

**ETHICAL LEADERSHIP PRACTICES OF CENTRAL PUBLIC ELEMENTARY
SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR: BASIS
FOR INTERVENTION PROGRAM**

A Dissertation

Presented to

The Faculty of the College of Graduate Studies
Samar State University
Catbalogan City, Samar

In Partial Fulfilment
of the Requirements for the Degree
Doctor of Philosophy (Ph.D.)
Major in Educational Management

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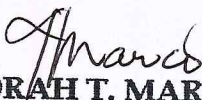
March 2016

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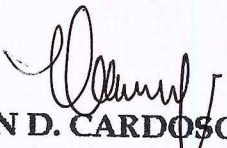
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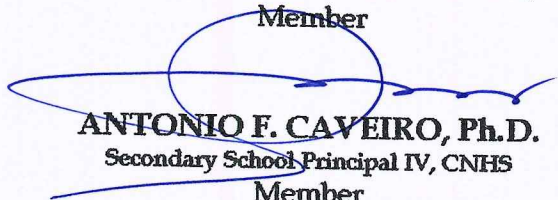
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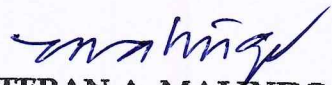

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ACKNOWLEDGMENT

The researcher wishes to acknowledge with gratitude and indebtedness to all those who have given their valuable assistance which contributed much to the completion of this study:

Dr. Deborah T. Marco, her adviser, for her valuable assistance, professional guidance and encouragement which helped the researcher in the completion of this study;

The chairman and members of the panel of examiners, **Dr. Marilyn D. Cardoso**, Dean of Graduate School, **Dr. Eusebio T. Pacolor**, the University President, **Dr. Simon P. Babalcon**, **Dr. Ronald Orale**, **Dr. Antonio F. Caveiro** for their scholarly constructive criticisms and valuable suggestions for the improvement of the manuscript;

Dr. Gorgonio G. Diaz, Jr., Schools Division Superintendent of Samar for his approval of the fielding of the questionnaires to all Public Elementary Central Principals and the Teachers who facilitated the data gatherings;

The **District Supervisors** and the **principals** of the participating schools for allowing the researcher to field the research instrument with their teacher-respondents from whose support and invaluable cooperation this study needed for it to be possible;

Grateful acknowledgment and appreciation is also accorded to **Mrs. Emma Q. Tenedero**, to all the staff of the College of Graduate studies, **Dr. Lanie M.**

Pacadaljen and **Ms. Sweet Mercy Pacolor** for their assistance, and to all those who in one way or another helped in the completion of this study;

Most specially, the researcher is grateful to her dear parents, supportive brothers and sisters and to her humble highly and understanding husband, **RHUM**, the man whose unfailing love, encouragement and inspiration in all aspects of this endeavor, goes her utmost feeling of love and everlasting gratitude;

Her children - **RAE ANDREI** and **RAE ANNE** and **special friends** who in their own special way inspired the researcher to finish her study, and

Above all, the researcher is ever grateful to **GOD ALMIGHTY** for all the blessings bestowed on her to successfully overcome the different setbacks, frustrations, conflicts and disappointments met during the preparation of this study and whose help strengthened the researcher's faith, hope and love in Him.

The Researcher

DEDICATION

This Masterpiece a symbol of inspiration and perseverance is ultimately dedicated with love to:

My very supportive husband, RHUM;

My loving children, ANDREI & ANNE;

My Parents ALFREDO & ELENA;

My Brothers ASPER, VAL, ALVEEH & Sister, FREL.

ARILDA

ABSTRACT

This study determined the behaviours that constitute ethical leadership of public elementary school heads in the Division of Samar as perceived by themselves and their teachers during the school year 2015-2016 with the end goal of coming with intervention program. This study employed the descriptive-correlation research design. As an assessment, the two groups of respondents had disagreement on the ethical leadership practices of school heads along creating a learner-centred learning climate supported by a grand weighted mean of 4.55 from school head-respondents and interpreted as “always practiced” but with 4.31 from the teacher-respondents and interpreted as “often practiced”. To the teacher-respondents as “often practiced” was their perception as revealed by the weighted means of the indicators which was between 3.51-4.50 interpretation ranges. For the overall perception the two groups of respondents differed from each other. As to the ethical leadership practices along human relations management and professional development, both school head-respondents and teacher-respondents had different perceptions. On the perceptions of the two respondents of the study along the seven domains, the school head respondents almost always perceived them to have been “Always practiced” and “often practiced” by teacher respondents. Though the effect of their difference is very negligible, the teacher must have more quality time for socialization and educational revisit of common activities to which both the school head and their teachers can find.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Over time, the position of school heads has evolved into a multifaceted set of responsibilities. One aspect which has not changed is the importance of school heads leading by example (Schminke, Ambrose, and Neubaum, 2005). School heads set the tone and mold the climate of their schools to their expectations and visions. They are entrusted with the education and care of their teachers and their pupils, and must pay special attention to the ethical atmosphere of the school.

Beginning in the 1980's, the effective school movement espoused that all children can learn (Adelman and Taylor, 2007). Attention, in part, turned to the role of the school heads as the instructional leader of a school. Lezotte (2001) highlighted the importance of instructional leadership from the school head as a leader of leaders. Grogan and Andrews (2002) noted major increases in pupils' achievement when these instructional leaders built structures of relationships in schools, so that the resulting human energy in the school enhanced pupil performance.

Recently, characteristics of transformational leadership have gained great attention and praise. Tschannen-Moran (2004) described leadership as an influence process that assists groups of individuals toward goal attainment. The

importance of being able to work with people whose job is to get things done by working with and through other people is one goal of effective leadership.

Attaining desired goals has become more difficult for school heads, since they face greater responsibilities than ever before. They are under more pressures and are involved in more complex ethical contexts as well (Shapiro and Stefkovich, 2005). Greenfield (1991) claimed that considerations of moral value and obligation are embedded in nearly every administrative action and decision and in many, if not all, organizational and educational policies and procedures.

To ensure that school heads will exercise ethical standards in the exercise of their administrative powers and decision making, Republic Act No. 6713 was enacted. This is an act establishing a code of conduct and ethical standards for public officials and employees, to uphold the time-honored principle of a public office being a public trust, granting incentives and rewards for exemplary service, enumerating prohibited acts and transactions and providing penalties for violations thereof and for other purposes.

While the ethical standard still inculcated in the mind of government officials and employees, RA 9485 better known as the Anti-Red Tape Act of 2007, an Act to improve efficiency in the delivery of government service to the public by reducing bureaucratic red tape, preventing graft and corruption and providing penalty therefor has been enacted to strengthen the laws that came before it aimed at improving public governance. It is not explicitly stipulated in

the afore-cited Republic Act regarding the ethics of leadership; it cannot be denied that every action of a leader has an ethical and moral implications.

Along this line, school heads' performance is periodically evaluated wherein two indicators of the Performance Appraisal System for School Administrators (PASSA) are occupational competence and professional and personal characteristics are allotted weights at 70.5 and 20.00 percent, respectively.

Dempster and Berry (2003) found that 68.00 percent of the principals they surveyed had no professional development training in ethical decision-making. In about 552 principals, they found principals felt they were in ethical situations more complex in the past. Yet majority of these principals tended to rely only on teachers and on other principals for consultation in solving problems that have ethical underpinnings.

For example, charges of grave misconduct and negligence or violation of Republic Act 6713 or The Code of Conduct and Ethical Standards for Public Officials and Employees was filed against a certain principal at a certain Inayawan National High School in Cebu City (Mayol, 2012). The charge against the school principal was due to maltreating a student who was confronted about a broken mirror and vandalism in school.

Morality and ethics are tightly intertwined, and the terms are often used interchangeably. A distinction was made by one researcher, however, on a subtle difference. According to Kidder (2005), the term moral means good, right,

or just, and the term ethical is that of taking action that accords with the core values of honesty, fairness, respect, responsibility, and compassion. It is this action being referred to as moral courage, which separates those with good intentions and those who are willing to act on those values in the face of adversity.

The purpose of education is itself a moral and ethical endeavor. Sergiovanni (2006) expressed this importance when he said that everything that happens in the schoolhouse has moral and ethical overtones that are virtually unmatched by other institutions in society. As leaders of schools, school heads are expected to make the right decisions. Often, they have found themselves in ethical dilemmas which are not clear cases of right and wrong, but situations which force a choice between competing sets of principles. In short, school heads must exercise ethical leadership.

An awareness of ethics must be present in a school to encourage an ethical culture (Starratt, 2005). School heads must accept the responsibility for their own actions, as well as their actions as a group. Opportunities to reflect and internalize should be provided. Zubay and Soltis (2005) claimed that they became convinced that ethical awareness, ethical reasoning, and ethical behavior are needed to become part of the fabric of school head's life.

The school head's leadership is essential to an ethical awareness. Bass and Steidlmeier (2009) based the foundation of ethical school leadership on three pillars: (1) moral character of the leader; (2) ethical values embedded in the

leader's vision articulation and program, which followers either embrace or reject, and (3) the morality of the processes of social ethical choice and action that leaders and followers engage in and collectively pursue.

The literature is rich in the area of effective leadership practices by school heads, but there is little research on ethical behaviors of school heads that constitute ethical leadership. Research findings related to ethical leadership generally discuss behaviors of leaders which are unethical, rather than focusing on behaviors that are ethical. The school head's ethical actions are vital to a school's success. School heads are leaders entrusted with the education and wellbeing of the children and teachers in their care. They have a responsibility to take an active role in modeling ethical behavior and in nurturing an ethical school environment for their students and personnel. Therefore, the researcher's purpose is to focus on the ethical leadership of elementary school heads in the Division of Samar.

Statement of the Problem

This study determined the behaviors that constitute ethical leadership of public elementary school heads in the Division of Samar as perceived by themselves and their teachers during the school year 2015-2016 with the end goal of coming with an intervention program.

Specifically, this study sought answers to the following questions:

1. What is the profile of the school head-respondents in terms of:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 highest educational attainment;
- 1.4 years of service as school head;
- 1.5 affiliation;
 - 1.5.1 professional;
 - 1.5.2 civic, and
 - 1.5.3 religion
- 1.6 economic status, and
- 1.7 promotion history?

2. What is the profile of the teacher-respondents in terms of:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 highest educational attainment;
- 2.4 years of service as teacher, and
- 2.5 economic status?

3. To what extent do the elementary school heads practice ethical leadership as perceived by the school head-respondents themselves and the teacher-respondents along the following domains:

- 3.1 instructional leadership;
- 3.2 school leadership;
- 3.3 creating a student-centered learning climate;

- 3.4 human relations management and professional development;
- 3.5 parent involvement and community partnership;
- 3.6 school management and operation, and
- 3.7 personal and professional attributes and interpersonal effectiveness?

4. Is there a significant difference in the perception of the school head-respondents and teacher-respondents in the extent to which the elementary school heads practice ethical leadership along the seven domains?

5. Is there a significant relationship between the extent to which the school head-respondents practice ethical leadership along the seven domains and their:

- 5.1 age and sex;
- 5.2 civil status;
- 5.3 highest educational attainment;
- 5.4 years of service as school head;
- 5.5 affiliation:
 - 5.5.1 professional;
 - 5.5.2 civic, and
 - 5.5.3 religion
- 5.6 economic status, and
- 5.7 promotion history?

6. What is the level of job satisfaction of the teacher-respondents?
7. Is there a significant relationship between the extent to which the school head-respondents practice ethical leadership and the teacher-respondents job satisfaction?
8. What intervention program maybe developed based on the findings of the study?

Hypotheses

Based on the aforementioned questions, the following hypotheses were tested in this study:

1. There is no significant difference in the perception of the school head-respondents and teacher-respondents in the extent to which the elementary school heads practice ethical leadership along the seven domains.
2. There is no significant relationship between the extent to which the school head-respondents practice ethical leadership along the seven domains and their:
 - 2.1 age and sex;
 - 2.2 civil status;
 - 2.3 highest educational attainment;
 - 2.4 years of service as school head;
 - 2.5 affiliation:
 - 2.5.1 professional;

2.5.2 civic, and

2.5.3 religion.

2.6 economic status, and

2.7 promotion history.

3. There is no significant relationship between the extent to which the school head-respondents practice ethical leadership and the teacher-respondents job satisfaction.

Theoretical Framework

This study draws heavily on Cognitive Moral Development theory (CMD) and leadership theory as its basis.

Kohlberg (as cited in Moshman, 2011) initially proposed a stage theory of cognitive moral development to explain how people think or reason about interacting with their social environment. According to him, people's present moral capacity incorporates problem-solving strategies learned at earlier stages and that a gradually larger repertoire of perspectives and social options is available to people as they develop.

As people age, become educated, and gain life experiences, their principles are shaped by the communities in which they live and work, such that they progress through these reasoning stages at different rates and to different degrees. Each level describes a qualitative progression in this capability and represents a particular approach to thinking about human interaction.

To be more specific, school heads with pre-conventional moral reasoning emphasize obedience, strive to escape from punishment, and are generally self-interested. On the other hand, conventional moral reasoners use laws and rules as a way of guiding their behavior and see interaction with others in a fundamentally instrumental way.

Post-conventionalists think less instrumentally than conventionalists and use more universal principles of reasoning in making life's decisions. Since Kohlberg's groundwork, extensive research support exists for a cognitive base to moral judgment, diverse modes of reasoning between levels, progression over the life span, and people's preference for using the highest stage available to them (Folk, 2003).

The possibility of an empirical link between moral development and leadership was first suggested by Hartmann and Wakenhut (2010). The researchers found that community-nominated leaders displayed more complex moral reasoning than non-leaders by exhibiting greater interpersonal consideration for stakeholders in hypothetical dilemmas.

However, several empirical studies stand out from these typologies. Dukerich (2005) found that the moral-reasoning level of the chief task leader in a small group setting was positively associated with both group performance and the average post-task moral-reasoning level of the group. Leaders high in moral reasoning were more likely to assume a coaching or teaching role than leaders with less sophisticated moral reasoning. Higher levels of moral reasoning were

related to the use of contingent punishment, which in turn was positively related to leader effectiveness. In contrast, the leaders' moral reasoning does not distinguish the leaders' use of non-contingent punishment, with non-contingent punishment being negatively related to leader effectiveness.

Each person has noticeable cognitive abilities that are evoked when they are faced with situations that involve ethical dilemmas. These abilities are shaped by a lifetime of life experience, education and socialization. School heads are most likely to have consistent moral reasoning abilities, but these can be improved by training in ethics. Thus, ethics training can move a school head from one level or stage of moral reasoning to another in terms of Kohlberg's framework. Without meaningful interventions like training in ethics, most adults will reason at the conventional level of moral reasoning.

In Kohlberg's framework, moral reasoning in the different stages is progressive and sequential and does not vary based on variables such as age, culture, and social class. The stages framework embodies qualitatively different modes of thinking and of problem-solving at each stage.

The study is also supported by Greenleafs' Servant Leadership Theory of ethical leadership (Spears, 2005). According to the theory, to be an ethical leader, one must become a servant first. A leader's primary motivation and role is to serve others.

A servant leader is a principal that first, provides service to others. One way of serving others ethically, principals must implement and follow the

provisions contained in R.A. No. 6713 - Rules Implementing the Code of Conduct and Ethical Standards for Public Officials and Employees, particularly rule four of said republic act which pertains to transparency of transaction and access to information.

For example, one concrete way of showing one's practice of transparency is along the seven domains of the NCBSH Framework which are on school leadership; instructional leadership; creating a student-centered learning climate; human relations management; parent involvement and community partnership; school management and daily operations, and personal and professional attributes and interpersonal effectiveness.

Conceptual Framework

The schematic diagram represented by Figure 1 is the conceptual framework of the study. The schema starts with a box at the bottom representing the research environment and respondents which are elementary school heads and the teachers of the Division of Samar during the school year 2015-2016. The box is connected upward to three boxes representing the profile variates of the school head-respondents, profile variates of the teacher-respondents, and the ethical leadership practices of school heads as perceived by both respondents.

The two boxes representing the profile variates of both respondents are connected to the center box which are the perceptions of the two groups of

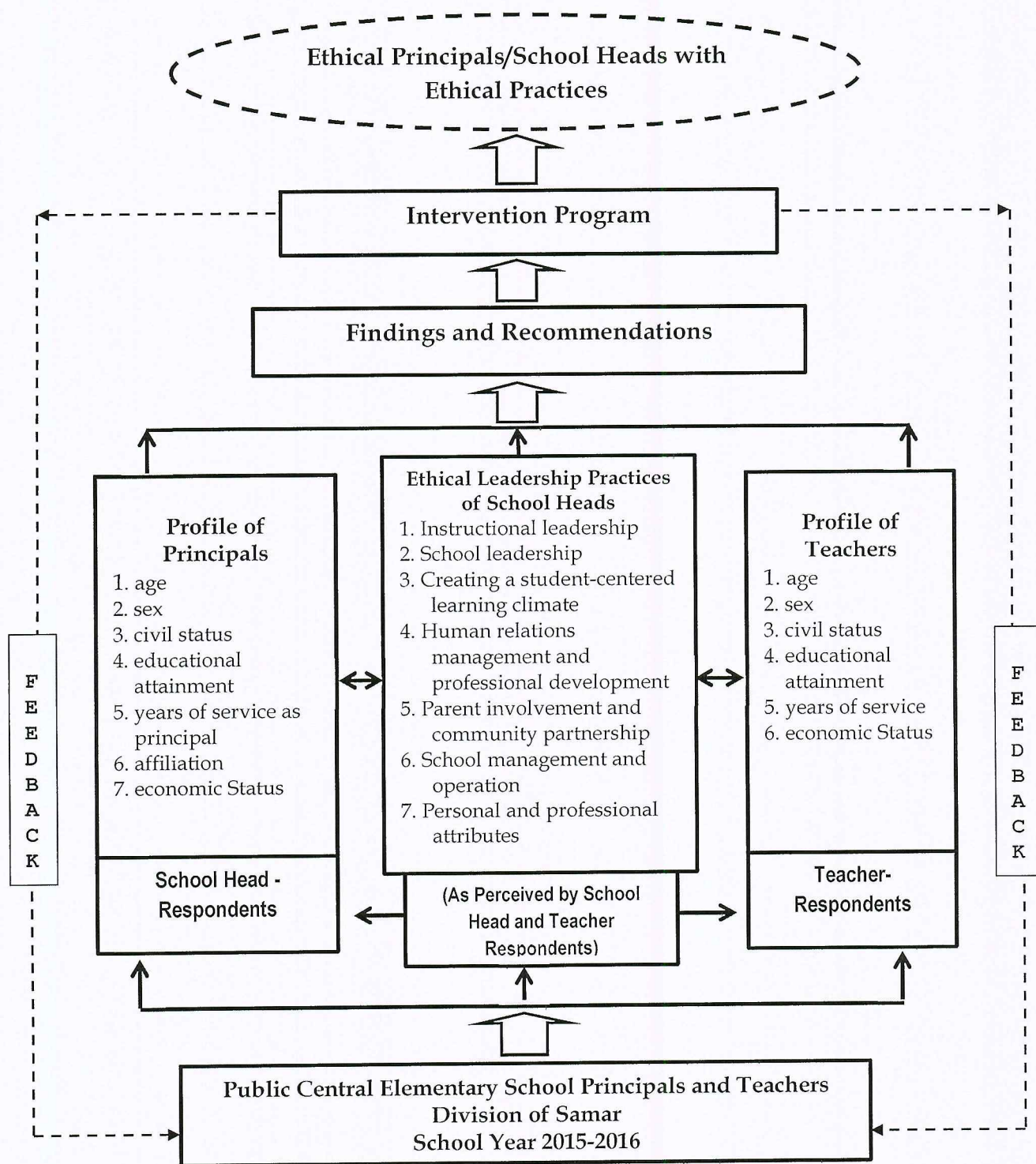


Figure 1. Conceptual Framework of the Study

respondents as compared in terms of school heads' ethical leadership practices. Two headed arrows also connect the boxes representing the profile variates to the center box and this time they were correlated. Although not shown in the schema, the job satisfaction of the teacher-respondents was obtained and was correlated to school heads' ethical leadership practices.

The three boxes were again connected to the next higher box representing the findings and recommendations of the study. The same box is also connected upward to the box representing the intervention program that was design based on the results and recommendations of the study. The same box is connected downward representing the feedback mechanism of the study and again to the top most box representing the goal of the study which will be the ethical principals/school heads.

Significance of the Study

This study determined what constitute ethical leadership among elementary school heads which would contribute to effective and productive leadership in elementary schools. Specifically, the following persons are highly regarded as the major beneficiaries of the outcomes of the study:

School heads. The results of the study would be beneficial to them since they will be informed what constitute ethical leadership which could lead to more effective personnel management and enhance a positive school climate. The result would create a better understanding of the practices and approaches

to ethics that leaders use because of the huge influence they have and exert on people within their own organization and society around them.

Teachers. The findings of the study would change the teachers' perception on effective leadership in their work environment and the unique obstacles they encounter with their school heads which will enable them to achieve greater success.

Students/Pupils. They are learners, or someone who attend an educational institution. Seeing an ethical life of their school head and the teachers modeling life will encourage the students to emulate them. The study and its findings are an enabling facet to an ethical life.

Educational planners. The findings of the study will create a potential impact on school head's leadership that would result to the development of leadership training, specifically in the area of ethical management.

Future researchers. The results of the study would stimulate the continued investigation of the roles of school heads in promoting and exercising ethical leadership in schools.

Scope and Delimitation

The study involved the school heads and the teachers in the different public elementary schools of the Division of Samar. Additionally, the study was confined to a specific time frame and the school heads and the teachers that were employed during the school year 2015-2016.

Definition of Terms

The following terms are defined conceptually and operationally to give the readers more clarification and understanding of how these terms are used in the study.

AASA. It stands for Association of School Administrators

Behavior. It refers to the way in which one acts or conducts oneself, especially toward others (Santrock, 2011). As used in this study, it refers to the ethical way school heads of the Division of Samar interact with their teachers.

Bureaucracy. It refers to a system of government in which most of the important decisions are made by state officials rather than by elected representatives (Merriam-Webster, n.d.)

Corruption. It refers to a dishonest or fraudulent conduct by those in power, typically involving bribery (Jonas, 2005). In this study, it means the abuse among school heads of the bestowed power or position to acquire a personal benefit which may include many activities including bribery and embezzlement.

Creating a Learner-Centered Learning Climate. It refers to one of the domain of the National Competency-Based Standards for School Heads (NCBSSH) which requires that effective school leaders set high standards and create high expectations for learners at the same time recognizing their achievements. It also includes creating opportunities to make learners functionally literate. They create a learner-centered, safe and healthy environment that supports continuous learning and sharing of knowledge.

Decision-Making. It is a thought process of selecting a logical choice from available options (Santrock, 2011). In this study, it is regarded as the cognitive process of school heads resulting in the selection of a belief or a course of action among several alternative possibilities.

Ethics. It refers to the moral principles that govern a person' or group's behavior (Schermerhorn, Osborn, Uhl-Bien, and Hunt, 2012). In this study, this refers to the standards of behavior adopted by the school heads with RA 6713 as the guide.

Ethical dilemma. It is one that comes out from a situation that requires a choice among competing sets of principles, values and beliefs and perspectives (Kimber 2003). As used in this study, ethical dilemma is a choice between two rights with RA 6713, the CSC laws, rules and regulations and that of RA 9485 as bases.

Ethical leadership. It is the “demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making (Eisenbeib and Brodbeck, 2014). As used in this study, it is the process of influencing employees through values, principles, beliefs and models that extensively border on the accepted norms in the organizational behaviors as measured by the research instrument.

Graft. It refers to a personal gain or advantage earned by an individual at the expense of others as a result of the exploitation of the singular status of, or an

influential relationship with another who has a position of public trust or confidence (Rebore, 2001). In this study, it refers to the unscrupulous use of a school head's official authority for personal gain.

Human Relation Management and Professional Development. It is the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job. Professional development helps build and maintain morale of staff members and is thought at attracting higher quality staff to an organization. As used in this study, effective school leaders develop the skills and talents of those around them. This domain includes the nurturing and the supporting of a learning community that recruits teachers based on the national competency-based standard for teachers and promotes continues growth and development of personnel.

Instructional Leadership. It is defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement, which revealed that the key to running successful schools lies in the principal's role. As used in this study, it covers those actions in instructional leadership (e.g. assessment for learning, development and implementation, instructional supervision and technical assistance that school heads take or delegate to others to promote good teaching and high level learning among pupils/students.

NAESP. It stands for National Association of Elementary School Principals

NASSP. It stands for National Association of Secondary School Principals

NCATE. National Council for Accreditation of Teacher Education is what it stands for.

NCBS-SH. National Competency-Based Standard for School Heads is a list of competency standards which can be used as a basis for the school heads' decision making, actions and performances of their functions. In addition to the fundamental direction provided by the set of standards, there is knowledge, skills and values that are clarified through the indicators defined per strand on every domain. NCBS-SH shall be used as basis for the preparation on; the school heads' competency.

NPBEA. It stands for National Policy Board for Educational Administrators

Parent Involvement and Community Partnership. It refers to the amount of participation of a parent/community has when it comes to schooling and the children's life. Some schools foster healthy parental and community involvement through events and volunteer opportunities, but sometimes it's up to the parents and the community people to involve themselves with their children's education. This study believes that effective school heads engaged in shared decision making with the community in achieving universal

participation, completion and functional literacy. This domain covers parent and other stakeholders' involvement to raise the learner's performance.

Personal and professional attributes and interpersonal effectiveness.

As used in this study, effective school leaders are models of professionalism and ethical and moral leadership. This domain includes the development of pride in the nobility of the teaching profession.

Red tape. It refers to an excessive bureaucracy or adherence to rules and formalities, especially in public agencies (Hunt, 2010). In this study, it refers to excessive regulation or rigid conformity to formal rules that are considered redundant or bureaucratic and hinder or prevent action or decision-making.

School leadership. It is the process of enlisting and guiding the talents and energies of teachers, pupils and parents toward achieving common educational aims. As used in this study, this domain emphasizes that effective school leaders collaboratively create a vision and establish a climate for teachers, non-teaching personnel, and learners to reach their high level of achievement.

School management and operation. As used in this study, this domain covers the critical role school heads play in managing the implementation and monitoring of the school's improvement plan/annual implementation plan.

Servant leadership. It is both a philosophy and a set of practices that emphasizes service to others; a holistic approach to work; promoting a sense of community, and the sharing of power in decision-making (Spears, 2005:1-8). As used in this study, it refers to the ethical leadership styles of elementary school

principals that create the greatest good for the greater number of teachers and consider the best interests of their teachers even when they run contrary to principal's self-interest.

Student-centered learning climate. Also known as learner-centered education it broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student. It aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of the students. It focuses on skills and practices that enable lifelong learning and independent problem solving. As used in this study, this domain requires that effective school leaders set high standards and create high expectations for learners at the same time recognizing their achievement.

Transactional leadership. It refers to a bureaucratic authority and legitimacy within the organization which emphasizes work standards, assignments, task-oriented goals and also tends to focus on task completion and employee compliance and relies quite heavily on organizational rewards and punishments to influence employee performance (Burns, 2006). As used in the study, it is a type of leadership exhibited by school heads that focuses on the role of supervision, organization and group performance as identified by the research instrument.

Transformational leadership. It is a type of leadership that motivates followers by appealing to higher ideals and moral values where the leader is able to define and articulate a vision for his organization, with the followers

accepting the credibility of the leader (Burns, 2006:124). As used in this study, it is a type of leadership where school head possesses excellent visioning, rhetorical, and emotion management skills which are used to build close emotional bonds with subordinates, and tends to make him more successful in handling organizational change due to the subordinates' improved emotional levels and their efforts to achieve the middle level managers' vision as determined by the research instrument.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents concepts and ideas regarding the research problem as reviewed from different sources.

Related Literature

The word 'ethics' may be simply defined as the science of right and wrong, the science of moral principles, and the science of moral judgment and conduct. It not only analyzes, classifies, describes and explains human actions as good or bad, but also helps us know why and on what bases one's judgment of human action is justified (Kizza, 2007).

Ethical issues are part of everyday life in schools. They frequently arise from decisions which require value judgment about doing the right thing, or saying the good or best thing in a particular situation. Although doing the right thing seems easy enough, at most times when an ethically difficult situation arises, it may cause individuals to examine their ethics in practice (Campbell, 2004).

Many researchers have reinforced the position of an ethical focus by claiming that schools should become a moral community, with the school head as the leader (Starratt, 2005). Extensive research has identified particular traits which make leaders successful and several descriptors have emerged. Common

to trait theory are the characteristics of intelligence, self-confidence, determination, sociability, and integrity. Similarly, Gilbert and Tang (1998) find organizational trust and commitment to be of importance.

On the other hand, Darcy (2010) conducted a qualitative study of school leaders. In one area of the study, she asked the school leaders to rank attributes which they felt were most significant in fostering an ethical community. Attributes of being prophetic, challenging, empathetic, intuitive, being willing to suspend judgment, and being willing to communicate followed integrity in importance. She found that integrity ranked as the most important attribute of an ethical leader.

Taking the concept of the ethical community one step further, some researchers have claimed that it is the obligation of school heads to discuss and study ethical situations in order to raise the awareness and behavior levels of their faculties and staff. With this daunting responsibility of creating ethical communities, school heads are often unprepared, having little background training and preparation in the field of ethics as experienced by the researcher.

It is important to remember that schools have never been islands, able to ward off the effects of trends emerging in the wider society. However, it is equally important to understand that schools now are subject to the impact of global changes to which their stakeholders require rapid local responses. Schools are subject to a lot of changes today, and with schools becoming increasingly

self-managing institutions, the principal has started to feel more pressure on his/her shoulders when dealing with ethically complex situations (Berry, 2003).

In recent years, the ethics of practice has been a popular discussion topic in many professional fields, including education. Dozens of articles and chapters have been written during the past 20 years on the ethics of practice in education, including debates about the desirability and feasibility of developing codes of ethics (Gordon, 2011).

Today many professional communities have developed a code of ethics to make more specific the moral code that specifically applies to their situation. The code must be idealistic and also be practical, so that it can apply reasonably to all educational administrators. Some professions have certain detailed codes of ethics that they sometimes take place of law (Haynes, 2008).

The concept of governance incorporates four fundamental issues: (1) how an organization is managed to optimize performance and accountability; (2) how values and goals are reflected by the systems and structures that are created; (3) how leaders establish relationships that engender the commitment of those who work with and for them, and (4) how the application of leadership is formally applied in the conduct of organizational business (Naegle, 2005).

In a school context, the principal is mainly responsible for these four fundamental issues. Hence, the school principal must integrate his/her managerial skills with codes of ethics on which all staff have agreed. All school personnel, of course, are responsible for creating and maintaining a community

conductive to academic, emotional and social learning, but the principal is the primary architect and promoter of the values and standards that ensure everything and everyone in the school building function according to the highest ethical standards (Casto, 2007).

The educational program housed in a school organization is supposed to serve moral purposes which are nurturing of human, social and intellectual growth of youngsters. Thus, although educational administrators do many generic things common to all administrators, these activities are aimed at promoting the educational goals of the institution (Starr, 2011).

Today, moral leadership is essential for every organization of all types and in all corners of society. Administrators play a significant role in society as leaders and role models for today's students who are future's leaders. To create a morally virtuous community, those who manage today's schools invest in a continuing dialogue about their ethical duties to society and thoughtfully examine both their roles and the benefits that can come from honoring the responsibilities of ethical leadership (Jeane, 2007).

Ethics deals with actions that are commonly seen as right or wrong. Showing favoritism in hiring a colleague or a relative is discriminatory. An ethical leader not only endeavors to do the right things, but also to do things right. The school administrator whose behavior is consistent acts morally and, therefore, he/she values social justice (Glanz, 2006).

If the school administrator is inconsistent and behaves arbitrarily, this causes him to lose his reliance among the other school staff, and as a natural outcome of this, the decisions taken by the administrator become controversial. Ethics seems to be part of the job. Administrators who are seen as unfair, unjust, inhumane, or capricious in their decisions usually buy themselves a great deal of trouble in their jobs. Indeed, it has been many teachers' experience that administrators are just as likely to fail because they are seen as unjust as they are to fail because they are seen as inefficient.

The administrator who is unfair will soon be faced with a hostile faculty and an angry community. Ethics is part of the job. Indeed, it is an essential part of the job. Administrators deal with fairness, equality, justice, and democracy as much as they deal with test scores, teachers' salaries, parents, and budgets (Jonas, 2005).

It is important for the reputation of schools that they have an ethical culture. When viewed from the perspective of staff, their satisfaction and motivation will indisputably be enhanced when they feel that they are working at a school that is run with an ethical approach. Therefore, Karak (2007) said that principals should mind their ethical responsibilities for their teachers, should respect their individual rights and should be just.

It is clear that the principals' ethical behaviors help create a trustful school climate. In such a school climate not only school staff, but also students have great benefit from the educational process.

Numerous organizations like the American Association of School Administrators (AASA), National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and the National Council for Accreditation of Teacher Education (NCATE) through membership on the National Policy Board for Educational Administration (NPBEA) have articulated a variety of ethical behaviors expected of educational leaders. Many states have also published codes of ethics for educational leaders (Gimas, 2006).

School boards need to develop their own code of ethics not only to reduce the risk of unethical conduct, but to reinforce the bonds of professional cooperation so sorely needed in any organization. From the beginning, the board needs to recognize that the process can be rewarding, but it is often difficult. This happens because ethical issues, by their nature, can be controversial. Although developing ethical code is difficult in the beginning of the process, it facilitates both the school administrators and the personnel's work in the school. The school staff may reach an ethical standard for their decisions.

The American Association of School Administrators (AASA) established a list for principals that they must conform. Rebore (2001) listed these codes. The educational administrator: (1) makes the well-being of students the fundamental value of all decision making and actions; (2) fulfills professional responsibilities with honesty and integrity; (3) supports the principle of due process and protects the civil and human rights of all individuals; (4) obeys local, state, and national

laws and does not knowingly join or support an organization that advocates directly or indirectly, the overthrow of the government; (5) implements the governing board of education's policies and administrative rules and regulations; (6) pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals; (7) avoids using positions for personal gain through political, social, religious, economic, or other influence; (8) accepts academic degrees or professional certifications only from duly accredited institutions; (9) maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development, and (10) honors all contracts until fulfillment or release.

Educational leaders may often be faced with choices that require them to make decisions. All these decisions may not have any clear cut resolution and are likely to be highly problematic. That is why, principals may be frequently faced with ethical dilemmas. In short, an ethical dilemma comes out from a situation that requires a choice among competing sets of principles, values, beliefs, and perspectives (Kimber, 2003).

An ethical dilemma is not a choice between wrong and right. It is a choice between two rights. Deciding whether scarce resources should go to a gifted curriculum or a dropout-prevention program would constitute a dilemma and this is very challenging for the principals. The principal faces some ethical issues mostly about staff, students, financial matters and relations with the public. Established codes of ethics help principals and show how to behave ethically.

Human beings are moral agents. They are responsible for their choices, and they have a duty to make choices in a morally responsible way. Thus it is crucial that people be able to reflect ethically on their choices and their actions. This is especially important when individuals have power and influence over the lives of others.

Decision making is a crucial process for school administration. In a school context, the principal is the main decision maker in the school. Therefore, an ethical or unethical decision directly affects the school climate positively or negatively. It can be said that the causes of poor ethical decisions are often the same as the causes of poor decisions, generally. Decisions may be based on inaccurate theories about the world, about the other people or about situations. Ethical decision making may be improved in the same way that general decision making is improved (Bazerman, 2006). It is an undeniable fact that school administrators have to consider all the consequences of actions they plan.

Parry (2008) points out five principles in making ethical decision. These are: (i.) respecting autonomy; (ii.) doing no harm; (iii.) being just; (iv.) benefiting others, (v.) and being faithful. So, a great number of principals need professional training as regards ethical decision making. It can be said that school principals should be better prepared to respond to the challenges of contemporary school leadership through professional development approaches that take account of the ethical complexity of school-based management.

For ethical school governance, it is necessary that we need qualified school principals who have special training related to ethical decision making. Schools and universities should provide this necessary training and support for administrators in a cooperative way.

Educational administrators are supposed to manage not simply an organization, but an educational organization and the ethics of educational administration is about the administrators establishing an ethical environment. Hence, the administrator should have moral responsibility and the desirable ethical standards (Starr, 2001).

Having moral responsibility and ethical standards are essential elements, however, without practice they have no meaning. A code of ethics in itself, of course, cannot guarantee ethical practice or to be cure-all for other problems in a profession. To have such expectations is to mistake the main purpose of a code. A code of ethics speaks to the very best what a profession is or strives to be. It is the idealistic side of a profession, a projection of the vision of the professional identity as it ought to be (Light, 2011).

To understand the influence of ethical leadership on the performance of employees, it is imperative to look at the holistic process where the influence achieves a common good. Martin (2011) argued that the theoretical representation of ethical leadership explains the foundations of trait theory and event theory in situating the roles of leadership. With regard to this, it is evident that the qualities of a leader play a leading role in developing the

transformational goal of leadership that is concerned with expressing the mission of the organization and the laying of the necessary foundation for the policies, strategies and procedures for leadership.

The use of strategies and techniques by the leaders enhances the ability of the leaders to empower the followers and extensively enhancing the employees' self-efficiency. This, according to Lu (2014), works towards leveraging a change of norms, values, as well as attitudes that are necessary with the vision of the leaders. Research shows that the ethical style of leadership demonstrates a normative response to the personal actions, as well as interpersonal relationships in the organization. This seeks to improve the general conditions of the employee in a bid to enable them respond in the efficient achievement of organizational goals.

The role of ethical leadership in influencing the performance of the employees rests on the pedestal of behavioral motivation, inspiration and individualized consideration. Buble (2012) asserts that the idealized influence allows a more reliable and integrative process of business practice based on moral characterization, strong concerns for self and others and a demonstration of ethical values.

Buble (2012) further notes that it is plausible that ethical leadership influences a host of employees by considerably using rewards, formal authority and sanction to influence the compliance behavior of the employee. This approach presumes a transactional design reflecting where the motivation to

perform increases the employees' sense of loyalty and selflessness towards the goals of the organization.

The promotion of a reliable and trustworthy conduct among employees is enhanced through reinforcement, two way communication and decision-making. This understanding suggests a situation where ethical leaders withstand the challenges of the organization by emphasizing on the right values and good character in the organization (Hsin-Kuang, 2012).

The reality of ethical leadership borders on a combination of strength of character and right values, thereby standing a better chance to set examples for other employees to be stakeholders in the organization (House, 2009). This forms the foundation on which the purpose, values and vision of the organization and its constituents reflect the ethical ideals. Applying these to actual superior-subordinate relations may prove difficult, but very possible with the former taking and making the lead.

Within this foundation, the leaders connect the organizational goals with those of the external stakeholders and integral employees. Imperatively, it is plausible to note that ethical leaders must extensively understand the importance of positive relationship with the stakeholders in the organization. While this forms the gold standard for all the efforts of the organization, it is clear that the quality of relationship must be built on trust and respect as important determinants of success.

Still on ethical leadership, Stacey (2013) outlined that ethical leaders play a leading part in understanding such natural form of relationship that grows in an environment of integrity, respect and trust, justice and equity, as well as, fairness. As a result, it is important to reflect living in harmony with such characteristics and principles that establish the efficiency of human enterprise that can flourish and be sustained. Accordingly, the dimension of ethical leadership should focus on moral values and fairness in decision-making, while at the same time considering the impact such decisions will have on the organization. This implies that clear communication with employees should be established in order to have a framework of ensuring the work of employees and how it contributes to the success of the organization. As a result, ethical leaders constantly make efforts that incorporate moral principles in their behavior, values and beliefs embodying a commitment to higher organizational purpose enshrined through prudence, persistence and patience (Tomescu, 2013).

In conceptualizing the framework of ethical leadership, Neubert (2013) provides a matrix that comprises unethical characterization. This borders on the angle of hypocrisy. He further proposed that leaders must be perceived as people of good moral standing, showing concerns for the welfare of employees and become approachable.

Finally, school principals have a key role in managing schools because they are the main decision makers; they are school leaders, and they have more responsibilities than the other staffs in school have. Hence, the principals' ethical

behaviors and decisions directly affect school climate positively. Principals must follow codes of ethics and standards of behavior that redound to the general welfare of the majority members of the organization and always think of students first in decision-making. In such an ethical school environment, success is a definite outcome of the educational processes.

One aspect where the ethical leadership practices of a school leader is in decision making (Darcy, 2010). When school head is confronted with a dilemma, the school head can employ four types of approaches to solve the dilemma – the utilitarian approach, individual approach, moral-right approach and justice approach.

In the utilitarian approach, some ethicists emphasize that the ethical action is the one that provides the most good or does the least harm, or, to put it in another way, ethical action produces the greatest balance of good over harm. The ethical corporate action, then, is the one that produces the greatest good and does the least harm for all who are affected -- customers, employees, shareholders, the community, and the environment. Ethical warfare balances the good achieved in ending terrorism with the harm done to all parties through death, injuries, and destruction. The utilitarian approach deals with consequences; it tries both to increase the good done and to reduce the harm done. On the other hand, individualism approach defines the degree to which members of society define their self-image as an individual or as part of a larger group.

Moreover, the ethicists suggest that the ethical action is the one that best protects and respects the moral rights of those affected the moral-right approach starts from the belief that humans have a dignity based on their human nature per se or on their ability to choose freely what they do with their lives. On the basis of such dignity, they have a right to be treated as ends and not merely as means to other ends. The list of moral rights, including the rights to make one's own choices about what kind of life to lead, to be told the truth, not to be injured, to a degree of privacy, and so on, is widely debated; some now argue that nonhumans have rights, too. Also, it is often said that rights imply duties -- in particular, the duty to respect other's rights.

Lately, ethical leadership has been associated with servant leadership in education. The concept of servant leadership is fundamental to education because professors provide services, mentorship, advising, and general assistance day to day to students while they facilitate their own personal and academic potential throughout the institutional curricula. This is especially true in higher education, where varied professional expertise and degree of service is provided at a certain cost to the students (Schultze, 2004)

Many studies suggest that the characteristics, attributes, practices, and outcomes associated with servant leadership are highly influential to organizations, leaders, and followers (Spears and Lawrence, 2004). Much of the core literature is found in work by Farling et al. (1999) who presented the concept of servant leadership based on the variables of vision, influence, credibility,

trust, and service. Their study concluded that servant leaders find the source of their values in a spirit-based code of behavior.

Drury (2005:1-8) said that servant leadership has the follower as its main focus, where they grow as persons and are more likely to reach the goals of the organization. In a school context, this means students learn how to learn what the leader [teacher] envisions for the group.

Related Studies

The following are relevant studies reviewed by the researcher.

Doinog (2014) conducted a study entitled, "Effects of Ethical Leadership on Job Satisfaction and Organizational Citizenship Behavior" wherein determining the relationship between ethical leadership with job satisfaction and organizational citizenship has been the main concern. The study found that employees led by highly ethical leaders reported greater job satisfaction and organizational commitment than did employees led by less ethical leaders. No significant difference was reported among employees regarding the impact of ethical leadership on their level of organizational citizenship behavior. These findings suggest both at the theoretical and at the practitioner's level of insights.

The previous study is similar to the present study since they focused on the variable of ethical leadership of supervisors, the school heads as affecting the job performance of the subordinates, the teachers. The two studies differ

particularly in the other research variable on organizational citizenship behavior which is not part of the present study.

Shollenberger (2014) did a doctoral study entitled, "Characterizing Ethical Decision-Making and Its Influences: Examining Higher Education Leaders in the United States and Poland." The aim of the study was to determine the ethical decision-making process within higher education in the United States and in Poland. Findings showed that the United States and the Polish expert panels were different and showed very little in common in the identification of a definition and environmental factors. Lastly, both sets of experts identified a new process for ethical decision-making, each constructing a different ethical decision-making process model. The research on ethical decision-making provided evidence that the Polish and the United States cultures are not as similar as identified in previous studies in terms of how they identified ethical decision-making and the factors they identified as influencing ethical decision-making.

The study of Shollenberger is deemed similar to the present study; they both involve ethical leadership in education. However, the former study is very specific on ethical-decision making in higher education, while the present study is on elementary education and a little bit broader in scope since it will treat the ethical aspect of leadership as a whole. Moreover, it is observed that while the former study aimed at showing how the Polish and the American higher educational leaders make their decisions as influenced by the ethics they have,

the present study is on how ethical decision-making affects the teachers and, eventually, the pupils/learners, performance-wise. Impliedly, the former study's end target-clientele were those of higher-level-learners who had formed values of their own, thus in a better position to be selective of what to have from the behavioral models they had from their professors, while the latter have pupils who learned better through the models of behavior that they themselves see and experience from the elders in school-setting. This is the reason why the pupils/learners in the elementary school heed their teachers teaching more than they do from their own parents.

Pitzer-Brandon (2013) did a study entitled, "The Impact of Ethical Leadership on Employee Organizational Citizenship Behaviors (OCB)". As the title suggests, the study was aimed on learning how ethical leadership behaviors impacted employee organizational citizenship behaviors (OCB) and to propose a theory on the relationship between ethical leader behaviors and employee OCB. This qualitative study investigated specific types of leader behaviors and other non-leader related factors that contributed to employee OCB. Seven female and 10 male engineers, working in a variety of engineering disciplines at various levels of leadership in their organizations, provided important perspective from their experience. The study discovered specific leader behaviors that can be traced back to ethical leadership theory which encouraged employee OCB - mentoring, supporting, and role modeling.

The study of Pitzer-Brandon is similar to the present study because the two studies focused on ethical leadership. On the other hand they have differences. The previous study is a foreign one, while the present study is a local study. Moreover, the previous study is a qualitative grounded study, whereas the present is descriptive-correlational.

Cueso (2012) conducted a study, "Levels of Moral Values and Transformational Leadership Behaviors of Bicol Public School Administrators." The study was to examine the relationship between levels of moral values and the use of transformational leadership behaviors of public school administrators. The population for the study consisted of 55 principals. Results of the study indicated no statistical significant relationship between the administrators' levels of moral values and their use of transformational leadership behaviors. Additionally, there was no significant difference between the moral values and the transformational leadership behaviors of male and female administrators.

The study of Cueso in a way is similar to the present study since it is about ethics. As discussed in the literature, ethics is tantamount to morality. The two studies differed in terms of research design where a one-shot case study design was used in the previous study while the present study employed the descriptive-correlational.

Onukwube (2012) did a research entitled, "Correlates of Job Satisfaction Amongst Quantity Surveyors in Consulting Firms in Lagos, Nigeria". The aim of the study was to ascertain the levels of job satisfaction amongst quantity

surveyors in consulting firms in Lagos, Nigeria. Biographical and job descriptive index questionnaires (JDI) were administered to gather the data. The JDI measures job satisfaction on five facets, namely: pay, promotions, supervision, co-workers and the work itself. A total of 100 questionnaires were collected and used for the study. The survey covered quantity surveyors in consulting firms in Lagos and the respondents were selected using stratified random sampling technique. Data collected were analyzed using the mean item score, spearman rank correlation, correlation matrix, linear regression analysis, where appropriate. Findings of the study revealed that the respondents were satisfied with the relationship with co-workers, nature of work and the supervision they received. Major sources of dissatisfaction are promotion and salaries of the respondents. The finding is a bold step and necessary benchmark for resolving major sources of dissatisfaction among quantity surveyors in consulting firms. The roles of other contextual factors on job satisfaction need to be contemplated for future research.

The study of Onukwube is considered related to the present study primarily on the variable job satisfaction. However, it differed from the present study in terms of other variables like ethical leadership of school heads as respondents, while the study of Onukwube did not include this variable.

A study was conducted by Moorhouse (2010) entitled, "Desired Characteristics of Ethical Leaders in Business, Educational, Political and Religious Organizations from East Tennessee: A Delphi Investigation". The

study identified the characteristics of ethical leadership with the assistance of leaders in four distinct groups: the business, religious, political, and educational communities within a six county area in Upper East Tennessee. The study used the Delphi technique; the characteristics were compiled and prioritized according to relative importance as perceived by members of the Delphi panel. A panel of leaders in the business, education, political, and religious communities listed and assigned values to the characteristics they believed to be most important in being an ethical leader. Through the use of three rounds of questionnaires, consensus was reached on a prioritized list of ethical characteristics and leadership traits. The study resulted in the identification of five ethical characteristics and seven leadership characteristics that the panel agreed which should be demonstrated by ethical leaders. The study also resulted in the identification of five ethical traits and 16 leadership traits about which the four groups significantly differed in their assignment of values.

The above study is similar to the present since both studies focused on ethical leadership. However, they differ in terms of respondents. The above study involved leaders from the business, religious, political, and educational communities while the present study involved the school heads.

Floyd (2010) made an investigation entitled, "Leadership Styles, Ethics Institutionalization, Ethical Work, Climate, and Employee Attitudes Toward Information Technology Misuse in Higher Education: A Correlational Study". The purpose of the study was to determine whether a relationship existed

between certain leadership styles in higher education and the institutionalization of ethics, whether there is a relationship between the institutionalization of ethics and the development of an ethical work climate, and whether there is a relationship between the ethical work climate and employee attitudes toward information technology misuse. The results of the study found that significant relationships existed between the leadership styles and both implicit and explicit forms of ethics institutionalization. In addition, significant relationships were found between both implicit and explicit forms of ethics institutionalization and the ethical work climate. The relationship between ethical work climate and employee attitudes toward IT misuse was found to be only marginally significant.

Ololube (2010) did a survey research entitled, "Teachers' Job Satisfaction and Motivation for School Effectiveness: An Assessment". The research assessed the differences and relationships between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled, 'TEJOSAMOQ' was used to collect data for the study. The data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, variance, t-test of significance and One-way-analysis of variance (ANOVA). The survey results revealed that teacher-related sources of job satisfaction seemed to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

The cited study is related to the present study because one of its study variables is job satisfaction of teachers. The differences between the two studies pertained to other variables included in both studies. The previous study included motivation which was not treated in the present study, instead the present study considered ethical leadership.

Saleem, Mahmood, and Mahmood (2010) investigated the "Effect of Work Motivation on Job Satisfaction in Mobile Telecommunication Service Organizations of Pakistan". The purpose of this investigation was to determine the impact of work motivation on job satisfaction in mobile telecommunication service organizations in Pakistan. In addition, the study aimed at exploring to what extent the employees are satisfied with different dimensions of their job. The result revealed a positive relationship between motivation and job satisfaction. Overall, the employees were quite satisfied with their jobs and had their interest in their job. More than average employees were motivated to work for the organization. Some of employees thought that they were not on their actual path and the organization had not fulfilled their commitments, what they did in beginning, especially regarding promotion.

The study of Saleem, Mahmood, and Mahmood is similar to the present study in terms of the variable on job satisfaction. However, the study of Saleem, Mahmood, and Mahmood was other variables like work motivation which was not treated in the present study.

A study was conducted to investigate the level of job satisfaction and intent to leave among Malaysian nurses entitled, "Level of Job Satisfaction and Intent to Leave Among Malaysian Nurses" by Alam and Mohammad (2009). The objectives of the study were to examine the level of perceived job satisfaction and intention to leave. For this purpose, data from 153 nurses in one of the public sector hospitals in Perlis were used. Findings of the study suggested that the nursing staffs were moderately satisfied with their job in all the six facets of job satisfaction, i.e., satisfaction with supervisor, job variety, closure, compensation, co-workers and HRM/management policies and, therefore, exhibited a perceived lower level of their intention to leave the hospital and the job. Based on the findings, recommendations and suggestions for health managers and health policy makers were presented.

The above study is similar to the present study primarily on the variable on job satisfaction. The differences lie in the focus of the two studies. The above study determined whether job satisfaction is related to the nurses' intention to quit their jobs while the present study related job satisfaction to ethical leadership.

Another study entitled, "The Educational Practice of Ethical Leaders: A Case Study of Chilean Principals" was conducted by Cuellar in 2009. The purpose of the study was to explore the educational praxis of ethical school leaders in Chile. Essentially, the study gathered understandings of the varied and multiple meanings constructed by school leaders regarding their experience

of being an ethical leader. The study yielded six themes about the nature of ethical leadership which are: holding personal and professional ethics as inseparable, consistently inspiring practice, valuing others, sustaining a humane view of education, being sensitive to the complex local context, and leading as serving.

The study of Cuellar is very related to the present study since both studies delved on ethical leadership. However, the two studies differed in research setting. The above study is a foreign one, while the present study is a local one. Moreover, the above study is a case study, while the present study is descriptive in nature.

Mandesa (2009) conducted a study entitled, "Educational Leaders' Decision Making: Influence and Strength of Personal Values, Morals, and Ethics". The study investigated the degree to which the personal values, morals, or ethics of educational leaders enter into their decision making processes. The interviews with the superintendents confirmed the accuracy of the descriptors for educational leaders as the chief architect of teaching and learning cultures by virtue of their decision-making authority. Resolving situations that uncover high and low extremes of the ethical climate residing within a division requires mature reasoning and the application of well-developed skill set by the leader. Finally, it was concluded that the decision-making of the respondents were affected by personal values, morals, and ethics.

The study aforementioned is similar to the present study because it pertains to the ethical side of decision making of school heads. However, they differ in terms of data collection design and the analysis of data. The previous study was qualitative in nature while the present study is quantitative, using questionnaire to collect the data.

As the ultimate goal in the health environment is service delivery, it is imperative that employees perform optimally and maintain acceptable levels of job satisfaction, hence, contributing to the realization of the vision and mission of providing better care and health to individuals. This was the focus of the study done by Luddy (2005) entitled "Job Satisfaction Amongst Employees at a Public Health Institution in the Western Cape". The primary objective of the study was to ascertain the levels of job satisfaction experienced amongst employees at a public health institution in the Western Cape region. Results indicated that employees at the public health institution in the Western Cape expressed satisfaction with their co-workers, followed by the nature of the work and the supervision they receive. Opportunities for promotion and pay emerged as major sources of dissatisfaction. With the exception of marital status, the relationship between occupational class, race, gender, educational level, tenure, age, income and job status with job satisfaction was found to be significant.

The variable on job satisfaction ascertained the similarity of the above study to the present study. The differences of the two studies lie on respondents.

The study of Luddy involved the health workers, while the present study involved the teachers and the school heads.

Chapter 3

METHODOLOGY

This chapter discusses the research design, instrumentation, validation of instrument, the sampling procedure, the data gathering procedure and the statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design. It started with the collection of the teacher-respondents' and school head-respondents' profile variates and the perceived ethical leadership practices including the seven domains of the NCBSSH. Also, the teacher-respondents' job satisfaction was determined using the questionnaire.

Correlation analysis was performed out to determine the relationship between the school head-respondents' profile variates and their ethical leadership practices along the seven domains including the relationship between the school head-respondents' ethical leadership practices and the job satisfaction of teacher-respondents.

Using the questionnaire in gathering the needed data, the responses of the respondents were analyzed and interpreted by employing the following statistical tools: frequency, percentage, mean, weighted mean, Pearson Product Moment Coefficient (Pearson r), and the t-test for independent samples.

All inferential statistics were accepted or rejected using the 0.05 significance for two tailed tests. Further, analyses were facilitated using the MICROSOFT EXCEL.

Instrumentation

The survey questionnaire served as the principal data gathering instrument of this study.

Questionnaire. Two sets of questionnaires were drafted by the researcher – one for the school head-respondents and another for the teacher-respondents.

For the school head-respondents, Part I of the questionnaire solicited their personal information like age, sex, civil status, highest educational attainment, and years of service as school head, affiliation (professional, civil, and religious), economic status, and promotion history. Part II determined the ethical leadership behaviors of school head-respondents. Each statement was responded to using a five-point scale where: 5 = Always (A), 4 = Often (O), 3 = Sometimes (S), 2 = rarely (R), and 1 = Never (N), respectively. The indicators were borrowed from the work of Rebore (2001) and some indicators were modified due to cultural difference of the respondents.

For the teacher-respondents, Part I solicited their personal information such as age, sex, civil status, highest educational attainment, years of service as teacher, and their economic status. Part II determined the ethical leadership

practices of school heads as perceived by the teacher-respondent themselves. The statements in the questionnaire for school head-respondents were modified to the perspective of the teacher-respondents. The same five-point scale was used.

Part III was on Job satisfaction. This part consisted of 30 items divided into three categories – security, salary and work environment. Each item was responded using the scales: 5 - Extremely satisfied (ES), 4 - Satisfied (S), 3 - Moderately satisfied (MS), 2 - Slightly satisfied (SS), and 1 - Not satisfied (NS). The indicators were adapted from the work of Alam and Mohammed (2009) with some modifications due to cultural and work-related differences of the respondents.

Validation of Instrument

The researcher drafted the questionnaires by consulting many different sources of materials pertaining to ethical leadership behavior. The draft of the questionnaires was submitted to her adviser for comment and suggestions for their improvement.

After integrating the suggestions, the final draft was presented to members of the defense committee. Minor revision was made based on the suggestions of the committee. Five copies of the two questionnaires were reproduced and administered to five school heads and five teachers for each

school of the City Division of Samar. After a week, the questionnaires were administered, again, personally by the researcher to the same school heads and the teachers. Using Pearson Product Moment correlation, the coefficient obtained was 0.92 and such value is applicable to group research as reflected below.

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly High, adequate for individual measurement
0.70 – 0.79	Rather Low, adequate for group measurement
Below 0.70	Low, entirely adequate for individual measurement, although useful for group average and school surveys

Sampling Procedure

The population for the teachers and the principals was obtained from DepEd Division of Samar coming from the central public schools. Table 1 shows the sampling frame of the study. From a total 78 male teachers and 511 female teachers, the actual sample size was 238 after applying Yamane's formula. For the principals, total enumeration was employed resulting to 30 principals.

The teacher-respondents were identified using the stratified random sampling using the fish bowl technique.

Data Gathering Procedure

The researcher wrote a letter to the Superintendent requesting permission to conduct the study. Another letter request was also addressed to the Supervisors of the Division of Samar. Upon approval of the two request letters, the same were attached to the questionnaires which were distributed and administered individually by the researcher to the respondents by visiting their schools. The researcher also sought from either the school heads or the teachers in the administration of the questionnaires and the retrieval of the same accomplished questionnaire to hasten data collection. Unfortunately, some school heads and some teachers did not cooperate and only 26 questionnaires from the school heads and 229 questionnaires from the teachers were retrieved.

Statistical Treatment of Data

The data obtained were tallied, analyzed and interpreted using the appropriate statistical tools.

Frequency Count. The frequency count was employed in reporting the number of respondents having the same age, sex, civil status, educational attainment, years of service, affiliation, economic status and promotion history where it is applicable

Percentage. Percentage was employed in the analysis and interpretation of data on age, sex, civil status, years of service, affiliation, educational attainment, and economic status.

Table 1
Sampling Frame

Name of Schools		Name of School Heads	Number of Teachers			
			Male	Female	Total	Actual Respondents
1	Almagro CES	Jay G. Abia	0	12	12	5
2	Basey I CES	Sol L. Abiertas	7	22	29	12
3	Baey II CES	Airen C. Cajarop	0	20	20	8
4	Calbiga CES	Delia A. Dacalos	4	28	32	13
5	Daram I CES	Cynthia O. Laureta	2	21	23	9
6	Daram II CES	Viriginia L. Gulane	2	10	12	5
7	Gandara I CES	Esther A. Voz	1	23	24	10
8	Gandara II CES	Guadalupe D. Dacaynos	6	17	23	9
9	Matuguinao CES	Cleofe D. Belonio	2	16	18	7
10	Hinabangan CES	Camelita M. Abayan	5	17	22	9
11	Jiabong CES	Lilia L. Bacarra	3	18	21	8
12	Marabut CES	Noel L. Lombres	1	9	10	4
13	Motiong CES	Cristita T. Marabut	2	19	21	8
14	Pagsanghan CES	Felixaro R. Borata	3	19	22	9
15	Pinabacdao CES	Leslie B. Ty	1	7	8	3
16	San Jorge CES	Milagros B. Pabelonia	1	18	19	8
17	San Sebastian CES	Cayo Babon	3	14	17	7
18	Sta. Margarita I CES	Antonio L. Nayangga	6	27	33	13
19	Sta. Margarita II CES	Donato L. Ortiz	2	19	21	8
20	Sta. Rita I CES	Lita S. Lanugan	4	20	24	10
21	Sta. Rita II CES	Luz Pacencia	2	13	15	6
22	Sto. Nino CES	Armando A. Beracis	3	12	15	6
23	Tagapul-an CES	Luz V. Acbo	0	10	10	4
24	Tarangnan CES	Joshua Z. Sumpo	3	20	23	9
25	Villareal I CES	Rosa O.Oronos	1	20	21	8
26	Villareal II CES	Cleofe S. Camilon	2	23	25	10
27	Wright I CES	Luzviminda C. Tabones	6	13	19	8
28	Wright II CES	Elisa B. Abalos	2	14	16	6
29	Zumarraga CES	Remedios O. Carcellar	3	13	16	6
30	Talalora CES	Alexandra N. Pelareja	1	17	18	7
			78	511	589	238

Summary

Respondents	Male	Female	Total	Actual Respondents
Principals	10	20	30	30
Teachers	78	511	238	238
Total	88	531	619	268

Mean. This was used to describe the representative characteristics of the respondents like the age and the years of service.

Weighted Mean. This was used to express the collective perceptions of the respondents regarding their ethical leadership behavior:

<u>Range</u>	<u>Interpretation</u>
4.51-5.00	Always (A)/Very Highly Practiced (VHP)
3.51-4.50	Often (O)/Highly Practiced (HP)
2.51-3.50	Sometimes (S)/Moderately Practiced (MP)
1.51-2.50	Rarely(R)/ Slightly Practiced (SP)
1.00-1.50	Never (N)/Not Practiced (NP)

Pearson Product Moment Coefficient of Correlation. This statistical tool was used to determine the relationship between the profile variates and the ethical leadership practices and between ethical leadership practices and job satisfaction.

t-test for independent samples. This was used in comparing the perceived ethical leadership practices between school head-respondents and the teacher-respondent.

All inferential tests were two-tailed at 0.05 significance level. Testing was facilitated using the Microsoft EXCEL.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the results of the study with emphasis on the presentation of findings, analysis and interpretation of data gathered, and conclusions on the objectives of the study. This chapter also features implications and salient findings which are significant to the understanding of the answers to the questions posted.

Profile of School Head-Respondents

The profile of the school head-respondents such as age, sex, civil status, educational background, years of service as school head, affiliation (professional, civic and religion), economic status and promotion history were taken.

Age and sex. Table 2 shows the distribution of school head-respondents according to their age and sex.

About seven or 32.80 percent of the school head-respondents were 44-46 years old made up of three or 11.50 percent males and four or 15.40 percent females. This was followed by three or 11.50 percent whose age ranged from 62-64 years old, 56-58 years old, and 38-40 years old, respectively. The rest were distributed at two or 7.70 percent at age ranges of 50-52, 47-49, 41-43 years old. Two or 7.70 percent of the school head-respondents did not indicate their age.

Table 2
Age and Sex Distribution of School Head-Respondents

Age	Male		Female		Total	
	f	Percent	f	Percent	f	Percent
62-64			3	11.50	3	11.50
59-61			1	3.80	1	3.80
56-58			3	11.50	3	11.50
53-55			1	3.80	1	3.80
50-52	1	3.80	1	7.70	2	2.00
47-49			2	7.70	2	7.70
44-46	3	11.50	4	15.40	7	32.80
41-43			2	7.70	2	7.70
38-40			3	11.50	3	11.50
Not specified			2	7.70	2	7.70
Total	4	15.30	22	84.70	26	100.00
Mean	46.00		49.19		48.55	
SD	3.37		8.58		7.85	

The mean of the school head-respondents was 48.55 years old with a standard deviation of 7.85 years. On the average, the male-respondents were younger at 46.00 years old with a standard deviation of 3.37 years compared to the females at 49.19 years old with a standard deviation of 8.58 years. Inferable from Table 1 is the fact that as found in the study, there were more female school heads than male both of whom belonged to 44-46 years old.

Civil status. The distribution of school head-respondents according to their civil status is presented in Table 3.

Table 3
Civil Status Distribution of School Head-Respondents

Civil Status	Frequency	Percent
Single	1	3.80
Married	14	53.90
Not Specified	11	42.30
Total	26	100.00

As can be gleaned from Table 3, 14 or 53.90 percent of them were married, 11 or 42.30 percent did not specify their civil status, and only one or 3.80 percent was single.

Educational background. Table 4 provides the distribution of school head-respondents according to their educational background.

Seven or 26.90 percent of the school head-respondents had earned doctoral units, are master's degree holder, and Bachelor in Elementary Education and Secondary Education, respectively. Three or 11.50 percent had earned some master's degree units, while two or 7.70 percent were doctoral graduates.

Table 4

Educational Attainment of School Head-Respondents

Educational Attainment	Frequency	Percent
Doctoral Degree	2	7.70
Master's with Doctoral Units	7	26.90
Master's Degree	7	26.90
Bachelor's Degree w/ Master's Units	3	11.50
Bachelor's Degree (BEED/BSEd)	7	26.90
Total	26	100.00

Length of service as school head. Table 5 reflects the distribution of school head-respondents' length of service as school head.

Table 5
Length of Service of School Head-Respondents

Length of Service (years)	Frequency	Percent
22 - 25	1	3.80
18 - 21	2	7.70
14 - 17	2	7.70
10 - 13	11	42.30
6 - 9	8	30.80
Not Specified	2	7.70
Total	26	100.00
Mean	10.23 yrs	
SD	4.98 yrs	

About 11 or 42.30 percent of the school head-respondents had been a school head for 10-13 years, eight or 30.80 percent for 6-9 years. The longest was 22-25 years by one or 3.80 percent of the school head-respondents. Two or 7.70 percent did not specify as to how long they had been a school head.

The mean for the length of service as school head is 10.23 years with a standard deviation of 4.98 years.

Professional affiliation. Table 6 presents the distribution of school head-respondents in terms of their professional affiliation.

Table 6

Professional Affiliation of School Head-Respondents

Affiliation	Frequency	Percent
PESFA	7	26.9
PPSTE A	4	15.4
Not Specified	15	57.7
Total	26	100

Seven or 26.90 percent admitted they are affiliated with the Philippine Elementary School Principals Association (PESPA), four or 15.40 percent were with the Philippine Public School Teachers and Employees Association (PPSTEA), while 15 or 57.70 percent had no professional affiliation at all.

Civic affiliation. The civic affiliation of the school head-respondents is presented in Table 7.

Table 7
Civic Affiliation of School Head-Respondents

Affiliation	Frequency	Percent
BSP	1	3.8
LEYSAM	1	3.8
Not Specified	24	92.2
Total	26	100

One or 3.80 percent of the school head-respondents was either affiliated with the Boy Scout of the Philippines (BSP) and the Leyte-Samar (LEYSAM)

Organization. Twenty-four or 92.20 percent did not specify a particular civic affiliation.

Religious affiliation. The religious affiliation of the school head-respondents is reflected in Table 8.

As evidenced by the entry, all 26 or 100.00 percent of the school head-respondents were members of the Roman Catholic Church.

Table 8
Religious Affiliation of School Head-Respondents

Religion	Frequency	Percent
Roman Catholic	26	100
Total	26	100

Economic status. Table 9 presents the economic status of the school head-respondents.

All 26 or 100.00 percent of the school head-respondents admitted they belonged to the middle class category in terms of economic status.

Table 9
Economic Status of School Head-Respondents

Status	Frequency	Percent
Middle Class	26	100
Total	26	100

Promotion history. The promotion history of school head-respondents is reflected in Table 10.

Four or 15.40 percent of the school head-respondents started as Teacher 1, then promoted to Head Teacher 3, Principal 1 and finally to Principal 2. Three or 11.50 percent started as Teacher 1, then Teacher 2, Teacher 3, and then Principal 1. Another three or 11.50 percent started as Teacher 1, Master Teacher 2, Head Teacher 3, and then Principal 1. Ten or 38.80 percent did not indicate their promotion history. Prominent for Table 10 was how the school heads rose from the ranks, starting as a classroom teacher.

Table 10
Promotion History of School Head-Respondents

Promotion History	Frequency	Percent
T1-HT-P1	2	7.7
T1-HT1-HT2-P2	1	3.8
T1-HT3-P1-P2	4	15.4
T1-MT2-HT3-P1	3	11.5
T1-T2-HT1-P1	1	3.8
T1-T2-MT1-P1	1	3.8
T1-T2-T3-P1	3	11.5
T1-T3-HT3-P3	1	3.8
Not Specified	10	38.5
Total	26	100

Legend: T = Teacher, HT = Head Teacher, P = Principal

Profile of Teacher-Respondents

The profile of the teacher-respondents such as age, sex, civil status, highest educational attainment, years of service as teacher and economic status are discussed below.

Age and sex. Presented in Table 11 is the age and sex distribution of the teacher-respondents.

Table 11
Age and Sex Distribution of Teacher-Respondents

Age	Male		Female		Total	
	f	Percent	f	Percent	f	Percent
61 - 65	2	0.9	1	0.4	3	1.3
56 - 60	4	1.7	13	5.7	17	7.4
51 - 55	5	2.2	18	7.9	23	10.0
46 - 50	6	2.6	23	10.0	29	12.7
41 - 45	4	1.7	30	13.1	34	14.8
36 - 40	4	1.7	42	18.3	46	20.1
31 - 35	3	1.3	26	11.4	29	12.7
26 - 30	5	2.2	14	6.1	19	8.3
21 - 25	2	0.9	5	2.2	7	3.1
Ageless	2	0.9	20	8.7	22	9.6
Total	37	16.2	192	83.8	229	100.0
Mean	42.40 yrs		42.33		42.25 yrs	
SD	10.22 yrs				3.97 yrs	

As can be gleaned from the Table 11, 46 or 20.10 percent of the teacher-respondents were 36-40 years old consisting of four or 1.70 percent males and 42 or 18.30 percent females. This was followed by thirty-four or 14.80 percent at 41-

45 years old with four or 1.70 percent males and 13.10 percent females. The youngest among the teacher-respondents were those of 21-25 years old with seven or 3.10 percent, while the oldest were at 61-65 years old at three or 1.30 percent two or 0.90 percent of whom were males and one or 0.40 percent a female. Twenty or 9.60 percent of the school head-respondents did not divulge their age.

The mean age of the teacher-respondents was pegged at 42.25 with a standard deviation of 3.97 years. The male- and female-respondents were of almost the same age, 42 years old.

Civil status. The distribution of the teacher-respondents in terms of their civil status is provided in Table 12.

Table 12

Civil Status Distribution of Teacher-Respondents

Civil Status	Frequency	Percent
Single	23	10.0
Married	183	79.9
Separated	2	0.9
Widow(er)	8	3.5
Not Specified	13	5.7
Total	229	100

Notable of the entries is that 183 or 79.90 percent of the teacher-respondents were married, 23 or 10.00 percent were still single, eight or 3.50 percent lost their partners, two or 0.90 percent got separated from their partners. On the other hand, 13 or 5.70 percent kept their civil status a secret.

Highest educational attainment. Table 13 provides the distribution of the teacher-respondents according to their educational attainment.

Table 13

Highest Educational Attainment of Teacher-Respondents

Educational Attainment	Frequency	Percent
Doctoral Degree	2	0.9
Doctoral Units	1	0.4
Master's Degree	45	19.7
Master's CAR	6	2.6
Bachelor's Degree w/ Master's Units	124	54.1
Bachelor's Degree (BEED/BSEd)	42	18.3
Not Specified	9	3.9
Total	229	100

About 124 or 54.10 percent of the teacher-respondents had already earned units for master's degrees. Forty-five or 19.70 percent were master's graduates followed by 42 or 18.30 percent who manifested they did not start their graduate schooling. Two or 0.90 percent had already obtained their doctoral degrees, while nine or 3.90 percent did not specify their educational attainment.

Length of service as teacher. Table 14 reflects the distribution of teacher-respondents' length of service as teachers.

Table 14

Length of Service of Teacher-Respondents

Length of Service (years)	Frequency	Percent
36 - 40	3	1.3
31 - 35	9	3.9
26 - 30	17	7.4
21 - 25	31	13.5
16 - 20	41	17.9
11 - 15	53	23.1
6 - 10	42	18.3
1 - 5	24	10.5
Not Specified	9	3.9
Total	229	100
Mean	13.88 yrs	
SD	6.22 yrs	

Fifty-three or 23.10 percent of the teacher-respondents had been teaching for 11-15 years. This was followed by 42 or 18.30 percent with 6-10 years and still another 41 or 17.90 percent for 16-20 years. Three or 1.30 percent of the teacher-respondents had 36-40 years, the highest in the study. Twenty-four or 10.50 percent was the shortest time with 1-5 years, however, nine teacher-respondents or 3.90 percent did not indicate their length of service in the teaching profession.

The established mean for the number of years in the teaching service was 13.88 years with a standard deviation of 6.22 years.

Economic status. Table 15 provides the distribution of the teacher-respondents according to their economic status.

Table 15

Economic Status of Teacher-Respondents

Status	Frequency	Percent
Middle Class	221	96.5
Not Specified	8	3.5
Total	229	100

About 221 or 96.50 percent of the teacher-respondents admitted they belonged to the middle class category while eight or 3.50 percent did not indicate their economic status.

**Extent to Which Elementary School Heads
Practice Ethical Leadership as
Perceived by Themselves and
Teacher-Respondents**

The following section discusses the perceptions of school head-respondents on their practice of ethical leadership along Instructional Leadership, School Leadership, Creating a Student-Centered Learning Climate, Human Relations Management and Professional Development, Parent Involvement and Community Partnership, School Management and Operation, and Personal and Professional Attributes and Interpersonal Effectiveness which are the seven domains including the perceptions of teacher-respondents on the same.

Instructional Leadership. Table 16 below presents the perceptions of school head-respondents and teacher-respondents regarding the ethical leadership practice of school heads along instructional leadership domains.

Of the 13 indicators used to measure the ethical practice of school heads along instructional leadership, five indicators expressed a disagreement between the two groups of respondents. Indicator 1 “Manages the processes and procedures in monitoring student achievements”, was at a weighted mean of 4.59 from the school head-respondents and 4.36 from the teacher-respondents. Correspondingly, the school head-respondents said they “always practice” instructional leadership, but the teacher-respondents said “often practiced” by their school heads.

Table 16

**Extent to Which Elementary School Heads Practice Ethical Leadership
as Perceived by Themselves and Teacher-Respondents
Along Instructional Leadership**

Indicators		School Heads		Teachers	
		X _w	Inter	X _w	Inter
1.	Manages the processes and procedures in monitoring student achievements	4.59	A	4.36	O
2.	Ensures utilization of a range of assessment	4.55	A	4.26	O
3.	Utilizes assessment to improve learning	4.68	A	4.38	O
4.	Creates and manage a school process to ensure student progress is conveyed to students and parents/guardians regularly	4.55	A	4.3	O
5.	Addresses deficiencies and sustain successes of current programs o collaboration with teachers and learners	4.36	O	4.26	O
6.	Develops a culture of functional literacy	4.41	O	4.22	O
7.	Manages curriculum innovation and enrichment with the use of technology	4.41	O	4.15	O
8.	Organizes teams to champion instructional innovation programs toward curricular responsiveness	4.38	O	4.17	O
9.	Prepares and implement an instructional supervisory plan	4.41	O	4.4	O
10.	Conducts instructional supervision using appropriate strategy	4.55	A	4.35	O
11.	Evaluates lesson plans as well as classroom and learning management	4.59	A	4.57	A
12.	Provides in a collegial manner timely, accurate and specific feedback to teachers regarding their performance	4.36	O	4.34	O
13.	Provides expert technical assistance and instructional support to teachers	4.50	O	4.27	O
Grand Mean		4.49	O	4.31	O

Legend: 4.51 - 5.00 Always (A)/Very Highly Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

The same trend of disagreement, “always” for school head-respondents and “often” for teacher-respondents, was also indicated for indicator 2 “Ensures utilization of a range of assessment” at a weighted mean of 4.55 from school head-respondents and 4.26 from the teacher-respondents’ group; indicator 3 “Utilizes assessment to improve learning” at 4.68 and 4.38, respectively; indicator 4 “Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians regularly” at 4.55 and 4.30 by school head respondents and teacher-respondents, respectively.

The school head-respondents and teacher-respondents had the same extent of agreement to the remaining nine indicators – “agree” and “agree” to both groups or “often” and “often” agreement.

The overall result of the study on the ethical leadership along instructional leadership of the two groups was the same as supported by the grand mean of 4.49 and 4.31 interpreted as “often” practiced.

School Leadership. Table 17 below shows the perceptions of the two groups of respondents as to the ethical leadership practice of school heads along school leadership.

Of the 32 indicators employed to determine the perceptions of the two groups of respondents regarding ethical leadership practices of school heads along school leadership, 20 of the indicators revealed a disagreement in perceptions between the two groups of respondents. The weighted mean of

Table 17

**Extent to Which Elementary School Heads Practice Ethical Leadership
as Perceived by Themselves and Teacher-Respondents
Along School Leadership**

Indicators		School Heads		Teachers	
		X _w	Inter	X _w	Inter
1.	Demonstrates co-ownership of and personal responses to identified issues consistent with the school's vision and mission	4.86	A	4.31	O
2.	Involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives	4.59	A	4.40	O
3.	Aligns goals and objectives with the school vision and mission	4.82	A	4.42	O
4.	Communicates the school VGMO clearly	4.67	A	4.18	O
5.	Explains the school vision to the general public	4.64	A	4.26	O
6.	Revisit and ensure that school activities are aligned with the school VGMO	4.68	A	4.12	O
7.	Establishes E-BEIS/SIS and baseline data of all performance indicators	4.73	A	4.31	O
8.	Involves all internal and external stakeholders in developing SIP/AIP	4.55	A	4.29	O
9.	Utilizes data, e.g., E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	4.59	A	4.39	O
10.	Aligns the SIP/AIP with national, regional and local education policies and thrusts.	4.73	A	4.29	O
11.	Communicates effectively SIP/AIP to internal and external stakeholders	4.36	O	4.17	O
12.	Resolves problems at the school level	4.82	A	4.31	O
13.	Assists teachers and students to understand problems and identify possible solutions	4.68	A	4.35	O
14.	Analyzes cause/s of problems critically and objectively	4.36	O	4.20	O
15.	Addresses the causes of the problem rather than the symptoms	4.36	O	4.17	O

Table 17 continued

Indicators		School Heads		Teachers	
		X _w	Inter	X _w	Inter
16.	Explores several approaches in handling problems	4.45	O	4.13	O
17.	Demonstrates a proactive approach to problem solving	4.55	A	4.17	O
18.	Involves stakeholders in meetings and deliberations for decision making	4.36	O	4.26	O
19.	Sets high expectations and changing goals	4.50	O	4.25	O
20.	Provides opportunities for growth and development of members as team players	4.55	A	4.21	O
21.	Defines roles and functions of each committee	4.55	A	4.30	O
22.	Monitors and evaluate accomplishment of different committees/teams.	4.50	O	4.30	O
23.	Give feedback on the team's performance using performance-based assessment tool	4.48	O	4.25	O
24.	Establishes a system for rewards and benefits for teachers and staff	4.32	O	4.07	O
25.	Collaborates with concerned staff on the planning implementation of programs and projects	4.59	A	4.26	O
26.	Ensures proper allocation and utilization of resources (time, fiscal, human IMS, etc.)	4.55	A	4.11	O
27.	Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	4.36	O	4.12	O
28.	Mobilizes teachers/staff in sustaining a project.	4.55	A	4.19	O
29.	Maintain an open, positive and encouraging attitude toward change.	4.55	A	4.30	O
30.	Assists teachers in identifying strengths and growth areas through monitoring and observation	4.68	A	4.35	O
31.	Observes and apply multi-tasking in giving assignments.	4.41	O	4.31	O
32.	Empowers teachers and personnel to identify, initiate and manage changes.	4.50	O	4.29	O
Grand Mean		4.56	A	4.25	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

these 20 indicators was 4.51-5.00 from the school head-respondents interpreted as “always practiced”, while the same 20 indicators obtained a weighted mean of 3.51-4.50 from the teacher-respondents, interpreted as “often practiced”. These are indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 20, 21, 25, 26, 28, 29, and 30 of Table 16.

The overall perception of the two groups of respondents on ethical leadership along the domain of school leadership of school heads was “always practiced” as supported by the grand mean of 4.56 opposing the “often practiced” perception of the teacher-respondents at a grand weighted mean of 4.25.

Creating a Learner-Centered Learning Climate. In Table 18 is presented the perceptions of the school head-respondents and teacher-respondents of the ethical leadership practices of school heads along creating a student-centered learning climate.

Three of the eight indicators obtained the weighted mean of 4.51-5.00 from the school head-respondents, interpreted as “always practiced”, while the same four indicators were rated by the teacher-respondents at 3.51-4.50, interpreted as “often practiced” by the teacher-respondents. These were the results of indicators 4, 6 and 7.

On the other hand, the remaining five indicators revealed an agreement in perceptions between the two groups as “often” practiced as supported by weighted mean ratings between 3.51-4.50 and these are indicators 1, 2, 3, 5, and 8.

Table 18

**Extent to Which Elementary School Heads Practice Ethical Leadership
as Perceived by Themselves and Teacher-Respondents Along
Creating a Learner-Centered Learning Climate**

Indicators	School Heads		Teachers	
	X _w	Inter-	X _w	Inter-
1. Benchmarks school performance	4.36	O	4.43	O
2. Establishes and model high social and academic expectations for all	4.41	O	4.17	O
3. Creates an engaging learning environment	4.50	O	4.29	O
4. Participates in the management of learner behavior with the social and other school related activities done outside the school	4.73	A	4.26	O
5. Supports learners' desire to pursue further learning.	4.50	O	4.30	O
6. Recognizes high performing learners and teachers and supportive parents and other stakeholders.	4.73	A	4.38	O
7. Creates and sustain a safe, orderly, nurturing and healthy environment.	4.73	A	4.43	O
8. Provides environment that promotes use of technology among learners and teachers	4.41	O	4.25	O
Grand Mean	4.55	A	4.31	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

The overall ratings for the two groups of respondents had disagreement on the ethical leadership practices of school heads along creating a learner-centered learning climate. This was supported by a grand weighted mean of 4.55 from the school head-respondents, interpreted as “always practiced” and the 4.31 from the teacher-respondents and interpreted as “often practiced”.

Human Relations Management and Professional Development. Table 19 presents the weighted means of the indicators employed to identify the extent to which school heads practiced ethical leadership in relation to human relations management and professional development as perceived by both respondents in the study.

Six of the indicators revealed a disagreement between school head-respondents and the teacher-respondents along the domain on human relations management and professional management. The weighted means of the six indicators were between 4.51-5.00 rated as “always practicing” on said ethical leadership. On the other hand, the same six indicators obtained a weighted mean rating between 3.5-4.50, interpreted as “often practiced” according to the teacher-respondents.

This disagreement between the two respondents was expressed by indicator 1 “Builds a community of learners among teachers” with weighted means of 4.64 and 4.41, respectively; indicator 4 “Recognizes potentials of staff and provide opportunities for professional development” at 4.59 and 4.29; indicator 10 “Assigns teachers and other personnel to their area of competence” at 4.77 and 4.36; indicator 11 “Assists teachers and staff in setting and resetting performance goals” at 4.59 and 4.28; indicator 12 “Monitors and evaluate performance of teaching and non-teaching personnel vis-à-vis targets” at 4.73 and 4.28, and indicator 15 “Creates a functional school-based performance

Table 19

Extent to Which Elementary School Heads Practice Ethical Leadership as Perceived by Themselves and the Teacher-Respondents Along Human Relations Management and Professional Development

Indicators		School Heads		Teachers	
		X _w	Inter-	X _w	Inter-
1.	Builds a community of learners among teachers.	4.64	A	4.41	O
2.	Assesses and analyzes the needs and interests of teachers and other school personnel	4.45	O	4.20	O
3.	Mentors and coaches employees and facilitates the induction of new ones.	4.50	O	4.25	O
4.	Recognizes potentials of staff and provide opportunities for professional development.	4.59	A	4.29	O
5.	Prepares, implements, and monitors school-based INSET for all teaching staff based on IPPDs and the SPPD.	4.50	O	4.35	O
6.	Monitors and evaluates school-based INSETs.	4.45	O	4.38	O
7.	Utilizes the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers/staff	4.50	O	4.32	O
8.	Creates and trains School Selection and promotions Committee and train its members	4.50	O	4.11	O
9.	Recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers	4.45	O	4.20	O
10.	Assigns teachers and other personnel to their area of competence	4.77	A	4.36	O
11.	Assists teachers and staff in setting and resetting performance goals	4.59	A	4.28	O
12.	Monitors and evaluate performance of teaching and non-teaching personnel vis-à-vis targets	4.73	A	4.28	O
13.	Delegates specific tasks to help manage the performance of teaching and non-teaching personnel	4.50	O	4.28	O
14.	Coaches deputized staff as needed on managing performance	4.41	O	4.14	O
15.	Creates a functional school-based performance appraisal committee	4.64	A	4.26	O
Grand Mean		4.55	A	4.27	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

appraisal committee" at 4.64 and 4.26. However, the two groups of respondents had the same perceptions in terms of the other indicators on ethical leadership practices along human relations management and professional development. Both respondents perceived this domain on ethical leadership as "often practiced" as revealed by the weighted mean rating between 3.51-4.50.

While there was an agreement in some of the indicators in the overall rating there was a disagreement between the two groups of respondents as supported by a grand mean of 4.55 as "always practiced" on the part of the school head-respondents and a weighted mean rating of 4.27 as "often practiced" according to the teacher-respondents.

Parent Involvement and Community Partnership. Table 20 implicitly presents the perceptions of both the school head-respondents and the teacher-respondents regarding the ethical leadership practices of the school heads along parent involvement and community partnership.

Of the six indicators, two indicators revealed a disagreement between the school head-respondents and the teacher-respondents as regards the extent school heads practice ethical leadership along parent involvement and community partnership rating it as between 4.50-5.00 and interpreted as "always practiced" as against the teacher-respondents. On the other hand, the two weighted mean rating between 3.51-4.50 from the teacher, interpreted as "often practiced". However, the other indicators revealed the same perception between the two groups of respondents.

Table 20

Extent to Which Elementary School Heads Practice Ethical Leadership as Perceived by Themselves and the Teacher-Respondents Along Parent Involvement and Community Partnership

Indicators	School Heads		Teachers	
	X _w	Inter-	X _w	Inter-
1. Establishes school and family partnerships that promote students' peak performance	4.50	O	4.31	O
2. Organizes programs that involve parents and other schools stakeholders to promote learning	4.45	O	4.35	O
3. Conducts dialogues, for trainings of teachers, learners and parents on the welfare and improved performance of learners	4.73	A	4.20	O
4. Promotes the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.23	A	3.96	O
5. Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects	4.32	O	4.12	O
6. Participates actively in community affairs.	4.45	O	4.38	O
Grand Mean	4.45	O	4.22	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

The overall perception of both respondents was the same perception as revealed by the grand mean of 4.45 and 4.22, respectively, which was between the range of 3.51-4.50 and interpreted as "often practiced".

School Management and Operation. Table 21 presents the perceptions of the two groups of respondents in terms of the weighted means of the indicators used to identify their perceptions on the ethical leadership practices of school heads along the fourth domain, school management and operation.

Of the 16 indicators employed to identify the perceptions of the two groups of respondents as regards to the ethical leadership practices of school heads along school management and operations, 12 indicators obtained the weighted mean ratings of 4.51-5.00 interpreted as "always practiced" and the 3.51-4.50 range interpreted as "often practiced" by the school head-respondents and the teacher respondents respectively. These were indicators 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14 and 15.

Only in four indicators did the two groups of respondents have similar perceptions which was "often practiced" as revealed by indicators 1, 4, 11 and 16 with the weighted mean ratings are between 3.51-4.50.

The overall ratings of the two groups of respondents were found to be opposite on the ethical leadership practices along school management and operation. The school head-respondents had an "always practiced" perception while the teacher-respondents gave an "often practiced" opinion.

Personal and Professional Attributes and Interpersonal Effectiveness.

Table 22 enumerates the weighted means of the indicators used to determine the perceptions of the two groups of respondents regarding the ethical leadership

Table 21

Extent to Which Elementary School Heads Practice Ethical Leadership as Perceived by Themselves and the Teacher-Respondents Along School Management and Operation

Indicators	School Heads		Teachers	
	X _w	Inter-	X _w	Inter-
1. Manages the implementation, monitoring and review of the SIP/AIP and other action plans.	4.45	O	4.35	O
2. Establishes and maintains specific programs to meet needs of identified target groups.	4.73	A	4.29	O
3. Takes the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert(s)	4.59	A	4.17	O
4. Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment.	4.50	O	4.12	O
5. Oversees school operations and care and use of school facilities according to set guidelines.	4.59	A	4.17	O
6. Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment.	4.64	A	4.31	O
7. Prepares a financial management plan.	4.68	A	4.19	O
8. Develops a school budget which is consistent with SIP/AIP.	4.68	A	4.16	O
9. Generates and mobilizes financial resources.	4.55	A	4.12	O
10. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines.	4.68	A	4.21	O
11. Accepts donations, gifts, bequests and grants in accordance with RA 9155.	4.45	O	4.20	O
12. Utilizes funds for approved school programs and projects as reflected in SIP/AIP.	4.64	A	4.17	O
13. Accounts for school funds.	4.59	A	4.10	O
14. Prepares financial reports and submit/communicate the same to higher education authorities and other education partners.	4.55	A	4.27	O
15. Uses IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system).	4.64	A	4.36	O
16. Shares with other school heads the school's experience in the use of new technology.	4.45	O	4.27	O
Grand Mean	4.59	A	4.22	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

Table 22

Extent to Which Elementary School Heads Practice Ethical Leadership as Perceived by Themselves and the Teacher-Respondents Along Personal and Professional Attributes and Interpersonal Effectiveness

Indicators	School Heads		Teachers	
	X _w	Inter-	X _w	Inter-
1. Manifests genuine enthusiasm and pride in the nobility of the teaching profession.	4.82	A	4.41	O
2. Observes and demonstrates desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times.	4.82	A	4.42	O
3. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders.	4.91	A	4.47	O
4. Endorses appointments, promotions and transfers on the basis of merit and needs in the interest of the service.	4.82	A	4.34	O
5. Maintains good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs.	4.82	A	4.35	O
6. Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.	4.59	A	4.34	O
7. Communicates effectively to staff and other stakeholders in both oral and written forms.	4.77	A	4.34	O
8. Listens to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context.	4.55	A	4.23	O
9. Interacts appropriately with a variety of audiences.	4.68	A	4.24	O
10. Demonstrates ability to empathize with others.	4.73	A	4.20	O
11. Observes Awards System and a system of assistance for teachers/staff to sustain integrity, honesty and fairness in all school practices.	4.59	A	4.21	O
12. Demonstrates integrity, honesty and fairness in all his/her dealings and transactions.	4.82	A	4.22	O
13. Makes individuals accountable for their actions.	4.73	A	4.32	O
Grand Mean	4.74	A	4.31	O

Legend: 4.51 - 5.00 Always (A)/Very High Practiced
 3.51 - 4.50 Often (O)/Highly Practiced
 2.51 - 3.50 Sometimes (S)/Moderately Practiced
 1.51 - 2.50 Rarely (R)/Slightly Practiced
 1.00 - 1.50 Never (N)/Not Practiced

practices of school head-respondents by themselves and the teacher respondents along the personal and professional attributes and interpersonal effectiveness of the former.

As can be gleaned from the table, the school head-respondents had an “always practiced” perceptions since all indicators were rated by them at 4.51-5.00 interpretation range. On the other hand, all indicators were rated by the teacher-respondents as “often practiced” as revealed by the weighted means of the indicators which fell between 3.51-4.50 interpretation range.

The overall perception of the two groups of respondents was different as regards to the ethical leadership practices of school heads.

**Difference Between School Head- and Teacher-
Respondents’ Perceived Extent to Which
Elementary School Heads Practice
Ethical Leadership**

Table 23 presents the results of the statistical tests for independent samples conducted to confirm the findings above where the two groups of respondents have disagreements as to the extent of ethical practices of school heads along the seven domains of instructional leadership; school leadership creating a student-centered learning climate; human relations management and professional development; parent involvement and community partnership; school management and operation; personal and professional attributes, and interpersonal effectiveness.

Table 23

**Comparison Between Extent to Which Elementary School Head Practice
Ethical Leadership Along the Seven Domains as Perceived by the
School Head-Respondents and the Teacher-Respondents**

Seven Domains	SH		Teacher		df	p-value	Evaluation/Decision
	Mean	SD	Mean	SD			
IL	4.48	0.1	4.31	0.11	24	0.0003	Significant/Reject H ₀
SL	4.56	0.15	4.25	0.09	-	0.0000	Significant/Reject H ₀
CSCLC	4.55	0.16	4.31	0.09	14	0.0003	Significant/Reject H ₀
HRMPD	4.55	0.11	4.27	0.09	28	0.0000	Significant/Reject H ₀
PICP	4.45	0.17	4.22	0.16	10	0.0390	Significant/Reject H ₀
SMO	4.59	0.09	4.21	0.08	30	0.0000	Significant/Reject H ₀
PPAIA	4.74	0.11	4.31	0.09	24	0.0000	Significant/Reject H ₀

Legend: IL - Instructional Leadership, SL - School Leadership, CSCLC - Creating a Student-Centered Learning Climate; PICP - Parent Involvement and Community Partnership, SMO - School Management and Operation, PPAIE - Personal and Professional Attributes and Interpersonal Effectiveness

As can be gleaned from the table, all the p-values obtained were lower than the 0.05 significance level indicating significant difference in the perceptions of the two groups of respondents along the seven domains of ethical leadership practices. The hypothesis, "There are no significant differences in the perceptions between school head-respondents and teacher-respondents on the ethical leadership practices of the school heads along instructional leadership, school leadership, creating a student-centered learning climate; human relations management and professional development; parent involvement and community

partnership; school management and operation and personal and professional attributes and interpersonal effectiveness" was rejected.

**Relationship Between School Head-Respondents'
Perception as to Extent School Heads
Practice Ethical Leadership and
Their Profile Variates**

This section presents the results of the correlational analyses between the school head-respondents as to the extent of their ethical leadership practices along the seven domains and their profile variates.

Instructional Leadership. Table 24 presents the coefficients of correlation and p-values obtained between the school head-respondents' perceptions of their ethical leadership practices along instructional leadership and their profile variates.

Table 24

**Correlation Between the Extent to Which School Head-Respondents
Practice Instructional Leadership and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.528	0.017	S	Reject H_0
Sex	0.390	0.080	NS	Accept H_0
Civil status	0.013	0.962	NS	Accept H_0
Years as School Head	0.405	0.086	NS	Accept H_0
Educational attainment	0.079	0.939	NS	Accept H_0
Affiliation				
Professional	0.106	0.588	NS	Accept H_0
Civic	0.244	0.296	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S - Significant; NS - Not Significant

The school head respondents' perception on their ethical leadership along instructional leadership as perceived by themselves and their age obtained a Pearson coefficient of correlation of 0.528 and a p-value of 0.017. This p-value is lower than the 0.05 level of significance interpreted as significantly related between the two variables, thus rejecting the hypothesis, "There is no significant relationship between the ethical leadership practices of school heads along the domain of instructional leadership as correlated to age".

On the other hand, the following were the Pearson coefficients of correlation between the school head respondents' instructional leadership and the remaining profile variates as: 0.390 and 0.089 with sex; 0.013 and 0.962 with civil status; 0.405 and 0.086 with years as school head; 0.079 and 0.939 with educational background; 0.106 and 0.558 with professional affiliation; and 0.244 and 0.296 with civic affiliation. All the p-values were found greater than the 0.05 level of significance level implying no significant relationships between the paired variables, thereby accepting the hypothesis, "There are no significant relationships between school head-respondents' perceptions of their ethical leadership practices along the domain on instructional leadership and sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation".

School Leadership. Table 25 provides the results of the correlational analysis conducted between the school head-respondents' perception of their ethical practices along school leadership against their profile variates.

Table 25

Correlation Between the Extent to Which School Head-Respondents Practice School Leadership and Their Profile Variates

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.429	0.059	NS	Accept H_0
Sex	0.428	0.053	NS	Accept H_0
Civil status	0.152	0.588	NS	Accept H_0
Years as School Head	0.500	0.050	S	Reject H_0
Educational attainment	0.081	0.937	NS	Accept H_0
Affiliation				
Professional	0.021	0.901	NS	Accept H_0
Civic	0.210	0.350	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S – Significant; NS – Not Significant

A significant relationship was present between the perceived ethical leadership practices along school leadership and the number of years as school heads based on the obtained coefficient correlation of 0.500 and a p-value of 0.050. This is supported by a p-value equal to the 0.05 significance level. Hence, the hypothesis "There is no significant relationship between the perceived ethical leadership practices along school leadership and the number of years as school head" was rejected.

The following coefficients of correlation and p-values were obtained between the perceived ethical leadership practices of school head respondents along the school leadership domain and their remaining profile related variates as: 0.429 and 0.059 with age; 0.428 and 0.053 with sex; 0.152 and 0.588 with civil status; 0.081 and 0.937 with educational background; 0.021 and 0.901 with professional affiliation, and 0.210 and 0.350 with civic affiliation. The p-values accompanying each coefficients of correlation were greater than the 0.05 significance level indicating no significant correlation between the paired variables which led to the acceptance of the hypothesis, "There are no significant relationships between perceived ethical leadership practices along school leadership of school head-respondents on age; sex; civil status; educational background; professional affiliation; and civic affiliation".

Creating a Learner-Centered Learning Climate. Table 26 reflects the coefficients of correlation and p-values between creating a student-centered learning climate and the profile variates of school head-respondents.

No significant relationships were found out between the school head-respondents' perception of their ethical leadership practices along the domain of creating a learner-centered learning climate and their profile variates since the accompanying p-values were found greater than the 0.05 significance level.

The following are the corresponding coefficients of correlation and p-values: 0.341 and 0.141 for age; 0.209 and 0.362 for sex; 0.227 and 0.417 for civil status; 0.437 and 0.061 for years as school head; 0.055 and 0.968 for educational

attainment; 0.082 and 0.923 for professional affiliation; and 0.092 and 0.834 for civic affiliation, thus the hypothesis, "There are no significant relationships between the ethical leadership practices along creating a learner-centered learning climate and age, sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation" was accepted.

Table 26

**Correlation Between Extent to Which School Head-Respondents
Practice Creating a Student-Centered Learning
Climate and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.341	0.141	NS	Accept H_0
Sex	0.209	0.362	NS	Accept H_0
Civil status	0.227	0.417	NS	Accept H_0
Years as School Head	0.437	0.061	NS	Accept H_0
Educational attainment	0.055	0.968	NS	Accept H_0
Affiliation				
Professional	0.082	0.923	NS	Accept H_0
Civic	0.092	0.834	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S - Significant; NS - Not Significant

Human Relations Management and Professional Development. In Table 27 is presented the results of the correlational analyses conducted between the ethical leadership practices along human relations management and professional development and profile variates of school head-respondents.

Table 27

**Correlation Between Extent to Which School Head-Respondents
Practice Human Relation Management and Professional
Development and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.398	0.083	NS	Accept H_0
Sex	0.348	0.122	NS	Accept H_0
Civil status	0.227	0.417	NS	Accept H_0
Years as School Head	0.465	0.045	S	Reject H_0
Educational attainment	0.026	0.623	NS	Accept H_0
Affiliation				
Professional	0.154	0.565	NS	Accept H_0
Civic	0.124	0.621	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S - Significant; NS - Not Significant

The coefficient of correlation of 0.465 and p-value of 0.045 were found to be lower than the 0.05 level of significance, but significantly related between the ethical leadership practices of school head respondents along human relations management and professional development and the profile variates of the school head respondents and the years as school head. This finding resulted to the rejection of the hypothesis, "There is no significant relationship between the ethical leadership practices along human relations management and professional development and years as school head".

On the other hand, the following were the coefficients of correlation and the p-values obtained for the remaining profile variates of the school head-respondents: 0.398 and 0.083 for age; 0.348 and 0.122 for sex; 0.227 and 0.417 for civil status; 0.026 and 0.623 for educational attainment; 0.154 and 0.565 for professional affiliation, and 0.124 and 0.621 for civic affiliation. All the p-values obtained were greater than the 0.05 significance level, thus, led to the acceptance of the hypothesis, which says: "There are no significant relationships between the ethical leadership practices along human relations management and professional development and age, sex; civil status; educational background; professional affiliation, and civic affiliation."

Parent Involvement and Community Partnership. Table 28 provides the results of the correlation made between the school head-respondents' perceptions of their ethical leadership practices along parent involvement and community partnership.

The domain on parent involvement and community partnership when correlated with "years as school head" yielded a coefficient of correlation of 0.651 and a p-value of 0.003. The p-value was found lower than the 0.05 significance level which can safely be interpreted as significantly related to the ethical leadership practices of school heads, hence, rejecting the hypothesis, "There is no significant relationship between the ethical leadership practices along parent involvement and community partnership and years as school head".

Table 28

**Correlation Between Extent to Which School Head-Respondents
Practice Along Parent Involvement and Community
Partnership and Their Profile Variates**

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.385	0.093	NS	Accept H_0
Sex	0.013	0.955	NS	Accept H_0
Civil status	0.405	0.134	NS	Accept H_0
Years as School Head	0.651	0.003	S	Reject H_0
Educational attainment	0.372	0.068	NS	Accept H_0
Affiliation				
Professional	0.160	0.178	NS	Accept H_0
Civic	0.210	0.162	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S – Significant; NS – Not Significant

On the contrary, the following coefficients of correlation and p-values were obtained for the remaining school head-respondents' profile variates: 0.385 and 0.093 for age; 0.013 and 0.955 for sex; 0.405 and 0.134 for civil status; 0.372 and 0.068 for educational attainment; 0.160 and 0.178 for professional affiliation, and 0.210 and 0.162 for civic affiliation. The p-values were established to be higher than the 0.05 significance level implying no significant correlations between the paired variables, hence, the hypothesis "There are no significant relationships between the ethical leadership practices along Parent involvement and community partnership and age, sex; civil status; educational background; professional affiliation; and civic affiliation" was accepted.

School Management and Operation. The results of the Pearson product moment correlation including the p-values between school head-respondents perceptions of their ethical leadership practices along school management and operation are given in Table 29.

Table 29

Correlation Between the Extent to Which School Head-Respondents Practice Along School Management and Operation and Their Profile Variates

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.431	0.058	NS	Accept H_0
Sex	0.412	0.063	NS	Accept H_0
Civil status	0.033	0.908	NS	Accept H_0
Years as School Head	0.142	0.562	NS	Accept H_0
Educational attainment	0.054	0.854	NS	Accept H_0
Affiliation				
Professional	0.026	0.912	NS	Accept H_0
Civic	0.065	0.743	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S - Significant; NS - Not Significant

A closer inspection of Table 29 reveals the following pairs of Pearson r values and p-values between school head-respondents' perceptions of their ethical leadership practices along school management and operation and their profile variates: 0.431 and 0.058 with age; 0.412 and 0.063 with sex; 0.033 and 0.908 with civil status; 0.142 and 0.562 with years as school head; 0.054 and 0.854 with educational attainment; 0.026 and 0.912 with professional affiliation, and 0.065 and 0.743 with civic affiliation negating significant relationships between

school head-respondents' perception of their ethical leadership practices along school management and operation and their profile variates since the obtained p-values were higher than the 0.05 significance level, and, therefore, accepting the hypothesis "There are no significant relationships between school head-respondents' ethical leadership practices along school management and operation and age; sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation".

Personal and Professional Attributes and Interpersonal Effectiveness.

Table 30 gives the results of the correlation between school head-respondents' perceived ethical leadership practices along personal and professional attributes and interpersonal effectiveness and profile variates.

Table 30

Correlation Between the Extent to Which School Head-Respondents Practice Along Personal and Professional Attributes and Interpersonal Effectiveness and Their Profile Variates

Profile variates	r_{xy}	p-value	Evaluation	Decision
Age	0.313	0.179	NS	Accept H_0
Sex	0.231	0.323	NS	Accept H_0
Civil status	0.032	0.910	NS	Accept H_0
Years as School Head	0.440	0.060	NS	Reject H_0
Educational attainment	0.179	0.523	NS	Accept H_0
Affiliation				
Professional	0.023	0.934	NS	Accept H_0
Civic	0.029	0.915	NS	Accept H_0
Religious	-	-	-	-

Legend: $\alpha = 0.05$; $df = 24$; two-tailed; S - Significant; NS - Not Significant

No significant relationships were found out between the school head-respondents' perception of their ethical leadership practices along personal and professional attributes and interpersonal effectiveness and their profile variates as indicated by the following pairs of coefficients and correlation and p-values, respectively: an r-value of 0.313 and p-value of 0.179 for age; 0.231 and 0.323 for sex; 0.032 and 0.910 for civil status; 0.440 and 0.60 for years of service; 0.179 and 0.523 for educational attainment; 0.023 and 0.934 for professional affiliation, and 0.029 and 0.915 for civic affiliation. Since the established p-values were greater than the 0.05 significance level, this means no significant relationships were present between the correlated variables which led to the acceptance of the hypothesis, "There are no significant relationships between school head-respondents perceptions of their ethical leadership practices along their personal and professional attributes and the interpersonal effectiveness and age, sex; civil status; years as school head; educational background; professional affiliation, and civic affiliation."

**Level of Job Satisfaction of Teacher-
Respondents Along Security,
Salary and Work
Environment**

Discussed below are the levels of job satisfaction of the teacher-respondents along security, salary and work environment.

Security. Table 31 shows the weighted means of the indicators used to determine the level of job satisfaction of the teacher-respondents in terms of job security.

Table 31

Level of Job Satisfaction of the Teacher-Respondents Along Security

Indicators		Weighted Means	Inter-pretation
1.	My job gives me security for the present.	4.51	ES
2.	My job gives me security for the future.	4.53	ES
3.	My job gives me security for my family.	4.50	S
4.	The school gives several benefits like thirteenth monthly bonus, allowance, medical and dental services and etc.	3.97	S
5.	The school gives me safety and physical security.	4.26	S
6.	My job gives me feeling of comfort and belongingness.	4.51	ES
7.	I am secure in the thought that there are no attempts to replace me.	4.49	S
8.	My job gives me opportunities for advancement.	4.48	S
9.	My job promises sufficient retirement benefits.	4.40	S
10.	Working in this school gives me feeling of economic security.	4.36	S
Grand Mean		4.40	S

Legend: 4.51-5.00 Extremely Satisfied (ES)

3.51-4.50 Satisfied (S)

2.51-3.50 Moderately Satisfied (MS)

1.51-2.50 Slightly Satisfied (SS)

1.00-1.50 Not Satisfied (NS)

Three indicators obtained the weighted mean ratings between 4.51-5.00 corresponding to an interpretation of "extremely satisfied" feelings in their teaching job. These were indicator 1 "My job gives me security for the present" with a weighted mean rating of 4.51, indicator 2 "My job gives me security for the future" with a weighted mean rating of 4.53, and indicator 6 "My job gives

me feeling of comfort and belongingness" at 4.51. The remaining indicators yielded the weighted mean ratings between the 3.51-4.50 range interpreted as "satisfied" by the teacher-respondents in their teaching job.

The overall perceptions of the teacher-respondents was "satisfied" with their teaching job as supported by a grand mean of 4.40.

Salary. The weighted means of the indicators used to measure the job satisfaction of the teacher-respondents in relation to their salary is provided in Table 32.

Table 32

Level of Job Satisfaction of the Teacher-Respondents Along Salary

Indicators		Weighted Means	Inter-pretation
1.	The compensation that I receive is commensurate to the efforts that I exert.	4.13	S
2.	My compensation gives me sufficient purchasing power.	3.95	S
3.	My salary provides the members of my family with everything that they need.	3.84	S
4.	My remuneration gives me enough prestige in the community.	4.01	S
5.	With my compensation, it enables me to cope with the cost of living.	3.77	S
6.	With my compensation, I can send my children to the best schools.	3.71	S
7.	My compensation encourages me to work hard for the school.	4.07	S
8.	There are assurances of increase for me if I deserve them.	4.07	S
9.	The salary scheme is beneficial to me.	3.97	S
10.	My pay in this school is comparable to the pay received by employees in private schools.	4.08	S
Grand Mean		3.96	S

Legend: 4.51-5.00 Extremely Satisfied (ES)
 3.51-4.50 Satisfied (S)
 2.51-3.50 Moderately Satisfied (MS)
 1.51-2.50 Slightly Satisfied (SS)
 1.00-1.50 Not Satisfied (NS)

As can be gleaned from the table, all the ten indicators were rated by the teacher-respondents between the 3.51-4.50 range interpreted as "satisfied". The teacher-respondents were satisfied with their salary.

The same can be said overall that they satisfied with their salary as part of their job satisfaction as supported by a grand mean of 3.96.

Work Environment. The job satisfaction of teacher-respondents in terms of work environment through the different indicators are shown in Table 33.

Table 33
Level of Job Satisfaction of Teacher-Respondents
Along Work Environment

Indicators		Weighted Means	Interpretation
1.	My relationship with my school head is very wholesome.	4.54	ES
2.	My school head is considerate and kind.	4.57	ES
3.	There is much harmony among teachers in this school.	4.36	S
4.	My school head respects my feeling.	4.44	S
5.	Teachers work together as a team.	4.36	S
6.	My school head promotes cooperation and camaraderie among teachers.	4.48	S
7.	The atmosphere in this school is conducive to work efficiently.	4.45	S
8.	My school head and my peers encourage me to improve my professional competence.	4.43	S
9.	My supervisor and my peers consult me on vital matters pertaining to work.	4.28	S
10.	The physical conditions of offices have the following characteristics:		
	Sufficient lighting	4.27	S
	Ample space for each employee	4.32	S
	Ample space for each teachers paper and belongings	4.29	S
	Moderate temperature	4.35	S
Grand Mean		4.40	S

Legend: 4.51-5.00 Extremely Satisfied (ES)

3.51-4.50 Satisfied (S)

2.51-3.50 Moderately Satisfied (MS)

1.51-2.50 Slightly Satisfied (SS)

1.00-1.50 Not Satisfied (NS)

Two indicators revealed that the teacher-respondents are “extremely satisfied” with their work environment since the two indicators obtained the weighted mean ratings between 4.51-5.00. These were on indicator 1 “My relationship with my school head is very wholesome” at a weighted mean of 4.54, and indicator 2 “My school head is considerate and kind” at 4.57.

On the other hand, the remaining indicators yielded the weighted mean ratings falling between 3.51-4.50 and interpreted as “satisfied”.

The overall perception of the teacher-respondents were “satisfied” with regards to their work environment as revealed by a grand mean of 4.40.

**Relationship Between the Teacher-Respondents’
Perception as to Extent School Heads
Practice Ethical Leadership and
Job Satisfaction**

Table 34 presents the results of the correlation between the teacher-respondents’ job satisfaction and their perceptions regarding the ethical leadership practices of their school heads along the seven domains.

As can be gleaned from the table, the coefficients of correlation between the teacher-respondents’ job satisfaction and the seven domains of ethical leadership practices had p-values lower than the 0.05 stipulated significance level implying significant relationships between the paired variables. Because of these results, the hypothesis, “There are no significant relationships between teacher-respondents’ job satisfaction and instructional leadership; school leadership;

Table 34

**Correlation Between Teacher-Respondents' Perceptions of
School Heads' Extent of Ethical Leadership Practices
Along the Seven Domains and Job Satisfaction**

Job Satisfaction vs	r_{xy}	p-value	Evaluation	Decision
Instructional Leadership	0.428	0.001	S	Reject H _o
School Leadership	0.473	0.001	S	Reject H _o
Creating Student-Centered Learning Climate	0.424	0.001	S	Reject H _o
Human Relation Management and Professional Development	0.452	0.001	S	Reject H _o
Parent Involvement and Community Partnership	0.417	0.001	S	Reject H _o
School Management and Operation	0.416	0.001	S	Reject H _o
Personal and Professional Attributes and Interpersonal Effectiveness	0.460	0.001	S	Reject H _o

Legend: $\alpha = 0.05$; df = 24; two-tailed; S - Significant; NS - Not Significant

creating a student-centered learning climate; human relation management and professional development; parent involvement and community partnership; school management and operation; and personal and professional attributes and interpersonal effectiveness" was rejected.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of major findings, the conclusions drawn and the recommendations that were formulated based on the results of the study.

Summary of Findings

The following are the salient findings of the study on the profile of the respondents:

1. Of the 26 school head respondents seven or 32.80 percent were 44-46 years old made up of three or 11.50 percent males and four or 15.40 percent females. This was followed by three or 11.50 percent whose age ranges were 62-64 years old; 56-58 years old, and 38-40 years old, respectively. The rest were distributed at two or 7.70 percent at age ranges of 50-52, 47-49, 41-43 years old. Two or 7.70 percent of the school head-respondents did not indicate their age. The mean of the school head-respondents was 48.55 years old with a standard deviation of 7.85 years. On the average, the male-respondents were younger at 46.00 years old with a standard deviation of 3.37 years compared to the females at 49.19 years old with a standard deviation of 8.58 years.

2. Fourteen or 53.90 percent of school head-respondents were married, 11 or 42.30 percent did not specify their civil status, and one or 3.80 percent was single.

3. Seven or 26.90 percent of the school head-respondents earned some doctoral units, masters' degree holder, and Bachelor in Elementary Education and Secondary Education graduates, respectively. Three or 11.5 had earned their master's degree units, while two or 7.70 percent were doctoral graduates.

4. About 11 or 42.30 percent of the school head-respondents had been a school head for 10-13 years and eight or 30.80 percent for 6-9 years. The longest was 22-25 years by one or 3.80 percent of the school head-respondents. Two or 7.70 percent did not specify as to how long they had been a school head. The means length of service as school head was 10.23 years with a standard deviation of 4.98 years.

5. Seven or 26.90 percent admitted they were affiliated with the Philippine Elementary School Principals Association (PESPA), four or 15.40 percent were affiliated with the Philippine Public School Teachers, and Employees Association (PPSTEA), while 15 or 57.70 percent had no professional affiliation.

6. One or 3.80 percent of the school head-respondents was either affiliated with the Boy Scout of the Philippines (BSP) and one with Leyte- Samar (LEYSAM) Organization. Twenty-four or 92.20 percent did not specify a particular civic affiliation.

7. All 26 or 100.00 percent of the school head-respondents were Roman Catholics.

8. All 26 or 100.00 percent of the school head-respondents admitted they belonged to the middle-class category in terms of economic status.

9. Four or 15.40 percent of the school head-respondents started as Teacher 1; then promoted to Head Teacher 3; Principal 1, and finally to Principal 2; three or 11.50 percent started as Teacher 1; then Teacher 2; Teacher 3, and then Principal 1. Another three or 11.50 percent started as Teacher 1, Master Teacher 2, Head Teacher 3, then Principal 1, and finally 10 or 38.80 percent did not indicate their promotion history.

10. Of the 239 teacher-respondents, about 46 or 20.10 percent were 36-40 years old four or 1.70 percent of whom are males and 42 or 18.30 percent females; the youngest, seven or 3.10 percent at age 21-25 years old, while three or 1.300 percent represents the oldest at 61-65 years old two males (0.92 percent and one female (0.40 percent), 20 or 9.60 percent of the school head-respondents did not divulge their age. The mean age of the teacher-respondents was pegged at 42.25 with a standard deviation of 3.97 years. The male- and female-respondents were almost of the same age which was 42 years old.

11. About 183 or 79.90 percent of the teacher-respondents were married; 23 or 10.00 percent were still single, eight or 3.50 percent had lost their partners, and two or 0.90 percent were separated from their partners. On the other hand, 13 or 5.70 percent kept their civil status a secret.

12. About 124 or 54.10 percent of the teacher-respondents had already earned units for master's degrees with forty five or 19.70 percent as master's graduates. Next were 42 or 18.30 percent had not started their graduate schooling. Two or 0.90 percent had already obtained their doctoral degrees. Nine or 3.90 percent did not specify their educational attainment.

13. Fifty-three or 23.10 percent of the teacher-respondents had been teaching for 11-15 years; followed by 42 or 18.30 percent with 6-10 years, and still another 41 or 17.90 percent with 16-20 years of teaching experience. The highest number of years in the teaching profession was 36-40 years by three or 1.30 percent and the shortest, with 1-5 years by 24 or 10.50 percent. Nine or 3.90 percent did not indicate their length of service in the teaching profession. The mean number of years in teaching was 13.88 years and with the standard deviation of 6.22 years.

14. About 221 or 96.50 percent of the teacher-respondents admitted they belonged to the middle-class category, while eight or 3.50 percent did not indicate their economic status.

15. Of the 13 indicators used to measure the ethical leadership practices of school head-respondents along instructional leadership, five indicators expressed a disagreement between the two groups of respondents. Indicator 1 "Manages the processes and procedures in monitoring student achievements" at a weighted mean of 4.59 from the school head-respondents and 4.36 from the teacher-respondents. Correspondingly, the school head-

respondents said they “always practiced” instructional leadership, but the teacher-respondents said “often practiced” by their school heads. The same trend of disagreement, “always practiced” for school head-respondents and “often” for teacher-respondents; the same different perception between the school head-respondents and the teacher-respondents, for indicator 2 “Ensures utilization of a range of assessment” at a weighted mean of 4.55 from school head-respondents and 4.26 from the teacher-respondents group; indicator 3 “Utilizes assessment to improve learning” at 4.68 and 4.38, respectively, and indicator 4 “Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians regularly” at 4.55 and 4.30. The school head-respondents and teacher-respondents had the same perception on the extent of agreement to the remaining nine indicators – “agree” and “agree” to both groups or “often” and “often” agreement. As to the overall result, the two groups had the same agreement regarding the ethical leadership along instructional leadership as supported by the grand means of 4.49 and 4.31 interpreted as “often practiced”.

16. Of the 32 indicators employed to determine the perceptions of the two groups of respondents regarding the ethical leadership practices of school heads along school leadership, 20 of the indicators revealed a disagreement in perceptions between the two groups of respondents. The weighted means of these 20 indicators obtained the weighted mean ratings of 4.51-5.00 from the school head-respondents interpreted as “always practiced” with the obtained weighted mean ratings of 3.51-4.50 and from the teacher-respondents the 20

indicators were interpreted as “often practiced”. These were indicators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17, 20, 21, 25, 26, 28, 29, and 30. The overall perceptions of the two groups of respondents as regard to school leadership the school head’s perceptions were “always practiced” as supported by a grand mean of 4.56, while “often practiced” to the teacher-respondents at a grand weighted mean of 4.25.

17. Three of the eight indicators used to determine the perceptions of school head-respondents and the teacher-respondents regarding the ethical leadership practices of school heads along creating a learner-centered learning climate obtained the weighted means of 4.51-5.00 from the school head-respondents interpreted as “always practiced” with the teacher-respondents’ weighted means at 3.51-4.50 and interpreted as “often practiced”. These were supported by indicators 4, 6 and 7. On the other hand, the remaining five indicators revealed an agreement in perceptions between the two groups as “often practiced” as supported by the weighted mean ratings between 3.51-4.50 and these were indicators 1, 2, 3, 5, and 8. As an assessment, the two groups of respondents had disagreement on the ethical leadership practices of school heads along creating a learner-centered learning climate supported by a grand weighted mean of 4.55 from the school head-respondents and interpreted as “always practiced” but with 4.31 from the teacher-respondents and interpreted as “often practiced”.

18. On the ethical leadership practices of school heads along human relations management and professional development, six of the indicators revealed a disagreement between the school head-respondents and the teacher-respondents. The weighted means of the six indicators were between 4.51-5.00 which meant that the school head-respondents were "always practicing" the said ethical leadership. On the other hand, the same six indicators obtained the weighted mean ratings between 3.5-4.50 interpreted as "sometimes practiced" to the teacher-respondents. This disagreement was expressed by indicator 1 "Builds a community of learners among teachers" with weighted means of 4.64 and 4.41; indicator 4 "Recognizes potentials of staff and provide opportunities for professional development" at 4.59 and 4.29; indicator 10 "Assigns teachers and other personnel to their area of competence" at 4.77 and 4.36; indicator 11 "Assists teachers and staff in setting and resetting performance goals" at 4.59 and 4.28; indicator 12 "Monitors and evaluate performance of teaching and non-teaching personnel vis-à-vis targets" at 4.73 and 4.28, and indicator 15 "Creates a functional school-based performance appraisal committee" at 4.64 and 4.26. However, the two groups of respondents had similar perceptions on the other indicators on the ethical leadership practices along human relations management and professional development. The groups of respondents perceived this ethical leadership as "often practiced" as revealed by the weighted mean rating between 3.51-4.50. While there was an agreement in some of the indicators, the overall result was a disagreement between the two groups of respondents along human

relations an professional development as supported by a grand mean of 4.55 "always practiced" on the part of the school head-respondents and a weighted mean rating of 4.27 "often practiced" according to the teacher-respondents.

19. Of the six indicators employed to measure the perceptions of the two groups of respondents regarding the ethical leadership practices of school heads along parent involvement and community partnership, two indicators revealed a disagreement between the school head-respondents and teacher-respondents as regards to the extent school heads practice ethical leadership along parent involvement and community partnership. The two indicators were rated by the school head-respondents between 4.50-5.00 which was interpreted as "always practiced". On the other hand, the two indicators obtained the weighted mean ratings between 3.51-4.50 from the teacher-respondents interpreted as "often practiced". However, the other indicators revealed the same perception between the two groups of respondents. The o perception of the two groups of respondents was the same as revealed by the grand means of 4.45 and 4.22 which were between the range 3.51-4.50 and interpreted as "often practiced".

20. Of the 16 indicators employed to identify the perceptions of the two groups of respondents as regards to the ethical leadership practices of school head-respondents along school management and operations, 12 indicators obtained the weighted mean ratings of 4.51-5.00 on the part of the school head-respondents interpreted as "always practiced" while the teacher-respondents

rated the same indicators between the 3.51-4.50 range interpreted as "often practiced". These are indicators 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 14 and 15. Only in four indicators did the two groups of respondents had similar perceptions which was "often practiced" as revealed by indicators 1, 4, 11 and 16 wherein the weighted mean ratings were between 3.51-4.50. As an overall perception of the two groups of respondents have on the ethical leadership practices along school management and operation where they different. The school head-respondents had an "always practiced" perception while the teacher-respondents gave an "often practiced".

21. The indicators used to determine the perceptions of the two groups of respondents regarding the ethical leadership practices of school heads along personal and professional attributes and interpersonal effectiveness; the school head-respondents had an "always practiced" perception since all indicators were rated by them at 4.51-5.00 interpretation range. To the teacher-respondents as "often practiced" was their perception as revealed by the weighted means of the indicators which was between 3.51-4.50 interpretation range. For the overall perception the two groups of respondents differed from each other.

22. The statistical tests for independent samples conducted to confirm the findings where the two groups of respondents had disagreements as to the extent of ethical practices of school heads along the seven domains, all the p-values obtained were lower than the 0.05 significance level indicating significant difference in the perceptions of the two groups of respondents. The hypothesis,

"There are no significant differences in the perceptions between the school head-respondents and teacher-respondents on the ethical leadership practices of school heads along the domain of instructional leadership, school leadership, creating a learner-centered learning climate, human relations management and professional development, parent involvement and community partnership, school management and operation, and personal and professional attributes and interpersonal effectiveness", was rejected.

23. The school heads' ethical leadership practices along the instructional leadership domain as perceived by themselves and their age, obtained a Pearson coefficient of correlation of 0.528 and a p-value of 0.017. This p-value was lower than the 0.05 significance level implying a significant relationship between the two variables, the hypothesis, "There is no significant relationship between the ethical leadership practices of school heads along instructional leadership and "age", was rejected. On the other hand, the following were the Pearson coefficients of correlation between instructional leadership and the remaining profile variates: 0.390 and 0.089 with sex; 0.013 and 0.962 with civil status; 0.405 and 0.086 with years as school head; 0.079 and 0.939 with educational background; 0.106 and 0.558 with professional affiliation, and 0.244 and 0.296 with civic affiliation. All the p-values of these profile variates were greater than the 0.05 significance level implying no significant relationships between the paired variables, hence, the hypothesis, "There are no significant relationships between the school head-respondents' perceptions of their ethical

leadership practices along the instructional leadership and sex; civil status; years as school head; educational background; professional affiliation, and civic affiliation, was accepted.

24. A significant relationship was established between the perceived ethical leadership practices of the school head respondents along the school leadership and the number of years as school heads, based on the obtained coefficient correlation of 0.500 and the p-value of 0.0050. The hypothesis, "There is no significant relationship between the perceived ethical leadership practices along school leadership and the number of years as school head", the established p-value being higher than 0.05 significance level, was rejected. The following coefficients of correlation and p-values were obtained between the perceived ethical leadership practices along the school leadership and the remaining profile variates: 0.429 and 0.059 with age; 0.428 and 0.053 with sex; 0.152 and 0.588 with civil status; 0.081 and 0.937 with educational background; 0.021 and 0.901 with professional affiliation; and 0.210 and 0.350 with civic affiliation. The p-values with their accompanying each coefficients of correlation were greater than the 0.05 significance level indicating no significant correlation between paired variables, hence, led to the acceptance of the hypothesis which says, "There are no significant relationships between the perceived ethical leadership practices along school leadership of school head-respondents and age; sex; civil status; educational background; professional affiliation, and civic affiliation".

25. No significant relationships were found between the school head-respondents' perception on their ethical leadership practices along creating a learner-centered learning climate and their profile variates since the p-values were greater than the 0.05 significance level. The following are the corresponding coefficients of correlation and p-values: 0.341 and 0.141 for age; 0.209 and 0.362 for sex; 0.227 and 0.417 for civil status; 0.437 and 0.061 for years as school head; 0.055 and 0.968 for educational attainment; 0.082 and 0.923 for professional affiliation, and 0.092 and 0.834 for civic affiliation. The hypothesis, "There are no significant relationships between the ethical leadership practices along creating a learner-centered learning climate and age, sex; civil status; years as school head; educational background; professional affiliation, and civic affiliation" then was accepted.

26. A coefficient of correlation of 0.465 and the p-value of 0.045 was found out between the ethical leadership practices of school heads along human relations management and professional development and the years as school head. The p-value obtained was lower than the stipulated 0.05 significance level indicating a significant relationship between the said variables. So, the hypothesis, "There is no significant relationship between the ethical leadership practices along human relations management and professional development and the years as school head" was rejected. On the other hand, the following were the coefficients of correlation and the p-values obtained for the remaining profile variates: 0.398 and 0.083 for age; 0.348 and 0.122 for sex; 0.227 and 0.417 for civil

status; 0.026 and 0.623 for educational attainment; 0.154 and 0.565 for professional affiliation, and 0.124 and 0.621 for civic affiliation. All the corresponding p-values obtained were greater than the 0.05 significance level which implied no significant correlation between the paired variables, thus, led to the acceptance of the hypothesis which says: "There are no significant relationships between the ethical leadership practices along human relations management and the professional development and age, sex; civil status; educational background; professional affiliation; and civic affiliation."

27. Parent involvement and community partnership correlated with years as school head yielded a coefficient of correlation of 0.651 and p-value of 0.003, lower than the 0.05 significance level showed a significant relationship between the two variables and, therefore, made the hypothesis, "There is no significant relationship between the ethical leadership practices along parent involvement and community partnership and years as school head", rejected. The correlation and p-values were obtained for the remaining profile variates: 0.385 and 0.093 for age; 0.013 and 0.955 for sex; 0.405 and 0.134 for civil status; 0.372 and 0.068 for educational attainment; 0.160 and 0.178 for professional affiliation, and 0.210 and 0.162 for civic affiliation. The p-values were higher than the 0.05 significance level implying no significant correlations between the paired variables, so the hypothesis , "There are no significant relationships between the ethical leadership practices along the parent involvement and

community partnership and age, sex; civil status; educational background; professional affiliation, and civic affiliation", was accepted.

28. The pairs of Pearson r values and p -values between school head-respondents' perceptions of the ethical leadership practices along school management and operation and the profile variates, the following were obtained: 0.431 and 0.058 with age; 0.412 and 0.063 with sex; 0.033 and 0.908 with civil status; 0.142 and 0.562 with years as school head; 0.054 and 0.854 with educational attainment; 0.026 and 0.912 with professional affiliation, and 0.065 and 0.743 with civic affiliation. No significant relationships were found between school head-respondents' perception of their ethical leadership practices along school management and operation and the profile variates since the obtained p -values were higher than the 0.05 significance level. The hypothesis, "There are no significant relationships between the school head-respondents' ethical leadership practices along the school management and operation and age; sex; civil status; years as school head; educational background; professional affiliation, and civic affiliation", was accepted.

29. No significant relationships were found between the school head-respondents' perception of their ethical leadership practices along the personal and professional attributes and interpersonal effectiveness and their profile variates as indicated by the following pairs of coefficients and correlation and p -values, respectively: an r -value of 0.313 and p -value of 0.179 for age; 0.231 and 0.323 for sex; 0.032 and 0.910 for civil status; 0.440 and 0.60 for years of service;

0.179 and 0.523 for educational attainment; 0.023 and 0.934 for professional affiliation, and 0.029 and 0.915 for civic affiliation. Since their p-values were greater than the 0.05 significance level, no significant relationships existed between correlated variables accepting the hypothesis, "There are no significant relationships between the school head-respondents' perceptions of their ethical leadership practices along personal and professional attributes and interpersonal effectiveness and age, sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation."

30. Three indicators were used to measure the job satisfaction of the teacher-respondents along security obtained the weighted mean ratings between 4.51-5.00 corresponding to an interpretation of "extremely satisfied" feelings in their teaching job. These were the indicators 1 "My job gives me security for the present" with a weighted mean rating of 4.51; indicator 2 "My job gives me security for the future" at a weighted mean rating of 4.53, and indicator 6 "My job gives me feeling of comfort and belongingness" at 4.51. The remaining indicators yielded a weighted mean rating between the 3.51-4.50 range thus was interpreted as "satisfied" by teacher-respondents in their teaching job. The overall perception of the teacher-respondents on the same indicator was "satisfied with their teaching job" as supported by a grand mean of 4.40.

31. All the ten indicators used to determine the job satisfaction of teacher-respondents along salary were rated by them as between the 3.51-4.50 range interpreted as "satisfied". The teacher-respondents were satisfied with

their salary. The same can be said regarding the overall perceptions that they were satisfied with their salary as part of their job satisfaction as supported by a grand mean of 3.96.

32. The two indicators used to identify the job satisfaction in terms of work environment revealed that the teacher-respondents were “extremely satisfied with their work environment” since both indicators obtained a weighted mean rating between 4.51-5.00. These were indicator 1 “My relationship with my school head is very wholesome” at a weighted mean of 4.54 and the indicator 2 “My school head is considerate and kind” at 4.57. On the other hand, the remaining indicators yielded a weighted mean rating falling between 3.51-4.50 and interpreted as “satisfied”. The overall perception of the teacher-respondents was “satisfied with regards to their work environment” as revealed by a grand mean of 4.40.

33. The coefficients of correlation between the teacher-respondents on job satisfaction and the seven domains of ethical leadership practices had p-values lower than the 0.05 stipulated significance level implying significant relationships between the paired variables, thereby rejecting the hypothesis, “There are no significant relationships between the teacher-respondents’ job satisfaction and the instructional leadership; school leadership; creating a learner-centered learning climate; human relations management and professional development; parent involvement and community partnership; school

management and operation, and personal and professional attributes and interpersonal effectiveness".

Conclusions

The following conclusions were drawn based on the findings of the study.

1. In terms of age, civil status and educational attainment, the school heads are qualified to their present position.
2. Education wise, the teacher-respondents are not qualified for a higher position but mature enough to be considered as seasoned teachers.
3. Both school head-respondents and teacher-respondents had the same perception on the ethical leadership practices along instructional leadership of school heads.
4. School head-respondents and teacher-respondents had different perception as to the ethical leadership practices along school leadership of school heads.
5. The two groups of respondents had different perceptions on the ethical leadership practices of school heads along creating a learner-centered learning climate.
6. As to the ethical leadership practices along human relations management and professional development, both school head-respondents and teacher-respondents had different perceptions.

7. On the ethical leadership practices along parent involvement and community partnership, again, the two groups of respondents had different perceptions.

8. Along the school management and operation domain of ethical leadership practices, the school head-respondents had different perception to the perceptions of the teacher-respondents.

9. Along the domain of personal and professional attributes and interpersonal effectiveness of ethical leadership practices, the school head-respondents and teacher-respondents had different perceptions.

10. The school heads' ethical leadership along instructional leadership as perceived by themselves was significantly related with their age; but not with sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation. Very understandably their commitment to instructional leadership is directly related to their age, the older they were, the better were their perceptions along instructional leadership.

11. School heads' ethical leadership practices along school leadership as perceived by themselves was significantly related with the number of years they had as school heads, but not with age; sex; civil status; educational background; professional affiliation, and civic affiliation. Like the school heads' perception along instructional leadership, their perception along school leadership was also significantly related to the years they has been as school

head. It is safe to say that based on this study, the longer are the school heads are in the service the deeper is their perception of their work as school leader.

12. The ethical leadership practices of the school head-respondents along the domain creating a learner-centered leaning climate was not significantly related to school head-respondents' age; sex; civil status; years as school head; educational background; professional affiliation, and civic affiliation. In short, all profile variates of the school heads respondents had nothing to do with their task of creating a learners-center. This finding in the study seems improbable because to the mind and experience of this researcher, age, experience and educational background can affect.

13. The ethical leadership practices of school heads along human relations management and professional development was significantly related to school head-respondents' number of years as school head; but not with age, sex; civil status; educational background; professional affiliation, and civic affiliation.

14. The domain on parent involvement and community partnership as one of the seven domains of the ethical leadership practices as perceived by school head-respondents themselves was significantly related with their number of years as school head, but not with their age, sex; civil status; educational background; professional affiliation, and civic affiliation. The two, human relations and the school head respondents' length of service and their parent involvement and community participation are strongly related.

15. The ethical leadership practices along school management as perceived by school head-respondents was not significantly related to their age; sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation. This seems improbable because by observation the longer experience a school head has as such and the higher his academic preparation the greater probability he has in having his school to success.

16. The school head-respondents' perceptions of their ethical leadership practices along personal and professional attributes and interpersonal effectiveness was not significantly related to their age, sex; civil status; years as school head; educational background; professional affiliation; and civic affiliation.

17. The teacher-respondents were satisfied with their teaching job in terms of job security. This is reinforced by the guarantee of security of tenure of the career people in the government service.

18. The teacher-respondents were satisfied with their teaching job in terms of the salary they receive. Looking back to the early 1980's when teachers were barely paid a few hundreds, P312.00 per month work, the pay of public school teachers at P18,000.00 per month is already lucrative.

19. The teacher-respondents were extremely satisfied with their work environment. Recalling the teacher respondents were highly qualified, both academically and by length of service.

20. Teacher-respondents overall job satisfaction was significantly related to the school heads leadership practices along instructional leadership; school leadership; creating a student-centered learning climate; human relation management and professional development; parent involvement and community partnership; school management and operation; and personal and professional attributes and interpersonal effectiveness.

21. The teacher-respondents' job satisfaction was significantly related in all the seven domains of ethical leadership practices of their school heads.

Recommendations

In view of the foregoing findings and conclusions, the following recommendations are advanced:

1. On the profile of school head-respondents, the years as a school head found direct influence/or is significantly related along the 5 of the 7 domains of ethical leadership practices of the school head-respondents and they are: school leadership, human relations management and professional development, parent involvement and community partnership, school management and operation, personal and professional attributes and interpersonal effectiveness. These findings simply echo the established belief that the longer a professional stay in his job, the better understanding he has of his work, his workplace and his fellow workers. It is highly recommended that teachers who have the potentials of becoming effective school heads be

encouraged and the regular three-year stay in the position before a promotion be reduced to two, so the school head can stay in the position longer.

2. School heads be encouraged to join or affiliate with professional and civic organizations. To organizations that enhance their knowledge, attitudes and skills like scouting, athletics, academic and religious, the school heads' membership be required in at least two. It is unthinkable for school heads not to affiliate with the scouting organizations when this forms part of the educative experiences they ought to have. If one is not a member of the BSP/GSP, how can he be expected to lead in its activities? Remember, one cannot give that which he does not have.

3. On the perceptions of the two respondents of the study along the seven domains, the school head respondents almost always, perceived them to have been "Always practiced" and "often practiced" by the teacher respondents. Though the effect of their difference is very negligible, the teacher must have more quality time for socialization and educational revisit of common activities to which both the school head and their teachers can bond.

4. On the job satisfaction of the teacher-respondents along security, salary and work environment, to all three areas, the teachers found the first two to be "satisfied", but "extremely satisfied", with their work environment. These findings of the teacher-respondents on job satisfaction were expected. It is recommended that additional enactments be passed to strengthen the teaching profession to guarantee for their sustained respect by the public they serve.

5. Along the domains of parent involvement and community partnership, school management and operation, all the indicators to the ethical leadership practices of the school head along parent involvement and community partnership had been noted by both the respondents as “often practiced” by the school heads except the two which were noted as “always practiced”. Relative to the foregoing it is suggested that all school heads be required to undergo an orientation on RA 6713 better known as Code of Conduct and Ethical Standards for Public Officials and Employees to guide them in their discharge of their official duties and responsibilities, and the RA 9485 Anti-Red Tape Act of 2007. Their exposure to these acts shall better equip them the “what” and the “why” of a public office being a public trust. More specifically, the school heads will see the value of the citizen’s charter as espoused by the same act and the handling of public funds like the MOOE being downloaded to school heads now making them more transparent and accountable in their utilization.

6. Relating between the teacher-respondents’ perception as to the extent school head practice the ethical leadership and job satisfaction was along instructional leadership, school leadership, creating a learner-centered learning climate, human relations and professional management, parent involvement and community partnership, school management and operation, personal and professional attributes and interpersonal effectiveness. It is suggested that seminars and other forms of training be had bringing the school heads and their

teachers to an interactive activity that would bring about the institutionalization of these joint endeavor.

7. Finally, like the finding that more teacher-respondents were with higher academic preparation than their school head, it is highly recommended that in teacher training centers of the country, especially in the National Educators Academy of the Philippines where the learnings are highly informative and practical as many of these emerged from actual experiences, the school heads be given more financial assistance or scholarship grants for them to enroll in graduate schools. It cannot be denied that with many of their teachers having higher academic preparation present in a public gathering, the school head experience inadequacy and inferior feeling because they have just started their master's units while the teacher subordinates are master's degree holders or much more, doctoral degree holders.

8. A similar study with some modifications or addition of other variables or research design can be conducted to check the validity of the results of the present study.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

December 15, 2016

DEAR RESPONDENTS:

Greetings!

I am **ARILDA B. ESPINO**, a bonafide student of Samar State University (SSU) Catbalogan City taking up Doctor of Philosophy major in Educational Management. I am currently conducting a study entitled **“ETHICAL LEADERSHIP PRACTICES OF PUBLIC CENTRAL ELEMENTARY PRINCIPALS IN THE DIVISION OF SAMAR: BASIS FOR INTERVENTION PROGRAM”** as part of the requirements for my dissertation writing.

In this regard, you are chosen as one of the this study. Rest assured that your responses to this research instrument would be treated with utmost confidentiality and would be used solely for research purposes.

Thank you very much and more power!

Respectfully yours,

ARILDA B. ESPINO
09173041544
Researcher

QUESTIONNAIRE FOR SCHOOL HEAD-RESPONDENTS

P. Name: _____

Optional

PART I. PERSONAL INFORMATION

2. Age: _____ 3. Sex: ☐ Male ☐ Female

4. Civil status: ☐ Single ☐ Married ☐ Separated ☐ Widow(er)

5. Educational background

☐ Doctoral graduate

☐ Doctoral units

☐ Masteral graduate

☐ Masteral units

☐ BEED/BSED graduate

☐ Others (pls specify) _____

6. Years of service as school head: _____

7. Affiliation:

7.1 Professional: _____

7.2 Civic: _____

7.3 Religious: _____

8. Economic status: _____

9. Promotion history: _____

PART II. ETHICAL LEADERSHIP PRACTICES

Directions: Below are several statements that describe school heads' leadership practices which involves ethical considerations. Please check under the appropriate column as to the extent you consider ethics in your leadership practices using the scale below:

5 = Always (A), 4 = Often (O), 3 = Sometimes (S), 2 = Rarely, 1 = Never (N)

Practices	5	4	3	2	1
A. INSTRUCTIONAL LEADERSHIP					
1. Manage the processes and procedures in monitoring student achievement.					
2. Ensure utilization of a range of assessment processes to assess student performance.					
3. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies.					
4. Utilize assessment results to improve learning.					
5. Creates and manages a school process to ensure student progress is conveyed to students and parents/guardians regularly.					
6. Develops/ adapts a research-based school program.					
7. Assists in implementing an existing, coherent and responsive school-wide curriculum.					
8. Address deficiencies and sustain successes of current programs on collaboration with teachers and learners.					
9. Develop a culture of functional literacy.					
10. Manages the introduction of curriculum initiates in line with DepEd policies (e.g. BEC, Madrasah).					
11. Work with teachers in curriculum review.					
12. Enrich curricular offerings based on local needs.					
13. Manages curriculum innovation and enrichment with the use of technology.					
14. Organize teams to champion instructional innovation programs toward curricular responsiveness.					
15. Prepares and implements an instructional supervisory plan.					
16. Conduct Instructional Supervision using appropriate strategy.					

Practices	5	4	3	2	1
17. Evaluate lesson plans as well as classroom and learning management.					
18. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance.					
19. Provide expert technical assistance and instructional support to teachers.					
B. SCHOOL LEADERSHIP					
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission.					
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.					
3. Align goals and objectives with the school vision and mission.					
4. Communicate the school VGMO clearly.					
5. Explain the school vision to the general public					
6. Revisit and ensure that school activities are aligned with the school VGMO.					
7. Establish E-BEIS/SIS and baseline data of all performance indicators.					
8. Involve all internal and external stakeholders in developing SIP/AIP.					
9. Utilize data, e. g , E-BEIS/SIS, SBM assessment ,TSNA , and strategic planning in the development of SIP/AIP.					
10. Align the SIP/AIP with national, regional and local education policies and thrusts.					
11. Communicate effectively SIP/AIP to internal and external stakeholders.					
12. Resolve problems at the school level.					
13. Assist teachers and students to understand problems and identify possible solutions.					
14. Analyze cause/s of problems critically and objectively.					
15. Address the causes of the problem rather than the symptoms.					
16. Explore several approaches in handling problems					
17. Demonstrate a proactive approach to problem					

Practices	5	4	3	2	1
solving.					
18. Involve stakeholders in meetings and deliberations for decision making.					
19. Set high expectations and challenging goals					
20. Provide opportunities for growth and development of members as team players					
21. Define roles and functions of each committee.					
22. Monitor and evaluate accomplishment of different committees/ teams.					
23. Give feedback on the team's performance using performance-based assessment tool.					
24. Establish a system for rewards and benefits for teachers and staff.					
25. Collaborate with concerned staff on the planning and implementation of programs and projects.					
26. Ensure proper allocation and utilization of resources (time, fiscal, human IMS, etc.).					
27. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects.					
28. Mobilize teachers/ staff in sustaining a project.					
29. Maintain an open, positive and encouraging attitude toward change.					
30. Assist teachers in identifying strengths and growth areas through monitoring and observation.					
31. Introduce innovations in the school program to achieve higher learning outcomes.					
32. Monitor and evaluate the implementation of change programs included in SIP/ AIP.					
33. Observe and apply multi-tasking in giving assignments.					
34. Advocate and execute plans for changes including culture change in the workplace.					
35. Empower teachers and personnel to identify, initiate and manage changes.					
C. CREATING A STUDENT-CENTERED LEARNING CLIMATE					
1. Benchmark school performance.					
2. Establish and model high social and academic expectations for all.					
3. Create an engaging learning environment.					
4. Participate in the management of learner analyze					

Practices	5	4	3	2	1
with the social and other school-related activities done outside the school.					
5. Support learners' desire to pursue further learning.					
6. Recognize high performing learners and teachers and supportive parents and other stakeholders.					
7. Create and sustain a safe, orderly, nurturing and healthy environment.					
8. Provide environment that promotes use of technology among learners and teachers.					
D. HUMAN RELATIONS MANAGEMENT AND PROFESSIONAL DEVELOPMENT					
1. Build a community of learners among teachers.					
2. Assess and analyze the needs and interests of teachers and other school personnel.					
3. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/ AIP.					
4. Integrate the SPPD in the SIP/ AIP.					
5. Mentor and coach employees and facilitate the induction of new ones.					
6. Recognize potentials of staff and provide opportunities for professional development.					
7. Ensure that the objectives of the school development.					
8. Prepare, implement, and monitor school- based INSET for all teaching staff based on IPPDs and the SPPD.					
9. Monitor and evaluate school-based INSETs.					
10. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers/ staff.					
11. Create and train School Selection and Promotion Committee and train its members.					
12. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers.					
13. Assign teachers and other personnel to their area of competence					

Practices	5	4	3	2	1
14. Assist teachers and staff in setting and resetting performance goals					
15. Monitor and evaluate performance of teaching and non-teaching personnel vis-à-vis targets					
16. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel					
17. Coach deputized staff as needed on managing performance					
18. Create a functional school-based performance appraisal committee					
19. Assist and monitor the development of IPPD of each teacher					
E. PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP					
1. Establish school and family partnerships that promote students' peak performance					
2. Organize programs that involve parents and other schools stakeholders to promote learning					
3. Conduct dialogues, fora , training of teachers, learners and parents on the welfare and improves performance of learners					
4. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.					
5. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects					
6. Participate actively in community affairs					
7. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt-a- School Program policies					
F. SCHOOL MANAGEMENT AND OPERATION					
1. Manage the implementation, monitoring and review of the SIP/ AIP and other action plans.					
2. Establish and maintain specific programs to meet needs of identified target groups.					
3. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert(s).					
4. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment.					

Practices	5	4	3	2	1
5. Oversee school operations and care and use of school facilities according to set guidelines.					
6. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment.					
7. Assign/ hire appropriate support personnel to manage school operations.					
8. Prepare a financial management plan.					
9. Develop a school budget which is consistent with SIP/ AIP.					
10. Generate and mobilize financial resources.					
11. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines.					
12. Accept donations, gifts, bequests and grants in accordance with RA 9155.					
13. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties.					
14. Organize a procurement committee and ensure that the official procurement process is followed.					
15. Utilize funds for approved school programs and projects as reflected in SIP/ AIP.					
16. Account for school funds.					
17. Prepare financial reports and submit/ communicate the same to higher education authorities and other education partners.					
18. Apply Information Technology (IT) plans for online communication.					
19. Use IT to facilitate the operationalization of the school management system (e. g. school information system, student tracking system, personnel information system).					
20. Use IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines.					
21. Share with other school heads the school's experience in the use of new technology.					
G. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL AFFECTIVENESS					
1. Manifest genuine enthusiasm and pride in the					

Practices	5	4	3	2	1
nobility of the teaching profession.					
2. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times.					
3. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders.					
4. Endorse appointments, promotions and transfers on the basis of merit and needs in the interest of the service.					
5. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs.					
6. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.					
7. Communicate effectively to staff and other stakeholders in both oral and written forms.					
8. Listen to stakeholders needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context.					
9. Interact appropriately with a variety of audiences					
10. Demonstrate ability to empathize with others.					
11. Observe Awards System and a system of assistance for teachers/staff to sustain integrity, honesty and fairness in all school practices.					
12. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions.					
13. Make individuals accountable for their actions.					

THANK YOU VERY MUCH!

QUESTIONNAIRE FOR TEACHER-RESPONDENTS

P. Name: _____

Optional

PART I. PERSONAL INFORMATION

2. Age: _____

3. Sex: ☐ Male ☐ Female

4. Civil Status: ☐ Single ☐ Married ☐ Separated ☐ Widow/er

5. Educational Attainment:

☐ Doctoral graduate

☐ Doctoral units

☐ Masteral graduate

☐ Masteral units

☐ BEED/BSED graduate

☐ Others (pls specify) _____

6. Years of teaching experience: _____ years

7. Economic status: _____

PART II. ETHICAL LEADERSHIP PRACTICES

Directions: Below are several statements that describe school heads' leadership practices which involves ethical considerations. Please check under the appropriate column as to the extent you consider your school head considers ethics in their leadership practices using the scale below:

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Practices	5	4	3	2	1
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1. Manages the processes and procedures in monitoring student achievement.					
2. Ensures utilization of a range of assessment processes to assess student performance.					
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies.					
4. Utilizes assessment results to improve learning.					

Practices	5	4	3	2	1
5. Creates and manage a school process to ensure student progress is conveyed to students and parents/guardians regularly.					
6. Develops/adapts a research-based school program.					
7. Assists in implementing an existing, coherent and responsive school-wide curriculum.					
8. Addresses deficiencies and sustain successes of current programs on collaboration with teachers and learners.					
9. Develops a culture of functional literacy.					
10. Manages the introduction of curriculum initiates in line with DepEd policies (e.g. BEC, Madrasah).					
11. Works with teachers in curriculum review.					
12. Enriches curricular offerings based on local needs.					
13. Manages curriculum innovation and enrichment with the use of technology.					
14. Organizes teams to champion instructional innovation programs toward curricular responsiveness.					
15. Prepares and implement an instructional supervisory plan.					
16. Conducts Instructional Supervision using appropriate strategy.					
17. Evaluates lesson plans as well as classroom and learning management.					
18. Provides in a collegial manner timely, accurate and specific feedback to teachers regarding their performance.					
19. Provides expert technical assistance and instructional support to teachers.					
B. SCHOOL LEADERSHIP					
1. Demonstrates co-ownership of and personal responses to identified issues consistent with the school's vision and mission.					
2. Involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.					
3. Aligns goals and objectives with the school vision and mission.					

Practices	5	4	3	2	1
4. Communicates the school VGMO clearly.					
5. Explains the school vision to the general public					
6. Revisits and ensure that school activities are aligned with the school VGMO.					
7. Establishs E-BEIS/SIS and baseline data of all performance indicators.					
8. Involves all internal and external stakeholders in developing SIP/AIP.					
9. Utilizes data, e. g , E-BEIS/SIS, SBM assessment ,TSNA , and strategic planning in the development of SIP/AIP.					
10. Aligns the SIP/AIP with national, regional and local education policies and thrusts.					
11. Communicates effectively SIP/AIP to internal and external stakeholders.					
12. Resolves problems at the school level.					
13. Assists teachers and students to understand problems and identify possible solutions.					
14. Analyzes cause/s of problems critically and objectively.					
15. Addresses the causes of the problem rather than the symptoms.					
16. Explores several approaches in handling problems					
17. Demonstrates a proactive approach to problem solving.					
18. Involves stakeholders in meetings and deliberations for decision making.					
19. Sets high expectations and challenging goals					
20. Provides opportunities for growth and development of members as team players					
21. Defines roles and functions of each committee.					
22. Monitors and evaluate accomplishment of different committees/ teams.					
23. Gives feedback on the team's performance using performance-based assessment tool.					
24. Establishes a system for rewards and benefits for teachers and staff.					
25. Collaborates with concerned staff on the planning and implementation of programs and projects.					

Practices	5	4	3	2	1
26. Ensures proper allocation and utilization of resources (time, fiscal, human IMS, etc.).					
27. Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects.					
28. Mobilizes teachers/staff in sustaining a project.					
29. Maintains an open, positive and encouraging attitude toward change.					
30. Assists teachers in identifying strengths and growth areas through monitoring and observation.					
31. Introduces innovations in the school program to achieve higher learning outcomes.					
32. Monitors and evaluate the implementation of change programs included in SIP/ AIP.					
33. Observes and apply multi-tasking in giving assignments.					
34. Advocates and execute plans for changes including culture change in the workplace.					
35. Empowers teachers and personnel to identify, initiate and manage changes.					
C. CREATING A STUDENT-CENTERED LEARNING CLIMATE					
1. Benchmarks school performance.					
2. Establishes and model high social and academic expectations for all.					
3. Creates an engaging learning environment.					
4. Participates in the management of learner 148analyse148r with the social and other school related activities done outside the school.					
5. Supports learners' desire to pursue further learning.					
6. Recognizes high performing learners and teachers and supportive parents and other stakeholders.					
7. Creates and sustain a safe, orderly, nurturing and healthy environment.					
8. Provides environment that promotes use of technology among learners and teachers.					
D. HUMAN RELATIONS MANAGEMENT AND PROFESSIONAL DEVELOPMENT					
1. Builds a community of learners among teachers.					
2. Assesses and analyse the needs and interests of teachers and other school personnel.					

Practices	5	4	3	2	1
3. Ensures that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/ AIP.					
4. Integrates the SPPD in the SIP/ AIP.					
5. Mentors and coach employees and facilitate the induction of new ones.					
6. Recognizes potentials of staff and provide opportunities for professional development.					
7. Ensures that the objectives of the school development.					
8. Prepares, implements, and monitors school-based INSET for all teaching staff based on IPPDs and the SPPD.					
9. Monitors and evaluates school-based INSETs.					
10. Utilizes the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers/staff.					
11. Creates and train School Selection and Promotion Committee and train its members.					
12. Recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers.					
13. Assigns teachers and other personnel to their area of competence					
14. Assists teachers and staff in setting and resetting performance goals					
15. Monitors and evaluate performance of teaching and non-teaching personnel vis-à-vis targets					
16. Delegates specific tasks to help manage the performance of teaching and non-teaching personnel					
E. PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP					
1. Establishes school and family partnerships that promote students' peak performance					
2. Organizes programs that involve parents and other schools stakeholders to promote learning					
3. Conducts dialogues, fora , training of teachers, learners and parents on the welfare and improves performance of learners					

Practices	5	4	3	2	1
4. Promotes the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.					
5. Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects					
6. Participates actively in community affairs					
7. Establishes sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/MOU or using Adopt-a-School Program policies					
F. SCHOOL MANAGEMENT AND OPERATION					
1. Manages the implementation, monitoring and review of the SIP/AIP and other action plans.					
2. Establishes and maintain specific programs to meet needs of identified target groups.					
3. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert(s).					
4. Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment.					
5. Oversees school operations and care and use of school facilities according to set guidelines.					
6. Institutionalizes best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment.					
7. Assigns/hires appropriate support personnel to manage school operations.					
8. Prepares a financial management plan.					
9. Develops a school budget which is consistent with SIP/AIP.					
10. Generates and mobilizes financial resources.					
11. Manages school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines.					
12. Accepts donations, gifts, bequests and grants in accordance with RA 9155.					
13. Manages a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties.					
14. Organizes a procurement committee and ensure that the official procurement process is followed.					

Practices	5	4	3	2	1
15. Utilizes funds for approved school programs and projects as reflected in SIP/ AIP.					
16. Accounts for school funds.					
17. Prepares financial reports and submit/communicate the same to higher education authorities and other education partners.					
18. Applies Information Technology (IT) plans for online communication.					
19. Uses IT to facilitate the operationalization of the school management system (e. g. school information system, student tracking system, personnel information system).					
21. Uses IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines.					
22. Shares with other school heads the school's experience in the use of new technology.					
G. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL AFFECTIVENESS					
1. Manifests genuine enthusiasm and pride in the nobility of the teaching profession.					
2. Observes and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times.					
3. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders.					
4. Endorses appointments, promotions and transfers on the basis of merit and needs in the interest of the service.					
5. Maintains good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs.					
6. Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.					
7. Communicates effectively to staff and other stakeholders in both oral and written forms.					

Practices	5	4	3	2	1
8. Listens to stakeholders needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context.					
9. Interacts appropriately with a variety of audiences					
10. Demonstrates ability to empathize with others.					
11. Observes Awards System and a system of assistance for teachers/staff to sustain integrity, honesty and fairness in all school practices.					
12. Demonstrates integrity, honesty and fairness in all his/her dealings and transactions.					
13. Makes individuals accountable for their actions.					

III. LEVEL OF JOB SATISFACTION

Direction: Below are the indicators of job satisfaction of teachers. Which one do you feel describes your satisfaction as a teacher in your school? Check opposite each indication the indicators which apply to you using the scale below.

- 5 - Extremely satisfied (ES)
 4 - Satisfied (S)
 3 - Moderately satisfied (MS)
 2 - Slightly satisfied (SS)
 1 - Not satisfied (NS)

Indicators	ES (5)	S (4)	MS (3)	SS (2)	NS (1)
A. Security					
1. My job gives me security for the present.					
2. My job gives me security for the future.					
3. My job gives me security for my family.					
4. The school gives several benefits like thirteenth month bonus, allowance, medical and dental monthly bonus, allowance, medical and dental services and etc.					
5. The school gives me safety and physical security.					
6. My job gives me a feeling of comfort and belongingness.					

Indicators	ES (5)	S (4)	MS (3)	SS (2)	NS (1)
7. I am secure in the thought that there are no attempts to replace me.					
8. My job gives me opportunities for advancement.					
9. My job promises sufficient retirement benefit.					
10. Working in this school gives me a feeling of economic security.					
Salary					
1. The compensation that I receive is commensurate to the efforts that I exert.					
2. My compensation gives me sufficient purchasing power.					
3. My salary provides the members of my family with everything that they need.					
4. My remuneration gives me enough prestige in the community.					
5. With my compensation it enables me to cope with the cost of living.					
6. With my compensation, I can send my children to the best schools.					
7. My compensation encourages me to work hard for the school.					
8. There are assurances of increase for me if I deserve them.					
9. The salary scheme is beneficial to me.					
10. My pay in this school is comparable to the pay received by employees in private schools.					
Work Environment					
1. My relationship with my school head is very wholesome.					
2. My school head is considerate and kind.					
3. There is much harmony among teachers in this school.					
4. My school head respects my feeling.					
5. Teachers work together as a team.					
6. My school head promotes cooperation and camaraderie among teachers.					

Indicators	ES (5)	S (4)	MS (3)	SS (2)	NS (1)
7. The atmosphere in this school is conducive to work efficiently.					
8. My school head and my peers encourage me to improve my professional competence.					
9. My supervisor and my peers consult me on vital matters pertaining to work.					
10. The physical conditions of offices have the following characteristics; a. Adequate b. Sufficient lighting c. Ample space for each employee d. Ample space for each teachers paper and belongings e. Moderate temperature					

THANK YOU VERY MUCH!

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CURRICULUM VITAE

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