Educational leadership styles and management practices on work attitude and work values of elementary school heads in Laguna, Philippines

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Abstract

The study attempted to find out the relationship between the leadership style, management practices, work attitude, and work values of elementary school heads in the division of Laguna, Philippines. Specifically, it attempted to answer the following questions: (1) what is the leadership practices of elementary school heads as perceived by the teachers in Laguna?; (2) what is the level of management practices of elementary school heads as perceived by the teachers in the Laguna; (3) what is the level of work attitudes of elementary school heads as perceived by the teachers in Laguna; (4) what is the level of work values of elementary school head as perceived by teachers in Laguna; (5) do the leadership styles of elementary school heads have a significant relationship to their work attitude and values; and (6) do the management practices of elementary school heads have a significant relationship to their work attitude and values. The correlational-survey research design was used to study the relationship between the educational leadership practices, management practices, work attitude, and work values of grade school heads in Laguna. It involves the participation of 125 teacher respondents among selected public elementary schools in the Division of Laguna, Philippines. A structured online questionnaire in an online form was used to gather the needed data. The following were the significant findings of the investigation: (1) servant leadership and instructional/ pedagogical leadership practices are highly preferred; (2) the elementary school heads has a very high level of management practices; (3) the elementary school heads has a very high level of work attitude; (4) the elementary school heads has a very high level of work values; (5) the elementary school heads' leadership styles has a significant relationship to the work attitude and work values; and (6) the elementary school heads' management practices has a significant relationship to the work attitude and work values. Recommendations were included in the aspects of transactional and transformational leadership practices, planning practices, teamwork or collegiality attitude, and the values of making a difference.

Keywords: Educational Leadership, Management Practices, Work Attitude, Work Values, Elementary School Heads

1. Introduction

The school-based management system during the Covid-19 pandemic proved helpful, especially in need of swift decision-making on the course of actions for schools. In the Philippine setting, it was an intelligent decision of the Department of Education (DepEd) to have implemented the school-based management system before the pandemic. It provides autonomy to the schools to decide and act promptly during the crisis. With the said system, it was easier for the department to provide various directives and decisions on tackling the issues during the crisis (Tacay, 2022). The school leaders, such as the school heads and division heads, are more familiar with their respective places and are, therefore, reliable in making expert decisions.

The 21st-century roles of leaders are expected to change significantly. Evidently, unprecedented situations such as the pandemic have brought enough change and transformation in the leadership skills of school heads. The roles of school leaders play an essential part in achieving the DepEd aim to provide quality education to the young. Hence, amidst any situation, school leaders are now, as never before, given more responsibility and flexibility in the administration of fiscal resources, supervisory and operational matters (McLeod & Dulsky, 2021). Also, they would need to deal with various stakeholders such as the teachers and school staff, students, parents, and alumni. More so, they would need to listen and accommodate diverse opinions and be responsible for the decision-making and performance of the school. The increasing and transforming role of school heads requires a paradigm shift of its

educational leadership practices, management practices, work attitudes, and work values. However, McLeod and Dulsky (2021) have noted that school leaders need continuous learning about management and institutional leadership during crises, along with a proper attitude and mindset.

In the Philippines, one of the school performance and rating measures is through the results of the National Achievement Test (NAT), other Academic Achievement Tests of a school, and School-Based Management (Duka, 2019). In the study of Magulod, Jr. (2017), it was found through a three-year NAT result that the school performance of public schools is higher compared to private schools and with a more substantial relationship in terms of the home and school. A recent report on 2019 student performance revealed a low performance among Filipino learners, both local and international, especially in the major subjects (Hernando-Malipot, 2019). Also, from the report, the Programme for International Student Assessment (PISA) showed that Filipino learners are placed at the bottom list of nearly 80 countries. The DepEd consider this a challenge, especially to school leaders, on how to alleviate the performance of their respective schools. In line with all the above, this research aims to reveal the leadership styles, management practices, work attitudes, and work values of school leaders, particularly the school heads of public elementary schools in the Division of Laguna. Specifically, it aims to identify the various best practices implemented by school heads, such as the leadership styles employed by these school leaders. In the bulk of previous research, most studies on school heads' leadership style are focused on its relationship with the job satisfaction of teachers, teacher effectiveness, and job performance of teachers as a whole.

This research aims to contribute to the enhancement of leadership and management of school leaders by describing localized best practices and benchmarking from other well-performing schools. For instance, Aviles (2019) focused on documenting best practices to enhance the leadership skills of school heads through leadership coaching like assisting the school heads to be skillful in developing low-performing schools into high-performing ones. One of the best practices mentioned is to provide professional training for the school heads and to iterate systemic leadership skills while another is to strengthen the professional learning community practices in the entire school. Meanwhile, this undertaking also emphasizes the term "contemporary" educational leadership styles. This leadership style is helpful with the rapid changes and often unprecedented circumstances in the 21st century. Contemporary leadership style can be attributed to the Neo Charismatic Theory. Further, this study also aims to add to the pool of resources on educational leadership and management. As the previous studies discussed, this area of literature needs to be studied more as other studies focus on the other aspects of educational leadership styles. Also, the situation of low school performance ratings piqued the researcher's interest in determining the relationships between the various leadership styles of elementary school heads to other related aspects such as their management practices, attitude, and values.

1.1 Conceptual Framework

The paradigm of the study (Figure 1) illustrates the interrelationship of the focus aspects of the study. These include the leadership styles and management practices of school heads, and the work attitude and work values of school heads. Because of the complexity of leadership styles, this study considered five (5) contemporary leadership styles based on the significant components of most educational leadership theories by Santamaria (2016) and Ahmed (2022) on contemporary leadership styles such as 1) servant, 2) instructional or pedagogical, 3) charismatic, 4) transactional, and 5) transformational leadership practices. Meanwhile, the management practices are derived from the four functions of management by Henri Fayol. This study will modify it so it will focus on the best practices among the functions: 1) planning, 2) organizing, 3) staffing, 4) directing, and 5) controlling.

INDEPENDENT VARIABLES

Leadership Style:
I. Servant Leadership
II. Instructional/ Pedagogical
III. Charismatic Leadership
IV. Transactional Leadership
V. Transformational Leadership

Management Practices:
I. Planning
II. Organizing
III. Staffing
IV. Directing
V. Controlling

DEPENDENT VARIABLES

Work Attitude:
I. Work satisfaction
II. Teamwork/ Collegiality
III. Organizational Commitment
IV. Job involvement
V. Education 3.0 (Technological Proficiency)

Work Values:
I. Embedded personal values
II. Desires
III. Political and social values
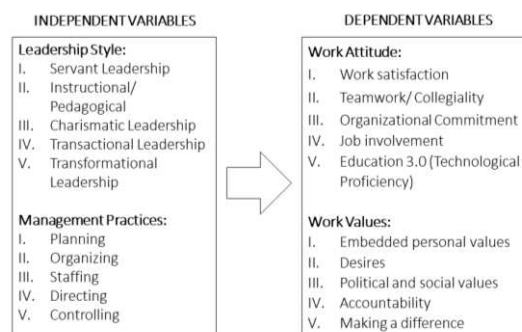IV. Accountability
V. Making a difference

Figure 3. The Paradigm of the Study

The dependent variables include the school heads' work attitude among the following factors: 1) work satisfaction, 2) teamwork or collegiality, 3) organizational commitment, 4) job involvement, and 5) education 3.0 or technological proficiency. The other dependent variable is the school heads' work values among the following factors: 1) embedded personal values (honesty, integrity, caring, responsibility, perseverance, initiative), 2) desires (career advancement, power, money, respect), and 3) political and social values (equity, democracy, competition, professionalism), 4) accountability, and 5) making a difference. The paradigm shows the interrelationship of the variables where the study aims to determine the relationship between the independent and dependent variables. Specifically, it shows a concept where leadership styles and management practices are affected by work attitude and values, hence the left to right arrow.

1.2 Statement of the Problem

Generally, the study aims to determine the relationship between leadership styles, management practices, work attitudes, and work values of elementary school heads as perceived by the teachers in the Division of Laguna, Philippines.

Specifically, the study aims to answer the following:

1. What is the level of leadership styles of elementary school heads in the Division of Laguna as perceived by the teachers?

    1.1 Servant Leadership;

    1.2 Instructional/ Pedagogical Leadership;

    1.3 Charismatic Leadership;

    1.4 Transactional Leadership;

    1.5 Transformational Leadership?

2. What is the level of management practices of elementary school heads in the Division of Laguna as perceived by the teachers?

    2.1 Planning practices;

    2.2 Organizing practices;

    2.3 Staffing practices;

    2.4 Directing practices;

    2.5 Controlling practices?

3. What is the elementary school head's work attitude in the Division of Laguna as perceived by the teachers?

    3.1 Work satisfaction;

    3.2 Teamwork/ Collegiality;

    3.3 Organizational Commitment;

    3.4 Job Involvement;

    3.5 Education 3.0 (Technological Proficiency)?

4. What are the elementary school head's work values in the Division of Laguna as perceived by teachers?

    4.1 Implanted personal attributes;

    4.2 Desires;

    4.3 Political and social values;

    4.4 Accountability;

    4.5 Making a difference?

5. Do the leadership styles of elementary school heads have a significant relationship to their work attitude and values?

6. Do the management practices of elementary school heads have a significant relationship to the work attitude and values?

2. Methodology

2.1 Research Design

The correlational-survey research design was used to study the relationship between the aspect educational leadership practices, management practices, work attitudes, and work values of elementary school heads. Privitera

(2019) defined this research design as the extent to which values of two or more variables are related. The correlation coefficient (r) gauges the scope of the relationship. Firstly, the p-value was determined if such connections between the variables are statistically significant. Further, there are values provided by the correlation coefficient that describe the correlation as either positive or negative. Meanwhile, survey design is a tool for conducting a study where the respondents indicate their responses to a series of questions (Privitera, 2019). This is also called a report of oneself since respondents answer the questions based on their attitudes, thoughts, perceptions, activities, and others. Since this is also quantitative research, the study will use controlled items in the survey design. This means that the choices of answers are given, and the respondents need to be given the option to deviate from the given alternatives. Mostly, it is in the form of a Likert scale which this study will also utilize.

2.2 Respondent of the Study

The study was conducted in the Schools Division of Laguna, Philippines. The respondents were school teachers in public elementary schools. The study focused only on the public schools since these are schools that are under the direct supervision of DepEd, which follows the same standards. Some private schools follow other independent systems, especially those with autonomous status. Hence, private elementary schools were considered for the consistency of the school system. The study was conducted in the province of Laguna. The said province consists of 24 municipalities and six cities. By proximity, five towns were considered in this study, and these are as follows: Pagsanjan, Pakil, Pangil, Pila and Liliw. The researcher chose Laguna due to its proximity to the place, being a resident and a citizen of the said province. The researcher believes that improving something through research starts within; hence, Laguna Province is the focus of the study. This study only considered public school teachers and exclude private school teachers. This is to have a consistent point of view regarding the standards and the environment in the public school system.

The researcher used a non-probability sampling using the non-random method in selecting the school respondents. This sampling method was used due to the time restrictions during the study, and the amount of time needed to conduct a probability sampling method could be excessive (Martinez-Mesa et al., 2016). The quota sampling method was used to sample similar units grouped based on the Master List of Survey on School Principal Assignment as of July 2022 (Schools Division Office, Laguna). The districts or municipalities are used as unit groups. The municipalities that are considered are Pagsanjan, Pakil, Pangil, Pila, and Liliw, targeting 25 schools in these districts. From each district, five schools were randomly selected. Five teachers represented each school to achieve the quota sample of 125. Table 1 presents the distribution of respondents, where the number of schools was multiplied by the number of teachers needed to complete the quota. The total number of respondents shows each district or municipality's sample size (n).

Table 1. Distribution of respondents

Municipalities	# of school	No. of teachers	Total No. of Respondent (n)
Pagsanjan	5	5	25
Pakil	5	5	25
Pangil	5	5	25
Pila	5	5	25
Liliw	5	5	25
			TOTAL: 125 teachers

2.3 Research Instrument

A structured online questionnaire in an online form was used to gather the needed data along five areas: a) profile of the respondent; b) leadership styles of school heads; c) management practices of school heads; d) work attitude of school heads; and e) work values of school heads. The first part describes the demographic profile of the teachers. The second part determines the teachers' preferences for the school head's various educational leadership styles. Then, the level of management practices of the school heads follows, as perceived by teachers. The third part is items on the work attitude of the school heads, such as work satisfaction, teamwork/collegiality, organizational commitment, job involvement, and innovation (technological proficiency). Then, the extent of work attitude and values were explored in the fourth and final part. Data Privacy Statement and informed consent were included in the questionnaire. The online questionnaires contained the data privacy statements and an Informed Consent Form. The questionnaire was subjected to the expert opinions of five school heads for validity purposes. A pilot test was

conducted on ten elementary teachers of San Pablo, a municipality not included in the primary respondents of the study. The place for the pilot testing was chosen due to its proximity to the researcher's area of responsibility. The questionnaire was evaluated through internal consistency or Cronbach's Alpha reliability test for reliability purposes. The first part of the online form is the consent form. Clicking the box at the last part of the form constitutes the digital signature on the consent form. The form only proceeded with the participant agreeing to the content. Items on the interpretation of the leadership, management practices, work values, and work attitude of school heads used the following 4-point Likert scale and a statistical limit derived from Pimentel (2019):

Table 2. Statistical limit and interpretation for leadership style

Numerical Rating	Statistical Limit	Descriptive Equivalent (DE)	Interpretation
4	3.28 – 4.00	Very Highly Preferred (VHP)	90 to 100% preference of the leadership style.
3	2.52 – 3.27	Highly Preferred (HP)	70 to 89% preference of the leadership style.
2	1.76 – 2.51	Moderately Preferred (MP)	50 to 69% preference of the leadership style.
1	1.00 – 1.75	Not Preferred (NP)	0 to 49% preference of the leadership style.

Table 3. Statistical limit for management practices, work attitudes, work values

Numerical Rating	Statistical Limit	Descriptive Equivalent (DE)	Interpretation
4	3.28 – 4.00	Very High (VH)	The management practice, work attitudes, and work values is very strong.
3	2.52 – 3.27	High (H)	The management practice, work attitudes, and work values is strong.
2	1.76 – 2.51	Low (L)	The management practice, work attitudes, and work values is minimal.
1	1.00 – 1.75	Very Low (VL)	The management practice, work attitudes, and work values is not observed.

2.4 Research Procedure

Primarily, the researcher used a researcher-structured survey questionnaire through an online form. The questionnaire was subjected to expert opinions for validity purposes. Also, it was subjected to approval by the thesis panel members before its conduct. A pilot testing of the questionnaire was performed at the San Pablo DepEd schools for internal consistency. The request letter and online form designed for the pilot testing was sent to the concerned San Pablo school heads to allow the administration of the online form. Upon approval, the school heads were requested to send the link to their respective teachers with a letter stating their voluntary participation. After the pilot-testing and reliability test, the proper conduct of the study began with a letter requesting the School Heads to administer the questionnaires to DepEd schools. After the approved communications, the online form link of questionnaires was sent to emails of known teachers. School heads received a request letter to allow their teachers to answer the online questionnaire. All communications include and emphasize that participation is voluntary. The first part of the online form is the consent form. Clicking the box at the last part of the form constitutes the digital signature on the consent form. The paper proceeded upon the participant agreement to the content of the form. After a reasonable amount of time and with the determination that the sample size is reached, the online form was discontinued to accept answers.

2.5 Statistical Treatment of Data

All data collected were organized, tabulated, and analyzed using descriptive and inferential statistics. The descriptive statistics used were frequency count, rank, percentages, mean, and standard deviation. Hypotheses was tested using p-value and Pearson's correlation coefficient (r) determined the statistical relationship between educational leadership styles and work attitude and work values, and management practices and work attitude and work values. Statistical values were analyzed using a 0.05 level of significance.

3. Results and Discussion

Educational leadership practices have a different context on a location basis. In the Philippine context, public schools are the responsibility of the entire government, particularly the DepEd. It is in this basic structure that educational leadership is derived. Consequently, school principals are responsible for crafting most of the important decision making which can either make or break the school.

Table 4. Preference of teachers on the leadership styles of elementary school heads in Laguna

Leadership Practices	Mean	SD	DE
Servant Leadership	3.58	0.47	VHP
Instructional/ Pedagogical Leadership	3.58	0.44	VHP
Charismatic Leadership	3.55	0.50	VHP
Transactional Leadership	3.54	0.47	VHP
Charismatic Leadership	3.54	0.48	VHP
Overall Weighted Mean	3.56		
Overall Descriptive Evaluation	Very Highly Preferred		

Table 4 illustrates the preference of teachers on various leadership styles of elementary school heads in Laguna with regards to Servant Leadership. The leadership practices very highly preferred by teachers include servant leadership and instructional/ pedagogical leadership, with both having means of 3.58 and a standard deviation of 0.47 and 0.44, respectively. Overall, the leadership practices gave an overall weighted mean of 3.56, and a descriptive equivalent of very highly preferred.

Shaw and Newton (2014) supported the result of this study where servant leadership is the highest level of leadership. This study revealed that there is a correlation between servant leadership in school and job satisfaction which includes performance. This study implicates the inclusion of leadership preparation programs content more specific on the characteristic of servant leaders as schools employ leaders. Moreover, Fischer and De Jong (2017) also found in their study a correlation between principal's perceived practices in servant leadership and teachers job satisfaction. The result is the teacher' perception. Meanwhile, in Mahembe and Engelbrecht (2014), their study found out correlational relationship between servant leadership, effectiveness of school team, and organizational behavior. This implies an emphasis on the importance of servant leadership practices in the promotion of positive attitudes and outputs of the school as a team.

On the other hand, Jenkins (2019) stated that in instructional leadership practices, it is essential to free the principals with administrative tasks and focus more on teaching and learning improvements. In the educational setting, this is also known as pedagogical leadership. Brolund (2016) discussed instructional leadership as a practice where a principal works closely with the teachers to provide support and guidance in the establishment of best practices in the teaching and learning process. This includes communicating with teachers to set objectives related to student achievement. Also, the principals practice coaching and mentoring the teachers who need it and providing opportunities for professional development in relation to best practices in teaching. Meanwhile, the case study in Geleta (2015) found that the principals are taking too much time in the administrative activities than in the instructional practices. It was noted that the principals give less emphasis to instructional supervision, extra-curricular activities for the students, professional development for teachers, and the management of resources such as appropriate instructional materials. In Arrieta, Ancho, Pineda (2020), the principal is primarily an instructional leader. This is because a principal was once a teacher that has risen the ranks. This study found that the principals are fulfilling their roles as instructional leaders in relation to communicating instructional plans to teachers and encouraging professional development, especially in their pedagogical knowledge and skills.

Table 5. Management practices of elementary school heads as perceived by the teachers in Laguna

Management Practices	Mean	SD	Remarks
Planning	3.55	0.49	VH
Organizing	3.56	0.46	VH
Staffing	3.59	0.48	VH
Directing	3.59	0.48	VH
Controlling	3.56	0.48	VH
Overall Weighted Mean	3.57		
Overall Descriptive Equivalent	Very High		

Moving on, table 5 above illustrates the level of management practices of school heads as perceived by the teachers. The highest means under management practices were staffing and directing, both with a mean and standard deviation of 3.59 and 0.48, respectively. The overall weighted mean is 3.57 and a very high overall descriptive equivalent.

The result indicates that the elementary school heads are making sure to ensure that their staffing functions are met. This involves providing people within the organizational structure, putting the right person in the right position. This also means that the school leaders act in accordance to staffing roles as informing and building up teachers about the possibilities for updating their knowledge and skills. It is the principal's role to identify how the staff will fit together through building them with knowledge, skills, confidence, and motivation. It was stated that in hiring, pedagogical qualities are given. Another aspect of staffing is the practices of the school principal for a continuity plan for teacher resignations and absences. In contrast, the study of Peetz (2023) described the difficulties of school principals on staffing such as teacher resignations such as staff shortages, long-term substitution schedules, and other contingency measures. This also impacts the principals' and the school's instructional objectives for the school year. Hence, this implicates the importance of a continuity plan in the staffing function of the principal.

On the other hand, the result also indicates the elementary school heads are acting on their responsibility on directing staff which include clear and concise instructions. The principles of directing that include the maximization of all the staff capabilities and participation, harmony of objectives, unity of command, appropriation of direction methods, managerial communication, building teams, good leadership, and follow-up and guidance from the school leader. Leading, also known as directing, on the other hand, involves social and informal strategies of school principals in inspiring the teachers and subordinates to work for the organizational goals and objectives. Thus, this result conforms to the study of Lloyd and Aho (2020) where it states that directing practices involve leaders and managers to command and coordinate with consistency with the strategic objectives. This function of management is the only aspect that is in motion since most of the other functions involve the preparations for the work. The elements of directing include supervision, motivation, leadership, and communication (Papertyari, 2023).

Table 6. Work attitude of elementary school heads as perceived by the teachers in Laguna

Work Attitude	Mean	SD	Remarks
Work satisfaction	3.64	0.46	VH
Teamwork/ Collegiality	3.55	0.47	VH
Organizational Commitment	3.58	0.48	VH
Job involvement	3.58	0.46	VH
Education 3.0	3.63	0.43	VH
Overall Weighted Mean		3.60	
Overall Descriptive Equivalent		Very High	

Table 6 above illustrates the level of school head's work attitude as perceived by the teachers in the Laguna. The highest mean includes the work satisfaction with a mean of 3.64 and a standard deviation of 0.46. Second highest in mean includes the perspective of elementary school heads on education 3.0 or technology proficiency, with a mean of 3.63 and a standard deviation of 0.43. Overall, the weighted mean of all the work attitude is 3.60 with an overall descriptive equivalent of very high.

This conforms to Root III (2022) which listed various strategies to improve the performance and work satisfaction of leaders. Firstly, a leader may set institutional and personal goals to exceed previous institutional achievements. Another is to increase staff involvement in some decision-making to reduce managerial stresses and heavy administrative tasks. Also, taking time to ease off and recuperate is another strategy to increase the work satisfaction of leaders such as school principals. This helps it improve since some of the work stresses are relieved and overworking consequences are avoided. Finally, continuing professional development is important to maintain the leaders' career and work satisfaction.

Meanwhile, a school principal's work attitude goes along with the implications of technological advances. The technological view of a school principal is important as the global educational trend is now in the era of education 3.0 and the developing stage of education. These educational frameworks are characterized by the extensive use of technology in the teaching and learning process such as the terms blended learning, hyflex and flipped classrooms, as well as the use of learning management systems. The knowledge and skills on technology are learned by doing, thus the principals must establish technological visions and goals, support the use of technologies, and model professional development in relation to technology and innovation. In fact, in the recent pandemic, schools that have invested in technologies displayed a huge advantage in the transition to remote learning that was practiced for two long years (Reich, 2021). Hence, expenditures in smart technologies are undoubtedly important in this recent educational framework, education 3.0 and 4.0.

Table 7. Work values of elementary school heads as perceived by the teachers in Laguna

Work Values	Mean	SD	Remarks
Embedded personal values	3.64	0.46	VH
Desires	3.61	0.46	VH
Political and social values	3.63	0.48	VH
Accountability	3.64	0.48	VH
Making a difference	3.60	0.49	VH
Overall Weighted Mean		3.63	
Overall Descriptive Equivalent		Very High	

Table 7 illustrates the work values of elementary school heads as perceived by the teachers in Laguna. The level the leaders' work values as perceived by teachers relative to embedded personal attributes attained a weighted mean score of 3.64 and a standard deviation of 0.46 and was Very High among the respondents, the highest among the identified work values. Overall, the weighted mean of all the work values is 3.63, with a descriptive equivalent of very high. Meanwhile, the level of school head's work values as perceived by teachers in the Division of Laguna relative to Accountability attained a weighted mean score of 3.64 and a standard deviation of 0.48 and was Very High among the respondents, the second highest mean among the identified work values.

The embedded personal values of the school principal include integrity. The integrity of a school principal has a significant relationship with the performance of the entire school. This means that the high integrity of school principals positively affects and increases the performance of the leader. Integrity is also closely related to attitudes such as highly motivated, courageous, and assertive, honest, consistent, committed, responsible, and trustworthy. Personal values of school principals include trustworthiness, veracity, responsibility, care, determination, and ingenuity. The consistent manifestation of embedded personal values of a school principal is important in the establishment of a school's culture and discipline (Branson, Baig, & Begum, 2014).

On the other hand, the result also showed a very high perspective on the accountability of school heads. Grinshtain and Gibton (2018) found a relationship between accountability and responsibility, and authority. Authority and responsibility when coupled with accountability led the principals in the study to adopt strategies to lessen the issues related to school-based management systems. Also, the result conforms with the study of Olaso and Baja (2019) where it was found that the school principals' accountability is evidently high based on teacher and administrators' perceptions.

Table 8. Relationship between the leadership practices of school heads and work attitude and values

Leadership Practices		r value	Degree of Correlation	Analysis
Servant Leadership		0.670	Strong relationship	Significant
Instructional/ Pedagogical Leadership		0.675	Strong relationship	Significant
Charismatic Leadership	Work Attitude	0.715	Strong relationship	Significant
Transactional Leadership		0.639	Strong relationship	Significant
Transformational Leadership		0.562	Moderate relationship	Significant
Servant Leadership		0.682	Strong relationship	Significant
Instructional/ Pedagogical Leadership		0.683	Strong relationship	Significant
Charismatic Leadership	Work Values	0.704	Strong relationship	Significant
Transactional Leadership		0.734	Strong relationship	Significant
Transformational Leadership		0.699	Strong relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 8 shows the relationship between the leadership practices of the school heads with their work attitude and work values. The Servant Leadership, Instructional/ Pedagogical Leadership, Charismatic Leadership, Transactional Leadership and Transformational Leadership of Leadership Styles of School Heads was observed to have a significant relationship to the Work Attitude and Values in the Division of Laguna. This is based on the computed R-values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the leadership styles of school heads and work attitude and values in the Division of Laguna" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. Styles, types, categories, and practices of educational leadership are dynamic and constantly increasing in modern literature. There are those that are recent or contemporary and those that are classic. Other leadership styles may encompass various other styles. For instance, the participative leadership style as discussed encompasses servant and transformational leadership that participative leadership linked performance and human relations.

Table 9. Relationship between the leadership styles of school heads and work attitude and values

Management Practices		r value	Degree of Correlation	Analysis
Planning practices		0.754	Strong relationship	Significant
Organizing practices		0.727	Strong relationship	Significant
Staffing practices	Work Attitude	0.808	Very Strong relationship	Significant
Directing practices		0.740	Strong relationship	Significant
Controlling practices		0.644	Strong relationship	Significant
Planning practices		0.650	Strong relationship	Significant
Organizing practices		0.673	Strong relationship	Significant
Staffing practices	Work Values	0.711	Strong relationship	Significant
Directing practices		0.763	Strong relationship	Significant
Controlling practices		0.695	Strong relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 9 presents the relationship between the leadership styles of school heads and their work attitude and work values. The planning, organizing, staffing, directing, and controlling of school heads was observed to have a significant relationship to the Work Attitude and Work Values. This is based on the computed R-values obtained from the tests with strong to very strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the management practices of school heads and work attitude and values in the Division of Laguna" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. This means that school leaders accept responsibility and are willing to be held accountable for it. Accountability also may address both negative and positive issues. For instance, giving credit to subordinates for doing a great job. Moreover, an article describes accountability as an important value of a leader to keep the institution on track. Also, accountability towards subordinates and the school culture is important since it is the driving force to the achievement of objectives. Accountability with responsibility. It was stated that increased responsibility impacts the stress and coping of school principals. Hence, when these responsibilities pile up, the management accountability of school principals suffers.

4. Conclusions

The following conclusions were formed based from the results and findings of the study:

The educational leadership practices of elementary school heads are very highly preferred. Among the educational leadership practices, servant leadership and instructional/ pedagogical leadership practices have the highest means. It can be concluded that the preference of the teachers in the Division of Laguna on a servant leader that is inclusive and consulting them of their opinions, a school head that perceives unity and avoidance of conflict, and builds good relationship with the stakeholders. Also, the teachers preferred a school leader that focuses on the instructional/ pedagogical practices such as discussing teaching practices on subject areas in the classrooms, spending much time talking about pedagogy, developing the teachers and teaching practices, and focusing on increasing student achievements.

The management practices of elementary school heads are very high as perceived by the teachers in the Division of Laguna. The management practices to have the highest mean includes the practices of staffing and

directing. It can be concluded that the teachers have a high regard on the practices of their school heads as regards to the hiring of the right employees such as qualified teachers and staff, informing teachers about possibilities and opportunities for professional development, and the application of shared accountability and responsibility among the teachers and staff. Also, the teachers have a high regard on the directing practices of their school head such as on communicating the school goals and policies, regular supervision of teachers and staff while inspiring and modelling to them to achieve school goals, and applying various strategies to motivate subordinates.

The work attitudes of elementary school heads are very high as perceived by the teachers in the Division of Laguna. Work satisfaction and Education 3.0 have the equal highest means among the rated work attitudes. It can be concluded that the teachers have a high regard on their school head's work attitude on work satisfaction that includes their sense of accomplishment, professional growth, work-life balance activities, support, and good relationship with the stakeholders. Also, the teachers have a high regard on their school head's work attitude on education 3.0 or the technological proficiency. This includes the attitude of school head towards technologies as part of the instructional use, encouraging the use of such in the classrooms, instructions, and professional development, and even in administrative and support services of the school.

The work values of the elementary school heads are regarded as very high by the teachers in the Division of Laguna. The highest mean includes the embedded personal values of the school heads. It can be concluded that the teachers perceived their school head upholds honesty and integrity, kindness, responsibility, determination, and initiative towards work and subordinates.

Based on the findings, the null hypothesis is rejected on the relationship of Educational Leadership practices and Work Attitude and Values. Hence, the leadership practices of elementary school heads in the division of Laguna have a moderate to strong relationship to their work attitude and values. It can be concluded that work attitudes such as work satisfaction, teamwork, organizational commitment, job involvement, and technological proficiency is closely related with the leadership practice employed by the school head. At the same time, Work Values such as personal values, desires, political and social values, accountability, and making a difference is closely related to the leadership practice employed by the school head.

Based on the findings, the null hypothesis is rejected on the management practices and work attitude and values. Hence, the Management Practices have a strong to very strong relationship to the Work Attitude and Values of the school heads in the Division of Laguna. It can be concluded that work attitudes such as work satisfaction, teamwork, organizational commitment, job involvement, and technological proficiency is closely related with the management practices employed by the school head. At the same time, Work Values such as personal values, desires, political and social values, accountability, and making a difference is closely related to the management practices employed by the school head.

5. Recommendations

Based on the conclusions, the following are recommended:

Although all the educational leadership practices are highly preferred the teachers, the least of the means among the five leadership are Transactional and Transformational leadership practices. Hence, it is recommended for school heads to employ a monitoring system usually employed in transactional leadership that does not affect much the autonomy of the teachers and staff. One strategy is the importance for a school head to be somewhat removed from the hurly-burly of day-to-day life in school in order to gain perspective. Also, for transformational leadership, it is recommended for a school head to practice more time in discussing own visions for the school as part of this type of leadership.

Although all the management practices of school heads are very high as perceived by teachers, the least of the means is on the planning practices. It is then recommended for a school head to improve on getting everyone involve to agree on one strategic plan model.

Although all the work attitudes of school heads are very high as perceived by teachers, the least of the means is on the teamwork or collegiality attitude. It is then recommended to improve on modeling collegiality such as inviting fellow school heads to observe in faculty meetings which will then help in the enhancement of teamwork in the school.

Although all the work values of school heads are very high as perceived by teachers, the least of the means is on the values of making a difference. It is then recommended for school heads to focus more on positively affecting the outcomes of the school systems or processes.

The result of the leadership practices is significant with the dependent work attitudes and values. However, the lowest r-value with a moderate significance is transformational leadership practices. Hence, it is recommended to improve more on the practices related to this leadership style such as on innovations to transform the school holistically.

The result of the management practices is significant with the dependent work attitudes and values. However, the lowest r-value the controlling practices. Hence, it is recommended to improve more on the activities of performance assessments such as formal and informal strategies. This may include regular classroom observations as well as student performances as basis to calibrate school goals.

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