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Ethical Leadership: Its Role in Shaping School Climate in Carmen I District, Division of Bohol

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Abstract — This study investigates the relationship between school heads' perceived levels of ethical leadership and their perceptions of the school climate, focusing on factors such as safety, teacher collaboration, student engagement, and respectful relationships. The findings reveal significant positive correlations between ethical leadership dimensions such as moral authority, leadership by example, and walking the talk and key elements of a positive school climate. School heads who demonstrate strong ethical leadership tend to foster environments where teachers collaborate effectively, students are engaged, and relationships are characterized by mutual respect and safety. These outcomes underscore the critical role of ethical leadership in shaping a supportive and productive educational setting.The study also highlights the complexity of ethical leadership, showing that traits like ethical blind spots and expediency influence the overall perception of leadership effectiveness. School climate variables were found to interrelate, suggesting that improvements in one area, such as teacher collaboration, can positively impact others, including student engagement and respectful relationships.

Keywords: Ethical Leadership, School Climate, Teacher Collaboration, Student Engagement, Educational Leadership

I. INTRODUCTION

In the field of education, ethical leadership refers to the set of principles and values that guide leaders in educational institutions to make decisions and take actions that are morally and ethically responsible. It involves being accountable for one's actions and decisions and ensuring that they align with the core values of education such as equity, justice, and respect. Ethical leaders recognize and address any ethical issues or dilemmas that may arise in the course of their action and seek to resolve them in a transparent and responsible manner Treviño et al.Based on the aforementioned assumptions, we can state that, the moral framework of the organization depends considerably on leaders' behavior (Ötken & Cenkci, 2012).

Statement of the Problem

This study aims to examine the practice of ethical leadership and its effects on school climate in Carmen I District, DepEd Schools Division of Bohol during the School Year 2025-2026 with the end view of proposing a localized program on ethical leadership and collaborative school environment.

Specifically, the study seeks answers to the following questions.

1. What is the profile of the respondents in terms of:

    1.1 School Heads;

        1.1.1 Age;

        1.1.2 Gender;

        1.1.3 Civil Status;

        1.1.4 Educational Attainment;

        1.1.5 Position/Designation

        1.1.6 Length of Administrative Experience; and

1.1.7 Relevant Seminars and Trainings Attended?

1.2 Teachers;

1.2.1 Age;

1.2.2 Gender;

1.2.3 Civil Status;

1.2.4 Educational Attainment;

1.2.5 Length of Teaching Experience; and

1.2.6 Relevant Seminars and Trainings Attended?

2. What is the perceived level of ethical leadership as practiced by the school heads in terms of:

2.1 Ethics or Expediency;

2.2 Moral Authority or Hypocrisy;

2.3 Walking the Talk;

2.4 Ethical Blind Spots; and

2.5 Leadership by Example?

3. What is the perceived level of school climate in terms of:

3.1 Perceived Safety;

3.2 Teacher Collaboration;

3.3 Student Engagement; and

3.4 Respectful Relationships?

4. Is there a significant relationship between the profile of the respondent groups and the perceived level of ethical leadership as practiced by the school heads?

5. Is there a significant relationship between the profile of the respondent groups and the level of school climate?

6. Is there a significant relationship between the perceived level of ethical leadership as practiced by the school heads and the level of school climate?

7. Based on the findings of the study, what localized program on ethical leadership and collaborative school environment can be proposed

II. METHODOLOGY

This chapter outlines the research approach employed in this study. This will include details on how the sample size was determined, the criteria for selecting survey locations and timing, and the methodology for choosing respondents. This chapter also explains the rationale behind the research strategy, the selection of research instruments, the data collection methods, and the statistical analysis techniques used to derive meaningful insights from the collected data.

III. RESULTS AND DISCUSSION

Age. The data show that most school heads in Carmen I District are evenly distributed among the age brackets of 56–62, 49–55, and 42–48 years old, each comprising 27.3% of the total respondents. Only a small number belong to the 35–41 and 28–34 age brackets, each representing 9.1%. This distribution indicates that the majority of school heads are in their middle to late stages of professional maturity, suggesting extensive experience in educational administration.

Sex. The results reveal that 63.6% of the school heads are female, while 36.4% are male. This indicates a gender imbalance, with a notable dominance of women in school leadership positions. Such distribution mirrors broader trends in Philippine education, where teaching and leadership roles are predominantly filled by women. The presence of female leaders often brings a nurturing and empathetic approach to management, which can enhance ethical relationships in schools. This characteristic aligns well with the collaborative and inclusive nature of ethical leadership.

Civil Status. The data reveal that the majority of school heads, or 63.6%, are married, while 27.3% are single and 9.1% are widowed. This indicates that most school heads come from family-

oriented backgrounds, which may influence their interpersonal relationships and decision-making in the school setting. Married leaders often demonstrate higher levels of empathy, understanding, and social responsibility, reflecting stability in both personal and professional life.

Highest Educational Attainment. The data show that 27.3% of school heads hold Doctorate Degree units and another 27.3% have completed a Master's Degree, while 18.2% each hold Doctorate Degree and Doctorate Degree–CAR status. Only 9.1% have a Master's Degree–CAR. This reveals that all school heads in the district possess advanced academic qualifications, signifying a highly competent leadership workforce.

Position/ Designation. The results show that a majority of the school heads (54.5%) hold the position of Head Teacher I–III, followed by 18.2% as Head Teacher IV–VI. Only 9.1% each occupy the ranks of Principal I–II, Principal III–IV, and Teacher-In-Charge. This distribution implies that most leaders are in mid-level administrative positions, directly managing teaching staff and school operations. These positions often serve as the backbone of school management, where ethical leadership is most visibly enacted. Mid-level leaders have frequent interactions with teachers, making them key agents in cultivating ethical behavior.

Length of Administrative Experience. The data indicate that 45.5% of school heads have more than 20 years of administrative experience, 27.3% have 10–19 years, and another 27.3% have less than 10 years. This distribution shows that nearly half of the leaders are seasoned administrators with extensive experience in school management. Experience is a vital factor in ethical leadership because it refines judgment, empathy, and decision-making skills.

Seminars/ trainings attended. The findings show that 45.5% of school heads have attended international seminars, 36.4% national, and 18.2% regional. This indicates strong participation in professional development programs at various levels. Attendance in such training demonstrates the leaders' commitment to continuous learning and ethical competence. Exposure to diverse educational systems and leadership paradigms broadens their understanding of ethical governance. It also strengthens their capacity to create ethical climates based on global best practices

TABLE 1 FREQUENCY DISTRIBUTION ON THE DEMOGRAPHIC PROFILE OF THE SCHOOL HEADS

Age	**Frequency**	**Percent**
56-62	3	27.3%
49-55	3	27.3%
42-48	3	27.3%
35-41	1	9.1%
Total	**11**	**100.0%**
Sex	**Frequency**	**Percent**
Male	4	36.4%
Female	7	63.6%
Total	**11**	**100.0%**
Civil status	**Frequency**	**Percent**
Single	3	27.3%
Married	**7**	63.6%
Widowed	1	9.1%
Total	**11**	**100.0%**
Highest Educational Status	**Frequency**	**Percent**
Doctorate Degree	2	18.2%
Doctorate Degree-CAR	2	18.2%
Doctorate Degree-Units	3	27.3%
Master's Degree	3	27.3%
Master's Degree-CAR	1	9.1
Total	**11**	**100.0%**
Position/ Designation	**Frequency**	**Percent**
Principal III-IV	1	9.1%
Principal I-II	1	9.1%
Head Teacher IV-V1	2	18.2%
Head Teacher I-III	6	54.5%
Teacher In-Charge	1	9.1%
Total	**11**	**100%**
Length of Administrative experience	**Frequency**	**Percent**
20>	5	45.5%
10-19	3	27.3%
<10	3	27.3%
Total	**11**	**100.0%**
Number of relevant seminars/ trainings attended	**Frequency**	**Percent**
International	5	45.5%
National	4	36.4%
Region	2	18.2%
Total	**11**	**100.0%**

Age. The data show that most school heads in Carmen I District are evenly distributed among the age brackets of 56–62, 49–55, and 42–48 years old, each comprising 27.3% of the total respondents. Only a small number belong to the 35–41 and 28–34 age brackets, each representing 9.1%. This distribution indicates that the majority of school heads are in their middle to late stages of professional maturity, suggesting extensive experience in educational administration. Such maturity may translate to a deeper understanding of ethical practices and leadership responsibilities within the school setting. Older school heads often possess the wisdom and patience required to manage diverse ethical dilemmas effectively.

Sex. The results reveal that 63.6% of the school heads are female, while 36.4% are male. This indicates a gender imbalance, with a notable dominance of women in school leadership positions. Such distribution mirrors broader trends in Philippine education, where teaching and leadership roles are predominantly filled by women. The presence of female leaders often brings a nurturing and empathetic approach to management, which can enhance ethical relationships in schools. This characteristic aligns well with the collaborative and inclusive nature of ethical leadership.

Civil Status. The data reveal that the majority of school heads, or 63.6%, are married, while 27.3% are single and 9.1% are widowed. This indicates that most school heads come from family-oriented backgrounds, which may influence their interpersonal relationships and decision-making in the school setting. Married leaders often demonstrate higher levels of empathy, understanding, and social responsibility, reflecting stability in both personal and professional life. Such traits are advantageous in promoting ethical leadership, as they translate into fairness and concern for others' welfare. This balance between personal and professional responsibilities contributes positively to the ethical climate of the school.

Highest Educational Attainment.The data show that 27.3% of school heads hold Doctorate Degree units and another 27.3% have completed a Master's Degree, while 18.2% each hold Doctorate Degree and Doctorate Degree–CAR status. Only 9.1% have a Master's Degree–CAR. This reveals that all school heads in the district possess advanced academic qualifications, signifying a highly competent leadership workforce. Such qualifications are essential in

strengthening ethical judgment and decision-making within schools. Leaders with advanced education are better equipped to understand complex ethical frameworks and apply them in school governance.

Position/ Designation. The results show that a majority of the school heads (54.5%) hold the position of Head Teacher I–III, followed by 18.2% as Head Teacher IV–VI. Only 9.1% each occupy the ranks of Principal I–II, Principal III–IV, and Teacher-In-Charge. This distribution implies that most leaders are in mid-level administrative positions, directly managing teaching staff and school operations. These positions often serve as the backbone of school management, where ethical leadership is most visibly enacted. Mid-level leaders have frequent interactions with teachers, making them key agents in cultivating ethical behavior.

Length of Teaching Experience. The data indicate that 45.5% of school heads have more than 20 years of administrative experience, 27.3% have 10–19 years, and another 27.3% have less than 10 years. This distribution shows that nearly half of the leaders are seasoned administrators with extensive experience in school management. Experience is a vital factor in ethical leadership because it refines judgment, empathy, and decision-making skills. Long-serving leaders have likely encountered various ethical issues and developed strategies to address them responsibly. Their tenure contributes significantly to the stability and ethical continuity of the district's schools.

Seminars/ Trainings Attended. The findings show that 45.5% of school heads have attended international seminars, 36.4% national, and 18.2% regional. This indicates strong participation in professional development programs at various levels. Attendance in such training demonstrates the leaders' commitment to continuous learning and ethical competence. Exposure to diverse educational systems and leadership paradigms broadens their understanding of ethical governance. It also strengthens their capacity to create ethical climates based on global best practices.

TABLE 2. FREQUENCY DISTRIBUTION ON THE DEMOGRAPHIC PROFILE OF TEACHERS

Age	**Frequency**	**Percent**
56-62	9	8.1%
49-55	30	27.0%
42-48	30	27.0%
35-41	20	18.0%
28-34	22	19.8%
Total	**111**	**100.0%**
Sex	**Frequency**	**Percent**
Male	43	38.7%
Female	68	61.3%
Total	**111**	**100.0%**
Civil Status	**Frequency**	**Percent**
Single	37	33.3%
Married	69	62.2%
Widowed	3	2.7%
Total	**111**	**99.1%**
Position/Designation	**Frequency**	**Percent**
Master Teacher IV	1	9%
Master Teacher III	5	4.5%
Master Teacher II	12	10.8%
Master Teacher I	10	9.0%
Teacher III	56	50.5%
Teacher II	9	8.1%
Teacher I	18	16.2%
Total	**111**	**100.0%**
Highest Educational Attainment	**Frequency**	**Percent**
Doctorate Degree	1	9%
Doctorate Degree-CAR	3	2.7%
Doctorate Degree-Units	3	2.7%
MAster's Degree	47	42.3%
Master's Degree-CAR	21	18.9%
Master's Degree-Units	7	6.3%
Bachelor's Degree	29	26.1%
Total	**111**	**100.0%**
Position/Designation	**Frequency**	**Percent**
20>	19	17.1%
10-19	44	39.6%
<10	48	43.2%
Total	**111**	**100.0%**

Number of relevant seminars/ trainings attended	Frequency	Percent
International	19	17.1%
National	**77**	69.4%
Region	15	13.5%
Total	**111**	**100.0%**

TABLE 3. SUMMARY RESULTS ON THE LEVEL OF SCHOOL HEADS' PERCEIVED LEVEL OF SCHOOL CLIMATE

Indicators	N	Mean	Std. Deviation	Interpretation
Respectful Relationships	11	3.24	1.22	Moderate
Perceived Safety	11	3.11	1.08	Moderate
Teacher Collaboration	11	3.05	1.03	Moderate
Student Engagement	11	2.87	0.72	Moderate
Grand Mean	**11**	**3.07**	**1.01**	**Moderate**

Legend	***Range***	***Description***
	4.21-5.00	*Very Highly*
	3.41-4.20	*High*
	2.61-3.40	*Moderate*
	1.81-2.60	*Low*
	1.00-1.80	*Very Low*

Summary of Findings

The overall grand mean of 3.07 (Moderate) suggests that school heads perceive the school climate in Carmen I District as generally positive but still requiring improvement. Among the dimensions, Respectful Relationships (M = 3.24) ranked highest, while Student Engagement (M = 2.87) ranked lowest. This pattern indicates that while ethical and interpersonal aspects are moderately strong, motivational and participatory elements need further enhancement. According to Iqbal (2021), organizational success relies on both ethical relationships and effective knowledge flow. Thus, developing a holistic climate that integrates trust, engagement, and respect is essential.

TABLE 4. SUMMARY RESULTS ON THE LEVEL OF TEACHERS' PERCEIVED LEVEL OF SCHOOL CLIMATE

Indicators	**N**	**Mean**	**Std. Deviation**	**Interpretation**
Respectful Relationships	111	3.54	0.82	High
Student Engagement	111	3.34	0.89	Moderate
Teacher Collaboration	111	3.22	0.93	Moderate
Perceived Safety	111	2.61	0.84	Moderate
Grand Mean	111	**3.18**	**0.87**	**Moderate**

Legend	***Range***	***Description***
	4.21-5.00	*Very Highly*
	3.41-4.20	*High*
	2.61-3.40	*Moderate*
	1.81-2.60	*Low*
	1.00-1.80	*Very Low*

Summary of Findings. Table 4 summarizes that teachers overall perceive ethical leadership as moderate, with a grand mean of 2.97. The highest-rated dimension is Ethics or Expediency (M = 3.27), indicating teachers see some balance between ethical conduct and practical demands in leadership. Walking the Talk has the lowest mean (2.77), suggesting visible alignment of values and actions is less apparent.

TABLE 5. SUMMARY RESULTS ON THE LEVEL OF SCHOOL HEADS' PERCEIVED LEVEL OF ETHICAL LEADERSHIP

Indicators	N	Mean	Std. Deviation	Interpretation
Ethics or Expediency	11	3.25	1.03	Moderate
Moral Authority or Hypocrisy	11	3.15	0.80	Moderate
Ethical Blind Spots	11	3.02	0.88	Moderate
Leadership by Example	11	3.02	0.75	Moderate
Walking the Talk	11	2.62	0.87	Moderate
Grand Mean	11	**3.01**	**0.87**	**Moderate**

Legend	***Range***	***Description***
	4.21-5.00	*Very Highly*
	3.41-4.20	*High*
	2.61-3.40	*Moderate*
	1.81-2.60	*Low*
	1.00-1.80	*Very Low*

Summary of Findings. Table 5 summarizes that the overall grand mean of 3.01 (Moderate) signifies that school heads perceive themselves as moderately ethical leaders. The highest mean dimension, "Ethics or Expediency" (M = 3.25), indicates a fair awareness of ethical conduct, though practical compromises are still made. Conversely, "Walking the Talk" scored the lowest (M = 2.62), revealing inconsistency between moral ideals and actions. According to Ibrahim et al. (2014), this gap reflects a common leadership challenge where moral intent does not always translate into ethical behavior. Therefore, leadership development programs should focus on aligning moral values with daily decision-making.

TABLE 6. SUMMARY RESULTS ON THE LEVEL OF TEACHERS' PERCEIVED LEVEL OF ETHICAL LEADERSHIP

Indicators	N	Mean	Std. Deviation	Interpretation
Ethics or Expediency	111	3.27	0.89	Moderate
Moral Authority or Hypocrisy	111	3.08	0.77	Moderate
Leadership by Example	111	3.03	0.73	Moderate
Walking the Talk	111	2.77	0.86	Moderate
Ethical Blind Spots	111	2.69	0.64	Moderate
Grand Mean	111	**2.97**	**0.78**	**Moderate**

Legend	***Range***	***Description***
	4.21-5.00	*Very Highly*
	3.41-4.20	*High*
	2.61-3.40	*Moderate*
	1.81-2.60	*Low*
	1.00-1.80	*Very Low*

Summary of Findings. Table 6 summarizes that teachers overall perceive ethical leadership as moderate, with a grand mean of 2.97. The highest-rated dimension is Ethics or Expediency (M = 3.27), indicating teachers see some balance between ethical conduct and practical demands in leadership. Walking the Talk has the lowest mean (2.77), suggesting visible alignment of values and actions is less apparent. This overall moderate perception mirrors findings from prior studies, such as Ibrahim et al. (2014), that suggest ethical leadership is valued but challenging to consistently manifest. Moderate ratings across dimensions highlight areas for leadership development and ethical culture strengthening.

Table 6 Model Summary

This section presents the test of relationship between the school heads' profile and their perceived level of ethical leadership.The model summary in Table 6 shows an extremely strong correlation between the school heads' profile variables and their perceived level of ethical leadership, with an R value of 0.987. The R Square value of 0.974 suggests that 97.4% of the

variance in perceived ethical leadership can be explained by the profile variables included in the model. This high explanatory power indicates that the characteristics of school heads have a substantial combined influence on how ethical leadership is perceived. The adjusted R Square of 0.914, although slightly lower, still confirms the model's robustness after adjusting for the number of predictors, indicating the model's reliability. The low standard error of 0.168 suggests that predictions from this model are quite precise, reinforcing confidence in these relationships.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987	.974	.914	.168

ANOVA Analysis. Table 6 presents the ANOVA results, indicating the overall significance of the regression model predicting perceived ethical leadership from school heads' profiles. The F-value of 16.246 and corresponding significance level (p = 0.022) show that the model significantly explains the variation in ethical leadership perceptions better than a model with no predictors. This suggests that at least one of the profile variables included in the model significantly contributes to explaining perceived ethical leadership. The small residual sum of squares (.084) compared to the regression sum of squares (3.192) further confirms that the model fits the data well. Together with the Model Summary, this ANOVA test reinforces the reliability of the regression analysis.

TABLE 7 ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.599	7	.228	1.218	.391
	Residual	1.500	8	.187		
	Total	3.099	15			

TABLE 8 MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE SCHOOL HEADS' PROFILE AND THEIR PERCEIVED LEVEL OF ETHICAL LEADERSHIP

Variables	Beta	p-value	Decision
Age	-.168	.459	Not Significant
Sex	.081	.778	Not Significant
Civil Status	1.206	.029	Significant
Highest Educational Attainment	.136	.839	Not Significant
Position/ Designation	-.578	.035	Significant
Length of Administrative Experience	-1.786	.013	Significant
Seminars/ Trainings	.795	.082	Not Significant

Multiple Regression Analysis. Table 8 breaks down the contribution of each school head profile variable in predicting perceived ethical leadership using beta coefficients and significance tests. The analysis reveals that civil status (β=1.206, p=0.029), position/designation (β=-0.578, p=0.035), and length of administrative experience (β=-1.786, p=0.013) are significant predictors. Interestingly, civil status shows a positive relationship with ethical leadership perception, suggesting that married or certain civil status categories might perceive or exhibit higher ethical leadership. Conversely, position/designation and length of administrative experience negatively relate to perceived ethical leadership, implying that higher positions or longer experience may sometimes correlate with lower perceived ethical leadership, which merits further qualitative exploration.

TABLE 9. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130	.017	-.050	.417

ANOVA Analysis. ANOVA results in Table 10 corroborate this finding, with a non-significant F value of 0.253 (p=0.970), confirming that the regression model does not significantly predict ethical leadership perceptions among teachers. This aligns with SCT by highlighting that personal

and environmental factors among teachers may be less influential or that other unmeasured variables such as school climate or leadership behaviors play a greater role.

TABLE 10. ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.018	7	.145	.341	.933
	Residual	43.919	103	.426		
	Total	44.936	110			

Table 10 multiple regression further confirms that none of the teachers' profile variables, including age, sex, civil status, educational attainment, designation, teaching experience, or seminars/training, significantly predict perceived ethical leadership. This uniform lack of significance suggests that teachers' perceptions of ethical leadership are likely shaped by factors beyond their demographic or experiential characteristics. It also suggests a more stable or uniform perception of leadership ethics among teachers, perhaps influenced by organizational culture or direct interactions with leadership rather than personal attributes.

TABLE 11. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE TEACHERS' PROFILE AND THEIR PERCEIVED LEVEL OF ETHICAL LEADERSHIP

Variables	Beta	p-value	Decision
Age	.152	.670	Not Significant
Sex	-.021	.914	Not Significant
Civil Status	-.052	.776	Not Significant
Highest Educational Attainment	.111	.695	Not Significant
Position/ designation	-.101	.759	Not Significant
Length of teaching experience	-.252	.273	Not Significant
Seminars/ Trainings	.151	.543	Not Significant

Table 12 model summary indicates a very strong relationship between school heads' profile and their perceived level of school climate, with R=0.971 and R Square=0.943. This means that 94.3% of the variance in perceived school climate is explained by the profile variables, suggesting that school heads' characteristics strongly influence their perception of the school climate. The adjusted R Square of 0.810 still reflects a very strong model fit after adjustment, and a standard error of 0.234 indicates good prediction accuracy. These results imply that personal and professional characteristics are highly relevant to how school heads interpret their school environment

TABLE 12. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591	.350	-.220	.561

The ANOVA in Table 13 presents a marginally significant F value (7.079, p=0.068), which is slightly above the conventional 0.05 threshold but indicates the model approaches significance in predicting school climate perceptions. The relatively small residual variance compared to regression variance supports that the model explains much of the variation in climate perception. This borderline significance suggests that while profile factors are important, there may be other influential factors contributing to school climate perceptions not captured in this model. SCT supports this view, as environmental factors like school culture interact with personal characteristics to influence perception.

TABLE 13. ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.354	7	.193	.614	.733
	Residual	2.519	8	.315		
	Total	3.873	15			

Table 14 Multiple regression reveals that length of administrative experience (β=-2.098, p=0.025) is the only significant predictor of perceived school climate, with a negative relationship. This suggests that more experienced administrators may perceive the school climate less favorably, possibly due to heightened awareness of institutional challenges or leadership fatigue. Other variables such as age, sex, civil status, educational attainment, position, and seminars/trainings are not significant predictors, indicating a nuanced role of experience specifically. This negative correlation may highlight how prolonged exposure to the school environment can alter leaders' perception of climate.The significant impact of administrative experience aligns with SCT by illustrating how accumulated personal and behavioral experiences shape environmental perceptions.

TABLE 14. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF THE SCHOOL HEADS AND THEIR PERCEIVED LEVEL OF SCHOOL CLIMATE

Variables	Beta	p-value	Decision
Age	.437	.235	Not Significant
Sex	-.212	.624	Not Significant
Civil Status	.675	.235	Not Significant
Highest educational Attainment	.555	.586	Not Significant
Position/ Designation	-.017	.947	Not Significant
Length of Administrative Experience	-2.098	.025	Significant
Seminars/ Trainings	.967	.126	Not Significant

The model summary in Table 15 shows a weak relationship between teachers' profiles and their perceived school climate, with R=0.262 and R Square=0.069, indicating only 6.9% of the variance is explained. The adjusted R Square of 0.006 further suggests that this model has minimal predictive value once complexity is accounted for. The standard error of 0.427 indicates less precision in predictions, reinforcing the model's weak explanatory power. These results imply that teachers' demographic and professional profiles do not substantially influence their perception of the school climate.

TABLE 15. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262	.069	.006	.427

The ANOVA in Table 16 supports this, with an F-value of 1.088 and a non-significant p-value of 0.377, meaning the model does not significantly predict school climate perception among teachers. This further underscores that the variation in teachers' climate perception is likely determined by other factors beyond the profile variables tested. Bandura's SCT explains this through the interplay of environmental and behavioral influences, suggesting that teachers' perceptions might be more shaped by immediate school environment factors and leadership actions than their personal profiles. This contrasts with the stronger influence of profile variables on school heads' perceptions.

TABLE 16. ANOVA ANALYSIS

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.388	7	.198	1.088	.377
	Residual	18.778	103	.182		
	Total	20.166	110			

Multiple regression results in Table 17 reveal that only age (β=-0.845, p=0.017) significantly predicts perceived school climate among teachers, with a negative relationship. This indicates that older teachers tend to perceive the school climate less positively, which may reflect generational differences in expectations or experiences within the school environment. Other profile variables, including sex, civil status, education, position, teaching experience, and training, do not significantly influence climate perceptions. This minimal significance supports the idea that perceptions of school climate among teachers are relatively independent of most personal demographic factors.

Integrating these findings with SCT, the results emphasize the importance of environmental factors over personal attributes for teachers' perceptions. The role of age suggests some influence of personal experience but within a limited scope. This indicates that efforts to improve school climate should prioritize systemic and organizational interventions, focusing on improving environmental conditions and leadership behaviors observable to teachers. The weak association between teachers' profile and climate perception highlights the complex and multifaceted nature of climate as an environmental construct within educational settings.

TABLE 17. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF THE TEACHERS AND THEIR PERCEIVED LEVEL OF SCHOOL CLIMATE

Variables	Beta	p-value	Decision
Age	-.845	.017	Significant
Sex	.146	.448	Not Significant
Civil Status	-.032	.858	Not Significant
Highest Educational Attainment	.452	.102	Not Significant
Position/ Designation	.110	.734	Not Significant
Length of Teaching Experience	.065	.771	Not Significant
Seminars/ Trainings	.198	.413	Not Significant

Discussion

The findings explain the significant role ethical leadership plays in shaping perceptions of school climate among both school heads and teachers. Ethical leadership is closely tied to elements such as teacher collaboration, respectful relationships, and student engagement, which are essential for creating a positive and productive educational environment. When leaders embody ethical principles consistently, they set the tone for mutual respect and trust throughout the school community. This trust fosters an atmosphere where teachers feel supported and motivated, ultimately benefiting student outcomes. However, perceptions of safety appear to be more complex and sometimes less strongly correlated with ethical leadership, especially from the teachers' standpoint. This suggests that while ethical leadership forms the cultural backbone of schools, additional practical safety measures are necessary to address teachers' concerns fully.

The findings also reveal the importance of moral authority in effective leadership. Leaders who are perceived as authentic, trustworthy, and morally grounded tend to inspire greater confidence and respect among staff. This moral authority is not simply about holding a position of power but about consistently "walking the talk" and demonstrating integrity in daily actions. When leaders fail to embody these values, they risk undermining trust and damaging the school climate. Therefore, cultivating genuine moral authority is a vital leadership responsibility, especially in today's educational settings where transparency and ethical behavior are highly valued. This moral foundation helps in mitigating issues such as hypocrisy and expediency, which can erode community cohesion.

An important insight from the findings is the role of ethical blind spots in leadership. Leaders who recognize their limitations and potential ethical challenges are better positioned to engage in reflective practice and continuous ethical development. This openness to self-scrutiny fosters a culture of growth and accountability within schools. It encourages other members of the school community to be mindful of their own behaviors and decisions, contributing to an ethical climate overall. Ethical leadership, therefore, is not static but an evolving process that benefits from ongoing reflection and adjustment. This adaptive approach is crucial for managing the complexities and demands of modern educational environments.

The link between ethical leadership and teacher collaboration underscores the significance of trust and shared values in fostering teamwork. When teachers perceive their leaders as ethical, they are more willing to collaborate, share knowledge, and support one another. This collaboration enhances instructional quality and creates a more cohesive learning community. Ethical leaders create environments where open communication and cooperation are prioritized leading to collective problem-solving and innovation. The resulting synergy strengthens the school's capacity to meet student needs effectively. Hence, fostering ethical leadership can be seen as an investment in the collaborative potential of the teaching staff.

Respectful relationships within the school community emerge as a critical outcome of ethical leadership. Respect is both a product and a prerequisite of ethical conduct, reflecting mutual recognition of dignity and fairness. Leaders who model respect in their interactions influence the overall social fabric of the school. This positive relational climate promotes student engagement by creating a safe and supportive space for learning. The findings suggest that ethical leadership extends beyond policy and rules to affect the emotional and relational dimensions of the school. Developing respectful relationships is thus central to nurturing an inclusive and empowering educational environment.

IV. CONCLUSION

The findings underscore the pivotal role of ethical leadership in shaping a positive school climate that fosters trust, collaboration, respectful relationships, and student engagement. Ethical leaders who consistently demonstrate integrity and moral authority create an environment where staff and students feel valued, supported, and motivated. However, ethical leadership alone is not sufficient to address all aspects of school climate, particularly perceived safety, which requires concrete policies and practices alongside ethical culture. Therefore, effective school leadership must balance ethical vision with practical action to ensure a holistic, safe, and nurturing educational environment. Developing leaders' ethical awareness, reflective capacity, and commitment to leading by example is essential for sustaining school improvement and fostering organizational trust. Ultimately, integrating ethical leadership into broader leadership development

and policy frameworks holds great promise for enhancing the overall effectiveness and well being of educational communities

V. RECOMMENDATIONS

1. Enhance Ethical Leadership Training: Schools should invest in ongoing professional development focused on ethical decision-making, integrity, and moral authority to strengthen leaders' ability to foster positive climates.
2. Promote Collaborative Leadership Practices: Encourage school heads to cultivate a culture of collaboration among teachers and staff to build trust and improve collective commitment to ethical standards.
3. Implement Clear Policies for Safety: Develop and enforce comprehensive safety protocols alongside ethical leadership initiatives to ensure that perceived safety is addressed effectively within the school environment.
4. Encourage Reflective Leadership: Support leaders in regularly reflecting on their actions and decisions to identify potential ethical blind spots and continuously improve their leadership practices.
5. Lead by Example: School leaders should consistently model ethical behavior in everyday interactions, reinforcing the importance of integrity and respect throughout the school community.
6. Foster Respectful Relationships: Create programs and initiatives that promote mutual respect and positive relationships among staff, students, and parents as a foundation for a healthy school climate.
7. Integrate Ethics into School Policies: Embed ethical principles explicitly within school mission statements, codes of conduct, and evaluation criteria to ensure alignment between values and practices.
8. Engage Stakeholders in Ethical Conversations: Facilitate open dialogues involving teachers, students, parents, and community members about ethical challenges and expectations to build shared ownership of school culture.

9. Monitor and Evaluate Climate Regularly: Establish mechanisms to assess school climate and ethical leadership effectiveness periodically, using feedback to guide improvements and targeted interventions.
10. Support Emotional and Moral Development: Provide resources and support systems that address both the emotional wellbeing and moral growth of school leaders and staff, recognizing their impact on overall school climate and performance.

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