The Demographics and Ethical Leadership Practices of Public School Leaders in the Hinterland

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Abstract. Effective ethical leadership is crucial in creating a positive and harmonious work environment. To determine the demographic profile and ethical leadership practices of school leaders in public hinterland schools of Misamis Oriental Districts, this study utilized a descriptive research design with 89 teachers and 15 school leaders in the hinterland as respondents. Mean, frequency, percentage, and T-test were used to analyze and interpret the data. The findings disclosed that the school leaders and the teachers rated the school leaders of the schools in the hinterland as practiced in all domains of ethical practices such as Integrity, Fairness, People Orientation, Power Sharing, Ethical Guidance, Role Clarification, and Concern for Sustainability. Moreover, there was a significant difference in the ethical leadership practices as rated by the teachers and the school leaders. The result showed that teachers' rating was lower than the ratings of the school heads on the ethical leadership practices of the School Heads. Likewise, there was a significant difference in respondents' ethical leadership when grouped according to their demographic profile. The study concludes that ethical leadership practices have a bearing with the teachers' quality of teaching; thus, it is important to improve the ability of school leaders to lead ethically, and this can be strengthened with practice, focus, and time.

Keywords: Ethical leadership; Demographics; Leadership practices; Public school leaders.

1.0 Introduction

Organizational effectiveness is the ultimate goal of any organization, and to achieve it, leaders must focus on increasing workers' productivity, dedication, and motivation (Koyuncu et al., 2006). The importance of optimism, trust, and engagement had been recognized as crucial factors that influence organizational efficacy (Welch, 2011). The active application of emotional, cognitive, and behavioral energies at work, which is called engagement, is required for individuals to work according to the goals and strategies of the organization (Andrew & Soian, 2011). The combined efforts of motivated individuals contribute to the performance and success of the organization (Bakker, 2011).

Leadership is a crucial factor in achieving organizational effectiveness, and the literature suggests that inherent traits such as profile of leaders and members can propel institutions to success (Sirisookslip, Ariratana, & Tang, 2015; Okoji, 2015). McGregor's definition of leadership emphasizes the importance of constantly mentoring and developing others, and it is essential for leaders to convert their qualities into several "demographics" to achieve success (Cha, 2019).

In addition, ethical leadership is critical to a leader's credibility and potential to influence, and it is defined as the exhibition of normatively suitable conduct through personal acts and interpersonal interactions (Brown, Trevino, & Harrison, 2005). Ethical values in organizational behavior are known as ethical practices, which cover all aspects

of institutional conduct, including corporate governance, employment procedures, stakeholder relations, and corporate social responsibility (Den Hartog & Belschak, 2012).

On the other hand, ethical leaders act according to the principles and values such as integrity, respect, trust, fairness, transparency, and honesty, which are recognized as foundations for the common good (Eisenbeiss & Giessber, 2012). Educational institutions derive their organizing principles from basic ethical concepts such as freedom, equality, justice, and human dignity, which are geared toward community well-being (Pieper, 2012). Ethical leaders promote fairness and equality regardless of status, position, and background, and their main goal is to create an open climate relationship among members of the group through ethical behavior to strengthen relationships, build respect, and promote positive environments that foster collaboration.

Moreover, an ethical leadership practices of school leaders in the schools of the hinterland were crucial because they were dealing with people who had different cultures and traditions. They were mostly impeccable and wholesome as what was observed by the researcher. School leaders and teachers were not literally living in that certain area, so they'll be adopting the culture and the ways of living of the people in the hinterland especially when it comes to ethical practices because for them school leaders were the influencers and inspiration of doing good to others. In addition, school leaders were also good examples of being honest, fair, transparent, and can be trusted especially in managing the school since they served as a role model and motivators for those around them. Consequently, they can be a giving direction in an ethical manner and be positively influenced by showing them a list of activities they can take to help and come up with greater good. The simple act of kindness and honesty had a big impact in the school or community. School leaders had a big role in influencing the lives of its teaching personnel. Same as the teachers, they also shaped the life of each student, especially in teaching them ethically. The use of ethical practices in the school has a greater impact on the development of the students since teachers and school administrators have influenced the students with righteous acts. Buzzelli and Johnston (2002) explain why teaching and learning are so important and may be viewed as a moral activity: '... teaching is based on a moral foundation.' relationship between two or more individuals... instructors are involved in influencing the behavior of others to achieve predetermined goals.

Moreover, school leaders in the hinterland had to be aware of applying ethical leadership practices because it is a way that people living in the area preserved their wholesome personality, the positivity of the people, and the peaceful environment. For instance, teachers also will be guided accordingly with the proper conduct not only in their aspects such as attitudes, characteristics, and in doing good deeds but also in their teaching perspective. The teachers will teach by heart and soul since the school leaders uplifted and motivated them to do the right thing, especially in teaching the students to follow the proper procedure in implementing the school rules and policies. In addition, teachers will also do the best they can in teaching the students to produce quality education despite the tiredness, fatigue, and sleepless nights but still able to work hard to meet the necessary needs of every student. All of these are done by the teachers with an open heart and mind since they see that the school leaders are also doing their part to achieve a similar goal of producing quality education for all the students in the hinterland.

In connection to these, school leaders who were ethically oriented allowed their teachers with open arms to grow professionally by inspiring them to join different seminars, trainings, and workshops that will help enhance their teaching ability, skills, and strategies that equip them and become more competent teachers considering the quality of teaching domains such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and lastly, professional growth and professional development. Many characteristics of expert teachers have been identified in the literature, including substantial pedagogical content knowledge, improved problem-solving skills, and better adaptation to a variety of situations. learners, improved decision-making, improved awareness of classroom events, increased context sensitivity, and increased respect for peers (König, Blömeke, Paine, Schmidt, & Hsieh, 2011). Thus, the study aimed to determine the demographic profile of the school leaders and teachers in the hinterland schools of Misamis Oriental Districts of the Department of Education. Further, this study will determine the ethical leadership practices of school heads. Finally, this study aims to contribute to improvements and innovations in the Department of Education, particularly in the ethical leadership practices among school heads of hinterland schools in the Districts of Misamis Oriental.

2.0 Methodology
2.1 Research Design
This study utilized descriptive research design as it seeks to determine the demographics and the ethical leadership practices of school leaders in the hinterland of the two districts of Misamis Oriental, Department of Education.

2.2 Research Participants
The respondents of this study were the teachers assigned in the schools situated in the hinterland as well as the school leaders of the two selected districts of the Division of Misamis Oriental, Department of Education. The teacher-respondents were under the school leaders. Using a proportionate stratified sampling design, a total of 89 teachers and an additional 15 school leaders who handled the schools in the hinterland of the two districts who were the respondents of the study.

2.3 Research Instrument
A survey questionnaire was used in the study. This questionnaire was composed of two parts. Part I was the demographic profile of the respondents which includes the age, sex, highest educational attainment, and position. Part II was an adapted questionnaire on ethical leadership practices by Vikaraman, Mansor, Mohd Nor, Alias, and Gurusamy (2021). This questionnaire on ethical leadership practices includes the following domains: integrity, fairness, people orientation, power sharing, ethical guidance, role clarification, and concern for sustainability. To establish the reliability of the instrument, pre-testing was conducted on 30 teachers assigned in the hinterland from the district. These thirty teachers were asked to answer the questionnaire. The gathered data through pre-testing be computed and analyzed through Cronbach's Alpha. The desired coefficient result of .950 indicates that the instrument is reliable. For the validity of the instrument, three experts were asked to evaluate and examine the instrument. This is to make sure that the questionnaire will measure the characteristics desired for the study. These experts have conducted and published research. The two experts were supervisors in the Division of Misamis Oriental, Department of Education. The third expert was a professor at a university who had published several articles in international journals.

2.4 Ethical Consideration
For ethical considerations, Informed Consent form were provided to the respondents; they were informed that they have the freedom not to participate the study. Those respondents who willingly participated were assured of the confidentiality of the information revealed through the study.

2.5 Data Analysis
Frequency and percentages were used to describe the demographic profile of the respondents which includes sex, age, highest educational attainment, and position. Mean was used to determine the ethical leadership of school heads and the teachers' quality of teaching. T-test was used to establish the significant difference in the ethical leadership practices of school leaders in the schools of the hinterland when grouped according to profile.

3.0 Results and Discussion
3.1 Demographic Profile of the School Leaders and Teachers
Table 1 presents the distribution of school leaders-respondents when grouped according to profile.

Table 1. Distribution of school leader's profile

CHARACTERISTICS	SPECIFICATION	FREQUENCY	PERCENTAGE
Age	20 - 30 years old	1	6.7
	31 - 40 years old	8	53.3
	41 - 50 years old	5	33.3
	51 - 60 years old	1	6.7
Number of Years in Service	6-10 years	5	33.3
	11 years above	10	66.7
Highest Educational Attainment	Master's Degree with units	12	80.0
	Master's Degree	3	20.0
Designation	School Head	5	33.3
	School In-charge	10	66.7

The data revealed that 20 to 30 years old had 1 or 6.7 percent, 31 to 40 years old had 8 or 53.3 percent, 41 to 50 years old had 5 or 33.3 percent, and 51 to 60 years old had 1 or 6.7 percent. This means that the distribution of age of school leaders was dominated by 31 to 40 years old with 8 or 53.3 percent. However, 20 to 30 years old and 51 to 60 years old had the lowest frequency of 1 or 6.7 percent. This suggests that the majority of the school leader-respondents were middle-aged adults or adults in their mature years of age. This implies that the majority of the school leader-respondents belonged to the age bracket of 31-40 years old. It can be deduced that the respondents' age corresponds to the requirements of their position as school leaders. In addition, this indicates that the school leader-respondents were highly capable in terms of workloads and responsibilities, mentally mature enough to handle any challenges and difficulties teaching life may offer, and had accumulated enough experience and exposure in the educational system which was essential to perform the duties and responsibilities of being an ethical leader at the same time a teacher.

Moreover, in school leaders' number of years in service, the data revealed 6 to 10 years had 5 or 33.3 percent, and 11 years above had 10 or 66.7 percent. This indicates that the majority of the school leaders were in the service for 11 years or more. On the other hand, service for 6 to 10 years attained the lowest frequency. This means that the majority of the school leaders in the schools of the hinterland belonged to the years' bracket of 11 years and above in terms of the number of years in service. Therefore, school leaders at this length of service were more experienced when it comes to teaching.

Furthermore, it was illustrated in the school leaders' profile in terms of highest educational attainment that school leaders with Master's degree units had 12 or 80.0 percent, and those who graduated a Master's degree had 3 or 20.0 percent. In connection to this, school leaders with Master's degree units were the highest in terms of highest educational attainment with a frequency of 12 or 80.0 percent. On the contrary, the lowest frequency was 3 or 20 percent belonging to school leaders who graduated with a Master's degree. This means that most of the teachers who were assigned as a school leader in the hinterland had only earned a unit of Master's degree while few completed it. This indicates that not all school leaders were Master's degree holders but some of them had only earned a unit which is depicted in the table. Therefore, most of the school leaders were designated as a school in charge based on their length of service that they were capable enough to handle a school.

Lastly, the school leaders in terms of designation show that school leaders had 5 or 33.3 percent and School In-charge had 10 or 66.7 percent. Moreover, the highest in terms of designation with a frequency of 10 or 66.7 percent belonged to the School In-charge position. On the other hand, the lowest frequency in designation was 5 or 33.3 percent belonged to participants in School leader position. This means that the majority of the schools in the hinterland were led by a teacher who was only designated as School in charge.

In addition, the data implies that not all school leaders had the qualification of being a school head but some of them were designated only as school In-charge in which they are qualified based on the length of service and the scarcity of school leaders in a certain district. Furthermore, based on the researcher's experience, the majority of the schools in the hinterland was headed by Teacher I to Teacher III only who handled the schools in mostly combination class schools and an integrated school composed of five to eight total populations of teachers. In addition, the number of years in service was one of the bases mostly in the schools of the hinterland why Teachers I to III were designated as school In-charge because the experience of these school In-charge was enough to handle a small school in a far-flung area.

The distribution of teacher-respondents' profiles is reflected in Table 2. As presented, the majority of the teachers-respondents when grouped according to age, 20 to 30 years old had 40 or 44.9 percent. Followed by 31 to 40 years old had 34 or 38.2 percent, then 41 to 50 years old had 14 or 15.7 percent, and lastly, 51 to 60 years old has 1 or 1.1 percent. This revealed that the distribution of responses in teacher-respondents' age is dominated by 20 to 30 years old with 40 or 44.9 percent. However, 51 to 60 years old has the lowest frequency of 1 or 1.1 percent. This means that the majority of the teacher-respondents belonged to the age bracket of 20-30 years old. This implies that most of the teacher-respondents were young and newbies in the department. Therefore, this indicates that teacher-respondents still need guidance and support from the school leaders in handling any challenges and difficulties in teaching life.

Table 2. Distribution of teachers' profile

CHARACTERISTICS	SPECIFICATION	FREQUENCY	PERCENTAGE
Age	20 - 30 years old	40	44.9
	31 - 40 years old	34	38.2
	41 - 50 years old	14	15.7
	51 - 60 years old	1	1.1
Number of Years in Service	0-5 years	44	49.4
	6-10 years	33	37.1
	11 years above	12	13.5
Highest	Bachelor's Degree Graduate	46	51.7
	Master's Degree with units	33	37.1
	Master's Degree Completed	7	7.9
Educational Attainment	Doctorate Degree with units	3	3.4
Designation	Teacher I	68	76.4
	Teacher II	8	9.0
	Teacher III	7	7.9
	Master Teacher I	6	6.7

Furthermore, Table 2 demonstrates the frequency and percentage distribution of the teacher-respondents according to their number of years in service. The data revealed that years of service for 5 years and below had 44 or 49.4 percent, followed by 6 to 10 years that had 33 or 37.1 percent, and lastly, 11 years above had 12 or 13.5 percent. This indicates that the majority of the teacher-respondents in terms of year in service belonged to the bracket 5 years and below while in years of service for 11 years above has 12 or 13.5 percent, which attained the lowest frequency. This means that the majority of the teachers-respondents who were assigned to schools in rural areas were newly hired or had less than five years of teaching experience. These findings are consistent with previous studies which have found that new teachers were often assigned to remote and rural areas due to the shortage of experienced teachers in these areas (Mijares & Fajardo, 2019; Arreola, 2020). This also suggested that newbie teachers were flexible not only in school-related work but also in different aspects since they trust and follow senior colleagues who they think are more experienced than them.

Meanwhile, teacher-respondents in terms of highest educational attainment, the data illustrate that graduates with a Bachelor's degree had 46 or 51.7 percent, while with Master's degree units had 33 or 37.1 percent, then graduated Master's degree had 7 or 7.9 percent, and with Doctor's degree units had 3 or 3.4 percent. In connection to this, data revealed that the majority of the teacher-respondents were Bachelor's degree holders in terms of highest educational attainment with a frequency of 46 or 51.7 percent. However, the lowest frequency was 3 or 3.4 percent belonging to teacher-participants with Doctor's degree units. This means that most of the teachers who were assigned to the school of the hinterland were fresh graduates and had less experience in teaching since most of them were bachelor's degree holders. It might be inferred that many teachers were still not progressing academically or professionally. However, some people who started by enrolling in master's programs only finish up obtaining units for some reasons that they were able to achieve fully in continuing their graduate school studies.

In conclusion, while there are challenges in advancing academically and professionally in the hinterland schools, there are still various avenues for teachers to enhance their knowledge and skills. Education stakeholders need to continue to provide support and resources to ensure that teachers are equipped with the necessary competencies to provide quality education to their students.

Lastly, the table also presents the teachers-respondents in terms of designation. Data show that teacher-respondents' designation as Teacher I had 68 or 76.4 percent, while Teacher II had 8 or 9.0 percent, then Teacher III had 7 or 7.9 percent, and Master Teacher I had 6 or 6.7 percent. Moreover, the highest in terms of designation with a frequency of 68 or 76.4 percent belongs to the Teacher I position. In contrast, the lowest frequency in designation is 6 or 6.7 percent belongs to participants of Master Teacher I. This means that the majority of the teacher-respondents in the schools of the hinterland were teacher I in position. This indicates that most of the newly hired teacher were deployed or assigned to the schools in the hinterland as their first training ground station and served there for three to five years before being transferred to another station.

3.2 Ethical Leadership Practices of School Leaders in the Hinterland Public Schools

The school leaders and teachers rated the ethical leadership practices of school leaders in the hinterland public schools according to seven domains such as integrity, fairness, people orientation, power sharing, ethical guidance, role clarification, and concern for sustainability. Table 3 presents the summary of the school leaders' ethical leadership practices as rated by the teachers and the school leaders themselves based on the following domains such as integrity, fairness, people orientation, power sharing, ethical guidance, role clarification, and concern for sustainability.

Table 3. Summary table of school heads' ethical leadership practices as rated by themselves and the teachers

DOMAINS	TEACHERS			SCHOOL HEADS		
	$\bar{x}$	SD	Interpretation	$\bar{x}$	SD	Interpretation
Integrity	3.52	0.52	Always Practiced	3.90	0.22	Always Practiced
Fairness	3.59	0.52	Always Practiced	3.96	0.12	Always Practiced
People Orientation	3.49	0.53	Always Practiced	3.93	0.23	Always Practiced
Power Sharing	3.57	0.52	Always Practiced	3.95	0.16	Always Practiced
Ethical Guidance	3.47	0.54	Always Practiced	3.80	0.46	Always Practiced
Role Clarification	3.58	0.54	Always Practiced	3.93	0.26	Always Practiced
Concern for Sustainability	3.60	0.54	Always Practiced	3.92	0.28	Always Practiced
Overall	**3.55**	**0.53**	**Always Practiced**	**3.91**	**0.24**	**Always Practiced**

Legend: 1.00-1.75 (Strongly Disagree) 1.76-2.50 (Disagree)   2.51-3.25 (Agree)   3.26-4.00 (Strongly Agree

As shown in Table 3, the domains of ethical leadership practices of school leaders as rated by themselves and the teachers were always practiced. Specifically, the highest mean according to teachers' rating was Concern for Sustainability with a mean of 3.60 and an SD of 0.54, then followed by Role Clarification with a mean of 3.58 and an SD of 0.54. However, for the school leaders' rating, the highest mean was fairness with a mean of 3.96 and an SD of 0.12. On the other hand, the lowest mean for teachers' rating was on Ethical Guidance with a mean of 3.57 and an SD of 0.54. The same with the rating of the school leaders with the lowest being Ethical Guidance with a mean of 3.80 and an SD of 0.46.

The results indicate that the school leaders in the schools of the hinterland of the two districts of Misamis Oriental had exemplary performance and practiced their ethical leadership, particularly on ethical guidance. This means that school leaders and teachers assigned to the schools of the hinterland greatly valued their responsibilities and duties since they were working and collaborating in all aspects as what being depicted in the results. Moreover, school leaders were ethically guided because they were able to meet the necessary needs of the schools and the teachers. This result is supported by the study of Vikaraman, Mansor, Yusoff Mohd Nor, Alias, and Gurusamy (2021) in which the respondents, who are principals, shared that they advise their teachers to be loyal, sincere, and always speak the truth. Principals must follow ethics to guide the teachers later on.

3.3 Significant Difference in the Ethical Leadership Practices between the School Heads and Teachers' Ratings

Table 4 explains the significant difference in the ethical leadership practices between the school heads and teachers' ratings.

Table 4. Difference in the ethical leadership practices between the school heads and teachers' ratings

CLASSIFICATION	RATINGS ON ETHICAL LEADERSHIP PRACTICES		
	t-value	p-value	Decision on Ho
Teachers	-20.761	.000	reject
School Heads	-89.738	.000	reject

Significant if P-value <0.05
Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

The data showed that there was a significant difference in the ethical leadership practices as rated by the Teachers with a t-value=-20.261 and p-value=0.000. Moreover, the data also showed significant difference in the ethical leadership practices as rated by the School Head with a t-value=-89.738 and p-value=0.000. Furthermore, the result shows that the teachers' rating is lower than the ratings of the School heads on the ethical leadership practices of the School Heads. This implies that school heads in the hinterland schools need to practice and strengthen their ability to lead ethically because morally upright leaders can inspire their employees to follow in their footsteps,

and because of their example, teachers are more likely to interact successfully, which in turn affects productivity and improves everyone's attitude at work.

According to Tourigny, Han, Baba, and Pan (2018), the starting point of the long chain is the high moral ground and social responsibility of an ethical leader. Along the chain, the most prominent variables are "trust" and "shared perceptions" of teachers. This indicates that building trust is the most crucial quality school administrators should appreciate and cultivate to help instructors do the same. Leaders who uphold moral principles do so via both their words and actions, acting with integrity and refusing to ignore wrongdoings. Furthermore, Schaubroeck et al. (2012) stated that moral leaders influence followers' behavior by building moral cultures. These cultures influence followers' behavior through social influence. To maximize the effectiveness of the teachers, it boosts their morale and makes sure they don't operate unethically.

3.4 Significant Difference in the Ethical Leadership Practices of School Heads in Hinterland Schools when Grouped According to Profile

Table 5 describes the significant difference in leadership practices of the school heads when the respondents are grouped according to their age, number of years in service, highest educational attainment, and designation.
The data showed that there was a significant difference in respondents' ethical leadership practices in terms of integrity, fairness, people orientation, power sharing, ethical guidance, role clarification, and concern for sustainability when grouped according to their demographic profile. The result shows that *p-values = 0.000*, therefore the null hypothesis was rejected. This means that school leaders' capacity to lead their teachers with difficulties in the educational system can be affected by their demographic profile such as age, number of years in service, highest educational attainment, and designation.

Table 5. Difference in the ethical leadership practices of school heads in hinterland schools when grouped according to profile

| ETHICAL LEADERSHIP PRACTICES | PROFILE OF SCHOOL HEADS | | | | | | | | | | | |
| | Residence | | | Years in Service | | | Highest Educational Attainment | | | Designation | | |
	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho
Integrity	-7.051	.000	reject	-8.793	.000	Reject	-15.490	.000	Reject	45.429	.000	reject
Fairness	-7.985	.000	reject	-10.121	.000	Reject	-16.981	.000	Reject	44.657	.000	reject
People Orientation	-7.869	.000	reject	-10.304	.000	Reject	-13.288	.000	Reject	41.681	.000	reject
Power Sharing	-8.286	.000	reject	-11.451	.000	Reject	-15.027	.000	Reject	40.331	.000	reject
Ethical Guidance	-7.519	.000	reject	-13.815	.000	Reject	-10.496	.000	Reject	31.224	.000	reject
Role Clarification	-7.990	.000	reject	-10.717	.000	Reject	-11.309	.000	Reject	37.406	.000	reject
Concern for Sustainability	-6.472	.000	reject	-8.398	.000	reject	-13.796	.000	Reject	47.472	.000	reject

Significant if P-value <0.05
Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

This indicates that school leaders' capacity to lead their teachers with difficulties in the educational system can be affected by their demographic profile such as age, number of years in service, highest educational attainment, and designation. In addition, employees' faith in their leader, according to Schoorman et al. (2007), can be described as the willingness to put up with vulnerability in exchange for desired results. Honesty, kindness, charity, and acceptance are traits of a successful leader (Zeffane, 2010).

One factor that affects job performance is demographic changes. However, very few studies have examined how demographic traits affect productivity at work. Among the demographic parameters examined in terms of work performance were gender, age, and position (Tsui, 2017). Similarly, it is corroborated in a study by Marcano (2013) on Emotional Intelligence and Demographic Profile Variables as Predictors of Job Performance that factors like

age, civil status, educational attainment, and others in the demographic profile have no appreciable bearing on work performance. In addition, demographic information allows the researcher to better understand certain background characteristics that will help in better understanding the respondents. Researchers analyze the quantifiable statistics of a certain population in the discipline of demography (Vogt and Johnson, 2011). Statistics are used to define subsets of populations and characterize populations at a specific time. Typical demographics include age, sex, level of education, occupation, and socioeconomic standing (American Psychological Association, 2009).

4.0 Conclusion

As evidenced by the study's findings, school heads and teachers assigned in hinterland schools had a high regard for their roles and responsibilities because they were cooperating and working together in every way. Furthermore, because they were able to meet the requirements of the teachers and the schools, school heads were guided by moral principles. Additionally, the principals of the schools in the hinterlands must hone their ethical leadership skills because morally reclusive leaders encourage their staff to follow in their footsteps and because they model successful interactions with colleagues, which boosts morale and increases productivity.

The study also showed that factors such age, years of service, highest level of education attained, and designation can have an impact on a school leader's ability to support a teacher who is having difficulties in the educational system. Therefore, the demographic profile of school leaders, including age, years of service, highest level of education attained, and designation, may have an impact on their ability to support their teachers when they face challenges in the educational system.

The Department of Education could use the study's findings to create seminars and relevant programs on school ethical leadership practices . It is suggested that the division superintendent should provide avenue to raise awarness about how to improve ethical leadership practices of school heads not only in the hinterland schools but as well as schools along the way.

Moreover, it is recommended that supervisors have to implement and create a design of action plan which includes activities that would help improve ethical behavior of every personnel of the schools as well as the quality of teaching of every teaching personnel. Further, the findings of the study could be usefull guide and basis to assess all the school heads not only in the hinterland schools but also along the way. It is encouraged that school heads should create a plan or program together with the teachers to improve ethical leadership that would serve them as a guide for a daily bases and could turn into practice.

5.0 Contributions of Authors

Sheila Mae Allonar Sabello-Encoding, data gathering, supervising, data analysis, writing
Josephine Oxillo Oted- Data analysis, writing, editing

6.0 Funding

7.0 Conflict of Interests

The author declares that upon the completion of this paper, there was no conflicting party or interest

8.0 Acknowledgment

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