

# Ethical Leadership: Its Influence on Organizational Climate and Teaching Effectiveness

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## ABSTRACT

This study examined the influence of ethical leadership behavior on organizational climate and teaching effectiveness at Occidental Mindoro National High School. Using a descriptive-correlational research design, quantitative data were collected through a survey from 200 secondary school teachers selected through stratified random sampling.

Data were analyzed using weighted means, Pearson correlation, and multiple regression analysis. Results showed that school heads demonstrated a high level of ethical leadership behavior, while organizational climate and teaching effectiveness were likewise rated high. Ethical leadership behavior was significantly and positively related to both organizational climate and teaching effectiveness, with ethical guidance exhibiting the strongest association.

Regression findings indicated that people orientation, ethical guidance, and concern for sustainability significantly predicted organizational climate, whereas ethical guidance, people orientation, power sharing, and role clarification significantly influenced teaching effectiveness.

The study concludes that ethical leadership behavior of school heads plays a critical role in fostering a positive school climate and enhancing teaching effectiveness.

**Keywords:** ethical leadership behavior, organizational climate, teaching effectiveness,

**SDG:** SDG 4-Quality education

## INTRODUCTION

Leadership serves as a fundamental pillar in the success and functionality of any organization, particularly in educational institutions. In the context of schools, the behavior and style of leaders significantly shape the environment where teachers work and students learn. Ethical leadership, specifically, is characterized by leaders who demonstrate integrity, fairness, transparency, and moral conduct in their decision-making and interactions (Brown et al; 2005). Unlike traditional leadership styles that focus solely on productivity, ethical leadership emphasizes doing what is right, treating all members with respect, and upholding high moral standards.

Numerous studies have established that leadership style directly influences various aspects of an organization. Research indicates that the behavior of school heads affects the morale, motivation, and performance of teachers. Furthermore, the organizational climate- the overall atmosphere and working conditions within the school –is heavily determined by how leaders manage and relate to their staff. A

positive climate often leads to higher job satisfaction and better performance. However, while the individual effects of leadership and climate are known, there remains a need to explore how specific ethical behaviors directly contribute to creating a conducive environment and ultimately enhancing the quality of instruction delivered by teachers.

Therefore, the primary purpose of this study is to examine the influence of ethical leadership behavior on the organizational climate and teaching effectiveness. Specifically, it seeks to determine how the ethical practices of school leaders foster a positive working environment and subsequently improve the instructional performance of educators. The findings of this research will be significant in providing insights for educational administrators on how to lead effectively, not just by authority, but through ethical examples. It will also contribute to the body of knowledge regarding strategies for improving school management and ensuring high standards of education.

## **METHODS**

### **Research Design**

This study employed a descriptive-correlational research design. It aimed to describe the level of ethical leadership behavior, organizational climate, and teaching effectiveness, as well as to determine the significant relationship among these variables.

### **Study Site**

**Occidental Mindoro National High School Mamburao, Occidental Mindoro**

### **Sample**

There are 104 respondents of the study were the teachers at Occidental Mindoro National High School. They were selected to provide necessary information based on their actual experiences and observations regarding leadership and the school environment.

### **Research Instrument**

A survey questionnaire was utilized as the main tool for data collection. The items in the instrument were formulated based on related literature and studies and were aligned with the specific objectives of the research.

This study used a structured questionnaire to gather data on ethical leadership, organizational climate, and teaching effectiveness. It contains items rated using a scale to measure the respondents' perceptions and practices. The instrument was validated to ensure accuracy.

### **Data Collection**

The researcher requested permission from the school administration to conduct the study. Upon approval, the questionnaires were personally distributed and retrieved from the respondents. The data gathered were then tallied, tabulated, and subjected to appropriate statistical treatment for interpretation.

### **Ethical Consideration**

The researcher ensured the confidentiality and privacy of the respondents' information. Participation was voluntary, and all data were used solely for academic purposes. Proper respect and honesty were observed throughout the study.

### **Data Analysis**

The data collected were analyzed using statistical tools such as frequency count, percentage, weighted mean, and Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) to determine the level and relationship of the variables under study.

**RESULTS**

**Table 1. Factors of ethical leadership behavior that significantly affect teaching effectiveness.**

Independent Variable (Ethical Leadership Behavior)	Dependent Variable	Beta Coefficient	p-value	Interpretation
Fairness	Teaching Effectiveness	.064	.360	Not significant
Power sharing		.197	.005	Significant
Role clarification		.128	.045	Significant
People Orientation		.206	.002	Significant
Integrity		.003	.961	Not Significant
Ethical Guidance		.313	.000	Significant
Concern for sustainability		.008	.900	Not Significant

The results of the study reveal the specific factors of ethical leadership behavior that significantly influence teaching effectiveness. As presented in the table, the data show that among the dimensions of ethical leadership, Ethical Guidance is the most influential factor ( $\beta = 0.313$ ,  $p = 0.000$ ), followed by People Orientation ( $\beta = 0.206$ ,  $p = 0.002$ ), Power Sharing ( $\beta = 0.197$ ,  $p = 0.005$ ), and Role Clarification ( $\beta = 0.128$ ,  $p = 0.045$ ).

On the other hand, Fairness ( $p = 0.360$ ), Integrity ( $p = 0.961$ ), and Concern for Sustainability ( $p = 0.900$ ) obtained p-values greater than the 0.05 level of significance, which means they do not have significant influence on teaching effectiveness in this study.

In summary, the findings highlight that ethical guidance, people orientation, power sharing, and role clarification play critical roles in enhancing teaching effectiveness. Strengthening these leadership dimensions may lead to improved instructional performance, greater teacher engagement, and more effective teaching outcomes.

**DISCUSSION**

The findings reveal that ethical leadership behavior significantly influences teaching effectiveness. Specifically, Ethical Guidance, People Orientation, Power Sharing, and Role Clarification are the key dimensions that drive better performance among teachers. This implies that when leaders provide clear moral direction, show genuine concern for their staff, delegate authority, and define responsibilities well, teachers become more motivated, focused, and effective in their instruction.

These results support the idea that leadership is not merely about authority but about influence and support. The significance of People Orientation and Power Sharing aligns with study of Northouse (2021), who emphasized that participative leadership fosters commitment and ownership. Similarly, the strong impact of Ethical Guidance confirms that leaders serve as role models whose values shape professional behavior (Brown et.al., 2005)

Interestingly, variables such as Fairness, Integrity, and Concern for Sustainability were found to be not significant. This does not diminish their importance but suggests that in the context of this study, the practical aspects of guidance, support, and clarity are more directly linked to instructional performance. It is possible that while these ethical traits are expected and present, their effect is mediated by other organizational factors.

## CONCLUSIONS AND RECOMMENDATIONS

The study shows that ethical leadership behavior significantly influences teaching effectiveness. Key dimensions-Ethical Guidance, People Orientation, Power Sharing, and Role Clarification -were found to directly improve instructional delivery, teacher motivation, and engagement. In contrast, Fairness, Integrity, and Concern for Sustainability showed no significant influence in this context. The findings recommend that administrators prioritize strengthening practices related to ethical guidance, people orientation, power sharing, and role clarification. Professional development through seminars and workshops should focus on these competencies, while further studies in other settings are encouraged to validate the findings and explore other variables that may affect teaching effectiveness.

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