trust and care in accordance with the mission and vision of various educational institutions to where they belong. This is essential support and involvement in the contribution of educational leadership in school system and discipline Mallillin, et al., (2022, pp. 1-31). Hence, the contribution of educational leadership explores knowledge of concepts and issues relevant to the school system and discipline weighing the possible solution in the issues to have a better working atmosphere in attaining the goals as one team in the educational system. It provides views in educational leadership to address and explore the crucial system in school improvement. It is concerned with leadership learning, knowledge, development, preparation, and challenges, (Harris, & Jones, 2021, pp. 41-53).

STATEMENT OF THE PROBLEM
1. **What are the roles of educational leadership and practices of the respondents in terms of**
1.1 goals and expectation,
1.2 resolution and alignment,
1.3 quality teaching support,
1.4 learning and development,
1.5 safe and orderly learning atmosphere?

2. **Is there a significant correlation on the roles of educational leadership and practices as observed by the respondents?**

Hypothesis
There is a significant correlation on the roles of educational leadership and practices as observed by the respondents.

Research Design
The research employed the descriptive normative research design because it refers to the methods that describe the characteristics of the educational phenomena and variables of the study. It focuses on answering the questions posited in the statement of the problem. It quantifies and measures the roles of educational leadership and practices of the respondents in terms of goals and expectation, resources and alignment, quality teaching support, learning and development, safe and orderly learning atmosphere.

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On the other hand, the descriptive method of research observed influences the process of research. It provides information that focuses on the gathered survey questionnaire. It uncovers the details of the descriptive research association in quantitative research involved in the conduct of the study as a tool for research and variables. It provides the study to enhance awareness among the researcher in deeper reflection and analysis through descriptive normative results that makes the process impressive and attractive, (Jenkins, et al., 2021).

Mõttus, et al,, (2020, pp. 1175-1201) defines descriptive approach as explanatory and predictive research on various goals and approaches in the need and shares on the distinguished personality to attain priorities as to the role of educational leadership and practices as an approach to school system and disciplines.

Sources of Data and Sampling Techniques

The populations of this study are the selected educational leaders from the various educational institutions such as Commission on Higher Education (CHED), Technical Educational Skills Development Authority (TESDA), and Department of Education (DepEd). They are directors, assistant directors, managers, administrators, deans, heads, principals, coordinators, and teachers. They are experienced respondents set for the criteria in the selection of the sample size. The study comprised seventy-five (75) respondents only.

Purposive sampling is utilized in the study. It is a challenge in the application of selecting the sample size in the study. It novices the researcher in real life expectation and practice considering the method of purposive sampling to provide process and understanding. It is a practical detail transparency of the decision in purposive sampling based set criteria defined by the researcher to get a reliable source of sample size in the study (Denieffe, 2020).

Instrumentation and Data Collection

The instrument or questionnaire is a self-made questionnaire based on the objectives of the research. The questionnaire tool is made based on reading specified related literature and theoretical framework. It undergoes the process of validation by the expert in quantitative research. A self-made questionnaire determines the educational leadership and practices as an approach to the school system and disciplines. It indicates the various variables in the study. This will be subjected to statistical treatment like percentage, weighted mean, standard deviation, and pearson correlation r, (Anub, 2020, pp. 50-60).

RESULTS AND DISCUSSION

1. **What are the roles of educational leadership and practices of the respondents in terms of goals and expectation, resources and alignment, quality teaching support, learning and development, and safe and orderly learning atmosphere?**

Table 1: The Role of Educational Leadership and Practices in Terms of Goals and Expectation Among the Respondents

Indicators	WM	I	R
Implements reform in the school leaders in compliance of improvement and substantive practice.	4.23	SA	1
It draws on the educational system to explore various ways of a leader in progress and success of school.	4.17	A	2.5
It analyzes the involvement of the process in leadership as refining themes, evaluating the usefulness and emergent themes within the school leaders.	4.07	A	4
It bridges to prioritize the function and reform of the concerns legitimacy and improvement.	3.56	A	5
It highlights the educational role in leadership skills and ideas for the schools and analyzes systematically the school responsible leadership on goals and expectations.	4.17	A	2.5
It offers integrative approaches to leadership and implementation on productive support and response.	3.07	MA	6
Average Weighted Mean	**3.88**	**A**	
Standard Deviation	**0.466**		

Table 1 presents the weighted mean and the corresponding interpretation on the role of educational leadership and practices in terms of goals and expectation among the respondents.

As gleaned in the table, it shows that rank 1 is "Implements reform in the school leaders in compliance of improvement and substantive practice", with a weighted mean of 4.23 or Strongly Agree which stresses that goals and expectations must be

implemented based on the demand of the school system. Rank 2 is shared by the two indicators which are "It draws on the educational system to explore various ways of a leader in progress and success of school", and "It highlights the educational role in leadership skills and ideas for the schools and analyzes systematically the school responsible leadership on goals and expectations", with a weighted mean of 4.17 or Agree which means implementation reform in the school leaders is in compliance with improvement and substantive practice. Rank 3 is "It analyzes the involvement of the process in leadership as refining themes, evaluating the usefulness and emergent themes within the school leaders", with a frequency of 4.07 or Agree which means it responds to the various ways of leadership on goals and expectations among them. The least in rank is "It offers integrative approaches to leadership and implementation on productive support and response", with a weighted mean of 3.07 or Moderately Agree which means to reform the privilege of perceived compliance and needs of school. The overall average weighted mean is 3.88 (SD=0.466) or Agree on the role of educational leadership and practices in terms of goals and expectation among the respondents.

Therefore, it further emphasizes and addresses the school leaders' development and accountability. It implements the goals and expectations to evaluate the system. It frames predominantly the school leaders on the issues and advice solutions in the policy and implementation. The leaders enforce the highlights and framing response and context to the rules and ideas in the school system on goals and expectations. It encourages school leaders on the role and expectation from the goals in the educational leadership and practices in the school system and discipline, (Yurkofsky, 2022, pp. 300-347).

Table 2: The Role of Educational Leadership and Practices in Terms of Resolution and Alignment Among the Respondents

Indicators	WM	I	R
It explores the practices of resolution and alignment in educational leadership in the school system and discipline.	4.13	A	3.5
It contributes to understanding of insights on resolution and alignment to enact instructional leadership.	4.26	SA	1
It examines the impact of success by proposing alignment and resolution in the educational system and success through context of leadership and instruction.	4.06	A	5
The resolution and alignment compose of dimensions that improve the educational system and setting.	4.13	A	3.5
It provides deeper understanding resolution and alignment to school practices and discipline especially for instructional organization strategies and management to strive for the improvement process.	4.16	A	2
It contributes to the school leadership system in various dynamic, political, social and cultural conditions.	3.39	MA	6
Average Weighted Mean	**4.02**	**A**	
Standard Deviation	**0.317**		

Table 2 presents the weighted mean and the corresponding interpretation on the role of educational leadership and practices in terms of resolution and alignment among the respondents.

As revealed in the table, it shows that rank 1 is "It contributes to understanding of insights on resolution and alignment to enact instructional leadership", with a weighted mean of 4.26 or Strongly Agree which means resolution and alignment from the role of educational leadership and practices in the school system and discipline has been emphasized. Rank 2 is "It provides deeper understanding resolution and alignment to school practices and discipline especially for instructional organization strategies and management to strive for the improvement process", with a weighted mean of 4.16 or Agree which means resolution and alignment have been developed for the instructional model of leadership. Rank 3 is shared by the two indicators which are "It explores the practices of resolution and alignment in educational leadership in the school system and discipline", and "The resolution and alignment compose of dimensions that improve the educational system and setting", with a weighted mean of 4.13 or Agree which means provides success and impact on alignment and resolution for the educational system and success through context of leadership and instruction. The least in rank is "It contributes to the school leadership system in various dynamic, political, social and cultural conditions", with a weighted mean of 3.39 or Moderately Agree which means to explore the discipline and alignment resolution to the school system and discipline. The average overall weighted mean is 4.02 (SD=0.317) or Agree on the role of educational leadership and practices in terms of resolution and alignment among the respondents.

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In addition, it further emphasizes that the resolution and alignment compose of dimensions that improve the educational system and setting. It provides deeper understanding resolution and alignment to school practices and discipline especially for instructional organization strategies and management to strive for the improvement process. Resolution and alignment have been designed in the concept of instructional leadership, organizational leadership, and student-centered leadership. It contributes to the school leadership system in various dynamic, political, social and cultural conditions, (Walker, & Qian, 2022, pp. 147-167).

Table 3: The Role of Educational Leadership and Practices in Terms of Quality Teaching Support Among the Respondents

Indicators	WM	I	R
Quality teaching supports and reforms the improvement of students' learning process in the school system and discipline.	3.29	MA	3
It provides attributes in understanding the quality of teaching to bring school leaders for a positive change.	3.39	MA	1
It is the approach to understand the mechanism of quality teaching support related to school improved learning outcomes.	3.23	MA	4
It analyses the quality of teaching support through value diversity, collaborative learning, and teachers professional learning.	3.30	MA	2
It influences the sentiments and decision-making of positive quality teaching outcome learning improvement.	3.17	MA	5
It contributes to potential professional learning improvement quality teaching support through school context.	2.87	MA	6
Average Weighted Mean	**3.21**	**MA**	
Standard Deviation	**0.180**		

Table 3 presents the weighted mean and the corresponding interpretation on the role of educational leadership and practices in terms of quality teaching support among the respondents.

As noted in the table, it shows that rank 1 is "It provides attributes in understanding the quality of teaching to bring school leaders for a positive change", with a weighed mean of 3.39 or Moderately Agree which means support is needed in the quality of teaching. Rank 2 is "It analyses the quality of teaching support through value diversity, collaborative learning, and teachers professional learning", with a weighted mean of 3.30 or Moderately Agree which means that there is a need to improve the quality of teaching in the educational system. Rank 3 is "Quality teaching supports and reforms the improvement of students' learning process in the school system and discipline", with a weighted mean of 3.29 or Moderately Agree which means that quality of teaching should transform and support the students' learning process. The least in rank is "It contributes to potential professional learning improvement quality teaching support through school context", with a weighted mean of 2.87 or Moderately Agree which means the support is needed from the school and administration to help one another for the success of the quality teaching among them. The overall average weighted mean is 3.21 (SD=0.180) or Moderately Agree on the role of educational leadership and practices in terms of quality teaching support among the respondents.

Hence, quality teaching supports and reforms the improvement of students' learning process in the school system and discipline. It provides attributes in understanding the quality of teaching to bring school leaders for a positive change. It is an approach to understand the mechanism of quality teaching support related to school improved learning outcomes. It analyses the quality of teaching support through value diversity, collaborative learning, and teachers professional learning. It influences the sentiments and decision-making of positive quality teaching outcome learning improvement. It contributes to potential professional learning improvement quality teaching support through school context. It adopted the sensemaking perspective on quality teaching support to be explored in the school system and discipline. It responds to the needs of the learners effort and accountability policies context. This has highlighted the school leaders and active role in the process of enacted policies, pedagogy, related curriculum, performance management, resource allocation, and data monitoring. This has been adjusted based on the policy of the school in quality of teaching support that will be given emphasis, (Carrington, et al., 2022, pp. 1-19).

Table 4: The Role of Educational Leadership and Practices in Terms of Learning and Development Among the Respondents

Indicators	WM	I	R
It improves the school system and discipline through teaching quality and development and learning.	3.76	A	4

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It assures the school system and appropriate learning process to identify opportunity, sustainability, and challenges in teaching and learning development.	3.56	A	5
It analyzes the quality of learning services, quality of education courses, and learning atmosphere.	3.36	MA	6
It identifies the learning quality and development opportunities in the factors addressed to success of teaching and learning process.	4.26	SA	1
Quality teaching, learning and development are considered in the educational system of various challenges, implementation, and organization of the school system.	4.21	SA	2
It analyzes the goals and sustainable organization and educational process relevant to teaching and learning development opportunities, outcomes, and quality factors in the various educational institutions.	3.97	A	3
Average Weighted Mean	**3.85**	**A**	
Standard Deviation	**0.361**		

Table 4 presents the weighted mean and the corresponding interpretation on the role of educational leadership and practices in terms of learning and development among the respondents.

As glimpsed in the table, it shows that rank 1 is "It identifies the learning quality and development opportunities in the factors addressed to success of teaching and learning process", with a weighted mean of 4.26 or Strongly Agree which means there is a lead quality teaching learning and development in the educational organization practices in the school system and discipline. Rank 2 is "Quality teaching, learning and development are considered in the educational system of various challenges, implementation, and organization of the school system", with a weighted mean of 4.21 or Strongly Agree which emphasizes challenges in the learning and development in the school system. Rank 3 is "It analyzes the goals and sustainable organization and educational process relevant to teaching and learning development opportunities, outcomes, and quality factors in the various educational institutions", with a weighted mean of 3.97 or Agree which means proper implementation of learning development equips quality education. The least in rank is "It analyzes the quality of learning services, quality of education courses, and learning atmosphere", with a weighted mean of 3.36 or Moderately Agree which means schools assure learning development in the educational system. The overall average weighted mean is 3.85 (SD=0.361) or Agree on the role of educational leadership and practices in terms of learning and development among the respondents.

Notably, quality teaching, learning and development is considered in the educational system of various challenges, implementation, and organization of the school system. It plays a significant role in facilitating the learning process. It adjusted in adequacy of the teaching platform. Global transformation in education produces teaching and learning positive outcomes. It facilitates a learning atmosphere and is conducive. It is organized to understand the educational organization and process in a systematic way in the school system and discipline. It develops criteria in the educational system relevant to opportunity that focuses on the quality learning and teaching development changes. It analyzes the goals and sustainable organization and educational process relevant to teaching and learning development opportunities, outcomes, and quality factors in the various educational institutions, Dagiene, et al., (2022).

Table 5: The Role of Educational Leadership and Practices in Terms of Safe and Orderly Learning Atmosphere Among the Respondents

Indicators	WM	I	R
It provides a safe and learning atmosphere in the educational system and advanced knowledge.	4.10	A	4.5
It explores and supports the learning atmosphere which indicates best practice to achieve better learning effectively in the model of learning.	3.19	MA	6
It supports the goals for an effective learning atmosphere in the school system, strong leadership process, clear vision in the learning process, and creates a climate for better learning.	4.26	SA	1
It mobilizes and holds the sage learning process atmosphere to improve the outcome of learning and quality.	4.10	A	4.5

It carries various preparations in the educational system and discipline for the quality improvement of the learning process.	4.13	A	2
The instruction of learning is channeled in the school system for implementation that focus on training, teaching, and learning at all levels.	4.11	A	3
Average Weighted Mean	**3.98**	**A**	
Standard Deviation	**0.394**		

Table 5 presents the weighted mean and the corresponding interpretation on the role of educational leadership and practices in terms of a safe and orderly learning atmosphere among the respondents.

As shown in the table, rank 1 is "It supports the goals for an effective learning atmosphere in the school system, strong leadership process, clear vision in the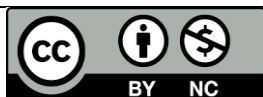 learning process, and creates a climate for better learning", with a weighted mean of 4.26 or Strongly Agree which means there is safe and orderly learning atmosphere among the respondent. Rank 2 is "It carries various preparations in the educational system and discipline for the quality improvement of the learning process", with a weighted mean of 4.13 or Agree which means there is a need to improve the learning atmosphere for conducive learning among the respondents. Rank 3 is "The instruction of learning is channeled in the school system for implementation that focus on training, teaching, and learning at all levels", with a weighted mean of 4.11 or Agree which means the teaching instruction is done step by step for better learning. The least in rank is "It explores and supports the learning atmosphere which indicates best practice to achieve better learning effectively in the model of learning", with a weighted mean of 3.19 or Moderately Agree. This mobilizes better learning outcomes. The overall average weighted mean is 3.98 (SD=0.394) or Agree on the role of educational leadership and practices in terms of safe and orderly learning atmosphere among the respondents.

On the other hand, it shows that instruction of learning is channeled in the school system for implementation that focus on training, teaching, and learning at all levels. It requires professional leadership that determines the goals and vision of the channeled policy in the actual transformation and practice. The orderly manner of learning level and concept implements the realization of the efficient school in various issues and gaps in the system and discipline. The orderly learning atmosphere in the school system and level provides concept and application practice reliable to teachers, good leadership, and effective educational leadership management. It provides support in the school setting, discipline and system in educational organization to be efficient and effective for teaching and learning process. The educational organization and school system and discipline want success and effective transformation of students. The goals are to provide quality education in achieving a better learning atmosphere. The achievement depends on the efficiency of the school and the leader's integrity and capacity of the school organization for effective learning, (Lubis, et al., 2022, pp. 338-353).

2. **On the significant correlation on the roles of educational leadership and practices as observed by the respondents**

Table 6: Test of significant correlation on the roles of educational leadership and practices as observed by the respondents

Test of Variables on Educational Leadership Practices	z computed value	Comparison	z critical value	Decision
goals and expectation	49.2231	>	±1.96	rejected
resolution and alignment	61.8339	>	±1.96	rejected
quality teaching support	65.5238	>	±1.96	rejected
learning and development	57.5293	>	±1.96	rejected
safe and orderly learning atmosphere	54.9117	>	±1.96	rejected
two-tailed test with z critical value of ±1.96 at 0.05 level of significance				

Table 6 presents the test of significant correlation on the roles of educational leadership and practices as observed by the respondents.

It shows that all z computed values are higher than the z vale of ±1.96, two tailed test at 0.05 level of significance which resulted to significant and rejection of the hypothesis. Therefore, it is safe to say that there is a significant correlation on the roles of educational leadership and practices as observed by the respondents.

CONCLUSION

It shows that the role of educational leadership and practices implements to reform in the school leaders in compliance of improvement and substantive practice, shows to contribute in the understanding of insights on resolution and alignment to enact

instructional leadership, shows to provide attributes in understanding the quality of teaching to bring school leaders for a positive change, shows to identify the learning quality and development opportunities in the factors addressed to success of teaching and learning process, and shows to support the goals for an effective learning atmosphere in the school system, strong leadership process, clear vision in the learning process, and creates a climate for better learning.

It also shows that roles of the educational leadership and practices includes to offer integrative approaches to leadership and implementation on productive support and response, contributes to potential professional learning improvement quality teaching support through school context, analyzes the quality of learning services, quality of education courses, and learning atmosphere, and explores to support the learning atmosphere which indicates best practice to achieve better learning effectively in the model of learning.

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