

# Leadership Styles of School Administrators and the Level of Work Ethics of Teachers in Barangay Tañong of Malabon City

**Marites B. Jarina**

*High School Teacher, Canyon Springs High School, North Las Vegas, Nevada 89032, United States*

**Email of Corresponding Author:** [maritzjarina@gmail.com](mailto:maritzjarina@gmail.com)

## Publication history:

Received: September 9, 2026

Accepted: October 14, 2026

Revised: October 11, 2026

Published: October 15, 2026

*International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 1–8, October 2026.*

## Abstract

This study examined the relationship between school administrators' leadership styles and teachers' work ethics in selected elementary and secondary schools in Barangay Tañong, Division of Malabon City, during the school year 2017-2018. Anchored in the Input-Process-Output (IPO) conceptual framework, the study employed a descriptive-correlational research design involving 137 teachers from three public schools. Data were collected using a researcher-prepared questionnaire, supplemented by interviews and observations, and analyzed through descriptive and inferential statistical procedures. Findings revealed that school administrators predominantly demonstrated democratic leadership in personnel management, planning, supervision, and decision-making. Teachers exhibited high levels of work ethics, with instructional skills receiving the highest assessment and guidance and counseling skills the lowest. A strong positive correlation ( $r = 0.86$ ) was reported between administrators' leadership styles and teachers' work ethics. However, inconsistencies between the correlation coefficient and the reported significance test prevented a definitive conclusion regarding statistical significance. Identified workplace challenges included insufficient support for school activities, professional competition, and limited organizational cooperation. Recommended interventions emphasized open communication, continuous professional development, equitable promotion opportunities, and collaborative leadership practices. The study supported Sustainable Development Goal 4 (Quality Education) and Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions) by highlighting the importance of professional competence, ethical leadership, and institutional accountability. Its sustainability implications emphasized strengthening educational quality, professional relationships, and responsible school management through participatory leadership and continuous professional improvement.

**Keywords:** Administrative Leadership, Democratic Leadership, Educational Quality, Institutional Accountability, Professional Development, School Administrators, Teachers' Work Ethics

## 1. Introduction

School leadership played an important role in shaping teachers' professional conduct, work ethics, and effectiveness in educational institutions. School administrators influenced the organizational environment through personnel management, planning, supervision, and decision-making, while teachers demonstrated professional responsibility through instructional competence, guidance and counseling, and social and human relations. The relationship between leadership and teachers' professional behavior received considerable attention in educational research because administrative practices were associated with teachers' motivation, organizational commitment, job satisfaction, and performance. Hallinger et al. (2025) examined the relationship between instructional leadership and teacher attitudes, while Özdoğan and Sarier (2024) investigated the associations between ethical leadership and teachers' organizational behavior. These studies supported the importance of examining leadership and professional conduct within school organizations. This study examined the relationship between school

administrators' leadership styles and teachers' work ethics in selected elementary and secondary schools in Barangay Tañong, Division of Malabon City, during the school year 2017-2018. Contemporary literature was incorporated to contextualize the historical findings within current discussions of educational leadership and teachers' professional work ethics. It focused on administrative leadership practices, teachers' professional responsibilities, challenges affecting work ethics, and proposed solutions. The study also considered the relevance of effective leadership and ethical teaching practices to educational quality and institutional sustainability.

Educational leadership was characterized by the ability of school administrators to guide personnel, coordinate institutional activities, and encourage cooperation toward shared educational goals. The UNESCO (2024) Global Education Monitoring Report emphasized leadership as an important factor in improving educational institutions through clear expectations, collaboration, professional development, and attention to teaching and learning. These dimensions reflected the responsibilities of school administrators in maintaining organizational effectiveness and supporting teachers' professional growth. School administrators adopted different leadership approaches depending on how authority, responsibilities, and decision-making were distributed. Autocratic leadership emphasized centralized authority and compliance, while democratic or participative leadership encouraged consultation, cooperation, and shared decision-making. Free-rein or delegative leadership provided teachers with greater independence in performing assigned responsibilities. Catanus (2024) examined authoritarian, participative, and delegative leadership styles in relation to teachers' performance in a Philippine educational setting. The study identified participative leadership as the most prevalent approach among its respondents and reported a significant relationship between school heads' leadership styles and teachers' performance. Similarly, Juhji et al. (2022) conducted a meta-analysis of principal leadership and teacher job satisfaction, demonstrating the relevance of leadership practices to teachers' professional experiences. These findings supported the importance of examining how different leadership approaches were associated with teachers' attitudes and workplace conditions. Ninković and Knežević Florić (2024) conducted a systematic review examining the indirect relationships between school leadership and instructional practices. Their findings identified teacher collaboration, professional learning, and teacher self-efficacy as important mechanisms through which school leadership was associated with classroom instruction. These findings emphasized that administrative leadership was relevant not only to school management but also to the professional practices and collaborative experiences of teachers. However, leadership style alone did not fully explain teachers' professional ethics, which also involved individual responsibilities, institutional expectations, and professional standards. Teachers' work ethics encompassed their professional qualities, instructional skills, guidance and counseling competencies, and social and human relations. These dimensions reflected teachers' commitment to their responsibilities, interactions with students and colleagues, and adherence to ethical expectations. The Philippine Professional Standards for School Heads emphasized the responsibility of school leaders to create supportive environments for effective teaching and learning (Department of Education, 2020). This policy framework provided a relevant basis for understanding the administrative conditions associated with teachers' professional conduct.

Related studies highlighted the importance of school leadership in developing teachers' professional commitment, job satisfaction, and organizational behavior. Hallinger et al. (2025) synthesized research on principal instructional leadership and teacher attitudes, providing evidence of the relationship between administrative leadership and teachers' professional experiences. Similarly, Caharian and Cabanlit (2024) reviewed the influence of transformational leadership on teacher commitment in educational institutions and emphasized the role of leadership in supporting teachers' dedication to organizational goals. Ethical leadership was also identified as an important consideration in educational management. Özdoğru and Sarier (2024) conducted a meta-analysis involving empirical studies on school principals' ethical leadership and teachers' organizational behavior, attitudes, and perceptions. Their findings provided a basis for understanding how ethical administrative practices were associated with teachers' professional attitudes and institutional relationships. These relationships were relevant to teachers' work ethics because professional conduct involved responsibility, fairness, cooperation, and respect for students and colleagues. Teachers' professional performance was influenced by both individual and organizational factors. Wartenberg et al. (2023) examined the relationship between teachers' job satisfaction and professional outcomes through a systematic review and meta-analysis. Their findings indicated associations between job satisfaction, absenteeism, turnover intentions, teacher-student interactions, and student outcomes. Likewise, Tria (2023) reviewed job satisfaction among educators and identified professional performance and self-efficacy as recurring concerns in the literature. These findings suggested that teachers' workplace experiences and professional attitudes were important considerations in understanding their effectiveness. Within the Philippine context, Aquino et al. (2021) examined school heads' leadership practices and teachers' performance, emphasizing the importance of administrative practices and professional characteristics in educational institutions. Estrada and Gumban (2024) also investigated school heads' competence and teachers' performance in relation to Philippine professional standards, reinforcing the relevance of effective leadership to teacher quality. Meanwhile, Tuico and Callo (2024) examined school heads' supervision, attitudes, and practices in relation to teachers' performance, highlighting the importance of instructional support, communication, and administrative relationships. Collectively, these studies indicated that teachers' work ethics could be examined within a broader organizational environment involving leadership, professional competence, workplace relationships, and

institutional expectations. However, teacher performance, job satisfaction, and organizational commitment remained distinct from work ethics and therefore served as related concepts rather than direct substitutes for the study's principal variable.

In the Philippine educational setting, school leadership was examined in relation to teacher performance, professional commitment, and institutional management. Aquino et al. (2021) explored leadership practices among school heads and their relationship with teachers' performance, identifying the importance of administrative approaches and professional characteristics in school organizations. Their study provided relevant evidence concerning leadership practices within Philippine public schools. Catanus (2024) examined school heads' leadership styles and teachers' performance in Negros Occidental and found a significant relationship between these variables. The study also emphasized the importance of leadership training and professional development for school administrators. Similarly, Estrada and Gumban (2024) investigated the relationship between school heads' competence and teachers' performance, providing additional perspectives on the application of professional standards in Philippine educational institutions. Caharian and Cabanlit (2024) contributed to the national literature through their systematic review of transformational leadership and teacher commitment. Their findings highlighted the relevance of administrative leadership to organizational dedication and professional responsibilities. These studies provided a broader Philippine context for examining leadership practices in the selected elementary and secondary schools of Barangay Tañong. Masunag and Guhao (2024) investigated organizational climate, transformational leadership, and ethical leadership in relation to teachers' organizational commitment in public elementary schools in Region XI, Philippines. Their findings indicated that these organizational and leadership factors were significantly associated with teachers' commitment. The study provided additional Philippine evidence of the importance of administrative leadership, professional relationships, and supportive organizational environments in strengthening teachers' attachment to their institutions. At the institutional level, the Department of Education (2020) established the Philippine Professional Standards for School Heads, which outlined expectations for school leadership, management, professional development, and educational improvement. Although the policy was issued after the study's data collection period, it provided a relevant contemporary framework for interpreting the significance of school leadership in the Philippine education system. At the international level, the UNESCO (2024) Global Education Monitoring Report identified leadership as an important component of educational improvement. It emphasized the need for effective school leaders who supported instructional quality, professional collaboration, and institutional development. UNESCO and the International Task Force on Teachers for Education 2030 (2024) also emphasized the importance of empowering, developing, and supporting teachers to strengthen educational systems and improve learning opportunities. These local, national, and international perspectives demonstrated the continuing relevance of school leadership and professional ethics. Nevertheless, findings from other educational settings could not automatically be generalized to Barangay Tañong because school leadership practices, organizational conditions, and teachers' professional experiences varied across institutions.

The study was anchored in an Input-Process-Output (IPO) conceptual framework that organized the variables and procedures used to examine school administrators' leadership styles and teachers' work ethics. The framework reflected the assumption that school leadership practices formed part of the organizational conditions associated with teachers' professional behavior and responsibilities. The input component included the demographic and professional characteristics of teachers, particularly age, gender, civil status, highest educational attainment, years of service, and performance rating. It also covered school administrators' leadership styles in personnel management, planning, supervision, and decision-making. Teachers' work ethics were assessed through professional qualities, instructional skills, guidance and counseling skills, and social and human relations. Problems encountered by teachers and their proposed solutions were also included. The process component involved gathering data through questionnaires, interviews, and observations. Statistical procedures included frequency counts, percentages, ranking, Pearson correlation, and t-tests. These procedures were intended to describe the respondents' characteristics, assess the principal variables, and determine whether a significant relationship existed between school administrators' leadership styles and teachers' work ethics. The output component focused on understanding the conditions associated with effective and efficient teachers' work ethics. This conceptual relationship was consistent with the broader literature on school leadership and professional behavior. Hallinger et al. (2025) examined the association between instructional leadership and teacher attitudes, while Özdoğru and Sarier (2024) provided evidence linking ethical leadership with teachers' organizational behavior and perceptions. These studies provided contemporary support for examining leadership and professional conduct, although they did not constitute direct validation of the study's IPO framework. The framework consequently served as an organizational guide for examining the selected variables rather than establishing a causal relationship between leadership styles and teachers' work ethics.

Recent studies addressed several aspects of educational leadership, including teacher performance, professional commitment, job satisfaction, and organizational behavior. Aquino et al. (2021) examined school heads' leadership practices and teachers' performance, while Juhji et al. (2022) investigated the relationship between principal leadership and teacher job satisfaction. Caharian and Cabanlit (2024) focused on transformational

leadership and teacher commitment, whereas Özdoğru and Sarier (2024) examined ethical leadership in relation to teachers' organizational attitudes and behavior. Although these studies provided relevant evidence, their primary variables differed from the specific dimensions of teachers' work ethics examined in the present study. Teacher performance, job satisfaction, and organizational commitment were related to professional conduct but did not fully represent professional qualities, instructional skills, guidance and counseling competencies, and social and human relations. This distinction highlighted the importance of examining teachers' work ethics as a separate research variable. Wang et al. (2025) examined educational leadership and teacher ethics, emphasizing the professional qualities considered important for effective leadership and ethical behavior in educational institutions. Their investigation highlighted the relevance of ethical considerations in understanding leadership responsibilities and professional conduct. This perspective further supported the need to examine teachers' work ethics alongside administrative leadership while recognizing that leadership effectiveness and professional ethics represented distinct but related dimensions of educational practice. Furthermore, the reviewed literature did not establish the specific relationship between administrators' leadership styles and teachers' work ethics in the selected elementary and secondary schools of Barangay Tañong, Division of Malabon City. This contextual limitation supported the relevance of investigating administrative practices and teachers' professional responsibilities within the identified educational institutions.

The study was conducted at Tañong Integrated School, Tañong National High School, and Tañong Elementary School during the school year 2017–2018. It involved 137 teacher respondents, comprising 73 elementary school teachers and 64 secondary school teachers. The research sought to describe the respondents' demographic and professional characteristics, assess school administrators' leadership styles, evaluate teachers' work ethics, and determine the relationship between the two principal variables. It also identified problems encountered by teachers and the solutions they proposed. The study tested the null hypothesis that no significant relationship existed between school administrators' leadership styles and teachers' work ethics in Barangay Tañong. Its findings were intended to provide a basis for understanding school leadership practices, teachers' professional responsibilities, and areas requiring administrative and professional improvement.

The study was primarily aligned with Sustainable Development Goal 4 (SDG 4), Quality Education, particularly its emphasis on educational quality, teacher development, and effective learning environments. The investigation of school administrators' leadership styles and teachers' work ethics was relevant to this goal because professional competence, ethical responsibility, instructional effectiveness, and supportive school management were important considerations in maintaining educational quality. UNESCO (2024) emphasized the importance of effective educational leadership in strengthening teaching, collaboration, and institutional development. Similarly, UNESCO and the International Task Force on Teachers for Education 2030 (2024) highlighted the need to support teachers through professional development, improved working conditions, and stronger educational systems. The study was also relevant to Sustainable Development Goal 16 (SDG 16), Peace, Justice, and Strong Institutions, particularly the promotion of effective, accountable, and participatory institutions. Its examination of personnel management, planning, supervision, and decision-making addressed administrative practices associated with institutional responsibility and professional cooperation. The relationship between ethical leadership and teachers' organizational behavior discussed by Özdoğru and Sarier (2024) further supported the relevance of responsible leadership to school organizations. These SDG connections reflected the potential educational and institutional implications of the research. However, the study did not directly measure progress toward SDG indicators, and its contribution was therefore understood in terms of thematic alignment rather than demonstrated sustainability outcomes.

The study contributed to the understanding of educational and institutional sustainability by examining leadership practices and professional behaviors associated with school effectiveness. Educational sustainability was considered in relation to teachers' professional competence, ethical responsibilities, instructional practices, and commitment to students' development. Institutional sustainability was associated with school administrators' capacity to support personnel, maintain professional relationships, and manage organizational responsibilities. For school administrators, the study provided a basis for understanding leadership practices that were associated with teachers' professional behavior and for identifying areas requiring administrative improvement. Research by Caharian and Cabanlit (2024) emphasized the relevance of leadership to teacher commitment, while Tuico and Callo (2024) examined the importance of supervision, administrative attitudes, and leadership practices in relation to teacher performance. These findings offered perspectives on how school management practices could inform professional development and institutional improvement. For teachers, the study emphasized professional accountability, instructional competence, guidance and counseling responsibilities, and constructive interpersonal relationships. Wartenberg et al. (2023) demonstrated the relevance of teachers' job satisfaction to professional performance and educational interactions, while Tria (2023) highlighted the importance of understanding factors associated with educators' workplace satisfaction. These studies reinforced the broader significance of supportive professional environments, although the present investigation specifically addressed teachers' work ethics. The study also had implications for social and organizational sustainability. Ethical professional conduct, cooperation, mutual respect, and responsible decision-making were relevant to maintaining functional educational

communities. UNESCO (2024) identified collaboration and professional development as important dimensions of educational leadership, supporting the broader significance of administrative practices that encouraged collective responsibility. Overall, the study provided a context-specific examination of the relationship between school administrators' leadership styles and teachers' work ethics. Its relevance extended to educational quality, professional development, institutional accountability, and the maintenance of supportive school environments. These implications established a basis for considering leadership and professional ethics in future educational management initiatives without assuming sustainability outcomes that had not been directly measured.

## **2. Materials and Methods**

### **2.1 Research Design**

The study employed a descriptive research design with a correlational component to examine school administrators' leadership styles and teachers' work ethics. Creswell and Creswell (2023) discussed quantitative research designs that used numerical data and statistical procedures to describe variables, examine relationships, and test hypotheses. The descriptive component of the study examined the respondents' demographic and professional characteristics, administrative leadership practices, teachers' work ethics, workplace challenges, and proposed solutions. School administrators' leadership styles were assessed in terms of personnel management, planning, supervision, and decision-making, while teachers' work ethics were evaluated based on professional qualities, instructional skills, guidance and counseling skills, and social and human relations. The correlational component determined whether a significant relationship existed between school administrators' leadership styles and teachers' work ethics. This approach was consistent with the discussion of quantitative research methods by Saunders et al. (2023), particularly the examination of relationships among measurable variables.

### **2.2 Locale of the Study**

The study was conducted at Tañong Integrated School, Tañong National High School, and Tañong Elementary School, located in Barangay Tañong, Division of Malabon City, during the school year 2017–2018. These public educational institutions served as the research setting for examining school administrators' leadership practices and the professional work ethics of elementary and secondary school teachers.

### **2.3 Respondents of the Study**

The study involved 137 teacher-respondents, comprising 73 elementary school teachers and 64 secondary school teachers from the three participating public schools. The respondents provided assessments of school administrators' leadership styles and teachers' professional work ethics. Their demographic and professional characteristics were described according to age, gender, civil status, highest educational attainment, length of service, and performance rating.

### **2.4 Sample and Sampling Procedure**

The study involved 137 teachers from three selected public schools in Barangay Tañong, consisting of 73 elementary school teachers and 64 secondary school teachers. The respondents provided data concerning school administrators' leadership styles, teachers' work ethics, workplace challenges, and recommended solutions. The available methodology did not identify the sampling technique or establish whether the respondents represented the entire teaching population of the participating schools. Consequently, the representativeness of the sample could not be determined from the available documentation.

### **2.5 Research Instrument**

The primary research instrument was a researcher-prepared questionnaire designed to collect information corresponding to the study's objectives and variables. Saunders et al. (2023) discussed the use of questionnaires as structured instruments for obtaining standardized responses that could be organized and analyzed quantitatively. The questionnaire covered the respondents' demographic and professional profiles, assessments of school administrators' leadership styles, teachers' work ethics, problems encountered, and proposed solutions. Administrative leadership was assessed through personnel management, planning, supervision, and decision-making, while teachers' work ethics were evaluated through professional qualities, instructional skills, guidance and counseling competencies, and social and human relations. A five-point rating scale was used to assess the respondents' perceptions. Leadership effectiveness ranged from Very Effective to Not Effective, while teachers' work ethics ranged from Very Satisfactory to Not Satisfactory. Workplace problems were categorized from Very Serious to Not Serious, and proposed solutions ranged from Highly Recommended to Not Recommended. The questionnaire also identified weighted-mean interpretation intervals of 4.21–5.00, 3.41–4.20, 2.61–3.40, 1.81–2.60, and 1.00–1.80, corresponding to the five response categories. The available documentation identified the suggested interpretation intervals but did not establish whether these intervals were consistently applied in the original analysis. Interviews and observations were additionally identified as supplementary data-gathering methods in the research framework.

### **2.6 Data Gathering Procedure**

The data-gathering procedure began with the identification of the research problem, formulation of objectives, and establishment of the variables and indicators. The researcher subsequently prepared a questionnaire covering the respondents' characteristics, school administrators' leadership styles, teachers' work ethics, workplace challenges, and recommended solutions. The questionnaire was administered to 137 teachers from Tañong Integrated School, Tañong National High School, and Tañong Elementary School. Interviews and observations were also included as supplementary methods in the research framework. Following data collection, the responses were organized, tabulated, and analyzed using descriptive and inferential statistical techniques. The findings were interpreted according to the research questions and served as the basis for developing conclusions and recommendations concerning school leadership, professional work ethics, and institutional improvement. The procedures reflected the general sequence of quantitative data collection and analysis discussed by Creswell and Creswell (2023).

## **2.7 Data Analysis Techniques**

The collected data were analyzed using descriptive and inferential statistical procedures. Frequency counts and percentages were employed to describe the respondents' demographic and professional characteristics, including age, gender, civil status, educational attainment, length of service, and performance rating. Weighted means were used to summarize assessments of school administrators' leadership styles, teachers' work ethics, workplace problems, and recommended solutions. Ranking was applied to identify the highest- and lowest-rated indicators and determine the most prominent challenges and preferred solutions. These procedures were consistent with the quantitative data analysis approaches discussed by Saunders et al. (2023). Pearson's product-moment correlation coefficient was used to determine the direction and strength of the relationship between school administrators' leadership styles and teachers' work ethics. The research framework also identified a t-test for evaluating statistical significance at the 0.05 level. The null hypothesis stated that no significant relationship existed between school administrators' leadership styles and teachers' work ethics in Barangay Tañong, Division of Malabon City. However, the available statistical documentation did not establish the degrees of freedom or the procedure used to obtain the reported test statistic, limiting verification of the hypothesis test. The methodological distinction between descriptive and inferential analysis was consistent with the quantitative research procedures discussed by Creswell and Creswell (2023).

## **2.8 Ethical Considerations**

The study recognized the importance of protecting the rights, privacy, confidentiality, and professional interests of teacher-respondents. The documented ethical considerations emphasized appropriate institutional authorization, voluntary participation, responsible handling of personal information, and accurate reporting of findings. These principles reflected established ethical considerations in educational research (Creswell & Creswell, 2023). However, the available documentation did not confirm whether formal ethical approval was obtained or whether informed consent and the identified safeguards were implemented. Accordingly, compliance with these procedures could not be independently verified.

# **3. Results and Discussion**

## **3.1 Demographic and Professional Characteristics of Teacher-Respondents**

### **3.1.1 Age Distribution**

The findings revealed that the largest proportion of respondents belonged to the 26–30 age group, comprising 28 teachers (20.44%), followed by those aged 36–40, with 27 respondents (19.71%). Teachers aged 25 and below and those aged 41–45 each accounted for 18 respondents (13.14%). Meanwhile, 17 teachers (12.41%) were aged 31–35, 16 (11.68%) were aged 51 and above, and 13 (9.49%) were aged 46–50. The respondents' mean age was 36.72 years. The findings indicated that the teaching workforce consisted of individuals from different age groups, with substantial representation among younger and middle-aged teachers. This distribution reflected variation in career stages and professional experiences. Wartenberg et al. (2023) emphasized the importance of considering teachers' professional and workplace experiences when examining job satisfaction and related occupational outcomes. However, the respondents' age distribution did not independently establish differences in work ethics or leadership perceptions.

### **3.1.2 Gender Distribution**

The findings showed that female teachers constituted the majority of respondents, with 113 (82.48%), while male teachers accounted for 24 (17.52%). This indicated that the teaching workforce in the participating schools was predominantly female. The substantial representation of female teachers described the demographic composition of the respondents during the study period. However, the distribution did not establish whether gender influenced teachers' professional behavior, instructional competence, or assessments of administrative leadership. The findings were therefore interpreted as descriptive characteristics rather than evidence of gender-related differences in work ethics.

### **3.1.3 Civil Status**

The results revealed that 91 respondents (66.42%) were married, 45 (32.85%) were single, and one (0.73%) was widowed. Married teachers represented the largest proportion of the respondents. The findings reflected the civil status distribution of the participating teachers. Although personal circumstances formed part of their demographic characteristics, the study did not establish a significant relationship between civil status and professional work ethics. Consequently, the findings did not support assumptions concerning differences in instructional effectiveness, professional responsibility, or decision-making based on marital status.

### **3.1.4 Highest Educational Attainment**

The findings showed that 67 respondents (48.91%) held bachelor's degrees, while 47 (34.31%) had completed master's degree units. Twenty teachers (14.60%) possessed master's degrees, two (1.46%) had earned doctoral units, and one (0.73%) held a doctoral degree. The results indicated that several respondents had pursued graduate-level education, reflecting engagement in formal professional advancement. UNESCO (2024) highlighted professional development as an important consideration in strengthening educational institutions and improving teaching practices. However, educational attainment alone did not establish differences in professional competence or work ethics among the respondents.

### **3.1.5 Length of Teaching Experience**

The findings revealed that 45 respondents (32.85%) had five years or less of teaching experience, followed by 41 (29.93%) who had served for 6–10 years. Twenty-two teachers (16.06%) had 11–15 years of experience, 17 (12.41%) had served for at least 21 years, and 12 (8.76%) had 16–20 years of experience. The mean teaching experience was 9.90 years. The findings showed that the participating schools employed both relatively new and experienced teachers. Interviews indicated that respondents gained practical teaching knowledge and classroom management skills through interactions with experienced colleagues. Aquino et al. (2021) discussed the importance of supportive professional relationships and mentoring in educational institutions. These perspectives supported the relevance of professional cooperation, although the findings did not establish that longer teaching experience necessarily resulted in stronger work ethics.

### **3.1.6 Performance Rating**

All 137 teacher-respondents (100%) received a Very Satisfactory performance rating. No respondent was reported under another performance category. The findings reflected uniformly favorable performance evaluations among the participating teachers. Catanus (2024) examined school heads' leadership styles and teachers' performance in a Philippine educational setting, identifying the relevance of administrative practices to teacher performance. Nevertheless, the absence of variation in the respondents' performance ratings prevented meaningful comparisons across performance categories. The results therefore described the teachers' reported evaluations without establishing their relationship with leadership styles or professional work ethics.

## **3.2 School Administrators' Leadership Styles**

### **3.2.1 Personnel Management**

The findings revealed that school administrators demonstrated a democratic leadership style in personnel management, with an average weighted mean of 3.68. Encouraging teachers' participation received the highest rating of 3.79, followed by promoting creativity and resourcefulness at 3.75. Professional interaction and developing teachers' leadership qualities both obtained 3.68. Consultation in school activities received 3.65, maintaining open communication recorded 3.62, and encouraging the exchange of knowledge and experiences received the lowest rating of 3.59. All indicators were classified as democratic. The results suggested that school administrators encouraged cooperation, professional participation, and communication among teachers. Aquino et al. (2021) emphasized the importance of school heads' leadership practices in developing supportive professional relationships and fostering organizational progress. Similarly, UNESCO (2024) identified collaboration and personnel development as important dimensions of educational leadership. These perspectives supported the relevance of administrative participation and professional cooperation to school management. Ma and Marion (2024) examined how school leadership was associated with teacher collaboration in schools in the United States. Their investigation provided further evidence that leadership practices were relevant to the development of collaborative relationships among teachers. This perspective supported the importance of participation, communication, and professional cooperation in personnel management, particularly in creating conditions that encourage teachers to work toward shared institutional objectives.

### **3.2.2 Planning**

School administrators' leadership style in planning obtained an average weighted mean of 3.68, interpreted as democratic. Planning in-service training based on teachers' needs received the highest rating of 3.98, followed by impartiality in professional activities at 3.77 and identifying teachers' potential at 3.75. Teacher involvement in long-term and short-term planning obtained 3.72, while professional growth activities received 3.66. Incorporating parents' and teachers' ideas recorded 3.46, and involving teachers in planning educational activities obtained the lowest rating of 3.43. The findings indicated that administrators emphasized professional development, fairness, and institutional planning. However, the comparatively lower ratings for teacher involvement and stakeholder

participation suggested areas for strengthening collaborative planning. UNESCO (2024) emphasized that effective educational leadership involved establishing shared expectations, encouraging collaboration, and supporting personnel development. These principles provided a relevant perspective for understanding the planning practices observed in the participating schools.

### **3.2.3 Supervision**

The results revealed that school administrators demonstrated a democratic leadership style in supervision, with an average weighted mean of 3.79. Encouraging instructional innovations received the highest rating of 4.11, followed by maintaining a classroom environment conducive to learning at 4.07 and allocating sufficient time for instructional supervision at 4.01. Assisting teachers with instructional materials obtained 3.75, demonstrating new teaching strategies received 3.55, and helping prepare assessment instruments recorded 3.54. Assistance in evaluating instructional outcomes received the lowest rating of 3.48. The findings indicated that administrators prioritized instructional innovation and supportive learning environments. However, the relatively lower ratings for instructional assessment suggested the need for additional supervisory assistance in evaluating teaching outcomes. Hallinger et al. (2025) reported a positive relationship between principal instructional leadership and teachers' professional attitudes, including trust, commitment, and self-efficacy. These findings supported the importance of instructional leadership while recognizing that teachers' attitudes and work ethics represented related but distinct concepts.

### **3.2.4 Decision-Making**

School administrators' leadership style in decision-making obtained an average weighted mean of 3.63, interpreted as democratic. Delegating responsibilities to qualified teachers received the highest rating of 3.95, followed by demonstrating trust in subordinates at 3.91 and coordinating school activities at 3.86. Considering teachers' suggestions obtained 3.50, while involving teachers in policy formulation recorded 3.42. Examining different perspectives before making decisions and demonstrating fairness in resolving complaints both received the lowest rating of 3.41. The findings indicated that administrators demonstrated confidence in teachers' capabilities through delegated responsibilities and coordinated activities. Nevertheless, the comparatively lower ratings for fairness and consultation identified potential areas for administrative improvement. Özdoğru and Sarier (2024) found that ethical leadership was positively associated with teachers' organizational behavior, attitudes, and perceptions. Their findings reinforced the relevance of fairness, responsible decision-making, and ethical administrative conduct to professional relationships in schools.

### **3.2.5 Overall Assessment of School Administrators' Leadership Styles**

The findings showed that democratic leadership was the prevailing style across the four administrative functions. Supervision obtained the highest average weighted mean of 3.79, followed by personnel management and planning, both at 3.68, and decision-making at 3.63. All dimensions were interpreted as democratic. The findings suggested that teachers generally perceived their administrators as supportive and participative in performing administrative responsibilities. Catanus (2024) similarly identified participative leadership as the most prevalent style among school heads in a Philippine educational setting and reported a significant relationship between leadership styles and teachers' performance. Furthermore, Hallinger et al. (2025) established a positive association between instructional leadership and teachers' professional attitudes. Although these studies supported the relevance of collaborative leadership, they did not independently confirm the effectiveness of the specific leadership practices observed in Barangay Tañong.

## **3.3 Teachers' Work Ethics Across Professional Competencies**

### **3.3.1 Professional Skills**

The results revealed that teachers demonstrated a high level of work ethics in professional skills, with an average weighted mean of 3.70. Maintaining appropriate grooming and professional appearance received the highest rating of 3.92, followed by punctuality and regular attendance at 3.88. Commitment to teaching obtained 3.69, adherence to institutional goals and regulations recorded 3.66, and teamwork received 3.63. Maintaining positive relationships with peers, students, and administrators obtained 3.62, while participation in cooperative professional activities received the lowest rating of 3.55. The findings indicated that respondents placed importance on professional appearance, punctuality, and instructional commitment. However, collaborative participation received a comparatively lower assessment. Wartenberg et al. (2023) examined relationships between teachers' job satisfaction and professional outcomes, including occupational functioning and teacher-student interactions. Their findings highlighted the broader importance of teachers' workplace experiences, although job satisfaction did not directly measure professional ethics. The results suggested that strengthening collaborative responsibilities could complement teachers' existing professional qualities.

### **3.3.2 Instructional Skills**

Teachers assessed their instructional skills as high, with an average weighted mean of 3.89. The highest-rated indicator concerned instructional strategies, with a weighted mean of 4.40, followed by the preparation and application of instructional materials, with a weighted mean of 4.37. Subject matter mastery and instruction

appropriate to students' learning levels both received 3.83. Providing varied learning experiences obtained 3.71, engagement with instructional innovation received 3.58, and identifying students' individual needs and capacities obtained the lowest rating of 3.56. The findings indicated that teachers perceived themselves as competent in developing instructional strategies and preparing learning materials. Classroom observations also described the use of supplementary exercises, additional tutoring, repeated explanations, and other strategies to address students' learning difficulties. UNESCO (2024) emphasized that educational leadership required sustained attention to teaching and learning. Similarly, Hallinger et al. (2025) identified instructional leadership as an important organizational practice associated with positive teacher attitudes. These perspectives provided context for understanding the importance of instructional support while avoiding assumptions about student achievement that were not directly measured.

### **3.3.3 Guidance and Counseling Skills**

The results showed that teachers demonstrated a high level of work ethics in guidance and counseling, with an average weighted mean of 3.59. Encouraging students' participation in learning activities received the highest rating of 3.95, followed by providing encouragement and positive reinforcement at 3.67. Addressing students' concerns and needs obtained 3.53, functioning effectively within learning groups received 3.52, and promoting self-discipline recorded 3.50. Monitoring students' behavior and performance received 3.49, while demonstrating positive values obtained the lowest rating of 3.48. The findings indicated that teachers emphasized student participation and positive classroom interactions. However, guidance and counseling received the lowest overall rating among the four dimensions of work ethics. Wartenberg et al. (2023) identified associations between teachers' workplace experiences and teacher-student interactions, emphasizing the relevance of supportive professional environments. Although their study did not directly assess guidance and counseling competencies, it provided a broader perspective on the importance of teachers' interpersonal engagement. The present findings suggested that additional attention to student guidance could complement teachers' instructional responsibilities.

### **3.3.4 Social and Human Relations Skills**

Teachers assessed their social and human relations skills as high, with an average weighted mean of 3.78. Demonstrating honesty and integrity received the highest rating of 3.91, followed by modeling ethical behavior at 3.86 and competently performing leadership roles at 3.85. Observing professional codes and school regulations obtained 3.80, while responding constructively to criticism received 3.75. Accepting collaborative responsibilities recorded 3.74, and supporting colleagues experiencing professional difficulties received the lowest rating of 3.59. The findings indicated that respondents valued honesty, ethical behavior, and responsible leadership. However, providing support to colleagues during professional difficulties received a comparatively lower assessment. Özdoğru and Sarier (2024) emphasized the relationship between ethical leadership and teachers' organizational behavior, attitudes, and perceptions. Their findings highlighted the importance of responsible professional relationships and ethical organizational environments. The present results suggested that strengthening collegial support could contribute to more cooperative workplace relationships.

### **3.3.5 Overall Assessment of Teachers' Work Ethics**

The results revealed that all four dimensions of teachers' work ethics were rated high. Instructional skills obtained the highest average weighted mean of 3.89, followed by social and human relations skills at 3.78, professional skills at 3.70, and guidance and counseling skills at 3.59. The findings indicated that teachers assessed their instructional competencies more favorably than their other professional responsibilities. Although all dimensions received positive evaluations, guidance and counseling emerged as the relatively lowest-rated area. UNESCO (2024) emphasized the importance of professional learning, collaboration, and educational leadership in strengthening teaching environments. The findings therefore identified guidance competencies and professional cooperation as relevant areas for institutional attention without implying that the respondents demonstrated inadequate work ethics.

## **3.4 Relationship Between School Administrators' Leadership Styles and Teachers' Work Ethics**

The study reported a Pearson correlation coefficient of 0.86 between school administrators' leadership styles and teachers' work ethics, suggesting a strong positive relationship between the variables. The reported mean scores were 3.69 for administrators' leadership styles and 3.72 for teachers' work ethics. However, the statistical summary also presented a computed t-value of 0.3702 and a critical value of 2.3534 at the 0.05 significance level, resulting in an interpretation of statistical insignificance. These findings were inconsistent because the reported correlation coefficient and significance test could not be reconciled using the information provided. Consequently, although the correlation coefficient suggested a strong positive association, the statistical significance of the relationship could not be established without verification of the original data, sample size, degrees of freedom, and statistical computations. Hallinger et al. (2025) found a significant positive relationship between instructional leadership and teacher attitudes in their meta-analysis. Similarly, Özdoğru and Sarier (2024) identified associations between principals' ethical leadership and teachers' organizational behavior, attitudes, and perceptions. Aquino et al. (2021) also examined school heads' leadership practices in relation to teachers' performance. Although these studies

supported the broader relevance of school leadership, they examined different outcomes and did not independently establish a significant relationship between leadership styles and teachers' work ethics in the present study.

### **3.5 Problems Encountered by Teachers in Relation to Their Work Ethics**

The findings revealed that teachers encountered workplace challenges with an overall weighted mean of 2.62, interpreted as slightly serious. The most prominent concern was insufficient teacher support for school programs and activities, which received a weighted mean of 3.29. This was followed by workplace competition and jealousy affecting unity at 2.88, competition concerning promotions at 2.79, inadequate equipment and instructional materials at 2.78, limited support for innovation at 2.70, and unclear professional development guidelines at 2.65. These six concerns were classified as slightly serious. Other concerns were rated not serious, including insufficient emotional support among colleagues during difficulties at 2.50, professional development activities unrelated to teachers' specializations at 2.26, insufficient continuing in-service education at 2.25, and lack of unity in pursuing school objectives at 2.14. The findings identified limited organizational cooperation, professional competition, and inadequate resources as the principal workplace concerns reported by the respondents. Interviews and observations suggested that respondents had opportunities to participate in professional development activities, which helped explain the lower seriousness ratings assigned to concerns about continuing education. Wartenberg et al. (2023) identified the relevance of teachers' workplace experiences to job satisfaction and professional outcomes, while Özdoğru and Sarier (2024) emphasized the association between ethical leadership and organizational behavior. These findings provided a broader perspective on the importance of supportive institutional environments, although the respondents' reported challenges did not establish causal relationships between workplace conditions and professional work ethics.

### **3.6 Solutions Recommended to Address Teachers' Workplace Challenges**

The respondents identified several solutions to improve workplace relationships and professional work ethics. Maintaining open communication received the highest weighted mean of 4.44 and was classified as highly recommended. Regular in-service training and professional development aligned with teachers' specializations both obtained 4.38, followed by providing equitable promotion opportunities at 4.33 and strengthening teachers' passion and professional commitment at 4.29. These five measures were classified as highly recommended. Other proposed solutions included regular team-building activities at 4.11, provision of adequate facilities and equipment at 4.02, securing financial support at 4.01, conducting meetings to support instructional innovation at 3.88, and consistently applying the school's mission, vision, and core values at 3.79. The respondents' recommendations emphasized open communication, continuing professional development, equitable promotion opportunities, and stronger organizational support as potential measures for addressing workplace challenges. Aquino et al. (2021) discussed the significance of school heads' leadership practices in establishing supportive professional relationships and fostering institutional progress. UNESCO (2024) similarly emphasized collaboration, professional development, and shared educational expectations as essential dimensions of effective leadership. Furthermore, Catanus (2024) recommended strengthening leadership training to improve school heads' professional capabilities. These perspectives supported the relevance of the respondents' proposed solutions, particularly those involving professional learning, participative management, and stronger workplace cooperation. Xu and Pang (2024) examined the relationship between principals' authentic leadership and teachers' organizational commitment, considering the roles of teacher well-being and social-emotional competence. Their findings demonstrated that authentic leadership was positively associated with organizational commitment, while teacher well-being served as a mediating factor. These findings provided additional support for promoting integrity, supportive professional relationships, and attention to teachers' well-being in school management. Such considerations complemented the respondents' recommendations concerning communication, professional development, and organizational cooperation.

## **4. Conclusion & Recommendations**

The study concluded that school administrators in the selected public elementary and secondary schools in Barangay Tañong, Division of Malabon City, predominantly demonstrated democratic leadership in personnel management, planning, supervision, and decision-making. Teachers exhibited high levels of work ethics across professional skills, instructional skills, guidance and counseling, and social and human relations, with instructional skills receiving the highest assessment and guidance and counseling the lowest. Although a strong positive correlation ( $r = 0.86$ ) was reported between administrators' leadership styles and teachers' work ethics, inconsistencies in the statistical significance test prevented a definitive conclusion regarding the significance of this relationship. The findings also identified insufficient support for school programs, professional competition, and limited workplace cooperation as important challenges. Strengthening open communication, professional development, equitable administrative practices, and collaborative school leadership emerged as recommended approaches for improving professional relationships and institutional effectiveness.

School administrators are encouraged to strengthen participatory leadership through transparent decision-making, equitable promotion practices, open communication, and teacher involvement in school planning. Professional development programs should address teachers' identified needs, particularly guidance and counseling competencies, instructional innovation, and collaborative professional practices. Teachers are encouraged to pursue continuing professional education, maintain ethical conduct, and strengthen cooperation with colleagues to support instructional effectiveness and positive workplace relationships. Future researchers should examine additional factors associated with school leadership and teachers' work ethics using clearly documented sampling procedures, validated instruments, and appropriate statistical analyses to strengthen the reliability and generalizability of findings.

The study was limited to 137 elementary and secondary school teachers from three selected public schools in Barangay Tañong, Division of Malabon City, during the school year 2017–2018. Its descriptive-correlational design did not permit causal conclusions, while its restricted geographical coverage limited the generalizability of the findings. Furthermore, the available research documentation did not clearly establish the sampling technique, instrument validation procedures, or reliability assessment. Inconsistencies between the reported correlation coefficient and statistical significance test also prevented definitive interpretation of the relationship between school administrators' leadership styles and teachers' work ethics. These limitations highlight the need for careful interpretation of the findings and further research employing clearly documented and statistically verified procedures.

## 5. Compliance with Ethical Standards

The study recognized the importance of protecting participants' rights, privacy, confidentiality, and professional interests. The ethical considerations identified the need for institutional authorization, voluntary participation, responsible handling of personal information, and accurate reporting of findings. However, the available documentation did not establish whether these procedures were implemented or whether formal ethical approval and informed consent were obtained. Accordingly, the implementation of the identified ethical safeguards could not be independently verified.

## REFERENCES

- Aquino, C. J. C., Afalla, B. T., & Fabelico, F. L. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. *International Journal of Evaluation and Research in Education*, 10(4), 1325–1333. <https://doi.org/10.11591/ijere.v10i4.21518>
- Caharian, I. S., & Cabanlit, E. M. (2024). A systematic review on the influence of transformational leadership and teacher commitment to educational institutions. *International Journal of Research and Innovation in Social Science*, 8(9), 65–78. <https://doi.org/10.47772/IJRISS.2024.809006>
- Catanus, R. T. (2024). School heads' leadership style and teachers' performance. *GEO Academic Journal*, 5(1). <https://doi.org/10.56738/issn29603986.geo2024.5.56>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. <https://au.sagepub.com/en-gb/anz/research-design-international-student-edition/book280802>
- Department of Education. (2020). National adoption and implementation of the Philippine Professional Standards for School Heads (DepEd Order No. 024, s. 2020). [https://www.deped.gov.ph/wp-content/uploads/2020/09/DO\\_s2020\\_024-.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/09/DO_s2020_024-.pdf)
- Estrada, M. J. A., & Gumban, J. L. (2024). School head's competence and teacher's performance in the light of Philippine Professional Standards for Teachers. *International Journal of Research and Innovation in Social Science*, 8, 3256–3263. <https://doi.org/10.47772/IJRISS.2024.803232S>
- Hallinger, P., Liu, S., & Chen, L. (2025). Principal instructional leadership and teacher attitudes: A meta-analytic review, 1989–2024. *European Journal of Education*, 60(4), Article e70199. <https://doi.org/10.1111/ejed.70199>
- Juhji, J., Ma'mur, I., Nugraha, E., Nurhadi, A., & Tarihoran, N. (2022). A meta-analysis study of principal leadership and teacher job satisfaction. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 1645–1652. <https://doi.org/10.35445/alishlah.v14i2.1498>
- Ma, X., & Marion, R. (2024). How does leadership affect teacher collaboration? Evidence from teachers in US schools. *School Effectiveness and School Improvement*, 35(2), 116–141. <https://doi.org/10.1080/09243453.2024.2330533>
- Masunag, M., & Guhao, E. (2024). Organizational climate, transformational and ethical leadership: A structural equation model on organizational commitment of teachers. *Psychology and Education: A Multidisciplinary Journal*, 20(2), 151–171. <https://doi.org/10.5281/zenodo.11239186>

- Ninković, S., & Knežević Florić, O. (2024). School leadership and teaching practice: A systematic review of studies of the indirect effects. *Journal of Educational Administration*, 62(4), 357–372. <https://doi.org/10.1108/JEA-08-2023-0190>
- Özdoğan, M., & Sarier, Y. (2024). The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: A meta-analysis study. *Humanities and Social Sciences Communications*, 11, Article 1538. <https://doi.org/10.1057/s41599-024-04070-6>
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2023). *Research methods for business students* (9th ed.). Pearson. <https://www.pearson.com/en-gb/subject-catalog/p/research-methods-for-business-students/P200000010080/9781292402727>
- Tria, J. Z. (2023). Job satisfaction among educators: A systematic review. *International Journal of Professional Development, Learners and Learning*, 5(2), Article ep2310. <https://doi.org/10.30935/ijpdl/13212>
- Tuico, E. V., & Callo, E. C. (2024). School heads' direct supervision, attitudes and practices and teachers' performance during the post pandemic era. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(12), 5228–5253. <https://doi.org/10.11594/ijmaber.05.12.23>
- UNESCO and International Task Force on Teachers for Education 2030. (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. UNESCO. <https://www.unesco.org/en/articles/global-report-teachers-addressing-teacher-shortages-and-transforming-profession>
- UNESCO. (2024). *Global education monitoring report 2024/5: Leadership in education: Lead for learning*. <https://www.unesco.org/gem-report/en/publication/leadership>
- Wang, Z., Han, L., & Zhang, L. (2025). Exploring educational leadership and teacher ethics: Who can lead and what are the key qualities? *Ethics & Behavior*, 35(8), 623–637. <https://doi.org/10.1080/10508422.2024.2447954>
- Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. *Educational Psychology Review*, 35, Article 114. <https://doi.org/10.1007/s10648-023-09831-4>
- Xu, Z., & Pang, N. S.-K. (2024). Promoting teachers' organizational commitment: The effects of authentic leadership, teachers' well-being and social-emotional competence. *Behavioral Sciences*, 14(10), Article 862. <https://doi.org/10.3390/bs14100862>