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Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads Basis for an Ethical Leadership Development Program

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**ETHICAL LEADERSHIP PRACTICES OF GAWAD GININTUANG
LEON AWARDEES FOR OUTSTANDING SCHOOL HEADS:
BASIS FOR AN ETHICAL LEADERSHIP DEVELOPMENT PROGRAM**

A Thesis Paper

Presented to the

The Faculty of College of Graduate

Education Research

Philippine Normal University

Manila

MASTER OF ARTS IN EDUCATION

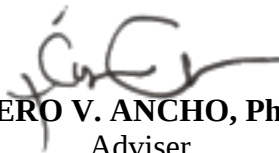
with Specialization in EDUCATIONAL MANAGEMENT

June 2021

CHERRYLEN T. VILLADIEGO

APPROVAL SHEET

This thesis entitled “**ETHICAL LEADERSHIP PRACTICES OF GAWAD GININTUANG LEON AWARDEES FOR OUTSTANDING SCHOOL HEADS: BASIS FOR AN ETHICAL LEADERSHIP DEVELOPMENT PROGRAM**” prepared and submitted by **CHERRYLEN T. VILLADIEGO** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for approval and acceptance.



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ABSTRACT

Name	:	CHERRYLEN T. VILLADIEGO
Title	:	Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program
Key Concepts	:	Ethical Leadership, Challenges, School Head Awardees
Degree Program	:	Master of Arts in Education with Specialization in Educational Management
Adviser	:	Inero V. Ancho, Ph.D.

This qualitative study was able to determine the practices, challenges, interventions of Gawad Ginintuang Leon Awardees for Outstanding School Heads as they continue to live their lives as models including the various struggles they have experienced while undergoing through the changes they encounter in their day-to-day life. Interview data from the outstanding school heads were examined through. Findings show emerging significant practices of the outstanding school heads, and these are: Model Integrity and Commitment, Nurture Encouraging Environment, Uphold Trust and Fair Treatment, and Encourage Inclusive Involvement and Transparency. The participants depict ethical leadership as an inclusive and all- embracing concept having all the qualities mentioned in the findings that are being practiced and employed by the Gawad Guinintuang Leon Awardees for Outstanding School Heads in their day-to-day experiences. Also, the participants are able to cope with the challenges as awardees and models in the community.

This study would help the school and community come up with the ideal qualities of a Gawad Ginintuang Leon Awardee that shall help them come up with the best practices, and deal with challenges with creativity leading to a better leader quality. This study could also serve as a basic skeleton for the school and community in qualifying Gawad Ginintuang Leon Awardees for Outstanding School Heads showcasing best practices, creativity and values of ethical leadership. Eventually, this study will be contributory to help out government projects in managing the community system in choosing leader-models in the country, particularly selecting outstanding school heads from public elementary and secondary schools in the Philippines Social Construct and Interpretivism through looking into the lived experiences of the mentioned awardees embraced all the concepts and ideas in this study towards the formulation of an ethical leadership development program.

DEDICATION

God, the Almighty,

for providing an endless source of "energy"

My Beloved Country

For giving me the drive and discipline

to tackle a task with enthusiasm and determination

Teodoro, Elena, Giselle and Chloe Gayle

who raise and nurture me over the years

for my education and intellectual development

who push me to achieve “greater heights”

this thesis is FOR you...

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First and foremost, I want to express my gratitude to Our Almighty God for the great love, power, and graces that have enabled me to succeed in this quest;

To my accommodating adviser, Dr. Inero Valbuena Ancho, thank you for giving your sincerest guidance, professional assistance and for the hope to finish this study.

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To PNU and my professors, I express my gratitude for honing my quest for further intellectual growth;

To the undeniably meticulous and equally talented and skilled panel I would like to express my gratefulness for their invaluable comments, for the transparent suggestions and significant recommendations that led to the improvement of this study;

To the participants, thank you for willingly having shared your precious time and honest answers and experiences during the process of interviewing;

To the validators of the interview schedule and language editor of my thesis thank you for sharing your time and expertise.

To Dr. Manuela S. Tolentino, CESO V, Schools Division Superintendent Division of Santa Rosa City, thank you for giving me the permission to conduct this study in the Division of Santa Rosa City.

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

This chapter discusses the rationale behind the study together with the theoretical and conceptual structures that formed the basis of the researcher's investigation of the theme. In this section the researcher presents the problem, the different literature and studies, the scope and limitation, significance of the study and the definition of terms to be used in the study.

Background of the Study

This 21st century, school leadership has become more challenging and equally demanding for school heads. Schools at present are more difficult to handle because of the variety of innovations, problems, threats and increasing goals. In recent years, many countries around the world, including the Philippines, have paid attention to education and their improvement. The goal of these countries, particularly, the Philippines, is to be globally competitive in terms of the education system that would be implemented in their places to help serve their people. McCarthy (2013) stated that governments put demands on the schools to produce graduates who can certainly adapt to the 21st century challenges in the world of work.

Globalization has always been making people on the move, whether for work, for their career, and for travelling. Work relating to the use of technology is still flourishing. Integration of Association of Southeast Asian Nations (ASEAN) requires schools to follow the requirements laid down by the jurisdiction authorities. Pacete (2015) indicated that schools therefore are challenged

to enhance learners' academic achievements to keep up with the established standards whether it is global, national and local. Because of these pressing demands and challenges for the education sector, teachers and the school heads are the ones who are often blamed when learners do not meet the expectations set by the government and other authorities. Not meeting the standards would mean learners' poor academic results. In the face of these gradual changes affecting educational institutions and organizations, there is no doubt that the responsibilities of school heads have broadened visibly in the field world of education.

The quality that consistently emerges as the most significant in an administrator's effectiveness is their ability to work in everyday situations with people (Krajewski, 1979). There is no successful school without the successful leadership of a principal behind it (Hidalgo, 2012). This statement refers to the importance of the role and leadership of the school heads. Kalshoven and Boon (2012) asserted that research has shown that leadership affects the workplace. The demands on school heads have transformed and the expectations from school heads are more intense than before. The school heads' daily schedule is packed with ethical dilemmas that will have an impact on the lives entrusted to them (Bown, Bessestte & Chan, 2006).

Everyday, ethical dilemmas are being resolved by school heads. The society has come to believe that school heads will make ethical choices for the greater good and their actions will be driven by a dedication to moral and academic excellence (Hollenbach, 1989). It means that most of the issues facing the school heads today require resolutions that are right, fair and just. Hence, school heads are encouraged and expected to do the right thing. In return, teachers are more likely

to recognize an environment which is highly ethical. School heads who value and employ the principle of ethics are role models of ethical behavior. They also exhibit to their followers how to be skillful in their work. Moreover, ethical school heads impart to their people how to uphold high ethical standards. They employ this without putting much pressure on their subordinates' shoulders for the sake of attaining goals of the school and its objectives. Thus, the success and failure of the school depends on the kind of school head it has.

According to Ciulla (1998), ethics and honesty is the heart of leadership, and should be taken seriously for the success and long-term survival of an organization. Aydin (2010) cited that it should be emphasized that school heads must become ethical leaders; ethical in a sense that they must possess esteemed ethical values. This is manifested in giving importance to teachers' ethical behavior evaluation, which is a key factor of a school head's execution of his/her role and leadership. The management of an organization by a leader full of ethics, is significant to ensure that all employees work harmoniously in their environment employing well-disciplined manners in the workplace. Kuligowsk (2019) quoted Younger's statement in an article entitled "How to Be an Ethical Leader: 4 Tips for Success" that an ethical leader is someone who lives and dies for integrity. Doing the right thing, even when it hurts, is the ethical leader's mantra. This statement may sound lofty, but philosophers, religious leaders and thinkers from ancient times have highlighted the significance of ethical practices among leaders towards achieving effective governance. Thus, leaders must exhibit the highest ethical standard known. Without ethics, leadership can be dangerous, destructive, and can even create a toxic working environment (Toor

& Ofori, 2009). This world has been seeing unethical and as well as toxic leaders, who utilize the loopholes in management and seek out to attain their personal wants and desires at the expense of their organizations and its employees (Padilla et al., 2007 and Schaubroeck et al., 2007).

Klein (2006) stated that the field of education is left behind by the medical and human services sectors, which require school heads and teachers to take professional ethics courses. Failure to provide opportunities for the school heads to acquire such competence of ethics is a failure to serve the children (Shapiro and Stefkovich, 2005). Therefore, as a discipline, the school heads have a moral obligation to educate prospective managers to be able to follow the values, laws, morals and virtues associated with the creation of ethical schools.

Research on ethical decision-making and behavior shows the vital role of ethical leadership in an organization. This ethical leadership plays a huge step to sustain the dignity of all organizations and their people. Leaders set the atmosphere for the organization and influence the level to which employees consider, deliberate and act in their work on ethical issues. As Patrick Dobel (2018) clearly states in his book “Public Leadership Ethics: A Management Approach,” ethical leadership is necessary throughout the organization, from both the leaders at the top and the managers, as chances to strengthen or weaken organizational ethics happen at all levels in an institution. There could be a development of ethical leadership styles from being a righteous leader at the one end of the continuum to professional leadership at the center and socially responsible leadership styles at the other end of the continuum.

Strike (2007) urges leaders to widen their point of view and contemplate schools as good communities. Strike's description of ethical leadership is "the art of creating good school communities' which comprises the aims of education as well as the principles of social cooperation." Morals are currently highlighted as a requirement for well-functioning leadership in a vast range of theories. C.S. Lewis (1947) had seen the necessity of ethics and morality. He also shared how a society's "drive" for "greater" and "better" could potentially lead individuals who were lacking morality (due to less opportunities) to act ethically. His thoughts are in some ways a visionary, contemplating where K-12 education presently realizes itself, in a state of wide accountability and measurement, where "bigger" and "better" is the ultimate end.

Today, the school head is continuously multi-tasking and shifting responsibilities and roles in an instant notice. This shift conveys with its vivid changes in public education necessities from school heads. They can merely function as building managers, tasked with observing district rules, carrying out regulations and avoiding mistakes. They must be the leaders of knowledge who can improve an organization that can deliver an effective instruction. So, school heads have to cope with the "day-to-day survival mode" to craft an efficacious learning environment. All the other roles and responsibilities of a school head are significant. But an optimistic culture of a school is imperative.

The duties and responsibilities of ethical leaders are certainly challenging. Becoming an ethical leader is not an effortless task and it will take time to become one. To become an ethical leader, a school head must manifest leadership qualities in the areas of professionalism,

communication, interpersonal sensitivity, fairness, honesty, and integrity. In the same vein, they must go through various stages, steps or processes. They must reflect on their own strengths, weaknesses and responsibilities. Also, must work hard, be a risk-taker, always look for opportunities, and must be a good communicator and great collaborator.

Two substantial types of activities on which the school heads must focus and in which they must also be involved to help construct a positive culture are - building a sense of belonging, and providing a clear path for all involved—learners, teachers, parents, and community (Habegger, 2008). A good school head constantly leads by example. A school head should be optimistic, passionate, has his hand in the day-to-day activities of the school. He or she must attend and listen to what his constituents are saying. An effective school head is accessible to teachers, staff members, parents, learners, and community members (Meador, 2019).

Ethical leadership is vital to an organization and it requires a school head to cognize the ethical core values herein. Ethical leaders need to live with these values in the entire aspects of his/ her life for the common good. Leaders who desire to make the difference ought to make an innermost voyage of veracity as well as an outer commitment to the common good. Concerning the roles and responsibilities of the school heads, certainly, it should be emphasized that school heads must become ethical leaders through manifesting esteemed ethical values, giving importance to the evaluation of teachers' ethical behavior. The management of an organization by an ethical leader is significant and it ensures that all employees serve an organization bounded with

harmonious relationships and are working in an environment with well-mannered employees (Eranil & Ozbilen, 2017).

For school heads, the collision and conflict between traditional schooling norms and growing openness to diversity poses a host of previously overlooked ethical considerations (Reitzug, 1994). Ethical issues and challenges of the school heads remain mostly unseen and are consequently addressed only minimally or inadequately. In addition, if leadership is accepted as a process of interaction between leaders and subordinates, it is where a leader attempts to influence subordinates' behaviors to accomplish organizational goals (Yukl, 2006).

To meet the demands and challenges, that school heads have the kind of leadership that would hold them up to the demands of today's leading schools, the Philippine government has the utmost standards of ethics. These are embodied in the Conduct and Ethical Standards for Public Officials and Employees or the Republic Act No. 6713 which abides the norms of conduct namely commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living. This act is known as the "Code of Conduct and Ethical Standards for Public Officials and Employees" in the country (RA 6713). These norms exemplify the principle of "Lingkod Bayani" that works in an environment where corruption is not permitted. These *lingkod bayanis* are the permanent civilian employees of the government (Civil Service Commission – Gawing Lingkod Bayani and Bawat Kawani). Lingkod Bayani describes professionals in the public service who,

despite the limitations, strive for excellence in their chosen field of expertise. In the same standards, it promotes the idea that a *lingkod bayani* should be able to withstand temptation, reject mediocrity, and protect his or her integrity even in the smallest of matters.

Hence, school heads from public schools here in the Philippines are one of those “*Lingkod Bayanis*” Civil Service Commission – *Gawing Lingkod Bayani and Bawat Kawani*). They ought to exhibit high ethical standards in leading their people. They are the astonishing individuals who will restructure education to entice and preserve new talents and skills (Heller, 2004). It is also evident that school heads are the key leaders in the educational system. They are accountable for carrying out the school’s vision and mission.

Furthermore, other countries have their own ethical standards that apply to all their government employees. In the United States, The Office of Government Ethics has developed Standards of Conduct for all the federal employees. Each federal employee should be familiar with their responsibilities under these regulations and Federal conflict of interest laws. All of the rules are derived from the following fourteen principles of ethical conduct in Executive Order 12731 (Executive Order, 1990). In the same vein, The Japanese Government has an act to prevent acts of national public officers that may bring about suspicion and distrust from the citizens in regards to the fairness of execution of duty to ensure public trust in public services by taking necessary measures that contribute to the maintenance of ethics pertaining to the duties of national public officers in light of the fact that national public officers are public servants of all citizens and their duty is public service that is entrusted by the citizens (National Public Service Ethics Act, 1999)

School heads as part of the government employees of the country play essential roles in creating schools' function smoothly. They are involved in all facets of the school's operation. Moreover, they are the leaders liable in providing leadership in the development and implementation of all educational programs and projects in the school. Thus, they play a vital role in achieving the government's aim to provide quality basic education.

It is only when ethical issues and challenges are explicitly addressed that leadership and schools can become moral and empowering. Substantial implications were drawn from this research to help raise awareness on the importance of ethics in school leadership. This paper investigated and explored the ethics of school heads in their leadership that are embedded in their daily practices. School heads who manifest common or unique ethical leadership qualities. At the same time, this study is also intended to answer the question - what are the practices of school heads on ethical leadership?

On the other hand, in the School Division Office of Santa Rosa City, an annual recognition is given to Santa Rosa City administrators and teachers who have served the youth with exemplary competence and dedication. The office expresses gratitude for the efforts of schools whose excellent performances of teachers, instructional leaders, and non-teaching personnel who did exemplary performance are recognized. Also, if the administrators, supervisors and teachers want to become an awardee they must have brought honor and prestige to teaching profession through unquestioned morality, integrity and conscientiousness as evidenced of respect and high regards of his/her teachers, students, peers, superiors and subordinates and the community. As well, an

outstanding performance, achievements in professional and civic endeavors aside from school. Hence, all of these efforts shall be recognized in the program of Gawad Ginintuang Leon Award.

This program comprises three stages specifically: Stage 1 is for Screening and Shortlisting Period which involves evaluation of the nomination write-ups including the required documents. Stage 2 is for Onsite Validation of Qualified Nominees from Stage 1. Lastly, Stage 3 is for the Final Panel Interview of Qualified Nominees from Stage 2.

Moreover, the criteria for the Gawad Ginintuang Leon are same as those other giving bodies all over the country. These criteria are anchored on the Civil Service Commission Program on Awards and Incentives for Service Excellence (PRAISE) and DepEd Order No. 9, series of 2002 re: Establishing PRAISE in Department of Education. The nominees were evaluated based on the following criteria:

(1) Performance Rating of the Office Performance Commitment and Review (OPCRF) – 30 Points. This is a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors which lead to professional and personal growth in the organization;

(2) Significant Accomplishment/s – 15 Points. Project or work accomplished, number of strategies or activities done which have significantly impacted the performance of the school,

number of accomplished work or projects that benefited the community. The role of TEA Governance must be highlighted;

(3) Impact of Accomplishments – 25 Points. Scope or replicability of the program/project/activity, number of people/office benefited, and transactions facilitated, level of attainment per identified performance indicator;

(4) Innovation – 20 Points. Original, creative programs, projects, activities made in the last three years in connection to the award category and the extent to which it is being used, and the results; number of persons who benefited; scope/replicability of the innovation, level of attainment per identified performance indicator. The role of TEA Governance must be highlighted.

And lastly, (5) Awards and Membership – 10 Points. Major awards or citations received relevant to the category and active membership in a reputable professional organization.

This study sought to find out if the outstanding school heads for elementary and secondary specifically in the Division of Santa Rosa City manifest the ethical leadership practices such as model integrity and commitment, nurture encouraging environment, uphold trust and fair treatment, and encourage inclusive involvement and transparency.

Therefore, the result and findings of this research is expected to be an inspiration for school heads and aspiring school heads to exhibit ethical leadership practices that can create an effective and efficient working environment. This paper could help the Division of Santa Rosa City to determine the school heads who perform exemplary competence and dedication in the service. It

could also assist the division to identify those that have brought honor and prestige to the teaching profession through unquestioned morality, integrity and conscientiousness as evidence of respect and high regards of his/her teachers, students, peers, superiors and subordinates and the community. Every year, the Division of Santa Rosa City celebrates Gawad Ginutuang Leon which recognizes the exemplary competence of the teaching and non-teaching personnel in their workplaces. Because of their excellent performances, they are recognized as leaders of their respective offices. Furthermore, this study has been conducted to also create a basis of an ethical leadership development program that is geared towards the continuous professional development of school heads. This could be of great help to school heads and aspiring school heads to further develop and cultivate their ethical leadership qualities needed in managing and leading their schools.

Literature Review

This section presents various related literature and studies which will have bearing on the present study. This research will be supported by both foreign and local literature to strengthen the validity of the study.

Leadership

Leadership is a dynamic phenomenon. Various ideas, beliefs, interpretations, and leadership principles have arisen to help the researcher understand its underlying meaning. It has been studied using both qualitative and quantitative methods in several contexts, including small groups, therapeutic groups, and large organizations. Collectively, the research findings on

leadership from all these areas provide an image of a process that is far more refined and complex than the frequently simplistic view presented in some of the popular books on leadership.

Traditionally, leadership involves the leaders, supporters, circumstances, and relationships within a group. Some leadership researchers focused on the character and leaders' behaviors, others studied the relationship between leaders and followers, and others investigated how situational aspects affect the actions of leaders. It has been recommended that leadership is contained in three elements: the heart, the head, and the hand. The heart of leadership refers to what an individual believes, values, dreams about and, is committed to; it is the individual's personal vision (Sergiovanni, 2005). Leadership necessitates action and strategies that derive from our own vision, experience, and reflective abilities which are mental processes – referring to the head in this case. We may consider, “the hand of leadership has to do with the actions we take, the decisions we make, the leadership we employ as our strategies become established in the form of school programs, policies, and procedures. Leadership and how it is grasped, characterized, and enacted make it a very personal undertaking.

Leadership is the utmost important issue nowadays for organizations. The leaders are individuals who establish the course for a group of individuals, gain responsibility and then encourage and inspire members to meet the outcomes of the course (Conger, 1992). Successful leadership is not the product of merely gaining a role, but rather of having the knowledge and understanding of appropriate leadership skills along with the personal capacity to successfully execute those skills. "School leaders also need outstanding skills in order to provide successful

leadership in our different school environments." However, leadership is not a term for oneself but followers should rightly understand it (Sharma, 2005).

According to Yukl and Fleet (1992), leadership is essential to shape the objectives, organize the efforts, motivate the employees, and monitor the performance. Williams (2006) described leadership as the mechanism by which others are motivated to achieve community or organizational objectives. That simply means leadership is about setting direction and aligning people to the path they want.

Leadership delineates what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles (Kotter, 1995). It was also termed as a type of social power that brings people together to work towards a common objective. Such power can or may not be exercised through a formal authority position, and is not confused with the administrator or manager's narrower role. Rost (1993) described leadership as "an influence rapport between leaders and followers who anticipate real changes that signify their mutual purposes". There are four vital aspects that ought to be present if leadership occurs: the relationship is based on influence and the leader and the followers are the people in this relationship. Leaders and followers intend to make real change. And also the leaders and the followers develop mutual purposes. A good leader can influence the performance of his or her subordinates and can serve the satisfaction of the clients. Basically, a good leader needs to have a purpose as well as a balanced personality and skills to put that purpose into action (POPA, 2012).

Kirkpatrick and Locke (2005) conducted a leadership research involving the quest for universal traits or distinguishing personal characteristics which would differentiate successful and ineffective leaders. They were able to successfully identify personal traits that were common to effective leaders. Within the same vein, Peters and Waterman (1982) stressed the critical role that management plays especially at the top within developing the values and practices that promote performance.

Effective leadership can also be hard to describe because it is dependent on several variables and attributes. These variables and attributes impact the way the effectiveness of this kind of leadership is being evaluated. Northouse (2010) mentioned that leadership is a mechanism by which a person controls a group of individuals in order to achieve a common objective. Individual's expectation of a good leader is based on what these leaders say and do; that is, expectations are based on an individual's direct or indirect experience with the actions of the leader. One key element of successful leadership is to promote a shared vision, which is a major element of transformation in the process of alignment and participation of the whole community (Lukas, 2007).

There are several meanings, ideas and angles to the term leadership. Thus leaders are the main agents of change in enhancing the efficiency of their organization. Via their direction and monitoring they seek to evoke improvement. Another view of Young (2002) suggested leadership is diverse. Motivation in leadership enlivens people, not by driving them in the right direction as influence systems do, but by fulfilling basic human needs for success, a sense of belonging,

acceptance, self-esteem, a sense of power over one's existence and the desire to live up to one's ideas. Those feelings deeply affect us and evoke a strong response.

Sousa (2015) stated that leaders need to figure out where they want the company to go and how they are going to get it there. Leaders need to identify, examine, prepare, evaluate and execute where they are going. Nevertheless, there is a need for such flexibility in leadership practices to shift from hierarchical approaches to styles of leadership that promotes shared governance and encourages staff empowerment (Williamson, 2005). Thus, a good leadership is not merely the product of achieving a role, but rather of having the knowledge and understanding of appropriate leadership skills along with the personal capacity to successfully execute those skills (Sharma, Sun & Kannan, 2012).

Additionally, leadership is a process of directly influencing individuals' activities or a group of people in efforts to achieve goals. It involves a force which initiates actions in followers and leaders alike (Bush, 2005). As stated by Miller et al. (2007) defined leadership as the activity of influencing others by willingly striving for group goals. Leadership also is a method of shaping the goal setting and achievement behavior of an organized community.

Bennis and Nanus (1985) had given a simpler manner of articulating the process of leadership. It is doing the right thing; this is very useful to consider who exemplary leaders are. Leaders will excel in fulfilling these core elements of vision, strategy, procedures, and tactics as they become professional, at times assertive. But the most successful leaders also blend these with other core attributes of gratitude, humility, and caring leadership (Baker, 2014).

To become a good leader, a leader must have an experience, high commitment to the organization, knowledge, and high-patience in carrying out its duties (Ameen, Almula, Maram, Al-Shibami, & Ghosh, 2018). Leadership and how it is understood, described and enacted make it a very personal undertaking. Kruse (2013) has characterized leadership as a process of social influence that extends others' efforts to accomplish goals and objectives. This may vary as leaders are those people who know how to achieve goals and inspire others along the way.

Ward (2020) described leadership as an art of motivating a group of people to take action towards a common goal. It is also directing workers and colleagues with a strategy to meet the needs of the company. In view of Sharma (2005) leadership plays an important role in an educational institution's success, right from setting targets to achieving goals. Different researches connected the success of the school with leadership. Until the accomplishment of leadership goals and the success of the school is never assured

Abd Aziz (2000) emphasized that leaders whose job is to make a difference could face many challenges in their competition and success which causes a great deal of discomfort. Thus, in making a transition, leaders must have an analytical strength and sharpness in the analysis in order to develop a vision and be able to clearly define the goals. In the same vein Ameen & Ahmad (2012) depicted leadership as an incomparable capability of individual characteristics. The leader has to distinguish the clear vision of the organization, and also know how to achieve its goals. According to Adair, "Leadership is the ability to persuade others to seek defined objectives enthusiastically.

Leadership is the most studied and least understood concept of any in the social sciences (Clausen, 2014). Such sentiments reflect the reality that leadership is a highly context- driven enterprise. What represents leadership in one context may not reflect effective leadership in another. Additionally, there are also important definitional issues that have muddled the water of progress in the study of leadership. Leadership has at times been a catchall term for such different attributes as the ability to motivate others, management skill, the ability to bargain or coerce, as well as the ability to create strategies (Klein et al., 2010).

Plessis (2008) discussed eight women's leadership activities of the public school division superintendents in the Commonwealth of Virginia. They analyzed the participants by self-perceived leadership practices and their perceptions of these practices. The study used interviews, participant reviews, field notes, a descriptive report and completion of Inventory-self leadership activities. The study findings resulted in eight self-described leadership practices by the female superintendents: consistent, accurate communication, visibility, limited delegation, collaboration, stamina, acceptance of 10 Personal commitment, and creation of self.

Tan (1999) conducted a study on the leadership styles of Don Bosco school heads as perceived by themselves and the teachers. He reported that there were no major gaps between school heads and the teachers' views of the leadership styles. The research also showed the age, the teaching experience and the teachers' educational history, strongly linked to their school heads' perceived leadership styles. Moreover, administrators would preserve their leadership conduct on the implementation of the program, uphold the norm set for consideration to ensure teachers' full

cooperation and participation. And the two dimensions of leadership received a high score from the directors themselves and their teachers (De Luna, 1994). Ditucalan (1997) Lanao del Norte's local government executives used a leadership style that was successful with subordinates who could be on their way to transparency but still required a high degree of emotional support due to lack of maturity. Their political activity was admirable, and the capacity to resolve disputes varied from situation to situation. Superiors such as supervisors, superintendents, and government officials were the key study participants who reflected on their styles and practices of leadership.

Ethical Leadership

Ethical leadership can be defined as trying to extend equality and showing respect to others' personal qualities. Also it is the combination of the abilities to employ honesty, reliability, trustworthiness, sincerity, reciprocity, democratic decision making and supporting participation. An ethical leader must also be compassionate and gentle. Ethical leadership is having ethical values and acting upon these values (Cuilla, 1998).

In the same way, ethical leadership can be described as the demonstration of normatively acceptable behavior through personal acts and interpersonal relationships and the encouragement of such behavior to followers through bidirectional contact, strengthening and decision-making (Brown, Treviño, & Harrison, 2005). In the study of DeHoogh and Den Hartog (2009) they described ethical leadership as a process in which a member drives community behaviors to the attainment of organizational objectives in a socially responsible way. More precisely, this

description finds a leader who is ethical, moral and compassionate, and their actions will be advantageous for all stakeholders including followers, organization and society (Hartog, 2015).

Ethical leadership is the implicit and explicit promotion of desirable ethical actions for self and followers through efforts regulated by rules and principles that promote learning inspiration, healthy optimism and unity of intent to uphold the values of empowerment, service to others, respect for human rights, reform for betterment and fulfilling duties towards society, future generations, environment and its sustainability (Shakeel et al., 2018). School heads' ethical leadership is of huge importance in promoting organizational creativity (Lmaza, 2010). Utilizing ethical leadership skills, school heads elucidate the school works and what standards are required for these works. They use a fair award system according to employee's success and develop processes for success. Organizational success increases in this way (Rebore, 2001). These outcomes indicate that ethical leadership skills of school heads can uphold a creative culture in schools.

Ethical leadership is about capacity building. The model of value creation is an equally standardized ethical leadership dimension. As envisioned by McCray, Gonzalez and Darling (2012), ethical leaders pay an exceptional consideration in building the capacity of their followers for the purpose of sustainability.

Starratt (2004) argued that ethical leadership is a virtue of responsibility; authenticity; and presence that are needed to infuse and reinvigorate the workplace and the work of school heads. In the same viewpoint, it is specified that ethical leadership and empowering leadership have

positive relations with leader-member exchange relations (LMX), follower emotional commitment, and perception of leader effectiveness and efficiency (Hassan, Mahsud, Yukl, and Prussia, 2013).

Ethics in school leadership is imperative in a context of increasing performance-driven accountability (Ehrich, Harris, Klenowski, Smeed, and Spina, 2015). There were four key results. First, school heads utilized records and data to inform and direct their practices and dialogues with teachers. Second, while ethics was a significant consideration in how school heads lead, practicing in an ethical manner was recognized as intricate and perplexing in the present environment. Third, Starratt's (1996) ethical framework attested to be appropriate for inferring school heads' leadership practices. Lastly, all of the school heads denoted dilemmas as a result of challenging priorities and utilized variability of approaches and strategies to deal with these challenges.

Bubble (2012) further explained ethical leadership as the process of influencing employees through values, principles and beliefs. This extensively borders on the accepted norms in the organizational behaviors.

Although ethical leadership remains a challenge in the workplace, individuals are far less willing to compromise their personal ethics in everyday life. So, where does the line between a private citizen and an employee in the execution of ethical principles break down? Hegarty and Moccia (2018) identifies ethical leadership components and matches them to the leadership style that incorporates them. These are gratitude, humility, justice, mercy and compassion, prudence and objectivity, magnanimity and lastly, integrity and resilience. The proposed ethical components

must pervade every organization to ensure proper conduct that does not violate the law, disengage employees, or alienate customers.

Freeman and Stewart (2006) exhibited a framework for developing ethical leadership. Transcribed from the viewpoint of the leader, these facets offer an approach to recognize ethical leadership that is more refined and more valuable than just a matter of “good character and values.”

School heads effectively perform ethical responsibilities like treating their staff justly and empowering them, being rational, sympathetic, persistent and modest (Karaköse, 2007). The ethical leadership style heightens the moral identity of teachers (Khan, Bauman and Javed, 2020). It is known that giving an excellent education in schools is vital for a community to improve and flourish. Nonetheless only quality teachers can offer excellent education for the learners. Achievement rates can be augmented by accomplished teachers in schools (Seferolu, 2004).

School heads experience and face such dilemmas when they try to seek and resolve things. Typically the dilemmas are not about “right” versus “wrong”, but “right” versus “right” options (Cranston, Ehrich and Kimber, 2006). Ethical leadership can be defined as trying to extend equality, showing respect to others’ personal qualities, and the combination of the abilities of honesty, reliability, trustworthiness, sincerity, reciprocity, democratic decision making and supporting participation, being compassionate and gentle. Ethical leadership is having ethical values and acting upon these values (Cuilla, 1998).

On the other hand, there are six main themes reflecting ethics in school leadership in Chile specifically holding personal and professional ethics as attached; “constantly” inspiring practice; appreciating others; sustaining a humane view of education; being sensitive to the complex local context; and leading as serving (Cuellar and Giles, 2012). Kanungo (2001) claimed that ethical leadership should engage in the righteous acts and avoid harmful acts against others, and their actions should be based on altruistic motives rather than self-centered. We take ethical leadership more in general terms in these concepts, in which we find the goals and meaning of the actions of leadership rather than normatively acceptable.

Another study of Brown, Trevino and Harrison (2005) focuses on the characteristic personality of ethical leadership which determines the rules to be followed in interpersonal relationships, makes decisions and communicates with employees by interacting with them. Effective and responsible school heads must also be ethical leaders. This ensures that not only their leadership decisions and actions must be based on ethical ideals and beliefs, but they must also "lead with ethics" in the sense that they are committed to, and take a leadership role in, ensuring the growth of moral literacy in their societies (Tuana, 2007).

The most frequent ethical orientation of Taiwan's school heads is uprightness. Second, school heads are influenced by Confucian ethics to some degree, specifically in terms of virtue ethics. Though, the ethical orientation of school heads significantly diverges depending on gender, age, position, years of teaching experience, and educational administration ethics training (Feng, 2013). Conversely, significant relations were found between ethical leadership dimensions and

decision making, the school heads' category of the school and their seniority (Haj, Abramovitz and Oplatka, 2016).

Unfavorably, the utmost significance is that not all organizational leaders "in the real world" are ethical (Brown and Mitchell 2010). More or less of the worst leaders are representations of self-centeredness (Kets de Vries 1985; Rosenthal and Pittinsky, 2006), intemperance (Powers 1987; Judge, Piccolo, and Kosalka 2009), tyranny (Caro 1974), bothered psyches (Goldman 2006) and occasionally immoral (Adams and Balfour 1998; Reed 2012) no matter whether one turns to either the private or public sector.

Though it might be claimed that the ethical issues can be more systematically addressed by using standards from several perspectives; it is only when ethical issues of diversity are clearly addressed that leadership and schools can become moral and empowering (Reitzug, 1992). Ethical and social justice leadership inspires school heads to self-reflect on their own values, practices of leadership and in what way their actions can craft inclusivity (Tenuto and Gardiner, 2017).

Freeman & Stewart, (2006) defined an ethical leadership as having "right principles" and "good character," setting standards for others and standing up to temptations. Ethical leaders are organizational stakeholders, striving to achieve the purpose, vision, and value of his realm without compromising self-interest. Ethical leaders are constantly striving to incorporate moral principles into their beliefs, values and behavior; they are committed to higher purpose, prudence, pride, patience and persistence (Khuntia & Suar 2004).

Treviño et al. (2003) stressed that ethical leadership emphasizes the importance of the moral message of the leader, building upon the understanding of ethical leadership. This salience is established by exemplifying morally appropriate conduct, especially new and unexpected behavior. Ethical leadership is about justice, equality, engagement, transparency and duty (Calabrese, 1989).

Ethical leadership can be described as 'the demonstration of normatively acceptable behavior through personal acts and interpersonal relationships and the encouragement of such behavior to followers through bidirectional contact, strengthening and decision-making' (Brown, Treviño, & Harrison, 2005). Henceforth, ethical leaders embody the intent, the vision, and the values of the organization and of the constituents, within an understanding of ethical ideals. Ethical leaders link the organization's goals to those of the internal staff and external stakeholders.

Synthesis

Seeing the above-mentioned literature and studies, it is convincing that school heads must have ethical perception in school leadership. The literature and studies manifested in this study exhibit parallelism in terms of the school heads leadership and their manifestations of ethical leadership. Numerous articles, books, journals and research works cited present situations of school heads as ethical leaders and the emerging themes from the awardees of ethical leadership. The diverse concepts from the experts have greatly contributed to the conceptualization and understanding of the major variables present in the study. The materials will be valuable as the

basis for extracting significant and much needed informative data. On the other hand, the reviewed materials will be enriched by the essence of the present study.

School heads have a vital role in managing their organization since they are the main decision makers that directly affect the success of schools. Thus, ethical leaders require more than values to create a just and caring learning environment (Bosquet, 2012). Although there are numerous factors that establish ethics in school leadership, it must be given consideration as it facilitates the significance of academic rigor and care required for learners to excel. The National Competency-Based Standards for School Heads clearly encourage school heads practice with a list of competency standards which can be used as basis for their decision making, actions and performances of their function. It is the substitute for the traditional forms of school leadership that complements the school heads' standards set by the Department of Education.

Moreover, school heads shape a vision of academic success for all learners, and this one is based on high standards. This study on ethical leadership practices has an essential role to uplift the reputation of schools and that it could manifest that in these schools they have an ethical culture. The school heads face numerous ethical issues typically about staff, learners, financial matters and relations with the public. Providing this practice of school heads towards ethical leadership shall establish codes of ethics that will help school heads and will at the same demonstrate to them how to be ethical.

The results of this study will be the initial step in the basis of an ethical leadership development program in implementing the plan of actions for school heads ethical leadership.

Hence, Quides (2008), proposed a capacity building program for school heads that can improve the school's holding power through leadership, empowerment, decision making, collegial and collaborative working relationship.

Conceptual Framework

The most significant educational leaders are the school heads, and their leadership is certainly interconnected to learners' performance and success. Without these great leaders, problematic and troubled schools are unlikely to be resolved. It is emphasized that school heads' leadership is the catalyst. However, the role of the school heads is crucial because it is reorganized with a sturdier and clearer emphasis on learners and on their learning. The foundational principles of school leadership are to aid and guarantee that each child should be educated and be well-equipped in the field for the 21st century.

Today, the country's educational system necessitates school heads who not only bring recognition / awards to their organization; it also looks and considers leaders who manifest ethical leadership qualities. These qualities aspire to create change in school and seek to value this established change. It also includes valuing the act of encouragement among members by setting themselves as role models. These ethical leaders also foster personal and professional growth among teachers.

This study explored the experiences of school heads who received leadership awards as means to reflect on their practices, challenges and felt needs to carve a landscape for ethical and

moral leadership in the educational system particularly those under the Department of Education. The learned experiences and insights of the Gawad Ginintuang Leon Awardees for Outstanding School Heads were used as inputs in the development of an ethical leadership program that will help contribute to practitioners' pride contributing to the nobility of the teaching profession.

It also expounds the ethics of school heads in leadership that addresses the domains of National Competency-Based Standards for School Heads (DepEd Order No.32, s. 2010) and Philippine Professional Standards for School Heads (DepEd Order No.24, s. 2020) that have enormous influence on an organization's ability to succeed. These domains can reflect a positive approach to leadership that is optimistic, emphasizes development and strengths, and focuses on human potential. To ensure that school heads' leadership will create a positive impact; the organization has set standards for them to serve as a guide. This guide will help them discern what is expected out of their leadership, what significant things they need to understand and do to succeed in their work and meet organizational expectations and goals.

A school head who is in the state of being an ethical leader may manifest ethical leadership qualities based on what is described and defined under National Competency-Based Standards for School Heads (DepEd Order No.32, s. 2010) and Philippine Professional Standards for School Heads (DepEd Order No.24, s. 2020). These qualities and indicators under these domains serve as a guide to these school heads and will continuously help them become full-fledged ethical leaders as they employ the qualities stated into their leadership style.

Personal and Professional Attributes and Interpersonal Effectiveness. In this domain, effective school heads are models of professionalism and ethical and moral leadership. This domain includes the development of pride in the nobility of the teaching profession. (DepEd Order No.32, s. 2010)

Developing Self and Others. In this domain, school heads are expected to reflect on their personal and professional development to enhance their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare. They should provide others the means for development such as opportunities to learn, reflect, lead and progress in their profession. (DepEd Order No.24, s. 2020)

Building Connections. In this domain, school heads are expected to be responsible and accountable for inculcating a deeper understanding of the vision, mission and core values, and directions of the school to relevant entities. They possess skills in relating with, dealing with, and forging relationships with people. They should be able to build relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals (DepEd Order No.24, s. 2020).

Figure 1

Conceptual Paradigm of the Study



Research Problems

The goal of this study was to expound the ethics of school heads in their leadership. The researcher in this study delved and described how these Gawad Ginintuang Leon Awardees of Outstanding School Heads practice ethical leadership.

Specifically is sought to answer the following questions:

1. What are the practices of the Gawad Ginintuang Leon Awardees for Outstanding School Heads on ethical leadership?
2. What are the challenges encountered by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in the practice of ethical leadership?
3. What professional development interventions are suggested by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in carving a culture of ethical leadership?
4. What ethical leadership program can be developed from this study?

Definition of Terms

To facilitate better understanding of this research, the following terms were defined conceptually and operationally:

Capability building on Communication

The school heads sensed that there is a need to capacitate communication skills. The degree to which the leader communicates effectively both in speaking and writing to staff and other

stakeholders; a leader who possesses this skill listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.

Communication

The degree to which the leader communicates effectively both in speaking and writing to staff and other stakeholders; a leader who possesses this skill listens to stakeholders' needs and concerns and responds appropriately in consideration of the political, social, legal and cultural context.

Consistency in the Practice of Fair Judgment

Giving of special favor and man-pleasing attitude are sample manifestations of the challenges of school heads

Continuing Leadership Development Program

It is a program designed for developing school heads' ethical leadership qualities that they will become more equipped in managing and leading their schools effectively.

Crisis and Conflict Management

This challenge encountered by the participants are clearly shown in their culture and experiences - mistake is common to all, rude clientele, money issues and issues of stakeholders.

Encourage Inclusive Involvement and Transparency

School heads' manifestations of this theme were anchored in the practices on sharing common goals, collaborative planning, delegation of tasks, paying attention to the concerns of others and establishing strong partnership with stakeholders.

Enhance Management Skills

Manifested in the school heads' culture of goal setting as they lead.

Ethics

It is a concept about moral values and rules. It is the science of right and wrong, the science of moral principles, the science of moral judgment and conduct. It does not just analyze, classify, describe and explain human actions as good or bad, but also helps us to know why and on what basis our judgment of human action is justified (Kizza, 2007).

Ethical Leader

It is the kind of a leader who manifests the ethical leadership competency such as model integrity and commitment in the practice of their leadership role, nurture encouraging environment in their workplaces, uphold trust and transparency in their dealings and transactions, and encourage inclusive involvement and transparency, practices, values and virtues that depict ethical leadership as described by school heads participants themselves.

Ethical Leadership Practices

It is the implicit and explicit pursuit of desired ethical behavior for self and followers through efforts governed by rules and principles that advocate learning motivation, healthy optimism and clarity of purpose to uphold the values of empowerment, service to others, concern for human rights, change for betterment and fulfilling duties towards society, future generations, environment and its sustainability (Shakeel et al., 2018).

Leadership

It is a process by which a person influences others to accomplish an objective and directs the organization in a way that everything in it and anything relative to it are made more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills.

Model Integrity and Commitment

This was manifested among the practices of the school heads through modeling respect, observing honesty in their dealings, dedication to their profession, enthusiasm in delivering services and performing excellently.

Need for Moral Recovery Programs

Anchored on the realization that they are servant leaders and constant reminder of values teachers must possess.

Nurture Encouraging Environment

This was manifested in the practices like establishing a harmonious relationship, sensitivity to the needs of others, flexibility and having humane resolutions to issues/conflicts, employing effective communication and advocating professional growth.

Relational Issues

This challenge is manifested on conflicting views, incapable of pleasing everyone, and personality differences among subordinates.

School Head

Is the key leader who plays an essential role in the educational system, as he/ she is accountable for carrying out the school vision and mission. Specifically, responsible for providing leadership in the development and implementation of all educational programs and projects in the school, and plays a vital role in achieving the government's aim to provide quality basic education.

Unbecoming Behavior of Subordinates

Absenteeism, lapses in teaching, jealousy and subversive behaviors

Uphold Trust and Fair Treatment

This was shown in the practices; being a role model, establishing fair selection and promotion systems, good feedback system, promotes equality and equal opportunity and good financial management.

CHAPTER 2

METHODOLOGY

This chapter describes the procedures that were utilized by the researcher. Specifically, it includes the research design and methodology, research site, selection criteria and participants, data collection, data analysis, the role of researcher, methods of validation and, ethical consideration. The study was conducted and accomplished to create an ethical leadership development program based from the ethical leadership practices of school heads through qualitative case study.

Qualitative Research Design and Method

The study utilized the phenomenological method of research study. It was selected to look at what the Gawad Ginintuang Leon Awardees for Outstanding School Heads have learned and reflect on how they felt about the phenomenon. The phenomenological research format allowed the shared characteristics of a group's lived experiences. Hence, this research design aims to arrive at a definition of the essence of the phenomenon in question (Creswell, 2013). The data gathered among these Gawad Ginintuang Leon Awardees for Outstanding School Heads is then read and reread in search of similar phrases and patterns, which are then clustered to form sense clusters (Creswell, 2013). The researcher utilized this method to deduce the events, situations, or experiences' universal significance and gain a deeper understanding of the phenomenon.

Moreover, the importance of personal perspective and perception is emphasized in phenomenological approaches, which are based on a concept of personal knowledge and

subjectivity. The researcher pursued opportunities to decipher subjective experiences, gain insights into Gawad Ginintuang Leon Awardees for Outstanding School Heads' motives and cut through the clutter of presumptions and conventional wisdom. Constructivists argue that the truth is relative and that it is dependently relative to one's perspective.

Husserl (1970) stressed that phenomenological research aims to interpret rather than clarify, and it starts from a place where there are no hypotheses or preconceptions. This concept "distinguishes the significance of the subjective human creation of meaning but does not reject entirely some notion of objectivity.

At the end of the study, an ethical leadership development program was carefully crafted and developed based on the result and findings of this qualitative research.

Research Site

The sites of the study were four selected school heads in the Division of Santa Rosa City. These school heads were chosen based on the 2017, 2018, and 2019 Gawad Ginintuang Leon for Outstanding School Heads for Elementary and Secondary. They were awarded as Outstanding School Heads in the Division of Santa Rosa City. Only those who have given signed informed consents were included to participate in the study.

Selection Criteria and Participants of the Study

The Participants

Table 1

Summary of the Profile of the Participants

Profile	Participant 1 (P1)	Participant 2 (P2)	Participant 3 (P3)	Participant 4 (P4)
Position	Principal II	Principal II	Principal II	Principal III
Years in Service as Public School Teacher	15 years	23 years	13 years	20 years
Years in Service as Public School Head	12 years	12 years	10 years	5 years
Highest Educational Attainment	With units of Master of Arts in Educational Management	Master of Arts in Education With Specialization in Educational Management	Doctor of Education With Specialization in Educational Management	Doctor of Education With Specialization in Educational Management

Table 1 contains the profile of the participants in terms of position, years in service as a public school teacher and as a school head, and their highest educational attainment. The data shows that of the three (4) participants, three (3) of them are holding a Principal II position and Principal one (1) holding a Principal III position.

For their length of service, three of the participants served for more than two (2) decades as public school teachers. Participant 1 (P1) with 27 years and Participant 2 (P2) with 35 while Participant 3 (P3) served for 23 years and, (P4) 25 for years. As a school head P1 served for 12 years, P2 for 12 years and P3 for 10 years and P4 for five (5) years respectively. This reveals that the participants are all seasoned teachers and school heads considering their length of service.

For their highest educational attainment, P1 earned units in Master of Arts in Educational Management, P2 Master's Degree, P3 and P4 Doctorate degree. We could infer from their educational attainment that post-graduate studies are not a requirement to becoming a school head.

For this study, the researcher considered it professionally sound to target a specific group, particularly the awardees of the 2017, 2018, and 2019 Gawad Ginutuang Leon for the Outstanding School Heads as Participants. The researcher utilized purposive sampling. Etikan (2015) described this as a participant's deliberate choice because of the qualities that the participant possesses. It is a non-random strategy that does not require a fixed number of participants or underlying theories. Babbie (1990) suggested that the sample is "based on your own knowledge of the population, its characteristics, and the core of the objectives of your study."

According to Creswell (2009), the idea behind qualitative research is to purposely select the site or individuals that will best help the researcher understand the problem and the research questions. While the present study purposely selected participants, there has been a set of standard criteria for the selection of the Gawad Ginutuang Leon for the Outstanding School Heads.

The Gawad Ginintuang Leon is a program that aims to recognize and reward the exemplary contribution of City of Santa Rosa Division's human resources who has brought honor and integrity to their workplace; this is anchored on the Civil Service Commission's Program on Awards and Incentives for Service Excellence (PRAISE). The program was designed to encourage creativity, innovativeness, integrity, and productivity in doing public service by recognizing the Division of Santa Rosa City officials and employees - individually or in groups.

Thus, the researcher considered all the winners as Participants for being awarded the 2017, 2018, and 2019 Gawad Ginintuang Leon for Outstanding School Heads. The researcher employed purposive sampling when it comes to the selection of four school heads.

The data needed for the selection of participants were gathered from the Department of Education – Division of Santa Rosa City. The data provided were the lists of winners for the 2017, 2018 and 2019 Gawad Ginituang Leon for Outstanding School Heads. The selected school heads were determined after seeking permission from the Division Office of Santa Rosa City, where the four school heads were chosen and be given consent to be part of the study. These school heads shared outstanding performances and experiences from the Division Office of Santa Rosa City, validated by their titles.

Instrument

The instrument used in this study was the validated semi-structured interview guide, which contains several questions regarding the ethical leadership practices of the outstanding school heads. The validation of semi-structured interview guides is considered as the basis for the revisions of the tools before administering them to the participants. The researcher personally administered the semi-structured interview to the 2017, 2018, and 2019 Outstanding School Heads of the Division of Santa Rosa City. The researcher considered gender sensitivity in writing the instrument to make it free from any form of biases. It was carefully administered to the four selected Outstanding School Heads as it was mentioned.

The semi-structured interview guides were validated by the experts in Educational Management and the Program on Awards and Incentives for Service Excellence Committee. In addition, they are researchers in the field of education and education practitioners. Validation of the data/instrument was needed to assess whether the material is rationally effective and applicable to facilitate the ethical leadership practices of the Outstanding School Heads. All the experts validated the ethical leadership practices, and they also validated the items about the personal information of the participants. The open-ended questions were validated by the experts and the adviser. Through the experts' judgment, concerns related to strengths and weaknesses in the tools were improved. The criteria of the expert's validation include spacing, organization of content, grammar review, instructions, and language as shown in the summary of the validation for semi-structured interview guide.

Data Collection

The data collection procedure of this study as illustrated in figure 2 included six phases such as: Phase 1- Approval to conduct the study from the Division Office of Santa Rosa City; Phase 2- Securing a letter of consent for participants; and Phase 3- Interview, observation and document analysis based on the data gathered from the school participants.

Phase 1- Approval to conduct the research. The researcher secured an approval letter from the Schools' Division Superintendent (SDS) of the Division of Santa Rosa City to conduct the research and sought permission to have the 2017, 2018, and 2019 Gawad Ginintuang Leon for Outstanding School Heads in the Elementary and Secondary levels, as the participants in this study. With the use of purposive sampling, these target participants were selected.

Phase 2 – Securing a letter of consent and Informed Consent form, development and validation of semi-structured interview schedule to participants. The researcher secured a letter, an informed consent form and an attachment of the semi-structured interview schedule to the awardees of 2017, 2018 and 2019 Gawad Ginintuang Leon for Outstanding School Heads for Elementary and Secondary Levels. The development of a semi- semi-structured interview schedule was also included in this phase. Through the ethical efforts, ethical leadership has become more a daunting challenge for school heads, these are imperative to point out that school heads are under increased pressure to accomplish much higher expectations for better-quality student academic improvement, regardless of circumstances (Tyler, 2014). To elucidate the ethics of school heads in ethical leadership practices, the instruments that were utilized are observation form and

interview guide designed by the researcher. For the semi-structured interview on the Ethical Leadership Practices, the researcher constructed an open-ended question which was validated in terms of content by five experts in Educational Management. These validators were chosen based on their expertise in the field of Educational Management. Thus, all validators were perceived qualified in validating the instruments for this study.

Phase 3- Interview from the School Head Participants. An online interview with the school head-participants using validated semi-structured interview schedules virtually took place in response to the safety health protocols of COVID-19. Such physical and social interactions may have been restricted by the government authorities, but the research was still conducted through the utilization of technology. The online was on a synchronous basis, and it was done in real-time. Google Meet was the platform used for online interviews. The invitation for an interview, interview guide questions, and Google Meet link were sent to the respective email accounts of the participants after agreeing on the content of the informed consent form. The researcher gauged the comfort level of participants on their online interviews. Hence, the online interview was done in a virtual setting (participant's choice of her virtual place) where they answered privately. The virtual place of their own choice created a conducive atmosphere where they felt safe and comfortable. The researcher personally administered the online interview at a date, time, and place most convenient to the participants.

The informed consent form that the researcher considered has appropriate steps to protect the participants and abide by the "Data Privacy Act of 2012" during the online interview. This

state's policy is to protect the fundamental human rights to privacy, and this also communicates its inherent responsibility to ensure that the personal information of the participants is secured and protected in public and private sector information and communications systems (Republic Act No. 10173). The researcher has committed to uphold respect among research participants. Thus, the protection of the rights of the participants was observed by the researcher where the information was gathered from this study. Their answers were also treated with strict confidentiality, and it was also observed that their privacy and identities were vigilantly protected.

The online interview allowed the participants and the researcher to converse in real-time; such as it was the closest way wherein that the researcher was able to get towards resembling a face-to-face interview. Additionally, one of the goals of this study was to gather pieces of information that are reliable, valid, and free from biases. Rich data were acquired through personal online interviews to elicit the participants' personal experiences on ethical leadership practices. Data were primarily generated through conversations between the researcher and the participants through online interviews (Thomas & Taylor, 2002). The researcher sought out a deliberate input on a specific phenomenon, circumstance, or procedure. This online interview gave the researcher and the interviewee the ability to dig deeper into areas that were indicated in this study and those that were in dire need of further exploration.

The profiles of the participants were gathered also to complement the data in the interview. Each profile described the personal data of the participants, where the gathering was done ahead of the scheduled online interview. Profile forms were accomplished before the interview proper,

however, most of the participants were late in answering the profile questions because of their hectic timeframe.

Before the interview, the participants were informed about the objectives of the study, the benefits they can avail of from it, the valuable contribution of their participation, and the procedure of the interview proper, before, during, and after the interview. A brief explanation was given on the content of the research questions. Furthermore, it was explained that they have the option of whether to participate or not. In addition, they were also informed that their answers to the interview questions would be “quoted” in the manuscript, and the names of the participants would not be identified. To be able to earn their trust, an informed consent form was presented and signed by the participants.

During the time of the online interview, data was recorded by making handwritten, audio and video recording - these procedures ensured that if the recording fails the handwritten notes could be used by the researcher. The audio and video recording were done with the consent of the interviewees and they were assured that no one would be identified by name on the audio and video recording; as such number coding was used to identify the participants. The information that was recorded in the audio and video gadgets and the handwritten notes were kept confidential. No one has access to it except the researcher. Interview for each school head –participant approximately lasted for more or less than two hours. The conversation between the participants and researcher became more interesting so the researcher gave follow-up questions depending on the responses. The participant was also asked to share with the researcher some personal concepts

on ethical leadership. The researcher has been very careful in observing the protection of the rights of the participants. This primarily means ensuring that the rights of the research participants are protected - through informed consent (Nieswiadomy, 2008). Also, the interview format utilized prompts or probes which gave structure to the interview and allowed the participant to use his or her voice to convey experiences individually (Amedy, 1999).

Data Analysis

“Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research (Bhandari, 2020).

Though there are several ways of qualitative data analysis, in this study, the five-step analysis introduced by Bhandari was used. (1) Preparation and organization of data. The narratives from the recorded interview were transcribed; (2) Review and exploration of data. The transcribed text was examined several times for patterns or repeated ideas that emerge; (3) Development of a data coding system. Based on your initial ideas, a set of codes were established to categorize data; (4) Assigning codes to the data. The participants’ responses were individually reviewed several times and tagged with codes. As the data is repeatedly examined, new codes are added to the inventory if necessary. (5) Identification of recurring themes. After the codes were finalized these were classified thematically, the codes were linked together into cohesive, overarching themes. This study followed the themes under the four (4) competency traits on ethical

leadership as an umbrella in categorizing and sub-themes were created and captured from the narratives. However, sub-themes were revised according to the comments of the experts.

Role of Researcher

The role of the researcher is to create an ethical leadership development program based on the ethical leadership practices of the selected school heads. In a descriptive qualitative research form of study, the researcher herself serves as the key instrument in data gathering and analysis. For this reason, the researcher has ensured objectivity and avoided personal biases that may influence the interpretation of the data that has been gathered.

Henceforth, at the onset of the study, Creswell (2013) cited that the researcher should be aware of the fact that his or her background shapes the interpretation of data and has the position in the research to acknowledge how the interpretation flows from his or her own personal cultural and historical experiences. From this point, the researcher should make a careful observation and must take into account some measures to avoid personal influence on the results of the study.

The researcher, who has been working with a public institution for almost five (5) years has been shaped by her personal experiences. From 2015 to the present, she has served as a junior high school teacher. Her work as a junior high school teacher has allowed her to deal with the different ethical leadership practices of school heads. This is where she learned and witnessed diverse stories of being an ethical leader. These and other previous experiences of the researcher may bring biases to this study. However, every effort had been made to avoid biases. Likewise,

the researcher made sure that all participants' responses and information were completely confidential. The data that was used was exclusively and as intended for this study. After gathering all the needed responses and data that supported this study, the researcher created and crafted an ethical leadership program for school heads based on the findings.

Methods of Validation

The primary test of validity that was used in this study is a validated assessment tool that was created by the researcher. The semi-structured interview schedule consists of three parts: Part I are the introductory protocol and the introduction wherein the researcher discussed the process of the interview; Part II deals with the interviewee's background wherein the researcher asked questions regarding their demographic background; and Part III was composed of questions that tried to identify their manifestations of ethical leadership practices in terms of Professionalism, Communication, Interpersonal Sensitivity and lastly Fairness, Honesty, and Integrity. This instrument was validated by the five experts in Educational Management.

Another test of validity in this study was the clarification of biases. Creswell (2009) stated that good qualitative research contains comments by the researchers about how their interpretation of the findings is shaped by backgrounds, such as gender, culture, history, and socioeconomic origin. The researcher knew for a fact that her personal experience and her position as a junior high school teacher in a public institution would influence the interpretation of the findings. To avert this from happening, the researcher has been mindful to remember the influence while doing the research; thereby she consciously avoided bringing out biased interpretations.

Ethical Considerations

The main goal of this study is to create an ethical leadership program for school heads based on the findings.

It is not the intention of this research paper to make any individual feel embarrassed or “less than” in any way. Though unintentional, there has been cases when the subject of the study and even the researcher was placed in an “uncomfortable situation.”

To ensure the safety and protection of the participants, research locale, and the researcher, the following were observed in the conduct of the study:

First, the Research Ethics Committee (REC) reviewed what is contained in the informed consent forms and also looked into the data collection tools of the research study. All comments and suggestions of the Research Ethics Committee (REC) were carefully followed based on the ethical standards set after which data collection was followed next to be done by the researcher.

After the approval of the REC, the researcher received the clearance to proceed and immediately went to the Department of Education – Division of Santa Rosa City and started conducting the study. The researcher was given permission to conduct the study by the district supervisors on the awardees of 2017, 2018 and 2019 Gawad Ginintuang Leon for Outstanding School Heads for Elementary and Secondary. The letter stated the purposes and aims of the study to current education literature. Results of the study has provided both the Department of Education – Division of Santa Rosa City and the school head- participants after the approved dissemination.

Upon the approval of the permit, the selected participants were informed through a letter for their approval to participate in the study. Only participants that were willing to participate were included in the study. They were given a consent form wherein the terms of the participation in the research interview were specified. The consent was signed by the interviewee and the researcher.

Participants were informed of all the data collection devices and activities. All school head-participants were allowed to use the video recording and handwritten notes.

The researcher observed the informed consent process such as application of the principle of respect. The participation of the participants in this research was entirely a voluntary act. The participants were allowed to refuse to take part in the research or withdraw anytime without penalty. No incentives in any form, such as compensations or reimbursements were made with the participants. Conflict of interest in this study was avoided, whereas research objectivity or independence was also not compromised in return for financial or non-financial benefit of the researcher.

The interview approximately lasted for more or less than two hours. During the interview, the participants were allowed to stop at any time whenever he or she felt uncomfortable. With the permission of the participants, the interview has been recorded to facilitate collection of information and transcription for analysis. After the interview, the researcher sent a copy of the transcript to the participants and gave them the opportunity to legitimize the veracity of the data in the conversation. Each interview was stored on a separate compact disc (CD) and each was

labeled with the assigned pseudonym (Participant 1-4). The protection of privacy and confidentiality of participants' information as indicated in data collection procedure including data protection plans were guaranteed and was employed by the researcher. The data were stored and preserved in a secured environment for at least 10 years. All data that has been gathered in this study were treated with the utmost confidentiality. The names of the participants have not appeared in any thesis or report resulting from the study; however, with their permission anonymous quotations were used. All information and responses are handled with care and made sure that these are kept and would not affect their personalities. The data used were exclusively and as intended for this study. The findings and results of the study did not affect the interviewees' current rank or position and did not inflict any harm on them.

Upon completion and approval of the result of the study, the following were furnished with a copy of the results and finding of this study: the Department Head of the Educational Management was provided with the result of the study as it will serve as a reference input Educational Management Course to uplift and elevate ethical leadership practices of the graduate students who perform multiple tasks in their school of managing people; the Department of Education – Division of Santa Rosa City was also furnished a copy since this study will serve as a basis for an ethical leadership development program for school heads; the direct beneficiary of the study, the participating school heads also received a copy of the result of the study to make them aware of their ethical leadership practices in different competency strands of Personal & Professional Attributes and Interpersonal Effectiveness or beyond this domain from the National

Competency Standards of School Heads (NCBSSH). A leadership development program about ethical leadership practices of the Outstanding School Heads was created and crafted to upgrade the ethical leadership practices of school heads in the division.

The research focused on the Ethical Leadership Practices of the Outstanding School Heads and did not involve sensitive issues like partner violence, drug addiction, abortion and the like. There was no involvement of children in the study, so no procedure for obtaining assent is necessary. Likewise, there was no involvement of the elderly, ethnic and racial minority groups, the homeless, prisoners, and people with incurable diseases. The researcher committed to uphold respect among the research participants and was also committed to abide by the ethics in conducting research.

CHAPTER 3

FINDINGS AND DISCUSSION

This section presents the results and findings based on the problems stated in the previous chapter. Discussion and interpretations were presented after each table. It also discusses implications and attributions to related studies.

The following problems were answered in this study: (1) What are the practices of the Gawad Ginintuang Leon Awardees for Outstanding School Heads on ethical leadership?; (2) What are the challenges encountered by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in the practice of ethical leadership?; (3) What professional development interventions are suggested by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in carving a culture of ethical leadership?; and (4) What ethical leadership program can be developed from this study?

The Outstanding School Heads participants cited and described their own perceptions and experiences about their manifestations of ethical leadership practices during the in-depth interviews.

Research Problem No 1: What are the practices of the Gawad Ginintuang Leon Awardees of Outstanding School Heads on ethical leadership?

The ethical leadership practices were manifested by the Gawad Ginintuang Leon Awardees for Outstanding School Heads. Their ethical leadership practices have included connecting the

organization's goals and objectives with both external and internal stakeholders. Each theme focuses on either an inward-looking personality trait where the leaders are supposed to uphold. These ethical leadership practices are: (1) Model Integrity and Commitment in the Practice of their Leadership role, (2) Nurture Encouraging Environment in their Workplaces, (3) Uphold Trust and Transparency in their Dealings and Transactions, and lastly, (4) Encourage Inclusive Involvement and Transparency. Ethical leadership is exemplified by these practices, principles, and virtues of the outstanding school heads.

Model Integrity and Commitment

First is **Model Integrity and Commitment**, the outstanding school heads consider their role for transformative contributions given the leadership platform and authority to introduce significant developments that will serve the best interest of their subordinates and honor their school. This is the noble internalization of their role as school heads, keeping their integrity and commitment in doing their part as leaders even during times of discouragements and low points in their leadership experiences.

In modeling integrity, observing respect and honesty were underscored...

The outstanding school heads believe that maintaining respect is the major way of upholding their integrity. To them, respect is translated in various ways. For P1 respect is giving equal and fair treatment to everyone.

P1 cited, *“Yung pagtrato mo kung paano tratuhin at kausapin ang pinakamababa ganun mo din tratuhin at kausapin ang pinakamataas.”* (Translation: There should be equal treatment to both social status, whether they are the top level or low level)

P1 added, *“Being a role model and understanding the concerns of the people they serve were also identified as ways of showing respect.”*

P2 understands that she is a servant leader and protecting her position would allow her to gain people’s respect in return. P2 stated that her position should not in any case be used for power play or control. She expressed her belief in the dictum respect begets respect.

P2 further exclaimed, *“As leaders it is important to “Walk the Talk”.... yung respect ay hindi hinihingi kusa yang ibinibigay. So, in my own opinion ang una kong dapat gawin ay maging example. Lead by example.”* (Translation: Respect is earned; so in my opinion, I should lead by example...)

Another way to show respect according to P3 is to hear the side of their subordinates and respond to their needs accordingly.

P3 mentioned, *“Ah ok, I have said I listen to my teachers depending upon the issuesThen after that I give advice. I let them feel that they are being taken care of by me, because you know respect begets respect.”*

Along with modeling integrity are virtues and values lived by the awardees like respect, honesty, dedication among others.

P4 stated that she shows respect by recognizing their individuality.

P4 stated, *“I do not look at people on their lapses but instead I see the positives in them”, she said. She also underscored that she is an advocate of equality and equity.”*

In modeling integrity, they recognize the importance of being particular with observing honesty as a virtue. Though it is a reality that you can never please everybody. P1 was quoted:

P1 stated, *“I think kasi importante yun, dahil although eto ha kasi minsan kasi kahit sabihin mo sya sa ibang tao meron paring sampu na magdududa sayo. It’s because nasa Sistema sya... (Translation: I think this is important because people will still doubt other people’s activity...it’s a culture in the system.)*

P2 insists that one needs to persist to uphold the value of honesty for they believe as they continue to uphold this virtue, it will eventually permeate people and be part of their value system as well.

P2 explained, *“Pero ang feeling ko kasi kung umpisahan mo na gawin siya through the years nakikita pa rin nila nayun naman talaga nangyayari, palagay ko yung honesty kasi paano siya lilipat.....” (Translation: You need to start a culture of honesty because this culture develops as the system progresses.)*

Proven with her experience that indeed it is possible. She said that though you may not influence everybody but with the few people that gave their trust, this is already a great accomplishment so their encouragement is never to give up practicing honesty until you have done something to break the poor cultures.

P3 narrated her experiences to prove her point, *“Merong mga teachers na may hawak ng funds na nag aassist sa akin na ma’am mayroon pa pong ganito, pwede niyo pong kuhanin para ipambili ng ink. Siguro mga tatlo o apat yun na nag offer na kung di mo siguro naistablished ang honesty, kung hindi yung leader na mapagkakatiwalaan, I don’t think i-ooffer nila yun sayo at kung hindi mo din siya naipakita naibigay na example hindi mo na rin alam , ako di ko rin alam magkano hawak nila na pera. Naniniwala kasi ako na nagmumultiply hindi accurate na lahat na maniwala sayo o lahat napaamo, pero at least mayroon kang ginawa.” (Translation: There are teachers who handle funds that are assisting and*

offering to make me handle other funds. I think that they would make this offer only if they trust you. You can't make everyone believe you but at least, you've done something.)

Further, P2 exclaimed that “honesty is still the best policy”. And that as a leader one must take that principle as an accountability in fulfilling one's duty as a leader.

P2 added, “Dapat nakikita nila sa akin as a leader na ako mapagkakatiwalaan ako dahil honest ako.” (Translation: They should see this in me as a leader; worthy of trust because I am honest)

The virtue of honesty can also be best illustrated in the way they handle financial matters both personally and professionally. They see money issues as a great deterring factor in building integrity, thus, they cautiously handle financial matters through honesty.

As financial management brings a lot of issues in relation to honesty, they safeguard their integrity against money controversies and issues of mistrust.

P1 exclaimed, “Siguro, in terms of financial very transparent ako; in terms of yung mga funds yung mga school budget na pumapasok sa school” (Translation: Maybe, when it comes to school's budget and finances, I am transparent, when asked on how she observes honesty.

Moreover, P1 added that she inhibits herself from money responsibilities and meddling with the people in charge of those finances. Her way of erasing doubt in her honesty as a leader,

P1 said, “...Hindi ako humahawak ng pera, hindi ako naghahawak ng pera ng canteen, hindi ako nakikialam sa kung ano o sino supplier o sino yung nagtitinda sa canteen, dun ako sa projects and priorities ...” (Translation: I do not hold money from the canteen's budget, and I do not mind who the suppliers or canteen sellers, I am after the projects and priorities...)

Lastly, Honesty according to P3 must always be practiced even in the most basic things. Leaders must be role models of honesty in all aspects even in simple acts citing the honest use of biometrics.

P3 pointed out, *“Sa pagpasok sa school, yung pag time in sa biometrics, dapat kung anong oras ka dumating yun dapat ang ilalagay mo.”* (Translation: *In going to school, the biometrics time-in and time-out record must be honestly manifested*).

Another notable practice of the awardees is their commitment. Along with commitment, the awardees show immense dedication in the performance of their role. This virtue is reflected through their selflessness - doing their tasks for call of duty and not for sheer recognition.

P1 mentioned, *Hindi ako gumagawa ng trabaho for promotion gagawin ko siya tatrabahuhin ko siya bibigay ko best ko kung mapansin siya or hindi okay lang din.*” (Translation: *I do not work for promotion; I will accomplish my assigned task whether people appreciate it or not.*)

A value she wants to be inculcated with her subordinates particularly the new teachers. P1 further stated that dedication means doing what is best for the school and not for personal gain.

“Kapag dedicated ka yun kasi sukatan ko ng dedication hindi mo to ginagawa para sa pakinabang mo kundi sa pakinabang ng eskwelahan”. (Translation: *Your dedication is your barometer for your commitment; you do not do this because you benefit from it, instead you are committed to it that is why.*)

Moreover, dedication for P2 means doing tasks willingly even if she will need to make sacrifices. For her, they must stay committed to do their tasks wholeheartedly. Dedication according to her should be manifested and evident in their dealings with people and in how they perform their tasks.

P2 mentioned, *“...Andun yung akin na pagsusumikap na talagang ang tungkulin ko ay gagawin ko ng maayos, ng buong puso. Kasi yan yung sinumpaan kong*

tungkulin kaya natural dapat gawin ko sya ng maayos at ng mahusay kaya pinag pagpursigihan ko na maisagawa ang aking tungkulin as principal of the school. Kung paano ko I manage ang school. Kung paano ko tratuhin ang mga bata, ang mga teachers. Non-teaching staff tulad ng guard, janitor. So dapat makita dapat na si Maam ay dedicated sa kanyang trabaho.” (Translation: It is my duty to perform my task with all my heart because I committed to do it in an organized and excellent manner; this is why I am doing all I can to do my duties as a principal of the school. Teaching and non-teaching staff should sense how dedicated a teacher is).

Their dedication is not just a matter of doing their task but goes beyond- to leading by example, mentoring and giving technical assistance to their teachers. Their dedication to their profession is shown in their commitment to train their teachers and develop them as future leaders.

P3 shared, *“Teach them how to do it, parang yung I do, you do and we do. Parang explicit and explicit teaching. So pag nadelegate mo na yung work, ah syempre tinuruan mo na sila, na monitor mo, na evaluate mo then give technical assistance So that is the way also training them to become a leader like me today, kasi I developed talaga leaders. (Translation: Teach them how to do it; like doing “explicit-teaching”. When you delegate tasks make sure that you have already taught them, monitored and evaluated them, then give them technical assistance too. That is how I train leaders like me. I truly develop leaders.)*

Moreover, it is inspiring to feel enthusiasm alongside commitment in the dispatch of their leadership role. Enthusiasm is a natural part of their system as school heads as they perform their tasks. P1 said that she serves beyond what is expected of her.

P1 said, *“Ano kasi talaga ako eh sa work, binibigay ko kasi talaga ang lahat, as in lahat wala akong itinitira.” (Translation: She sees her position as an opportunity to leave a worthy legacy and not simply a duty).*

P1 added, *“Kasi naniniwala ako na ang opportunity minsan lang na darating sayo at bawat school na nahahandle ko feeling ko opportunity yung na may maiwan ka*

na legacy..” (Translation: I believe that opportunity knocks but once, and in every school that I have handled, leaving a legacy would mean an opportunity).

P2 exclaimed that she willingly does her duty to the best she can. She believes that she needs to persevere to fulfill her duty as the school principal for the smooth operation of the school.

P2 as quoted states, “*..Yung benefits na dapat maibigay sa the teaching personnel and the non-teaching personnel na maibigay ko sa kanila...*” (Translation: The benefits that I should be giving to all the teaching personnel and non-teaching personnel).

Her driving force according to P2 is in fulfilling her task of being able to serve her subordinates.

“Para maipagpatuloy ko ang aking trabaho ei yung determination na sila ay aking mapagsilbihan.” (Translation: My determination to reprimand them allows me to sustain myself in my work).

“The perseverance, I have to fulfill my duty as the school principal para yung operation ng school ay maging smooth... Doon naman sa pride kapag mayroong nakukuhang award yung school naming syempre, unang una ako ay higit na natutuwa dahil achievement ng school yun.” (Translation: The perseverance, I have to fulfill my duty as the school principal so the school operation would become smooth... When it comes to Pride, I feel proud about my school’s achievement).

Furthermore, the outstanding school heads see their position as an opportunity to make a positive impact amid oppositions or challenges. They are internally motivated to maximize the opportunity to do well and perform excellently.

P1 stated, “*...So wag mo syang sayangin yung pagkakataon na binigay sayo na kung mayroon mang isa or dalawang taon na mamalagi sa school na ito gumawa ka nang kabutihan. Hindi man ma appreciate ng lahat. Kasi sabi ko nga sayo, mayroon at mayroong aayaw sayo. Mayroong negative yung reaction sa ginagawa mo, pero hayaan mo lang.*” (Translation: Do not waste the opportunity wherein you are given the chance to serve the school for a year or two, do something good. People may not appreciate what you do but just keep going.)

Their modeling of values and virtues like respect, honesty, dedication, enthusiasm, quest for excellence and perseverance are evident practices of integrity and commitment.

Nurture Encouraging Environment

Second is **Nurture Encouraging Environment**, the outstanding school heads strongly believed that a harmonious relationship among their subordinates and all other stakeholders is a strong determinant to their professional and personal success along with the success of their subordinates and clientele and the school in general.

The outstanding school heads' priority is the welfare of people and not their personal gain. They see to it that they deal with issues and concerns in a way that is humane and uplifting to parties concerned.

The outstanding school heads also pay close attention to maintaining a harmonious relationship to all the groups of people they work with and come into contact with in the discharge of their duty as a school head. From their superiors, teachers, pupils, partners and other stakeholders. It is very clear to them that the success of their leadership is very much reliant on how they deal with people.

For their superiors, respect is essential in establishing a harmonious relationship. They communicate respect through obedience and compliance to directives.

P1 claimed, *“Sa superior marunong akong sumunod kahit minsan labag na sa kalooban ko pero ang policy ko sa buhay is mag follow ka muna saka ka na mag complain kasi wala namang mawawala saka para naman sa*

ikabubuti. (Translation: I am obedient especially to my superior and my principle in life is to comply first before complaining; we do not lose if we do this; it is for our own goodness anyway.)

P2 shared the same view saying, *“I maintain my harmonious relationship with them by submitting on time sa kanilang pinapagawa like reports at syempre...” (Translation: I maintain my harmonious relationship with them by submitting their requirements on time; reports at and of course...)*

Also, being open to their concerns is another way to get connected with their superiors.

P3 shared, *“I am open and nagpapasalamat ako dahil pagpunta nila parang nakikipag kwentuhan lang ako na talagang pinapakita ko na I want na yung goal na sinasabi ko eh makukuha ko sa pamamagitan din ng tulong nila.” (Translation: I am open to them, and I make them feel comfortable as we confer. I also make them feel their worth by telling them that our goals will be fulfilled with their help.)*

Though admittedly there is no perfect formula to a harmonious relationship for conflicts are inevitable due to diversity, they somehow have their rule of thumbs to at least minimize conflicts especially among colleagues and subordinates. Being genuine, being warm and being loving to them amid misunderstandings and differences. Treating them as a family and not merely a subordinate, treating them fairly, are other strategies mentioned. Motivating them to grow. These strategies might not work in all cases but they believe they can somehow help avoid tensions and conflicts.

P1 claimed, *“Wala siyang formula kung бага ang palagi ko lang ang rule of the thumb ko is kung ano ako kung sino ako yun yung ipinapakita ko. You cannot please everybody eh yun yung we have to face reality na kahit anong ipakita mo hindi pa rin siya sa sapat sa kasamahan mo or subordinates mo. ...Yung attachment ko minamahal ko yung school, minamahal ko yung mga kasamahan ko ... Palangiti ako pala tawa. Very genuine yung, kaya siguro hindi rin ako nagkakaroon ng (masyado ng) problema pero hindi nawawala yung problema na maroon ayaw sayo. (Translation: There is no particular formula but the rule of the thumb; what they see in me is what they get. You cannot please everybody; whatever you wish to show is never enough. My attachment – loving the school and my fellow-workers*

is genuine. I always smile - these maybe the reasons why I do not encounter many problems; but not everybody will like you – there will always be somebody out there who does not like, and it is inevitable.)

P2 explained, *“Yung teachers hindi ko sila itinuturing na under sa akin. I treat them as family, pag na feel nila na mas mataas ka sa kanila, mag crecreate yun ng conflict eh. I treat them fairly, hindi ako bias. Lahat ay binibigyan ko ng oportunidad, binibigyan ko sila ng oportunidad ang lahat na mag grow, maipakita nila yung kanilang talents and abilities. At isa sa maipagmamalaki ko ay pag nakakitaan ko ang isang teacher na may assets or kakayahan I motivate him/her na gamitin niya ang kanyang kakayahan na mag grow ang kanyang sarili, ang resulta noon ay promotion. (Translation: I do not treat my teachers as my subordinate; if you do otherwise, this would create a conflict. I treat them fairly and everybody is given equal opportunity - show their talents and skills. One thing I am proud of is my way in motivating my teachers, when motivated, it will eventually lead to promotion).*

P3 expressed, *“Make time to bond to each other. ... Yes I am a school principal kung бага ako pa yung head nila but still I go down bumababa ako sa level po ng mga teacher nakikipagbonding ako Hindi lang po ako school principal dito, ako din po ay kenkay na barkada nila”. (Translation: Make quality time with them; I am the principal but I would still go down to their level.)*

Findings further underscore the significance of observing effective communication in their function as school heads.

P2 stated, *“Ang communication ay mahalaga sapagkat dyan tayo nagkaka tagpo or nag meet para magkaunawaan. Kung aalisin mo yung communication, magkakaroon ng miscommunication kaya talagang mahalaga ang communication sa bawat isa. Unahin natin yung mga staff and teachers. (Translation: Communication is very important, without it, we misconstrue each other. In employing communication, we prioritize our staff and teachers...)*

Believing in the importance of proper communication, they are conscious and careful with their behaviors and actions in their communication dealings.

As to proper communication, they believe that there are many ways of communication but one needs to be discerning on how to deliver one's message. And that they must look into a strategic way of doing so. P1 believes that though there are formal channels and protocols set in the delivery of communication like memos and letters, a more personal approach like face to face or casual conversation is a more sincere way of communicating to people. She further explained that there are nonverbal signals that can break the meaning of the message if we just rely on social media in sending messages. She sighted that paralanguage like tone and how you verbally deliver the message is very significant to convey your message. This strategy does not only convey the literal meaning of the message but it also conveys sincerity and care making the communication process more effective.

P1 explained, *“Para maging effective sya, ako kasi siguro iba pa rin yung kinakausap ng personal. Sabi ko nga e. sa nagayon kasi puro messenger, text, hindi nagkaka harap harap.”* (Translation: *To be effective in communication, we better talk to people concerned in person; messenger, text are far different as means of communication...*)

Sensitivity to the needs of others is another way of maintaining a harmonious relationship. Sensitivity to them means responding to the personal and professional issues and concerns of their subordinates and clienteles. Doing so expresses genuine concern and care for them. P1 explains that giving consideration to your subordinates is a way to show concern. P1 shared her practice, and said that in cases of personal emergencies she would excuse her subordinates and take the responsibility to find somebody to take over the class. While she is strict in terms of handling classes, family concerns should be prioritized according to her.

P1 explained, *“Kasi strikta ako sa work kasi di pwede pabayaang pagtuturo at nagkakagulo yung mga bata pero pag pinag usapan na is yung family let say may emergency sa bahay, may sakit ang anak o magpapachemo yung parents ako na ang gumagawa ng paraan para may mag handle sa klase, pinauuwi ko na o wag pumasok...”*, (Translation: *I am strict at work because we cannot just leave those children that way, but if family matters butt in like your child is sick, or your parent is undergoing chemo-therapy, I allow them to prioritize their families, and make way that someone will substitute for them. I allow them to go home in cases like this one...*)

P1 also believes that showing genuine concern to her teachers will eventually lead them to be sincere in their teaching profession.

P1 said, *“Yung ganung pagmamalasakit sa kasamahan mo in return kasi din mas nagiging genuine din sila sa ginagawa nilang pagtuturo”*, (Translation: *That kind of concern for your fellow-workers would make them better persons in terms of teaching*), P2 added, *“...Dito sa concern mo for the others, makikita nila ang iyong empathy para sa kanila. Maramdaman nila na kadamay mo sila sa lahat ng oras. ...Anu mang oras ay pwede ka nilang lapitan, na hindi sila mag hehesitate lumapit sa akin....* (Translation: *Your concern for others, make them feel you empathize with them. They will feel that your presence at any moment...They feel that they can run to you at any moment. They are not shy to ask for my assistance...*).

Striking observation common among the awardees as found in this study in dealing with issues is their loving correction instead of punishment. They openly communicate and reflect on the issues and patiently coach or mentor their subordinates to mediate and resolve issues.

Though they have the conviction that people should take accountability for their actions, findings reveal that the awardees humanely act with these issues. They do not pin down the person nor emphasize the mistake but instead focus on how the issue is resolved. This reinforces their value for people. They resort to conferencing and dialogue with their subordinates. In these dialogues, they discuss consequences of the issue and let the person concerned reflect on his/her action. Or they offer technical assistance and do coaching and mentoring should there be necessity.

P2 stated, *“Dapat lahat ng iyong ginagawa ay paninindigan mo. May kasabihan nga na, bago mo gawin isipin mo muna ng sampung beses. At syempre hindi mo rin naman maiiwasan yung pagkakamali minsan. Nagkakaroon lang lagi ng conference between kunwari ako at yung isang teacher. Lagi lang pag usapan, I analyze. Kung saan nagkulang, at kung saan pa dapat pag husayan para maging maayos ang sitwasyon. Hindi pwede yung sisihan, hindi ako mahilig manisi. Katwiran ko na nandyan na yan ei, wala ng magagawa. Pagtuunan na lang ng pansin ei, kung paano masusulussyunan, ma iimprove at maiwasan ulit next time.”* (Translation: Be sure to stand accountable for your actions. Think about a thing ten times before doing it. Mistake is inevitable. We conduct conferences, and we usually discuss our lapses and how to resolve these lapses and make better, and create a better atmosphere. I do not blame others; it is not my cup-of-tea. Better think of some ways on how to solve the issue.)

P1 pointed out, *“Importante yan, kaya lagi kong pinapaalala ang, pagka mayroong sitwasyon or may ginawa yung teacher. May mangyayari pa lang, palagi kong binibigyan ng options. Kasi importante na alam mo, alam ng kausap mo, na pag ito yung ginawa mo, ito yung pwedeng mangyari kasi accountable ka doon at pinapa alala ko din, the same with my accountability. Na kahit anong gawin mo or desisyon na gagawin mo accountable ka at accountable din ako. Lagi akong naglalahad ng options kasi hindi ako nagdidikta kung anong dapat mong gawin pero ilalahad ko sa iyo yung mga pwedeng mangyari sa mga options na yun.”* (Translation: That is important, that is why I keep on reminding my teachers that if this is the issue, then this may happen or maybe that may happen. I give them options. It is important to remind them the consequences of their actions; also make them understand the concept of accountability; that you are accountable of your acts. Options are open, and I make them also understand the possibilities and consequences of these options.)

P3 shared, *“Una ipakita mo I do then dalawa tayong gagawa then tayong lahat gagawa. It should be clear sa kanila yung gusto mo mangyari. Then follow up mo. Ginagawa ba talaga, nagagawa ba talaga? After that kung meron mga dapat na kailangan na siguro I polish natin for technical assistance advices yun lang po kasimple kasi di naman kailangan marami ano diyan as long as maliwanag ang pupuntahan natin.* (Translation: First, show how to do it, soon we both do the task together, then we all do it together. Make a follow-up to monitor if the task is done. When you have a thing to polish like the technical aspect, then give technical assistance. What is important is that we all know where we are leading to.)

Moreover, they will lovingly confront the teacher and do actual mentoring or correction when they observe some misconduct.

P3 added, *“Paano ko iaano pag di niya ginagawa ang kanyang trabaho? ...Simple lang let say, sa kalinisan palang trabaho. Sa classroom mismo diba sa classroom ng isang teacher ay bahay niya yun, sasabihin ko sa kanya pag naginspect ako Ma'am siguro mas maganda ito kung tanggalin natin, makakalikot ang bata dito. Hindi ko sinasabi linisin mo ang kwarto mo, no may iniipit ata yung bata dito no maam, bawasan kaya natin ito please maam. Syempre pina follow up ko ulit. Pag hindi parin niya ginagawa sasabihin ko na sa kanya maam gusto mong oh baka gusto mo maam, umpisahan na natin. Pagbalik mo wala na. (Translation: How about if she does not do her/ his job? ...Simple, let us say “on cleanliness” at work. I make them feel that their classroom is their house, and I give suggestions on how to maintain its cleanliness. I do not speak directly asking them to clean their rooms, but I usually and indirectly ask them to clean their room. If nothing happens after my first suggestion and visit, I would suggest that we both start cleaning up; and you will be surprised that the room gets totally cleaned on your next visit.)*

With their way of resolving the issues on accountability, this study found that their harmonious relationship with their subordinates is a primary concern for the awardees. They are very considerate in handling the issue and that giving sanction is the least resort. However, for worst case scenarios where the teacher continues to be defiant after the dialogues, they stated that they also resort to elevating such cases to the Division Office as indicated in their school policy but with emphasis on their efforts to mitigate the problem to the best they can at their level.

P2 cited, *“Diba meron tayong process na sinusunod dyan. First offense papayuhan mo lang, conference nga. Second offense remind mo ulit, pero pag third offense na, report mo na sya sa DO. Hindi pwedeng patatawarin mo lang lalo kung yung ginawa ei medyo mabigat. Kami as principal nandito kami lagi, reminder kami, hindi ko na inaatay na dumating sa punto na nandoon na, may problema na. Umpisa pa lang nakikita mo ng may problema I tatap mo na agad. Oi namamali ka na, ganyan ganyan.” (Translation: We have set rules for that, right? Advice after committing the first offense; but when it reaches the third offense, report the act to the Division Office, you cannot just leave the situation that way, especially when the case is heavy. We, as school heads, are always available for advice. We do not allow things to get worse, so we immediately attend to arising conflicts and settle them as soon as possible.)*

They use a diplomatic approach in dealing with their issues, they observe maximum tolerance but will not also compromise school policies and follow guidelines and do give sanctions when necessary.

The outstanding school heads in response to the diversity of their audience are flexible in their approach. They make appropriate adjustments on manner, language and tolerance as ways of being sensitive to others.

P1 said, *“Kapag teacher ka, iba kung paano ka makipag usap sa cream section. Iba kung paano ka makipag usap sa lower section, not in a negative way. Kailangan mo kasing ibagay, kamukha ng mga magulang, meron kasing iba ibang parents. Mayroong mahirap ang taas naman ng tingin sa sarili nila, mayroong mahirap na ang baba naman ng tingin sa sarili nila. So palagi kang lalagay doon sa tama.”* (Translation: As a teacher we must employ the proper way on how to communicate whether we talk with the pupils at a lower or higher section. We must know how to deal with parents because some of them look up to themselves and others look down to themselves, so the art of communication must be exercised and communicate the right way...).

Humility is manifested in the way they interact with people. They believe that being the head does not entitle them to look down on people; instead they should use this as an opportunity to care for others. They value the positive impact that they leave to the people they worked with- their subordinates, parents and others as the school head.

P1 exclaimed, *“Hindi nila maalala kung ano ang mga narating mo or Principal IV ka ba or principal V ka ba, wala yan sa kanila, pero kung paano mo trinato yung bawat isa at kung paano mo genuinely pinaki samahan ang bawat isa. Kung paano mo pinaka yung concern, pagmamahal at pag unawa, mas yun yung nagtatagal mas doon ka nika maalala.”* (Translation: Nobody will ever remember whether you are Principal IV or V, they do not care about that, what is important is how you treat them, and how you genuinely accommodate everyone. Concern for them, love and understanding are remembered the most.)

It was also mentioned that people will know if you are genuine or if you care which matters to them. Thus, they are true and genuine with their dealings to people.

P2 cited, *“Makikita nila sa paraan ng pakikisalamuha mo sa iyong kapwa kung ikaw talaga at willing tumulong. Kung nakikita talaga ng mga parents na ako ay hindi mahirap lapitan. Hindi sila maghehesitate na ako ay lapitan kung may problema sila sa kanilang anak, sa teacher ng kanilang anak. Para maramdaman nila na andito ako para tumulong at para paglingkuran sila. Ako yung mag seserbisyo sa kanila, hindi sila ang mag seserbisyo sa akin.”* (Translation: For them, your willingness to help is seen in how you deal and treat them. If parents see me as accommodating, they would not hesitate to come to me, and ask for my assistance, regarding their children or even the teachers of their children. I make them feel I am of service to them, not me waiting for their offers. I make them feel I am at hand to serve.)

P3 said, *“I really feel them ayoko kasi talaga maam na deni-degrade ang isang tao. Ayoko mangyari sa akin yun ano man siya sino man siya. We have to accept them. We have to do it now for a better tomorrow.”* (Translation: I feel them and I do not like the idea of degrading other people. I do not like this to happen to me, whoever or whatever she is; we have to accept them.)

Practical ways of showing concern is paying attention or being sensitive to their needs and responding to them through constructive feedback with sincerity.

P3 stated, *“Para sa akin po giving people our full attention, being curious doon sa ating issues and concerns and offering them constructive feedback .Yun siguro constructive feedback mafifeel yun ng tao.”* (Translation: For me, giving people full attention, being aware of the issues and concerns, and offering constructive feedback – those are the things needed; they would feel and sense this.)

They mentioned that they have to ensure that they go meet their audience at their level. They are the ones to adjust to address the concern of their audience. If they need to use simple words, to make their audience comfortable. To shy people they show warmth and a welcoming demeanor to lift their audience spirits and give them the courage to engage.

Moreover, they try to be calm and display grace under pressure. When they face conflicts and heated arguments with parents for example, they maintain a calm disposition responding with understanding, consideration, and extreme tolerance and try to settle issues with extreme care and fairness. Stories like standing calm before a shouting parent while complaining on an unverified accusation were shared. In this heated situation interpersonal sensitivity to them is simply staying calm and professional in resolving the issue. All factors regarding the complaint were investigated properly until they were able to arrive at the proper solution. They believe that being the school head, they need to thresh issues calmly and act on it professionally. Being sensitive in their interpersonal dealings always paid off in resolving conflicts and maintaining harmonious relationships. Also, this escalates the level of trust in their leadership.

The awardees also shared that they should avoid self-entitlement but instead make people feel that their position is not a barrier to a more open communication between and among them. And that fair treatment should be practiced as they interact with people.

P1 exclaimed, *“Dapat kasi mawala sa isip mo na yung position mo, wala kang korona wala kang kapa, kasamahan ka lang din. Ikaw lang yung pinagkatiwalaan maging school head sa school na ito pero sila ang kasama mong makaka trabaho at katulong mo yung mga parents para doon sa trabahong gagawin mo.”* (Translation: You must not put your position/ power in your head, we are all fellow-workers; only the school made you the head. You are part of the team, and the parents are your co-workers and assistants in doing the assigned tasks.)

P2 explained, *“Sabi nga, it is hard to please anybody, pero bilang nanunungkulang principal hindi ka pwedeng pumili kung sino ang kakaibiganin mo. Lahat ng parents ay dapat mong I tap, lahat ng parents ay kailangan mong kausapin.”* (Translation: They say it is hard to please everybody, and as a principal you have to do your role, and take your role, you cannot choose but be with them and work in harmony with them. You need to communicate to all of them...)”)

Other practices shared is being actively involved in monitoring the situations of students and teachers. The challenges of online classes for example are constantly monitored and addressed. P3 emphasized the use of feedback mechanisms to understand their (teachers and pupils) situation. This is to be able to provide the technical assistance they needed.

P3 exclaimed, *“I monitor classes. I monitor the parents, pupils, mapa online man yan o modular. From the feedback issues or concern from Parents nagbibigay na ako ng technical assistance to teacher..... Lagi ko silang pinapaalalahanan na “be patient” magbaon ng mahabang pasensya sa pagtetechnical o pagbibigay ng advices sa mga parents,”*. (Translation: *I monitor classes. I monitor the parents, pupils – online or modular. From the feedback issues or concerns from parents, I give technical assistance to teachers... I always remind them to be patient all the time; especially in dealing with the parents.*)

Moreover, P3 finds its accountability as a school head to exhaust all possible means to respond to the needs of the pupils and teachers like facing the challenges of this pandemic.

P3 reclaimed, *“Adapting current situation like pandemic, alam mo talagang kahit ako hrap din sa pag aadjust but still nandun pa rin yung pagiging school head natin na what we can do, what we can extend na help to our teachers to our parents especially to our pupils we have to find ways.”* (Translation: *Adapting to current situations like pandemic... I find difficulty in it, but my role as a school head should never be compromised, we can extend help to our teachers, parents and to our pupils; and we need to find ways.*)

For their learners and parents, they express concern and love as a way to maintain their good relationship with the parents and students. Acting as second parents to their pupils taking into consideration their welfare.

“P2 said, *“Sa learners, sa mga pupils iparamdam mo na ikaw ang kanilang magulang dito sa school.”* (Translation: *Let the learners and the pupils feel that you are their parents in school.*)

P2 shared further that she ensures that they establish a good relationship with the parents and avoids conflicts.

P2 stated, *“Sa parents, ang unang una mo dapat talaga pakisamahan ay ang parents, kasi para magkaroon kayo ng smooth relationship dapat makikilangoy ka sa kanila, never in my 12 years na pagiging punong guro, never ako may nakaaway na parents. Sila yung dapat mong suyuin kasi mahirap kalaban ang parents.”* (Translation: *Ensure a good rapport with the parents, so to have a smooth relationship with them. In my 12 years as a principal, I never had a fight or argument with parents.*)

Striking observation common among the awardees as found in this study in dealing with issues is their loving correction instead of punishment. They openly communicate and reflect on the issues and patiently coach or mentor their subordinates to mediate and resolve issues.

Moreover, they provide an environment where professional growth is advocated and accomplishments are properly recognized.

Professional growth for teachers is a primary concern on the awardees. They include capability building interventions in the schools action plans. Also, teachers are highly motivated to pursue higher education for promotion purposes.

P1 stated, *“Ang maitutulong lang natin sa teachers ay i-encourage na mag aral ng MA”.* (Translation: *The help that we could offer our teachers is to motivate them to take their Master’s degree.*)

The awardees also offer technical support like packaging application documents for promotion.

P3 shared, *“... And what I did was tinulungan ko sila and inivaluate ko ang mga papel. ... sa awa ng Diyos and now isa sa kanila duon sa T3 na ginawa namin ay*

napromote na as master teacher and waiting for the two teachers also na mapromote... (Translation: What I usually do is to help them evaluate their documents ...with God's grace, one of them was promoted already from T3 to Master Teacher. Now, we are also hoping for the promotion of two more teachers). This technical assistance is accorded to everyone. All this boils down to their desire for the growth of their subordinates.

Further, as another way to motivate their subordinates to perform, they practice giving awards through issuance of certificates particularly after conducting seminars. This is a way for them to recognize accomplishment. But aside from these formal forms of recognition P3 underscored the simple acts of appreciation like saying thank you and wearing big smiles as genuine ways of appreciating their subordinates' accomplishment. These simple acts receive better receptions than certificates because they find it more personal and more sincere according to P3.

P3 emphasized, “*Sa mga seminars naman po syempre nirerecognize natin sila through certificates minsan nga po sasabihin nila ayaw nila ng certification ang gusto nila alam mo na ma'am kain lang tayo ng saging okay na yun. Di ba at saka yung pag aappreciate mo lang sa kanila yung (mga ginagawa nila)... that is very very big thank you, big smile para sa kanila. Kasi mas naawardan sila dahil na appreciate mo sila dahil narecognized mo ang kanilang trabaho.*” (Translation: We recognize them by giving them certificates when attending seminars; but according to them they would feel happier when eating bananas together; or when their works are appreciated and recognized.)

Uphold Trust and Fair Treatment

Third is **Uphold Trust and Fair Treatment**, the outstanding school heads put their position in a limelight where praise and criticism is inevitable. This is crucial in either building a positive image or putting their identity in a bad light. The awardees consider this a fact in their role as a school head. Thus, as they perform their leadership role, trust and fair treatment are

commonly taken into account to avoid criticisms and doubt that will put their leadership into question.

Major decisions on direction, promotion, operations are their common roles in school. As the head people would rely on their fair judgement and appropriate action to push for development and success in these undertakings. These expectations from them put a big concern on their plate. In order to manage these expectations, they emphasize the need to maintain trust in the delivery of their major roles.

One of the crucial roles of school heads is their influence in the professional growth of their subordinates. Being the head, they are given the authority to endorse appointments and facilitate ranking for promotion purposes. This platform of authority makes them susceptible to make unfair judgements, biases, favoritism and power issues. Aware of this, the awardees are extra careful of their behaviors and practices. Thus, they set boundaries and safety nets to protect their reputation.

The outstanding school heads adopted systems for selection and promotion set by the institution. The Praise Committee was cited as the committee responsible for the teachers ranking. This committee is responsible for making sure that all teachers are given equal opportunity for promotion and that they undergo the process and not simply by appointment of the head.

P1 emphasized, *“Importante yung bawat committee, halimbawa yung Praise Committee sila yung nag aayos ng ranking ng teachers. Sa amin kasi, pangatlong year na nagkakaroon kami ng competition doon sa best teacher. Hindi kami lalaban ng Gawad Leon ng hindi dumaan sa school level. Hindi nangyayari sa amin na basta pinili or inappoint. Lahat siya dumaan sa proseso. Lahat sila nag submit ng papel, lahat sila inobserved, lahat sila ininterview. At hindi lang ako yung nag interview nag iinvite ako ng EPS at yung committee.”* (Translation: It is important

that every committee, like the Praise Committee facilitates the teacher's ranking, we had our third year for the title "best teacher". We do not compete in Gawad Leon without competing at a school level. The chosen competitor- teacher is never appointed or chosen, but has to undergo through the process of selection. I am not the only one who interviews them, but I also invite EPS and Committee.)

P1 mentioned that during rankings she only acts as observer and interviewer being the school head but inhibits herself from grading the applicants to avoid biases. This is also her way of respecting the selection committee's decision. This she believed builds credibility to the ranking and recognition of their teachers as it leaves no doubt on the part of the applicants. Her way of showing fairness, honesty and integrity.

P1 exclaimed, "So halimbawa sa Praise Committee, hindi mo dapat influence sila, kung ano yung nakita nila at kung ano yung score ng mga teachers hindi mo pwedeng paki alaman yun. Yung respeto mo doon sa kung ano yung ginagawa nila. Doon mo maipapakita yung fairness mo, yung honesty at yung integrity ng award kasi. May time pa nga na very close sa akin yung lalaban sa outstanding teacher, tatlo silang naglalaban, yung isa ay very close sa akin. Hindi ako sumama, kasama ako sa observation, kasama ako sa interview pero hindi ako nag grade. Nag invite ako ng EPS, nag invite ako ng iba para sila yung mag assess. So ganun, yun yung

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isang example." (Translation: For example, we do not influence the Praise Committee, we allow them to exercise their right and opportunity to evaluate on their own. We respect the results of their judgement- that is where you manifest fairness, honesty and integrity. One time, one of the contestants was very close to me, I was there during the observation and interview, but I opted not to give a grade. I invited EPS, or other people to allow them to assess her. That is a concrete example.)

P2 also explained how they safeguard the integrity of their promotion system. She confirms this system as an effective way of avoiding injustice and biases.

"Kung tungkol naman sa promotion, yun nga may ranking system. Kailangan nilang magpasa ng mga requirements, tapos may ranking committee na siyang

magtutuos nun, and then yun naman ay open sa lahat may open ranking. Kapag nagawa na yung ranking, kunware may limang nag apply sa T2. At sila naman mismo alam nila kung saan sila lamang at kung saan sila kulang. Wala pa namang nangyari na injustice sa ranking. (Translation: In promotion, there is ranking system. The candidates need to submit the proper requirements and undergo the process. The ranking committee shall facilitate the paper evaluation, and it is an open system. The applicants are dealt with fairness and justice. There was never an event where the ranking was tagged injustice.)

The outstanding school heads also created a systematic and functional feedback mechanism is implemented where students and parents can evaluate the performance of the faculty and personnel of the school. A standard evaluation method and instrument is used to ensure the credibility of the feedback. They believe that the voice of the customer is important to make necessary improvements for a better service and a satisfied customer.

P1 explained, “Sabi ko, isa sa pinaka importanteng lagi naming ginagawa sa school is yung feedback mechanism dapat buhay na buhay siya. So maski yung halimbawa feedback ng parents at teachers doon sa performance ng utility workers meron kaming tool na ginagamit. Meron kaming pinasasagutan sa bata, kasi importanteng siya, para sa kasi yung tinatawag na voice of the customers. Importante na naririnig mo siya, kasi iba yung perception mo, kapag nag decide ka on your own at hindi mo narinig yung boses nila minsan doon nag uumpisa na nagkaka gulo na. Para maiwasan yun at para din sa mas magandang performance. Kasi di ka naman mag iimprove kung hindi mo narinig yung feedback ng iba. Importante yun kaya palaging ganun, maski yung sa canteen, kung paano yung mga tindera, kung ano yung tinitinda, kung ok ba sa mga bata. Meron kaming tool na ginagamit doon. Para alam namin kung saan pa dapat mag improve.” (Translation: The most important activity that we do in school is the “feedback mechanism”; we use a particular tool even on parents’ and teachers’ feedback over the performance of the utility workers. We also have forms for our students for monitoring and evaluation because the voice of the customer for me is important. It is very important to know the voice of the people around, once we make decisions and we do not get the feedback of others, that is where conflicts start. We also gather feedback about the vendors’ (at the canteen) performance towards the pupils, we also have a tool for that, in order for us to know what to improve...)

Another strategy mentioned to ensure fairness in giving recognition to their deserving subordinates is to form an external selection committee and a criteria for them to avoid biases and favoritism. They believe that they should give honor where honor is due. These are expounded on the sharings of P2 and P3 below.

P2 stated, *“In all award system na ginagawa natin sa school we show fairness, para maging fair yun halimbawa nagbigay ako ng most outstanding classroom for every grade, I see to it na ang magiging judges ay taga labas ng school. Halimbawa kuha ako ng judge from PTA, isang friend, isang co teacher sa dati kong school para sila ang maging judges. Para walang masabi yung teacher na may pinili, lahat ay dadaan sa due process, dapat ay nakakatugon sa criteria para ikaw ay manalo.”* (Translation: In all the award systems happening in school, everything was treated with fairness, like for example, the judges for the title “most outstanding classroom”, come from the outside, so I usually invite one from PTA, a friend or a co-teacher in my previous school. All will undergo due process and the one who would satisfy the criteria would win.)

P3 shared, *“Ah equal treatment lang yan maam, wala dapat favoritism. Diba kung si Juan deserve niya maging pogi si Juana deserve din niya maging beautiful. So that's equal treatment lang po.”* (Translation: That's equality, and no playing of favorites. If Juan deserves to be handsome, so Juana deserves to be beautiful, too – I mean equal treatment.)

P1 explained that their turf of authority is limited to endorsement not promotion.

P1 said, *“Kasi naman tayo bilang individual wala tayong power mag propomote or mag appoint, lahat ng yan ay dadaan sa tamang poseso through our division office...”* (Translation: We do not have the power to promote or appoint, everything will undergo due process through our division office)

For endorsements, all teacher applicants are given equal treatment and equal chances to apply for promotion but need to submit themselves to the school ranking process. A selection committee called Praise Committee is an in place system to ensure that promotions and

appointments are in congruence to set criteria for selection. This process avoids biases and favoritism and ensures that promotion is based on merit.

P2 mentioned, “...*Meron tayong tinatwag na school ranking. Yearly nagkakaroon tayo ng school ranking ng t1 to t2, t2 to t3, t3 to MT1 at yun naman ei may mga criteria na dapat nilang matugunan. May committee tayo sa school na mag facilitate ng ranking at sila yung nag proseso ng mga papel ng teacher fairly.*” (Translation: We have what we call school ranking and it happens on a yearly basis (applied on T1, T2, T3, and T3-MT1); there are criteria to be satisfied. We have committees in school which facilitate ranking).

With this selection system, the awardees can only motivate their teachers to apply or to go for post graduate studies for better chances of promotion but have no direct control over the selection and promotion process as reiterated by P1.

P1 pointed out, “*Ako bilang principal lang ay ang magagawa ko lang ay mag recommend. Mag motivate ng teacher, oh may vacancy position applyan mo yan kaya mo yan. Tutulungan kita, ganun lang yung kaya kong gawin. Pero yung mag appoint ng promotion. Hindi natin saklaw yun ei. Sa division office yun. Ang maitutulung lang natin sa teachers ay I encourage na mag aral ng MA. Hindi batayan ang galing mo. Kaya kahit anong galing mo magturo kung wala kang makikitang MA units hindi ka ma popromote.*” (Translation: What I can afford to do as a principal is to recommend. We motivate our teachers to apply for the position, but we cannot promote them – the division office does the thing. I can only encourage my teachers. Your intellectual skills are never a basis for promotion, you must earn your Master’s degree units).

Given the limitation, they extend technical assistance in packaging application documents of the teachers for them to maximize points from the merits they earned which resulted in the promotion of some of their teachers. This technical assistance is accorded to everyone.

P3 shared. “..*And what I did was tinulungan ko sila and inivaluate ko ang mga papel. ... sa awa ng Diyos and now isa sa kanila doon sa T3 na ginawa namin ay na promote na as master teacher and waiting for the two teachers also na ma promote. ...*” (Translation: What I did was to help them have their papers evaluated,

until one of them was promoted from T3 to master teacher, and we are waiting for two more teachers to get promoted.)

The outstanding school heads are notable in managing their personal financial matters. They maintain a loan free lifestyle contrary to a stigma of public school teachers - being buried on-debt. Thus dubbed as London citizens short for “Loan dito, Loan doon”.

P1 said, *“Hindi kasi ako pala utang so wala talaga akong loan for the last 15 years kahit isang loan wala ako”. (Translation: I do not borrow money and I never had a loan for the past 15 years.)*

P2 narrated, *“...Kasi wala akong personal na utang, especially dito sa school. So far napag kakasya ko naman yung sweldo ko. Kaya wala talaga akong utang. Kahit gipit tiis tiis. Nakakahiyang mangutang. Napapagkasya pa naman”. (Translation: I do not have personal loans especially in school. So far I am able to manage my salary that is why I do not have loans. Even Though it is not that enough, I can still afford not to borrow. I am shy. So that makes me debt-free).*

P1 shared that she has learned her lessons during her early years in the teaching profession. So she decided to stay out of debts and instead lived within her means and maintained a bank savings as a buffer when a crisis arose. In their personal financial matters, we could say that they manage their finances well. They also advocate this practice especially to the younger teachers to avoid being trapped in loans that lead to financial stress.

“Noong kasi ganito yan, noong bago akong teacher na assign ako sa secretary sa District office nakita ko na yung struggle ng mga teachers na magka patong patong yung loan. ...Ang ginawa ko tinapos kong lahat ng loan and then wala na akong nirenew kahit isa. Tapos yung mga dapat pangbayad sa mga loan nayun inihulog ko sya sa banko naka safety. Kung meron akong kailangan or kailangan bilhin hinihiram ko siya tapos binabayaran ko sya. Kaya minsan dinidiscuss ko sya ei lalo na sa mga bagong teachers na wag kayong maaano kasi nagdaan din ako doon hindi ako nagmamalinis, hindi ako nag bubuhat ng banko pero kasi pinag daanan ko sya. Pag nasanay tayo ng ganun na magloloan ka tapos magloloan ka ulit hindi mo na makikita. Kaya hanggang ngayon na ma maintain ko siya, mula pa nung

teacher ako hanggang ngayon hindi ako nagkaka problema na may maniningil or pagka merong emergency may mapupuntahan kang banko.” (Translation: I was assigned as a secretary at the District Office before and I saw the struggle of teachers who have so many loans. What I did was to finish all my loans, and I deposit the money intended for my loans so as not to spend this. If I need an amount then I withdraw the amount I needed, but I make sure that I will repay this. Now, I do not experience problems with money, and now I do not worry about my liabilities and accountabilities, I have my bank deposits for emergency purposes.)

These practices of the awardees have proven to uphold trust in their leadership and fair treatment is experienced by their subordinates and people.

Encourage Inclusive Involvement and Transparency

Fourth is **Encourage Inclusive Involvement and Transparency**, the outstanding school heads emphasized the significance of inclusive involvement and transparency in all school transactions. It is an evident practice of the awardees to involve and engage every sector of the school’s stakeholder in the planning, implementation and resolution of the school’s affairs and practice transparency as they do so.

Various mechanisms for inclusive transactions are used. Mechanisms like conferences, meetings, reporting and even casual or personal level conversations were used to ensure that every group of stakeholder took ownership of the developmental initiatives of the school. Transparency and involvement to them are major factors in obtaining success in their endeavors.

P2 stated, *“Kung regular classes kasi, dapat dalawang SOILA ang gawin mo every year. Beginning and end of the year, tapos laging may quarterly conference with parents. During the conference sa covered court laging may open forum para marinig naman natin yung mga hinaing ng parents. May mga pagkakataong mapakinggan mo sila kung ano yung issues and concern ng sa ganun ma resolve ang issues and concern na yun dito pa lang sa school.” (Translation: If we have*

regular class we have to have two SOILA every year: beginning and end of the year; and have a quarterly conference with parents. An open forum should always exist so we could listen to what they wish to tell. We listen to them because this could resolve the issues we need to settle in school)

P3 cited, “*So during SOILA - States of Instructional Leader Address, ginagawa natin ito ng before and first time, first quarter pa lang ng school year and end of school year sa SOILA. Yung SOILA kasi parang nagrereport kana sa kanila pinapaalam mo na sa kanila, binebenta mo na yung school at sinasabi mo na kung ano ang nabenta doon, kung ano ang na accomplish mo.*” (Translation: *So during SOILA States of Instructional Leader Address, we did this before and it was the first time – first quarter of the school year and end of the school year for SOILA. SOILA is a sort of reporting of the schools’ accomplishments.*)

The demonstration of transparency in their dealings and transactions reinforces their desire to maintain people’s trust. They are able to uphold trust and transparency using strategies like, delegation of tasks, and observance of the Standard Operating Procedures especially on financial matters. P2 mentioned practice is the strict adherence to proper disbursement and reporting of their MOOE where they proudly shared that for 12 years as a principal she never received a negative report from Commission on Audit (COA).

P2 shared, “*Pagdating sa canteen hindi naman ako nakikipag transact sa canteen, pag dating naman sa building mga tga engineering naman. Yung sa akin lang ay yung sa MOOE. Yung role ng principal ay gamitin ang MOOE ng maayos, matapat at nararapat and so far naipapakita ko naman yun. In my 12 years of being principal hindi pa naman ako nakaka tangap ng AOM mula sa COA na nag eexplain bakit ganito, bakit ganto. Kung бага lagi kaming cleared, liquidated clearly. Lagi yun, at saka yung monthly liquidation report naming, laging naka post sa transparency board. I see to it na laging upadated yung transparency board.*” (Translation: *When it comes to canteen issues, the engineering department takes care of this, mine is the MOOE alone. I was able to employ the roles of a principal over this MOOE, and in my 12 years of being a principal, I never received a letter of AOM from COA, asking me to explain things up. I am always cleared and my budget has been clearly liquidated all the time. We also post our financial reports on our transparency board; and I see to it that the transparency board gets updated all the time.*)

In addition to transparency, they also adhere to school policies and protocols. The disbursement for example of their MOOE is in accordance with proper documentation, processing and auditing.

P3 exclaimed, *“I’m always transparent no. Be transparent ako, why? Especially in financial matters. Like for example in a school MOOE, diba sa MOOE kasi natin dito mo makikita on how school head manages the finances of the school although its not only the MOOE, pero kasi tayo nakasentro talaga tayo sa MOOE, what I do is that lahat ng mga persons involved is MOOE, talagang they are working like for instance my BAC, yung mga BAC chairman ko lahat talagang gumagawa, yung custodian ko siya gumagawa ng pag procure yung mga ganun.”* (Translation: *I am always transparent, especially in financial matters. Like for example, in MOOE, we see the financial status here, and this also manifests the way how school heads manage the organizational finances. All the people involved work in close range with me – the custodian procures things up.*)

As the outstanding school heads are responsible in handling their personal finances, it can be observed that they too are good managers of school funds. The practices like transparency through reporting and proper documentation and delegation of financial responsibilities to reliable people were the major strategies that they used to maintain their reputation in the area of financial management. With this they were able to gain people’s trust.

P3 stated, *“Transparent ka sa lahat ng bagay finances man yan o programs and project man yan. Kung sa finances nga sa MOOE dapat alam nila. Sa programs and projects din transparent ka hindi mo itatago. Ano itong ginagawa sa school kagaya ngayon, meron kaming bagong programs may bago kaming program ngayon pandemic tawag naming ngayon ay “OK” Oplan kamustahan o Online kamustahan for teachers, kasi ganito na talaga kami nagkukumustahan upang sa ganun mamonitor din naming ang isat-isa. At kung ano na talaga ang nangyayari sa atin transparent tayo sa lahat ng finances.”* (Translation: *We need to exercise transparency in all our programs and projects. They should also know the financial matters on MOOE. They should know all the things that are happening in school; like example, today, we have a project “OK” Oplan Kamustahan or Online*

Kamustahan...we have to monitor each other and know what is happening among us to manifest transparency...)

P2 cited, *“Yung financial matter sa school, I see to it na hindi ako humahawak ng pera. Halimbawa may mga school projects or programs like fundraising, hindi ako humahawak ng pera. Meron tayo dyang tao na dapat humawak ng pera pwedeng PTA or teacher pero never ako na humawak ng pondo ng school.”* (Translation: When it comes to finances, I do not handle the money. We have an assigned person for this matter, and this could be the PTA or a teacher, but I do not wish to handle school funds at all).

Though they refrain from becoming custodians to collections, they however monitor how these are spent through submission of financial status reports.

P1 said, *“Tulad ng sinabi ko kanina sila ang may hawak pero isinusubmit lang sa akin yun for report. Pero for transparency hindi ko sya hinahawakan. Pero mag susubmit kayo ng financial report at kailangan yung pinagkakagastusan nyo ipag papaalam naman sa akin para kahit papaano alam ko rin.”* (Translation: As I have told a while ago, I do not handle school funds, but I want the person assigned to submit a financial report, and ask them to also be transparent to me; I should know first whatever they wish to spend the money for.)

For the MOOE, since this is under their direct responsibility monthly liquidation is strictly observed. With this practice, P2 proudly shared that in her 12 years as principal, she has been conscientiously submitting her liquidations on time.

P2 exclaimed, *“Hindi naman sa pagmamalaki, pero yan yung isang asset ko na ever since naging principal ako for 12 years wala akong late na liquidation sa MOOE.”* (Translation: It is not to boast off but my asset as a principal for 12 years was that I was never late in my liquidation.)

These reports document how their finances were managed. These documents are presented to all stakeholders concerned as a transparency inclusive involvement mechanism.

Other strategies practiced along inclusive involvement and transparency is an open communication line among all stakeholders:

P3 pointed out, *“Ako kasi open communication ang gusto ko. Alam mo i listen to others opinions and ideas that let them feel that they are being appreciated and empowered..... Gusto ko yung we talk, we sit down and talk.”* (Translation: I am open when it comes to communication; I listen to other people’s opinions and ideas and let them feel appreciated and empowered...I want to sit down and talk with them...)

From the practitioners, clienteles and other partner stakeholders. They mentioned practices like collaborative planning and inclusive school management.

P2 stated, *“Meron kaming monthly meeting at lahat ng yan ay nakalagay sa secretary sa minutes of the meeting.”* (Translation: We have a monthly meeting and everything is recorded in the secretary’s minutes of the meeting.)

The outstanding school heads emphasized that the opinion of all stakeholders are heard and valued. It is a common practice among these awardees to sit-down together to discuss and plan together to set and implement the school’s developmental goals. They view each group of stakeholders as a key partner in achieving set goals. Conferences, meetings, casual talks and building of harmonious relations were among the practices mentioned. These avenues are used to keep everybody informed, and listened to.

P2 shared, *“Sa stakeholders naman, meron tayong stakeholders day, bukod pa sa lagi tayong nakikipag usap sa kanila.”* (Translation: We have a stakeholders’ day apart from our casual talks with them.)

Findings show that dissemination of information through observance of transparency were believed to erase mistrust and ill judgement which promote a better partnership and working environment. This they believe will eventually result in achievement and successes of both individuals and the school in general.

All the participants agree on the significance of listening to the needs and concerns of their stakeholders. For them this plight must be given appropriate action in the given social, political, legal and cultural context.

It was also mentioned that they let stakeholders feel their importance. They build good rapport knowing that their stakeholders are their partners for development. They see to it that the stakeholders feel they are valued by treating them like a family. P2 mentioned that doing so, they continue to feel and receive support from the stakeholders.

P2 expressed, “*Tulad ng sinabi ko sa iyo kanina, yung mga stakeholders ay atin ngang nililigawan para sila ay patuloy na tumulong para sa paaralan hindi lang sa pinansyal, para din sa serbisyo. Hindi naman laging pinansyal ang lagi natin kailangan sa kanila ei. Yung kanilang serbisyo. Maipaparamdam natin sa kanila na sila ay mahalaga. Yun lang naman ang hinahanap nila na ma feel nila na sila ay important. Hindi sila nagpapa VIP pero iparamdam mo sa kanila na sila ay kabahagi ng paaralan, kapamilya. Para patuloy silang sumuporta sa paaralan.*” (Translation: As I have told a while ago, we continue to build good rapport with our stakeholders so they will continue assisting the school in cash and in kind. We are in direct need of the stakeholders’ services, and make them feel they are important. We make them feel they are part of the school organization so for them to go on helping the school...)

P3 said, “*Yes Ma'am, given the current situation kasi issues and concerns of teachers, halimbawa sa online sa ODL natin MDL natin, there were problems, issues and concern that must be addressed properly we have to inculcate in the minds of the parents and helping or giving time to their children is a way or a is a way na responsibility din nila yuon. So sa pamamagitan ng pag help nila doon kung saan sinasabi na ano yan ng teacher eh dapat trabaho ng teacher. So let say tumutulong sila that is very much appreciated naman so talaga, I know kahit ayaw niyo sa mga ganitong pangyayari you have consider everything at hindi tayo dapat nag iisip ng kalmado lang tayo.*” (Translation: Yes, there are a lot of issues and concerns like in ODL, we let the parents know their huge roles in assisting the learning process of their children; and their efforts were all appreciated...)

P3 added, “*Halimbawa computerization program. So ang ginawa naming doon, kapag nagmimeeting kami tungkol sa school improvement plans, kasama kasi doon ang Toyota motor savings. Ang SIP nilang sarili pinapasa nila sa amin, then include naming kung saan sila dapat pumasok sa SIP naman ng School. So lahat lahat ng ginawa naming, pagcraft nandoon sila, pag propose nandoon sila pag defense nandun sila.*” (Translation: For example, in designing computerization programs, the parents’ participation is very important. We conduct meetings for improvement plans and the parents are with us during the crafting, proposal-making, and defense of the program. We make sure that they are in the school’s SIP projects...)

Statements above capture in context their responses on how they handle the plights of their stakeholders. The practices clearly display transparency and inclusive involvement among all parties concerned in dispatching their role as school heads.

Findings show that the outstanding school heads model integrity and commitment in the practice of their leadership role, nurture encouraging environments in their workplaces, uphold trust and transparency in their dealings and transactions, and encourage inclusive involvement and transparency. Nothing worthwhile can be achieved by these outstanding school heads if they have not considered their capacity for transformative contributions if given the leadership forum and authority to make significant changes that favor their subordinates and add honor to their school. This is their noble internalization of their position as school heads, in which they uphold their integrity and commitment to doing their part as leaders even when frustrated and underperforming.

Despite the many roles and responsibilities that come with being a school head, they ensure that their organization performs well and profits from their efforts. The outstanding school heads modeling of values and virtues like respect, honesty, dedication, enthusiasm, quest for excellence and perseverance are evident practices of integrity and commitment.

Research Problem No. 2: What are the challenges encountered by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in the practice of ethical leadership?

Although the outstanding school heads strive to lead uprightly, they admit that they are not perfect and so do other people. The road to their leadership is paved with many potholes. Every challenge, on the other hand, is an opportunity. It's an opportunity to learn more about themselves, develop their new talents, and increase the emotional intelligence that's so important in effective leadership.

The most apparent challenges they face in upholding ethical leadership are: (1) Relational Issues, (2) Crisis and Conflict Management (3) Unbecoming Behaviour of Subordinates (4) Consistency in the Practice of Fair Judgement.

Relational Issues

First is **Relational Issues**, this was manifested on conflicting views, incapable of pleasing everyone, and personality differences among their subordinates. Relational issues would mean conflicts due to opposite views and values.

The outstanding school heads narrated their conflict with their colleagues simply because they have different views on a specific matter.

P1 expressed, *“Sa colleague hindi nawawala yung conflict kasi iba ibang tao kayo ganun din sa subordinates. Actually sa tatlong schools na nahandle ko bawat isa doon iba iba ng kultura, iba iba rin ng ugali at iba iba ng kinakaharap na problema.”* (Translation: You can't avoid conflict with your colleagues since we

are different from one another. Each of the three schools that I've worked with has a unique community, mindset, and set of problems.)

P3 cited, *"Saan mang desisyon mo na ginawa bilang principal minsan may masasabi at masasabi yung teacher lalo na kung pasaway. Hindi talaga mawawala yung meron isang pasaway sa isang school na napuntahan mo, meron at merong lilitaw na subersibo."* (Translation: *As a school head, in every decision that you'll make there is someone that will appear to be subversive in nature.*)

P1 added, *"So galit na galit siya sa kin. Tapos kinausap ko sya after noon, ang pin point out ko ay, Teacher's day sya, dapat binibigyan ng honor ang mga teachers, hindi dapat sya yung kahinaan, ang gusto nya kasi ay maging masaya, ang ikatwiran ko kasi kung teachers lang okay lang."* (Translation: *So the teacher was really mad at me. After the program, I've talked to her and pointed out that teachers should be given honor during the Teacher's day, it should not showcased our weaknesses. The teacher reason out that she wanted the program to be happy. But I disagree with her and explained that if the audience are only teachers.*)

She stated her relationship with the person to the point of losing the side of others when the other party got their side. P1 on the other hand believes that we can surely be having relational issues with people.

Incapable of pleasing everyone, the outstanding school heads stated that they have this as one of their challenges encountered.

P2 declared, *"One cannot please everybody."*

P1 added, *"You cannot please everybody eh yun yung we have to face the reality na kahit anong ipakita mo hindi pa rin siya sa sapat sa kasamahan mo or subordinates mo."* (Translation: *You must accept the fact that you cannot please everyone, even if you have done a good job for your colleague and subordinates.*)

The outstanding school heads believe that "you aren't everyone's cup of tea." They have honed their ability to resist the need to please others.

P1 narrated, *"Isa sa mga naranasan ko na pinaka mabigat. Kasi nag start pa lang ako noon eh, so kasama pa yung emotion. Na nasasaktan ako at syempre kumukuha*

siya ng simpatya sa mga kasamahan niya.” (Translation: One of the most challenging experiences I had during my first year as a school head was a teacher seeking sympathy from her coworkers.)

Because everyone is different, with various experiences and personalities, it's only natural for their personalities to clash. Moreover, it is also a fact that people have personality differences.

P1 mentioned, *“Yung mood ng tao iba-iba.” (Translation: Everyone is different from one another.)*

P4 expressed, *“When you are already emotionally mature you learn how to understand people, you learn how to deal with different kinds of personalities. Because as a principal you have to mingle with, multi personality in a day or in an hour or in a second.”*

These factors largely contribute to relational issues that the outstanding school heads face as leaders or school heads.

Crisis and Conflict Management

Second is **Crisis and Conflict Management**, this challenge encountered by the outstanding school heads is evidently shown in their culture and experiences - mistakes are common to all, rude clientele, money issues and issues of stakeholders. They narrated that conflict and crisis are two inseparably linked phenomena that any organization will have to deal with on a regular basis as a result of their interactions with the environment in which they operate.

Findings of this study show that the outstanding school heads do face crisis and conflict as leaders. They are challenged to manage and resolve these issues and crises being the school head. The outstanding school heads that know they're not perfect.

P3 claimed, *“Hindi mo maiiwasan yung pagkakamali minsan.”* (Translation: You cannot avoid mistakes.)

P2 stated, *“We are not perfect so meaning I don’t look at people on their lapses but instead I see the positive on them.”*

P4 expressed, *“Minsan syempre you are not perfect diba, kaya from our lapses for our mistakes we can learn.”* (Translation: Most often, we aren’t perfect. We learn from our mistakes.)

These mistakes become the sources of issues or conflicts that need to be addressed. The outstanding school heads strive to develop a positive management style while avoiding negative outcomes from these mistakes.

P1 also testified on her experience with a rude parent where the parent angrily brought his complaint to her office with gross disrespect to her as a school head.

P1 narrated, *“Nagsisigaw siya sa office ko. Tapos may salita pa sya na hindi nyo ba alam na kayong mga teacher, kami ang nagpapa sweldo sa inyo. Yung tax na ibinabayad naming ang pinapa sweldo sa inyo.”*(Translation: A parent yelled at me and claiming that the teacher's salary is paid from their taxes.)

P4 shared, *“We found out that na ang ginagawa pala ng bata ay nagsesearch ng mga games ng mga basketball list, so sabi ko sa parent na they should know na meron silang pinirmahan na kasunduan, and that unang una pangalagaan nila yung tablet na yan dahil its for educational purposes, hiyang hiya nga ang parent eh, sabi niya maam pasensya na po di ko naaassist ang aking anak.”* (Translation: We found out the learner was utilizing the tablet for games, the parent was ashamed upon compalining that there’s a problem with the tablet that was given by the government.)

These outstanding school heads stay ahead of the game in their role as leaders, they build a strong foundation within their organizations, and admit it when they or their teachers do make mistakes.

Other issues they mentioned were money issues like illegal collections. P4 related to finding illegal collection transpiring in the school she just handled.

P4 said, “*Yung sa meet-up talagang totoo yung nabalitaan ko (Translation: In the meeting I find out that there is truth to the hearsay referring to alleged illegal contributions collected by teachers.)*”

Moreover, stakeholder’s issues are also put on their table to be resolved. These are brought out during conferences or regular meetings with them.

P2 explained, “*Pag may mga meeting papakinggan mo sila kung ano yung mga issues at concern*”. (Translation: During meetings we listen to their issues and concerns.)

These crises and conflicts are commonly connected with adversity and threat, which can ruthlessly negate the organization's functionality if the outstanding school heads had not prevent these and given immediate action.

Unbecoming Behavior of Subordinates

Third is **Unbecoming Behavior of Subordinates**, this is another challenge that the outstanding school heads face is handling behaviors that are unbecoming from their subordinates-the teachers. Among those mentioned are: absenteeism, lapses in teaching, jealousy and subversive behavior.

The outstanding school heads expressed that excessive absenteeism can have a serious impact on any organizations.

P3 said, *“Lagi siyang absent, lagi siyang late.” (Translation: He is always late and absent.)*

P2 narrated, *“Parang fiesta na pag gustong umabsent, only to find out because hindi pala sila dating nakakaltasan.” (Translation: I discovered that when they are absent, there are no deductions.)*

Absenteeism lowers the quality of service provided by the teachers as well as the organization’s efficiency.

Furthermore, the outstanding school heads observe lapses in the teaching of some teachers. They further mentioned that some teachers are not serious with their teaching responsibility and take it for granted.

P1 expressed, *“Halimbawa sa mga teachers ko, istrikta ako sa work kasi di pwede pabayaang pagtuturo at nagkakagulo yung mga bata.” (Translation: When it comes to work, for example, I am very rigid. I don't want their teaching responsibilities to be overlooked and neglected.)*

P4 explained, *“Late submissions of their reports. I always encouraged every teacher na supposedly na sila maging responsable sa mga ginagawa nila.” (Translation: Late submissions of their reports. I’ve always reminded my teachers to do their job responsibly.)*

P3 stated, *“Diba meron tayong process na sinusunod dyan. First offense papayuhan mo lang, conference nga. Second offense remind mo ulit, pero pag third offense na, report mo na sa Division Office. (Translation: We have a due process here, first and second offense you’ll talk to them personally but when it is already third offense, I’ll report it to the Division Office.)*

Teaching involves a lot more than just performing a set of actions, it shapes the vision of the academic success of the students. Hence, the outstanding school heads obliged their teachers to take their responsibilities seriously.

They also encounter subordinates that are jealous of them. P2 admits that it is difficult to handle people who harbor jealousy.

P4 shared, *“Mahirap kasi pag alam mo kasi na naiingit sayo.” (Translation: It is very hard if that person harbors jealousy on you)*

Jealousy is one of those feelings that can't seem to shake in a workplace especially if someone gets a promotion ahead. While suppressing these feelings is nearly difficult, it is critical to manage them since unmanaged jealousy may swiftly escalate into destructive behavior that can harm the workplace culture.

Lastly, it was also mentioned that the presence of subversive teachers is inevitable in any school.

P2 declared, *“Saan mang desisyon mo na ginawa bilang principal minsan may masasabi at masasabi yung teacher lalo na kung pasaway. Hindi talaga mawawala yung meron isang pasaway sa isang school na napuntahan mo... meron at merong lilitaw na subersibo.” (Translation: As a school head, in every decision that you will make there is someone that will turn out as subversive.)*

Consistency in the Practice of Fair Judgment

Fourth is **Consistency in the Practice of Fair Judgment**, the last challenge that the outstanding school heads encountered is giving of special favor and man-pleasing attitude.

The outstanding school heads ensure the consistency of fairness in the workplace no matter what happens. Even if their teachers do have negative connotations, such as having favorite teachers and disliked teachers, they still act fairly in respecting and supporting their teachers,

delegating tasks proportionally, and ensuring that they are separated according to their rank. They treated all their teachers equally and with no bias at all.

Teachers would feel as though their job isn't appreciated or that they won't be allowed to progress if they will be given a special favor. These outstanding school heads, on the other hand, make certain that they do not give special favor or pay special attention to their teachers.

P4 shared, *“Unethical kasi you will have partiality or favoritism. Parang nakakalungkot naman na dapat wala kang kaibigan sa isang eskwelahan. Syempre may iba naman talagang nagiging close sayo. I think yun yung mga challenge sa principal. Paano mo pa rin mamaintain kung friend mo na yung isang tao. We might be closer, or we might be friends but when I decide principal pa rin ako.”* (Translation: *“Playing favoritism or partiality is unethical. I believe that having close friends in your organization and maintaining your relationship with them, is the most difficult aspect of being a school head. Even if we are friends, I still make decisions as a school head.”*)

P2 stated, *“Ah equal treatment lang yan maam, wala dapat favoritism. Diba kung si Juana deserve niya maging beautiful si Juan deserve din niya maging pogi. So that's equal treatment lang po.”* (Translation: *There should be no favoritism and practice equal treatment. If Juana deserves to be beautiful, Juan deserves to be handsome. That's how equal treatment works.*)

P1 explained, *“So halimbawa sa Praise Committee, hindi mo dapat influence sila, kung ano yung nakita nila at kung ano yung score ng mga teachers hindi mo pwedeng paki alaman yun. Yung respeto mo doon sa kung ano yung ginagawa nila. Doon mo maipapakita yung fairness mo, yung honesty at yung integrity. Hindi ako sumama, kasama ako sa observation, kasama ako sa interview pero hindi ako nag grade. Nag invite ako ng EPS, nag invite ako ng iba para sila yung mag assess.”* (Translation: *For example, you should never interfere with the Praise Committee's computation of scores. You should be grateful for what they've accomplished. You can demonstrate your fairness, honesty, and integrity in this manner. I participated in their observation and interview, but not in the grading of our nominees. I invited an EPS so that others could analyze the situation.*)

The consistency of fairness can be seen in how the outstanding school heads treat everyone the same, rewarding those who perform well and ensuring the needs of all are met.

The outstanding school heads explained that trying to please their people is not the right strategy for leadership. People-pleasing attitude tend to affect their decision making. They understand that it is more important to condition themselves to be less sensitive to other people's needs and more aware of the organization's goals and objectives so they can stay balanced.

P1 shared, *“Ganun kasi yun eh, pag nagawa ka kasi ng desisyon, meron kasi at meron kang maapakang iba. Pero nasa iyo kasi, yung bigger perspective maraming makikinabang kailangan mo siyang gawin. As long as ginagawa mo kung ano pa rin yung dapat, kung ano yung tama, kung ano yung just, gawin mo lang.”* (Translation: In every decision that you'll make, you can't avoid trampling or hurting people. The wider picture is that more people will benefit from your decision. As long as you're doing the right thing, being fair and just.)

P3 expressed, *“Yes. Saan mang desisyon mo na ginawa bilang principal minsan may masasabi at masasabi yung teacher lalo na kung pasaway. Hindi talaga mawawala yung meron isang pasaway sa isang school na napuntahan mo, meron at merong lilitaw na subersibo.”* (Translation: As a school head, in every decision that you'll make there is someone that will appear to be subversive in nature)

P4 declared, *“You have to let them realize that they have to do this. They understand already, so when I implement the salary deductions of absences, for those who have no service credit there was no complaint, there was no hurt feeling because they know they did not work it, they don't have the right to receive the salary but I always leave a little for the sake of humanity like sickness. They are not deducted but they can pay for it if they are required for Saturday.”*

While the outstanding school heads endeavor to lead in a moral manner, they acknowledge that they, like everyone else, are not perfect. As leaders, the outstanding school heads experience different challenges in this 21st century. As the school's head, they are faced with the task of

managing and resolving these challenges for them to be able to deliver quality education to our learners.

Research Problem No. 3: What professional development interventions are suggested by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in carving a culture of ethical leadership?

The outstanding school heads recognize the nobility of their profession as educators. They believe this requires them to uphold values and ethical behaviors that is becoming a school head. Being a leader there must be a realization that they are servants and not masters-they are there to serve and to be served.

With the great role that they play in the lives of their constituents and the development of the school, the outstanding school heads saw the need for a development program that would allow school heads to grow professionally to better handle their positions. They mentioned that there is a need for a constant reminder of these values for it to echo in their lives. They acknowledge the need for moral recovery and values formation and commitment building activities for their professional development. These are associated with challenges on relational issues and untoward behaviors of subordinates and managing issues and crises.

The outstanding school heads decipher that they need to work hard in order to improve themselves as individuals. There is a need for structural and personnel reform. Hence, a moral

recovery program is a response in improving their own that entails removing their flaws and enhancing their strengths.

P1 said, *“So I think malaking bagay yung nagkakaroon ng ganitong training na nagpapaalala na hindi tayo nandito para tayo ang pagsilbihan, kung hindi tayo yung dapat magsilbi.... napakalaking blessings (ang pagiging teacher) kaya dapat ko syang pag igihin. Dapat ko siyang ibigay, dapat ko syang ibalik, yung binigay sa akin.”* (Translation: This type of training, in my opinion, is really vital. This training will serve as a reminder that we are here to serve, not to be served. Being a teacher was a wonderful blessing, so you must do your job effectively. I have to give back what has been given to me.)

P1 added, *“Kaya hindi kami nawawalan ng topic sa SLAC sa ten months ng para sa moral recovery, dahil maraming ipa alala, minsan kasi nakakalimot, minsan kasi, kasi nagbabago yung sistema, so kailangan laging maalala para pare pareho tayong pare parehong magpaalalahanan sa dapat gawin. Kasi yun yung pinaka importante na dapat taglayin ng teachers.”* (Translation: In our SLAC, the topic of moral recovery should be taken. Everyone should be reminded that these are the essentials that the teachers should possess.)

P4 narrated, *“Kasi alam mo naman tayo mga teachers failed somehow, sabihin na natin lapses, may mga instance ang mga teachers kasi na parang taken for granted ang kanilang pagtuturo diba.”* (Translation: We teachers have failed in every way, and we have lapses. Some teachers, for example, have taken their responsibilities for granted...)

They feel the need to carry out the operation in order to give all teachers the opportunity to reevaluate their activities in light of the organization’s working principles and morals. At the same time, it allows them and their teachers to reflect on the nature of their daily lives and relationships with others and to create a sense of belonging in the workplace.

P1 understands that she is a servant leader and her position should not be used for power or control in any way.

P1 exclaimed, *“Isa sa naiwan sa akin ay pagiging isang servant leader. Na alisin na natin yung sistema ng school head na para kang hari at reyna na pagpasok mo ng gate, may maghahawak ng bag mo, papayungan ka or lahat tigil ang gagawin.”* (Translation: *One thing about me that hasn't changed is that I am a servant leader. You are not a king or queen, and when you walk through the gates of your school, someone will carry your bag or a parasol for you, or the world will come to a halt.*)

Furthermore, the outstanding school heads considered that they must have a constant reminder of values that they must possess. A need for appropriate educational methods to teach values to their teachers. Thus, values are the guidelines by which they make decisions about what is right and wrong, what should and should not be done, and what is good and what is terrible.

P4 narrated, *“...Tinuruan ko sila magtutok sa mga ganito sa values formation and moral recovery. So we have to make such a program na pwede natin ito ay address through symposium sa mga gagawin natin and we did it.”* (Translation: *I have taught them to focus on values formation and moral recovery. We have to make a program that will address a specific issue through a symposium.*)

They also cited the need to capacitate them on communication skills and the need to enhance their management skills like goal setting. They rationalize that since leaders are expected to lead the way, it must first be clear to them where they are going. Equipping them in this area would allow them to design development blueprints that are properly communicated to lead people to that direction.

An elaboration that school heads must capacitate their communication skills that will allow them to organize a shared goal, empower people, develop trust, and successfully navigate organizational change. Hence, a leader's most powerful tool for doing so is communication.

P3 stated, *“Ang communication ay mahalaga sapagkat dyan tayo nagkaka tagpo or nag meet para magkaunawaan.”* (Translation: *Communication is vital because we can meet and understand one another.*)

P4 declared, *“Ako kasi open communication ang gusto ko. Alam mo i listen to others opinions and ideas that let them feel that they are being appreciated and empowered.”* (Translation: *I want open communication. I listen to others' opinions and ideas to make them feel that they are appreciated and empowered.*)

A competent leader's ability to communicate effectively is a vital leadership function and a critical attribute. Effective communication and leadership are closely intertwined. As school heads, they need to be a skilled communicator in countless relationships at the organizational level, in communities and groups.

P4 cited, *“Goal setting meron ka dapat nito. Sakin kasi a leader is one who knows the way, shows the way.”* (Translation: *There should be goal-setting. In my opinion, a leader is someone who knows and demonstrates the way.*)

Setting goals assists school heads in staying focused on what matters most. It entails having a wider picture in mind, a vision of where they want to go.

Research Problem No. 4: What ethical leadership program can be developed from this study?

The researcher recommends a proposed Ethical Leadership Development Program based on the results of the findings of the study. The basic premise of this proposed ethical development leadership program for school heads is to employ ethically responsive practices and strategies in their leadership. This program will strengthen the leadership capabilities of school heads and aspiring school heads as they continue to curve a landscape of ethical leadership in the school.

Furthermore, Reitzug (2010) stated that the challenge of a leadership program is to prepare leaders for their current schools while also training them for future schools.

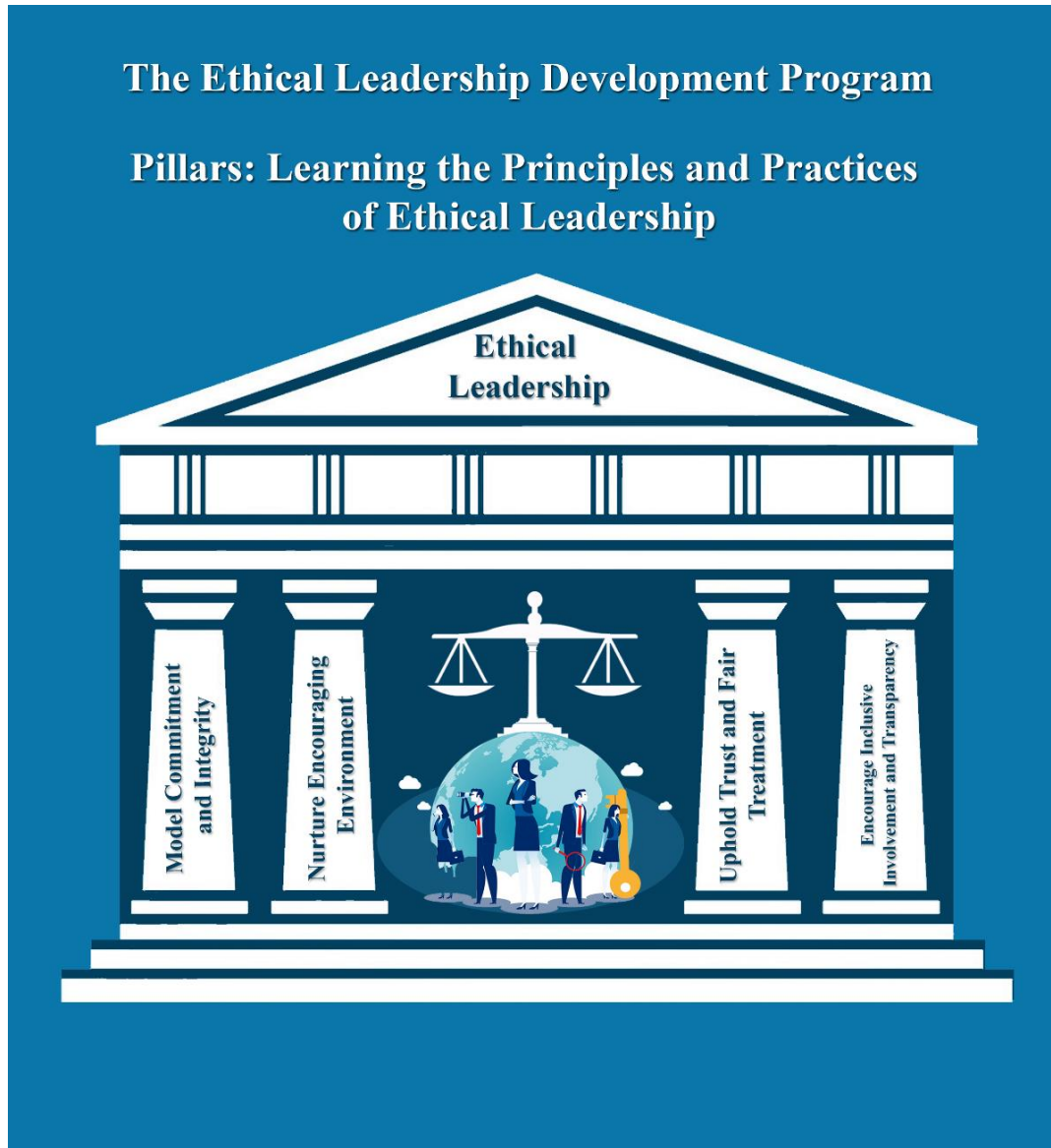
The Ethical Leadership Development Program is intended to improve the capacity of school heads to lead as well as prepare aspirants to handle the responsibilities of a school head. It aims to develop skills of leaders in the four (4) pillars of ethical leadership that were based from the emerging significant practices of outstanding school heads participants namely (1) Model Commitment and Integrity, (2) Nurture Encouraging Environment, (3) Uphold Trust and Fair Treatment and (4) Encourage Inclusive Involvement and Transparency. These are general statements of what the program intends to achieve and it provides directions to the participants to spell out skills, knowledge and experiences. The school heads need these skills as they interact with the people around them and it plays a vital role on how they will perform and lead their school successfully.

The proposed Ethical Leadership Development Program is based on the results of the findings of the study. The principle of this leadership development program for school heads is to further nurture and cultivate their ethical leadership qualities and practices so that they can lead their school well and motivate teachers to accomplish school goals together. It develops leaders as individuals, especially their roles and how they can influence other people. Schools today need leaders, who are ethical, morally upright, highly- dedicated, competitive and hardworking for them to accomplish their assigned tasks, goals and objectives.

Moreover, the proposed ethical leadership development program is both beneficial to school heads and aspirants who are in the state of becoming an ethical leader. Whereas, the regular schedule of school heads is filled with ethical dilemmas. We need school heads who value and employ the principle of ethics. School heads who can impart their people how to uphold high ethical standards and who can also restructure education to entice and preserve new talents and skills.

Figure 2

The Ethical Leadership Development Program



Summary of the Findings and Discussions

Research Problem No 1: What are the practices of the Gawad Ginintuang Leon Awardees for Outstanding School Heads on ethical leadership?

The following are the ethical leadership practices of the four outstanding school heads participants manifested in terms of model integrity and commitment in the practice of their leadership role, nurture encouraging environment in their workplaces, uphold trust and transparency in their dealings and transactions, and encourage inclusive involvement and transparency, practices, values and virtues that depict ethical leadership as described by school heads participants themselves.

Pillar I - Model Integrity and Commitment

The outstanding school heads exhibit integrity and commitment forms the backbone of character which is vital in sustaining good leadership. Without integrity and commitment, the outstanding school heads will never engender the goodwill and trust of the organization. While all the outstanding school heads and others inevitably face ethical dilemmas, they need a unique set of competencies in order to maintain their both personal and professional integrity and commitment for the organization.

It was discovered that the outstanding school heads in this pillar shared similar ethical leadership qualities in terms of:

1. Setting a good example and being a role model of respect for teachers, students, parents, other school personnel and stakeholders to look up to. Respect entails taking into account others' acts and requests, as well as affirming their principles. Respect is essential among school heads. Thus, if a school culture is built on a foundation of respect, it will always succeed. When leaders act as a respectful role model and make their followers feel respected, followers respond with increased belonging and improved results (Van Quaquebeke, 2010).
2. Being honest in every transaction of the outstanding school heads to uphold the principle of integrity and virtue. With this, it will ultimately pervade people's values and become a part of their own. They are also recognized as the best illustration in the way of handling financial matters both personally and professionally. Thus, honesty is the foundation for developing followers' faith and legitimacy (Coker, 2015). These ideals are often followed by successful leaders. The outstanding school heads lead the way, create a vision for future missions, motivate people, assist others, and empower their people. In their integrity, they set a great example for followers and others to emulate.
3. The outstanding school heads are devoted to their work. Imagining high performance expectations and completing tasks that go beyond the scope of their work. They, on the other hand, are putting in their best effort and trusting in their ability to complete all tasks and responsibilities. Teachers adored them, and they were obedient to them at all times, means voluntarily performing jobs, even though it means making sacrifices. For them, they must remain fully committed in completing their job. Dedication should be visible and

manifested in their interactions with others and in how they carry out their responsibilities. Their commitment extends beyond simply completing their tasks to leading by example, mentoring, and providing technical assistance to their teachers. Their commitment to training and developing their teachers as future leaders demonstrates their commitment to their career. Furthermore, Gomez (2004) noted that the nature of a successful leader is to discover the unknown and then expose it to the people. By cultivating an ongoing inner openness to creativity and revelation, a leader can see the path ahead more clearly than anyone else.

4. It is motivating to experience both passion and determination in the execution of their leadership position. As outstanding school heads, enthusiasm is a regular part of their system as they carry out their duties. At the same time, they are stern yet lenient, always on time and on mission, and selflessly-dedicated leaders. Hence, they are serving beyond what is expected to them. Their passion and determination reprimand them to sustain themselves in work. As a result, DuFour and Marzano (2011) stated that successful leadership entails leading by example and assisting teachers in feeling more competent by assisting them in being more capable. Motivating their teachers, encouraging them to complete the tasks that have been assigned to them, and increasing their success by serving as an example. These are the characteristics that school heads have that help teachers stay motivated to complete their assignments at all times.
5. The outstanding school heads see their status as a chance to make a positive difference in the face of adversity. Internally, they are driven to optimize the ability to do well and

perform well. They are not wasting any opportunity wherein they are given the chance to serve the school for a year or two, do something good. People may not appreciate what they do but they just keep going. Hence, leadership is the ability to lead and deliver programs, inspire initiatives, foster a sense of shared purpose, and empower others. Whereas, leaders get into their peoples' hearts and motivate them to be their true selves by focusing on their strengths (Eades, 2021).

In *modeling integrity and commitment*, it opens the path to success. The outstanding school heads face challenges and opposition on a regular basis. There are moments when their integrity and commitment are the two things that keep them going. These outstanding school heads who are committed will keep going and get back up no matter how many times they are knocked down. Without integrity and commitment, nothing worthwhile can be accomplished. In this pillar, outstanding school heads considered their potential for disruptive contributions if they are granted the leadership platform and authority to make major changes that will benefit their subordinates and bring honor to their school. This is their noble internalization of their position as school heads, maintaining their honesty and dedication to doing their part as leaders even when discouraged and underperforming. Despite the many roles and obligations that come with being the school heads, they ensure that their institution performs well and reaps the benefits of their efforts. Their modelling of values and virtues like respect, honesty, dedication, enthusiasm, quest for excellence and perseverance are evident practices of integrity and commitment.

Pillar II - Nurture Encouraging Environment

This was manifested in the practices like establishing a harmonious relationship, sensitivity to the needs of others, flexibility and having humane resolutions to issues/conflicts, employing effective communication and advocating professional growth. The awardees priority is the welfare of people and not their personal gain in modelling nurture encouraging environment. They see to it that they deal with issues and concerns in a way that is humane and uplifting to parties concerned. The awardees pay close attention to maintaining a harmonious relationship to all the groups of people they work with and come into contact with in the discharge of their duty as a school head.

It was discovered that the outstanding school heads in this pillar shared similar ethical leadership qualities in terms of:

1. In carrying out their duties as school heads, the outstanding school heads pay particular attention to maintaining a harmonious relationship with all of the groups of people with whom they interact and come into touch. From their superiors, teachers, students, partners, and stakeholders. They understand that how they communicate with people has a significant impact on their leadership performance. In order to achieve school goals and objectives, it is critical to create circumstances that require coordination, cooperation, and collaboration. They feel that working together while maintaining harmonious relationships can help them achieve success in all of their tasks. It would also contribute to working in an atmosphere that encourages the development of new ideas and perspectives. Though there is no perfect recipe for a harmonious relationship because conflicts are unavoidable

due to diversity, they do have some guidelines to help mitigate conflicts, especially among colleagues and superiors. Other tactics listed of the outstanding school heads include treating them as a family rather than a subordinate and treating them equally. Inspiring them to grow. These tactics do not work in every situation, but they claim they can help prevent disputes and conflicts. Furthermore, Barwick-Copeland (2019) described that organizational unity and harmony necessitates a great deal of orchestration, and defining the organization's shared goal is critical. If this aim is established, it must be continually reiterated within the organization.

2. While one of a school heads' responsibilities is to manage programs and projects, being aware of their followers' emotional needs is critical to optimizing their leadership effectiveness. Being sensitive does not imply being a doormat, contrary to popular belief. Rather, it entails being compassionate and understanding while staying strong in their expectations. When they lead with compassion, their followers will have more faith in them. The outstanding school heads lead with compassion, they build faith with their followers and give them the freedom to take ownership of their decisions and projects. Because of the high cost of turnover, responsive leaders support the organization's bottom line by retaining top talent. Johnson (2019) mentioned that sensitive people are caring and compassionate toward others. Sensitivity is described as a positive, considerate, and caring attitude toward others' needs, concerns, moods, agendas, desires, and aspirations as part of emotional intelligence. Responsive leaders make an effort to consider their workers' backgrounds, perceptions, and emotional needs.

3. The outstanding school heads in response to the diversity of their audience are flexible in their approach. They make appropriate adjustments on manner, language and tolerance as ways of being sensitive to others. This versatility was used by the outstanding school heads to become more open to the people they lead. Anderson (2019) stated that flexible leaders are capable of changing their leadership style or strategy in response to changing or unpredictable circumstances. Flexible leaders should also respond to changes as they occur. They will change their strategies to introduce new ideas and resolve obstacles while still meeting their objectives. Thus, it's not just about surviving and thriving in new circumstances that flexibility is essential. The outstanding school heads adapted and also incorporated new habits into current circumstances. This encourages them to be more creative with their work and come up with new solutions to problems. These outstanding school heads have the ability to pursue different behaviors regardless of whether or not one's organization is going through a period of transition.
4. The outstanding school heads' harmonious relationship with their subordinates is a primary concern for them when it comes to addressing issues of transparency. They are very careful in their treatment of the situation and believe that sanction is the last resort. They take a diplomatic approach to coping with their problems, observing full tolerance while not jeopardizing school policies, adhering to guidelines, and imposing penalties when appropriate. Visoned (2018) further elaborated that expert school heads were better at understanding the essence of challenges, as well as having a sense of priority, complexity, and how to proceed, as well as being linked to previous circumstances. Setting meaningful

targets for problem solving, such as seeking goals that are student-centered and knowledge-focused; evaluating the best courses of action using guiding principles and long-term purposes; When faced with challenges, having less barriers and constraints; outlining comprehensive action plans that involve collecting extensive information to guide decisions along the plan's pathway; and reacting to problem solving with optimism and composure. They display genuine concern to teachers and the ability to listen to their needs will help them to do the right things always. School heads always take time to have one-on-one conversations with their teachers if they have been negligent on their job or not doing the right thing. They always tell their teachers to bear in mind that they need to follow the rules of their department. If there are times that their teachers are not able to follow them, they are always there to remind them and give them advice to do the right things. In addition, Lawrence and Vachon (1995) stated that dealing with wrongdoing is one of a school head's most complicated and challenging duties. For school heads and those involved, dealing with misconduct is time-consuming, emotionally exhausting, and frustrating. The task of dealing with wrongdoing necessitates current knowledge and the principal's unwavering dedication. Because of the ever-changing existence of rules, the school head must exercise discretion, trust, and experience when dealing with disciplinary matters.

5. The outstanding school heads are conscious and careful of their attitudes and actions in their communication relations because they believe in the value of good communication in an organization. They agree that there are many ways to communicate properly, but that

one must be selective in choosing how to convey one's message. And that they need to think about how to do it in a strategic way. Marzano et. al (2005) mentioned that effective and efficient school heads create clear lines of two-way communication in the school community. Consequently, Bolman & Deal (2002) stated that it's important for the school head to ask questions, be honest, and solicit input from the school community. The school has a broad vision of education that is focused on positive communication and engagement between the school and the community. School heads should believe in their students' and staff members' potential; they treat their school's challenges and crises as if they own these; they strive to build a school atmosphere that represents society's values; they believe in taking risks as a transformational leader; and they are dedicated to improving their teachers, learners and the community.

6. The outstanding school heads advocate professional growth for their teachers. Their teachers are encouraged to undertake graduate study, attend workshops, and participate in training to gain the 21st-century skills they need to teach 21st-century students. They trust in the teachers' talents, and in addition to the accomplishments they bring to the school, they hope that all of them can advance professionally and be promoted at some point. Hence, Marks et al. (2006) stated that men and women are pushed by common motivators, career improvement, career switching, and personal growth for work success. Women and men also say their primary reason for pursuing a graduate management degree is to improve their financial security. Additionally, outstanding school heads also practice giving awards through the issuance of certificates, particularly after conducting seminars,

as another way to encourage their subordinates to perform. This is a way for them to acknowledge their achievements.

In ***nurturing an encouraging environment***, the outstanding school heads firmly agreed that a positive working relationship with their subordinates and other stakeholders is critical to their professional and personal success, as well as the success of their subordinates, clients, and the school as a whole. Furthermore, the wellbeing of citizens takes precedence over personal benefits for them. They make certain that problems and complaints are handled in a humane and uplifting manner for all parties involved. In carrying out their duties as a school head, the awardees pay particular attention to maintaining a harmonious relationship with all of the groups of people with whom they interact and come into touch. They also agree that there are many ways to communicate properly, but that one must be selective in choosing how to convey one's message. And that they need to think about how to do it in a strategic way.

Pillar III - Uphold Trust and Fair Treatment

This was manifested in the practices like being a role model, establishing fair selection and promotion systems, good feedback system, promotes equality and equal opportunity and good financial management. Their status as a school head puts them in the spotlight, exposing them to both praise and criticism. This is critical in either projecting a positive image or casting a negative light on their persona. In their position as a school head, the awardees accept this as a reality. As a result, when they exercise their leadership position, they always consider trust and equal treatment in order to escape critiques and doubts that would call their leadership into question.

1. Setting a good example and being a role model for teachers and learners to look up to. At the same time, they are stern yet lenient, always on time and on mission, and selflessly-dedicated leaders. Hence, DuFour and Marzano (2011) stated that successful leadership entails leading by example and assisting teachers in becoming more competent.
2. One of the most important functions of school heads is to affect their subordinates' professional development. As the leader, they have the power to approve appointments and expedite ranking for promotion purposes. Because of their position of influence, they are prone to making erroneous judgments, prejudices, favoritism, and power struggles. The outstanding school heads established fair selection and promotion systems. They followed the institution's selection and promotion procedures. Thus, the selection of employees for appointment in the DepEd shall be anchored on the principles of merit, competence, fitness and equality. It shall be open to all who are qualified, regardless of gender, civil status, disability, religion, ethnicity or political affiliation (DepEd Order No. 29, s. 2002).
3. Teachers and learners will reach their full potential if the school heads have these good systems of feedback. Getting feedback and support right is the key to making evaluation systems work for teachers, leaders and students. First, providing stronger feedback and support improves the quality of instruction and therefore learner outcomes. Second, shifting the culture around feedback and growth makes evaluations more meaningful for teachers and leaders and ensures that they are much more than a compliance exercise.
4. The outstanding school heads embrace equality and provide equal opportunity at work that help create an inclusive culture for their people. It encourages their people loyalty and

shows commitment to good work ethics. Hence, equal opportunity is a state of justice in which people are treated equally, without being hindered by artificial obstacles, biases, or interests, unless specific differences can be justified directly. More specifically, Petty (2014) elaborated that equality refers to ensuring that people are treated fairly and equally regardless of their ethnicity, gender, age, disability, religion, or sexual orientation.

5. There is no question that one of the essential skills of school heads is good financial management. The outstanding school heads possess knowledge and skills relating to the inner workings of the finances of a school. They are held responsible and accountable for the management of school funds. They have various kinds of school accounts and records kept properly and should make the best use of funds for the benefit of learners in consultation with the appropriate structures. Additionally, Mestry (2006) discussed that school heads have a critical role to play in the school's financial management. In order to effectively control school finances, the school heads must collaborate with the school governing body.

In **upholding trust and fair treatment**, the outstanding school heads ensure that everyone is treated equally in the workplace, no matter what happens. They viewed all of their teachers fairly and without prejudice. Simultaneously, they assign tasks proportionally and ensure that they are divided according to their rank. They believe that the higher their rank, the greater their obligation. School heads common roles in school include major decisions on course, promotion, and operations. People will rely on their fair judgment and appropriate action as the leader to drive for

growth and progress in these endeavors. These standards have placed a lot of pressure on them. They stress the importance of maintaining confidence in the execution of their major roles in order to manage these standards. Furthermore, Welch (2010) described fairness as treating everyone equally, rewarding those who perform well, and ensuring that everyone's needs are met.

Moreover, the outstanding school heads common roles include major decisions on course, promotion, and operations. People will rely on their fair judgment and appropriate action as the leader to drive for growth and progress in these endeavors. These standards have placed a lot of pressure on them. They stress the importance of maintaining confidence in the execution of their major roles in order to manage these standards.

Thus, the outstanding school heads' practices have proven to uphold trust in their leadership and fair treatment experienced by their people have shown to increase confidence in their leadership and ensure that their subordinates and citizens are treated fairly.

Pillar IV - Encourage Inclusive Involvement and Transparency

This was manifested in the practices like common goals, collaborative planning, and delegation of tasks, paying attention to the concerns of others and establishing strong partnership with stakeholders. The outstanding school heads stressed the importance of broad participation and openness in all school transactions. They clearly involve and engage every sector of the school's stakeholder in the planning, execution, and resolution of the school's affairs, and they do so in a transparent manner.

1. The outstanding school heads lead the creation of a shared goal and vision for their schools.

These shared goals and visions have a strong moral intent as well as attainable objectives that lead the success of their organizations. The outstanding school heads facilitated processes and engaged in activities ensuring that: the vision and mission of the school are effectively communicated to teachers, parents, students, and community members. In this pillar, the outstanding school heads feel that working together as a team in an organization can help them achieve success in all of their tasks. It would also contribute to working in an atmosphere that encourages the development of new ideas and perspectives. Hence, Scarnati (2001) mentioned that teamwork is described as the cooperative process that enables ordinary people to achieve extraordinary results. Additionally, Kouzes and Posner (2007) stressed that encouraging teachers and stakeholders to participate in school events and guiding them toward organizational objectives will inspire them because they are well-informed about the process and have a common goal in mind. At the same time, they are motivated to do so because they are aware of the help they will get. Leaders who are at their best question and challenge the process, inspire a common vision, empower others to act, model the way, and encourage the heart.

2. The outstanding school heads make use of collaborative planning to make their people feel like they are working with them. They delegate authority, cooperate with their teachers, and treat all equally and respectfully. These school heads have given greater chances of bringing about progress as well as maintaining a peaceful climate. Frank (2009) described situations in which the school heads should initiate the collaborative planning process.

Thus, Spillane and Seashore (2002) added that collaborative planning underpins and is at the core of school improvement programs, the relationship between the various components of the process remains a mystery.

3. School tasks are delegated equally by the outstanding school heads to their teachers. They inform their people about the overall process so that they can encourage and motivate their teachers to be part of all school programs. Thus, Connell (1999), found out that a staff focused on engagement in the school is an important aspect of school success. She stated that of primary importance is the principal's engagement in a school. Everyone knows his or her job and also their roles. Thus, motivating their teachers, encouraging them to complete the tasks that have been assigned to them, and increasing their success by serving as an example. These are the characteristics that the outstanding school heads have that help teachers stay motivated to complete their assignments at all times.
4. Simply put that the outstanding school heads are aware of what is going on in their organization. They are aware of the network of connections that exist between students, faculty, teams, and departments. They remain on top of grievances and questions about school operations. They are aware of secret issues, emerging issues, and public issues. Their constructive approach may range from forecasting supply needs and room arrangements to monitoring and resolving instructional and staff issues. Despite the fact that they must prioritize, they should not downplay the relevance of any problems to their people. Furthermore, they enable teachers to provide ideas, viewpoints, and opinions in situations where a decision is required. Before making a decision, they normally collect

information, evaluate it, and analyze it. They can also grant teachers the authority to make their own decisions after hearing and listening to many suggestions from their colleagues. They have a high level of confidence in their teachers, so they educate them on how to make the best choice from a variety of options, including when the principal is not present. Thompson (2004) elaborated that a working group consists of people who learn from one another and exchange ideas. Working groups exchange knowledge, viewpoints, and experiences, make decisions, and assist individuals in performing their jobs more effectively. Thus, successful leaders devote as much attention to enhancing teaching as they do to cultivating personal relationships. Farmer and Gabriel (2009) elaborated that good leaders pay attention to their employees and consider important problems in their lives; they converse with them not only as coworkers but also as individuals. Building these links also helps leaders discover teachers' unique talents and abilities, allowing them to get the best out of them.

5. In establishing a strong partnership with stakeholders, the outstanding school heads enable the active participation in their School Based Management (SBM) by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students' learning outcomes. Stakeholders have a hand and a greater interest in assisting young learners with their education because they are the agents in the community with the most appropriate and sufficient tools, and their participation signals a change. Bruns, Filmer and Patrinos (2011) confirmed that multiple stakeholders'

engagement and participation lead to better school management. Collaboration between the school and the community is promoted to aid in the development of the school.

In *encouraging inclusive involvement and transparency*, the outstanding school heads pointed out the importance of broad participation of teachers, parents and stakeholders in all school transactions. With this, the outstanding school heads foster an inclusive, compassionate, and culturally sensitive environment by forming and maintaining mutual family and community relationships. For them, it is essential to be visible in their schools and communities, to cultivate confidence, and to establish a sense of openness and common purpose with parents, staff, community members, and students in order to construct these community networks. Hence, Lathan (2020) claimed that great leaders understand that they are not running a one-man show and that they cannot do anything on their own. They recognize the importance of surrounding themselves with excellent teachers and colleagues, as well as completely supporting teachers and staff by enabling them to continue to learn, improve, and, perhaps most importantly, become leaders.

Research Problem No 2: What are the challenges encountered by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in the practice of ethical leadership?

The school heads must guide their school through the challenges posed by an increasingly complex environment. The most apparent challenges encountered of the four outstanding school heads participants in upholding ethical leadership are: (1) Relational issues, (2) Crisis and Conflict Management (3) Unbecoming Behaviour of Subordinates (4) Consistency in the Practice of Fair Judgement.

First Challenge – Relational Issues

The outstanding school heads encountered this challenge through conflicting views, incapable of pleasing everyone, and personality differences among their subordinates.

1. Today, schools have management issues, which lead to conflicting views among teachers and school heads, whether for personal, academic, administrative, or social reasons. A major source of conflicting views between people in different departments arises when they have different goals against each other. School heads and teachers who are at odds with one another can find their professional development to be ineffective. When they hear, attend to, or visualize a listener's picture of dispute and rage. Shalabi (2011) contended that the word conflict itself has a negative connotation. The opinion that conflict views have negative effects derive from a negative emotion that can be very stressful, and that conflict obstructs contact between individuals, organizations, and parts, potentially resulting in a suspension of coordination. It also diverts focus, efforts, and energy, as well as shifts the individual's style from participative to authoritarian.
2. One of the greatest obstacles of the outstanding school heads in the practice of ethical leadership, however, is the intensity of their desire to give people what they want rather than what's best for them or what's best for the organization. These outstanding school heads have cultivated their abilities to resist pleasing others when pleasing these people is the wrong thing to do. They have this idea that "You aren't everyone's cup of tea." Since all individuals are unique with different experiences and personalities, it's perfectly natural

for their personalities to conflict with others. Thus, it is simply impossible to please everybody in the workplace. Staff (2013) explained that the need to satisfy others may never go away, but just because we have it doesn't mean we have to act on it.

3. The outstanding school heads have established the idea that each individual has personality differences such as backgrounds on how, where, and when they were raised, all play an important part in their differences. Their wired personalities from birth do as well, in addition to their beliefs and values. As a consequence, this may, and often does, result in conflict. Quaen (2018) elaborated that different personalities cause a substantial amount of conflict in the workplace. Since one cannot alter an individual's personality, he/she must educate himself/herself and realize that these individuals are not "out to get you," but they are simply being who they are. By understanding the various personalities that can present themselves in the workplace, he/she can create a more enjoyable work environment that is free of tension and fosters the cooperation of those with different personalities.

Second Challenge – Crisis and Conflict Management

The outstanding school heads ran into challenges that appeared to be reflected in their culture and experiences such as mistakes common to all, rude clientele, money issues and issues of stakeholders.

1. Everyone makes mistakes, even the outstanding school heads. They have an endlessly complicated series of tasks to perform. It is apparent that they have innumerable pitfalls which they may easily stumble upon. When leaders don't take responsibility for their

mistakes, it can have a negative effect on their people's morale. The outstanding school heads create a process to help them avoid similar mistakes and their teachers in the future once they understand why this mistake occurred. Chhaya (2020) stated that leaders who develop the courage to own up to their own mistakes, pay enough attention to enable learning from them so they can avoid repeating the same ones. However, there is an additional benefit to admitting their mistakes. They invite the people they lead to be more reflective and responsible for their errors.

2. The outstanding school heads have handled a number of rude clientele while maintaining ethical leadership. Their purpose is to solve the situation and keep all parties satisfied, not to fight back the rudeness and make the clientele feel horrible for his or her actions. Through their expertise, they've learned how to deal with rude clientele. Goldizen (2020) suggested that when a client expresses discontent, it's essential to remove the emotion from their message and read between the lines. What are they really saying? More often than not you'll find that they are either confused, feel unheard, or their expectations are not being met. The outstanding school heads find some common ground, where they need to eliminate confusion by creating clarity, actively listen and reiterate that you understand what the client is saying, and ensure that both of the expectations are accurate and being met.
3. In money issues, it was found out that there are illegal collections transpiring in the school that they just handled. The outstanding school heads immediately control this situation effectively since they hope to convince and earn the trust of their people. They explained that there is no reason for schools to collect fees as all maintenance and rehabilitation

activities conducted by the school will be charged on Maintenance and Other Operating Expenses (MOOE). Thus, DepEd Order No. 41 series of 2012 stated that it covers the prohibition of collecting fees during enrolment and the start of classes, must be strictly observed by school officials.

4. The outstanding school heads encountered issues with their stakeholders. As school heads, they cannot control the behavior of the stakeholders, but they can appeal to their shared interest in the school's success. Therefore, their personal and professional outlook is decisive when they attempt to get all stakeholders involved in school activities. The National Association of Psychologists (no date) elaborated that one of the keys to being a successful advocate is to build effective and constructive relationships with key stakeholders. It's critical to recognize allied and opposing stakeholders, as well as how to interact with them, in order to ensure that the initiative succeeds.

Third Challenge – Unbecoming Behavior of Subordinates

Absenteeism, lapses in teaching, jealousy, and subversive behaviors are manifestations of the third challenge, which was faced by the outstanding school heads.

1. The outstanding school heads understand the effect on students when a teacher's absences become excessive. Absenteeism is a growing problem and one of the key challenges facing the pursuit of quality education in schools. Balewa (2015) stated that absenteeism has a direct negative effect on students' classroom learning outcomes, demoralizes school organizational culture, and represents a significant waste of public and private funds.

2. One of the most difficult challenges of outstanding school heads is dealing with the teachers' lapses in teaching. The outstanding school heads intervened and mediated when they observed lapses in teaching. These lapses have negative effects on the students and school culture. Pilgrim (2015) believed that through these lapses, there will be a negative impact on student performance and parents' perceptions of the school. If left unchecked, this will eventually damage the public image of the school head and the school. The school head will be seen as weak and the school will lose its public appeal.
3. As much as the outstanding school heads may not want to admit it, jealousy doesn't leave itself at the organization's doors. Jealousy is present in every workplace and can have a considerable effect on their employees and the organization as a whole. Jeanetta (2016) stated that jealousy in the workplace is a formidable foe. Personal connections, job growth, and organizational success could all be jeopardized. Even still, workplace envy isn't an invincible opponent.
4. The outstanding school heads have encountered subversive behaviors from their teachers. They expect that when one of the teachers is being subversive, conflict is inevitable. Hence, this could drain productivity and create a hostile work environment. Arthur (2019) described subversive behavior as any activity that undermines management's authority or the system that has been put in place. A subversive individual works behind the scenes, disseminating rumors, insulting comments, and lies in order to generate drama in an organization. The outstanding school heads try not to take the manipulative behaviors personally; they focus instead on improving the attitude and performance of the school.

Fourth Challenge – Consistency in the Practice of Fair Judgment

This challenge is manifested through giving special favor and people-pleasing attitude.

1. If a school head displays favoritism against a teacher, nothing positive happens. Non-favored teachers begin to believe that their achievements go unnoticed. They become discouraged because there is no connection between hard work and success. However, these outstanding school heads ensure they avoid giving special favor and attention to their people. It is important for someone in a leadership role or an employee to grasp the idea of organizational favoritism. Lucas (2020) described favoritism in the workplace as occurs when an individual (usually a manager) treats one employee more favorably than the others for reasons unrelated to efficiency.
2. A people-pleasing attitude is not the heart of great leadership for outstanding school heads. Pleasing does not equal leading and it is not the same as helping others. Nancy (2017) describes leaders who want to be liked to find it difficult to ask for aid or assigning tasks. Those who fail to respond with relationship-building, togetherness, or harmony irritate pleasers openly.

Research Problem No. 3: What professional development interventions are suggested by these Gawad Ginintuang Leon Awardees for Outstanding School Heads in carving a culture of ethical leadership?

The outstanding school heads suggested the need for professional development interventions that would allow school heads to grow professionally and better handle their roles. They mentioned that there is a need for a moral recovery program, capability building on communication and an enhancement of management skills.

First Professional Development Intervention - Need for Moral Recovery Programs

This professional development intervention can be manifested through the realization that they are servant leaders and constant reminders of values that teachers must possess.

1. Realizing that school heads are servant leaders. As servant leaders, school heads are “servants first” persons who prioritize the needs of others, particularly your people, over your own. Tarallo (2018) described servant leaders as someone who possess a serve-first mindset, and they are focused on empowering and uplifting those who work for them. They are serving instead of commanding, showing humility instead of brandishing authority, and always looking to enhance the development of their staff members in ways that unlock potential, creativity and sense of purpose.
2. Reminding that teachers must possess values. Values are the basic principles that serve as the compass for our lives. This principle will guide teachers and school heads to behave. Barahate (2014) expressed that without the knowledge of values society cannot sustain. Values tell a man to differentiate between good and bad, what one should do and what one should abstain from. They make our life meaningful.

Second Professional Development Intervention - Capability building on Communication

This professional development intervention can be manifested through the need to capacitate communication skills.

1. A leader is someone who motivates others to work toward common goals, resulting in positive, incremental change. A leader's most powerful tool for doing so is communication. Landry (2019) explained in order to build trust, connect efforts toward common goals, and inspire positive change, effective communication is essential. Important information might be misconstrued when communication is inadequate, resulting in strained relationships and, eventually, the creation of roadblocks to progress.

Third Professional Development Intervention - Enhance Management Skills

This professional development intervention can be manifested through goal settings.

1. Understanding the importance of setting goals will be a highly effective skill set worth mastering for school heads. Since school heads are expected to lead the way in every organization, it must first be clear to them where they are going. By educating them in this area, they will be able to create development blueprints that are clearly conveyed to guide individuals in the right way. Ward (2019) described goal setting as the process of deciding what you want to accomplish and devising a plan to achieve those desired results. Goal setting is essential in delivering quality education to our learners.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF THE STUDY

The purpose of this qualitative investigation sought to examine how the Gawad Ginituang Leon Awardees for Outstanding School Heads employ ethically responsive practices and strategies in their leadership. Ethical leadership is known to be a catalyst in the success and development of institutions and organizations. Recognizing the influence of school heads in the paving of an ethical ecosystem in the schools, the benefits of the data resulting from this research will be utilized as inputs to the crafting of an ethical leadership development program in support to the strengthening of the leadership capabilities of school heads and aspiring school head as they continue to carve a landscape of ethical leadership in the school.

SUMMARY OF THE FINDINGS

1. The study revealed that the Gawad Ginintuang Leon Awardees for Outstanding School Heads model integrity and commitment in the practice of their leadership role, nurture an encouraging environment in their workplaces, uphold trust and transparency in their dealings and transactions, and encourage inclusive involvement and transparency, practices, values and virtues that depict ethical leadership.

- a. It showed that in the pillar of ***model integrity and commitment***, the Gawad Ginintuang Leon Awardees for Outstanding School Heads manifested common ethical leadership practices through modeling respect, observing honesty in their dealings, dedication to their profession, enthusiasm in delivering services and performing excellently.
- b. It showed that in the pillar of ***nurture encouraging environment***, the Gawad Ginintuang Leon Awardees for Outstanding School Heads manifested common ethical leadership practices through establishing a harmonious relationship, sensitivity to the needs of others, flexibility, and having humane resolutions to issues/conflicts, employing effective communication and advocate professional growth.
- c. It showed that in the pillar of ***upholding trust and fair treatment***, the Gawad Ginintuang Leon Awardees for Outstanding School Heads manifested common ethical leadership practices like being a role model, establishing fair selection, and promotion systems, good feedbacking system, promoting equality and equal opportunity and good financial management.
- d. It showed that in the pillar of ***encouraging inclusive involvement and transparency***, the Gawad Ginintuang Leon Awardees for Outstanding School Heads manifested common ethical leadership practices sharing common goals, collaborative planning, and delegation of tasks, paying attention to the concerns of others and establishing a strong partnership with stakeholders.

In modeling integrity observing respect and honesty were underscored. In modeling integrity, they recognize the importance of being particular with observing honesty as a virtue, and the virtue of honesty can also be best illustrated in the way they handle financial matters both personally and professionally. They see money issues as a great deterring factor in building integrity, thus, they cautiously handle financial matters through honesty.

The Gawad Ginintuang Leon Awardees for Outstanding School Heads' priority is the welfare of people and not their personal gain in modeling and nurturing an encouraging environment. They see to it that they deal with issues and concerns in a way that is humane and uplifting to the parties concerned. The awardees pay close attention to maintaining a harmonious relationship with all the groups of people they work with and come into contact with within the discharge of their duty as a school head.

The Gawad Ginintuang Leon Awardees for Outstanding School Heads consider this a fact in their role as school head. Thus, as they perform their leadership role, trust and fair treatment are commonly taken into account to avoid criticisms and doubt that will put their leadership into question. Expectations are a big picture involved among the teachers, and in order to manage these expectations, they emphasize the need to maintain trust in the delivery of their major roles. It is an evident practice of the awardees to Involve and engage every sector of the school's stakeholder in the planning, implementation and resolution of the school's affairs and practice transparency as they do so.

Therefore, there are common ethical leadership practices and it is continuously evolving.

2. The study revealed that there were four major challenges faced by the Gawad Ginintuang Leon Awardees for Outstanding School Heads and are also common to all of them.
 - a. ***Relational Issues.*** This challenge is manifested in conflicting views, incapable of pleasing everyone, and personality differences among their subordinates.
 - b. ***Crisis and Conflict Management.*** This challenge encountered is clearly shown in their culture and experiences - mistakes are common to all, rude clientele, money issues, and issues of stakeholders.
 - c. ***Unbecoming Behavior of Subordinates.*** This challenge is manifested through absenteeism, lapses in teaching, jealousy, and subversive behaviors are the manifestations of the third challenge.
 - d. ***Consistency in the Practice of Fair Judgment.*** This challenge is manifested through giving special favor and a people-pleasing attitude.

Although they strive to lead uprightly, they admit that they are not perfect and so do other people. The study revealed that the Gawad Ginintuang Leon Awardees for Outstanding School Heads do face crisis and conflict as leaders. They are challenged to manage and resolve these issues and crises being the school head.

3. The study revealed that there were several professional interventions made and implemented by Gawad Ginintuang Leon Awardees for Outstanding School Heads.

- a. ***Need for Moral Recovery Programs.*** This is anchored on the realization that they are servant leaders and a constant reminder of values teachers must possess.
- b. ***Capability Building on Communication.*** The school heads sensed that there is a need to capacitate communication skills.
- c. ***Enhance Management Skills.*** This is manifested in the school heads' culture of goal setting as they lead.

The Gawad Ginintuang Leon Awardees for Outstanding School Heads acknowledge the need for moral recovery, value formation, and commitment-building activities for their professional development. These are associated with challenges on relational issues and untoward behaviors of subordinates and managing issues and crises.

- 4. The ethical leadership development program is beneficial to ethical leaders who are in the state of becoming and being. If you are already an ethical leader there's still an avenue for improving and if you are in the process it will help you to become one. There's no endpoint on manifesting ethical leadership practices because it will continue to evolve whether you are in the state of becoming or being.

LIMITATIONS OF THE STUDY

The participants of this study were composed of four elementary school heads and were awarded as Outstanding School Heads of Gawad Ginintuang Leon in the years 2017, 2018, and 2019.

A qualitative study is always and almost limited in general. First, we cannot make generalizations out of our small-sized sample and that generalizing is not able to meet the main goal of the research. Also, because of COVID-19, the participants shared very limited stories during the conduct of the study. They wanted to share more of their thoughts and feelings about their awardee practices and experiences, but the crisis did not allow them. Their personal businesses somehow affected the impact of the study.

CONCLUSION

The case of Gawad Ginintuang Leon Awardees for Outstanding School Heads has created a new dimension for the Ethical Leadership Practices and are continuously evolving and developing. The Gawad Ginintuang Leon Awardees for Outstanding School Heads sensitivity in upholding leadership practices and virtues/values along with the four themes: Model Commitment and Integrity, Nurture Encouraging Environment, Uphold Trust and Fair Treatment and Encourage Inclusive Involvement and Transparency clearly show that they understand the impact of ethical practices in their leadership role and that they practice a high level of ethics in their leadership calling. They are internally motivated, with a deep commitment to making a significant impact as they play their role as school head.

To meet the demands and challenges, that school heads have the kind of leadership that would hold them up to the demands of today's leading schools, the Gawad Ginintuang Leon Awardees for Outstanding School Heads are striving and fighting in cultivating an ethical culture

in their given turfs, they admit that there is no perfection in anything thus, crises and issues will always be experienced by leaders. However, one must commit to continuing upholding integrity to beat and defeat oppositions; and would bring victory and success to fruition. Thus, an Ethical Leadership Development Program that was created to develop the ethical leadership practices that will serve as an inspiration for school heads and aspiring school heads to exhibit ethical leadership practices that can create an effective and efficient working environment.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are given:

1. A leadership program that will develop ethical leadership among school heads: Model Commitment and Integrity, Nurture Encouraging Environment, Uphold Trust and Fair Treatment; and Encourage Inclusive Involvement and Transparency Involvement and Transparency. This must be crafted to further improve the capacities of school heads in leadership that will further understand the ethical leadership in different contexts must be continually explored to find out for more discreet and appropriate or best practices and resolutions that will respond to ethical dilemmas that school heads face.
2. The Division of Santa Rosa City may consider and implement the proposed Ethical Leadership Development Program specifically for the finalists and awardees of Gawad Ginintuang Leon.

3. This study can be a guide in the development of future ethical leaders in their respective organizations or institutions.
4. Best practices of the Gawad Ginintuang Leon Awardees for Outstanding School Heads on Ethical Leadership must be properly documented and published to enable replication of these best practices to other schools when deemed fit. As this study limited the participants to the Gawad Ginintuang Leon Awardees for Outstanding School Heads, it is recommended that a follow-up study on the perception of the constituents of these awardees be sought to widen the perspective of this study.
5. There should be an emphasis on the significance of Ethical Leadership Practices as one of the standards of school heads in the Department of Education. It is undeniable that the pursuit of high-quality education has resulted in a slew of initiatives that place significant demands on school heads who are the primary leaders of the educational system.
6. The Ethical Leadership Practices as one of the subjects offered in the Educational Leadership and Management Program in the graduate studies in the Teacher Education Program. There is a need to continually remind teachers and school heads of the significance of ethical activities in the academic ecosystem for moral change and achievement of excellence.

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APPENDIX A

The Ethical Leadership Development Program Pillars: Learning the Principles and Practices of Ethical Leadership

A. Background

1. Rationale

In the Philippine Educational System, school heads serve as role models of professionalism, competence, ethical and moral leadership that develop one's pride contributing to the nobility of the teaching profession. School heads' leadership play vital role in school management and they are the ones who aspire to create and establish change. Schools today need leaders, who are ethical, morally upright, highly- dedicated, competitive and hardworking for them to accomplish their assigned tasks, goals and objectives.

The “Pillars: Learning the Principles and Practices of Ethical Leadership” is intended to improve the capacity of school heads to lead as well prepare aspirants to handle the responsibilities of a school head. It aims to develop ethical leadership in the four (4) pillars of ethical leadership of school heads. This continuing leadership program shall be conducted by the Schools Division Office of the City of Santa Rosa City and the School Governance and Operations Division (SGOD).

2. Content

The training program is anchored on one of the domains of the National Competency-Based Standards for School Heads (DepEd Order No.32, s. 2010) and Philippine Professional Standards for School Heads (DepEd Order No.24, s. 2020). The study revealed that there are roles for transformative contributions given the ethical leadership platform and authority to introduce significant developments that will serve the best interest of their subordinates and honor to their school.

The emerging significant practices are embedded in the program, which will be developed among the participants:

1. Model Commitment and Integrity
2. Nurture Encouraging Environment
3. Uphold Trust and Fair Treatment
4. Encourage Inclusive Involvement and Transparency

The four (4) pillars of the program will be run STRICTLY for four (4) days to be allotted to the application of the competencies learned.

B. Participants

Selection

The participants include the four (4) outstanding school heads awardees who served as the participants to the study and the other twenty-four (24) school heads in the Division of Santa Rosa City.

Attendance, Certification and Requirements

After the program, the school heads will be given Certificates of Appearance and Participation, indicating the actual number of hours of their attendance. Complete attendance and active participation is a must. Outputs after each session must be done or submitted at the end of the program.

3. Sessions of the Program

It is suggested that a brief talk from an expert on basic principles with contextualized situations under each topic be incorporated in the program for the participants to be equipped and empowered on the different ethical strands.

Each session should not be done one time but can be conducted once a month for a period of four months covering the four areas. This will allow the participants to absorb and practice what they have learned and to avoid communication overload. This will further establish their relationship for you are giving them a longer period connecting with each other.

4. Program or Project for Continuing Personal and Professional Development such as Moral Recovery and Values Formation

The program or project requires the participants to identify a specific school concern that need to be addressed or need improvements such as moral recovery and values formation that will deliver the best impact on their respective schools. The participants will be required to present significant milestones.

The program or project that has funding requirements may be funded by local funds (school) in coordination with the respective head or office.

C. Operations

Management Structure

In the conduct of the program in the Schools Division Office of Santa Rosa City, the School Governance and Operations Division (SGOD) will be in-charge of the training management and delivery. The presence of facilitators, class manager, and quality assurance, monitoring and evaluation (QAME) shall be observed.

The table below shows the assigned individual/s in the implementation of the program

Position	Assigned Individual/s	Duties and Responsibilities
Leader	Schools Division Superintendent (SDS)	• Oversee the full implementation of the project. • Provide technical assistance to the committee to improve and increase the effectiveness of the program • Evaluate the result of the outcome and provides recommendation based on the impact of the project to the performance of the learners • Manages the introduction of programs/projects initiatives in line w/ Department of Education policies
Coordinator	Program Proponent	• Create planning and coordination of a program and its activities • Ensure implementation of policies and practices • Monitor project budget and track expenditures/transactions

- Manage communications through media relations, social media etc.
- Help build positive relations within the team and external parties
- Keep all members of the team up-to-date with relevant project information
- Communicate with team members to ensure maximum efficiency
- Schedule and organize meetings/events and maintain agenda
- Ensure technology is used correctly for all operations (video conferencing, presentations etc.)
- Keep updated records and create reports or proposals
- Create presentations, summaries and helping materials to ensure better communication and company-wide understanding of the program

Members	School Governance and Operations Division (SGOD)	• Contributing to overall program objectives • Checking the attendance of the participants • Collecting the outputs of the participants • Ensuring the active participation of the participants
Documentation Team	School Governance and Operations Division (SGOD)	• Input Data • Maintain Data • Manage Documents • Provide Administrative Assistance • Gathering, processing, analyzing, interpreting, and storing data and information about the school's programs and projects performance.
Quality Assurance, Monitoring And Evaluation (QAME)	School Governance and Operations Division (SGOD)	• Organized gathering and processing Analysis and Interpretation Storing data and information Managerial actions Realization of objectives

D. Budgetary Allocations

The travel expenses of the Training Leadership Team are commended to be charged against the downloaded Schools Division Office of Santa Rosa City Human Resource Training and Development (HRTD) Funds, while those of the participants should be charged to their local funds. Board and lodging of the Training Leadership Team and participants should be billed and paid from the same funds. The amount Php 200.00 is allocated per participant for supplies and materials. Each kit shall contain basic training necessities. In addition, items to be purchased for the Contingency must be necessary and indispensable in the conduct of the training and not be included in the identified expenditure items. Examples are medicines (commonly –used drugs only), gasoline and toll fees (emergency pick-up/ send-off facilitators and training materials, cellular phone cards (for the Training Management Team) and the like. The procedures pertaining to budget allocation and utilization are in adherence with DepEd Order NO. 28, s. 2017, “Guidelines on the Allocation and Utilization of Human Resource Training and Development Funds”.

Description	Cost	Number of Individuals	Number of Days	Total Cost
Board and Lodging	Php 1, 200.00	50	4 days	Php 300, 000.00
Travel Expenses	Php 500.00	32	-	Php 16, 000.00
Supplies and Materials	Php 200.00	28	-	Php 5, 600.00
Food and snacks	Php 2, 500.00	50		Php 125, 000.00
Contingency Fund	Php 20, 000.00	-	-	Php 20, 000.00
				Total: Php 466, 600.00

Note: To cut on expenses, each school could host the training on a rotational basis. This way, they will also have an immersion on the different schools in the area. This will serve as an opportunity for the participants to learn from the best practices of the different schools represented.

E. Quality, Assurance, Monitoring and Evaluation

To evaluate the content, delivery and overall management of the training program, online Quality, Assurance, Monitoring and Evaluation (QAME) mechanism will be carried out by the Training Management Team to the participants. Standardized tools for Daily Evaluation Process

Observation Analysis and End of Program Evaluation will be utilized for feed backing purposes in line with program management, attainment of the objectives, delivery of program content, trainee's learning, trainers' conduct of sessions, provisions of support materials, venue and accommodation. The gathered information will serve as input in conducting debriefing sessions, focus group discussion, coaching and reporting to continuously improve and adjust the system and processes for the continuing development program.

The Ethical Leadership Development Program

Pillars: Learning the Principles and Practices of Ethical Leadership

The Ethical Leadership Development Program

**Pillars: Learning the Principles and Practices
of Ethical Leadership**



Today, the regular schedule of school heads is filled with ethical dilemmas that can have an effect on the lives they are entrusted with. We need school heads who value and employ the principle of ethics. School heads who can impart their people how to uphold high ethical standards. School heads who can also restructure education to entice and preserve new talents and skills. Moreover, they are the leaders liable in providing leadership in the development and implementation of all educational programs and projects in the school. Thus, they play a vital role in achieving the government's aim to provide quality basic education.

One of the domains of the National Competency-Based Standards for School Heads (DepEd Order No.32, s. 2010) and Philippine Professional Standards for School Heads (DepEd Order No.24, s. 2020) that addresses the ethics of school heads in leadership. To ensure that school heads' leadership will create a positive impact; the Department of Education has set standards for them to serve as a guide. This standard includes four competency strands specifically professionalism, communication, interpersonal integrity and lastly, fairness, honesty and integrity. These four competency strands will serve as the pillars of ethical leadership of school heads. Therefore, school heads from elementary and secondary are expected to manifest higher level of professionalism and ethical and moral leadership among the members in an organization.

The study entitled “*Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program*” revealed that there are emerging significant practices for transformative contributions given the ethical leadership platform and authority to introduce significant developments that will serve the best

interest of their subordinates and honor to their school. The following pillars of ethical leadership practices are embedded in the program, which will be developed among the participants: (1) Model Commitment and Integrity, (2) Nurture Encouraging Environment, (3) Uphold Trust and Fair Treatment and lastly, (4) Encourage Inclusive Involvement and Transparency.

School heads who are trying to extend equality, showing respect to others' personal qualities, and the combination of the abilities of honesty, reliability, trustworthiness, sincerity, reciprocity, democratic decision making and supporting participation, being compassionate and gentle. They play an enormous step to sustain the dignity of all organizations and their people.

In this research, the outstanding school heads from elementary and secondary have exemplified their tasks and responsibilities. They are in the public service who, despite the limitations, strive for excellence and able to withstand temptation, reject mediocrity, and protect their integrity even in the smallest of matters. Furthermore, they collaborated with their colleagues in a pleasant manner and demonstrated their experience in the development of strategies, services, events and initiatives that can be effectively implemented to attain better quality education. Ethical leaders who empower, support their people see them as exceptional individuals, change and inspire their lives as well as the people around them.

Objective

The focus of the Ethical Leadership Development Program is to provide guide and assistance to the school heads and aspiring school heads to exhibit ethical leadership that can create

an effective and efficient working environment and perform exemplary competence and dedication in the service. These school heads are models of professionalism and ethical and moral leadership. They also project integrity by promoting and supporting an environment where teachers, non-teaching staff and learners abide to do “what is right.” This program will become possible with the support and permission of Superintendent, Education Program Supervisors, Public Schools District Supervisors, School Governance and Operations Division (SGOD) and School Heads.

Terminal Objectives

At the end of the program, the school heads should be able to:

- Strengthen their noble internalization of their role as school head keeping their integrity and commitment in doing their part as leaders even during times of discouragements and low points in their leadership experiences
- Creating a harmonious relationship among their subordinates and all other stakeholders is a strong determinant to their professional and personal success along with the success of their subordinates and clienteles and the school in general.
- Uphold trust and fair treatment to avoid criticisms and doubt in their leadership into question
- Emphasize the significance of inclusive involvement and transparency in all school transactions

The Ethical Leadership Development Program

Pillars: Learning the Principles and Practices of Ethical Leadership

This section presents the Training Sessions of the Ethical Leadership Development Program vis-à-vis the Summary of Training Sessions.

First Session	
Title of the Session	Model Integrity and Commitment
Day	One (1)
Duration	08:00 AM to 05:00 PM
Terminal Objective	At the end of the first session, the school head should be able to strengthen their noble internalization of their role as school head keeping their integrity and commitment in doing their part as leaders even during times of discouragements and low points in their leadership experiences
Enabling Objectives	• Manifesting genuine enthusiasm, dedication and pride in the nobility of the teaching profession • Upholding good reputation with respect • Observing and demonstrating desirable personal and professional (Code of Ethics RA 7836) behaviors • Exhibiting honesty in their dealings

- Performing excellently that will serve as an opportunity to make positive impact amid oppositions or challenges
 - Participants will be able to act as role model and possess dignity and reputation in the practice of their noble profession
 - Participants will be able to observe and practice set of personal and professional behaviors
 - Participants will be able to empower followers to higher level of performance
 - Participants will be able to articulate clear goals and objectives continuing personal and professional development
-

Outcomes

Activity : Leadership Quotes

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Recognize the different leadership quotes from well-known leaders
- Elucidate leadership quotes

Key Learning Point

As school heads, there are statement and quotes who have inspired them in terms of leadership perspectives and insights. These quotes have certain attributes that can made school heads lead and set an example to be followed

Materials Needed

- Leadership Quotes from well-known leaders
- Tape
- Bond Paper

Leadership Quotes

- *“All of the great leaders have had one characteristic in common: it was the willingness to confront unequivocally the major anxiety of their people in their time. This, and not much else, is the essence of leadership.” by John Kenneth Galbraith*
- *It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.” by Nelson Mandela*
- *“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.” by Lao Tzu*
- *“Leadership and learning are dispensable to each other.” by John Frizgerald Kennedy*
- *“Leaders become great not because of their power, but because of their ability to empower others.” by John Maxwell*
- *“Only secure leaders give power to others.” by Maxwell*
- *“Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has.” by Margaret Mead*
- *“Become the kind of leader that people would follow voluntarily; even if you had no title or position.” by Brian Tracy*

- *“Leadership is lifting a person’s vision to high sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations.” by Peter Drucker*
- *“The most dangerous leadership myth is that leaders are born—that there is a genetic factor to leadership. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born.” by Warren Bennis*
- *“A true leader don't create followers. They create more leaders.” by Tom Peters*
- *“Remember the difference between a boss and a leader; a boss says —Go! a leader says —Let’s go”! by E.M. Kelly*
- *“A good leader takes a little more than his share of the blame, a little less than his share of the credit.” by Arnold H. Glasow*
- *“A great leader's courage to fulfil his vision comes from passion, not position.” by John Maxwell*
- *“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” by John Quincy Adams*
- *“The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly.” by Jim Rohn*
- *"Leadership is a potent combination of strategy and character. But if you must be without one, be without strategy.” by Norman Schwarzkopf*

- *"A great teacher (leader) affects eternity; he can never tell where his influence stops."* by Henry Adams
- *"A leader is decisive. Decisiveness is the lens that brings your destination into focus. It leads you to your destiny."* by Maxwell
- *"In leadership, it is not how you start, it is how you finish that matters."* by Maxwell
- *"Successful leaders see the opportunities in every difficulty rather than the difficulty in every opportunity."* by Reed Markham
- *"Trust is the foundation of leadership."* by Maxwell
- *"Great works are performed not by strength but by perseverance."* by Samuel Johnson
- *"A leader is one who knows the way, goes the way and shows the way."* by John Maxwell
- *"A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done."* by Ralph Nader
- *"A leader is someone who demonstrates what's possible."* by Mark Yarnell
- *"Momentum is a leader's best friend."* by Maxwell
- *"Leaders understand that activity is not necessarily accomplishment."* by Maxwell
- *"When to lead is as important as what to do and where to go."* by Maxwell
- *"Leadership without integrity will destroy families, cities and nations."* by Maxwell

Procedures

Preparation for the activity

Leadership Quotes will be posted around the walls of the venue

The participants will be divided in to five teams for the small group discussions after the activity

During the activity

The participants will be given 10 minutes to roam around the venue and reflect on the leadership quotes posted on the walls

The participants will choose three (3) leadership quotes that they want to explain or expound

Only two (2) participants are allowed to choose from one leadership quote

After the activity

After the participants have chosen their three (3) leadership quotes, they will be asked to form a circle on their respective team to conduct their small group discussion

Each members of the team will be given eight (8) minutes to elucidate their chosen leadership quotes

After the small group discussions, the participants will be asked to form a line for every team at the venue

The participants will be asked by the facilitators about the result of their small group discussions

Activity : Iconic Leaders

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Set an example to be followed
- Do good deeds to influence others

Key Learning Point

As school heads, there are people who have influenced them in terms of leadership, and they salute them for being their leadership icons. These leadership icons have certain traits, qualities that made them lead and set an example to be followed

Materials Needed

- Cartolina
- Markers
- Coloring Materials
- Tape

Procedures

Preparation for the activity

The participants will be divided in to five teams

Give the materials on each teams

During the activity

Let each team identify one leadership icon that they really admire.

On a cartolina, each team will be asked to draw their chosen leadership icon. Share to the plenary the output by answering the following guide questions:

1. Who is your leadership icon?
2. Why did your group choose him/her?
3. What traits or qualities do you admire on your leadership icon?

Each member of the group will reflect on their traits or qualities similar to their chosen leadership icon. Let them also give some instances where they lead by example and set an example to be followed. Discuss it among the team.

After the activity

· After the activity, the participants will be asked to watch a video entitled “Leading by Example”

Here is the link of the video: <https://www.youtube.com/watch?v=bU8h073wMcg>

Activity : Act It Out

Duration : 120 Minutes

Objective

At the end of the activity, the school heads will be able to:

- Displaying high level of ethical and moral conduct,

Key Learning Point

Aside from leading and managing the school, the school heads must entail and display high level of ethical and moral conduct. It provides directions and guidelines for teachers' ethical behavior. It also helps teachers understand the organization's ethical expectations and rules.

Materials Needed

- Fish bowl
- Bond Paper
- Marker

Procedures

Preparation for the activity

The participants will be divided in to five teams

Let them choose a leader, one will act as the school head and the others will be teachers

Let the leaders pick a scenario in a fishbowl regarding ethical and moral conduct at school

During the activity

Teams will be given fifteen minutes for the preparation and three minutes for each group to present

Each group must emphasize how a school head will display an ethical and moral conduct at their school

At the end of each presentation, the leader will sum up/ explain the importance of displaying a high level of an ethical and moral conduct

After the activity

There will be a discussion after the activity.

Ask the participants to share their insights using these guide questions:

1. Do you know the code of conduct or ethics as a public servant?
2. Do you think it's important to you? To your teachers?
3. Do you display a high level of ethical and moral conduct? Can you give an example wherein you displayed it?

4. As a school head, how can you encourage your teachers to also display that level ethical and moral conduct? Watch: How to have a high level of ethical and moral conduct video

Activity : Paint It Out

Duration : 60 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Encouraging continuing personal and professional development for teaching and non-teaching personnel
- Helping pursue graduate studies for teaching personnel

Key Learning Point

School heads must be the one to empower each individuals in the organization to pursue their dream, school head would do everything in his/her power to achieve it nevertheless sometimes encouraging acts and words from superiors will help their people

Materials Needed

- Water Color Paper
- Brushes
- Acrylic Paint

Procedures

Preparation for the activity

The participants will be divided in to five teams

Each member will receive water color paper and one brush

Each team will receive several acrylic paint

During the activity

Ask them to imagine how they can encourage their teachers to pursue personal and professional development such graduate studies, what they personally want their teachers to achieve in five to ten years' times especially in their professional development and to represent this dream with a symbol. Let them draw the symbol.

Ask them to share their drawing to their teams by answering these questions:

1. What dream is represented by your drawing? Explain the elements of the drawing.
2. Why is this your dream for your teachers?
3. What will you do to bring this dream to reality?
4. What may hinder you from achieving this dream?
5. What do you plan to do or are currently doing to overcome these obstacles? After sharing is done, the participants will post their drawings in the designated areas.

After the activity

Questions will be raised after the activity. Here are the questions:

1. Do you have a clear picture of the dreams shared by your groupmates? Were they fully explained?
2. Are the things now done by all the group members relevant to that dream? Which ones are not? Why?
3. How will it impact the achievement of their dream?
4. Are there common strategies in achieving the dream and overcoming the obstacles shared?
5. How realistic are these strategies?
6. Which of the sharing inspired you most? Why?

The facilitator will lead a discussion to link the experiences and insights shared to Department of Education context.

1. Based on the discussion, what does it take to achieve one's dream? Explain.
2. How does this apply/ relate to your work as school head?

Activity : Pieces of Photos

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Work and maintain harmonious and pleasant personal official relations with superiors colleagues, subordinates, learners, parents and other stakeholders

Key Learning Point

This activity will teach school heads to work in a team and demonstrates departmental working: the concept that each individual contributes to a larger team effort, even though their contribution may not always be apparent. It works best when it involves school heads from a number of organizational departments who perform a variety of roles and responsibilities.

Materials Needed

- Photos of pieces/ puzzles
- Pens
- Paper
- Cardboard
- Coloring materials

Procedures

Preparation for the activity

The participants will be divided in to five teams

Each team will receive photo pieces

During the activity

Each team will create an exact replica of their piece, which should be five times larger than the original

Once these are created, have participants work together to assemble the larger puzzle.

After the activity

After finishing the larger puzzle, the leader will be asked by these questions:

1. Did your team successfully accomplished the task? Why?
2. Did all the members work cooperatively?
3. What is your role in the activity?
4. How did it affect the success of a team? Discuss the importance of individuals' roles while working in a team, and how departmental' working affect the overall group result

Second Session

Title of the Session	Nurture Encouraging Environment
Day	Two (2)
Duration	01:00 PM to 05:00 PM
Terminal Objective	At the end of the second session, the school head should be able to create harmonious relationship among their subordinates and all other stakeholders that signifies a strong determinant to their professional and personal success along with the success of their subordinates and clienteles and the school in general
Enabling Objectives	• Manifesting good communication skills effectively both oral and written forms • Exemplifying listening skills to the needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context • Exhibiting sensitivity to the needs of others
Outcomes	• Participants will be able to exhibit extended processing verbal and non-verbal communication • Participants will be able to analyze and evaluate the needs and concerns of variety of audiences • Participants will be able to empower followers to higher level of performance

- Participants will be able to articulate clear goals and objectives continuing personal and professional development
 - Participants will be able to exhibit sensitivity to the needs of others
-

Activity : Lego – Construction Mockup

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Build good communication in accomplishing task
- Exemplify listening skills to the needs and concerns and respond appropriately in accomplishing task

Key Learning Point

Communication is an important part of any organization. School heads need to create a good communication with teachers, must give clear directions whenever giving a task. Also, they must be sensitive enough about their feelings and emotions, so they can work harmoniously and accomplish school goals.

Materials Needed

- Bag of legos
- Stopwatch

Procedures

Preparation for the activity

The participants will be divided into five teams based on the color that they will pick

Let each team identify from their members who will be the following: Builder, Runner, and Looker

During the activity

Explain that the runner tells the builder what the looker told him/her. The runner and looker may converse freely whenever necessary about the model. The runner may not touch the legos, and only the runner may speak to the builder.

Explain that the looker sees the original model. The looker looks at the original model and describes it to the runner. The looker may not see what the builder is doing. The looker may only speak to the runner.

Have fifteen minutes total to build the model as close to the original.

Each team will meet back together to look at their finished model and compare it to the original.

After the activity

Questions will be raised after the activity. Here are the following questions:

1. What was it like to be the builder? runner? looker?
2. Do you think you can be the runner, builder, and looker at the same time?
3. Who can help you in doing/ accomplishing school goals/ objectives?
4. In your school, who is the builder? runner and looker?
5. Do you think this activity is helpful in your organization, group, or school setting?

Why?

After the questions have been answered, the facilitator will summarize the importance of building communication of a group to accomplish school goals and explain how communication will affect school heads' relationship with a wide variety of audience

Activity : Snowflakes

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Listen to each follower's needs and concerns

Key Learning Point

Active listening, as well as clear communication is important in ensuring an accurate expression of ideas, and received messages/ instructions from others

Material Needed

- Bond paper

Procedures

Preparation for the activity

Distribute one sheet of bond paper to each participant

Explain to the participants that they will follow the directions that the facilitator will about to give without asking questions to anyone

Each participant will work individually

During the activity

Give the following directions quickly, without clarifying exactly what you mean:

1. Fold the paper in half and tear off a top corner.
2. Fold it in half again and tear off the top corner.
3. Fold it in half again and tear off the left corner.
4. Rotate the paper to the right three times and tear off the bottom corner.
5. Fold it in half again and tear off the middle piece

Instruct the group to unfold their papers and compare their snowflakes with those around them

They will find that their snowflakes may or may not match others

After the activity

Discuss the importance of communicating clearly, as illustrated by the different ways participants interpreted the same instructions. Use questions such as:

1. Why is it that even though everyone received the same directions, not everyone, had the same outcome? What would have changed if you could have asked questions?
2. Have you ever told someone one thing only to have the person hear and do something different? What happened, and how did you deal with it?
3. If you are the leader of a group, what steps can you take to make sure that others clearly understand what you're trying to tell them?
4. How can you improve your communication skills when it becomes obvious that others are seeing things differently than you intended?

Wrap-Up: Post the snowflakes in one side of the plenary to remind participants of the importance of communicating clearly and of the different ways messages can be received.

Activity : Blind Drawing

Duration : 50 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Develop communication, interpretation and leadership skills

Key Learning Point

Build leadership and communication skills in the person who is directing the person

Materials Needed

- Bond paper
- Pen
- Photos

Procedures

Preparation for the activity

Pair people into teams of two and have them sitting back-to-back

Provide one person with a picture and the other with a paper and pen

During the activity

The facilitator will ask the person with the picture to describe it to their partner without actually saying what's in the picture

The participants will be given 5 minutes to do the activity

After the activity

Discuss the importance of leadership and communication skill. This activity depends on the communication between the team members and how clearly do they understand and interpret each other

Third Session

Title of the Session Uphold Trust and Fair Treatment

Day Three (3)

Duration 08:00 AM to 05:00 PM

Terminal Objective At the end of the third session, the school head should be able to uphold trust and fair treatment to avoid criticisms and doubt in their leadership into question

Enabling Objectives

- Being a role model
- Ensuring trust and fairness in the workplace
- Observing and making recognition of achievements to boost self-confidence
- Establishing a fair selection and promotion systems
- Making individuals accountable for their actions

Outcomes

- Participants will be able to exhibit exemplary characteristics as school head
- Participants will be able to treat followers as important as one another
- Participants will be able to make individuals accountable for their **actions**

Activity : The Distinct “I”

Duration : 220 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Discover himself or herself profoundly
- Uplift his or her own values

Key Learning Point

As school heads, they must see to it that they should have a deeper exchanging of thoughts and reflections about themselves

The activity is divided into four (4) substations, each team will have their designated stations.

After they are done with the substation, they are going to proceed to another substation until they had completed the four (4) substations.

First Substation

“I” According to Myself

Materials Needed

- Closed Box with Small Hole
- Photos of Different Things

Procedures

Preparation for the activity

The box will be filled with the photos of different things

Ask the team to seat on the ground and form a circle formation

Before the activity

Each participants will pick one photo from the box

During the activity

They will be given five (5) minutes to think on the things that made them similar to their picked photo

The team will discuss this matter

Each participant will be given two (2) minutes to elucidate his or her own thoughts about himself or herself based from his or her similarities on the photo

Second Substation

“I” According to Others

Materials Needed

- Envelope
- Ballpen
- Two (2) Boxes
- Names of the participants on a piece paper
- Bond papers

Procedures

Preparation for the activity

Each participant will be given an envelope

They will be asked to write their names on their envelope

The envelopes will be placed inside the box

During the activity

Each participant will ask to pick a name from the box without looking at the box

Whoever name he/she will pick, he/she will write four (4) descriptions about that individual specifically the strength, weakness, positive and negative traits (*This will be done three (3) times, so each participants will be given a chance to describe three individuals*)

These four (4) descriptions will be written on a piece of paper and will be placed on the designated envelope of the participants

The envelopes will be passed and placed again on the box and will be mixed inside the box

After this, the envelopes will be given to the owner. The owner of the envelope will be given two (2) minutes to read all the descriptions given to him or her

Lastly, ask each participants about their opinions with regards to the written descriptions about them

The facilitator will look at the reaction of each participants such as denial, acceptance and defense

Third Substation

The Hidden “I”

Materials Needed

- Bond Paper
- Coloring Materials such as pastels or crayola

Procedures

Preparation for the activity

Each participants will be given one (1) bond paper

Each participants will choose two colors only that will be used on the activity

During the activity

For five (5) minutes, each participants will be asked to draw lines and shapes only using their chosen two (2) colors

Each participants will be asked to present their output to the team and will be given two (2) minutes to explain their drawings

The facilitator will closely pay attention on the lines, shapes, colors and words utilized by the participants

Fourth Substation

The Unknown “I”

Procedures

Preparation for the activity

Let the participants think of an essential thing that they can't live without it. One thing that can't be separated from their body

The facilitator will collect each participant's essential things

During the activity

Each participants will be given two (2) minutes to elucidate their thoughts about their essential things

Activity : Bridge Building

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Escalate productivity in the organization by inspiring and empathizing with others

Key Learning Point

Inspiring and empathizing your people are needed for the increase of productivity of the organization. An escalation in productivity has an encouraging effect on the attainment of goals and objectives of the organizations

Materials Needed

- Bond paper
- Newspapers
- Tape
- Textbooks
- Box CD with William Tell Overture or any song

Procedures

Preparation for the activity

The participants will be divided in to five teams

Distribute the materials needed for each teams

During the activity

The facilitators will explain that each group will be going to build a bridge using only newspapers and masking tape

The bridge must be strong enough to hold two text books. Also, the bridge must be tall enough for a box to pass through it.

The bridge must be freestanding; not attached to the wall, a piece of furniture, a person.

Within seven minutes they need to plan, discuss and make sure everyone in the team is participated.

Inform the teams that they will now have eight minutes to construct their bridge and there will be no talking allowed during this eight minutes.

At the end of eight minutes, allow the teams thirty seconds to speak to each other and then an additional three minutes of silently working to complete their bridge.

During this last work session, play the "William Tell Overture" (or other such music) loudly.

Call time and have one team at a time present their bridge. A spokesperson from each team will tell about their bridge, pass the box under it and put the books on top

When the books are on the top of the bridge, all will count for ten seconds. (This will be done for each team).

After the activity

Discuss these questions to the participants:

1. How did you work as a team?
2. Is it easy to work in a team than alone?
3. Which part was the most difficult?
4. Did you feel like you manifest empathy to the each members of the team? §

How did communication affect the work of the group?

5. What characteristics of teamwork became evident during this exercise?
6. Are you motivated to do the task? Why?
7. If you are in the shoes of your teachers, do you think you will be inspired by doing that task? Why? Discuss the importance of inspiration and empathy in teamwork while doing tasks/ accomplishing goals and how to increase productivity in an organization.

Fourth Session

Title of the Session	Encourage Inclusive Involvement and Transparency
Day	Fourth (4)
Duration	08:00 AM to 05:00 PM
Terminal Objective	At the end of the second session, the school head should be able to emphasize the significance of inclusive involvement and transparency in all school transactions
Enabling Objectives	• Ensuring integrity and transparency in all school transactions • Exhibiting the appropriate delegation of task • Establishing strong partnership with others
Outcomes	• Participants will be able to ensure integrity and transparency in all school transactions • Participants will be able to treat followers as important as one another • Participants will be able to delegate appropriate delegation of task • Participants will be able to establishing strong partnership with others

Activity : Fair Eggs-Periment

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Ensure fairness in the workplace

Key Learning Point

Fairness is essential and it ensures that everyone has the opportunities to succeed fairly in school, workplace, and community. It also gives everyone equal opportunities to succeed.

Materials Needed

- Egg
- Salt
- Glass of water
- Spoon
- Paper
- Pens

Procedures

Preparation for the activity

The participants will be divided in to five teams

Give the materials needed to the participants

During the activity

Remind the participants to be careful about placing the egg in the glass of water

Tell the participants that the egg (they may want to give it a name like “Sir/ Ma’am”) “represents someone who is not being treated fairly. Sinking to the bottom represents how someone who is left out or mistreated would feel - sad, unappreciated, and unloved

Remove the egg from the water and set it aside

One tablespoon at a time, add salt to the water

As their stir in each spoonful, explain that the salt represents different ways to show fairness towards others. For example: following the rules and regulations of the school, taking turns and sharing, treating others with honesty and respect, and taking action to help someone being treated unfairly

After you have added all of the salt, put the egg back in the water. (If you want, you can put a smiley face on the egg with the permanent marker) and it will now float. Explain that now “Sir/ Ma’am” is being supported with kindness and “held up” by the fairness and acceptance of others

Summary of reflections

Each member of the team will give their own reflections. The leader will consolidate it and summarize it. The leader will be the one to discuss it in the plenary

Activity : Trick Scavenger Hunt

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Increase integrity in the workplace

Key Learning Point

Demonstration of integrity is vital in doing the dealings and transactions of the school heads. It will increase productivity has a positive effect on the fulfilment of school goals and objectives

Materials Needed

- List of participant's item

Procedures

Preparation for the activity

The participants will be divided in to five teams

Ask the participants to surrender their important items that they are wearing right now

Hide exactly one item per participant in the area and choose items but put some kind of inconspicuous identifying marker on these items first like a spot of paint

When it comes time to hold the scavenger hunt, tell your participants the boundaries of the scavenger hunt

The facilitators will explain that the participants will be disqualified if they have any items without these marks and that if they did leave the game boundaries, they can take out any items they broke the rules to get now and they will not be judged and will stay in the game. After giving anyone who cheated a chance to come clean, thank everyone and tell them you'll now total the points for the hunt.

During the activity

Give your participant a fair amount of time (20 minutes) to search around the area and find the items and tell them that the facilitators will be gone during this time

Facilitators will leave the area during the search and then come back when time is up. Tell the participants to put their pile of items on their scavenger hunt list with their name on the conference table, then tell them all that you have identified all of the items you hid in the area by marking them, so the facilitators will know if they got items outside of the boundaries of the game

After the activity

Check all items your employees turned in and total their points, disqualifying anyone that has an item without your mark on it. Don't publicly or privately say anything to someone who was

disqualified for cheating as the idea here is to reward the participants who showed integrity, not punish those who decided to cut corners

The facilitators will announce the winners in front of the rest of the participants and say how you proud you are that they followed the rules even though it can be tempting and easy to skirt the rules sometimes

The facilitators will ask these questions:

1. Why it is integrity essential in our workplace?
2. How do you practice integrity in all of your dealings and transactions?

Activity : Leadership of Minefield

Duration : 120 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Establish trust to the people you work with

Key Learning Point

Being school heads, they must encourage and motivate their people to establish trust in their organizational goals and link them in each task. It can be effective for someone is at leading, see how he/she does under pressure and see if he/she gets frustrated when someone doesn't follow and trust him/her directions as quickly as he/she would like

Materials Needed

- Traffic cones (you can improvise with other materials)
- Handkerchief for Blindfold
- Pieces of paper
- Sticks

Procedures

Preparation for the activity

The participants will be divided in to five teams

Ask each teams to choose their leaders

Have the leader blindfold his/her teammate

During the activity

The facilitators will have the group lay down a "minefield" around them with traffic cones, pieces of paper, sticks or anything else you have on hand that will not present a danger if someone steps on it

Explain that the leader will then have to guide her teammate out of the minefield by only using the words "left," "right," "forward" and "back." If the teammate hits a mine, they lose, and the game is over for them

Once the team loses or escapes the minefield, ask them to switch places and have the leader from the first try be blindfolded and have the other teammate be the leader

Let every team go through this process until everyone has gone through the minefield, and everyone has been the leader

Of the many leadership exercises for teams, this one is great because it allows you to see how effective someone is at leading, see how she does under pressure and see if she gets frustrated when someone doesn't follow her directions as quickly as she would like.

Last Two Sessions

Foot Washing Ceremony and Distribution of Letter will be done at night, after all the activities have been done

(Make this sessions sacred and solemn)

Activity : Foot Washing Ceremony

Duration : 60 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Demonstrate humility, empathy and servanthood
- Cleanse the soul
- Uphold humble service towards others

Key Learning Point

As school heads, there are moral teachings that influenced them, the foot washing ceremony serves as a dramatic and creative example of Jesus' subversive message of service to others. School heads should embrace the servanthood as a new paradigm of their character.

Materials Needed

- Five (5) Dish pans or other large basins

- Five (5) towels for wiping the basins
- Five (5) chairs in front of the venue
- Hand towel per participant
- Speakers
- Microphone

Procedures

Preparation for the activity

Identify a water source near the venue where you can fill, empty, and refill basins.

Divide the participants into five (5) teams

Before the Foot Washing Ceremony

Fill the pitcher with warm water and place it, along with the bowl and a towel, at the front of the venue.

Set up the chairs at the front of the venue for the people whose feet are going to be washed.

Require every participants to remove their foot gears.

Tell everyone to observe silence during the ceremony.

Only the music will be heard during the ceremony.

During the Foot Washing Ceremony

The people whose feet are going to be washed come forward and seat themselves.

The foot-washer places the bowl under the person's bare foot, pours water on the foot, and dries it with the towel.

The foot washing ceremony continues until everyone's feet have been washed.

The participants will go to their respective places for each team.

After everyone's feet have been washed, the facilitator will read this: *After he had washed their feet, had put on his robe, and had returned to the table, he said to them, "Do you know what I have done to you? You call me Teacher and Lord – and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet. For I have set you an example, that you also should do as I have done to you. Very truly, I tell you, servants are not greater than their master, nor are messengers greater than the one who sent them. If you know these things, you are blessed if you do them..."*

Activity : Distribution of Letters

Duration : 30 Minutes

Objectives

At the end of the activity, the school heads will be able to:

- Exhibit appreciation to the people who had given him or her letters and messages
- Display astonishment upon reading the letters and messages for him or her

Key Learning Point

As school heads, there are people who can help them build their certain traits, qualities that can make them lead and set an example to be followed. Letters and simple messages from these people are as essential so that they must be sensitive enough about their feelings and emotions, so they can work harmoniously and accomplish school goals and objectives.

Materials Needed

- Letters from Schools Division Superintendent, School District Supervisors, School Governance and Operations Division (SGOD), Teachers, Family and Loved Ones

(Letters should be collected from these individuals prior the training program will start.

The participants should not be aware of these letters prior the activity)

- Handkerchief for Blindfold
- Speakers

- Microphone

Preparation for the activity

The facilitator will ask the participants to put their handkerchief as blindfold

The facilitator will check if there's a pot of light in the sight of each participants

Each team will form a line (since we have five (5) team, five (5) line will be formed at the venue

During the activity

The facilitators will distribute the letters from each participants for ten (10) minutes

A mellow song will be played during the distribution of letters

After the activity

The facilitators will give message to the participants

Explain the last two activities that have been done

Congratulates the participant for accomplishing all the activities

APPENDIX B

Validated Interview Guide for School Heads Participants

Ethical Leadership Practices of Gawad Ginintuang Leon Awardees

for Outstanding School Heads: Basis for an Ethical Leadership Development Program

Introductory Protocol

To have a smooth progress of our note-taking and with your permission the researcher will use audio and video recording, in order to ensure an efficient transcription of data, which will be disposed afterwards. Basically, this document states that (1) all information will be treated with utmost confidentiality (2) your participation is voluntary and you may stop at any time you if you feel uncomfortable and (3) the researcher do not intend to inflict any harm. Thank you for your agreeing to participate.

The interview will approximately last for almost two hours. During this time, the researcher prepared several questions that would like to cover. Introduction Congratulations! You have been chosen to speak with me today, because you were one of the Gawad Ginintuang Leon Awardees for Outstanding School Heads. Moreover, you have been identified as someone who has a great deal to share about A Continuing Leadership Program.

Introduction

Congratulations! You have been chosen to speak with me today, because you were one of the Gawad Ginintuang Leon Awardees for Outstanding School Heads. Moreover, you have been

identified as someone who has a great deal to share about An Ethical Leadership Development Program.

Interviewee Background:

Please comment on the questions to be asked

Name:

Position or Designation:

How long you have been a teacher:

How long you have been a school head:

School:

Highest Educational Attainment:

Questions about Ethical Leadership Practices

Interview Guide:

A. Professionalism

1. What are the things that you do believe that you are manifesting genuine enthusiasm and pride in the nobility of the teaching profession?
2. How do you observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 836) behaviors such as:
 - A. Respect In what certain context?
 - B. Honesty In what ways?
 - C. Dedication In what definite condition?

D. Patriotism In what specific situation?

E. Genuine concern for others always In what specific situation?

3. How do you maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders?
4. Have you endorsed appointments, promotions and transfers on the bases of merit and needs in the interest of the service? In what particular condition?
5. How do you maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs?
6. Have you developed programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and nonteaching personnel? In what specific situation?

B. Communication

1. How do you communicate effectively to staff and other stakeholders in both oral and written forms?
2. Is it essential to listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context?
In what definite circumstances?

C. Interpersonal Sensitivity

1. How do you interact appropriately with a variety of audiences? In what specific situation?

2. How do you demonstrate an ability to empathize with others?

D. Fairness, Honesty & Integrity

1. How do you observe award system and a system of assistance for teachers' staff to sustain integrity, honesty and fairness in all school practices?
2. How do you demonstrate integrity, honesty and fairness in all your dealings and transactions?
3. How do you make individuals accountable for their actions?

Additional Questions about Ethical Leadership Practices

1. How do you practice ethical leadership?
2. Based on your experiences, what ethical leadership challenges you have faced so far? Will you enumerate those challenges?
3. How did you address these challenges?
4. What are your suggested inputs in the development of continuing leadership program for school heads?

APPENDIX C

Letter to the Schools Division Superintendent

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Graduate Research Office
Manila

DR. MANUELA S. TOLENTINO, CESO V

School Division Superintendent
Division of Santa Rosa City
City of Santa Rosa, Laguna

DR. MANUELA S. TOLENTINO:

Great day!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, *“Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program”*.

In view of this, may I request your kind office to allow/permit me to conduct my research study in your schools’ division. The participants will be the four selected school heads in the Division of Santa Rosa City. These were awarded as Gawad Ginintuang Leon for Outstanding School Head for Elementary or Secondary.

Your full support and cooperation to this academic exercise will greatly help me to attain the objectives of my thesis and the division’s incessant effort to develop school heads to become ethical leaders. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality. And lastly, I will be sharing the results of the study. If you have any questions about my research study, please email me at villadiego.ct@pnu.edu.ph or you can contact me at +639 99 336 5252.

Thank you and I am looking forward to your favorable response.

Very truly yours,

CHERRYLEN T. VILLADIEGO

Researcher

Noted:

INERO V. ANCHO, PhD

Thesis Adviser

APPENDIX D

Consent Letter to the School Head Participants

November 11, 2020

Sir/Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, “Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program”.

In view of this, may I request you to be one of the participants of this study for being one of the awardee of the Gawad Ginintuang Leon for Outstanding School Head for Elementary or Secondary.

The length of the interview will approximately last for more or less than two hours, which will take place on an online platform. During the online interview, you may stop at any time if you feel uncomfortable and you may decline to answer any of the questions if you wish so. With your permission, I will record the virtual interview, in order to ensure an efficient transcription of data. After the virtual interview has been completed, I will send you a copy of the transcript to give you an opportunity to legitimize the veracity of data in our conversation.

The data will be used exclusively and as intended for this study. The findings and results of the study will not affect your current rank or position, and will not inflict any harm to you. Rest assured that the facts and information that will be gathered will be treated with utmost confidentiality. And lastly, I will be sharing the results of the study.

Thank you and I am looking forward to your favorable response.

Very truly yours,

CHERRYLEN T. VILLADIEGO
Researcher

Noted:
INERO V. ANCHO, PhD
Thesis Adviser

APPENDIX E

Consent Form to the School Head Participants

The undersigned is currently conducting a research study entitled: Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program in partial fulfillment of the requirements for the program of Master of Arts in Education with specialization in Educational Management at Philippine Normal University, Taft, Manila.

The purpose of this research is to elucidate the ethical leadership practices of 2017, 2018 and 2019 Gawad Ginintuang Leon Awardees for Outstanding School Heads. Consequently, a creation of a continuing development leadership program will be crafted and will be developed as proposal based on the findings of the study.

Your participation in this research is entirely voluntary. You may refuse to take part in the research or withdraw anytime without penalty.

The online interview will be synchronous, and it is in real time. Google Meet will be the platform for online interview. The invitation for interview, interview guide questions and Google Meet link will be sent to the respective email of the participant after you agreed on the informed consent form. The information that will be gathered from this study will be strictly confidential and your privacy will be cautiously protected. Thus, the researcher will observe the "Data Privacy Act of 2012". Your name will not be used. Should the result of this research be published or presented in any form, no personal identification will be disclosed. The results will not be showed to anyone who is not involved in this research. I will make sure that it will be secured in safe place and after 10 year it will be disposed.

I have read and understood the above research study and have had an opportunity to ask questions that have been answered my satisfaction. I voluntarily agree to participate in the study as described.

Participant's Signature over Printed Name

Date

Thank you so much!

Very truly yours,

CHERRYLEN T. VILLADIEGO
Researcher

APPENDIX F

Letter to Validators

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

Graduate Research Office

Manila

October 5, 2020

Sir/Madam:

Great Day!

I am currently taking Master of Arts in Education - Major in Educational Management in Philippine Normal University, Manila. I am sincerely asking for your assistance and expertise for the validation of interview guide in my Research Study entitled ***“Ethical Leadership Practices of Gawad Ginintuang Leon Awardees for Outstanding School Heads: Basis for an Ethical Leadership Development Program”***.

In this regard, may I request you to check the tool for the appropriateness of content, format, response system, language, as well as the suitability for the sample.

Please see enclosed herewith a tool developed for this study. Kindly give your expert guidance and valuable suggestions to make my study complete and contributory. If you have any questions about my research study, please email me at villadiego.ct@pnu.edu.ph.

Thank you and May God bless you!

Very truly yours,

CHERRYLEN T. VILLADIEGO

Researcher

Noted:

INERO V. ANCHO, PhD

Thesis Adviser

CURRICULUM VITAE



Name	Cherrylen Torrefranca Villadiego
Date of Birth	January 24, 1994
Place of Birth	City of Santa Rosa, Laguna 4026
Address	No. 530 Felix Reyes Street, Brgy. Balibago, City of Santa Rosa, Laguna 4026
Civil Status	Single
Email Address	villadiego.ct@pnu.edu.ph

Educational Attainment

Master's Degree	Master of Arts in Education with Specialization in Educational Management Philippine Normal University, 2021
	Master of Arts in Education with Specialization in Teaching the Arts La Salle University – Ozamiz City, 2020 – present
Collegiate	Graduate Diploma in Teaching the Arts La Consolacion University Philippines, 2017

Bachelor of Secondary Education Major in English
Polytechnic University of the Philippines, 2014

Honors, Scholarships Grants and Awards Received

Master of Arts in Education with Specialization in Teaching the Arts

Scholarship Grant from National Commission from Culture and the Arts

2020 - present

Graduate Diploma in Teaching the Arts

Scholarship Grant from National Commission from Culture and the Arts

2016 - 2017

2020 Outstanding Teacher of the Year - Instabright Publication

National Awards for Educators

January 12, 2020

Instabright Publication

Natatanging Pagkilala - Kahusayan sa Sining at Kultura

Namumukod Tanging Kabataan ng Laguna - Gob. Felicisimo

T. San Luis

December 23, 2019

Gawad Laguna Incorporated

Finalist as the Namumukod Tanging Kabataan ng Laguna

Gob. Felicisimo T. San Luis

Kabataang Propesyunal Category

May 2019 – December 2019

Gawad Laguna Incorporated

National Winner

2017 Leksiyong Nakabatay sa Kultura Contest – MAPEH

Category

September 2017

National Commission for Culture and the Arts, Philippine
Cultural Education Program, and Department of Education
Second Place (Winning Coach)
2017 National Festival of Talents
Sining Tanghalan – Pintahusay
January 2017
Department of Education

Dean's Lister Silver Awardee
Bachelor of Secondary Education – Major in English
May 2014

Presidential Leadership Awardee
Gloria Macapagal Arroyo
Secondary Education
April 2010

Scout of the Year
Secondary Education
April 2010
Eagle Scout
Secondary Education
January 2009 – April 2010

Work Experience

2021 - present	Master Teacher I Department of Education Balibago Integrated High School
2015 - 2021	Teacher I Department of Education Balibago Integrated High School
2015	Preschool Teacher Harvard School of Laguna

Research Conducted

Ethical Leadership Practices of Gawad Ginintuang Leon
Awardees for Outstanding School Heads: Basis for an Ethical
Leadership Development Program
2021

Teachers' Levels of Moral Reasoning as a Determinant of their
Job Performance
2019

Technology-Based Art Lesson: Digital Photography and
Cultural Iconography
2018

The Lost Art of Instructional Supervision
2018