



Research Article

ETHICAL LEADERSHIP AND ADMINISTRATIVE COMPETENCE OF SCHOOL ADMINISTRATORS: A SPRINGBOARD FOR VALUES-BASED LEADERSHIP ENHANCEMENT PROGRAM

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ARTICLE INFO

ABSTRACT



Keywords:

Ethical Leadership, Administrative Competence, Educational Leadership

Article History:

Received: 02-05-2025

Accepted: 05-06-2025

Published: 15-06-2025

Ethics builds administrative competence, empowers leaders to make relevant and effective decisions and reflective judgement. The study identified the influence of ethical leadership to the administrative competence of the school administrators of the secondary schools of Dapitan City Division and utilized the quantitative descriptive-correlation survey. The questionnaire gathered information from the school administrators and 180 secondary teachers and was divided in three (3) parts: Part I generated information on the respondent's profile in terms of their age, gender, position title, educational attainment, length of service, and place of origin; Part II is focused on determining the level of ethical leadership of the school administrators in terms of ethics of care, ethics of justice, and ethics of critique based on the study of Langlois et al. (2014) in accordance to the perception of the school administrators themselves and the secondary teachers; and Part III identified the level of administrative competence of the school administrators as to the five domains indicated in the Philippine Professional Standards for School Heads which are leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections as rated by the school administrators and teachers. The results revealed that there is a high level of ethical leadership and administrative competence among school administrators of Dapitan City Division. There was a consistent observance of ethical leadership among the school administrators in the three dimensions and were identified as very much competent in the five domains of administrative competence. Moreover, the data disclosed that there was no significant difference as to the rating of the teachers and the school administrators in terms of the level of ethical leadership and administrative competence of the school administrators. It indicated that the status of ethical leadership and administrative competence was associated according to the ratings of the two groups of respondents. As such, the findings further revealed that there was a significant relationship between ethical leadership and administrative competence which signified that the level of ethical leadership influenced the level of administrative competence of the school administrators. On the overall, the study recommends the implementation of values-based sustainability program to maintain and solidify the status of ethical leadership and administrative competence among the school administrators.

Cite this article:

Archuleta, K. R. C. (2025). ETHICAL LEADERSHIP AND ADMINISTRATIVE COMPETENCE OF SCHOOL ADMINISTRATORS: A SPRINGBOARD FOR VALUES-BASED LEADERSHIP ENHANCEMENT PROGRAM. *Sprin Journal of Arts, Humanities and Social Sciences*, 4(4), 16–31. <https://doi.org/10.55559/sjahss.v4i4.493>

Introduction

Ethics holds great importance in every way of life. It keeps one grounded to its core despite any seemingly tempting and provoking circumstance. The absence of such leads to chaos, hence it is a factor that maintains harmony in life and mutual understanding among individuals. With ethics being commonly defined as the study of conduct and a guide to how individuals ought to act, basically it influences the way a man decides, the way he perceives life, and the way he carries out his outlook in different situations. In the aspect of leadership, it is highly considered that ethics provide good direction to leaders (Assiri, 2018).

Ethical leadership is a leadership style focused on the use of values in management such as care, fairness, integrity, trustworthiness, etc. (Sabir, 2021). As a leadership style, it is distributed in three dimensions of ethics namely ethics of care, ethics of justice, and ethics of critique in which the study of Langlois et al. (2014) presents definition for each dimension. Ethics of care pertains to how leaders put value to human relations and to human themselves. In ethics of justice, leaders are concerned with maintaining and observing justice in the system. That means to say, they make decision or resolve conflicts based on legal premises such as laws, policies, and human rights. On the

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🌐 <https://doi.org/10.55559/sjahss.v4i4.493>

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other side, ethics of critique aims to prevent the occurrence of unfair treatment and unfair practices inside the organization.

The study of ethical leadership started from simply asking what constitutes a good leader (Alshammari et al., 2015). From there, the important role ethics play in leadership endeavors are being recognized. Ethical leadership is viewed as the implicit and explicit pursuit of desired ethical behavior for self and followers through efforts governed by rules and principles that advocate learning motivation, healthy optimism, and clarity of purpose to uphold the values of empowerment, service to others, concern for human rights, change for betterment and fulfilling duties towards society, future generations, environment and its sustainability (Shakeel et al., 2019). In simple terms, it is the ability to decide based on proper and just measures. Educational environment is considered to be morally driven and is expected to inculcate right values among learners. In essence, educational leaders as ethical leaders build and sustain a moral and ethical climate (Alshammari et al., 2015) which makes it necessary to have a leader who is able to lead based on ethical principles.

On another note, leaders have a goal to establish an administration that provides quality service and is able to instill motivation and satisfaction to its constituents and achieving would require competence on the part of the leaders. In the aspect of educational leadership, administrative competence is referred to as the personal and professional ability of a school administrator which is needed in planning and implementing educational programs in schools (Anyakora, 2021). To elaborate the concept of administrative competence, the Department of Education implement the Philippine Professional Standards for School Heads through its issuance of DepEd Order No. 24 s. 2020 entitled National Adoption and Implementation of the Philippine Professional Standard for School Heads. This framework contains domains that embody the quality of effective school administration. This implementation of Philippine Professional Standard for School Heads is in congruence to the changes in the standard for quality education. There are five domains in which each contains strands that specifically describes the competency a school administrator should possess. These domains are leading strategically, managing school operation and resources, focusing on teaching and learning, developing self and others, and building connections.

Leading strategically is a process of setting decision and action that results to the development, implementation, and control of plans for the attainment of the school's mission, vision, and goals. In managing school operations and resources, the development of transparency and accountability of the school administrators is being emphasized. Focusing on teaching and learning is one of the most important functions of school administrators (Manaseh, 2016). The goal of this domain is to promote quality teaching and learning. In the domain of developing self and others, there is a necessity for personal and professional development to keep their knowledge, skills, and values relevant to the needs of time. Lastly, the fifth domain, building connections shows the importance of involving other stakeholders particularly the parents and the community as their involvement is found to bring positive impact to the development of the child and also to the quality of the school (Yulianti et al., 2020).

The importance of ethics in establishing a competent administration cannot be neglected. Sokoh (2021) mentions that ethics promote administrative competence, allows school administrators to make relevant and effective decisions, and encourage them to make reflective judgments. In this case, ethical leadership increases the chances of improving the performance and competence of school administrators. The study of Sokoh (2021) has revealed a potential relationship between ethical

leadership and administrative competence among local government areas in Delta State, Nigeria. The study also of Tanner et al. (2010) also shows the same results and states that ethical leadership in workplace increases administrative competence and commitment. More so, Copeland (2014) states that better performance in leadership and management can be attained when there is an adherence of the leaders to ethical and moral standards. Considerably, the implementation of values-based leadership enhancement programs among school administrators allows for an increased and improved administrative competence.

As people of influence, the school administrators carry the moral responsibility of ensuring moral development and practice among teachers and learners. More importantly, the Department of Education envisions to produce Filipinos who are imbued with values and competencies that will lead them to reach their full potential and contribute meaningfully to the development of the country. As such, it is important to take a look at how school administrators uphold and exercise values to themselves. Since there is an observed association between ethical leadership and administrative competence, it is found interesting to explore whether the same could be true in academic institutions. Thus, this study was conducted to see the extent of practice of ethics in educational leadership and how it affected the competency of the school administrators. In such views, the study aimed to look into the relationship of ethical leadership and administrative competence by identifying the level of ethical leadership and the level of administrative competence of school administrators to be used as basis in crafting a values-based leadership development program.

Objectives of the Study

The study aimed to look into the relationship of ethical leadership and competence among school administrators of the secondary schools of Dapitan City Division during the school year 2021-2022.

Specifically, this study aimed to answer the following questions:

1. What is the profile of the school administrators in terms of age, gender, position title, educational attainment, length of service as a school administrator, and place of origin?
2. What is the profile of the teachers in terms of age, gender, position title, educational attainment, length of service as a teacher, and place of origin?
3. What is the level of ethical leadership of school administrators in terms of ethics of care, ethics of justice, and ethics of critique?
4. Is there a significant difference in the ratings of the school administrators and teachers on the level of ethical leadership of the school administrators?
5. What is the level of administrative competence of school administrators in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections?
6. Is there a significant difference in the ratings of the school administrators and teachers on the level of the school administrators' administrative competence?
7. Is there a significant relationship between the level of ethical leadership and the level of administrative competence of school administrators?
8. What leadership enhancement program can be proposed to strengthen the practice of ethics in educational leadership?

Related Literature

Ethics in Educational Leadership

Ethics is in the heart of leadership at school (Vakkayil, 2011), that is why ethics in school administration puts greater emphasis on the actions concerning education and decisions of administrators. Hence, it is necessary that school leaders decide ethically since their decisions have an influence on several people in schools. In the Philippine context, there is high regards of attention put towards the development of ethical attitudes in education as it forms part of the overall learning development of the child. In so doing, there is an integration of values in every lesson and even strengthened with the guidance of the four core values of the Department of Education which are Makadiyos, Makakalikasan, Makatao, at Makabansa as stipulated in the DepEd Order No. 36 S. 2013. Republic Act No. 8491 states that the national motto of the country is “Makadiyos, Makakalikasan, Makatao, at Makabansa.” Aside from the core values, the Department of Education is also guided with its Vision and Mission in which the Vision states that “We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.” The school administrators are responsible to make sure that the Vision and Mission are being realized. The DepEd’s mission states that “Administrators and staff as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.” In connection, DepEd through the DepEd Order No. 42 S. 2017 entitled the National Adoption and Implementation of Philippine Professional Standards for School Heads signifies that the quality leadership and management of the school administrators can be a keystone in developing quality teachers and holistic learners imbued with values.

Ethical Leadership

The concept of ethical leadership started because of the occurrence of conflicts relating to ethics in workplaces (Shakeel et al., 2019). The rise of globalization also serves a driving force in furthering the definition of leadership to include ethics as a significant factor (Alshammari et al., 2015). One of the most known definitions of ethical leadership comes from Brown et al., 2005 which states ethical leadership is the demonstration of normatively appropriate conduct through personal action and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making. However, a number of experts have seen a potential limitation of the definition hence, a broader definition is presented which points ethical leadership as the implicit and explicit pursuit of desired ethical behavior for self and followers through efforts governed by rules and principles that advocate learning motivation, healthy optimism and clarity of purpose to uphold the values of empowerment, service to others, concern for human rights, change for betterment and fulfilling duties towards society, future generations, environment and its sustainability (Shakeel et al., 2019).

Langlois et al. (2014) defined ethical leadership in three dimensions of ethics namely ethics of care, critique, and justice. These dimensions are anchored on the idea that ethical leadership is a process of moral character development including a significant level of awareness of ethical issues. The ethics of care refers to human relations and coincide with values such as respect, love, and regards for others. This is focused on interpersonal relations and highlights the importance of the well-being of individuals. In the study of Cherkowski et al. (2015), school administrators’ understanding of their roles as to the dimension ethics of care is that they have the responsibility as a human being

and that it is important to be inclusive in making ethical decisions. Further, the study states that this dimension is significant for school administrators to have as they have the duty of understanding the problem experienced by the teachers and learners.

The ethics of justice is rooted from two perspectives: the individual rights and the rights of the majority. Ethical leaders take an effort to manage conflicts or issues based on laws, policies, individual and majority rights, and ensure that the decisions or solutions made are fair to everybody and promote social order inside the organization. This dimension seeks for what is good for the majority rather than focus on the individual, which would also teach the individual to behave within the ethical norms of the society (Vogel, 2012). Distinctively, ethics of critique observes sensitivity to discrimination that occurs among race, gender, beliefs and other forms of diversity (Troy, 2009). This dimension encourages school administrators to instill an understanding of embracing respecting diversity at any forms to the members of the school community (Word & Hilton, 2012). With this, it provides them the opportunity to avoid discriminating and getting discriminated and accepts cultural differences which could diminish issues on oppression, racism, and other forms of social inequities.

Administrative Competence in Educational Leadership

Achieving successful operation of school functions definitely require a school leader who possesses appropriate administrative competence (Eboka, 2018). School administrators are the higher in rank in administrative positions in schools and as such, they hold the biggest responsibility in running the schools. As Victor (2017) mentions, a school administrator is a leader who plans, coordinates, and supervises the activities of the school and ensuring the smoothness of every affair. The study further added that the school administrator particularly the principal or school head is the chief administrator expected to effectively maximize its resources by applying management principles and practices for the purpose of attaining the goals. In the Philippine context, the Department of Education Order No. 24 s. 2020 indicates that a school administrator is a steward of school who is in charge of taking care of people and ensure empowerment of organizational performance and health by setting the direction of schools, managing their systems and processes, promoting quality teaching and learning, nurturing themselves and others, and engaging stakeholders in initiatives made by the improvement of school communities.

Anyakora, 2021 states that administrative competence in educational setting refers to the the ability required of school administrators to perform their job in a professional manner which also emphasized on the administrator’s ability to achieve practical results, as such, administrative competence refers to the personal and professional abilities a school administrator needs in planning and implementing educational programs in schools.

In its aim to achieve quality leadership and management, the Department of Education implements the Philippine Professional Standards for School Heads through its issuance of DepEd Order No. 24 s. 2020 entitled National Adoption and Implementation of the Philippine Professional Standards for School Heads on September 7, 2020. This framework present sets of standards which embody the quality of a school administrator. This is prompted with the implementation of K-12 and the changes brought by the 21st century education. The PPSSH is designed with well-defined domain, strands, and indicators that describe the competency expected of a school administrator. It serves as a guide to every school administrator as to what he/she should know, be able to do and value to attain an increased level of learning outcome and teacher quality. The PPSSH is consist of five

domains: (1) Leading Strategically; (2) Managing School Operations and Resources; (3) Focusing on Teaching and Learning; (4) Developing Self and Others; (5) Building Connections.

Leading strategically pertains to the school administrator's role to create a vision, establish the direction, and to foresee the future for organizational sustainability, growth, and success (Gakenia et al., 2017). The study of Makgone (2012) reveals that leading strategically has a strong influence of the school performance particularly on students' achievement in academic, co-curriculum, and personal performance. The study posits that a leader who functions well in leading strategically is able to increase the student outcomes. Similarly, the study of Setwong and Prasertcharoensuk (2013) shows that there is a good effect of leading strategically to school effectiveness. The study states that the ability of the school administrators to plan, decide, and act strategically increases the school effectiveness level resulting to accomplishing the vision of the schools.

Managing School Operations and Resources pertains to the role of making sure that resources and facilities are always available, accessible, enough, and functional and fulfill the responsibility of putting in place school resources and distributing them effectively to succeed in achieving the goals of the institution (Valenzuela & Buenvenida, 2021). The study of Ukogba and Nwanko (2020) reveals that the level of managerial competencies of school administrators has a positive impact to school performance rate. Specifically, proper records management practices of school administrators increase effectiveness of the school administration. In the study of Wanjala et al. (2020) regarding the influence of financial management practices to students' academic performance reveals that effective management of financial resources result to development of school facilities which would then contribute to an improved academic performance among students.

Focusing on teaching and learning refers to the school administrators' commitment to provide instructional leadership for the purpose of improving teacher and student performances. Instructional leadership is considered to be the one of the main responsibilities of the school heads since it gives focus on the most important function of the school heads which is the teaching and learning enhancement (Manaseh, 2016). Studies show that high level of instructional leadership of the school administrators have a positive effect on school performance such in the study of Hou et.al. (2019) which states that instructional leadership of school administrators influences the achievement rate of students which implies that a competitive instructional leadership increases students' achievement.

Human resource development is basically the effective management of people in an organization. Tanjung (2020) views that it is a process and effort to capacitate, encourage, and evaluate the human resource for the purpose of successfully realizing its objectives. The quality in education requires an effective school management and leadership, hence one key to achieving such is a competent school administrator. With this, it is important that school administrators update themselves with personal and professional development and training enhancement programs to keep their knowledge, skills, and values relevant to the needs of time.

In terms of building connections, Yulianti et al., 2020 states that all types of involvement are essential and if this involvement plays its part, it brings positive impact to the development of the students and to the quality of the schools. More so, this parent involvement and community partnership is identified to be significant in nurturing a child's potential at the maximum level. Their roles in this aspect are identified as establishing a school-

family-community partnership, increase parent participation in school activities, intensify school-community partnership by supporting community activities, organize program with stakeholders, and obtain resources for the school from the community (Cañete et al., 2020).

Relationship of Ethical Leadership and Administrative Competence

Cherkowski et al., 2015 states that the importance of ethics cannot be underestimated. In the context of administration, it is said that ethics promotes administration competence, enables relevant and effective decision-making, and encourages reflective judgments. A study conducted by Sokoh (2021) reveals that there is a positive relationship between ethical leadership and administrative competence among local government areas in Delta State, Nigeria. The study implies that ethical leadership has a positive effect on administrative competence. In the same manner, the study of Tanner et al. (2020) also indicates the same results and posits that ethical leadership in workplace increases administrative competence and commitment in which ethical leadership brings a greater chance to intensify the effectiveness of the leader, commitment and satisfaction of the employees, and the ethical culture of the organization (Cherkowski et al., 2015).

Values-based Leadership Enhancement Programs

The study of Copeland (2014) states that better management can be achieved when leaders adhere to ethical and moral principles. Moreover, the study of Molly and Johan (2017) pointed out that value-leadership style is instrumental to maintain ethical climate in schools which are considered an important component for effective teaching and learning to take place.

With these ideas, Bano et al. (2020) emphasized the necessity of implementing value-based leadership enhancement programs among leaders. According to the study, leadership is a set of abilities and competencies that can be improved through leading and training. This study further explains that value-based leadership improvement allows a leader to develop competencies that are essential in modelling individuals and empowering them to cultivate work attitudes that result to harmony and good relation. Cain (2021) also adds that value-based leadership enhancement programs are effective strategies that promote increase accountability in the workplace and balance competence with ethical behavior.

Theoretical/Conceptual Framework

This study is anchored on the theory of Albert Bandura, the Social Learning Theory. Social Learning Theory is basically founded on the idea that individuals learn through observation and imitation of attitudes, values, and behaviors of attractive and credible models. Drawing into the social learning perspective of ethical leadership, modeling is used by leaders to influence ethical behaviors among the followers (Shakeel et al., 2019). Leaders are expected to provide ethical guidance, as such, they are considered to be leaders of ethical conduct who then becomes the source of influence for followers. Furthermore, leaders have to build and maintain credibility and legitimacy of ethical character to be perceived as ethical leaders (Erani & Ozbilen, 2017). Sokoh (2021) asserts that the relevance of social learning theory in studying the relationship between ethical leadership and administrative competence is that ethical leaders are able to influence their workforce to learn behaviors that promote employee competence and increase their efficacy on their jobs.

This study intends to determine the association of the ethical leadership and administrative competence among school administrators. The independent variable is the ethical leadership which covers three dimensions namely ethics of care, ethics of

justice, and ethics of critique as indicated in the study of Langlois et al. (2014). On the other hand, the dependent variable is the administrative competence and includes five domains based on the Philippine Professional Standards for School Heads of the Department of Education Order No. 24 s. 2020 namely leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

The interplay of the variables show that ethical leadership style influences the administrative competence of school administrators. The outcome of this study is used to serve as basis in crafting a sustainability program that would maintain the practice of ethics in educational leadership.

Methodology

This study used the quantitative descriptive-correlation survey research method in which two indicators were examined; the ethical leadership and administrative competence. The level of the ethical leadership and administrative competence of the school administrators were identified through the perception of the school administrators and the secondary teachers and then proceeded to the identification of the degree of relationship between the two variables. The respondents of this study were the school administrators and the teachers of the public secondary schools of Dapitan City Schools Division. For the school administrators, the target respondents were 9 which was congruent to the number of school administrators in the secondary level of Dapitan City Schools Division. The target number of teacher-respondents was 180 identified through stratified random sampling particularly using the Slovin's formula.

Results and Discussion

Table 1. Profile of the school administrators

Demographic Profile	Frequency	Percent
Age		
46 – 50 years old	2	22.2
51 – 55 years old	7	77.8
Gender		
Male	6	66.7
Female	3	33.3
Position Title		
Principal I-IV	7	77.8
Head Teacher I-VI	2	22.2
Educational Attainment		
With Units in Doctorate	5	55.6
With Degree in Masters	2	22.2
With Units in Masters	2	22.2
Length of Service		
1 – 5 years	1	11.1
6 – 10 years	-	-
11 – 15 years	5	55.6
16 – 20 years	1	11.1
21 years and above	2	22.2
Place of Origin		
Inside Dapitan City	7	77.8
Outside Dapitan City	2	22.2

Table 1 showed the summary of the profile of the school administrators. Majority of the school administrators of Dapitan City Division were between the ages of 51-55 years old. Most of them were females and were having position titles ranging from Principal I-IV. Moreover, a higher percentage of school

administrators manifested interest in becoming holders of Doctor's degree as they are earning units in Doctorate studies. Most of them have already rendered services in school administration for 11-15 years and are living within Dapitan City.

Table 2. Profile of the teachers

Demographic Profile	Frequency	Percent
Age		
21 – 25 years old	18	10.0
26 – 30 years old	17	9.4
31 – 35 years old	24	13.3
36 – 40 years old	30	16.7
41 – 45 years old	44	24.4
46 – 50 years old	15	8.3
51 – 55 years old	14	7.8
56 – 60 years old	18	10.0
Gender		
Male	27	15.0
Female	152	84.4
Other Preference	1	0.6
Position Title		
Master Teacher I-III	18	10.0
Special Science Teacher I	2	1.1
Teacher I-III	160	88.9
Educational Attainment		
With Degree in Doctorate	2	1.1
With Units in Doctorate	2	1.1
With Degree in Masters	117	65.0
With Units in Masters	40	22.2
With Bachelor's Degree	19	10.6
Length of Service		
1 – 5 years	61	33.9
6 – 10 years	41	22.8
11 – 15 years	11	6.1
16 – 20 years	33	18.3
21 years and above	34	18.9

Table 2 summarized the profile of the teachers. Accordingly, Dapitan City Division have more secondary teachers whose ages were between 41-45 years old and dominated with females. Most of them were carrying position titles from Teacher I-Teacher III and were Master's degree holders already. Majority of the secondary teachers were considered neophytes as they were in the service for 1-5 years. With the localization guidelines of hiring teachers, almost all of the secondary teachers were residents of Dapitan City.

Table 3. Respondents' rating on the level of ethical leadership of School Administrators in terms of ethics of care

Ethics of care	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
<i>As school administrator, I...</i>						
establish trust in their relationships with others.	4.78	Always	4.44	Always	4.61	Always
ensure harmony in the organization.	5.00	Always	4.42	Always	4.71	Always
preserve everyone's safety and well-being.	4.78	Always	4.58	Always	4.68	Always
seek to protect each individual's dignity.	4.78	Always	4.53	Always	4.66	Always
expect people to make mistakes (it's human nature).	4.33	Always	4.47	Always	4.40	Always
take time to listen to the people involved in a situation.	5.00	Always	4.37	Always	4.69	Always
seek to preserve bond and harmony within the organization.	5.00	Always	4.43	Always	4.72	Always
avoid hurting people's feelings by maintaining their dignity.	4.78	Always	4.32	Always	4.55	Always
pay attention to individuals.	5.00	Always	4.43	Always	4.72	Always
promote dialogue about contentious issues.	4.89	Always	4.25	Always	4.57	Always
Mean	4.83	Always	4.42	Always	4.63	Always

As presented in table 3, it can be disclosed that both the administrators and teachers' respondents rated as always in all facets on the level of ethical leadership of school administrators in terms of ethics of care with an overall weighted mean value of 4.63. It can be implied that the display of ethics of care of the school administrators were very evident and that they value the well-being of their teachers and their relationship in school.

This further signified that all the provisions and statements towards ethical leadership in terms of ethics of care are observed consistently or at all times by the school administrators. In

particular, the respondents observed consistently the ethics of care of the administrator in ensuring harmony and preserving everyone's welfare and safety. This meant that the school administrators took time to listen to the people involved in a situation and sought to protect each individual's dignity. This adhered to the study of Cherkowski et al. (2015) which stated that the school administrators, as for ethics of care, identified their role as a human being and was responsible to install a sense of belonging and inclusivity in their team and organization, in general.

Table 4. Respondents' rating on the level of ethical leadership of School Administrators in terms of ethics of justice

Ethics of justice	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
<i>As a school administrator, I...</i>						
follow procedures and rules.	4.78	Always	4.47	Always	4.63	Always
check the legal and regulatory clauses that might apply in resolving ethical dilemmas.	4.89	Always	4.38	Always	4.64	Always
check the organization's unwritten rules in resolving ethical dilemmas.	4.89	Always	4.28	Always	4.59	Always
sanction mistakes in proportion to their seriousness.	4.00	Often	4.07	Often	4.04	Often
conduct an investigation in resolving ethical dilemmas.	4.89	Always	4.25	Always	4.59	Always
based decisions on the statutory and legal framework in resolving ethical dilemmas.	4.89	Always	4.31	Always	4.60	Always
Mean	4.72	Always	4.29	Always	4.51	Always

Table 4 showed that the respondents rated the school administrators as always in all areas of the ethical leadership of the school administrators in terms of ethics of justice with an overall mean value of 4.51. This can be inferred that the school

administrators always recognized school policies and order in dealing with ethical dilemmas.

The study of Troy (2009) stated that leaders who demonstrated ethics of justice took an effort to manage conflicts

or issues based on laws, policies, individual and majority rights, and ensured that the decisions or solutions made are fair to everybody and promote social order inside the organization. With the findings of this study, it can be incurred that the school

administrators of Dapitan City Division were observed to be fair and objective in making decisions and strived to ensure that the decisions made benefit the majority and not just one person

Table 5. Respondents' rating on the level of ethical leadership of School Administrators in terms of ethics of critique

Ethics of critique	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
<i>As school administrator, I...</i>						
do not tolerate arrogance.	4.89	Always	4.41	Always	4.65	Always
make people aware that some situations disproportionately privilege some groups.	4.56	Always	4.27	Always	4.42	Always
speak out against unfair practices.	4.33	Always	4.31	Always	4.32	Always
am concerned when individuals or groups have advantages compared to others.	4.56	Always	4.26	Always	4.41	Always
speak out against injustice.	4.89	Always	4.37	Always	4.63	Always
oppose injustice.	4.89	Always	4.42	Always	4.66	Always
based decisions on greater social justice in resolving ethical dilemmas.	4.89	Always	4.40	Always	4.65	Always
Mean	4.72	Always	4.35	Always	4.54	Always

Table 5 displayed the respondents' rating on the level of the ethical leadership of the school administrators in terms of ethics of critique. As displayed, school administrators were rated by the respondents as always in all aspects of the ethical leadership of the school administrators in terms of ethics of critique with an overall weighted mean value of 4.54. This can show that the school administrators of Dapitan City Division were ethical enough to

oppose injustice and not tolerate ignorance. As stated by Wood and Hilton (2012), school administrators implementing ethics of critique were able to establish a community that gave respect to differences to avoid discrimination and for people to learn accepting cultural differences to prevent issues on oppression, racism, and other forms of social inequities.

Table 6. Test of a significant difference on the ratings of the school administrators and teachers on the level of ethical leadership of the school administrators

Category	Mean Rank	U test	p-value	Decision	Interpretation
School administrators	116.28	618.50	0.229	Fail to Reject	Not Significant
Teachers	93.94				

Note: Level of significance alpha at 0.05.

The non-rejection of the null hypothesis indicated that there was no significant difference in the overall ratings of the school administrators and teachers on the level of ethical leadership of the school administrators. This can imply that the perception of

the teachers towards the ethical leadership of the school administrators confirmed the perception of the school administrators.

Table 7. Level of administrative competence of school administrators in terms of leading strategically

<i>As school administrator, I...</i>	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
demonstrate knowledge of DepEd vision, mission and core values, communicate those to the school community, collaborate with school personnel, and model to sustain shared understanding and alignment of school policies, programs, projects, and activities.	3.89	VMC	3.67	VMC	3.78	VMC
demonstrate knowledge and understanding of school plans, collaborate and engage with the school community, and share with fellow school heads the best practices in the development and implementation of school plans aligned with institutional goals and policies.	3.89	VMC	3.65	VMC	3.77	VMC
demonstrate knowledge and understanding of policy implementation and review, undertake those, engage with stakeholders, and recommend to higher	3.89	VMC	3.64	VMC	3.77	VMC

authorities to ensure consistency of school operations with national and local laws, regulations, and issuances.						
identify and utilize research findings, collaborate with school personnel in conducting research, and promote a culture of research to facilitate data-driven and evidence-based innovations to improve school performance in the school that support the development of learners.	3.11	MC	3.30	VMC	3.21	MC
display understanding of implementing school programs, design and implement needs-based school programs, and lead and empower school personnel in designing and implementing needs-based school programs that support the development of the learners.	3.89	VMC	3.53	VMC	3.71	VMC
demonstrate knowledge and understanding of utilizing learner voice, design and apply effective strategies, and systematize processes in utilizing learner voice to inform policy development and decision-making towards school improvement.	3.78	VMC	3.51	VMC	3.65	VMC
display knowledge and understanding of monitoring and evaluation processes and tools, utilize available processes and tools, design supplemental tools, and lead in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement.	3.89	VMC	3.49	VMC	3.69	VMC
Mean	3.76	VMC	3.54	VMC	3.65	VMC

Table 7 depicted the respondents' rating on the level of administrative competence of school administrators in terms of leading strategically. As depicted in the table, school administrators were rated as very much competent in some facets of the administrative competence of the school administrator in terms of leading strategically with an overall mean value of 3.65. This meant that the school administrators were competent in carrying out their duties in setting and embodying the DepEd's vision, mission, and core values, developing school planning,

enhancement of policy implementation, and promoting research and innovation.

As the study of Setwong and Prasertcharoensuk (2013) posited, there is a good effect of leading strategically to school effectiveness that the ability of the school leaders to plan, decide, and act strategically increased the school effectiveness which then results to the attainment of the vision of the school.

Table 8. Level of administrative competence of school administrators in terms of managing school operations and resources

As a school administrator, I...	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
demonstrate skills in managing school data and information, capacitate school personnel in managing school data and information, and exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.89	VMC	3.57	VMC	3.73	VMC
demonstrate knowledge and understanding of financial management, manage finances adhering to policies, exhibit efficient and effective practice in financial management, and create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guideline, and issuance in allocation, procurement, disbursement and liquidation aligned with the school plan.	4.00	VMC	3.53	VMC	3.77	VMC
demonstrate knowledge and understanding, establish shared accountability, and systematize processes in	3.89	VMC	3.56	VMC	3.73	VMC

managing school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.						
demonstrate knowledge and understanding, engage school personnel, and empowers school personal in sustaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	3.89	VMC	3.52	VMC	3.71	VMC
demonstrate knowledge and understanding, works with wider school community, and institutionalizes in the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction.	3.89	VMC	3.48	VMC	3.69	VMC
Identify and manage emerging opportunities and challenges among learners and capacitate and empower school personnel in managing such to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.	3.89	VMC	3.54	VMC	3.72	VMC
Mean	3.91	VMC	3.53	VMC	3.72	VMC

Table 8 reflected the respondents' rating on the level of administrative competence of school administrators in terms of managing school operations and resources. It can be reflected in the table that school administrators were rated as very much competent in their administrative competence on the domain managing school operations and resources with an overall weighted mean value of 3.72. This means that the school administrators of Dapitan City Division demonstrated a high level of competence in the management of school system and processes particularly on records management, financial management, school facilities and equipment, management of staff, school

safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges.

According to Ukaogba and Nwanko (2020), the level of managerial competencies of school administrators had a positive impact to school performance rate. Hence, having attained a high level of managerial competency based on the findings presented, it can be implied that the secondary schools of Dapitan City Division were performing well with the school administrators being outstanding in their functions relating to management of human, financial, and material resources which results to a transparent and organized school system.

Table 9. *Level of administrative competence of school administrators in terms of focusing on teaching and learning*

<i>The school administrator...</i>	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
demonstrates knowledge and understanding, assists teachers, works with teams, and shares exemplary practices in the review, contextualization, and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.	3.78	VMC	3.53	VMC	3.66	VMC
demonstrates knowledge and understanding of teaching standards and pedagogies, provides technical assistance to teachers, engages school personnel and exhibits best practice in providing technical assistance to teachers to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas.	4.00	VMC	3.59	VMC	3.80	VMC
sets achievable and challenging learning outcomes, utilize such learning outcomes, engages the wider school community and mentors fellow school heads in attaining other performance indicators to promote accountability within and beyond school contexts.	3.44	VMC	3.55	VMC	3.50	VMC
demonstrates knowledge and understanding, provides technical assistance to teachers, works with personnel involved, and leads initiatives in the innovative use of learning assessment tools, strategies and results consistent	3.89	VMC	3.55	VMC	3.72	VMC

with curriculum requirements to ensure accountability in achieving higher learning outcomes.						
demonstrates understanding, manages, engages and empowers the school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.	3.89	VMC	3.58	VMC	3.74	VMC
demonstrates knowledge and understanding of career awareness and opportunities and ensures, undertakes, and institutionalizes the integration of such into the school curriculum and all other learning experiences.	3.89	VMC	3.57	VMC	3.73	VMC
demonstrates knowledge and understanding of learner discipline policies, implements such policies, and lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.	3.89	VMC	3.56	VMC	3.73	VMC
Mean	3.83	VMC	3.56	VMC	3.70	VMC

Table 9 disclosed the respondents' rating on the level of administrative competence of school administrators in terms of focusing on teaching and learning. As disclosed in the table, the school administrators were rated as very much competent in all facets of the administrative competence in terms of focusing on teaching and learning with an overall weighted mean value of

3.70. With this, as for the secondary schools of Dapitan City Division, it was more likely to expect a high rate of student and teacher performance outcome as stated in the study of Hou et.al. (2019) that a competitive instructional leadership increased the academic performance of both teachers and students.

Table 10. Level of administrative competence of school administrators in terms of developing self and others

	Administrators		Teachers		Overall Rating	
	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
<i>The school administrator...</i>						
conducts and sets self-assessment of personal and professional development needs, sets personal and professional development goals, and reflects on the attainment of such goals and serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads.	3.67	VMC	3.59	VMC	3.63	VMC
demonstrates understanding of professional reflection and learning, applies and initiates professional reflection and learning and models exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	3.67	VMC	3.52	VMC	3.60	VMC
seeks opportunities, participates and engages actively in professional networks, and lead in organizing professional networks to maximize their potential and enhance their practice.	3.67	VMC	3.53	VMC	3.60	VMC
demonstrates knowledge and understanding, monitors and evaluates, and exhibits exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel and to sustain improved office performance.	3.67	VMC	3.52	VMC	3.60	VMC
demonstrates knowledge and understanding, monitors and evaluates, and models exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel.	3.67	VMC	3.44	VMC	3.56	VMC
identifies strengths, capabilities, and potentials of individuals and teams, provide opportunities, capacitate and empower individuals and teams to	3.67	VMC	3.55	VMC	3.61	VMC

consistently and effectively perform leadership roles and responsibilities in achieving school goals in shared governance and accountability.						
displays knowledge of laws, guidelines, and issuances and implements and integrates such to advocate the general welfare of school personnel by gaining support from the wider school community in strengthening the implementation of relevant local and national policies.	3.67	VMC	3.59	VMC	3.63	VMC
rewards and recognizes learners, implements a school rewards system, works with school personnel to encourage support of stakeholders, and institutionalizes the implementation of the school rewards system in recognizing and motivating learners, school personnel, and other stakeholders for sustained exemplary performance and/or continued support.	3.78	VMC	3.61	VMC	3.70	VMC
Mean	3.68	VMC	3.54	VMC	3.61	VMC

Table 10 presented the respondents' rating on the level of administrative competence of the school administrators in terms of developing themselves and others. It can be presented in the table, that the school administrators were rated as very much competent by both respondents in all aspects of their administrative competence in terms of developing themselves and others with an overall mean value of 3.61. This could imply that the school administrators of Dapitan City Division were very

much competent in carrying out their roles on nurturing themselves and others.

In general, the school administrators of Dapitan City Division maintained to ensure that the organization consistently inspired and retained the qualified employees who demonstrated commitment to the organization which was the ultimate goal of this domain as claimed by Butcher (2007).

Table 11. *Level of administrative competence of school administrators in terms of building connections*

	Administrators		Teachers		Overall Rating	
<i>The school administrator...</i>	AWV	Verbal Description	AWV	Verbal Description	Mean	Verbal Description
demonstrates skills, builds constructive relationships with stakeholders, supports school personnel, and exhibits exemplary skills in strengthening relationships with authorities, colleagues, parents, and other stakeholders to sustain an enabling and supportive environment for learners.	3.67	VMC	3.54	VMC	3.61	VMC
demonstrates knowledge and understanding of policies and guidelines in managing school organizations, evaluates the accomplishment of school organizations, and exhibits exemplary practice in managing school organizations such as learner organizations, faculty clubs and parent-teacher associations, to support the attainment of institutional goals.	3.67	VMC	3.54	VMC	3.61	VMC
demonstrates knowledge and understanding of inclusive practices, exhibits inclusive practices, and engages the wider school community in promoting inclusive practices, and create a culture of inclusivity in the school community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness acceptance and respect.	3.67	VMC	3.53	VMC	3.60	VMC
demonstrates competent skills, communicates effectively, mentors school personnel, and	3.67	VMC	3.53	VMC	3.60	VMC

exhibits exemplary skills in speaking and writing to teachers, learners, parents, and other stakeholders to facilitate information sharing, collaboration and support, and to ensure positive use of communication platforms within and beyond the school.						
involves the community, initiates partnerships with the community, empowers, and leads the community including parents, alumni, authorities, industries, and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement.	3.67	VMC	3.58	VMC	3.63	VMC
Mean	3.67	VMC	3.54	VMC	3.61	VMC

Table 11 showed the respondents' rating on the level of administrative competence of the school administrators in terms of building connections. It can be shown in the table, that school administrators were rated as very much competent in all aspects of the administrative competence of the school administrators in terms of building connections with an overall mean value of 3.61.

It can be gleaned from the data that the school administrators recognized the significance of building connections with the parents and other members of the community as part of what defines school effectiveness and administrative competence. As what Yulianti et.al. (2020) mentioned, all types of involvement were essential and if this involvement played its part, it will bring positive impact to the development of the students and to the quality of the schools.

Table 12. Test of a significant difference of the ratings of the school administrators and teachers on the level of administrative competence of the school administrators

Category	Mean Rank	U test	p-value	Decision	Interpretation
School administrators	103.22	736.00	0.639	Fail to Reject	Not Significant
Teachers	94.59				

Note: Level of significance alpha at 0.05.

It can be shown in the table that the data were analyzed in terms of the Mann-Whitney U test, a non-parametric test. As seen in the table, the data yielded a U test value of 736.00 with a p-value of 0.639 which was less than the level of significance alpha of 0.05. Thus, the decision was not to reject the null hypothesis. The non-rejection of the null hypothesis meant there was no significant difference in the ratings of the school administrators and teachers

on the level of administrative competence of the school administrators. This implied that the perception of the teachers towards the administrative competence of their administrators was associated to the perception of the school administrators.

Table 13. Test of a significant relationship between the level of ethical leadership and the level of administrative competence of school administrators

Correlated Variables	p-value	Strength of Relationship	Decision	Interpretation
Ethical Leadership				
Administrative Competence	0.000	Moderate Positive Relationship	Reject Ho	Significant

Note: Level of significance alpha at 0.05.

Table 13 displayed the test of a significant relationship between the level of ethical leadership and the level of administrative competence of school administrators. The table showed that the data were treated with the aid of the non-parametric Pearson R test. The data garnered a p-value of 0.000 which was less than the level of significance alpha of 0.05. This can be implied by the rejection of the null hypothesis which turned out to be highly significant. The value indicated that the higher the level of the ethical leadership of the school administrators associate to a high level of the administrative competence. It can be deduced that there was a significant relationship between the level of ethical leadership and the level of administrative

competence of the school administrators. This signified that administrative competence is influenced by the ethical leadership of the school administrators. This supported the findings of the study of Sokoh (2021) that there was a positive relationship between ethical leadership and administrative competence which was further strengthened by the study of Tanner et. Al. (2020) which revealed the same findings and posited that ethical leadership in the workplace increased administrative competence in which ethical leadership carries the capacity to intensify the effectiveness of the leader, commitment and satisfaction of the employees, and the ethical culture of the organization.

Conclusion

The main purpose of this study is to determine the relationship of ethical leadership and administrative competence of school administrators. In light of the results, it was therefore concluded that the school administrators of Dapitan City Division were aged 51-55 years old, local residents of the city, predominantly males, held high-ranking positions from Principal I-IV, pursuing Doctorate degree, and have been in the service for 11-15 years. As for the secondary teachers, the study supported the notion that teaching was a female-dominated profession of which mostly were 41-45 years old, occupying Teacher 1-3 positions, Master's degree holders, and had been in the profession for 1-5 years.

Moreover, there was a high regard of ethical practice among school administrators of Dapitan City Division as it was evident in the consistent display of their ethics of care, ethics of justice, and ethics of critique. The high level of ethical leadership of the school administrators were also confirmed with the association of the perception of the school administrators and teachers on the level of ethical leadership of the school administrators.

On the other side, the school administrators were very much competent in their administrative functions as they had shown a great sense of reliability in leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. With this, they have reached the Career Stage 4 of the Philippine Professional Standards for School Heads which meant to say that they consistently exhibited mastery in their application of authority, responsibility, and accountability expected of them. This result was reflected in the correlation of the perception of the school administrators and teachers on the level of administrative competence of the school administrators.

In general, it can be inferred that a high level of ethical leadership signified a high level of administrative competence. As such, ethical leadership positively influenced the administrative competence of the school administrators. This suggests that ethical leadership significantly enhances administrator's abilities to execute their responsibilities. It serves as the guiding force that not only strengthens administrative competence but also enhances the educational experience, underscoring its role in creating a proficient, accountable, and resilient school environment supportive of both students and teachers.

Recommendations

Based on the results of the study, it is recommended that the school administrators of Dapitan City Division provide appropriate sanctions to misbehaving teaching and nonteaching personnel according to the level of seriousness of the act committed and implement values-based leadership enhancement program to maintain the practice of ethics among school administrators and sustain ethical climate in school environments.

Values-Based Leadership Enhancement Program Outline

I. Rationale

In the study of Bano et.al, 2020, it is said that leadership is a set of abilities and competencies that can be improved through leading and training. This study further explains that values-based leadership enhancement allows a leader to develop competencies that are essential in modelling individuals and empowers them to

cultivate work attitudes that results to good harmony and relation. In another study of Cain, 2021, it is stated that values-based leadership program are effective strategies that promote increase accountability in the workplace and balance competence with ethical behavior.

The values-based leadership enhancement program is an initiative to maintain the effective practice of ethics among school administrators of Dapitan City Division. This is a product of the study "*Ethical Leadership of School Administrators in Relation to their Administrative Competence: Values-Based Leadership Enhancement Program*" which aimed to look into the status of ethical leadership among school administrators in Dapitan City Division. With the undeniable efforts of the school administrators to uphold values in their administration, the results reveal a high level of ethical leadership among them which proves that they are able to implement effectively ethical practice in their respective schools.

The conduct of the said program is seen significant with the intention to sustain the status of ethical leadership in educational leadership. This gives the school administrators the opportunity to engage in collaborative learning sessions as they share best practices in their implementation of ethical leadership. Moreover, this serves as avenue to discuss matters relevant to ethical practice such as ethical issues and the effective strategies they utilize in the resolution of such matters.

The school administrators carry the moral responsibility to ensure moral development and practice among teachers and learners. It is part of their administrative tasks to build an ethical climate that shapes and refines the values of the learners. Also, the Department of Education envisions to produce Filipinos who have deep regard of patriotism and imbued with values and competencies and values that help them realize their full potential and make them significant and functional members of the community in which the school administrators have to act upon. It is believed that this program can provide the school administrators with the necessary knowledge to attain sustainability in the implementation of ethical leadership among the school administrators of Dapitan City Division.

II. Goals

- A. Reinforce the competence of the school administrators to maintain the effective practice of ethical leadership among school administrators.

III. Objectives

This program shall enable the school administrators to:

- A. Be oriented with the definition of ethical leadership and its significance to educational leadership.
- B. Share best practices with fellow school administrators in attaining effective ethical leadership in school administration.
- C. Formulate an action plan to determine school-level policies and programs to maintain the ethical climate in every school.
- D. Incorporate topics relevant to maintaining the practice of ethics during the Learning Action Cell sessions and enable collaborative discussion with the teachers.

IV. Outline of the Activity

Objective	Activity	Persons Involved	Monitoring and Evaluation
1. Be oriented with the definition of ethical leadership and its significance to educational leadership.	Orientation-Seminar on the following topics: <ul style="list-style-type: none"> Definition of Ethical Leadership School Administrators as Ethical Leaders Significance of Ethical Leadership in School Administration 	School Administrators Invited Resource Speakers	<p>The school administrator conducts a self-assessment on his practice of ethical leadership and gather feedbacks from his teachers to support his assessment.</p> <p>The other higher authorities such as the Schools Division Superintendent and the Education Program Supervisors conduct an observation and assessment on a regular basis regarding the status of ethical leadership of the school administrators.</p>
2. Share best practices with fellow school administrators in attaining effective ethical leadership in school administration.	Group Lecture/School Administrators General Assembly	School Administrators	
3. Formulate an action plan to determine school-level policies and programs to maintain the ethical climate in every school.	Seminar-Workshop	School Administrators Invited Trainers/Resource Speakers (Schools Division Superintendent/Education Program Supervisors/Other Higher Authorities in the Sector)	
4. Incorporate topics relevant to maintaining the practice of ethics during the Learning Action Cell sessions and enable collaborative discussion with the teachers.	School Learning Action Cell session	School Administrators Teachers	

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