Dimensions and Typology of Leadership to the Educational Management of School Heads

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Abstract—*Leadership is effective in decision-making, improving teacher performance, fostering a positive school culture, facilitating effective communication, managing change, and ultimately raising student achievement all depend on leadership in the application to educational management. The study aimed to demonstrate the connection between leadership typology and dimensions with the educational management of school heads in the performing schools in the Division of Laguna. Hence, the significant effect of dimensions and typology of leadership to the educational management of school heads were tested. The study employed a descriptive co-relational design, focused on the relationship of the dimensions and typology of leadership to the educational management of the performing schools in the Division of Laguna. The researcher was utilized a total numeration of two hundred (200) teachers including administrative officers of performing schools within the Division of Laguna. Concurrently, this study utilized a teacher-made test in a 7-point Likert Scale format. The results were gathered and then tabulated using a weighted mean, standard deviation and person product correlation coefficient. The key findings that the extent of dimensions and typology of leadership to the educational management of school heads were all at very great extent. Nevertheless, there is no correlation between the typology of leadership and dimensions. A significant relationship was found only in transactional leadership, transformational leadership and autocratic leadership. No significant relationship was found in servant leadership, democratic leadership and situational leadership. While on the other hand the typology of leadership of school heads to the educational management is partially accepted. The study concludes that school leaders need to think of a matrix of leadership style elements that could help them work together more effectively by empowering them to take charge of situations and make modifications when necessary. Additionally, participating in various training sessions and seminars to enhance their leadership abilities. Observed that depending on the particular situation, leadership and educational management can change. The study recommends to the school leaders to adhere to the current issues and situations and trend in educational leadership. Therefore, making them updated with the strengths and weaknesses of their management practices and with the needs of the teachers, would lead to improving every aspect of the school.*

I. INTRODUCTION

In the depth study of the knowledge, abilities, attitudes, behaviors, and values of effective leaders served as the foundation for the innovative learning tool known as the dimensions of leadership. This need in the application of educational management is essential for effective decision making, enhancing teacher's performance, creating a positive school culture, facilitating effective communication, managing change and ultimately improving student achievement. Typology of leadership helps educational administrators make informed decisions regarding curriculum development, resource allocation and policy implementation. By analyzing different leadership styles and their relationship on educational outcomes, administrators can choose the most effective approach to achieve their goals. Dimension of leadership allows administrators to assess the school's culture and climate. By administrators can promote a positive and inclusive environment that encourages student engagement, teacher satisfaction, and parent involvement. Also, this leadership analysis equips administrators with the skills to manage change effectively. By understanding different leadership approaches to change management, administrators can navigate challenges, inspire innovation and facilitate smooth transitions. The purpose of this research is to have directly address school achievement through right leadership that promotes high expectations, provides instructional support and creates a culture of continuous improvement. By analyzing leadership practices that positively influence student outcomes, also administrators can enhance teaching and learning to ensure academic success.

One national issue related to leadership in education is the achievement gap. The achievement gap refers to the disparity in academic performance between different groups of students, often based on factors such as race, ethnicity, socioeconomic status. Effective educational leadership is crucial in addressing this issue by implementing strategies to reduce the achievement gap and ensure that all students have equal access to quality education and opportunities. Another national issue is the shortage of effective school leaders. Many countries face a shortage of qualified and experienced educational leaders, such as principals and superintendents. This shortage can negatively impact the quality of education and hinder school improvement efforts. Addressing this issue requires investing in leadership development programs, providing support for aspiring leaders, and creating incentives to attract and retain talented individuals in educational leadership roles.

Every organization needs strong leadership, and the educational process is no exception. Since it is one of the most potent management components, it is an essential component of all systems. Moreover, this type of leadership helps school principals frame their attitudes to improve their schools and move towards excellence. Hence, this influences a leader's behavior and a follower's contributions about the leader. This also delivers inspirational motivations by which leaders motivate and inspire those around them, which

provides a continuing effort to treat each subordinate as a special person and act as a mentor who attempts to develop their potential (Fogg, 2021).

The emphasis of this research was on the dimensions and typology of leadership in relation to the educational management of school principals. The respondents of the study are the teachers of performing schools in the Division of Laguna. The aimed is to understand the various aspects of leadership and how they contribute to the success of these schools. The study was explored the characteristics, behaviors, and styles of leaders in these performing schools and compare them across different dimensions and typologies. By examining these factors, the study aimed to provide insights into effective leadership practices that can be applied in educational settings.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study intended to determine the dimension and typology leadership to the educational management of the school heads in the performing schools in the Division of Laguna.

Specifically, it ought to answer to the following questions:

1. What is the extent of Dimensions of Leadership of the School Heads in terms of;

    1.1 Smart leadership style;
    1.2 Pro-active leadership style;
    1.3 DISC leadership style;
    1.4 Ethical leadership style; and
    1.5 Moral leadership style;

2. What is the extent of Typology of Leadership of The School heads in terms of;

    2.1 Transactional leadership;
    2.2 Transformational leadership
    2.3 Servant leadership;
    2.4 Democratic leadership;
    2.5 Autocratic leadership; and
    2.6 Situational leadership?

3. What is the level of Educational Management of School Heads in the performing school in the Division of Laguna;

    3.1 curriculum planning;
    3.2 professional development;
    3.3 implementation of policies;
    3.4 application of strategies;
    3.5 integration of practices;
    3.6 assessment and evaluation;
    3.7 communication and feedback; and
    3.8 technology and integration?

4. Does the Dimensions of Leadership significantly relate to the Educational Management of the School Heads in the Division of Laguna?

5. Does the Typology of Leadership significantly relate to the Educational Management of School Heads in the Division of Laguna?

II. METHODOLOGY

The study employed a descriptive co-relational design, focused on the relationship of the dimensions and typology of leadership to the educational management of the performing schools in the Division of Laguna. The researcher was utilized a total numeration of two hundred (200) teachers including administrative officers of performing schools within the Division of Laguna. Concurrently, this study utilized a teacher-made test in a 7-point Likert Scale format. The results were gathered and then tabulated using a weighted mean, standard deviation and person product correlation coefficient.

III. RESULTS AND DISCUSSION

This chapter presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter supported by tables. It presents the data gathered about the significant relationship between Dimension and Typology of Leadership and Educational Management of School Heads in the performing school in the Division of Laguna. In particular, the study sought to address the following:

Extent of Dimension of Leadership of the School Heads

In this study, the Extent of Dimension of Leadership of the School Heads refers to Smart Leadership, Pro-active Leadership, DISC Style, Ethical Style, and Moral Style.

The following tables show the statement, mean, standard deviation remarks and verbal interpretation from the perspectives of respondents.

Table 1 shows the extent of dimensions of leadership of school heads as to smart leadership. Also shows the statements, mean and standard deviation and results.

TABLE 1. Extent of Dimension of Leadership of the School Heads in terms of Smart Leadership

My School Head…	Mean	SD	Remarks
learns to deal with constructive criticism in the performing elementary school.	6.74	0.55	Very Good
gives constructive feedback and fosters a positive environment that helps the team grow and improve performance.	6.75	0.53	Very Good
build relationships with the whole organization.	6.78	0.55	Very Good
increases their ability to adjust to change by learning to assess shifting circumstances, come up with creative solutions fast, and handle unforeseen obstacles with ease.	6.76	0.50	Very Good
develops team members' career potential by investigating and putting into practice career development tools, which benefits the team and the organization as a whole.	6.77	0.50	Very Good
grows more at ease assigning responsibilities, enabling team members to take charge of projects without fear or the need to micromanage.	6.78	0.49	Very Good
enhances document and resource sharing across your team by putting in place a systematic approach.	6.80	0.50	Very Good
Weighted Mean	**6.77**		
SD	**0.52**		
Verbal Interpretation	**Very Great Extent**		

The extent of dimension of leadership of the School Heads in terms of Smart Leadership attained a mean score of 6.77 and a standard deviation of 0.52 and was very good among the respondents. The school heads school heads in terms of wise leadership and making defensible choices that will influence development into a highly effective leader.

The mean (M= 6.80) suggests in high extent of enhancing documents and resources sharing across the team by putting place in a systematic approach. The mean (M= 6.80) suggests in high extent of enhancing documents and resources sharing across the team by putting place in a systematic approach.

The results and findings of the study imply that the smart leadership of their school heads are present with them in terms of enhancing document and resource sharing across the team by putting in place a systematic approach, grows more at ease assigning responsibilities, enabling team members to take charge of projects without fear or the need to micromanage, build relationships with the whole organization for the growing of more at ease assigning responsibilities, enabling team members to take charge of projects without fear or the need to micromanage. It also shows increasing the ability to adjust to change by learning to assess shifting circumstances, come up with the creative solutions fast and handle unforeseen obstacles with ease.

Such approaches are generally referred as "smart working" practices (McEwan, 2016).

As reflected in inspires others to be better with the highest mean score of 6.81 (SD=0.50); and plan ahead have an inherent need to keep on top of everything, rather than wait for a crisis to happen which yield to the second highest weighted mean of 6.80 (SD=0.50 were both remarked as *very good.*

This was followed by the variable that gathering feedbacks from his/her subordinates for the improvements in the performing elementary school with a weighted mean of 6.78 (SD=0.52) and was also remarked as very good.

TABLE 2. Extent of Dimension of Leadership of the School Heads in terms of Pro-active Leadership

My School Head…	Mean	SD	Remarks
gathers feedbacks from his/her subordinates for improvements in the performing elementary school.	6.78	0.52	Very Good
inspires others to be better.	6.81	0.50	Very Good
knows when to ask for help and advice.	6.76	0.56	Very Good
thinks long term and focus on the bigger picture.	6.75	0.52	Very Good
takes criticism well.	6.70	0.60	Very Good
communicates their vision to employees are much more likely to have a strong, dedicated staff than leaders who lacks these qualities.	6.76	0.52	Very Good
plans ahead have an inherent need to keep on top of everything, rather than wait for a crisis to happen.	6.80	0.50	Very Good
Weighted Mean	**6.76**		
SD	**0.53**		
Verbal Interpretation	**Very Great Extent**		

Meanwhile, school heads knows when to asks help and advice and communicates their vision to employees are much more likely to have a strong dedicated staff than leaders who lacks these qualities with a weighted mean both of 6.76 (SD=0.52).

Consequently, Norrish and Sayce (2016) emphasized that proactive leadership in schools is essential for effective change management, especially when schools undergo substantial shifts in policy or curriculum. They found that principals who anticipated changes (such as technological advancements or shifts in educational standards) and prepared their staff for those changes through training and professional development were more successful in leading effective transitions.

Based on the results, the performing schools perceived that the components with the highest mean score are that inspired and mobilized teams and are good agents for change, inspires and motivate others to succeed and takes charge and drive their teams through change (M=6.76, SD=0.51). While the mean is slightly lower (M-6.70), it still indicates a positive satisfaction of the teachers in the DISC style of leadership of their school heads.

TABLE 3. Extent of Dimension of Leadership of the School Heads in terms of DISC Style

My School Head…	Mean	SD	Remarks
tends to be confident and assertive in their approach to work and communication.	6.72	0.54	Very Good
inspires and motivate others to succeed.	6.76	0.51	Very Good
makes decisions quickly and effectively.	6.70	0.60	Very Good
takes charge and drive their teams through change.	6.76	0.55	Very Good
supports in building empathy and emotional intelligence to better connect with their employees. Results oriented but also enthusiastic about influencing others.	6.71	0.62	Very Good
inspires and mobilize teams and are good agents for change.	6.76	0.54	Very Good
determines to achieve high standards even perfectionism through thoroughness and detail orientation.	6.75	0.55	Very Good
Weighted Mean	**6.73**		
SD	**0.56**		
Verbal Interpretation	**Very Great Extent**		

The extent of dimensions of leadership in terms of DISC style attained a weighted mean of 6.73 and a standard deviation of 0.56 and was verbally interpreted as *very great extent* among the respondents.

In addition to that, Pearce and Sims (2017) investigated Steadiness-style leadership in rural schools, finding that principals who exhibited these traits were especially effective in maintaining high levels of teacher retention and job satisfaction.

The results imply that the teachers strongly believe that their school heads ethical style of leadership is in *very great extent.* Hence, it listens to stakeholders who are raising the issues with mean (M=6.81) and (SD=0.48)

While the mean is slightly lower (M=6.73) still shows a very good results in ensuring issues are dealt with and solved as soon as possible to avoid further issues.

The extent of dimensions of leadership on the school heads in terms of ethical style attained a weighted mean of 6.76 and a standard deviation of 0.54 and was verbally interpreted as *very great extent* among the respondents.

TABLE 4. Extent of Dimension of Leadership of the School Heads in terms of Ethical Style

My School Head…	Mean	SD	Remarks
…inspires team, create a culture of respects and feeling of psychological safety in the performing elementary school.	6.75	0.59	Very Good
demonstrates strong moral principles.	6.78	0.51	Very Good
ensure issues are dealt with and solved as soon as possible to avoid further issues.	6.73	0.59	Very Good
listens to stakeholders who are raising the issues.	6.81	0.48	Very Good
confronts the issues with integrity and confidence.	6.75	0.52	Very Good
develops and gains respect between teams and employees across the school.	6.75	0.58	Very Good
works to help its subordinates become involved in environmental and social activism.	6.77	0.53	Very Good
Weighted Mean	**6.76**		
SD	**0.54**		
Verbal Interpretation	**Very Great Extent**		

Furthermore, Carrington and Kimber (2020) emphasized that engaging in continuous self-reflection and self-improvement is also crucial to ensure that leadership practices align with the principles of social justice.

Table 5 shows the extent of dimensions of leadership of school heads in terms of Moral Style with the results of mean, standard deviation and remarks.

TABLE 5. Extent of Dimension of Leadership of the School Heads in terms of Moral Style

My School Head…	Mean	SD	Remarks
recognizes and regulate their own feelings while also identifying and affecting those of others within the performing school.	6.75	0.54	Very Good
honors their commitments and follow through on their promises—their actions consistently match their words.	6.76	0.51	Very Good
understands how your own principles and values align with those of your organization and staying true to them while making important decisions.	6.80	0.50	Very Good
decisions are based on a moral goal and an innate ethical framework.	6.80	0.50	Very Good
appreciates to set an example and set moral goals in order to lead and inspire others.	6.77	0.52	Very Good
leaders who are skilled at coaching or mentoring staff, settling disputes between team members, and encouraging a collaborative work environment.	6.78	0.49	Very Good
outlines the principles of a company that upholds these principles and accepts accountability for the results of their activities, whether positive and negative, encouraging their colleagues to follow suit.	6.80	0.48	Very Good
Weighted Mean	**6.78**		
SD	**0.51**		
Verbal Interpretation	**Very Great Extent**		

The mean (M=6.80) suggests a high extent of leadership in terms of understanding how your own principles and values align with those of your organization and staying true to them while making important decisions, also decisions are based on the moral goal and an innate ethical framework and outlines the principles of a company that upholds these principles and accepts accountability for the results of their activities, whether positive and negative, encouraging their colleagues to follow suit.

On the other hand, recognizing and regulating their own feelings while identifying those affects got a lower mean of 6.75 but still got a remark of very good in the respondents.

The extent of dimensions of leadership on the school heads in terms of moral style attained a weighted mean of 6.78 and a standard deviation of 0.51 and was verbally interpreted as *very great extent* among the respondents.

Studies underscore the significance of "Humanity Morals" in educational leadership, highlighting its multifaceted role in fostering an ethical, empathic, and socially just learning environment. This is supplemented by Schnittker, S. A. et. al., who identify five key dimensions: recognizing equality, appreciating others, respecting others, empathy, and caring for others (Schnitker, S. A.et. al., 2019).

Extent of Typology of Leadership of the School Heads

In this study, the Extent of Typology of Leadership of the School Heads refers to Transactional, Transformational, Servant, Democratic, Autocratic and Situational Leadership.

The following tables show the statement, mean, standard deviation. remarks and verbal interpretation from the perspectives of respondents.

Table 7 shows the extent of typology of leadership of the school heads.

In term of transactional leadership. Also shows the statement, mean and standard deviation and remarks.

The school heads prioritize performance and results as well as structure, organization, and regulation. the mean (M=6.73, SD=0.52) suggests a very good remarks in terms of transactional leadership. Followed by the leaders emphasizes organization, order and goal-oriented planning with a mean of 6.72 and a standard deviation of 0.58 which also remarked as very great extent. While the mean is slightly lower (M= 0.52) prioritizes performance and results as well as structure, organization, and regulation are still indicated positive feedback of the teacher in terms of transactional leadership by the school heads.

The extent of typology of leadership of the school heads in terms of transactional leadership attained a weighted mean score of 6.71 and a standard deviation of 0.56 and was verbally interpreted as very great extent among the respondents.

In summary school heads is focused on a clear expectation, rewards for good performance and consequences for poor performance but are able to empowers people to accomplish positive change through big vision, inspiration and a call to action.

Accordingly, Nguni, Sleegers, and Denessen (2014) highlighted that transactional leadership is particularly

effective in ensuring compliance and maintaining order within schools, but it may not foster the same level of professional commitment or job satisfaction as transformational leadership. Teachers in schools led by transactional leaders were more likely to experience high levels of stress due to the constant pressure to meet performance targets, which could lead to burnout over time.

TABLE 6. Extent of Typology of Leadership of the School Heads in terms of Transactional Leadership

My School Head …	Mean	SD	Remarks
applies incentives and penalties to direct and encourage followers.	6.66	0.60	Very Good
prioritizes performance and results as well as structure, organization, and regulation.	6.73	0.52	Very Good
focuses on using structure and a system of rewards and penalties to achieve a goal.	6.64	0.58	Very Good
priorities personal preferences and outside incentives.	6.58	0.70	Very Good
emphasizes organization, order, and goal-oriented planning	6.72	0.58	Very Good
maintains the principle that each person understands their position within the chain of command and stays within it in order to keep the system in place.	6.67	0.63	Very Good
rewards and reprimands subordinate who meets institution goals and vision.	6.65	0.60	Very Good
Weighted Mean	**6.66**		
SD	**0.60**		
Verbal Interpretation	**Very Great Extent**		

TABLE 7. Extent of Typology of Leadership of the School Heads in terms of Transformational Leadership

My School Head…	Mean	SD	Remarks
seeks innovative ways to experiment and take risks for improvement and change in the performing elementary school.	6.68	0.56	Very Good
takes the lead for implementing tough and essential organization social improvements.	6.71	0.55	Very Good
conveys the proper conduct and perspective fundamental to comprehend theory and practice.	6.73	0.53	Very Good
empowers people to accomplish positive change through big vision, inspiration, and a call to action.	6.68	0.57	Very Good
connects emotionally with the audience and inspires them to achieve something greater than themselves.	6.72	0.59	Very Good
motivates and inspires teams to exceed usual expectations and performance levels.	6.72	0.56	Very Good
creates positive changes within an organization by fostering innovation, improving conflict resolution, and increasing group morale.	6.74	0.57	Very Good
Weighted Mean	**6.71**		
SD	**0.56**		
Verbal Interpretation	**Very Great Extent**		

Based on the data stipulated on the table, that the component with a highest mean score is creates positive changes within an organization by fostering innovation, improving conflict resolution, and increasing group morale (M=6.74, SD= 0.57). Meanwhile, the mean score of conveys the proper conduct and perspective fundamental to comprehend theory and practice (M=6.73, SD=0.53). Hence, connects emotionally with the audience and inspires them to achieve something greater than themselves and motivates and inspires teams to exceed usual expectations and performance

levels got mean score of 0.72 and a standard deviation of 0.56 which is both marked as *very great extent*

The extent of typology of leadership of the school heads in terms of transformational leadership attained a weighted mean score of 6.71 and standard deviation of 0.56 and was verbally interpreted as *very great extent* among the respondents.

TABLE 8. Extent of Typology of Leadership of the School Heads in terms of Servant Leadership

My School Head …	Mean	SD	Remarks
prioritizes helping others over anything else in the performing elementary school.	6.74	0.53	Very Good
focuses on establishing a setting that will allow the team to succeed.	6.80	0.47	Very Good
distributes authority and aids in people's growth and optimal performance.	6.77	0.51	Very Good
organizes a meeting, they adhere to the principle of "listen first, speak last."	6.67	0.59	Very Good
creates a define plans for the organization as a whole.	6.77	0.51	Very Good
puts employee's health priority on the list.	6.78	0.47	Very Good
commits to the organization and afraid to have a day off.	6.77	0.55	Very Good
Weighted Mean	**6.75**		
SD	**0.52**		
Verbal Interpretation	**Very Great Extent**		

According to the specified data, it shows the extent of typology of the school heads in terms of servant leadership. Additionally, the statement, mean and standard deviation was also considered.

The school heads put employee's health priority got a weighted mean score of 6. 80 and a standard deviation of 0.47 suggest a very good extent of leadership in terms of servant leadership. Likewise, putting employee's health priority reached a (M=6.75, SD=0.55) but still it pictures a good remark among the respondents.

Considering a weighted mean score of 6.75 and a standard deviation of 0.52, the school heads' type of leadership in terms of servant leadership was orally assessed as *very great extent a*mong those who responded.

In summary, servant leadership is a powerful approach that can create a positive and thriving environment for individuals and organizations. These are team leaders who actively focused on power and control, it emphasizes serving the needs of others and empowering them to reach their potential.

The table shows the extent of typology of leadership of the school heads in terms of democratic leadership. Additionally, the statement, mean and standard deviation was also considered.

The school heads establish rules and tends to promotes collaboration and establish a setting where a range of abilities and perspectives enhance each other has a highest weighted mean (M=6.76, SD=0.56) followed by encouraging open communication and value the input of every team member, regardless of them of their position and expertise in the performing elementary schools with a weighted mean of 6.74 and a standard deviation of 0.56. While on the other hand, the lowest mean (M=6.71, SD= 0.56) which is recognizes that innovation and growth can result from adopting new concepts

and tactics, but still it shows a good result because it marked by the respondents as very good.

TABLE 9. Extent of Typology of Leadership of the School Heads in terms of Democratic Leadership

My School Head…	Mean	SD	Remarks
encourages open communication and value the input of every team member, regardless of their position or expertise in the performing elementary school.	6.74	0.56	Very Good
presents the problem or goal and encourages the team to provide suggestions and insights.	6.71	0.63	Very Good
promotes collaboration and establish a setting where a range of abilities and perspectives enhance each other.	6.76	0.56	Very Good
recognizes that innovation and growth can result from adopting new concepts and tactics.	6.71	0.56	Very Good
creates an atmosphere that values and encourages on-going improvement.	6.72	0.64	Very Good
explains the team's decisions, aims, and objectives to make sure everyone is in agreement.	6.73	0.56	Very Good
foster a positive and supportive work environment, which boosts team morale and cohesion.	6.74	0.57	Very Good
Weighted Mean	**6.73**		
SD	**0.59**		
Verbal Interpretation	**Very Great Extent**		

The degree of typology of leadership of the school heads in terms of democratic leadership was orally described as very great extent among the respondents, taking into account a weighted average of 6.73 and a standard deviation of 0.59.

In summary democratic leadership is an effective style in fostering collaboration and empowers members of the group for the betterment of the group. However, it's important to be aware of the potential challenges and use this style to insist the most choices be made by the school heads.

On the other hand, Woods and Roberts (2019) examined the tensions between democratic leadership and hierarchical structures in British schools. The study found that while teachers appreciated being involved in decisions, there were challenges when leadership roles were not clearly defined, leading to confusion about authority and accountability. Democratic leaders had to carefully manage these tensions to ensure that decision-making remained efficient and aligned with school goals.

The information presents the extent of the typology of leadership of the school heads in terms of autocratic leadership. Also, it shows the findings of the summary, weighted mean and the standard deviation.

The school heads establish rules and tends to be clearly outlined and communicated indicates a highest point of weighted mean (M=6.63, SD=0.80). It also indicates an encouraging originality and innovative ideas with a weighted mean of 6.62 and a standard deviation of 0.80. Which also shows a good approach of a democratic leaders. Meanwhile, the lowest weighted mean (M=6.05, SD= 1.66) is by giving the group the impression that they are not trusted with the crucial decisions or assignments.

Taking into consideration of the weighted mean of 6.27 and a standard deviation of 1.42 the extent of typology of

leadership of the school heads in terms of autocratic leadership was verbally interpreted of very great extent by the respondents.

In summary the extent of typology of leadership in terms of autocratic leadership can be effective in a specific situation, prefers to creates surroundings that are extremely strict and structured for the good welfare of the group within a given situations.

TABLE 10. Extent of Typology of Leadership of the School Heads in terms of Autocratic Leadership

My School Head…	Mean	SD	Remarks
empowers members of the group to contribute little or nothing.	6.18	1.52	Very Good
demands that leaders make most of the decisions.	6.16	1.59	Very Good
insists that most choices be made by leaders.	6.11	1.54	Very Good
gives the group the impression that they are not trusted with crucial decisions or assignments.	6.05	1.66	Very Good
prefers to create surroundings that are extremely strict and structured.	6.07	1.60	Very Good
encourages originality and innovative ideas.	6.62	0.80	Very Good
establishes rules and tends to be clearly outlined and communicated.	6.63	0.80	Very Good
Weighted Mean	**6.27**		
SD	**1.42**		
Verbal Interpretation	**Very Great Extent**		

Autocratic leadership could be good at times, but there may be many occasions where this leadership style could be a reason for inaction and this is why leaders who abuse the use of autocratic leadership style are often viewed as dictatorial. Innovative ideas may elude organizations as a result of the use of autocratic style and this stems from the inability of staff to contribute because they are not consulted (Northouse, 2015).

The statistics demonstrate the extent of typology of leadership of the school heads in terms of situational leadership. Also, it indicates the summary, weighted mean and a standard deviation and remarks.

TABLE 11. Extent of Typology of Leadership of the School Heads in terms of Situational Leadership

My School Head…	Mean	SD	Remarks
strict observance of rules and regulations in the performing school.	6.79	0.49	Very Good
emphasis on consistency and compliance.	6.75	0.54	Very Good
implements consistent conduct in the workplace.	6.73	0.56	Very Good
assigns tasks to staff members while taking into account their level of expertise.	6.78	0.54	Very Good
sets of rules and regulations for every position in the organization.	6.70	0.70	Very Good
follows the rules and deliver efficient performance, their careers will soar.	6.76	0.53	Very Good
maintains stability within the organization by treating individuals falling under separate hierarchies fairly.	6.75	0.54	Very Good
Weighted Mean	**6.72**		
SD	**0.56**		
Verbal Interpretation	**Very Great Extent**		

The school heads attain a highest weighted mean of 6.79 and a standard deviation of 0.49 which shows strict observance of rules and regulations in performing school. It also emphasized on consistency and compliance and maintains stability within the organization by treating individuals falling under separate hierarchies fairly with a weighted mean and SD of 6.75 and 0.54 accordingly.

With regard to weighted mean of 6.72 and standard deviation of 0.56 the extent of typology of leadership of the school heads in terms of situational leadership was verbally interpreted as *very great extent* among by the respondents.

To conclude, the improvement of teacher professionalism is supported by the skills and performance of the teacher himself who is inseparable from the situational leadership behavior of the principal.

The principal, according to Irmayani et al, (2018), is able to do his duties and carry out his functions well too. To maintain and improve the performance of its employees requires a leader who uses a situational leadership style, a leader who in addition to having personal ability is also able to read the situation of his subordinates and his work environment.

Level of Educational Management of School Heads in the Performing School in the Division of Laguna

In this study, the Level of Educational Management of School Heads in the Performing School in the Division of Laguna refers to Curriculum Planning, Professional Development, Implementation of Policies, Application of Strategies, Integration of Practices, Assessment and Evaluation, Communication and Feedback, and Technology and Integration.

The following tables show the statement, mean, standard deviation. Remarks and verbal interpretation from the perspectives of respondents.

The analysis indicates the level of educational management of school heads in the performing school in the division of Laguna in the division of Laguna in terms of curriculum planning. Also shows the summary, weighted mean and the standard deviation and remarks.

The school heads in performing school adheres to key principles that ensures that curriculum adheres the needs of the students has a highest weighted mean of 6.80 and a standard deviation of 0.47. While ensuring a logical progression of learning, building upon prior knowledge and skills has a weighted mean of 6.80 and a standard deviation of 0.46. On the other hand

On the other hand, ensuring that students have sound knowledge of what is expected of them academically, a well - planned curriculum establishes a meaningful and engaging learning environment has slightly lower weighted mean (M= 6.74, SD= 0.62).

The level of educational management of school heads in the performing school in the division of Laguna in terms of Curriculum Planning attained a weighted mean of 6.77 and a standard deviation of 0.51 and was verbally interpreted as *very high* among the respondents.

In summary the curriculum planning has its own strength and weaknesses but it emphasized different aspects, such as learner-centered approaches and community engagement that will caters individual needs.

TABLE 12. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Curriculum Planning

My School Head…	Mean	SD	Remarks
defines learning goals and objectives in the performing elementary school.	6.77	0.49	Very Good
*ensures **consistent and coherent content.***	6.77	0.51	Very Good
improves assessment feedback and increases engage and motivation.	6.75	0.50	Very Good
adheres to key principles that ensures that curriculum adheres the needs of the students.	6.82	0.47	Very Good
ensures that students have sound knowledge of what is expected of them academically, a well-planned curriculum establishes a meaningful and engaging learning environment.	6.74	0.62	Very Good
allows for adaptation to diverse learning styles and paces, catering to individual needs.	6.77	0.48	Very Good
ensures a logical progression of learning, building upon prior knowledge and skills.	6.80	0.46	Very Good
Weighted Mean	**6.77**		
SD	**0.51**		
Verbal Interpretation	**Very High**		

Likewise, Johnson and Harris (2018) explored the role of educational leaders in engaging stakeholders in curriculum planning. They found that principals who facilitated discussions with parents, teachers, and students were more successful in creating curricula that responded to the unique needs of their communities.

The level of educational management that school heads in the performing school in the Division of Laguna demonstrate in terms of professional development is evident in the results. Also displays the weighted mean, standard deviation, and statement, as well as comments.

The school heads management about enabling teachers to give feedback by emphasizing their areas of strength and growth, contacting them to offer additional support, and modifying the curriculum and delivery strategies as needed to improve student understanding has a highest weighted mean of 6.78 and a standard deviation of 0.46.

Also, providing hands-on learning experiences and are more focused on practical skills than conferences and webinars got a weighted mean of 6.76 and a standard deviation of 0.53 which shows very good as remarks by the respondents. Meanwhile, the slightly lower weighted mean and standard deviation (M=6.69, SD= 0.64) is on developing a solid professional network which is crucial to a job advancement.

In the performing school in the division of Laguna, the educational management of school heads, as measured by their professional development, was verbally rated by respondents as being very high, with a weighted mean of 6.79 and a standard deviation of 0.49.

In essence, school heads professional development has emerged from several concepts including the continuation of vocational training, self-improvement, in service training, and

career development in order to be more successful and productive in the profession while people are working.

TABLE 13. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Professional Development

My School Head…	Mean	SD	Remarks
refers to taking part in activities that improve the capacity to lead, inspire, encourage, and assist your team in the performing school	6.76	0.51	Very Good
certifications of many kinds teach people how to oversee big, complicated projects from start to finish, involving several people in the process.	6.73	0.54	Very Good
provides hands-on learning experiences and are more focused on practical skills than conferences and webinars.	6.76	0.53	Very Good
involves intentionally reaching out to other professionals in the field to start sharing ideas and knowledge.	6.74	0.54	Very Good
develops a solid professional network is crucial to job advancement.	6.69	0.64	Very Good
increases students' disciplinary knowledge and behaviors as well as their transdisciplinary, physical, social, and personal skills through well-planned, high-quality teaching, learning, and assessment activities.	6.73	0.52	Very Good
enables teachers to give students quick feedback by emphasizing their areas of strength and growth, contacting them to offer additional support, and modifying the curriculum and delivery strategies as needed to improve student understanding.	6.78	0.46	Very Good
Weighted Mean	6.74		
SD	0.54		
Verbal Interpretation	Very High		

Professional development, as stated by Kennedy (2016) must be systematically addressed, especially in the case of teachers. The reason for this is that the instructor is the one who is practicing. The teacher should not experiment with new training methods and current topics until they have fully understood them.

The analysis indicates level of educational management of school heads in the performing school in the division of Laguna in terms of implementation of policies. Also, shows the statement, weighted mean, standard deviation and remarks.

The highest weighted mean (M=6.83, SD=0.44) in implementation of policies is the extents of process of aiming to put a specific into practice and may affect an education system within the institution. Apparently, interest and involvement in learning have significantly increased as a result of improved curriculum (M= 6.80, SD= 0.47).

The level of educational management of school heads in the performing school in the division of Laguna in terms of implementation of policies attained a weighted mean of 6.79 and a standard deviation of 0.49 with a verbal interpretation of *very high* among the respondents.

To summarize the implementation of policies in the educational management of school heads it was a continuous and exceeding development and sharing responsibilities to aim of improving academic participation and performance.

The statistics indicates the level of educational management of school heads in the performing school in the division of Laguna in terms of application of strategies. Also,

shows the statement, weighted mean, standard deviation and remarks.

TABLE 14. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Implementation of Policies

My School Head…	Mean	SD	Remarks
enhances students' academic participation and performance.	6.77	0.50	Very Good
evaluates provision of experiences among students that will help them attain different learning objectives.	6.78	0.49	Very Good
involves focusing on exceeding expectations, continuous development, and sharing responsibilities.	6.79	0.47	Very Good
interests and involvement in learning have significantly increased as a result of improved curriculum.	6.80	0.47	Very Good
maintains the curriculum's fundamental standards and concepts while implementing a series of plans and initiatives that seek to alter who and where it will be utilized.	6.76	0.60	Very Good
adopts a policy's aims and objectives into a course of action that improves policy comprehension.	6.77	0.47	Very Good
extents the process of aiming to put a specific policy into practice and may affect an education system within the institution.	6.83	0.44	Very Good
Weighted Mean	6.79		
SD	0.49		
Verbal Interpretation	Very High		

The educational management of school heads has a highest weighted mean of 6.79 and a standard deviation of 0.49 in terms of involving activities such as strategic planning in the organization to adapt to its environment. While, the slightly lower weighted mean (M=6.76, SD=0.61) focused on giving educational administrators the resources they need to prepare strategically.

TABLE 15. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Application of Strategies

My School Head…	Mean	SD	Remarks
improves the goals and goals' consistency.	6.77	0.48	Very Good
makes allocating resources easier.	6.73	0.54	Very Good
encourages accountability and involvement from stakeholders.	6.73	0.51	Very Good
encourages accountability and group ownership of learning results.	6.77	0.49	Very Good
focuses on giving educational administrators the resources they need to prepare strategically.	6.76	0.61	Very Good
directs and supports the goal of the school and to lead to some unique capability of improvements.	6.78	0.47	Very Good
involves activities such as strategic planning in the organization to adapts to its environment.	6.79	0.49	Very Good
Weighted Mean	6.76		
SD	0.51		
Verbal Interpretation	Very High		

The educational management level of the school heads in the performing school in the Laguna division in terms of strategy implementation was verbally evaluated by the

respondents as being very high, with a weighted mean of 6.76 and a standard deviation of 0.51.

The level of educational management of school heads in the performing school in the division of Laguna in terms of application of strategies was attained a weighted mean of 6.76 and a standard deviation of 0.51 and was verbally interpreted as *very high* among the respondents.

To conclude, application of strategies encourages the educational administrators to plan and improves goals for the unique capabilities beyond school improvements.

In terms of integrating practices, the data show the degree of educational management by school heads in the performing school in the division of Laguna. Also, shows the statement, weighted mean, standard deviation and remarks.

The school heads encourage excellent methods of combining the real and virtual worlds, which is a progressions perspective on early childhood education. With a highest weighted mean of 6.78 and a standard deviation of 0.51 which remark as very good by the respondents. Also, it provides educational opportunities for all employees in order to implement school's evaluation. Also, shows the statement, weighted mean, standard deviation and remarks.

TABLE 16. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Integration of Practices

My School Head…	Mean	SD	Remarks
collections of ideas for innovative teaching methods that emphasize active learning across a range of subject areas	6.76	0.50	Very Good
guarantees that students become active agents in determining their own education by taking on a larger role in the entire educational process.	6.76	0.53	Very Good
encourages excellent methods of combining the real and virtual worlds, which is a progressions perspective on early childhood education.	6.79	0.47	Very Good
shows how kids acquire digital literacy beyond operational abilities and learn about and with technology.	6.76	0.51	Very Good
advances our understanding of how educators engage groups of kids in cooperative, technology-facilitated activities.	6.73	0.58	Very Good
experiments and learns to convince others to challenge it with you using technology	6.72	0.52	Very Good
provides educational opportunities for all employees in order to implement school's integration in technology.	6.78	0.51	Very Good
Weighted Mean	**6.75**		
SD	**0.52**		
Verbal Interpretation	**Very High**		

The data reveals level of educational management of school heads in the performing school in the division of Laguna in terms of integration of practices. Also, shows the statement, weighted mean, standard deviation and remarks.

The school heads encourage excellent methods of combining the real and virtual worlds, which is a progressions perspective on early childhood education. with a highest weighted mean of 6.78 and a standard deviation of 0.51 which remark as very good by the respondents. Also, it provides educational opportunities for all employees in order to implement school's integration in technology. Meanwhile, the slightly weighted mean (M=6.72, SD= 0.52) are the

experiments and learns to convince others to challenge it with you using the technology.

The level of educational management of school heads in the performing school in the division of Laguna in terms of integration of practices attained a weighted mean of 6.75 and a standard deviation of 0.52 was verbally interpreted as *very high* by the respondents.

In summary, school heads must practice to create more engaging, relevant and effective learning experiences for the students. Advanced understanding of engaging students develops a deeper understanding and apply their knowledge in various contexts.

The data reveals the level of educational management of school heads in the performing school in the division of Laguna in terms of assessment and evaluation. Also, shows the statement, weighted mean, standard deviation and remarks.

TABLE 17. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Assessment and Evaluation

My School Head…	Mean	SD	Remarks
provides quality feedback that will enhance performance.	6.76	0.49	Very Good
uses processes to test quality of teaching and learning process.	6.78	0.50	Very Good
finds what can be done to improve the educational system in their institution.	6.77	0.49	Very Good
identifies students and teachers' assessment for better improvement.	6.76	0.51	Very Good
drives teachers and student learning progress into better improvement.	6.71	0.65	Very Good
leaders occasionally exercise strict control over their subordinates in evaluating results and maintain tight supervision over them.	6.71	0.56	Very Good
strives to overcome any obstacles in your path by holding each subordinate to a high standard in validating the results.	6.74	0.51	Very Good
Weighted Mean	**6.75**		
SD	**0.53**		
Verbal Interpretation	**Very High**		

The school heads used processes to test quality of teaching and learning process. The mean (M=6.78, SD= 0.50) suggests a high level of educational management in terms of assessment and evaluation. Also, finding what can be done to improve the educational system in their institution is also displayed by the school heads. While, the slightly lower mean (M=6.71, SD=0.56) still indicates a positive satisfaction regarding the drive of the teachers and student learning progress into better improvement.

The level of educational management of school heads in the performing school in the division of Laguna in terms of assessment and evaluation attained a weighted mean of 6.75 and a standard deviation of 0.53 and was verbally interpreted as *very high* among the respondents.

In essence, the assessment and evaluation identify teachers and students learning progress for better improvement. It also provides tasks so as to enable a precise and complete evaluation that can facilitate principals' performance improvement.

Cano (2015), it is necessary to assess teachers' and principals' performance in order to identify their specific

training needs and provide them with advice, support, and courses to help them develop their activities according to what students and schools truly need. Consequently, effective assessment and evaluation contribute to a cycle of continuous improvement. Administrators use these tools to set benchmarks, track progress, and adjust educational programs in real-time to meet the evolving needs of students and teachers.

The table displays the degree of educational administration in the performing school in the division of Laguna as measured by the school heads' communication and feedback skills. Also, shows the statement, weighted mean, standard deviation and remarks.

The school heads encourage good behavior changes in obviously what we want to achieve, and it's a subtle yet effective feedback technique. The mean (M= 6.80, SD= 0.48) suggest a highest level of weighted mean in the educational management of school heads in term of communication and feedback. Also, used of meeting to help define their goals and plan is visibly for making plan succeed and reach the target. While, providing the same whether you give constructive criticism or positive comments on teachers' communication skills and help them progress got a slightly lower mean of 6.76 and a SD of 0.51 respectively.

TABLE 18. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Communication and Feedback

My School Head…	Mean	SD	Remarks
allows to interpret and listen to the subordinates.	6.76	0.55	Very Good
uses meeting to help define their goals and make plan reach.	6.79	0.49	Very Good
appreciates the inputs of meeting and the others chances to speak	6.79	0.48	Very Good
shows appreciation in once works.	6.78	0.46	Very Good
appreciates the value of one's opinions and suggestions.	6.78	0.56	Very Good
provides the same whether you give constructive criticism or positive comments on your teachers' communication skills and choose to help them progress.	6.76	0.51	Very Good
encourages good behavior changes in obviously what we want to achieve, and it's a subtle yet effective feedback technique.	6.80	0.48	Very Good
Weighted Mean	**6.78**		
SD	**0.51**		
Verbal Interpretation	**Very High**		

The level of educational management of school heads in the performing school in the division of Laguna in terms of communication and feedback attained a weighted mean of 6.78 and a standard deviation of 0.51 and was verbally interpreted as *very high* among the respondents.

To conclude, communication and feedback helps educators refine their teaching practices, adapt strategies to meet student needs, and engage in professional development. Administrators who actively seek and give feedback create a feedback loop that encourages improvement across all levels of the school system.

Internal communication, according to Men and Bowen (2017), as a core function of public relations, brings positive organizational outcomes such as employee engagement, commitment, and performance.

The data reveals level of educational management of school heads in the performing school in the division of Laguna in terms of technology and integration. Also, shows the statement, weighted mean, standard deviation and remarks.

The school heads adopt applications and data base systems in school that supports in school system. The weighted mean of 6.80 and standard deviation of 0.46 suggest a high level of educational management of school heads in terms of technology and integration. While, helping the organization to adapt in the changing and challenging world of technology has a slightly lower weighted mean of 6.75 and a standard deviation of 0.50.

The reveals level of educational management of school heads in the performing school in the division of Laguna in terms of technology and integration attained a weighted mean of 6.78 and a standard deviation of 0.47 was verbally interpreted as *very high* among the respondents.

In summary, digital transformation capability can be determined by the clarity of the digital strategy employed by leaders who support a culture capable of change and fostering new ideas and practices.

TABLE 19. Level of Educational Management of School Heads in the Performing School in the Division of Laguna in terms of Technology and Integration

My School Head…	Mean	SD	Remarks
uses technology to enhance and support the educational environment.	6.80	0.46	Very Good
adopts applications and data base systems in school that supports in school system.	6.80	0.45	Very Good
selects technology tools to help obtain information on time, analyze and synthesize it.	6.78	0.44	Very Good
contributes to global development and diversity in classrooms to achieve more complex ideas.	6.77	0.44	Very Good
identifies technology of integration in information and communication within the group.	6.79	0.49	Very Good
shows how kids acquire digital literacy beyond operational abilities and learn about and with technology.	6.78	0.49	Very Good
helps the organization to adapts in the changing and challenging world of technology.	6.75	0.50	Very Good
Weighted Mean	**6.78**		
SD	**0.47**		
Verbal Interpretation	**Very High**		

The technological devices, as highlighted by Scherer and Teo (2019) predominantly used in recent years and the sustainability of education across virtually all conditions have emerged as a result of the sector's digital transformation. Without a doubt, the vision of its leaders has been a major driving force in the digital revolution of educational institutions.

Test of Relationship between the Dimension of Leadership and the Educational Management of the School Heads in the Division of Laguna

To test the significant relationship between the Dimension of Leadership and the Educational Management in terms of Curriculum Planning, Professional Development, Implementation of Policies, Application of Strategies, Integration of Practices, Assessment and Evaluation, Communication and Feedback, and Technology and Integration they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between the dimensions of leadership and the educational management.

Correlation was computed six dimensions of leadership on data for 199 teachers. A coefficient of 1 represents a complete positive relationship, whereas a value of -1 represents a complete negative connection.

Correlation coefficients range from 0.00 to 0.19, indicating a very weakly positive relationship between the dimensions of leadership and the educational management. While the range from .80-1.00, indicating a perfectly positive.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Dimension of Leadership and the Educational Management" is accepted, which incites that there is no significant relationship between them.

TABLE 20. Significant Relationship between the Dimension of Leadership and the Educational Management

Dimension of Leadership		Educational Management							
		CP	PD	IoPo	AoS	IoPr	AaE	CaF	TaI
Smart Leadership	Pearson Correlation	0.597	0.575	0.579	0.632	0.703	0.679	0.727	0.266
	Significance (2-Tailed)	0.829	0.327	0.474	0.968	0.638	0.422	0.551	0.265
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
Pro-active Leadership	Pearson Correlation	0.568	0.542	0.563	0.619	0.715	0.666	0.755	0.303
	Significance (2-Tailed)	0.762	0.481	0.438	0.943	0.737	0.520	0.460	0.238
	N	199	199	199	1199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
DISC Style	Pearson Correlation	0.569	0.564	0.563	0.609	0.700	0.671	0.740	0.300
	Significance (2-Tailed)	0.222	0.838	0.091	0.297	0.434	0.675	0.061	0.094
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
Ethical Style	Pearson Correlation	0.502	0.490	0.505	0.567	0.652	0.631	0.689	0.275
	Significance (2-Tailed)	0.728	0.552	0.428	0.889	0.826	0.598	0.461	0.232
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
Moral Style	Pearson Correlation	0.550	0.515	0.534	0.571	0.685	0.633	0.679	0.234
	Significance (2-Tailed)	0.828	0.232	0.803	0.641	0.344	0.231	0.959	0.383
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

This means that, based on the data, there is no statistically significant relationship between the dimension of leadership and educational management.

In practical terms, this suggests that variations in leadership dimensions do not appear to influence educational management outcomes in a meaningful way, or vice versa, within the context of the study. It may imply that factors other than leadership dimensions could be more critical in influencing educational management effectiveness.

Further research could be recommended to explore other variables that might play a role in educational management or to investigate different dimensions of leadership that were not included in the current study.

The correlation coefficients measure the strength and direction of the relationship between typology of leadership and the educational management.

Correlation was computed six typologies of leadership on data for 199 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

Correlation coefficients range from 0.00 to 0.19, indicating a very weakly positive relationship between the dimensions of leadership and the educational management. While the range from .80-1.00, indicating a perfectly positive.

The table below shows the significant relationship between the typology of leadership and the educational management. From the findings below, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the Typology of Leadership and the Educational Management" is partially rejected, which incites that there is a partial significant relationship between them.

TABLE 21. Significant Relationship between the Typology of Leadership and the Educational Management

Typology of Leadership		Educational Management							
		CP	PD	IoPo	AoS	IoPr	AaE	CaF	TaI
Transactional Leadership	Pearson Correlation	0.563	0.508	0.556	0.569	0.616	0.641	0.632	0.217
	Significance (2-Tailed)	<.001	0.024	<.001	0.002	0.003	0.005	<.001	0.006
	N	199	199	199	199	199	199	199	199
	Analysis	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*
Transformational Leadership	Pearson Correlation	0.634	0.647	0.624	0.656	0.719	0.702	0.726	0.231
	Significance (2-Tailed)	0.032	0.295	0.008	0.051	0.083	0.181	0.006	0.045
	N	199	199	199	199	199	199	199	199
	Analysis	*Sig*	*NotSig*	*Sig*	*NotSig*	*NotSig*	*NotSig*	*Sig*	*Sig*
Servant Leadership	Pearson Correlation	0.671	0.662	0.672	0.682	0.712	0.720	0.695	0.281
	Significance (2-Tailed)	0.503	0.587	0.213	0.691	0.988	0.697	0.315	0.188
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
Democratic Leadership	Pearson Correlation	0.658	0.591	0.652	0.672	0.668	0.706	0.694	0.260
	Significance (2-Tailed)	0.130	0.701	0.046	0.197	0.360	0.523	0.061	0.087
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*Sig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*
Autocratic Leadership	Pearson Correlation	0.130	0.163	0.132	0.147	0.127	0.155	0.132	0.023
	Significance (2-Tailed)	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
	N	199	199	199	199	199	199	199	199
	Analysis	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*	*Sig*
Situational Leadership	Pearson Correlation	0.494	0.479	0.501	0.463	0.478	0.481	0.420	0.149
	Significance (2-Tailed)	0.213	0.626	0.110	0.295	0.415	0.544	0.179	0.108
	N	199	199	199	199	199	199	199	199
	Analysis	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*	*NotSig*

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

The Transactional, Transformational and Autocratic Leadership of Typology of Leadership were only concern to the Educational Management of the School Heads.

This result is that there's a complex and nuanced relationship between leadership styles and educational management. While the study found evidence for a significant relationship, the "partial" rejection of the null hypothesis suggests that this relationship is not universal or straightforward.

It also indicates that statistical analysis found evidence supporting a relationship between Typology of leadership styles and educational management, but not for all leadership styles or across all aspects of educational management.

In accordance with the principles put forward in relevant literature, management performance is essential to the expansion and development of an organization, and education plays a significant role in each learner's life. Therefore, after probing further into the readings' context, the researcher came to the conclusion that leadership is a learning process in which a school leader aspires to accomplish specific objectives in order to advance the development of the educational system and organizational culture.

IV. CONCLUSION AND RECOMMENDATIONS

In the light of the foregoing findings, the following conclusions were drawn.

The study shows that the relationship between the dimensions of leadership in the performing schools in the division of Laguna do not have significant in the educational management. Hence, there is no disparity between the dimensions of leadership and educational management. Thus, the null hypothesis was accepted.

Logically speaking, this implies that, within the parameters of the study, variation in leadership attributes do not seem to have a significant on educational management outcomes, or vice versa. It might suggest that elements other than leadership traits might have a greater impact on the efficacy of educational management.

This result is that there is a partial relationship between leadership styles and educational management. Although a significant association was identified in the study, the "partial" rejection of the null hypothesis implies that this relationship is neither clear-cut or pervasive. Additionally, it shows that while statistical analysis did not find evidence for all leadership styles or all aspects of educational management it did find evidence for a relationship between leadership style and educational management.

This means that the typology of leadership has no significant relationship on the educational management. Therefore, the null hypothesis is partially rejected.

Recommendations

Based on the results and conclusion posted in the study, the following recommendations are hereby formulated:

The school leaders may conceptualize a matrix of leadership styles components that may strengthen and empower their effective work relationship taking into control

of situation and adjustments into certain situations. Also, attending into different seminars and training for the upskilling of their leadership style.

School leaders can translate this research into practical recommendations for improving educational leadership. Even if the relationship between leadership and educational management is not consistently significant, the study may still provide valuable insights for practitioners.

The principals may recommend to adhere to the current issues and situations and trend in educational leadership. Therefore, making them updated with the strengths and weaknesses of their management practices and with the needs of the teachers, would lead to improving every aspect of the school.

The school heads may invest in on going professional development opportunities that empower leaders and teachers to stay current with best practices and innovative teaching methods. School heads may create a positive and supportive working environment that values teacher's contributions and promotes their well-being. Provide adequate resources, flexible schedules, and opportunities for professional development.

Teachers may establish an open communication between administrators, teachers, students and the community. Promote frequent feedback and conversation to allay worries and establish trust.

Other researchers can continue the study because of its effectiveness and relevance, which the researcher can utilize to develop relevant policies and programs.

For future researcher to be guide by information to be derived from this study such as the dimensions and typology of leadership through the school heads educational management. The data may offer a current evaluation of school leaders' instructional management skills, that preceded the development of leadership dimensions and typologies.

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