

# Ethical Leadership Practices and Their Influence on Administrative Performance Quality

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**Abstract:** *This study explores how ethical leadership practices among school principals influence administrative performance and overall school quality. Using a mixed-methods design, it gathers data from teachers through surveys, interviews, and focus group discussions. Findings reveal that principals who model integrity, transparency, and accountability positively affect organizational outcomes, especially in administrative management, financial oversight, and learning environment development. A strong positive correlation between ethical leadership and principal performance underscores the critical role of ethical governance. Based on the results, the study proposes a comprehensive action plan emphasizing ethics-based training, clear expectations, and stakeholder collaboration to nurture ethical leadership in schools.*

**Keywords:** ethical leadership, school principals, administrative performance, teacher perceptions, educational governance

## 1. Introduction

Leadership, across contexts, is an actionable process that involves influencing outcomes, fostering collaboration, and guiding individuals toward collective goals beyond personal capabilities. It is not bound to formal authority, as effective leadership may exist outside official positions (McKinsey & Company, 2022). Leadership is further understood as a continuous journey of self-development shaped by experience and adversity (Knight, 2023).

Ethical leadership emphasizes values such as fairness, accountability, trust, honesty, equality, and respect (Moore, 2022). It is expressed through normatively appropriate conduct in both personal actions and interpersonal relationships (Brown et al., 2005, as cited in Vikaraman et al., 2021). Ethical leaders serve as moral agents, fostering positive attitudes and behaviors, and are increasingly valued in recruitment processes for their honesty, fairness, and trustworthiness (Majeed, 2018). By aligning decisions with organizational values, ethical leaders nurture cultures of integrity and accountability (Mind Tools, 2024).

Research on ethical leadership has expanded in recent decades, illuminating its role in countering workplace misconduct and promoting organizational trust and performance (Taamneh et al., 2024). In educational institutions, ethical leadership is particularly vital, as administrators significantly shape organizational culture, student development, and community trust. Ethical practices foster climates of fairness, collaboration, and accountability, directly influencing employee satisfaction and organizational excellence (McGrath, 2023). Studies indicate that schools led by ethical administrators achieve stronger academic outcomes, greater teacher satisfaction, and increased stakeholder engagement, while the absence of ethical leadership risks disengagement and poor performance (Arar & Saiti, 2022; Žydžiūnaitė, 2023).

Despite its recognized importance, a research gap persists regarding the mechanisms by which ethical leadership affects performance quality, especially in school administration. Addressing this gap, the present study aims to explore the relationship between ethical leadership practices and administrator performance, contributing to

both theory and practice. The findings may inform leadership development programs, ethics-focused training, and policy reforms that strengthen the ethical foundations of educational leadership.

Ethical leadership in education is increasingly recognized as a critical factor influencing organizational integrity, teacher professionalism, and student outcomes. Scholars highlight its role in addressing issues such as corruption, discrimination, and accountability while promoting values of care, justice, and professionalism (Mlambo, 2021; Tak et al., 2019; Zhou et al., 2020). Empirical studies affirm that principals who model fairness, transparency, and inclusivity foster trust, commitment, and improved school climates despite challenges such as resource limitations (Dladla, 2020; Mosley, 2021). In the Philippine context, the Code of Ethics for Professional Teachers emphasizes high standards, collegial cooperation, and accountability, underscoring the moral purpose of education (R.A. No. 7836; P.D. No. 223). Broader frameworks further position ethical leadership as central to cultivating trust, authenticity, and shared responsibility in both basic and higher education (Caprino, 2019; Katundano, 2019). Despite critiques of hierarchical practices and inconsistencies between stated values and actions (Collinson, 2020), ethical leadership remains indispensable in fostering accountability, transparency, and respect, ultimately strengthening institutional performance and aligning with national values of integrity and social responsibility (Republic Act No. 8491).

Specifically, this study sought to answer the following questions:

1. How are the ethical leadership practices of the principal described by the teachers in terms of:
  - 1.1 personal ethics;
  - 1.2 professional ethics; and
  - 1.3 organizational ethics?
2. How does the principal's administrative performance be described in terms of:
  - 2.1 administrative management;
  - 2.2 financial management;
  - 2.3 performance management;
  - 2.4 learning environment; and
  - 2.5 parent's involvement and community leadership?

3. To what extent do the ethical leadership practices of the principal as described by the teachers significantly affect the quality of their performance?
4. What problems and challenges were encountered by the participants in implementing ethical leadership practices?
5. Based on the findings of the study what program can be developed?

## 2. Methodology

This study examined the ethical leadership practices of school principals based on personal, professional, and organizational ethics, and their effects on principals' performance quality. A mixed-methods approach was employed, combining quantitative and qualitative techniques to provide a more comprehensive understanding of the research problem (George, 2022). The design followed an explanatory sequential model, wherein quantitative data collection and analysis were conducted first, followed by qualitative data to further explain and contextualize the findings.

For the quantitative phase, a descriptive correlation design was applied to assess the relationship between ethical leadership practices and principals' performance. Data were collected using Ethical Leadership Practices and Quality of Performance questionnaires from 570 out of 1,752 public junior high school teachers in the Division of Pasig. Descriptive and inferential statistical methods were used to analyze the results, establishing the level of ethical leadership practices and their effect on principals' performance.

The qualitative phase relied on participants' perspectives, consistent with Creswell's view that research should emphasize the voices of participants (Dladla, 2020). Semi-structured interviews were conducted with three school principals and three teacher-respondents from the top-performing schools, while focus group discussions with teachers further explored and validated the principals' ethical practices. These qualitative findings provide deeper insights into the ways ethical leadership is enacted and experienced in the school setting.

## 3. Results and Discussion

The data presentation is organized into five sections. The first outlines teachers' perceptions of principals' ethical leadership practices from personal, professional, and organizational dimensions. The second addresses principals' administrative performance, including management, finance, performance monitoring, learning environment, parent engagement, and community leadership. The third examines the correlation and impact of ethical leadership practices on performance quality. The fourth presents qualitative narratives from teachers regarding principals' ethical leadership, while the fifth provides interview-based accounts highlighting how these practices influence performance.

## 4. Ethical Leadership Practices

The table below shows the personal ethical leadership of the principal as described by the teachers.

**Table 1: Personal Ethical Leadership Practices**

Nomenclature	Mean	SD	Interpretation
Maintains appropriate confidentiality	3.64	0.64	Ethically Practiced
Says "no" to inappropriate requests	3.55	0.72	Ethically Practiced
Shows respect for copyright laws	3.75	0.55	High Ethically Practiced
Demonstrates honesty when sharing information with others	3.68	0.61	Ethically Practiced
Accepts his/her own mistakes with humility	3.58	0.68	Ethically Practiced
Avoids conflict of interest	3.57	0.66	Ethically Practiced
Listens attentively	3.60	0.66	Ethically Practiced
Demonstrates positivity and good vibes	3.62	0.67	Ethically Practiced
Is open to comments and suggestions from other people	3.62	0.65	Ethically Practiced
Challenges his/herself to "do the right thing"	3.70	0.58	Ethically Practiced
Has the ability to make and keep commitments	3.68	0.58	Ethically Practiced
Follows orders from superior	3.82	0.45	High Ethically Practiced
Weighted Mean	3.65	0.62	Ethically Practiced

Principals' personal ethical leadership practices were rated positively ( $M = 3.65$ ,  $SD = 0.62$ ), with the highest scores given to following superiors' directives and respecting copyright laws, alongside demonstrating honesty, accountability, and commitment. These practices reflect core leadership values such as fairness, integrity, and care for stakeholders (Bush & Glover, 2003, as cited in Ugwu & Pansiri, 2022). Respondents emphasized integrity and honesty as critical ethical traits, noting their influence on

decision-making, organizational culture, and teacher engagement (Adnan et al., 2022). Overall, ethical leadership was perceived as grounded in transparency, honesty, and accountability, with principals' actions fostering reciprocal ethical behaviors among teachers.

The table below shows the professional ethical leadership of the principal as described by the teachers.

**Table 2: Professional Ethical Leadership Practices**

Nomenclature	Mean	SD	Interpretation
Reports for work on time every working day	3.79	0.50	High Ethically Practiced
Acknowledges other people whenever s/he mentions ideas that are not his own	3.70	0.59	Ethically Practiced
Leads projects and work assignments	3.69	0.57	Ethically Practiced
Commits to discipline and integrity inside the school	3.74	0.57	Ethically Practiced
Respect the diversity within the organization	3.71	0.57	Ethically Practiced
Encourages critical evaluation to find better solutions	3.70	0.60	Ethically Practiced
Clearly explains integrity-related codes of conduct	3.70	0.58	Ethically Practiced
Uses good expressions and phrases inside the school	3.65	0.66	Ethically Practiced
Explains ideas and information in a clear manner using oral and written communications	3.67	0.59	Ethically Practiced
Provides coaching, mentoring, and training to develop followers	3.58	0.67	Ethically Practiced
Tells the truth at all times	3.63	0.62	Ethically Practiced
Utilizes consultation-based solutions to complex problems and issues	3.65	0.59	Ethically Practiced
Weighted Mean	3.68	0.59	Ethically Practiced

Teachers rated principals' professional ethical leadership positively ( $M = 3.68$ ,  $SD = 0.59$ ), highlighting punctuality, integrity, respect for diversity, acknowledgment of others' ideas, and commitment to discipline as key practices, alongside mentoring and coaching. Such behaviors align with the expectation that educational leaders act professionally and ethically to support student wellbeing and academic success through integrity, fairness, transparency,

and trust (Utah Educational Leadership Toolkit 5, 2019). Furthermore, widely recognized leadership qualities—such as honesty, empathy, accountability, and emotional intelligence—reflect the essential characteristics of ethical leadership (Hasan, 2019).

The table below shows the organizational ethical leadership practices of the principal as described by the teachers.

**Table 3: Organizational Ethical Practices**

Nomenclature	Mean	SD	Interpretation
Has a written ethical policy as the basis of his/her practices	3.65	0.59	Ethically Practiced
Adheres to the school's mission in designating tasks to teachers	3.70	0.55	Ethically Practiced
Rewards people adhering to moral standards	3.59	0.67	Ethically Practiced
Treats everyone with common decency	3.62	0.65	Ethically Practiced
Is consistent with ethical standards and values in making decisions affecting the organization	3.66	0.58	Ethically Practiced
Brings different lived experiences and a shared environment where everyone has an equal opportunity	3.66	0.60	Ethically Practiced
Provides training for teachers on educational ethics	3.58	0.65	Ethically Practiced
Balances the needs with ethical issues appropriately	3.60	0.68	Ethically Practiced
Practices to act in a transparent, trustworthy manner that earns the respect of colleagues, community, and other stake holders	3.64	0.65	Ethically Practiced
Works toward whole faculty consensus in establishing priorities for school goals	3.63	0.66	Ethically Practiced
Weighted Mean	3.63	0.63	Ethically Practiced

Principals' organizational ethical leadership practices were rated positively ( $M = 3.63$ ,  $SD = 0.63$ ), particularly in adhering to the school's mission, making value-based decisions, fostering inclusivity, and maintaining written ethical policies. However, providing training on educational ethics received the lowest rating. Most school leaders reported having documented ethical codes of conduct, embedding values such as respect and accountability within their organizational culture (Ugwu & Pansiri, 2022). Ethical leadership, as emphasized in the literature, entails character building, ethical awareness, truthfulness, and trustworthiness (Sharmini et al., 2018), as well as fostering virtues in

followers and supporting sustainability initiatives (Shakeel et al., 2019). Ultimately, ethical decision-making relies on leaders' moral sensitivity and value-based judgment in critical situations (Gurusamy & Thambu, 2018).

#### Quality of Principal's Administrative Performance

The table below shows the quality of the principal's performance in terms of administrative, financial, performance management, learning environment, parent involvement, and community leadership as described by the teachers.

**Table 4: Principal's Performance in Administrative Management**

Nomenclature	Mean	SD	Interpretation
Communicates expectations and instructions	3.59	0.72	Outstanding
Plans to promote and nurture leadership from within the organization	3.64	0.62	Outstanding
Sets clear and transparent goals for the entire administration	3.66	0.61	Outstanding
Delegates tasks to the Heads, teachers, and other personnel	3.71	0.56	Outstanding
Encourages teachers' attainment of performance standard specifications	3.70	0.56	Outstanding
Identifies outdated practices and develops continual improvement processes for the organization	3.63	0.59	Outstanding
Sacrifices personal needs for the good of the school institution	3.59	0.68	Outstanding
Prioritizes fair and just treatment and dealings with teachers, students, and staff	3.54	0.71	Outstanding
Provides instructional infrastructure that can be used by teachers and students	3.61	0.63	Outstanding

Gives constructive feedback on areas for improvement	3.61	0.66	Outstanding
Encourages faculty and staff development	3.65	0.61	Outstanding
maintains unified school goals and vision	3.66	0.61	Outstanding
Sets policies on how standards of behavior are enforced	3.64	0.64	Outstanding
Takes necessary disciplinary measures against erring teachers and students	3.60	0.65	Outstanding
Encourages participatory supervisory system	3.67	0.58	Outstanding
Spearheads planning sessions for school activities	3.67	0.58	Outstanding
<b>Weighted Mean</b>	<b>3.63</b>	<b>0.63</b>	<b>Outstanding</b>

Principals' administrative management performance was rated outstanding ( $M = 3.63$ ,  $SD = 0.63$ ), particularly in delegating tasks, promoting performance standards, encouraging participatory supervision, leading planning sessions, and setting transparent goals. Effective principals balance leadership and management roles to achieve optimal school outcomes (Martin, 2019). Interviews revealed that while principals practiced ethical leadership, they faced challenges related to fairness, cultural and religious

standards, and teacher evaluation (Vikaramana et al., 2020). Despite these challenges, principals emphasized fairness, equal participation in decision-making, open communication, and trust-building, fostering a collaborative and people-oriented administrative culture.

The table below shows the quality of the principal's performance in terms of financial management as described by the teachers.

**Table 5: Principal's Performance in Financial Management**

Nomenclature	Mean	SD	Interpretation
Makes funds available for developmental projects in the school	3.59	0.65	Outstanding
Studies and analyzes expenditures on a monthly and annual basis	3.64	0.60	Outstanding
Is knowledgeable on how to account for expenditures	3.64	0.60	Outstanding
Is aware of how to liquidate funds accurately and lawfully	3.69	0.57	Outstanding
Spends every revenue lawfully	3.66	0.60	Outstanding
Has auditing skills that detect a financial error, and fraud	3.66	0.60	Outstanding
Is resourceful in generating funds in addition to government grants	3.63	0.61	Outstanding
Knows the ins and outs of income statements and expenditures by reporting quarterly, semiannual, or annual basis	3.66	0.60	Outstanding
Knows how to structure reports in accordance with his/her supervised areas	3.66	0.59	Outstanding
Reports accurately the receipts and expenditures of the school to show the purpose for which money was spent	3.67	0.59	Outstanding
<b>Weighted Mean</b>	<b>3.65</b>	<b>0.60</b>	<b>Outstanding</b>

Principals demonstrated outstanding performance in financial management ( $M = 3.65$ ,  $SD = 0.60$ ), excelling in lawful fund liquidation, revenue spending, auditing, financial reporting, and structuring reports, with slightly lower ratings in allocating funds for developmental projects. These findings align with Quezon (2023), who noted principals' competence in budget planning, adherence to financial procedures, resource allocation, and income generation, as guided by Republic Act 9184. Principals were

also found to practice integrity in financial management, adhering to ethical and spiritual principles, following established procedures, and ensuring equitable fund distribution, while committing to transparent and collaborative decision-making (Vikaramana et al., 2020).

Table 8 shows the quality of the principal's performance in terms of financial management as described by the teachers.

**Table 6: Principal's Performance in Management of Teacher's Performance**

Nomenclature	Mean	SD	Interpretation
Is responsive to teachers' needs as and when due	3.62	0.61	Outstanding
Accommodates feedback from teachers and staff	3.57	0.67	Outstanding
Encourages teachers' support for students' best practices in taking the examination	3.68	0.57	Outstanding
Ensures that students' records kept by teachers are reliable representations of facts	3.69	0.55	Outstanding
Encourages healthy relationships between teachers and students	3.68	0.57	Outstanding
Ensures the implementation of positive discipline in dealing with misbehaved students	3.68	0.59	Outstanding
Supervises teachers during teaching-learning processes	3.64	0.59	Outstanding
Monitors teachers' performance	3.67	0.54	Outstanding
Ensures the best interest of the teachers	3.61	0.64	Outstanding
Implements evidenced-based instructional practices	3.65	0.58	Outstanding
<b>Weighted Mean</b>	<b>3.65</b>	<b>0.59</b>	<b>Outstanding</b>

Principals demonstrated outstanding performance in managing teacher performance ( $M = 3.65$ ,  $SD = 0.59$ ), particularly in ensuring accurate student records, encouraging examination best practices, fostering healthy teacher-student relationships, enforcing positive discipline, and monitoring teacher performance. However,

inconsistency was noted in accommodating feedback from teachers and staff. These findings align with prior studies indicating that principals play a vital role in supporting teachers' professional development through training, supervision, motivation, and resource provision (Manto et al., 2021). Principals also strengthen teacher performance by



fostering discipline, recognizing achievements, and serving as role models who share innovative ideas and knowledge. Ultimately, effective principal performance significantly influences school quality, as teacher competence directly shapes student learning outcomes (Siswanto et al., 2020).

The table below shows the quality of the principal's performance in terms of learning environment management as described by the teachers.

**Table 7: Principal's Performance in Learning Environment Management**

Nomenclature	Mean	SD	Interpretation
Gives attention to teachers' and students' questions and queries	3.62	0.63	Outstanding
Helps and shows interest in students' welfare	3.69	0.57	Outstanding
Collaborates during school activities	3.69	0.57	Outstanding
Treats teachers and students fairly	3.64	0.63	Outstanding
Focuses on the development of the 21st-century skills of teachers and students	3.71	0.55	Outstanding
Encourages mutual respect among all school stakeholders	3.71	0.57	Outstanding
Conducts assessment and evaluation fairly and impartially for teachers and staff	3.63	0.62	Outstanding
Recognizes contributions of school heads, teachers, students, and parents in conceptualizing learning programs	3.68	0.59	Outstanding
Provides learning environments that are safe, secure, fair, and supportive in order to promote learner's responsibility and achievement	3.70	0.56	Outstanding
Is sensitive to the difficulty of the course work of the teachers and students	3.63	0.64	Outstanding
Provides a comfortable and accessible physical environment for all teachers and students	3.67	0.57	Outstanding
Does not tolerate inappropriate comments in the class and in the offices	3.67	0.57	Outstanding
Values the diverse life experiences of teachers, students, and other staff	3.65	0.59	Outstanding
Weighted Mean	3.67	0.59	Outstanding

Principals' performance in managing the learning environment was rated outstanding ( $M = 3.67$ ,  $SD = 0.59$ ), with high scores for promoting 21st-century skills, fostering mutual respect, ensuring safe and supportive environments, showing concern for student welfare, and collaborating in school activities. These practices reflect effective leadership in creating positive, well-managed learning environments that enhance both teaching and student performance. Consistent with Afandi et al. (2021), principals contribute to

conducive learning environments by supporting teachers through planning, coaching, provision of facilities, recognition of achievements, and fostering environments that simultaneously shape student behavior and enhance skills and knowledge.

The table below shows the quality of the principal's performance in terms of parent involvement and community leadership as described by the teachers.

**Table 8: Principal's Performance in Parent's Involvement and Community Leadership**

Nomenclature	Mean	SD	Interpretation
Uses multiple communication channels to communicate with parents including email, SMS telephone, web portal and letters, and home visitation	3.56	0.65	Outstanding
Designs effective forms of school-to-home and home-to-school communications in school programs and children's progress	3.59	0.64	Outstanding
Recruits and organizes parent help and support	3.62	0.60	Outstanding
Provides information and ideas to families on how to help students at home with homework and other curriculum-related activities, decisions, and planning	3.61	0.62	Outstanding
Provides a mechanism to discover and develop parent-leaders or parent-representatives	3.59	0.61	Outstanding
Identifies and integrates resources and services in the community to strengthen school programs, family practices, and student learning and development	3.62	0.61	Outstanding
Implements required and effective parental involvement practices in the school	3.63	0.60	Outstanding
Ensures that the school has parent/family involvement programs	3.63	0.62	Outstanding
Documents the progress of each school's implementation of its parent involvement program	3.64	0.59	Outstanding
Provides oversight and support for parent involvement activities in the school	3.63	0.62	Outstanding
Ensures that the school has a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis	3.63	0.60	Outstanding
Provides programs and opportunities (e.g. literacy workshops, guest speakers) for parents to build their capacity to support their children's learning	3.59	0.62	Outstanding
Promotes parents' participation in school events and provides opportunities for families to observe student learning and celebrate student achievement	3.64	0.60	Outstanding
Ensures that the school integrates parental involvement programs into the school's Plan for Student Achievement	3.66	0.59	Outstanding
Weighted Mean	3.62	0.61	Outstanding

Principals' performance in parent involvement and community leadership was rated outstanding ( $M = 3.62$ ,  $SD = 0.61$ ), particularly in integrating parental involvement into school plans, promoting participation in events, and documenting program implementation. However,

inconsistency was noted in the use of varied communication channels with parents. Parental involvement remains vital to student success, requiring collaborative and innovative approaches between schools and families (Ibrahim, 2021). Effective principals build supportive relationships with

parents and communities through strong communication, fostering positive learning environments and shared values. Despite policies mandating parent involvement, some school leaders limited engagement to formal meetings or committee representatives, with fewer efforts made to actively partner with parents in student learning, reflecting persistent

challenges in strengthening home-school collaboration (Yulianti et al., 2020).

### Ethical Leadership Practices and their effects on the Quality of Principal's Performance

**Table 9:** Effect of Ethical Leadership Practices on the Quality of Principal's Performance

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Ethical Leadership	0.935	0.019	0.92	49.57	0.000
r = 0.920a					
R-squared = 0.846					
F-value = 2457.226					
p-value = 0.000					
alpha = 0.05					

The study revealed a very strong positive correlation between ethical leadership practices and principals' performance ( $r = .94$ ,  $p < .05$ ), indicating that higher levels of ethical leadership are associated with improved performance outcomes. Regression analysis further confirmed this relationship, showing that a 1% increase in ethical leadership practices corresponded to a 0.935% increase in performance, with results deemed statistically significant ( $p < .05$ ). These findings align with prior research emphasizing the positive impact of ethical leadership on

employee behavior and organizational outcomes (Guo et al., 2023; Sabir, 2020), while contrasting studies highlight challenges such as inconsistent application of ethical principles and instances of unethical practices within school management teams (Mlambo, 2021). Ethical leadership in schools, therefore, not only influences governance and teacher commitment but also fosters role modeling, fairness, and integrity in decision-making, ultimately contributing to a conducive learning environment (Daniëls et al., 2019).

**Table 10:** Annotated Exemplars on the Qualities of Ethical Leaders

Participant	Coded Responses	Researcher's Observation
Teacher A	transparency (spending school funds); approachable; easy to get along with; fairness	Teacher A was quick to answer the question and showed assurance and pride in what questions he knew about ethical leadership. He was confident in giving examples
Teacher G	trustworthy, respectful, and a leader who is always honest; integrity, fairness, and respect for all; walks the talk; follows the Code of Ethics	Teacher B showed signs of inhibition as she answered the question. She paused a few times to recall her ideas of ethical leadership. After some time, she was able to confidently share the qualities of ethical leaders.
Teacher H	people management (or human resource management); respect for the opinions and beliefs or views of others; supportive; encouraging; fair, honest, considerate	Teacher H is enthusiastic in answering what she expected from an ethical leader. She was also confident in sharing her experience with leaders who possess ethics at work.

The teachers described the qualities of their principals as effective people managers, having respect for the opinions and beliefs of others, supportive, encouraging, fair, honest, considerate, trustworthy, and respectful leaders. Transparency in spending school funds and approachability are traits that the principals possess.

Interview Question Number 2: Can you describe a time when your principal demonstrated ethical leadership? How did they handle the situation?

**Table 11:** Annotated Exemplars on Principals Demonstrating Ethical Leadership

Participant	Coded Responses	Researcher's Observation
Teacher A	In financial records and activities transparent with the school records; report activities and programs; use MOOE and reporting; use BAC in spending school funds	Teacher A was serious in giving her response to the question.
Teacher G	Wearing uniform and ID Model by example; Good communication (open to discuss issues, use appropriate words)	Teacher G shows joy while answering the questions.
Teacher H	During meetings consultative in decision making; participative and adaptive to the new environment	Teacher H was quick to answer the question and showed assurance and pride in what questions he was being asked.

Principals that are consultative in decision making, participative and adaptive to the new environment, have good communication skills, are transparent with school records, report on activities and programs, use MOOE and reporting, and use the BAC in spending school funds are

more likely to be the important qualities of an ethical principal as described by the teachers.

Interview Question Number 3: How does your principal encourage open communication and transparency around ethical issues within the organization or the school?

**Table 12: Annotated Exemplars on Principals Encouraging Open Communication and Transparency**

Participant	Coded Responses	Researcher's Observation
Teacher A	The principal is approachable, clarifies concerns (money, policies, etc.), provides memos for communication, is transparent in spending school funds, and encourages higher performance	Teacher B showed signs of inhibition in answering the question. She paused a few times to recall moments of experiences with the school head.
Teacher G	Conduct meetings regularly and provide updates on an issue and concern	Teacher G was able to confidently share the practices of the school head.
Teacher H	Provides open communication, encourages, and consistently involves faculty and organizes in presenting information	Teacher H was very enthusiastic in answering what she expected from her school head.

These statements suggest that the principal has a strong commitment to effective communication. The principals are well-organized, transparent, and responsive to the needs of its stakeholders. The principal's leadership is approachable and accessible, and it uses a variety of communication

channels to reach its stakeholders. The principals also encourage high performance.

Interview Question Number 4: How does your principal ensure that the school or organization operates with integrity and values?

**Table 13: Annotated Exemplars on Principals Ensuring School Operations with Integrity and Values**

Participant	Coded Responses	Researcher's Observation
Teacher A	Request through a letter with feedback, a good role model by following policies and guidelines. Guided with DepEd order, IPCRF, RPMS, and PPST	Teacher A was confident in sharing her experience with the school head.
Teacher G	Provides an agenda in the meeting, reports with transparency, and does what he says	Teacher G was calm in answering and carefully recalled her experience with her school head.
Teacher H	Give emphasis on integrity and professionalism, giving value to teachers by recognition and giving of incentives, and remind teachers of the importance of a code of ethics (giving professional reminders)	Teacher H showed awe and excitement towards how she remembered the practices of the school head.

The findings indicate that principals consistently demonstrate integrity and professionalism by recognizing teachers' contributions, providing incentives, and ensuring adequate resources for effective instruction. They uphold transparency by presenting clear agendas and reports, encouraging open dialogue, and being receptive to feedback. Moreover, principals honor their commitments, adhere to policies and ethical standards, and serve as role models for

both teachers and students. Such practices establish a high standard of behavior that fosters a positive and productive school environment.

Interview Question Number 5: How does your principal ensure that the organization's policies and practices align with ethical standards?

**Table 14: Annotated Exemplars of Principals Ensuring Organization's Policies and Practices Align with Ethical Standards**

Participant	Coded Responses	Researcher's Observation
Teacher A	Guided by rules and guidelines	Teacher A was very optimistic in answering.
Teacher G	Guided with DepEd orders and memos, fairness in giving points	Teacher G looked confident in her answer, and she believed in the message of her answer.
Teacher H	Guided by IPCRF supported with MOVs, fair in implementing guidelines, fair and objective in rating individual performance;	Teacher H was serious in answering the question but was still calm and confident.

Based on the teachers' responses, the principals appear to have ethical and fair policies and practices in place for employee performance evaluation. This is evidenced by the principal's use of IPCRF, MOVs, and clear guidelines. Additionally, commitment to fairness is evident in its practices of rating individual performance and giving points.

These practices help to ensure that all employees are treated fairly and equitably.

Interview Question Number 6: Can you provide an example of a time when your principal took a stand on an ethical issue, even if it was unpopular or controversial? How did you approach the situation?

**Table 15: Annotated Exemplars on Principals Taking Stands on Ethical Issues**

Participant	Coded Responses	Researcher's Observation
Teacher A	Don't know any situation	Teacher A was still very composed in answering.
Teacher G	None so far	Teacher G maintained eye contact and was not interested in the question.
Teacher H	Not aware of the issue	Teacher H is reluctant to answer the question.

The teachers responded that they were not aware of any situation in which their had to take a stand on an ethical issue. Some teachers are not aware of the non-unethical

issues their principals are facing. The reasons given by the teachers are that the principal is new to the school and others said that their principal practice confidentiality.

The tables below show the ethical leadership practices of the principal from an interview. Interview Question Number 1: What qualities do you think ethical leaders have?

**Table 16: Annotated Exemplars on the Qualities of Ethical Leaders**

Participant	Coded Responses	Researcher's Observation
Teacher A	credibility, dedication, commitment, and transparency.	Teacher A maintained composure and was very direct and sure of the answer.
Teacher G	respect; camaraderie, justice, and fairness, sense of leadership, good engagement with other people	Teacher G was consistent with how relaxed in answering and the ease of how she thought about her answer.
Teacher H	being right is not always good, fair, kind, respectful, leading by example, and treating people with respect concern, and love	Teacher H showed that he was recalling his experience with the school head to answer the question. But he was quick to compose himself after.

Based on the responses of the teachers, the principals appear to be individuals who value ethical behavior and conduct themselves with integrity. They are committed to being credible, dedicated, and transparent in their actions. They understand that being right is not always good, and they strive to be fair, kind, respectful, and lead by example. They treat people with respect, concern, and love, and they value

camaraderie, justice, and fairness. They have a strong sense of leadership and are engaged with others.

Interview Question Number 2: Can you describe a time when you as a principal demonstrated ethical leadership? How did they handle the situation?

**Table 17: Annotated Exemplars on the Time a Principal Demonstrates Ethical Leadership**

Participant	Coded Responses	Researcher's Observation
Teacher A	Use of school funds Transparency and empower the BAC	Teacher A read the question again and felt the sense of it by pausing for a bit but was quick to answer after.
Teacher G	Attend flag raising ceremony and Panunumpa ng Lingkod Bayan Reiterate pledge and commitment as a public servant and reiterate the vision and mission of DepEd	Teacher G was very direct in answering. He was still very serious in giving his replies and was very composed.
Teacher H	Follow protocol and consult legally	Teacher H took some time to answer the question.

In some activities like procurement, wearing uniform and ID, and meetings, the principals can effectively handle ethical situations by prioritizing transparency, empowering the BAC, attending flag-raising ceremonies, adhering to the Panunumpa ng Lingkod Bayan, and consistently reiterating DepEd's vision and mission. These actions demonstrate a

commitment to ethical leadership and promote a positive school culture that values integrity and accountability.

Interview Question Number 3: How do you encourage open communication and transparency around ethical issues within the organization or the school?

**Table 18: Annotated Exemplars on Principals Encouraging Open Communication and Transparency**

Participant	Coded Responses	Researcher's Observation
Teacher A	Trust by delegating and giving responsibility, applying division of labor and accountability as a training ground for a higher task	Teacher A was unsure and fidgeting over her hair. She kept repeating the question again and admitted that she found the question difficult
Teacher G	Inform the finances of the school and find budget for the activities, conduct 1st -3rd reading of NPS, provide question and answer during the meeting, apply parliamentary procedure, feedback, and provide options	Teacher G was very optimistic in the first few parts of her answer but showed disappointment in the last part.
Teacher H	Transparent (able to hear and air their side), listen to feedback, and a lot more time in an open forum (be respectful, and polite)	Teacher H showed reluctance in answering and was unsure if her answer was acceptable.

Based on the given responses, it is evident that the principal plays a crucial role in fostering open communication and transparency within the school environment. By adopting a leadership style that emphasizes trust, delegation, accountability, and active listening, the principal can cultivate a culture where students and staff feel comfortable expressing their thoughts, concerns, and ideas. This, in turn, leads to a more collaborative and engaging learning environment for all members of the school community. In

essence, the principal's actions and leadership style set the tone for the entire school environment. By prioritizing open communication, transparency, and accountability, the principal can create a thriving school culture that fosters learning, growth, and a sense of belonging for all.

Interview Question Number 4: How do you ensure that the school or organization operates with integrity and values?



**Table 19:** Annotated Exemplars on Principals Ensuring School Operates with Integrity and Values

Participant	Responses	Researcher's Observation
Teacher A	Guided by the principle of accountability and transparency, build trust and confidence, equity, empathy, and quality	Teacher A was still very composed and direct in the way answering and was very sure of the response
Teacher G	Follow activities guidelines and protocol, feedback and submit reports to stakeholders and follow system flow in accepting and liquidating donations (deed of donation, liquidation, and report)	Teacher G was able to show conviction in answering.
Teacher H	Treat issues with confidentiality and protocol	Teacher H was straightforward and quick with examples.

Based on the given responses, as described by the teachers the principals are highly ethical and transparent leaders who are committed to ensuring that the school operates in a fair and equitable manner. The principals' commitment to accountability, transparency, and trust is evident in their actions and behaviors, and they are role models for students and staff. They are committed to the following values:

confidentiality, protocol, feedback, reporting, and system flow that ensures the school is operating in a legal and ethical manner.

Interview Question Number 5: How do you ensure that the organization's policies and practices align with ethical standards?

**Table 20:** Annotated Exemplars on Principals Ensuring Organization's Policies and Practices Aligned with Ethical Standards

Participant	Coded Responses	Researcher's Observation
Teacher A	Follow fiscal matter expenditure budget, cash allocation, and terms of procurement), guided by Republic Act 9184 (SIP and PPMP), conduct provisional meetings, monitoring, evaluation and assessment, report transparency and accountability in academic performance	Teacher A showed confusion at first and tried to recall the accounts of the principal.
Teacher G	Strict in spending money and account for with receipt, follow AOM guidelines and protocol	Teacher G showed more confidence in answering.
Teacher H	Follow protocol in classroom observation and seek advice from the head teachers;	Teacher H somehow looked confident in some moments in answering this question.

The principal demonstrates a strong commitment to ethical leadership by adhering to fiscal regulations, following established protocols, promoting transparency and accountability, and seeking guidance from experienced colleagues. These actions foster a trustworthy and responsible environment that benefits the school community as mentioned by the teachers.

Interview Question Number 6: Can you provide an example of a time when you took a stand on an ethical issue, even if it was unpopular or controversial? How did you approach the situation?

**Table 21:** Annotated Exemplars on Principals Standing on Ethical Issues

Participant	Coded Responses	Researcher's Observation
Teacher A	Death of a loved one, followed by illness - use of leave credits for more than 5 days. Follow civil service law and humanitarian reasoning	Teacher A was very poised in answering. The responses were with conviction and showed that she really knew what she was saying.
Teacher G	Decision during earthquake and teacher wants to sell goods for extra income. Guide with the DepEd rules and the code of ethics	Teacher G was also quick to answer and was able to show eagerness to share the answer.
Teacher H	Child molestation Follow DepEd rules in this specific case, consult the legal officer	

The teachers were generally unaware of these ethical dilemmas. The principals have issues with the use of leave credits, the decision during an earthquake to send back home the students reiterated by parents, teachers selling goods to the offices, and the most difficult one is the child molestation issue of the teacher. The principals' decisions are guided by the Civil Service Law, DepEd rules, and Code of Ethics for Teachers. One principal also consulted the legal officer of the Division.

In the context of the principal's administrative performance described by the teachers in an interview and in focus group discussion, the following tables are presented.

Interview Question Number 7: In financial management, how does your principal ensure the accuracy and integrity of the financial data in his/her report and analysis?

**Table 22:** Annotated Exemplars on Principals Ensuring Accuracy and Integrity in Financial Data

Participant	Coded Responses	Researcher's Observation
Teacher A	Guided by BAC in spending funds (BAC policy), transparent (transparency board, reporting), and reporting regularly and in detailed	Teacher A was able to use experiences to answer the question.
Teacher G	The financial report is always part of the agenda in the meeting	Teacher G was confident in answering and was very serious.
Teacher H	Transparent funds allocation, there is dignity in asking for donation and solicitation and proper accounting of donation and solicitation;	Teacher H also did not show any emotion. The answers were shared with examples

The principals ensure the accuracy and integrity of the financial data in his/her reports and analyses by being committed to transparency and accountability in their financial operations, respecting their donors and stakeholders, and well-managed, and having a good track record of financial stewardship. Principals are open to

feedback and scrutiny. Teachers suggest that the principals are committed to financial transparency and accountability.

Interview Question Number 8: In the context of teacher performance management, how does your principal ensure fairness and consistency in evaluation and feedback across the team of teachers?

**Table 23: Annotated Exemplars on Principals Ensuring Fairness and Consistency in Evaluation and Feedback**

Participant	Coded Responses	Researcher's Observation
Teacher A	Use observation tools (to observe all master teachers), be fair in score and post-conference, complete pre and post-conference, and provide and ask for feedback	Teacher A was serious and firm with his answer. He was collected also while sharing.
Teacher G	Fair in rating (IPCRF rules, reviews, and scrutinize)	Teacher G took a moment to recall the experience. The question was answered confidently.
Teacher H	Guided with MOV, conducted observation classes, encouraged to conduct action research to all faculty and Research & Innovation-oriented;	Teacher H also clearly shared their experience on how principals ensure fairness and consistency.

The information provided by the teachers described that the principals are committed to providing their teachers with high-quality professional development opportunities. They value innovation and research and encourage teachers to be reflective practitioners. They are committed to fair and transparent evaluation practices and use a systematic approach to observation and evaluation. The principals are also committed to providing their teachers with feedback in

a fair and constructive manner. This can suggest that the principals' performance provides its students with a high-quality education.

Interview Question Number 9: How does your principal maintain a stable and supportive learning environment for students and staff?

**Table 24: Annotated Exemplars on Principals Maintaining Stable and Supportive Learning Environment**

Participant	Coded Responses	Researcher's Observation
Teacher A	Provide teachers with instructional needs	Teacher A did not show any emotion. The question was very direct and open.
Teacher G	Hands-on giving reminders and announcements, conducting parents' orientation, and motivating teachers so teachers can encourage students, parents, and stakeholders	Teacher G was able to confidently share answers with examples.
Teacher H	Implements changes and school improvements, provides for the needs of faculty, and concern for the welfare of teachers	Teacher H showed confidence in answering.

The principals, as described by the teachers, create a positive and supportive environment where everyone can succeed. They are committed to continuous improvement and provide teachers with the resources they need to be successful. The principals recognize the importance of teacher well-being, believe in the power of motivation, and value parents'

involvement. This means that the principals are on the right track.

Interview Question Number 10: What methods does your principal use to encourage and facilitate open communication between parents, teachers, and school administrators?

**Table 25: Annotated Exemplars on Methods Utilized by Principals in Encouraging and Facilitating Open Communication**

Participant	Coded Responses	Researcher's Observation
Teacher A	Hold consultation meetings and PTA meetings, follow protocol in dealing with parents, and make himself available	Teacher A was very relaxed while answering.
Teacher G	Conduct parents meeting and students' orientation	Teacher G did not show any emotion and was very straightforward
Teacher H	Provides facilities and ICT tools/devices and works for improvement of the school, develops active PTAs and SGC, collaborative in decision making (consensus), consultative and participatory governance;	Teacher H also showed confidence in answering questions.

The statements above show that the principal is practicing ethical leadership in parent involvement and community leadership by being transparent, accountable, and respectful of the opinions of others. He is also committed to providing parents and the community with the resources and opportunities they need to be involved in school.

The tables below show the principal's administrative performance in terms of finances, performance management, learning environment, parent involvement, and community leadership as described by the principal in an interview.

Interview Question Number 1: In financial management, how does your principal ensure the accuracy and integrity of the financial data in his/her report and analysis?

**Table 26:** Annotated Exemplars on Principals Ensuring Accuracy and Integrity in terms of Financial Data

Participant	Coded Responses	Researcher's Observation
Principal A	Follow fiscal matters (expenditure budget, cash allocation, terms of procurement), guided by Republic Act 9184 (SIP and PPMP), provisional meeting, monitoring, evaluation, and assessment; report transparency and accountability in academic performance	Principal A paused for a while before answering but was very straightforward with the answer.
Principal G	Strict in spending money and account for with receipt, follow AOM guidelines and protocol, follow system flow in the deed of donation, and follow MOE	Principal G was very direct in answering. She knew what areas to improve when it came to teachers' questioning.
Principal H	conduct internal auditing (in and out of funds), respect the duties and responsibilities of the Finance officer, report and update regularly, and conduct regular meetings with BAC	Principal H was confident in answering and showed she liked the question.

The results reveal that the principal demonstrates a strong commitment to financial accuracy and integrity through the consistent implementation of responsible fiscal practices. By adhering to Republic Act 9184, monitoring and evaluating expenditures, ensuring transparency, and conducting internal audits, the principal upholds accountability in financial management. Additional measures, such as regular reporting, collaboration with the Bids and Awards Committee (BAC), strict expense monitoring, and compliance with AOM and

MOE guidelines, further emphasize this dedication. These practices reflect not only the principal's commitment to trustworthy financial stewardship but also their outstanding performance as recognized by teachers.

Interview Question Number 2: In the context of teacher performance management, how do you ensure fairness and consistency in evaluation and feedback across the team of teachers?

**Table 27:** Annotated Exemplars on Principals Ensuring Fairness and Consistency in Evaluation and Feedback

Participant	Coded Responses	Researcher's Observation
Principal A	Conduct classroom observation, objective in rating (following RPMS guidelines, no favoritism, all MTs are observed), conduct post-conference, and explain COT	Principal A has conviction in answering.
Principal G	Exercise doing IPCRF, agreement in the rating (explain the rating, signed for agreement), conduct the three stages the pre-conference, the actual and the post-conference, monitoring, and continuity of observation	Principal G was very reserved and often paused while answering.
Principal H	Conduct observation for MTs and follow protocol (conduct post-conference, coaching) and adopt validated tools from the Division office	Principal H looked positive in answering the question.

The principals are taking a comprehensive and systematic approach to ensuring fairness and consistency in evaluation and feedback in performance management. They are using a variety of methods to collect data, providing clear and consistent feedback to all teachers. These approaches are likely to improve teacher performance and student outcomes.

Interview Question Number 3: How do you maintain a stable and supportive learning environment for students and staff?

**Table 28:** Annotated Exemplars on Principals Maintaining Stable and Supportive Learning Environment for Students and Staff

Participant	Coded Responses	Researcher's Observation
Principal A	Procure instructional tools for teachers, conduct LAC, provide equipment and laboratories, implement the No Collection Policy, and maintain school sanitation	Principal A was very confident in answering.
Principal G	Encourage teachers to do good things, follow DepEd guidelines and procedures, provide incentives for teachers, students, and staff, and treat people fairly	Principal G was also quick to answer and was able to show his eagerness to share in answering.
Principal H	Provide incentives and recognize teachers and students and provide classrooms conducive to learning (chair, facilities)	Principal H was very poised in answering. The reply has conviction.

Based on the responses of the principals in their interviews, it can be concluded that the principals are effectively maintaining a stable and supportive learning environment for students and staff. They demonstrate a comprehensive approach that addresses various aspects of the school environment, including physical facilities, instructional resources, teacher and student support, and overall school climate. The principal's commitment to providing necessary

resources, recognizing teacher and student well-being, and fostering a positive school climate suggests that they are creating a conducive environment for learning and growth.

Interview Question Number 4: What methods do you use to encourage and facilitate open communication between parents, teachers, and school administrators?

**Table 29:** Annotated Exemplars on the Methods Used by Principals in Encouraging and Facilitating Open Communication

Participant	Coded Responses	Researcher's Observation
Principal A	Transparency (concealed nothing), being firm and guided with legal basis/policy and credibility that something that can say and can do	Principal A somehow looked confident in some moments in answering this question.
Principal G	Conduct regular meetings and parent -teacher-conferences, give recognition, and treat people fairly	Principal G showed confusion at first but recalled accounts of the methods of encouraging and facilitating open communication.
Principal H	Collaborative (faculty, SSG, stakeholders), accommodate and encourage to talk in the office and involve parents and other stakeholders in the school activities (SBMB guidelines)	Principal H was able to show conviction in her answer.

The principals' ethical leadership practices foster trust, transparency, and a shared commitment to the school's vision. Their actions serve as a model for the entire school community, promoting ethical behavior and creating a positive learning environment for all. It can be concluded that the principal effectively demonstrates ethical leadership in their educational leadership roles. Their actions and behaviors align with the principles of transparency, accountability, adherence to vision, role modeling, clear

communication, setting direction, exemplary conduct, and embodying positive characteristics. These practices contribute to a positive and ethical school environment that fosters trust, respect, and a shared commitment to the school's success.

Interview Question 5: How do you ensure that the school or organization operates with integrity and values?

**Table 30:** Annotated Exemplars on the Methods Used by Principals in Encouraging and Facilitating Open Communication

Participant	Coded Responses	Researcher's Observation
Principal A	Two principles in your leadership or for example my number one are the principle of accountability and transparency.	Principal A somehow looked confident in some moments in answering this question.
Principal G	Treated that issue naman with confidentiality hindi ko naman pinang kwenta talagang doon lang sa teacher yung mga protocol naman ng iba inano ko naman sa kanya. Yeah, ganun sabi ko nga dapat may background kami ng law.	Principal G showed confusion at first but recalled accounts of the methods of encouraging and facilitating open communication.
Principal H	You are school leader but more you also ah eh a serving yourself as ah following ah your people following some ah activities guidelines, protocols because ah yun ang trabaho ay hindi lang naman later ka talaga susunod kailangan mo rin magkaroon ng mga certain guidelines	Principal H was able to show conviction in her answer.

### What themes emerged from the testimonies of the participants?

#### 1) What are the qualities of an ethical leader?

**Thematic Chart A:** Exudes with Honesty and Openness

Participant	Responses	Subordinate Themes
Teacher A	transparency (spending school funds); approachable; easy to get along with; fairness	<i>Transparent and Respectful</i>
Teacher G	trustworthy, respectful, and a leader who is always honest; integrity, fair, and respectful for all; walks the talk; follows the Code of Ethics	
Teacher H	people management (or human resource management); respect for the opinions and beliefs or views of others; supportive; encouraging; fair, honest, considerate	

The superordinate theme, Exudes with Honesty, and Openness, was provided by the participants on the different qualities they know about ethical leadership with the subordinate theme "Transparent and Respectful." Most of their responses were positive and were able to generate one superordinate theme.

Interview question number 2: Can you describe a time when your principal demonstrated ethical leadership? How did they handle the situation?

**Thematic Chart B:** Good Communicator and Transparent

Participant	Responses	Subordinate Theme
Teacher A	In financial records and activities transparent with the school records; report activities and programs; use MOOE's and reporting; use BAC in spending school funds	<i>Open Communication and Transparent with Reports</i>
Teacher G	Wearing uniform and ID Model by example; Good communication (open to discuss issues, use appropriate words)	
Teacher H	During meetings consultative in decision making; participative and adaptive to the new environment	

The superordinate theme, Good Communicator and Transparent was provided by the participants in describing a time when the principal demonstrated ethical leadership with the subordinate theme "Open Communication and Transparent with Reports." The majority of their responses

were positive and were able to generate one superordinate theme.



Interview Question Number 3: How does your principal encourage open communication and transparency around

ethical issues within the organization or the school?

**Thematic Chart C: Faculty Involvement and Organized Reporting**

Participant	Responses	Subordinate Theme
Teacher A	The principal is approachable, clarifies concerns (money, policies, etc.), provides memos for communication, is transparent in spending school funds, and encourages higher performance	<i>Encouragement and Transparency</i>
Teacher G	Conduct meetings regularly and provide updates on an issue and concern	
Teacher H	Provides open communication, encourages, and consistently involves faculty and organizes in presenting information	

The superordinate theme Faculty Involvement and Organized Reporting, was provided by the participants on how principals encourage open communication and transparency around ethical issues within the organization or the school with the subordinate theme “Encouragement and

Transparency.” The majority of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 4: How does your principal ensure that the school or organization operates with integrity and values?

**Thematic Chart D: Professional and Good Role Model**

Participant	Coded Responses	Subordinate Theme
Teacher A	Request through a letter with feedback, a good role model by following policies and guidelines. Guided with DepEd order, IPCRF, RPMS, and PPST	Professional and Adhering to Policies
Teacher G	Provides an agenda in the meeting, reports with transparency, and does what he says	
Teacher H	Give emphasis on integrity and professionalism, giving value to teachers by recognition and giving of incentives, and remind teachers of the importance of a code of ethics (giving professional reminders)	

The superordinate theme Professional and Good Role Model, was provided by the participants on principal to ensure that the school or organization operates with integrity and values with the subordinate theme “Professional and Adhering with Policies.” The majority of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 5: How does your principal ensure that the organization's policies and practices align with ethical standards?

**Thematic Chart E: Objectivity and Adhering to Policy and Guidelines**

Participant	Coded Responses	Researcher's Observation
Teacher A	Guided by rules and guidelines	Guided Decisions and Fairness
Teacher G	Guided with DepEd orders and memos, fairness in giving points	
Teacher H	Guided by IPCRF supported with MOVs, fair in implementing guidelines, fair and objective in rating individual performance;	

The superordinate theme Objectivity and Adhering with Policies and Guidelines, was provided by the participants on principal ensuring that the organization's policies and practices align with ethical standards with the subordinate theme “Guided Decisions and Fairness.” Most of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 6: Can you provide an example of a time when your principal took a stand on an ethical issue, even if it was unpopular or controversial? How did you approach the situation?

**Thematic Chart F: Balanced Decision Making and Critical Reasoning**

Participant	Coded Responses	Subordinate Theme
Teacher A	Death of a loved one, followed by illness - use of leave credits for more than 5 days. Follow civil service law and humanitarian reasoning	Decision Making and Critical Reasoning
Teacher G	Decision during earthquake and teacher wants to sell goods for extra income. Guide with the DepEd rules and the code of ethics	
Teacher H	Child molestation Follow DepEd rules in this specific case, consult the legal officer	

The superordinate theme Balanced Decision Making and Critical Reasoning, was provided by the participants providing an example of a time when their principals took a stand on an ethical issue, even if it was unpopular or controversial with the subordinate theme “Decision Making and Critical Reasoning.” The majority of their responses

were positive and were able to generate one superordinate theme.

Interview Question Number 7: In financial management, how does your principal ensure the accuracy and integrity of the financial data in his/her report and analysis?

**Thematic Chart G: Proper and Regular Reporting of Funds**

Participant	Coded Responses	Subordinate Theme
Teacher A	Guided by BAC in spending funds (BAC policy), transparent (transparency board, reporting), and reporting regularly and in detailed	<i>Financial Transparency</i>
Teacher G	The financial report is always part of the agenda in the meeting	
Teacher H	Transparent funds allocation, there is dignity in asking for donation and solicitation and proper accounting of donation and solicitation;	

The superordinate theme Proper and Regular Reporting of Funds was provided by the participants how principals ensure the accuracy and integrity of the financial data in their report and analysis with the subordinate theme “Financial Transparency” The majority of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 8: In the context of teacher performance management, how does your principal ensure fairness and consistency in evaluation and feedback across the team of teachers?

**Thematic Chart H: Importance of Feedback Mechanisms and Fairness**

Participant	Coded Responses	Subordinate Theme
Teacher A	Use observation tools (to observe all master teachers), be fair in score and post-conference, complete pre and post-conference, and provide and ask for feedback	<i>Fairness and Conferencing</i>
Teacher G	Fair in rating (IPCRF rules, reviews, and scrutinize)	
Teacher H	Guided with MOV, conducted observation classes, encouraged to conduct action research to all faculty and Research & Innovation-oriented;	

The superordinate theme Feedback Mechanism and Fairness was provided by the participants on how principals ensure the accuracy and integrity of the financial data in their report and analysis with the subordinate theme “Fairness and Conferencing” The majority of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 9: How does your principal maintain a stable and supportive learning environment for students and staff?

**Thematic Chart I: Providing Technical Assistance to Teachers and Staff**

Participant	Coded Responses	Subordinate Theme
Teacher A	Provide teachers with instructional needs	<i>Hands-on and motivating teachers</i>
Teacher G	Hands-on giving reminders and announcements, conducting parents' orientation, and motivating teachers so teachers can encourage students, parents, and stakeholders	
Teacher H	Implements changes and school improvements, provides for the needs of faculty, and concern for the welfare of teachers	

The superordinate theme Providing Technical Assistance to Teachers and Staff was provided by the participant's principal to maintain a stable and supportive learning environment for students and staff with the subordinate theme “Hands-on and motivating teachers” The majority of their responses were positive and were able to generate one superordinate theme.

Interview Question Number 10: What methods does your principal use to encourage and facilitate open communication between parents, teachers, and school administrators?

**Thematic Chart J: Collaboration Between the School and Stakeholders**

Participant	Coded Responses	Subordinate Theme
Teacher A	Hold consultation meetings and PTA meetings, follow protocol in dealing with parents, and make himself available	<i>Holding Consultation Meetings and Collaboration</i>
Teacher G	Conduct parents meeting and students' orientation	
Teacher H	Provides facilities and ICT tools/devices and works for improvement of the school, develops active PTAs and SGC, collaborative in decision making (consensus), consultative and participatory governance;	

The superordinate theme of Collaboration between the School and Stakeholders was provided by the participant's principal to maintain a stable and supportive learning environment for students and staff with the subordinate theme “Holding consultation and collaboration”. The majority of their responses were positive and were able to generate one superordinate theme.

This study examined the relationship between ethical leadership practices and principals' administrative performance during the 2022–2023 school year using a mixed-methods approach involving surveys, focus group discussions, and interviews. Findings revealed that principals consistently demonstrated ethical conduct across personal, professional, and organizational domains, exhibiting transparency, accountability, and integrity in administrative, financial, and instructional management, as

well as in fostering positive learning environments and community engagement. Teachers reported that principals upheld fairness, collaboration, and respect, maintained financial accuracy, and provided systematic feedback to enhance teacher performance, while principals emphasized open communication and stakeholder involvement to build trust and shared responsibility. The results showed a strong positive correlation between ethical leadership and

performance quality, indicating that ethical practices significantly contribute to principals' effectiveness. Overall, principals' performance was rated outstanding, highlighting their role as credible role models who positively influence school climate, teacher development, and student success through ethical and exemplary leadership.

*Integration in Ethical Leadership Practices*

Quantitative	Qualitative	KPA (Key Priority Areas)
Setting boundaries (says no to inappropriate responses)	Professional and Adhering to Policies	Professional adherence to policies and standards.
Truthful (Tells truth at all times)	Holding Consultation Meetings and Collaboration	Honest and transparent communication.
Training on educational ethics (Provides training for teachers on educational ethics)	Faculty Involvement and Organized Reporting	Involvement of faculty in understanding and adhering to ethical standards.
Fair and just treatment	Decision Making and Critical Reasoning	Fair and equitable treatment of all stakeholders.
Making funds available	Financial Transparency	Financial transparency in fund allocation and management.
Feedbacking mechanism	Feedback Mechanism and Fairness	Establishment of effective feedback mechanisms.
Attention to questions and queries	Proper and Regular Reporting of Funds	Responsiveness to questions and inquiries.
Communications and opportunities	Good Communicator and Transparent	Promotion of collaboration and involvement through transparent communication and opportunities.

The table on Integration in Ethical Leadership Practices demonstrates the convergence of quantitative and qualitative data in identifying key priority areas (KPAs) for ethical leadership among student affairs services administrators. Findings highlight the importance of setting professional boundaries and adhering to policies, practicing honesty and transparent communication to foster trust, and involving faculty through training and organized reporting on ethical standards. Equitable treatment of all stakeholders is emphasized, requiring fairness and critical reasoning in decision-making. Financial transparency also emerges as a vital component, with administrators expected to manage and report funds ethically. Additionally, effective feedback mechanisms and responsiveness to inquiries are deemed essential for continuous improvement. Finally, promoting collaboration through transparent communication and shared opportunities underscores the role of administrators as ethical leaders committed to accountability, fairness, and inclusivity in student affairs services.

## 5. Conclusions

- 1) Principals serve as ethical role models by demonstrating integrity, fairness, and transparency, thereby fostering a positive, respectful, and productive school environment.
- 2) The principal's administrative performance reflects effective leadership across management, finance, teacher performance, and community engagement, though with minor gaps in parental communication.
- 3) Ethical leadership was found to have a strong positive correlation with principals' performance quality, confirming its significant influence on effective school leadership.
- 4) Principals demonstrate ethical leadership through transparency, collaboration, fairness, and accountability, cultivating a supportive environment that promotes trust, communication, and continuous improvement.

- 5) Developing a context-specific ethical practice instrument and implementing a comprehensive work plan can enhance principals' capacity for ethical leadership, ultimately strengthening school performance and community trust.

## 6. Recommendations

- 1) Principals should engage in continuous professional development programs to strengthen ethical leadership skills in decision-making, communication, and conflict resolution.
- 2) Principals should adopt enhanced communication strategies with parents and stakeholders to ensure transparency, foster trust, and strengthen school-community collaboration.
- 3) Leadership training for aspiring principals should integrate ethics-focused modules to instill integrity, fairness, and accountability early in their careers.
- 4) Robust evaluation and feedback mechanisms should be implemented to assess principals' performance and reinforce adherence to ethical leadership standards.
- 5) Tailored ethical practice instruments should be developed collaboratively to address context-specific challenges and evolving ethical standards effectively.
- 6) Principals should promote collaborative governance by involving faculty, staff, parents, and community members in decision-making to enhance inclusivity and shared accountability.
- 7) Ongoing research on ethical leadership and organizational performance should be supported to inform evidence-based strategies for improving educational outcomes.

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