



# American Journal of Education and Technology (AJET)

ISSN: 2832-9481 (ONLINE)

VOLUME 5 ISSUE 1 (2026)



PUBLISHED BY  
E-PALLI PUBLISHERS, DELAWARE, USA



## Ethical Leadership Practices of School Heads and Level of Organizational Commitment and Professionalism of Teachers in Public Secondary Schools

Isabel Fernandez<sup>1\*</sup>

### Article Information

**Received:** September 17, 2025

**Accepted:** December 25, 2025

**Published:** January 12, 2026

### Keywords

*Ethical Leadership,  
Organizational Commitment,  
Teacher's Professionalism*

### ABSTRACT

The study aimed to determine the correlation between the ethical leadership practices of school heads and the organizational commitment and professionalism of teachers in public secondary schools. Purposive sampling was used to obtain 124 secondary public school teachers who served as respondents. A descriptive-correlational design was used in the study. Findings of the study revealed that most of the respondents were female, most of them were in the age range of the most productive years of their working life, and quite a good number of them are either currently enrolled in or have already completed graduate studies. The school leaders are ethical leaders who regularly exhibit a great measure of fairness and justice, integrity and transparency, and role modelling. Teachers show a strong sense of organizational commitment. The ethical leadership practices of the school head are the primary factor responsible for and having a positive impact on the teachers' organizational commitment, including all its factors. The teachers are highly professional in the areas of their growth and development, ethics and integrity of their work, and competency in teaching. Ethical leadership is the main factor for teacher professionalism, and there is a significant and positive correlation between them. The differences in ethical leadership practices of school heads when teachers are grouped by gender, age, and highest educational attainment are not statistically significant. Lastly, role modeling, the ethical leadership component of the school, is most strongly associated with teachers' organizational commitment, whereas honesty and transparency are most significantly related to teachers' professionalism.

### INTRODUCTION

Education remains at the center of national development, and academic success is mostly dependent on leadership ability and professionalism in members of the education community towards realizing the mission of educating children. Secondary school heads serve as moral examples whose leadership has a direct bearing on organizational culture. Inclusive collaborative leadership has the potential to reform school culture positively and consequently enhance educational performance and quality teachers (Sufean, 2014). All the leadership paradigms applied currently, ethical leadership has been far more trendy in recent years, and its focus on fairness, integrity, transparency, and respect for people is essential for establishing credibility and trust in schools. Effective resource allocation needs to be guided by moral leaders, but they should also adhere to values that encourage responsibility, collaboration, and common purpose among educators. Moral school leadership has the potential to make teaching a devoted career since teachers are devoted and valued as professionals. Outside of this commitment by teachers to organization and professionalism significantly improves learning and teaching quality (Alwis & Hendriani, 2024).

Organizational commitment is the degree to which the teachers are committed to the school, identified with the school, and committed to achieving the goals of the institution. Professionalism, on the other hand, involves

commitment to professional standards, commitment to ongoing learning, skill in teaching, and working collaboratively. Ethical leadership and organizational commitment are significant to one another in that they affect not just teachers' motivation, but also their job satisfaction and total performance. By fostering a facilitative climate, the school leaders are able to establish a professional culture that is just as beneficial to students as it is to teachers (Neves, 2025). When teachers are professional and committed, educationally, schools shall be successful in student achievement, and also appear reasonably decent in society. Present studies establish that school leadership behavior is closely linked to teachers' attitudes, motivation, and work productivity. Ethics-driven school administrators who are neutral, fair, and truthful are more likely to encourage their teachers to be committed to their school and also maintain professional values to educate. The lack of ethics-driven leadership tends to reduce organizational morale, drain levels of confidence, and undermine professional development. It is therefore of great significance to analyze the impact of ethical leadership practices on teachers' professionalism. In public secondary schools, where scarcity of resources, workload, and diversity of students are not usual, school leadership, teachers' commitment, and professionalism become vital to one another. Appreciation of such interdependence illuminates ethical leadership as a catalyst for teacher commitment development and overall school quality.

<sup>1</sup> Bataan Peninsula State University, Philippines

\* Corresponding author's e-mail: [isabelhaofernandez@gmail.com](mailto:isabelhaofernandez@gmail.com)

Therefore, the study “Ethical Leadership Practices of School Heads and Level of Organizational Commitment and Professionalism of Teachers in Public Secondary Schools” seeks to establish which ethical leadership practices school heads are implementing and whether these practices can be linked to organizational commitment and professionalism among teachers. The results will probably have important implications for teacher support systems, leadership development, and policy intervention in the promotion of teaching professional competence and ethical leadership.

## LITERATURE REVIEW

Ethical leadership is described by honesty, fairness, and a people-centered style, which are vital in the building of trust in the school community (Orunbon *et al.*, 2022). Additionally, effective ethical leadership behaviors can greatly promote the quality of instruction and create a collaborative setting among teachers and school leaders (Sabello & Oted, n.d.). According to Alwis & Henriani (2024), fairness and justice practice not only enhances teacher performance but also helps in building a good organizational culture that fosters innovation and cooperation.

Soro *et al.* (n.d.) mentioned that high integrity among school administrators is associated with enhanced teacher professionalism and student motivation. Ethical leaders work within multicultural settings, and in doing so, ensure transparency while upholding local values (Israel & Bass, 2018). This indicates the need for education leaders to emphasize integrity and transparency since they play a critical role in determining an environment that is conducive to learning and allows students to develop academically and personally. Ethical leaders are morally courageous and make decisions consistent with ethics, even in difficult circumstances (Valley, 2024).

Role modelling serves the intervening function of moral identity and ethical leadership, which means that moral identity leaders can acquire ethical leadership through role modeling (Zainun *et al.*, 2021). Through this modeling, ethical behavior is promoted, instilling a culture of doing the right thing and values of accountability and integrity within the school institution. School administrators exhibit integrity by modeling, which also prompts the same kind of behavior from teachers and students (Soro *et al.*, n.d.). Such a process between ethical leadership and role modeling shows an imperative toward developing an ethical climate that permeates the organization and finally leads to enhanced overall performance and team cooperation. Principals of schools, as models, are directly responsible for creating an ethical climate that is bound to foster the establishment of ethical behavior for teachers and administration (Siahaan *et al.*, 2023).

According to Bantilan *et al.* (2024), organizational culture enhancement and professional development opportunities can foster stronger commitment among teachers, eventually enriching learning outcomes. Commitment that is effective can stimulate greater

motivation and performance, facilitating educators and students to learn in a more productive learning environment. Positive attitudes of teachers toward the organization and their work significantly enhance their affective commitment; teachers' attitude was associated with high organizational commitment (Santiago, 2019). In conclusion, fostering a strong organizational culture and professional development are important strategies in improving teacher commitment and educational achievement. This type of commitment is emotional allegiance to the institutions, influencing how they get retained and involved (Assunção *et al.*, 2014).

It is important to know the impact of various cultural dimensions on teachers' commitment and retention at schools. Organizational culture at practice and policy structures also plays an important role in impacting teachers' commitment level, as strong cultural systems influence greater continuance commitment (Bantilan *et al.*, 2024). The connection between organizational culture and teacher commitment brings schools to the focus of building healthy climates that stimulate commitment. Ethical leadership also has the ability to achieve continuance commitment among teachers by establishing a sense of belongingness. Teachers will remain within an organization if they believe their leaders are ethical and compassionate and thus more devoted to the organization (Almandeel & Dawood, 2019). In conclusion, developing positive organizational culture and ethical leadership might drive teacher commitment and retention in schools towards a radical change. The intervening role between ethical leadership and organizational commitment implies job satisfaction indicates that improving job satisfaction could improve the effects of ethical leadership on commitment (Sarier, 2014).

As mentioned by Amir *et al.* (2023), the existence of school ethical leadership behaviors is followed by the increase of teacher motivation and thus more organization-committed teachers. Ethical leadership has a role to play in fostering an environment where teachers are valued and committed to organizations. Normative commitment comprised human resource training, quality culture building, self-enhancement, and spiritual values empowerment. Such programs offer the possibility of creating a professional self for teachers and organizational aspirations, thereby fostering normative commitment (Hasanah *et al.*, 2024). Ethical leadership behaviors in the schools can also offer the potential of a more engaged workforce that will further create higher-performing students and organizational success. The integration of normative dimensions can build a robust general commitment. Integration is needed in building an integrative conceptualization of teachers' organizational commitment (Poblete, 2009).

Ethical leadership is also directly consistent with teacher professional development and this is because it leads to ongoing learning and development through mentorship and professional development training programs (Chalikias *et al.*, 2020). Create a culture that allows

teachers to develop to their full potential and improve their skills. This collaborative culture not only improves the teaching skills but also leads to improved partnerships with parents, ultimately towards an improved overall education system. Moreover, effective ethical leadership has a wider scope in improving parental participation because it leads to transparency and cooperation, which means better learning for the students. Whereas the effects are positive in teacher professional development through ethical leadership, certain fundamental issues such as ethical issues and ongoing ethics training for school leaders take center stage. Ethical education has to be paired with professional training at school levels to cater to these issues and to promote comprehensive teacher development (Liu, 2024).

As per Munakarmi (2023), teachers' integrity relies on school culture. School context, leadership, and functions necessary in a school can facilitate or interfere with the process of building professional integrity in teachers. Good school culture and good quality leadership are necessary to establish an environment where integrity can seed. An effective school culture, which maintains cooperation and trust, increases the commitment and integrity of teachers and hence the learning outcomes of students (Bhatt & Kapar, 2023). Continuous professional development among teachers is also instrumental in sustaining teacher integrity and creating an evolving learning environment (Abnisa, 2023). Integrity culture also enables schools to student- and teacher-proof the learning environment.

Ethical leadership also aligns directly with the psychological empowerment of teachers and hence makes them more morally competent. Ethical leadership affects moral competence indirectly through empowerment (Awan, 2023). It focuses on educational leaders, placing the highest priority on ethical behavior such that the teachers are empowered and encouraged to develop their moral competencies. Moral leadership enhances public schools by making choices regarding the quality of learning through role and integrity determination. Leadership provides clear directions and has high morality, which enables teachers to perform their jobs and provide quality education services (Mseti, 2023). This is an indication of the ultimate role of ethical leadership in enabling teachers to perform their work and influencing learners' performance. Although ethical leadership primarily unleashes the potential of education, actualization is also made on the premise of barriers and limitations to its implementation. The lack of knowledge of school principals with regards to the idea of ethical leadership will discourage its fullest integration into school leadership practice (Vikaraman *et al.*, 2020).

## MATERIALS AND METHODS

### Research Design

The research is quantitative and uses a descriptive-correlational method. The descriptive-correlational method is a quantitative method which aims to describe,

summarize the characteristics, and find the correlation that occurs between the variables (Ary *et al.*, 2006; 2010). It is descriptive as it describes the respondents' socio-demographic profile (gender, age, and highest educational attainment), ethical leadership practices of school heads (fairness and justice, integrity and transparency, and role modelling), level of organizational commitment of teachers (affective commitment, continuing commitment, and normative commitment), and professionalism of teachers (professional growth and development, work ethics and integrity, and competence in teaching practice). The study is likewise correlational for it investigated on the correlation between independent variables (socio-demographic profile and level of organizational commitment and professionalism of teachers) to the dependent variable (ethical leadership practices of school heads).

### Population and Sample

The estimated population for this study included public high school teachers and school heads from public secondary school around Central Luzon. The sample were consist of 124 teachers, representing different contexts to ensure a thorough understanding of the subject. The scope of the research were focused on the ethical leadership practices of school heads and level of organizational commitment and professionalism of teachers in public secondary schools within the Schools Division of Bataan, Philippines. The research included the socio-demographic profiles of public school teachers particularly the gender, age, and highest educational attainment. Also, the study concentrated on how ethical leadership practices of school heads: fairness and justice, integrity and transparency, and role modelling, affects the organizational commitment of teachers: affective commitment, continuance commitment, and normative commitment, and professionalism of teachers: professional growth and development, work ethics and integrity, and competence in teaching practice.

### Research Instrument

The research instruments in the research is were comprised of Personal Information Sheet, Ethical Leadership Questionnaire, Three-Component Model (TCM) Employee Commitment Survey, and Teacher Professionalism Questionnaire.

### Part I: Socio-Demographic Profile of the Respondents

This questionnaire were created by the researcher and will be casted-off to collect data of the respondents' socio-demographic profile in terms of gender, age, and highest educational attainment. This questionnaire were distributed through Google Forms and were answered by the respondents by choosing the options which described their socio-demographic profile.

### Part II: Ethical Leadership Questionnaire

The second portion of the questionnaire is the modified Ethical Leadership Questionnaire which will

be adopted from developed scale of Langlois (2007). Ethical Leadership Questionnaire is a five-option Likert scale consisted of 38 statements. With the approval of the author to modify the questionnaire, the researcher choose only 17 items which are relevant to the study, 6 for fairness and justice, 5 for integrity and transparency, and 6 for role modelling. Also, the researcher modified the Likert scale to four options. The respondents rated each statement as 1- Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree. The scoring were grounded on the computed weighted mean. Ethical Leadership Questionnaire will be analyzed from the equal interval arrangement such as, 1-1.79 (Strongly Disagree), 1.80-2.59 (Disagree), 2.60-3.39 (Agree), and 3.40-4 (Strongly Agree). It was demonstrated that the greater the mean, the higher the mentoring performance of school heads. Ethical Leadership Questionnaire is a valid and reliable instrument used to define the teacher perceptions of school head's ethical leadership. To use this instrument, a letter of request were sent through the electronic e-mail address of Professor Mukadder Boydak Özkan, the modifier of this instrument.

### **Part III: Three-Component Model (TCM) Employee Commitment Survey**

The third part of the questionnaire is the Three-Component Model (TCM) Employee Commitment Survey, which was adopted from developed scale of Meyer (1997). The Questionnaire is a seven-option Likert scale consisted of 17 statements – 6 for affective commitment, 6 for continuing commitment, and 5 for normative commitment. With the approval of the author to modify the questionnaire, the researcher modified the Likert scale to four options. The respondents rated each statement as 1- Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree. The scoring were grounded on the computed weighted mean. Three-Component Model (TCM) Employee Commitment Survey were analyzed from the equal interval arrangement such as, 1-1.79 (Strongly Disagree), 1.80-2.59 (Disagree), 2.60-3.39 (Agree), and 3.40-4 (Strongly Agree). It was demonstrated that the greater the mean, the higher the level organizational commitment of teachers. Three-Component Model (TCM) Employee Commitment Survey is a valid and reliable instruments used to define the level organizational commitment of teachers with a Cronbach's alpha value of 0.87, interpreted as "good". To use this instrument, a letter of request will be sent through the electronic e-mail address of Professor John Peter Meyer, the developer of the instrument.

### **Part IV: Teacher Professionalism Questionnaire**

The fourth part of the questionnaire is the Teacher Professionalism Questionnaire, which were adopted from developed scale of Mohd Aizat Abu Hassan & Kamarudin Ismail, (2020). The Questionnaire is a four-option Likert scale consisted of 51 statements. With the approval of the author to modify the questionnaire, the

researcher choose only 21 items which are relevant to the study, 7 for professional growth and development, 7 for work ethics and integrity, and 7 for competence in teaching practice. The respondents will rate each statement as 1- Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree. The scoring were grounded on the computed weighted mean. Teacher Professionalism Questionnaire were analyzed from the equal interval arrangement such as, 1-1.79 (Strongly Disagree), 1.80-2.59 (Disagree), 2.60-3.39 (Agree), and 3.40-4 (Strongly Agree). It was demonstrated that the greater the mean, the higher the professionalism of teachers. Teacher Professionalism Questionnaire is a valid and reliable instruments used to measures professionalism of teachers including: teachers' characters, commitment to change & continual improvement, subject & pedagogical knowledge, and obligations & working relationships beyond the classroom with a Cronbach's alpha value) between ~0.81 to 0.89 for the subscales, interpreted as "good". To use this instrument, a letter of request will be sent through the electronic e-mail address of Professor Mohd Aizat Abu Hassan, the developer of the instrument (Appendix C).

### **Data Gathering Procedure**

The request for approval of the Schools Division Superintendent of Bataan was secured prior to the execution of the survey. After the approval, the researcher informed the principal and ask for permission for the administration of the survey to the teachers. After approval, the researcher gathered the data. Since the physical distribution of questionnaires are impossible due to the distance of each schools, every process and procedure were done online and through the internet. The researcher used different platforms such as Gmail, and Messenger to distribute the questionnaires to the respondents. Instrument about Personal Information Sheet, Ethical Leadership Questionnaire, Three-Component Model (TCM) Employee Commitment Survey, and Teacher Professionalism Questionnaire will be encoded in Google Forms. These questionnaires were distributed through the aforesaid online platforms. In the socio-demographic profiling, the school heads were asked to choose the options describing their socio-demographic profile in terms of gender, age, and highest educational attainment. In gathering the ethical leadership practices of school heads, the respondents were asked to rate the Ethical Leadership Questionnaire. In the gathering of answers for the level organizational commitment of teachers, the respondents were tasked to answer the Three-Component Model (TCM) Employee Commitment Survey. Finally, in collecting the respondents answers in the professionalism of teachers, the respondents were answered the Teacher Professionalism Questionnaire.

### **Ethical Considerations**

Respondents were informed of study's objective, rights, and the voluntary nature of participation. Prior to

conducting survey, informed consent were obtained to ensure that participants are aware of their ability to withdraw from the study at any time without any consequences. Respondents were assigned pseudonyms to maintain confidentiality, and all data were securely stored. Additionally, the study was subject to approval by an institutional review board (IRB) to ensure compliance with ethical research standards.

**Data Analysis**

For the methods of data analysis, different statistical tools were utilized for this research. The researcher first will tally the gathered data and will present into tables for easier integration into statistical software. The data will be checked and verify for outliers, missing data, normality, and homoscedasticity among others. The socio-demographic profile of the students in terms of gender, age, and highest educational attainment were described using descriptive statistics like frequency and percentages. Descriptive statistics were utilized to determine the ethical leadership practices of school heads (fairness and justice, integrity and transparency, and role modelling), organizational commitment of teachers (affective commitment, continuing commitment, and normative commitment), and professionalism of teachers (professional growth and development, work ethics and integrity, and competence in teaching practice) using weighted mean and standard deviation. The computed mean for the ethical leadership practices of school heads and the level organizational commitment and professionalism of teachers will all be transmuted to qualitative description such as 1-1.79 (Strongly Disagree), 1.80-2.59 (Disagree), 2.60-3.39 (Agree), and 3.40-4 (Strongly Agree). In order to determine the significant relationship between the ethical leadership practices of school heads and the organizational commitment and professionalism of teachers, Inferential Statistics, Spearman rho Correlation Analysis were performed at 0.05 significance level. Also, to know which dimensions of ethical leadership practices the most is significantly associated with the dimensions of organizational commitment and professionalism, Spearman rho were also utilized at 0.05 significance level. Lastly, to determine the significant difference between the ethical leadership practices of school heads when grouped according to the socio-demographic profile, Inferential Statistics, Kruskal Wallis H-test were performed at 0.05 significance level. The software version 27 of the International Business Machines Statistical Packages for Social Sciences (IBM SPSS) will be used to compute the above-mentioned data.

**RESULTS AND DISCUSSION**

**Gender**

Most educators, 64.52% are female, whereas 31.45% are male teachers, and a small fraction of the sample, 4.03%, is LGBTQIA+ identified. The findings show that public secondary schools continue to be female-dominated not only from a national but also from a global perspective.

A higher number of female teachers can influence the culture of the school, the way of collaborating, and the professional environment, especially when it comes to ethical leadership that is acknowledged and practiced in schools. On the other hand, the lower number of male teachers and the presence of LGBTQIA+ teachers reveal the need for a leadership that is open to everyone and that recognizes and accommodates different identities.

This trend indicates the gender of the school head as one of the factors that should be considered when determining the legal leadership of the school in terms of experiences and challenges of different genders. The reason for that is that inclusive, fair, and respectful leadership is the one most likely to result in teachers' commitment and professionalism in the organization. The findings show that leadership based on fairness, transparency, and respect has the potential to create a challenging environment where all teachers, regardless of gender, can feel valued, empowered, and motivated to maintain high professional standards.

**Table 1:** The socio-demographic profile of the teachers be described in terms of gender

Gender	Frequency	Percent
Male	39	31.45
Female	80	64.52
LGBTQIA+	5	4.03
Total	124	100

The biggest group of teachers comes from the age bracket of 29-33 years, which accounts for 29.03% of the total sample. The respondents aged 39-43 years old and 34-38 years old followed with 15.32% and 14.52% respectively. The groups of people aged 24-28 years old and 44-48 years old each made up 13.71% of the respondents, while the teachers aged 54 years old and above (8.87%) and 49-53 years old (4.84%) were present in smaller proportions. This allocation of sample sizes suggests that the teaching workforce has a major percentage that is in their early or middle professional career stages, thus presenting a relatively balanced mix of the junior and senior educators in public secondary schools. The thorough consideration of this pattern means that the head's ethical leadership has a great impact on the professional development of younger teacher as well as the retention of older educators, since different age groups can have different expectations of support, recognition, and professional freedom. For instance, younger teachers may be more dependent on guidance, especially if it is given through ethical behavior, and they may be more sensitive to it, whereas older teachers may esteem fairness, respect, and involvement in decision-making. Hence, the age range of the respondents draws attention to the necessity of the leader's being flexible and inclusive in their approach since they need to meet the expectations of different generations in order to increase organizational loyalty and professionalism, both of which can be found at any stage of the career ladder.

**Table 2:** The socio-demographic profile of the teachers be described in terms of age

Age	Frequency	Percent
24 – 28 years old	17	13.71
29 – 33 years old	36	29.03
34 – 38 years old	18	14.52
39 – 43 years old	19	15.32
44 – 48 years old	17	13.71
49 – 53 years old	6	4.84
54 years old and above	11	8.87
Total	124	100

The findings reveal that the majority of teachers are those who have taken master’s units, making up 36.29% of the respondents, and this is followed by the bachelor’s degree holders, who make up 33.87%. The number of those with a master’s degree is 18.55%, and the doctoral degree earners is 11.29% of the total sample.

This distribution of the sample indicates that many teachers are still on the path of getting advanced academic qualifications, which is an indication that there is a strong culture of professional development and career progression in public secondary schools. This implies that the head’s ethical leadership style can have a great impact on the teacher’s motivation to keep learning. If the leader

is supportive, fair, and visionary, then it is likely that the teacher will experience academic and professional growth on a higher level. Advanced studies teachers also become the ones who have high levels of professionalism and commitment to the organization due to the rise in their competence, confidence, and career aspirations. On the other hand, if the leaders did not acknowledge or support teachers’ efforts in their academics, will result in the lowering of teachers’ morale and commitment. The results suggest that ethical leadership is closely related to the creation of an organizational climate that is oriented toward learning and which, in turn, enhances teachers’ professionalism and their commitment to the institution in the long run.

**Table 3:** The socio-demographic profile of the teachers be described in terms of highest educational attainment

Highest Educational Attainment	Frequency	Percent
Bachelor’s Degree	42	33.87
Masters’ Unit Earner	45	36.29
Master’s Degree	23	18.55
Doctoral Unit Earner	14	11.29
Total	124	100

The general mean was 3.51 with a standard deviation of 0.69, and all these were interpreted as Strongly Agree. The exercise of humanitarian considerations in decision-making ( $M = 3.57, SD = 0.68$ ) was, among the indicators, the highest-rated item, followed by decisions based on statutory and legal frameworks ( $M = 3.55, SD = 0.67$ ) and factual evidence ( $M = 3.52, SD = 0.72$ ). These data indicate that teachers strongly see their school heads as individuals who are fair, just, and follow principles in dealing with issues and conflicts in the school.

The strong perception of fairness and justice is a signal that the school community regards the school leaders as dependable moral agents whose decisions are not only based on the rule of law but also on ethical sensitivity, which is very important in creating trust, psychological safety, and stability of the organization in schools. This kind of leadership behavior is likely to result in teachers’ increased organizational commitment, as

it will be difficult for them to see instances of bias, favoritism, and uncertainty, and they will be experiencing the implementation of the culture of transparency and accountability. Additionally, leadership that is focused on fairness can influence professional norms by providing a model for ethical behavior and motivating teachers to adopt these standards in their practice. When school heads are consistently fair and just, they provide the setting in which trust, loyalty, and professional integrity among teachers are fostered, thus positively facilitating both organizational commitment and professionalism. The research conducted by Şenol *et al.* (2025) also suggests that if justice is deeply rooted in the organizations of a school and trust is supported between the people of the organization, then it mainly affects teachers’ organizational commitment and continuance behaviors positively, thus leading to the improvement of school quality and effectiveness. This points out the necessity of leadership fairness.

**Table 4:** The ethical leadership practices of school heads be described in terms of fairness and justice

	Fairness and Justice	Mean	Std. Deviation	Interpretation
1	They try to be fair.	3.48	0.68	Strongly Agree

2	Their decision in resolving concerns is based on greater social justice	3.50	0.69	Strongly Agree
3	Their decision in resolving concerns is based on leaderships' statutory and legal framework.	3.55	0.67	Strongly Agree
4	They conduct investigations prior to making decisions.	3.47	0.69	Strongly Agree
5	Their decision in resolving concerns is based on factorial evidences.	3.52	0.72	Strongly Agree
6	They exercise humanitarian considerations in making decision.	3.57	0.68	Strongly Agree
General mean and SD		3.51	0.69	Strongly Agree

Table 5 shows the ethical leadership of school heads concerning integrity and transparency, yielding an overall mean of 3.50 and a standard deviation of 0.68, which is interpreted as Strongly Agree. As to the particular items, the one that school heads' decisions reflecting the organization's values was rated the highest (M = 3.55, SD = 0.65), and it was followed by checking the most relevant legal and regulatory clauses (M = 3.52, SD = 0.70) as well as notifying persons of ethical policies and giving them strategies for solving problems (M = 3.50, SD = 0.67). The results indicate that teachers see their school heads as leaders who not only ethically uphold the principles but also are morally accountable and communicate the decisions made with clarity and honesty. The excellent degree of integrity and transparency is essential because it enables trust and credibility between school heads and teachers, which are the pillars of an ethical school culture. Those leaders who practice transparency bring about openness, lessening misunderstandings, and encouraging

ethical behavior among the teachers, which, in turn, can directly lead to teachers' organizational commitment and professionalism. Moreover, the congruence of decisions with organizational values guarantees that ethical standards become the organization's norms, thus giving teachers a steady framework of expectations, accountability, and professional conduct. These findings are a testament to the fact that integrity and transparency are the core of ethical leadership which leads to a committed, responsible, and professional teaching workforce. One of the main characteristics of ethical leadership is the practice of integrity and transparency. These characteristics are trustworthy and bring about accountability. According to the study by Dahiya *et al.* (2025), by living up to these standards, leaders are able to produce an energetic, loyal, and professional workforce that eventually brings about positive changes in organizational culture and makes educational institutions successful not only for today but also for the future.

**Table 5:** The ethical leadership practices of school heads be described in terms of integrity and transparency

	<b>Integrity and Transparency</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
1	They check the legal and regulatory clauses that might apply	3.52	0.70	Strongly Agree
2	They accept to review their position with regard to something previously agreed upon.	3.46	0.68	Strongly Agree
3	They avoid hurting people's feelings by maintaining their dignity.	3.48	0.72	Strongly Agree
4	Their decision reflects the organization's values.	3.55	0.65	Strongly Agree
5	Informs individuals of ethical policies and ethical strategies for problem-solving.	3.50	0.67	Strongly Agree
General mean and SD		3.50	0.68	Strongly Agree

The data displays the ethical leadership of school heads in terms of role modelling, yielding an average mean of 3.50 and a standard deviation of 0.71, which is interpreted as Strongly Agree. As to the particular indicators, the one that got the highest rating was school heads following proper protocols (M = 3.60, SD = 0.64), and resolving conflicts by thus maintaining a peaceful working atmosphere (M = 3.52, SD = 0.69) was the second-highest-rated item. Several other excellent teacher leadership practices like consulting colleagues on sensitive decisions, mentoring teachers for future career growth, demonstrating spirituality in professional conduct, and exhibiting high moral standards, all of which received strong agreement from the respondents. These findings signify that teachers perceive their principals as the moral leaders whose actions and behavior set a standard for

others to follow both ethically and professionally. Furthermore, school leaders acting as role models is vital for creating a culture in the institution that is based on honesty, accountability, and professionalism. When leaders show ethical behaviors all the time, they affect teachers' attitudes, strengthen professional norms, and promote organizational commitment because the staff tend to follow the standards their leaders set for them. The act of mentoring and keeping good relations with each other, contributes to a climate that is supportive, where teachers feel that they are valued, respected, and, thus, are motivated to do their work ethically and responsibly. The results emphasize that being an ethical role model is one of the most important leadership elements that boost teachers' professionalism and lead to their sustained commitment to the school organization. As per the research done by

Siahaan *et al.* (2023), a school principal practicing as a role model, ethical leadership is the most instrumental factor that can influence teachers' professionalism and dedication. Through his own example, use of rewards and punishments,

and also through communication of values, the principal creates a positive atmosphere which supports not only the staff's organizational commitment but also a general ethical climate.

**Table 6:** The ethical leadership practices of school heads be described in terms of role modelling

	<b>Role Modelling</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
1	They consult their colleagues about sensitive and critical decisions.	3.48	0.72	Strongly Agree
2	They follow proper protocols.	3.60	0.64	Strongly Agree
3	They devote special time and consideration in mentoring my future career.	3.45	0.71	Strongly Agree
4	They maintain mental working atmosphere by preserving harmony with in the organization (Conflict Resolution).	3.52	0.69	Strongly Agree
5	Spirituality plays a large role in their professional conduct	3.48	0.79	Strongly Agree
6	They display high moralistic standards worthy of emulation among subordinates.	3.48	0.74	Strongly Agree
General mean and SD		3.50	0.71	Strongly Agree

Table 7 depicts the level of organizational commitment of teachers in terms of affective commitment, showing a general mean of 3.23 and a standard deviation of 0.79, which is an Agree interpretation. As to the indicators, the most robust statement is the readiness to allocate the rest of their career to the organization (M = 3.41, SD = 0.78), thus illustrating a relatively strong feeling of emotional attachment, whereas the lowest-rated statement is the perception that the organization's problems are, in fact, personally theirs (M = 2.98, SD = 0.83), which indicates a slight sense of personal ownership over the organization's issues. The results portray that teachers tend to be emotionally connected to their schools and agree with the mission and values of the latter, though the intensity of such emotional attachment varies.

The medium to high level of affective commitment means that teachers are driven by such emotional ties to the organization which may result in their loyalty, engagement, and willingness to do more than the minimum required by their jobs. Nevertheless, the

slightly lower figures relating to the personal ownership of organizational problems might be a reflection of such areas where school leadership could initiate relational and participative practices more, thus bringing about a deeper feeling of belonging and shared responsibility. These outcomes underscore the importance of ethical leadership as well—behaviors like fairness, transparency, and role-modeling—that lead to the nurture of such emotional attachment since leaders who are seen to be just, supportive, and morally upright are, therefore, more likely to be the ones who inspire teachers' affective commitment. The research of Neves (2025) shows that one of the key characteristics of ethical leadership is the treatment of employees with fairness and support, which in turn has a positive impact on teachers' motivation that comes from within and their commitment to the organization. When leaders are seen as being just and morally upright, they become the source of emotional attachment; thus, teachers' affective commitment to the educational institution increases.

**Table 7:** The level of organizational commitment of teachers be described in terms of affective commitment

	<b>Affective Commitment</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
1	I would be very happy to spend the rest of my career in this organization.	3.41	0.78	Strongly Agree
2	I enjoy discussing my organization with people outside it.	3.27	0.76	Agree
3	I really feel as if this organization's problems are my own.	2.98	0.83	Agree
4	I think I could not easily become as attached to another organization as I am to this one.	3.15	0.76	Agree
5	I do feel like "part of the family" at my organization.	3.36	0.81	Agree
6	I do feel "emotionally attached" to this organization.	3.20	0.80	Agree
General mean and SD		3.23	0.79	Agree

The most highly rated point suggests that it would be very difficult for teachers to leave their organization even if they really wanted to (M = 3.22, SD = 0.86), whereas

the least-rated point implies that a lack of available alternatives is the result of leaving the organization (M = 2.91, SD = 0.81). The baseline of these results is that

the teachers in the sample indicate that their decision to stay in their schools is largely determined by external factors such as necessity and practical considerations, with very little emotional attachment or personal desire involved. This moderate level of continuing commitment means that teachers are aware of the advantages and the job security that their current positions offer, and on the other hand, they view limited options outside the organization, which can influence their motivation as well as their sense of autonomy. This is a clear indication of the importance of ethical leadership practices as leaders who bring about fairness, support professional growth,

and keep transparent policies, not only can they lead to affective commitment but also to continuing commitment because that is when teachers really feel valued and get the impression that they are engaged in the long run with the organization. Ethical leadership, being fair, caring for people, and sharing power are some of the factors that are very influential in terms of organizational commitment. Through these factors, the emotional, normative, and continuous types of commitment are all strengthened, thus academic members see themselves as being valued and are long-term engaged with their institution, as the research findings reveal (Mustafa & Namiq, 2021).

**Table 8:** The level of organizational commitment of teachers be described in terms of continuing commitment

	<b>Continuing Commitment</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
1	Right now, staying with my organization is a matter of necessity as much as desire.	3.12	0.88	Agree
2	It would be very hard for me to leave my organization right now, even if I wanted to.	3.22	0.86	Agree
3	Too much of my life would be disrupted if I decided to leave my organization.	2.94	0.88	Agree
4	I feel that I have too few options to consider upon leaving this organization.	3.00	0.80	Agree
5	If I had not already put so much of myself into this organization, I might consider working elsewhere.	2.95	0.83	Agree
6	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	2.91	0.81	Agree
General mean and SD		3.02	0.84	Agree

The general mean is 2.88 with a standard deviation of 0.90, which is interpreted as Agree. It can be seen from the indicators that the highest-rated item is that the organization deserves their loyalty (M = 3.38, SD = 0.75), whereas the lowest-rated item is perception of being in debt to the organization (M = 2.55, SD = 1.00), which was Disagree. Overall, the findings indicate that teachers as a group are morally bound to stay in their schools even though the strength of this binding varies among the different lenses of normative commitment.

Further examination of this moderate level of normative commitment reveals that the teachers' loyalty is more associated with ethical and relational factors rather than feelings of obligation or guilt. Teachers will most probably remain employees because they are convinced that the organization is valuable and worthy of their loyalty, rather than because they are under some external

pressure or obligation. This discovery highlights the critical role of leadership ethics as one of the ways leaders can influence teachers is by being a source of ethical behavior and thus creating a supportive and morally guided organizational culture, which in turn promotes teachers' sense of obligation and loyalty. Normative commitment is a combination of moral and professional elements, which goes hand in hand with affective and continuing commitment in teacher engagement continuance. The research of Bantilan *et al.* (2024) found the level of normative commitment to be one of the highest alongside affective and continuance commitment in teachers. These factors, when combined, have a great influence on teacher engagement, thus showing the vital role that the organizational culture and policies play in nurturing such commitments.

**Table 9:** The level of organizational commitment of teachers be described in terms of normative commitment

	<b>Normative Commitment</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
1	I feel obligated to remain with my current employer.	2.64	0.96	Agree
2	Even if it were to my advantage, I do not feel it would be right to leave my organization.	2.95	0.84	Agree
3	I would feel guilty if I left my organization.	2.90	0.94	Agree
4	This organization deserves my loyalty.	3.38	0.75	Agree
5	I am in debt to my organization.	2.55	1.00	Disagree
General mean and SD		2.88	0.90	Agree

The data indicate that the three components of ethical leadership - fairness and justice, integrity and transparency, and role modeling - are correlated positively and significantly with teachers' organizational commitment. Precisely, fairness and justice revealed a moderate positive correlation with affective commitment ( $\rho = 0.419, p < 0.001$ ), continuing commitment ( $\rho = 0.314, p < 0.001$ ), and normative commitment ( $\rho = 0.216, p = 0.016$ ), thus implying that fair and just leadership practices lead to teachers' emotional engagement with, and sense of necessity to stay in, the organization as well as moral obligation to it.

Integrity and transparency had a stronger association with affective commitment ( $\rho = 0.503, p < 0.001$ ), continuing commitment ( $\rho = 0.310, p < 0.001$ ), and normative commitment ( $\rho = 0.246, p = 0.006$ ), thus means that leaders who are stable, honest, and open in their decision-making processes encourage greater loyalty, retention, and ethical responsibility among teachers. Correspondingly, role modelling was most greatly associated with all three commitment types- affective ( $\rho = 0.536, p < 0.001$ ), continuing ( $\rho = 0.360, p < 0.001$ ), and normative ( $\rho = 0.319, p < 0.001$ )- thus obtaining the highlight that school leaders who clarify the ethical standards by

being ethical themselves, guide their teachers, and are loyal to the profession encourage teachers to follow their lead, which increases their levels of organizational commitment.

The presence of ethical leadership is indispensable in a teaching workforce willing to be committed and operate professionally. Such a leadership style involves the school head being fair, honest, and of the highest ethical standard. Consequently, school heads instills trust, respect, and accepts the role of moral guide, which, among other positive outcomes, increases teacher affective attachment and loyalty to the work organization, plus the reinforcement of ethical norms and professional standards within the school. The statistically significant and positive linkages between variables show that promoting ethical leadership is a prerequisite to retaining and engaging teachers at the public secondary school level successfully. The recent study of Ortiz *et al.* (2025) came to the conclusion that moral leadership is the basis of education, and it should exemplify traits like honesty, fair treatment, empathy, and being socially just. It puts the principal in a position where he should lift work ethics so the teachers will have more job satisfaction and the teaching-learning process will be more efficient.

**Table 10:** The relationship between the ethical leadership practices of school heads and the level of organizational commitment of teachers

Ethical Leadership Practices of School Head		Level of Organizational Commitment of Teachers			Decision	Remarks
		Affective Commitment	Continuing Commitment	Normative Commitment		
Fairness and Justice	$\rho$	0.419**	0.314**	0.216*	Significant	Ho is rejected
	p-value	<0.001	<0.001	0.016		
Integrity and Transparency	$\rho$	0.503**	0.310**	0.246**	Highly Significant	Ho is rejected
	p-value	<0.001	<0.001	0.006		
Role Modeling	$\rho$	0.536**	0.360**	0.319**	Highly Significant	Ho is rejected
	p-value	<0.001	<0.001	<0.001		

\*\**. Correlation is significant at the 0.01 level (2-tailed)*

\**. Correlation is significant at the 0.05 level (2-tailed)*

The data disclose that the three factors of ethical leadership, namely, fairness and justice, integrity and transparency, and role modeling, are all positively and significantly connected with the professionalism of teachers. Fairness and justice revealed moderate positive relationships with professional growth and development ( $\rho = 0.378, p < 0.001$ ), work ethics and integrity ( $\rho = 0.317, p < 0.001$ ), and competence in teaching practice ( $\rho = 0.376, p < 0.001$ ), thus enabling one to conclude that a fair and just leader not only encourages but also motivates teachers to embark on continuous professional growth and at the same time upholding ethical standards in their work. Integrity and transparency were found to have slightly stronger relationships with professional growth ( $\rho = 0.338, p < 0.001$ ), work ethics ( $\rho = 0.395, p < 0.001$ ), and teaching competence ( $\rho = 0.405, p < 0.001$ ), thus giving a reason to believe that a leader who is not wavering in one's principles, honest, and open in decision-making

fosters more professional conduct, ethical behavior, and teaching effectiveness among educators. Correspondingly, the establishment and maintenance of a correct moral and professional attitude by the leader, as demonstrated most likely through ethical and professional behavior, not only influences the teachers internally but instead, they become a source of ethical and professional standards in their respective domains, as further depicted by positive and statistically significant relationships between the leader's role and teachers' professional growth ( $\rho = 0.355, p < 0.001$ ), work ethics ( $\rho = 0.294, p = 0.001$ ), and competence in teaching practice ( $\rho = 0.355, p < 0.001$ ). These reveals that the leader's moral conduct to a large extent determines education workers' loyalty to lifelong learning, strict adherence to moral codes, and continuous professional development. The leader-teacher relationship as a platform of good interactive communication with all stakeholders has a significant effect on teachers' dedication

to learning and teaching standards enhancement, and also accepting and promoting educational norms. Generally, the findings indicate that the promotion of ethical leadership in public secondary schools not only leads to organizational commitment but also creates a highly professional and skilled teaching workforce that can effectively deliver quality education. According to

Condemina & Baguio (2025), ethical leadership is a major contributor to teachers' joy at work. It therefore follows that a focus on ethical leadership will not only deepen the teachers' organizational commitment but will also lead to the build-up of a highly professional and skilled teaching workforce capable of providing quality education in public secondary schools.

**Table 11:** The relationship between the ethical leadership practices of school heads and the professionalism of teachers

Ethical Leadership Practices of School Head		Professionalism of Teachers			Decision	Remarks
		Professional Growth and Development	Work Ethics and Integrity	Competence in Teaching Practice		
Fairness and Justice	$\rho$	0.378**	0.317**	0.376**	Highly Significant	Ho is rejected
	p-value	<0.001	<0.001	<0.001		
Integrity and Transparency	$\rho$	0.338**	0.395**	0.405**	Highly Significant	Ho is rejected
	p-value	<0.001	<0.001	<0.001		
Role Modeling	$\rho$	0.355**	0.294**	0.355**	Highly Significant	Ho is rejected
	p-value	<0.001	0.001	<0.001		

\*\**. Correlation is significant at the 0.01 level (2-tailed)*

\**. Correlation is significant at the 0.05 level (2-tailed)*

The results shows the correlation of the most associated ethical leadership dimensions of school heads with teachers' organizational commitment and professionalism. Role modelling as an ethical leadership practice ranked first in all types of organizational commitment with the strongest positive correlation of affection ( $\rho = 0.536$ ,  $p < 0.001$ ), continuing commitment ( $\rho = 0.360$ ,  $p < 0.001$ ), and normative commitment ( $\rho = 0.319$ ,  $p < 0.001$ ). The integrity and transparency dimension of ethical leadership is the most highly correlated with teachers' professionalism. This dimension ranked first in work ethics and integrity ( $\rho = 0.395$ ,  $p < 0.001$ ) and competence in teaching practice ( $\rho = 0.405$ ,  $p < 0.001$ ), whereas the fairness and justice dimension ranked second in the promotion of professionalism, especially in professional growth and development ( $\rho = 0.378$ ,  $p < 0.001$ ). In detail, these findings reveal that school leaders who demonstrate ethical behavior through role modelling significantly influence teachers' emotional attachment, loyalty, and moral obligation to the organization, thus showing the essential role of ethical conduct in the organization. In contrast, the integrity and transparency elements

help define the teachers' professional standards, ethical conduct, and competence. This component highlights the need for an open, honest, and consistent leadership style as the main guide for professional behavior. Even though the fairness and justice factor is slightly less correlated with commitment and professionalism, it still considerably contributes to them both, thus making sure that teachers perceive decisions as fair and based on ethical principles. The findings, on the whole, emphasize that the different dimensions of ethical leadership affect teachers' commitment and professionalism from different lenses and that a balanced combination of role modelling, integrity, and fairness is necessary for the development of a committed and professionally competent teaching workforce. In his work, Hanhimäki (2023) argues the point that one of the main attributes of ethical leadership, which are at the same time leading challenges, namely fairness, justice, and integrity, have a major impact on teachers' commitment and professionalism. The right mix of these factors leads to the teachers' motivation, their general health condition, and sustainable educational communities, which in turn contribute to the overall level of professional competence.

**Table 12:** The most associated dimension of ethical leadership practices of school heads to the dimensions of teachers' organizational commitment and professionalism

Ethical Leadership Practices of School Head		Level of Organizational Commitment of Teachers			RANK	Professionalism of Teachers			
		Affective Commitment	Continuing Commitment	Normative Commitment		Professional Growth and Development	Work Ethics and Integrity	Competence in Teaching Practice	RANK
Fairness and Justice	$\rho$	0.419**	0.314**	0.216*	3	0.378**	0.317**	0.376**	2
	p-value	0.000	0.000	0.016		0.000	0.000	0.000	

Integrity and Transparency	q	0.503**	0.310**	0.246**	2	0.338**	0.395**	0.405**	1
	p-value	0.000	0.000	0.006		0.000	0.000	0.000	
Role Modeling	q	0.536**	0.360**	0.319**	1	0.355**	0.294**	0.355**	3
	p-value	0.000	0.000	0.000		0.000	0.001	0.000	

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

The findings suggest that the three dimensions of ethical leadership—fairness and justice, integrity and transparency, and role modelling—do not differ significantly for female, male, and LGBTQIA+ teachers. The p-values indicating this are all above 0.05. More specifically, the greatest H value for female teachers was in fairness and justice (H = 4.068, p = 0.131); for male teachers, the highest H value was in integrity and transparency (H = 4.425, p = 0.109); for LGBTQIA+ teachers, all H values were minimal and non-significant. These results, when explored further, imply that the gender groups agree on the ethical leadership practices that their school leaders exhibit, which means that the leaders' acts of fairness, transparency, and role modelling are perceived similarly by the different gender groups of teachers. The consistency seen here is indicative of

the fact that ethical leadership is being carried out in an inclusive and equitable manner within the schools, thus facilitating trust and strengthening professional standards among all teachers. As a result, gender seems to have no bearing on the perception of ethical leadership, thus pointing to the proficiency of school leaders in executing unbiased and morally upright leadership that leads to an organizational environment that is professional, cohesive, and harmonious. According to Siahann *et al.* (2023), research, ethical leadership is a must for good organizational behavior and morals. The article points out that either male or female school principals, through their personal conduct, utilization of incentives and punishments, and interaction with employees, can effectively create an ethical atmosphere that promotes professionalism and cohesion in the organization.

**Table 13:** The difference between the ethical leadership practices of school heads when grouped according to the gender

Gender		Fairness and Justice	Integrity and Transparency	Role Modeling	Decision	Remarks
Female	H	4.068	2.896	1.593	Not significant	Fail to reject Ho
	p-value	0.131	0.235	0.451		
LGBTQIA+	H	0.526	0.250	0.250	Not significant	Fail to reject Ho
	p-value	0.468	0.617	0.617		
Male	H	1.283	4.425	4.301	Not significant	Fail to reject Ho
	p-value	0.526	0.109	0.116		

a. Kruskal Wallis Test

b. Grouping Variable: Gender

The Kruskal-Wallis test on this matter pointed out that there were no significant changes in the ethical leadership of school heads as being fair and just, showing integrity and being transparent, and being a role model, in that respect, across the different age groups. While comparing various age groups, we can see that the age group of 39–43 years had the highest contribution to the observed differences for fairness and justice (H = 11.049, p = 0.050). The rest of the age groups produced lower and non-significant H values for the different dimensions. The results here depict that perceptions of the teachers are irrespective of the ethical leadership being age of teachers independent. Moreover, it states that not only are the school leaders setting the right example ethically, but it is also an implicit understanding among all age groups that the standard has been met.

The conformity uses the school leaders' impartiality and inclusiveness thus ensuring that their decisions, actions, and role-modeling are equally demonstrable to both younger and mature teachers. Hence, age as a factor does not influence the experience of ethical leadership but rather through ethical leadership it becomes possible to transcend generations and establish a stable, professional, and morally guided school environment. Li's research (2022) is centered on one main point that ethical leadership in schools goes beyond the differences between generations; rather, it is more about the clear application of ethics in decisions made. According to this research, the most significant factor responsible for leading to ethics will not be age but the creation of a stable, professional, and morally guided environment.

**Table 14:** The difference between the ethical leadership practices of school heads when grouped according to the age

Age		Fairness and Justice	Integrity and Transparency	Role Modeling	Decision	Remarks
24 – 28 years old	H	7.016	6.311	6.011	Not significant	Fail to reject Ho
	p-value	0.219	0.277	0.305		
29 – 33 years old	H	4.020	3.203	2.913	Not significant	Fail to reject Ho
	p-value	0.674	0.783	0.820		
34 – 38 years old	H	7.979	8.746	10.772	Not significant	Fail to reject Ho
	p-value	0.240	0.188	0.096		
39 – 43 years old	H	11.049	8.360	6.537	Not significant	Fail to reject Ho
	p-value	0.050	0.137	0.257		
44 – 48 years old	H	4.205	5.417	3.457	Not significant	Fail to reject Ho
	p-value	0.520	0.367	0.630		
49 – 53 years old	H	5.000	5.000	5.000	Not significant	Fail to reject Ho
	p-value	0.416	0.416	0.416		
54 years old and above	H	2.925	3.411	5.529	Not significant	Fail to reject Ho
	p-value	0.403	0.333	0.137		

a. *Kruskal Wallis Test*

b. *Grouping Variable: Age*

The Kruskal-Wallis test results indicate that no statistically significant differences exist between the teachers' perceptions of ethical leadership at various educational levels across the three dimensions - fairness and justice, integrity and transparency, and role modelling since all p-values were higher than 0.05. Specifically, the group of teachers holding a Bachelor's degree, a Master's degree with units, a Master's degree, and a Doctoral degree with units were in complete agreement in terms of the ethical conduct of their leaders. The education level of the teacher does not influence the perception of the leader's ethical conduct, which is a very strong signal that the school leaders are doing their fair, transparent, and leading by example roles well for all educational groups without discrimination.

This stable consistency at this point serves as proof that ethical leadership is universal practice that is acknowledged in the school context and thus is a prerequisite for inclusion and equity that promotes the culture of these values among all teachers regardless of

their level of education. Moreover, the uniformity of opinions also indicates that school leaders can maintain professional standards and be ethically-guided leaders which, apart from being an organizational commitment, is teacher professionalism across diverse educational backgrounds. One way that educational leaders could keep up good professional standards and, at the same time, be model ethical leaders is through creating a culture that is characterized by respect, fairness, and accountability in their schools. The research points out that ethical leadership plays an important role in the promotion of positive relationships and professional collaboration among teachers, which are the aspects that lead to the enhancement of teacher professionalism. Also, by setting an example on ethical behavior and making sure that resources are used in a responsible way, school leaders can not only foster a climate supportive of the enforcement of ethical codes but also, it can be seen as a contribution towards the spread of an integrity culture in a variety of educational backgrounds (Msangya, 2025).

**Table 15:** The difference between the ethical leadership practices of school heads when grouped according to the highest educational attainment

Highest Educational Attainment		Fairness and Justice	Integrity and Transparency	Role Modeling	Decision	Remarks
Bachelor's Degree	H	0.699	3.494	3.933	Not significant	Fail to reject Ho
	p-value	0.873	0.322	0.269		
Doctoral Unit Earner	H	2.548	3.354	0.412	Not significant	Fail to reject Ho
	p-value	0.467	0.340	0.938		
Master's Degree	H	0.572	4.513	5.803	Not significant	Fail to reject Ho
	p-value	0.903	0.211	0.122		

Masters' Unit Earner	H	2.348	2.344	3.129	Not significant	Fail to reject Ho
	p-value	0.503	0.504	0.372		

a. *Kruskal Wallis Test*

b. *Grouping Variable: Highest Educational Attainment*

**CONCLUSION**

The findings from the research presents that the teaching workforce is diverse in terms of gender, age, and educational level, which is indicative of a fair, inclusive, and non-discriminatory environment. Most of the teachers are in their prime years and are going for their advanced studies, which shows strong professional commitment and a culture of academic growth. The demographic differences notwithstanding, these factors do not significantly influence the teachers' perceptions of ethical leadership, thus suggesting that leadership practices are experienced by all in a consistent manner. School heads are considered ethical leaders who, among other things, act with fairness, justice, integrity, and transparency, and are strong role models. These actions lead to trust, respect, and accountability, which, in turn, pave the way for a positive school culture.

Teachers, on their part, also exhibit a high level of organizational commitment, which is largely due to affective commitment, coupled with some practical and moral reasons for staying in their institutions. One of the most beneficial impacts of ethical leadership is that it influences positively all the dimensions of commitment positively, and in this case, role modeling has the strongest effect. Furthermore, teachers, through continuous learning, ethical conduct, and teaching competence, demonstrate professionalism, which has been greatly influenced by ethical leadership. Especially integrity and transparency have been identified as being most closely related to professional growth. To sum up, the research finds that ethical leadership, mainly through role modeling, honesty, and transparency, leads to increased teacher commitment, professionalism, and a positive institutional climate.

**REFERENCES**

Abnisa, A. P. (2023). Pengembangan Etos Keguruan dalam Pendidikan Era Milenial. *Indo-MathEdu Intellectuals Journal*. <https://doi.org/10.54373/imeij.v4i3.688>

Almandeel, S., & Dawood, M. (2019). The Relationship between Ethical Leadership and Teachers Continuance Organizational Commitment. *Journal of Research in Business, Economics and Management*, 12(1), 2279–2294. <http://scitecresearch.com/journals/index.php/jrbem/article/download/1684/1205>

Alwis, D. A. Y., & Hendriani, S. (2024). Pengaruh Etika Kepemimpinan Terhadap Kinerja Guru di MAN 2 Sijunjung. *Indo-Fintech Intellectuals*. <https://doi.org/10.54373/ifijeb.v4i3.1439>

Amir, S., Mohd Yusof, H., Mokhtar, K., & Rahman, Z. (2023). Ethical leadership practice in education: A systematic review. *International Journal of Education,*

*Psychology and Counseling*. <https://doi.org/10.35631/ijepc.852021>

Ampomah, R. (2021). Ethical leadership and teacher professional values: Matters arising from the Northern Region of Ghana. *European Journal of Education Studies*, 8(7). <https://doi.org/10.46827/EJES.V8I7.3829>

Ananda, R., & Sukoco, S. (2024). The influence of ethical leadership, teacher capacity building, and school culture on the performance of Madrasah Tsanawiyah teachers. *Jurnal Teknologi Pendidikan*. <https://doi.org/10.21009/jtp.v26i2.48384>

Assunção, R. R., Magalhães Domingos, S. R., Cabral, A. C. A., dos Santos, S. M., & Pessoa, M. N. M. (2014). Satisfação e comprometimento organizacional afetivo: Um estudo com docentes universitários do curso de ciências contábeis [Satisfaction and affective organizational commitment: A study with university accounting teachers]. *Revista de Administração da UFMS*. <https://periodicos.ufsm.br/reaufsm/article/download/7588/pdf>

Awan, R.-N. (2023). Fostering the Moral Competence of University Teachers through Ethical Leadership: Exploring the Mediating Role of Psychological Empowerment. *UMT Education Review*, 6(1), 44–62. <https://doi.org/10.32350/10.32350/uer.61.03>

Awan, R.-N. (2023). Trust glues the relationship between ethical leadership of heads and university teachers' moral competence. *Journal of Arts and Social Sciences*, 10(2), 75–81. <https://doi.org/10.46662/jass.v10i2.315>

*Bagi guru dan staff di sekolah (studi kasus di MTs Nurul Islam Yasni Sukabumi)*. (n.d.). <https://doi.org/10.62775/edukasia.v5i1.1230>

Bamugimba, G., Ngirwa, C., & Nyandara, Z. I. (2024). The effect of ethical leadership behaviours on teachers' motivation in primary schools in Karagwe District, Tanzania. *Journal of Education, Society and Behavioural Science*, 37(6), 346–356. <https://doi.org/10.9734/jesbs/2024/v37i61350>

Bantilan, J. D., Hifarva, W. Jr. S., Lugatiman, R., & Bauyot, M. M. (2024). Employee commitment as influenced by organizational culture, policies, and practices of public school teachers in Davao Region, Philippines: A focus on primary and secondary levels. *International Journal of Research and Innovation in Social Science*, VIII(1), 489–502. <https://doi.org/10.47772/ijriss.2024.801036>

Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.

Bhatt, S. P., & Kapar, H. (2023). Understanding the dynamics of school culture: Narratives from English language teachers. <https://doi.org/10.51474/jer.v13i2.714>

- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Chalikias, M., Raftopoulou, I., Sidiropoulos, G., Kyriakopoulos, G. L., & Zakopoulos, V. (2020). The school principal's role as a leader in teachers' professional development: The case of public secondary education in Athens. *Problems and Perspectives in Management*, 18(4), 461–474. [https://doi.org/10.21511/ppm.18\(4\).2020.37](https://doi.org/10.21511/ppm.18(4).2020.37)
- Condemina, B. M. G., & Baguio, J. B. (2025). Ethical leadership at work and workplace well-being of public secondary school teachers. *EPR International Journal of Multidisciplinary Research*, 32–39. <https://doi.org/10.36713/epra23933>
- Creswell, J. W. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). Sage Publications. <https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book266033>
- Dahiya, R., Selvakumar, P., Ahluwalia, G. K., Sujata, Manjunath, T. C., & Anute, N. (2025). Ethical leadership and decision making. In *Ethical leadership and governance* (pp. 45–66). IGI Global. <https://doi.org/10.4018/979-8-3693-8819-8.ch003>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-qualitative-research/book242504>
- Evans, L. (2008). Professionalism, professionalism and the development of education professionals. *British Journal of Educational Studies*, 56(1), 20–38. <https://doi.org/10.1111/j.1467-8527.2007.00392>
- Hanhimäki, E. (2023). Moral professionalism in the context of educational leadership (pp. 201–216). *Springer International Publishing*. [https://doi.org/10.1007/978-3-031-37604-7\\_10](https://doi.org/10.1007/978-3-031-37604-7_10)
- Hassan, M. A. A., & Ismail, K. (2020). Teacher professionalism: The reliability of the questionnaire. *Jurnal Pengurusan dan Kepimpinan Pendidikan*, 33(1), 1–14. [https://www.researchgate.net/publication/349179228\\_TEACHER\\_PROFESSIONALISM\\_THE\\_RELIABILITY\\_OF\\_THE\\_QUESTIONNAIRE](https://www.researchgate.net/publication/349179228_TEACHER_PROFESSIONALISM_THE_RELIABILITY_OF_THE_QUESTIONNAIRE)
- Hasanah, U., Sapuding, B., & Agus R, A. H. (2024). Capturing the process of normative commitment through establishing professionalism of teacher based on pesantren. *Pedagogik: Jurnal Pendidikan*, 10(2), 240–252. <https://doi.org/10.33650/pjp.v10i2.7104>
- Hoyle, E. (1975). Professionalism, professionalism and control in teaching. In V. Houghton, R. McHugh, & C. Morgan (Eds.), *Management in education: The management of organisations and individuals* (pp. 314–320). Ward Lock Educational.
- Israel, M. S., & Bass, L. (2018). Modeling ethical leadership: Being an ethical leader means modeling principles of self-awareness, reflective practice, transparency, and ethical behavior (pp. 29–49). *Routledge*. <https://doi.org/10.4324/9781315688237-2>
- Kim, D., & Vandenberghe, C. (2021). Ethical leadership and organizational commitment: The dual perspective of social exchange and empowerment. *Leadership & Organization Development Journal*, 42(6), 976–987. <https://doi.org/10.1108/LODJ-11-2020-0479>
- Langlois, L., Lapointe, C., Valois, P., & de Leeuw, A. (2014). Development and validity of the Ethical Leadership Questionnaire. *Journal of Educational Administration*, 52(3), 310–331. <https://doi.org/10.1108/JEA-10-2012-0110>
- Liu, Y. (2024). On the logical path of teachers' professional ethics. *Journal of Educational Research and Policies*, 6(11), 83–86. [https://doi.org/10.53469/jerp.2024.06\(11\).1](https://doi.org/10.53469/jerp.2024.06(11).1)
- Marpaung, S. F., Aisyahrani, A., Rambe, K. F., Astika, L., & Sufni, N. (2023). The effectiveness of leadership ethics in improving teachers' working relations at SDN 112323 Silumajang. *Edumas pul: Jurnal Pendidikan*, 7(2), 5735–5745. <https://doi.org/10.33487/edumas pul.v7i2.7428>
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89. [https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/10.1016/1053-4822(91)90011-Z)
- Munakarmi, R. (2023). Living and learning with integrity: A pushing and pulling ground for teachers. *Social Inquiry: Journal of Social Science Research*, 5(1). <https://doi.org/10.3126/sijssr.v5i1.65406>
- Msangya, B. W. (2025). Ethical leadership in education: Exploring the role of secondary school heads in fostering respect, fairness, and accountability. *International Journal of Research and Innovation in Social Science*, IX(XIV), 1544–1558. <https://doi.org/10.47772/ijriss.2025.914mg00117>
- Mseti, E. (2023). The influence of ethical leadership on teaching performance in public higher learning institutions. *Indonesian Journal of Social Sciences*. <https://doi.org/10.20473/ijss.v15i2.46836>
- Mustafa, H. H., & Namiq, H. (2021). The academic members' perceptions on ethical leadership practices and their role in organizational commitment: Empirical evidence from Charmo University. *Eurasian Journal of Management & Social Sciences*, 2(1). <https://doi.org/10.23918/ejmss.v2i1p33>
- Neves, L. (2025). The relationship between ethical leadership, teacher motivation, and commitment in public schools in Portugal. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1456685>
- Ortiz, O., Pataray, A., De Los Nieves, J., Damafelix, K. I., & Salvani, J. (2025). Ethical leadership in education. *Pantao: International Journal of the Humanities and Social Sciences*. <https://doi.org/10.69651/pijhs040275>
- Orunbon, N. O., Ifenaike, S. A., & Adeleke, A. A. (2022). Building future for education through ethical leadership: The educational administrators' and planners' lens. *Deleted Journal*, 1(2), 16–22. <https://doi.org/10.53797/cjmbe.v1i2.3.2022>
- Roallos, D. (2024). *Ethical leadership, teacher professional development and parent engagement: Basis for school management development plan*. <https://doi.org/10.70979/csit3081>

- Roslina, R. (2024). Analysis of the headmaster's leadership style in improving teacher performance at Madrasah Ibtidaiyah (MI) Liqaul Amal, Lombok Timur, Indonesia. *Education Studies*, 2(1), 27–31. <https://doi.org/10.59535/es.v2i1.299>
- Sabello, S. M. A., & Oted, J. (n.d.). *The demographics and ethical leadership practices of public school leaders in the hinterland*. <https://doi.org/10.69569/jip.2024.0164>
- Santiago, C. T. (2019). Teacher's affective attitude and its effect on their organizational commitment. *International Journal of Sciences: Basic and Applied Research*, 48(3), 78–91. <https://gssrr.org/index.php/JournalOfBasicAndApplied/article/view/10270>
- Sabir, S. (2021). A study on ethical leadership perceptions and its impact on teachers' commitment in Pakistan. *International Journal of Educational Leadership and Management*, 9(1), 28–53. <https://doi.org/10.17583/IJELM.2020.4525>
- Sarier, Y. (2014). Relationships of school principals' ethical leadership and teachers' job satisfaction on teachers' organizational commitment. *Educational Sciences: Theory & Practice*. <http://dergipark.ulakbim.gov.tr/kuey/article/download/5000050459/5000047717>
- Şenol, H., Sönmeýen, S., & Işıktaş, S. (2025). Justice, citizenship and trust in organizations: Perceptions of primary school teachers. *SAGE Open*, 15(3). <https://doi.org/10.1177/21582440251356777>
- Soro, S. H., Jamil, I. S., Halian, A., & Nadiyah, I. S. (n.d.). *Penerapan etika kepemimpinan kepala sekolah dalam membangun budaya organisasi yang positif bagi guru dan staf di sekolah (studi kasus di MTs Nurul Islam Yasni Sukabumi)*. <https://doi.org/10.62775/edukasia.v5i1.1230>
- Sufean, H. (2014). School culture and instructional leadership of high-performing and low-performing schools: Patterns of variation and relationship. *IOSR Journal of Humanities and Social Science*. <https://doi.org/10.9790/0837-1934138144>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications. <https://uk.sagepub.com/en-gb/eur/case-study-research-and-applications/book250150>
- Zainun, N. F. H., Johari, J., & Adnan, Z. (2021). Machiavellianism, locus of control, moral identity, and ethical leadership among public service leaders in Malaysia: The moderating effect of ethical role modelling. *International Journal of Sociology and Social Policy*, 41, 1108–1133. <https://doi.org/10.1108/IJSSP-07-2020-0289>
- Zamora Poblete, G. (2009). Compromisos organizacionales de los profesores chilenos y su relación con la intención de permanecer en sus escuelas. *Revista Latinoamericana de Psicología*, 41(3), 445–460. <https://doi.org/10.14349/RLPV41I3.387>