



PERCEPTIONS OF SCHOOL HEADS ON THE WORK ETHICS OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN MANGATAREM DISTRICT II: A BASIS FOR STRENGTHENING LEADERSHIP PRACTICES

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Abstract :

This study sought to develop Proposed Assessment Tools for Measuring Learning Engagement in Grade 8 Science as a basis for a The work ethics of teachers play an essential role in shaping a positive school environment and improving overall educational outcomes. This study was conducted to examine the perceptions of school heads on the work ethics of teachers in relation to various profile variables and to propose leadership practices that could strengthen ethical performance in the workplace. Specifically, it sought to determine how school heads perceive teacher work ethics in terms of punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork. It also aimed to identify differences in these perceptions when grouped according to school heads' highest educational attainment, number of years in service, current position, and trainings and seminars attended. The study employed a descriptive-comparative quantitative research design involving 32 school heads as respondents. A validated survey questionnaire was used to gather data. The results showed that school heads generally perceived teachers' work ethics positively across all indicators. However, statistically significant differences were found when perceptions were grouped according to profile variables, especially in relation to current position and trainings attended. The most notable differences were associated with the number of trainings and seminars attended, indicating that professional development influences school leaders' ethical assessments. Based on the findings, leadership practices such as ethical leadership training, mentoring, professional learning communities, and objective evaluation tools were proposed to foster a more consistent and ethically driven teaching force. These findings underscore the importance of reflective and transformative leadership in strengthening the ethical culture within schools.

INTRODUCTION

In the global educational landscape, teacher work ethics are essential to student achievement, institutional development, and the overall quality of education. International studies underscore that teachers who exhibit strong work ethics, manifested through professionalism, responsibility, and commitment, significantly enhance student learning outcomes and foster positive school environments (Benedicto & Caelian, 2021). Conversely, deficiencies in work ethics can lead to diminished instructional quality and weakened organizational performance.

In the Asian countries like Indonesia, teacher work ethics are influenced by various factors, including compensation, professional development opportunities, and societal expectations. Research indicates that inadequate support and low remuneration can adversely affect teachers' commitment and performance, highlighting the need for systemic reforms to bolster teacher welfare and ethical standards (Mansir, 2020).

In the Philippines, recent studies reveal that teachers' work ethics are closely linked to their professional development and the support they receive from school leadership. For instance, Dasalla and Guevara (2023) found that elementary teachers with

extensive experience and higher educational qualifications tend to demonstrate stronger adherence to professional ethics and a greater commitment to continuous learning. Moreover, administrative support and a collaborative work environment have been identified as significant factors influencing teacher professionalism and ethical conduct (Ancho & Villadiego, 2022).

In Mangataram District II, there is a pressing need to assess the work ethics of public elementary school teachers from the perspective of school heads. Such an assessment is crucial for identifying areas that require improvement and for developing strategies to strengthen leadership practices. By understanding school heads' perceptions, educational leaders can implement targeted interventions aimed at enhancing teacher performance, fostering ethical behavior, and ultimately improving student outcomes.

This study sought to fill the existing gap by providing empirical data on school heads' perceptions of teacher work ethics in Mangataram District II. The findings will serve as a foundation for formulating leadership practices that promote ethical standards and professional excellence among teachers, thereby contributing to the overall advancement of the educational system in the district.

Theoretical Framework

This study is anchored on three contemporary theories that provide a rich foundation for examining school heads' perceptions of teachers' work ethics: the Creative Work Ethic, Moral Intelligence, and Reflective Practice.

The concept of the Creative Work Ethic emphasizes innovation, self-motivation, and flexibility in professional practices. In the educational context, this ethic encourages teachers to engage in innovative teaching methods, adapt to changing classroom dynamics, and balance structured responsibilities with creative autonomy. However, it also raises concerns about self-exploitation and the undervaluing of collaborative efforts (Hadar, 2022). Understanding this ethic is crucial for school heads as they assess and support teachers' professional conduct and well-being.

Moral Intelligence pertains to the capacity to discern right from wrong and to act accordingly. It encompasses competencies such as integrity, responsibility, compassion, and forgiveness. In leadership, moral intelligence is vital for fostering ethical decision-making and nurturing a culture of trust and accountability within educational institutions (Beheshtifar et al., 2011). School heads with high moral intelligence are better equipped to evaluate and influence the ethical behaviors of their teaching staff.

Reflective Practice involves the continuous process of self-examination and critical analysis of one's professional actions. Nguyen Nhat Quang's (2022) model delineates four levels of reflection: descriptive, dialogic, transformative, and critical. Engaging in reflective practice enables school heads to assess their leadership approaches and understand the underlying factors influencing teachers' work ethics. This introspection is essential for implementing effective strategies that promote ethical practices among teachers.

The theories help to provide a comprehensive understanding of how school heads perceive and influence the work ethics of public elementary school teachers in Mangataram District II. This theoretical framework will guide the analysis and interpretation of data, ultimately contributing to the development of leadership practices that uphold and enhance ethical standards in education.

Conceptual Framework

This study is anchored on the premise that school heads, as key instructional leaders, hold valuable insights into the work ethics of their teaching staff, which in turn influence the overall performance and climate of the school. The concept of work ethics encompasses essential attributes such as professionalism, punctuality, accountability, integrity, commitment, and collaboration—all of which are vital in promoting a culture of excellence and responsibility in basic education. School heads' perceptions of these behaviors among teachers are shaped by their daily observations, leadership experiences, and school management practices.

Guided by recent theoretical underpinnings—namely, the Creative Work Ethic (Hadar, 2022), Moral Intelligence (Beheshtifar et al., 2011), and Reflective Practice (Nguyen, 2022)—the study explores how these perceptions inform the strategies school heads use to reinforce positive work ethics and address existing gaps. The conceptual framework thus revolves around the relationship between the independent variable, which is the perceived work ethics of public elementary school teachers, and the dependent variable, which is the formulation or enhancement of leadership practices. Through this lens, the study aims to generate data that may serve as a basis for leadership capacity-building programs, ethical policy development, and the creation of a more engaged, professional teaching workforce.

Research Paradigm

Figure 1 shows the paradigm of the study.

This study adopted a descriptive research paradigm grounded in a quantitative approach, aimed to explore the perceptions of school heads regarding the work ethics of public elementary school teachers in Mangataram District II. The paradigm operates on the premise that understanding these perceptions can provide valuable insights for enhancing leadership practices. The study began by identifying key work ethic indicators such as punctuality, professionalism, accountability, integrity, and cooperation. These served as the basis for measuring school heads' perceptions. The process involved gathering quantitative data through a validated survey questionnaire, which was analyzed statistically. The output of this process was a set of data-driven insights and recommendations that can inform school leadership development programs and strategies. Ultimately, the paradigm shows the role of informed perception in shaping effective and ethical leadership within the basic education sector.

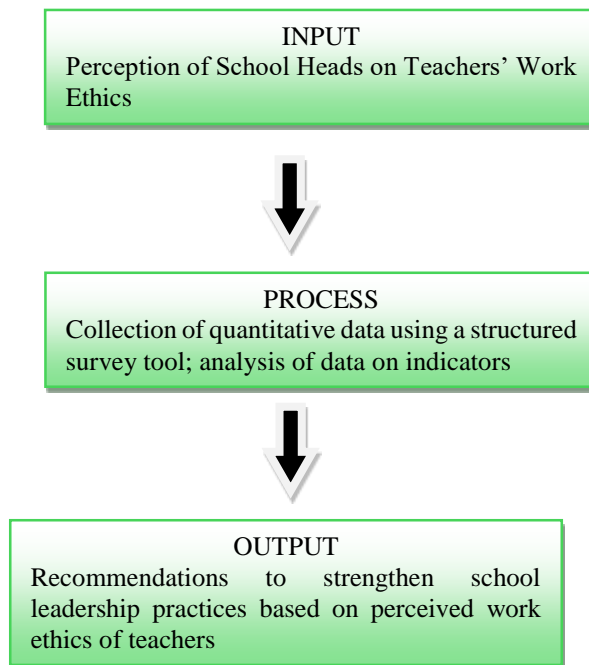


Figure 1: Research Paradigm

Statement of the Problem

This study aimed to examine the perceptions of school heads on the work ethics of public elementary school teachers in Mangataram District II. It also sought to determine how these perceptions may inform and strengthen leadership practices among school heads.

Specifically, this study sought answers to the following questions:

1. What is the profile of the school heads in Mangataram District II in terms of:
 - a. Age
 - b. Sex
 - c. Highest Educational Attainment
 - d. Number of Years in Service
 - e. Current Position
 - f. Trainings/Seminars Attended Relevant to Leadership
2. What are the perceptions of school heads regarding the work ethics of public elementary school teachers in Mangataram District II in terms of the following indicators?
 - a. Punctuality and Attendance
 - b. Accountability and Responsibility
 - c. Professionalism in Conduct and Communication
 - d. Integrity and Honesty
 - e. Commitment to Duties and Continuous Learning
 - f. Collaboration and Teamwork
3. Are there significant differences in the perceptions of school heads on the work ethics of teachers when grouped according to their profile variables?
4. What leadership practices can be proposed based on the findings of the study to strengthen work ethics among teachers??

Hypothesis of the Study

The hypothesis was tested at .05 level of significance

1. There are significant differences in the perceptions of school heads on the work ethics of teachers when grouped according to their profile variables.

Scope and Limitations of the Study

This study focused on assessing the perceptions of school heads regarding the work ethics of public elementary school teachers in Mangataram District II, located in the municipality of Mangataram, Pangasinan. Specifically, the study sought to explore how these perceptions may inform and strengthen leadership practices in the district.

The respondents of the study were the 32 public elementary school heads, comprising Teacher-In-Charge, Head Teachers, and School Principals, assigned in Mangataram District II for the academic year 2024–2025. The study included an analysis of the school heads' profile in terms of age, sex, highest educational attainment, number of years in service, current position, and leadership-related trainings or seminars attended.

The study was limited to gathering data based solely on the school heads' perceptions and does not include the direct views of teachers or other school stakeholders. Likewise, the study is quantitative in nature, utilized a researcher-made questionnaire, and statistical tools to analyze the data. It does not aim to explore the deeper qualitative factors or specific situational contexts that may influence teacher behavior or school culture.

Furthermore, the findings and proposed leadership practices derived from this study were intended for contextual application within Mangatarem District II only. Any attempt to generalize the results to other districts or educational settings must be done with caution, considering differences in demographics, school culture, and administrative contexts.

Significance of the Study

This study holds valuable significance for various stakeholders in the educational system, particularly in the context of enhancing leadership practices and promoting ethical conduct among teachers.

School Heads. The findings of this study will provide school leaders with insights into how their perceptions align with the ethical standards demonstrated by teachers in their respective schools. By identifying areas of strength and concern, school heads can craft targeted leadership strategies and interventions that foster a more ethically driven teaching workforce.

Teachers. While teachers are not the direct respondents of this study, the results can indirectly benefit them through the formulation of professional development programs and leadership initiatives informed by school heads' observations. Such programs may lead to the reinforcement of ethical behaviors, a stronger sense of accountability, and improved collaboration within school communities.

District and Division Education Leaders. Supervisors and education program specialists at the district and division levels may find the results useful in developing district-wide programs aimed at enhancing teacher performance, ethics, and leadership capabilities. The study's recommendations may also support evidence-based policy making.

Future Researchers. The study will serve as a valuable reference for researchers who wish to explore similar topics related to teacher work ethics, school leadership, or education management. It may also open avenues for further studies involving teachers' perspectives, longitudinal assessments, or qualitative investigations.

The Department of Education (DepEd). On a broader scale, the results of the study may contribute to DepEd's continuing efforts to uphold high standards of professionalism and ethical behavior among educators. The proposed leadership practices derived from the findings may support the department's goals of fostering quality, inclusive, and values-oriented education.

Definition of Terms

To ensure a common understanding of the terms used in this study, the following key concepts are defined operationally based on how they were used in the context of the research:

Accountability and Responsibility. The teacher's ability to own up to duties, deliver on assigned tasks, and accept the outcomes of their actions or inactions in the teaching-learning process.

Collaboration and Teamwork. The ability to work harmoniously with peers, school leaders, and the community in achieving common goals and implementing school programs effectively.

Commitment to Duties and Continuous Learning. Indicates a teacher's dedication to their role, eagerness to improve through professional development, and willingness to go beyond minimum requirements for the benefit of learners.

Integrity and Honesty. Refers to being truthful, transparent, and fair in all aspects of teaching, grading, reporting, and interpersonal relationships within the school.

Leadership Practices. Refer to the strategies, actions, and decision-making approaches employed by school heads to influence, guide, and support teachers in promoting ethical and professional behavior within the school setting.

Mangatarem District II. One of the school districts under the Department of Education in Pangasinan, composed of public elementary schools whose school heads are the participants of this study.

Perceptions. Refer to the views, opinions, or judgments of school heads based on their observations and experiences in managing teachers under their supervision.

Professionalism in Conduct and Communication. Demonstrates respect, courtesy, and appropriateness in interactions with learners, colleagues, parents, and stakeholders, including proper use of language and demeanor.

Punctuality and Attendance. Refers to the regularity and timeliness of a teacher in reporting for duty, attending classes, and participating in official school functions.

School Heads. Refer to principals, head teachers, and teachers-in-charge who are officially designated to lead public elementary schools in Mangatarem District II. They are the primary respondents in this study.

Work Ethics. Refers to the set of moral principles, values, and behaviors that govern a teacher's conduct in the workplace. In this study, work ethics is assessed through the perceptions of school heads using several indicators.

Research Through Innovation

RESEARCH METHODOLOGY

Research Design

This study employed a descriptive quantitative research design to examine the perceptions of school heads on the work ethics of public elementary school teachers in Mangatarem District II. The descriptive design was appropriate because the study aimed to gather and analyze measurable data that reflect how school heads perceive various dimensions of teachers' work ethics. Through structured questionnaires, the study collected numerical data that describe existing conditions without manipulating any variables.

The use of a quantitative approach allowed the researcher to analyze trends, patterns, and relationships using statistical tools. Specifically, the study described the profile of school heads, assessed their perceptions on teacher work ethics across several key indicators—such as punctuality, responsibility, professionalism, integrity, commitment, and collaboration—and determined if their perceptions significantly vary according to their demographic profile.

This research design was chosen to provide an objective, systematic, and replicable means of gathering data, which was used as a basis for proposing leadership practices that strengthen ethical behavior among teachers. It aligned with the study's goal of producing data-driven insights that can contribute to improved school management and teacher development within the district.

Sources of data

The primary source of data for this study was the responses of school heads in Mangatarem District II, Pangasinan. A researcher-made questionnaire was used to gather quantitative data regarding their perceptions of the work ethics of public elementary school teachers under their supervision. The questionnaire also collected data on the school heads' profiles, which include age, sex, educational attainment, years in service, current position, and relevant leadership trainings or seminars attended. These data helped in determining patterns and relationships between their demographic characteristics and their perceptions of teacher work ethics.

Locale of the Study

The study was conducted in Mangatarem District II, a school district located in the municipality of Mangatarem, Province of Pangasinan, under the Schools Division Office I – Pangasinan, Region I. The district comprises several public elementary schools situated in rural and semi-urban barangays. The district is administered by a Public Schools District Supervisor and composed of school heads, including principals, head teachers, and teachers-in-charge. These administrators serve as instructional leaders responsible for overseeing the professional and ethical performance of teaching personnel in their respective schools.

Population and Sampling

The target population of this study consisted of all public elementary school heads in Mangatarem District II. This includes principals, head teachers, and teachers-in-charge who are currently holding official designations and assigned to lead public elementary schools within the district during the academic year 2024–2025.

As of the latest official records from the Schools Division Office, there are 32 school heads assigned in Mangatarem District II. Given the manageable population size, the study adopted a total enumeration sampling technique (also known as census sampling), wherein all 32 school heads were invited to participate in the study. This approach ensured full representation and allowed for more reliable generalizations of findings within the district.

Instrumentation and Data Collection

To gather the necessary data for the study, the researcher developed a structured questionnaire that served as the main data-gathering instrument. The questionnaire consisted of two parts. The first part focused on the respondents' profile, including age, sex, highest educational attainment, number of years in service, current position, and trainings or seminars attended relevant to leadership. The second part contained 60 statements categorized under six indicators of teacher work ethics: punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork. Each item was rated using a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

The instrument was initially subjected to content validation by experts in educational leadership and research to ensure its relevance, clarity, and alignment with the objectives of the study. Revisions were made based on their feedback before it was finalized for administration.

Once approved, the researcher sought permission from the Schools Division Superintendent and the Public Schools District Supervisor of Mangatarem District II to conduct the study. Upon approval, the researcher personally distributed the questionnaires to the 32 school heads in the district. The purpose of the study was explained, and respondents were assured of confidentiality and the voluntary nature of their participation. The respondents were given sufficient time to complete the questionnaire, and follow-ups were conducted when necessary to ensure a high retrieval rate. After the questionnaires were collected, the data were tallied, organized, and encoded for statistical analysis.

Tools for Data Analysis

For SOP 1, which aimed to determine the profile of the school heads in Mangatarem District II in terms of age, sex, highest educational attainment, number of years in service, current position, and trainings or seminars attended relevant to leadership, the researcher used frequency counts and percentages. These statistical tools were employed to summarize and describe the distribution of the respondents according to their demographic characteristics.

For SOP 2, which sought to examine the perceptions of school heads on the work ethics of public elementary school teachers based on six indicators—punctuality and attendance; accountability and responsibility; professionalism in conduct and communication; integrity and honesty; commitment to duties and continuous learning; and collaboration and teamwork—mean and standard deviation were used. These measures of central tendency and variability helped interpret the level and consistency of the respondents' perceptions across each category of work ethics.

For SOP 3, which intended to determine whether there were significant differences in the perceptions of school heads on teacher work ethics when grouped according to their profile, the researcher applied the t-test for independent samples (for variables with two categories, such as sex) and One-Way Analysis of Variance (ANOVA) (for variables with more than two categories, such as educational attainment and years in service). These inferential statistics were used to test for significant variations in perceptions based on the respondents' demographic groupings.

For SOP 4, which aimed to identify leadership practices that could be proposed based on the findings of the study, the researcher synthesized the quantitative results and interpreted the implications of the data. The results from SOPs 1 to 3 were analyzed collectively to generate data-driven recommendations. These findings were used as the basis for formulating leadership practices intended to strengthen ethical behavior among teachers in the district.

Ethical Considerations

This research was conducted with the highest regard for ethical standards, ensuring the protection of participants' rights, confidentiality, and well-being throughout the process. The following ethical considerations were strictly adhered to:

Informed Consent: Before participating in the study, each respondent was provided with an informed consent form that explained the purpose of the study, the nature of their participation, and any potential risks or benefits associated with it. Participants are informed that their participation is voluntary and that they have the right to withdraw from the study at any time without any negative consequences.

Confidentiality and Anonymity: To protect the privacy of the respondents, all data collected was kept confidential. Respondents' personal information was anonymized, and only aggregated data were used in the analysis and reporting of results. Any identifying details were removed to ensure that no individual can be traced from the study's findings.

Data Security: The data collected was stored in a secure database, accessible only to the researcher and authorized personnel involved in the data analysis. After the completion of the study, all personal data were safely destroyed in compliance with data protection laws and ethical guidelines.

Avoidance of Harm: Every effort was made to ensure that participation in the study would not cause any psychological, emotional, or social harm to the respondents.

Honesty and Integrity in Data Reporting: The researcher was committed to reporting the findings truthfully and transparently, without any manipulation of data. The integrity of the study's results was paramount, and all conclusions drawn were based solely on the data collected and analyzed. Acknowledgment of any limitations or conflicts of interest was openly discussed in the final report to maintain ethical transparency.

These ethical considerations ensured that the research was conducted responsibly, respecting the rights and dignity of the respondents while ensuring the validity and reliability of the data collected.

Trustworthiness

In this study, ensuring trustworthiness was essential to establish the validity and reliability of the findings. Trustworthiness in research refers to the extent to which the results can be trusted and accurately represent the data collected. To maintain the integrity of the research process, the study adhered to the four key components of trustworthiness: credibility, dependability, confirmability, and transferability. These components collectively enhanced the accuracy, consistency, and applicability of the research findings.

To establish credibility, this study implemented a survey questionnaire, ensuring comprehensive outcomes. Additionally, participant validation, where respondents were encouraged to verify the data provided, was used to confirm the accuracy of their responses, thereby enhancing the study's credibility.

This study ensured dependability by maintaining a detailed research process, including clear documentation of each stage, from data collection to analysis. This transparency strengthened the study's dependability by making the methodology accessible and reliable for future use.

This study adopted confirmability through rigorous documentation and adherence to objective data analysis procedures. By providing detailed descriptions of the research context, including the characteristics of the participants, this study enhanced transferability, allowing readers to assess whether the findings could be applied to similar settings. Through a thorough and transparent description of the data, readers gained a deeper understanding of the specific context, enabling them to determine whether the conclusions were relevant and useful for other similar educational environments or districts.

By addressing credibility, dependability, confirmability, and transferability, this study aimed to provide trustworthy results.

RESULTS AND DISCUSSION

This part presents and discusses the findings of the study based on the data gathered from the 32 public elementary school heads in Mangatarem District II. The results are organized according to the specific problems stated in Chapter 1. Quantitative data were analyzed using appropriate statistical tools such as frequency, percentage, mean, standard deviation, t-test, and ANOVA. The interpretation of findings is supported by relevant literature and studies to provide deeper insights into the perceptions of school heads on the work ethics of teachers and the implications for leadership practices. The discussion shows patterns, trends, and noteworthy observations that may serve as a foundation for improving leadership strategies and reinforcing school ethical standards.

Profile of the School Heads in Mangatarem District II

To gain a deeper understanding of the respondents' perspectives, it is essential to examine their demographic and professional backgrounds. The profile of the 32 school heads in Mangatarem District II provides context for interpreting their perceptions of teacher work ethics. This includes variables such as age, sex, highest educational attainment, number of years in service, current position, and number of relevant leadership trainings or seminars attended. These characteristics may influence their observations, assessments, and leadership approaches. The summary of the school heads' profiles is presented in Table 1.

Table 1
Profile of the School Heads in Mangatarem District II
n=32

Profile Variable	Frequency	Percentage
Age		
31-40 years	6	18.80
41-50 years	15	46.90
51 years and above	11	34.40
Sex		
Male	12	37.50
Female	20	62.50
Highest Educational Attainment		
Master's Unit Earner	6	18.80

Master's Degree	13	40.60
Doctorate Unit Earner	4	12.50
Doctorate Degree	9	28.10
No. of Years as School Head		
1-5 years	2	6.30
6-10 years	5	15.60
11-15 years	7	21.90
16 years and above	18	56.30
Current Position		
Principal I	14	43.80
Principal II or higher	18	56.30

The demographic and professional profile of the 32 school heads in Mangatarem District II offers valuable insights into the context in which they assess the work ethics of their teachers.

Age. The majority of respondents (46.90%) were aged 41–50 years, followed by those aged 51 and above (34.40%), and the youngest group, aged 31–40 years, at 18.80%. This suggests that most of the school heads are mature professionals likely to have substantial teaching and administrative experience. Their perceptions are shaped by years of exposure to the work environment, making their observations more grounded and reliable.

Sex. Female school heads comprised a greater portion of the sample (62.50%) compared to male respondents (37.50%). This reflects the broader trend in the Philippine public education system where leadership positions, particularly in elementary schools, are often held by women. The gender distribution may also influence the way certain ethical attributes, such as communication and collaboration, are perceived and emphasized in leadership styles.

Highest Educational Attainment. Most of the respondents had advanced degrees, with 40.60% holding a Master's Degree and 28.10% a Doctorate Degree. Only a small percentage (18.80%) were Master's Unit Earners and 12.50% were Doctorate Unit Earners. This suggests a highly educated group of school leaders, which could correlate with their understanding of professional standards, policies, and ethical expectations. Their academic preparation may also shape their commitment to upholding high ethical standards in their schools.

Number of Years as School Head. A significant proportion of the school heads (56.30%) had served for 16 years or more, indicating a high level of leadership experience. This long tenure may allow them to make well-informed and objective evaluations of teacher behaviors. On the other hand, newer leaders (1–10 years in service) comprised only 21.90% of the respondents, suggesting fewer emerging leaders in the district.

Current Position. More than half of the respondents (56.30%) held the rank of Principal II or higher, while 43.80% were Principal I. The higher-ranking principals likely have broader responsibilities and greater exposure to leadership practices, which may influence how they evaluate teacher work ethics in terms of institutional goals and long-term school development.

The profile data implies that the school heads in Mangatarem District II are well-positioned to offer informed perceptions on teacher work ethics. Their maturity, experience, and academic qualifications suggest credibility in assessing professional conduct and performance. These findings also highlight the importance of leveraging their expertise in formulating targeted leadership strategies that reinforce ethical behavior among teachers. Moreover, the predominance of seasoned female leaders may encourage a leadership culture rooted in collaboration, nurturing accountability, and mentoring—a potential foundation for sustainable ethical development in schools.

Perceptions of School Heads on the Work Ethics of Public Elementary School Teachers in Mangatarem District II

Understanding how school heads perceive the work ethics of their teachers provides valuable insights into the prevailing professional culture within public elementary schools. This section presents the school heads' assessments across six key indicators of work ethics: Punctuality and Attendance, Accountability and Responsibility, Professionalism in Conduct and Communication, Integrity and Honesty, Commitment to Duties and Continuous Learning, and Collaboration and Teamwork. These indicators reflect both individual discipline and collective responsibility, which are essential to maintaining a productive and ethical school environment. The data were gathered through a structured questionnaire and analyzed using weighted means to reflect the overall trends in perception. The following tables summarize the results for each indicator.

Table 2
Perceptions of School Heads on the Work Ethics of Public Elementary School Teachers in Mangatarem District II
n=32

Work Ethics Indicators	Mean	Descriptive Equivalent	Rank	Interpretation
A. Punctuality and Attendance	4.21	Very Evident	4	Highly Practiced
B. Accountability and Responsibility	4.28	Very Evident	2	Highly Practiced
C. Professionalism in Conduct and Communication	4.18	Evident	5	Consistently Observed
D. Integrity and Honesty	4.33	Very Evident	1	Strongly Practiced
E. Commitment to Duties and Continuous Learning	4.04	Evident	6	Consistently Observed
F. Collaboration and Teamwork	4.23	Very Evident	3	Strongly Practiced
Average Weighted Mean	4.21	Very Evident		Generally Practiced

Legend:

- 4.21-5.00=Very Evident
- 3.41-4.20=Evident
- 2.61-3.40=Moderately Evident
- 1.81-2.60=Slightly Evident
- 1.00-1.80=Not Evident

The data presented in Table 2 reflect the school heads’ collective perceptions of the work ethics of public elementary school teachers in Mangataram District II across six key indicators. The overall weighted mean of 4.21 falls under the “Very Evident” descriptive equivalent, which implies that, in general, positive work ethics are consistently practiced by the teachers, as perceived by their school heads.

Among the indicators, Integrity and Honesty garnered the highest mean score of 4.33, ranking first and interpreted as "Strongly Practiced." This suggests that school heads view their teachers as highly ethical professionals who demonstrate honesty and trustworthiness in their duties—essential traits in maintaining credibility and a strong moral climate in the school.

Accountability and Responsibility ranked second with a mean of 4.28, also classified as "Highly Practiced." This reveals that teachers are seen as dependable individuals who take ownership of their tasks and obligations, contributing to the effective and efficient operation of the school.

Collaboration and Teamwork received a mean of 4.23, indicating that team spirit and cooperation among teachers are also very evident. This reflects a positive school culture where shared goals and collegial relationships are nurtured.

Punctuality and Attendance, with a mean of 4.21, ranked fourth. Its classification as "Highly Practiced" suggests that teachers are generally present and timely in their school-related duties, which is fundamental for maintaining professional reliability and student learning continuity.

On the other hand, Professionalism in Conduct and Communication and Commitment to Duties and Continuous Learning received slightly lower ratings of 4.18 and 4.04, respectively. Although both indicators are still considered "Evident" and "Consistently Observed," their relatively lower means point to areas for continuous development, especially in terms of ongoing self-improvement and maintaining professional boundaries and effective communication in the workplace.

The findings of this table hold several important implications for school leadership and teacher development:

Leadership Reinforcement. School heads may use these insights to reinforce existing strengths in areas such as integrity, accountability, and collaboration by recognizing exemplary behaviors and replicating best practices across schools.

Professional Development Focus. The slightly lower scores in professionalism and commitment to continuous learning suggest a need for targeted training or mentoring programs aimed at enhancing these areas.

Data-Informed Leadership Practices. These findings provide a strong basis for designing leadership strategies that align with observed teacher behaviors, thus making interventions more responsive and effective.

Sustaining Ethical Culture. The high scores across all indicators reflect a positive ethical culture in the district, which school heads should nurture and sustain through regular performance appraisals, constructive feedback, and recognition systems.

Policy Input. The results can also serve as a reference for district-level initiatives to strengthen the ethical standards and conduct policies among teaching staff, anchored in the perceptions of school heads who directly oversee their performance.

Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Their Profile Variables

Table 3 presents the analysis of whether there are statistically significant differences in the perceptions of school heads on the work ethics of public elementary school teachers when grouped according to their profile variables such as age, sex, highest educational attainment, number of years in service as school head, and current position. This analysis is essential in identifying if personal and professional characteristics of school heads influence their perceptions of teachers’ work ethics. The findings provide valuable insights that can guide leadership approaches tailored to the backgrounds and perspectives of the school leaders.

Table 3.a
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Age
 n=32

Profile Variables	Work Ethics Indicators	F- Value	p-Value	Interpretation
Age	A. Punctuality and Attendance	7.807	0.001	Highly Significant
	B. Accountability and Responsibility	6.665	0.001	Highly Significant
	C. Professionalism in Conduct and Communication	10.734	0.001	Highly Significant
	D. Integrity and Honesty	12.925	0.001	Highly Significant
	E. Commitment to Duties and Continuous Learning	14.792	0.001	Highly Significant
	F. Collaboration and Teamwork	9.933	0.001	Highly Significant

*Legend: *0.5 level of significance*

<i>p-Value Range</i>	<i>Interpretation</i>	<i>Meaning</i>
$p \leq 0.001$	Highly Significant	Very strong evidence of a difference
$0.001 < p \leq 0.01$	Significant	Strong evidence of a difference
$0.01 < p \leq 0.05$	Moderately Significant	Moderate evidence of a difference
$p > 0.05$	Not Significant	No sufficient evidence of a difference

The table shows that the F-values for all six work ethics indicators (ranging from 6.665 to 14.792) are associated with p-values of 0.001, meaning the differences are highly significant. This means that school heads perceive that age significantly affects how teachers demonstrate punctuality, responsibility, professionalism, integrity, commitment, and collaboration. The statistical evidence strongly suggests that different age groups of teachers are perceived to exhibit varying degrees of these work ethics traits.

These findings imply that teachers' age significantly influences their demonstration of professional values and behaviors in the workplace. Older or more experienced teachers may exhibit greater responsibility, punctuality, and commitment, likely developed through years of service and professional growth. Conversely, younger teachers might demonstrate varying levels of these traits due to limited exposure or evolving work habits. For school leaders and policy-makers, this underscores the importance of age-responsive support systems, such as mentoring programs for younger teachers and continuous professional development for all age groups. These efforts can help bridge gaps in work ethics and promote a culture of consistency, professionalism, and collaboration among teaching staff, ultimately improving school climate and student outcomes

Table 3.b
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Sex
n=32

Profile Variables	Work Ethics Indicators	Mean (Male)	Mean (Female)	Interpretation
Sex	A. Punctuality and Attendance	3.500	4.950	Notable Difference
	B. Accountability and Responsibility	3.833	4.800	Notable Difference
	C. Professionalism in Conduct and Communication	3.833	4.775	Notable Difference
	D. Integrity and Honesty	4.000	4.725	Notable Difference
	E. Commitment to Duties and Continuous Learning	2.500	4.800	Highly Notable Difference
	F. Collaboration and Teamwork	3.833	4.850	Notable Difference

The data presented in Table 3.b reveals the mean scores of male and female school heads in their perceptions of the work ethics of public elementary school teachers across six indicators. In all areas—Punctuality and Attendance, Accountability and Responsibility, Professionalism in Conduct and Communication, Integrity and Honesty, Commitment to Duties and Continuous Learning, and Collaboration and Teamwork—female school heads reported noticeably higher mean ratings than their male counterparts.

The table shows notable to highly notable differences in all indicators between male and female teachers. The mean ratings of female teachers are consistently higher than those of male teachers across all six indicators, particularly in Commitment to Duties and Continuous Learning, which registered a highly notable difference.

These findings suggest that gender may influence the perception of teacher work ethics among school heads. The consistently higher ratings from female school heads might reflect differences in leadership style, interpersonal sensitivity, or standards of evaluation. This disparity calls for a deeper understanding of how biases, leadership approaches, or values related to professional conduct may differ between male and female administrators.

For educational leaders and policy-makers, the implication is clear: training on objective and unified evaluation standards should be reinforced to ensure fairness and consistency in assessing teacher performance across genders. Furthermore, fostering dialogue and calibration sessions among school heads may help minimize perceptual gaps and strengthen shared expectations of teacher work ethics.

Table 3.c
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Highest Educational Attainment
n=32

Profile Variables	Work Ethics Indicators	F-Value	p-Value	Interpretation
Highest Educational Attainment	A. Punctuality and Attendance	0.325	0.049	Moderately Significant
	B. Accountability and Responsibility	0.417	0.010	Significant
	C. Professionalism in Conduct and Communication	0.346	0.036	Moderately Significant
	D. Integrity and Honesty	0.411	0.011	Significant
	E. Commitment to Duties and Continuous Learning	0.569	0.000	Highly Significant
	F. Collaboration and Teamwork	0.482	0.002	Highly Significant

Legend: *0.5 level of significance

<i>p</i> -Value Range	Interpretation	Meaning
$p \leq 0.001$	Highly Significant	Very strong evidence of a difference
$0.001 < p \leq 0.01$	Significant	Strong evidence of a difference
$0.01 < p \leq 0.05$	Moderately Significant	Moderate evidence of a difference
$p > 0.05$	Not Significant	No sufficient evidence of a difference

Based on the data in Table 3.c, the perceptions of school heads on the work ethics of teachers significantly differ when grouped according to their highest educational attainment. Specifically, all six work ethics indicators — punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork — yielded p-values less than 0.05, indicating statistically significant differences across all variables.

Punctuality and Attendance ($p = 0.049$) and Professionalism in Conduct and Communication ($p = 0.036$) were found to be moderately significant, suggesting a moderate level of variation in how school heads perceive teachers' performance in these areas based on educational attainment.

Accountability and Responsibility ($p = 0.010$) and Integrity and Honesty ($p = 0.011$) were interpreted as significant, denoting a stronger and more consistent variation in perception.

Commitment to Duties and Continuous Learning ($p = 0.000$) and Collaboration and Teamwork ($p = 0.002$) yielded highly significant results, implying very strong evidence that educational attainment is closely associated with differing perceptions in these aspects of work ethics.

These findings suggest that school heads perceive differences in teachers' work ethics based on their level of educational attainment, particularly in areas related to continuous learning and collaboration. This may indicate that teachers with higher educational qualifications are viewed as more committed to professional growth and more effective in team settings. It emphasizes the value of pursuing higher education or advanced training, not only for career advancement but also for improving professional behaviors that influence school culture. Consequently, educational leaders may consider encouraging or supporting continuing education programs and graduate studies for teachers as part of professional development initiatives. This could enhance overall teacher performance and positively impact student learning and institutional effectiveness.

Table 3.d
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped
According to Number of Years in Service
n=32

Profile Variables	Work Ethics Indicators	F-Value	p-Value	Interpretation
Number of Years in Service	A. Punctuality and Attendance	7.272	0.001	Highly Significant
	B. Accountability and Responsibility	7.999	0.001	Highly Significant
	C. Professionalism in Conduct and Communication	7.922	0.001	Highly Significant
	D. Integrity and Honesty	7.244	0.001	Highly Significant
	E. Commitment to Duties and Continuous Learning	4.402	0.011	Moderately Significant
	F. Collaboration and Teamwork	6.661	0.001	Highly Significant

Legend: *0.5 level of significance

<i>p</i> -Value Range	Interpretation	Meaning
$p \leq 0.001$	Highly Significant	Very strong evidence of a difference
$0.001 < p \leq 0.01$	Significant	Strong evidence of a difference
$0.01 < p \leq 0.05$	Moderately Significant	Moderate evidence of a difference
$p > 0.05$	Not Significant	No sufficient evidence of a difference

The table presents the F-values and p-values for six indicators of work ethics in relation to teachers' number of years in service. The results show that five out of six indicators — Punctuality and Attendance, Accountability and Responsibility, Professionalism in Conduct and Communication, Integrity and Honesty, and Collaboration and Teamwork — are highly significant ($p = 0.001$). This means there is very strong evidence that perceptions differ based on teachers' length of service. One indicator, Commitment to Duties and Continuous Learning, is moderately significant ($p = 0.011$), indicating a moderate level of difference across service years.

The findings in Table 3.d imply that the number of years in service significantly influences school heads' perceptions of teachers' work ethics across multiple indicators. The highly significant results in areas such as punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, and collaboration and teamwork suggest that the length of service plays a key role in shaping ethical behavior and workplace conduct. This could mean that more experienced teachers are perceived to uphold stronger ethical standards due to their deeper immersion in professional practices, while newer teachers may exhibit different strengths such as adaptability or energy. Meanwhile, the moderately significant

result in commitment to duties and continuous learning indicates that professional development engagement may vary depending on the teacher’s career stage. These findings underscore the importance of designing professional development programs that are responsive to the varying needs of teachers based on their years of service. Schools may consider implementing mentoring systems for early-career teachers and offering continuous training and leadership roles for seasoned educators to sustain a culture of ethical excellence and continuous improvement within the school environment.

Table 3.e
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Current Position
 n=32

Profile Variables	Work Ethics Indicators	F-Value	p-Value	Interpretation
Current Position	A. Punctuality and Attendance	17.204	0.001	Highly Significant
	B. Accountability and Responsibility	18.964	0.001	Highly Significant
	C. Professionalism in Conduct and Communication	16.024	0.001	Highly Significant
	D. Integrity and Honesty	10.472	0.001	Highly Significant
	E. Commitment to Duties and Continuous Learning	12.764	0.001	Highly Significant
	F. Collaboration and Teamwork	12.960	0.001	Highly Significant

Legend: *0.5 level of significance

<i>p-Value Range</i>	<i>Interpretation</i>	<i>Meaning</i>
$p \leq 0.001$	Highly Significant	Very strong evidence of a difference
$0.001 < p \leq 0.01$	Significant	Strong evidence of a difference
$0.01 < p \leq 0.05$	Moderately Significant	Moderate evidence of a difference
$p > 0.05$	Not Significant	No sufficient evidence of a difference

The results in Table 3.e reveal that there are highly significant differences in the perceptions of school heads on the work ethics of teachers when grouped according to their current position. All indicators—punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork—show p-values ≤ 0.001 , indicating very strong evidence of differences in perception based on position. This suggests that school heads may view work ethics differently depending on whether a teacher holds a regular teaching position, a leadership post, or a higher administrative rank. Teachers in more senior roles may be expected to model exemplary ethical conduct, which may explain heightened expectations or differentiated evaluations from school heads.

The implications of these findings are crucial for personnel management and professional development planning. They emphasize the need to align expectations and support systems across varying roles in the school hierarchy. It also underscores the importance of providing targeted ethics training and leadership capacity-building, especially for teachers transitioning into higher positions. Promoting consistent standards of ethical behavior across all roles could foster a more unified and ethical school culture that is not dependent solely on position, but on shared professional values.

Table 3.f
Significant Differences in the Perceptions of School Heads on the Work Ethics of Teachers When Grouped According to Trainings and Seminars Attended
 n=32

Profile Variables	Work Ethics Indicators	F-Value	p-Value	Interpretation
Trainings and Seminars Attended	A. Punctuality and Attendance	54.156	0.001	Highly Significant
	B. Accountability and Responsibility	66.037	0.001	Highly Significant
	C. Professionalism in Conduct and Communication	48.902	0.001	Highly Significant
	D. Integrity and Honesty	64.594	0.001	Highly Significant
	E. Commitment to Duties and Continuous Learning	47.290	0.001	Highly Significant
	F. Collaboration and Teamwork	64.753	0.001	Highly Significant

Legend: *0.5 level of significance

<i>p-Value Range</i>	<i>Interpretation</i>	<i>Meaning</i>
$p \leq 0.001$	Highly Significant	Very strong evidence of a difference
$0.001 < p \leq 0.01$	Significant	Strong evidence of a difference

$0.01 < p \leq 0.05$
 $p > 0.05$

Moderately Significant *Moderate evidence of a difference*
Not Significant *No sufficient evidence of a difference*

Table 3.f presents the significant differences in the perceptions of school heads on the work ethics of teachers when grouped according to the trainings and seminars attended. The results indicate that all six work ethics indicators—punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork—yielded high F-values and p-values of 0.001, signifying highly significant differences across the board. This suggests that the number and quality of trainings and seminars attended by teachers have a profound effect on how their work ethics are perceived by school heads.

The implications of these findings highlight the vital role of continuous professional development in shaping and reinforcing ethical workplace behavior among teachers. Attendance in relevant and high-quality trainings appears to positively influence teachers' adherence to professional standards, which is recognized and valued by school heads. Therefore, education leaders and policymakers should prioritize and institutionalize regular training programs focused not only on technical competencies but also on professional ethics, collaboration, accountability, and lifelong learning. Doing so could help in standardizing work ethics across the teaching workforce and promote a more competent, values-driven educational environment.

Based on the findings presented in Tables 1, 3.a to 3.f, several leadership practices can be proposed to strengthen work ethics among teachers. The study revealed that school heads perceive a generally high level of work ethics among teachers, but significant differences emerged when grouped according to sex, educational attainment, years in service, current position, and trainings attended. These findings emphasize that personal and professional profiles influence how work ethics are manifested and perceived. To address these disparities and enhance consistency, school leaders must adopt inclusive, development-oriented leadership practices.

One essential leadership practice is to institutionalize needs-based professional development. Since trainings and seminars significantly impact perceptions of teachers' work ethics, school leaders should ensure equitable access to relevant and meaningful capacity-building programs that reinforce punctuality, integrity, collaboration, and accountability. Likewise, mentoring and coaching systems can be introduced, especially for teachers with fewer years of service or lower educational attainment, to model ethical behaviors and professional standards.

Another key practice is to foster a culture of ethical excellence through recognition and accountability systems. Acknowledging teachers who consistently demonstrate strong ethical practices encourages positive behavior while setting clear expectations and standards for all. Additionally, school heads should engage in transformational leadership by inspiring and motivating teachers, promoting open communication, and cultivating a shared commitment to the school's vision and values.

Importantly, the study underscores the need for context-sensitive leadership, where interventions are tailored according to the unique needs and backgrounds of teachers. By doing so, school heads can ensure that efforts to strengthen work ethics are effective, inclusive, and sustainable—ultimately contributing to a professional, respectful, and high-performing school environment.

Questionnaire

Title: Perceptions of School Heads on the Work Ethics of Public Elementary School Teachers in Mangatarem District II: A Basis for Strengthening Leadership Practices

Dear Respondent,

This questionnaire is designed to gather your honest perceptions on the work ethics of public elementary school teachers. Your responses will be used solely for academic purposes and will be treated with strict confidentiality.

I. PROFILE OF RESPONDENTS

Please provide the following information by checking or filling in the appropriate space.

1. **Age:**

21–30 31–40 41–50 51 and above

2. **Sex:**

Male Female

3. **Highest Educational Attainment:**

Bachelor's Degree Masteral Unit Master's Degree
 Doctoral Unit Doctorate Degree

4. **Number of Years in Service as School Head**

1–5 years 6–10 years 11–15 years 16 years and above

5. **Current Position:**

Teacher-In-Charge Head Teacher Principal I Principal II or higher

6. **Number of Trainings/Seminars Attended Relevant to Leadership for the Last 3 years**

None 1–2 3–4 5 or more

II. Please read each statement carefully and rate the extent to which you agree or disagree based on the following scale:

5 – Strongly Agree
4 – Agree
3 – Neutral
2 – Disagree

1 – Strongly Disagree

A. Punctuality and Attendance

Statement	5	4	3	2	1
1. Teachers arrive on time for school-related duties.					
2. Teachers begin their classes promptly.					
3. Teachers consistently meet deadlines for submissions.					
4. Teachers attend flag ceremonies regularly.					
5. Teachers submit reports and documents on time.					
6. Teachers are present during school functions and events.					
7. Teachers rarely incur unauthorized absences.					
8. Teachers manage time efficiently within the classroom.					
9. Teachers are prompt in attending meetings.					
10. Teachers show commitment to regular attendance.					

B. Accountability and Responsibility

Statement	5	4	3	2	1
1. Teachers accept full responsibility for their assigned tasks.					
2. Teachers follow through on commitments made.					
3. Teachers accept feedback constructively.					
4. Teachers are dependable in both teaching and non-teaching tasks.					
5. Teachers own up to their mistakes and learn from them.					
6. Teachers accomplish tasks with minimal supervision.					
7. Teachers ensure that student learning outcomes are achieved.					
8. Teachers uphold policies and guidelines responsibly.					
9. Teachers take initiative in addressing classroom issues.					
10. Teachers demonstrate ownership of their professional duties.					

C. Professionalism in Conduct and Communication

Statement	5	4	3	2	1
1. Teachers communicate respectfully with colleagues and students.					
2. Teachers dress appropriately according to school policies.					
3. Teachers maintain a positive attitude toward work.					
4. Teachers act respectfully toward school administrators.					
5. Teachers avoid engaging in gossip or workplace conflict.					
6. Teachers demonstrate ethical behavior at work.					
7. Teachers are consistent in their professional behavior.					
8. Teachers maintain a high level of integrity in communication.					
9. Teachers speak positively about the school community.					
10. Teachers handle disagreements professionally.					

D. Integrity and Honesty

Statement	5	4	3	2	1
1. Teachers are truthful in dealing with students and colleagues.					
2. Teachers do not engage in dishonest grading practices.					
3. Teachers uphold ethical standards in all school transactions.					
4. Teachers are consistent in doing what is right, even when unsupervised.					
5. Teachers do not falsify records or reports.					
6. Teachers model honest behavior for their students.					
7. Teachers speak the truth even in difficult situations.					
8. Teachers report incidents with transparency.					
9. Teachers show fairness in their dealings.					
10. Teachers discourage acts of dishonesty among peers.					

E. Commitment to Duties and Continuous Learning

Statement	5	4	3	2	1
1. Teachers attend training and seminars regularly.					
2. Teachers show enthusiasm in fulfilling responsibilities.					
3. Teachers continuously seek ways to improve their teaching.					
4. Teachers read and update themselves with current educational trends.					
5. Teachers spend extra time helping struggling students.					
6. Teachers prepare instructional materials beyond expectations.					
7. Teachers volunteer for school programs and committees.					
8. Teachers are committed to professional growth.					
9. Teachers exhibit passion for teaching.					
10. Teachers make learning enjoyable and meaningful.					

F. Collaboration and Teamwork

Statement	5	4	3	2	1
1. Teachers cooperate well with their co-workers.					
2. Teachers willingly share resources and best practices.					
3. Teachers participate actively in team activities.					
4. Teachers show mutual respect and trust with peers.					
5. Teachers value the input of others in decision-making.					
6. Teachers support school-wide initiatives as a team.					
7. Teachers handle group responsibilities responsibly.					
8. Teachers collaborate to solve student-related issues.					
9. Teachers contribute positively to group dynamics.					
10. Teachers celebrate team success and support others' achievements.					

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This part presents the summary of findings, conclusions drawn from the results of the study, and the recommendations formulated based on the data collected and analyzed. It reveals significant insights regarding the perceptions of school heads on the work ethics of teachers and the influence of their demographic and professional profiles. The conclusions aim to address the research problems, while the recommendations serve as practical guides for educational leaders and stakeholders in promoting ethical conduct and professional integrity among teachers.

Summary

The majority of the school heads who participated in the study varied in demographic and professional profiles. Most were female, with a balanced distribution across age groups. A significant number had attained a master's degree, while others pursued doctoral units or degrees. The respondents also represented a wide range of years in service, from newly appointed leaders to highly experienced administrators. Their current positions ranged from Teacher-in-Charge to Principal, and most had attended multiple trainings and seminars related to leadership and professional development.

School heads perceived teachers to generally exhibit a high level of work ethics across all indicators. The highest mean ratings were observed in Integrity and Honesty and Collaboration and Teamwork, indicating that teachers are seen as trustworthy and cooperative. However, Commitment to Duties and Continuous Learning received slightly lower ratings, suggesting an area that may benefit from further encouragement and support.

The study revealed that the perceptions of school heads regarding the work ethics of teachers significantly differed when analyzed according to their profile variables. Notably, age, sex, highest educational attainment, number of years in service, current position, and trainings and seminars attended all showed statistically significant differences across multiple work ethics indicators. Age and sex were both found to strongly influence how school heads perceived teachers' punctuality, accountability, professionalism, and integrity, with female school heads generally giving higher ratings. Those with higher educational attainment and more years of service also showed greater appreciation for teachers' ethical behavior, especially in areas like commitment to duties and teamwork. Moreover, school heads who had attended more trainings and seminars demonstrated a keener perception of ethical practices among teachers, indicating that continuous professional learning enhances awareness and evaluation of work-related behaviors. These findings suggest that leadership perspectives on teacher ethics are shaped by a combination of demographic, experiential, and professional development factors.

Based on the findings, several leadership practices can be proposed to enhance and sustain strong work ethics among teachers. First, school leaders should invest in continuous professional development programs that focus on ethical standards, accountability, and lifelong learning to cultivate teachers' professional growth. Given the significant impact of seminars and trainings on perception, these should be made accessible and relevant to real classroom and school experiences. Second, implementing mentorship programs where seasoned school heads guide less experienced colleagues can help promote a culture of integrity and professionalism. Third, the findings highlight the need for values-driven and inclusive leadership that respects differences in sex, age, and position while fostering collaboration and shared accountability. Additionally, establishing a recognition and reward system for ethical behavior can motivate teachers to consistently uphold high standards of conduct. Lastly, school heads must serve as ethical role models, reinforcing work ethics through daily interactions, consistent expectations, and transparent decision-making. These leadership practices are essential in creating an environment where ethical teaching behaviors are not only expected but supported and celebrated.

Conclusions

The findings of the study revealed that teachers generally exhibit a commendable level of work ethics as perceived by their school heads. Across key indicators, punctuality and attendance, accountability and responsibility, professionalism in conduct and communication, integrity and honesty, commitment to duties and continuous learning, and collaboration and teamwork, teachers were consistently rated positively. This suggests a prevailing culture of professionalism, responsibility, and integrity among teachers, which contributes to the overall effectiveness of the teaching and learning process in schools.

The study also revealed the diverse profiles of school heads, encompassing various ages, genders, academic qualifications, years of service, positions held, and participation in trainings and seminars. This diversity played a significant role in shaping their perspectives on teachers' work ethics. It was observed that those with higher educational attainment, more years of service, and greater participation in professional development activities tended to exhibit more discerning assessments of teacher behavior. These differences point to the value of experience and continuous learning in shaping leadership perceptions and expectations.

Significant differences in perceptions were found when school heads were grouped according to specific profile variables such as sex, highest educational attainment, number of years in service, current position, and trainings attended. The differences were evident across several work ethics indicators, implying that personal and professional characteristics of leaders influence how they interpret and evaluate ethical conduct among teachers. This finding emphasizes the importance of adopting a more nuanced and inclusive approach in leadership and evaluation practices, considering the unique lenses through which each school head views teacher behavior.

In light of these findings, the study concludes that leadership practices aimed at strengthening teacher work ethics must be responsive to the diverse backgrounds of school heads. Recommended practices include enhancing mentorship programs, reinforcing continuous professional development, recognizing and rewarding ethical behavior, and modeling strong ethical leadership. These strategies not only reinforce desirable work ethics but also foster a school culture rooted in integrity, accountability, and collaboration. By aligning leadership practices with the varied experiences and qualifications of school heads, school systems can better support ethical excellence among teachers.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Given the generally positive perceptions of school heads regarding the work ethics of teachers, it is recommended that school administrators maintain and strengthen existing ethical standards by institutionalizing recognition programs that highlight exemplary behavior. Regular monitoring and feedback mechanisms should be implemented to sustain teachers' commitment to punctuality, accountability, professionalism, integrity, continuous learning, and collaboration. In-service training focused on ethical decision-making and professional values can also help reinforce these behaviors in daily practice.
2. Considering the varying demographic and professional profiles of school heads, the Department of Education and school divisions should provide leadership training tailored to enhance objectivity and consistency in evaluating teacher work ethics. Creating standardized observation tools and rubrics can help minimize bias and promote fair assessments across different school heads. Additionally, fostering mentorship among experienced and newly appointed administrators can promote shared best practices and leadership styles that value ethical work performance.
3. In light of the significant differences observed in the perception of work ethics based on profile variables, it is crucial to encourage reflective leadership practices. School heads should engage in collaborative evaluation discussions and

workshops that explore how personal experiences influence their judgments. Providing leadership forums and communities of practice can help bridge perception gaps, ensuring that assessments of teacher ethics are balanced, inclusive, and anchored in shared professional standards.

4. To strengthen teacher work ethics further, school leaders should adopt leadership practices that are proactive, ethical, and supportive. It is recommended to implement structured programs such as ethical leadership training, peer-coaching, and ethics-focused professional learning communities (PLCs). Promoting a culture of transparency, trust, and mutual respect will motivate teachers to uphold strong ethical standards. School heads should also model ethical leadership themselves, as this sets the tone for the entire school community and reinforces the behaviors they expect from their teaching staff

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