

Ethical Management in Teaching Profession: Input to Teacher Empowerment

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Abstract: *Ethical educational management is something every school needs. The current crop of pupils and students is bombarded with confounding matters regarding right and wrong in part due to the influx of unrestricted information from the technologies that continue to evolve. Sometimes these young people can be overwhelmed by this unhindered information that they are confused whether which one is right, or which one is wrong. They sometimes cannot separate real life from what the innovation gives and what can be applied in their young lives. They sometimes take on practices and cultures which are very far from their culture as Filipino people. There is a need for ethical leaders in school and they can delegate some of their powers to the teachers. The teachers have to use the power responsibly, for it is true that with great power comes great responsibility. An ethical leader and an empowered teacher can somehow have a greater chance to influence the young people confronted by diverse issues today. Hopefully, these pupils and students cannot be easily overwhelmed by what is given to them and have a good fighting chance to continue a humane society in the future. Both the educational managers and teachers are called to be examples to the young people and such leadership calls for sacrifice as great leaders did. Jesus Christ made this statement, "You know that the rulers of the nation lord it over them, and their great ones exercise authority over them. It shall not be so among you, but whoever desires to become great among you shall be your servant. Whoever desires to be first among you shall be your bondservant, even as the Son of Man came not to be served, but to serve, and to give his life as a ransom for many" (Matthew 20:25-28).*

Keywords—Ethics; Management; Leadership; Competence; Empowerment

INTRODUCTION

Freedom consists not in doing what we like, but in having the right to do what we ought (Pope John Paul II). These are famous words from a leader who was known not only known for his leadership capabilities but also for the way he handled his position in spite of his growing physical weakness due to ailments and old age. He was the physical leader of over a billion members and nobody can argue that he exercised his position in the most ethical manner.

This time and age call for exemplary persons to surface. There are a lot of issues that confront people, and it is sometimes confusing where to stand because of the different views being taken by a lot of parties. Good thing there are a number of persons people can look up to in times of perplexity because of the exemplary lives they led. Pope John Paul II made it clear that every action has its corresponding responsibility and for that reason, people must do what they ought to do and not merely what they like. Being conscious of responsibilities in action taken and doing what ought to be done is all part of ethics.

Ethics deals with how we ought to live, with the idea of Good, and with concepts such as "right" and "wrong" (Pojman and Fieser, 2009). This dissertation attempts to shed light on the ethical manner of management. Ethics basically deals with doing right and avoiding wrong actions. This paper deals with ethical management in the school setting.

Ethical educational management is something every school needs. The current crop of pupils and students is bombarded with confounding matters regarding right and wrong in part due to the influx of unrestricted information from the technologies that continue to evolve. Sometimes these young people can be overwhelmed by this unhindered information that they are confused whether which one is right, or which one is wrong. They sometimes cannot separate real life from what the innovation gives and what can be applied in their young lives. They sometimes take on practices and cultures which are very far from their culture as Filipino people.

School is one of the many avenues wherein young people can get enlightenment from the issues that confront them. There is a need to develop the witnessing of those people who are supposed to give illumination to the pupils and students. The school leaders must now take on a deeper responsibility of leading those entrusted to them. Not only are the administrators of schools in charge of the learners but also the teachers under them. With this great responsibility on their shoulders, they can delegate their power to teachers so that they are facing the situation hand in hand. Thus, the issue of teacher empowerment, placing more autonomy on teachers so they can make their contributions not only in the school but to society at large, is vital in the school's operation.

The pupils or the students and the teachers are very much in need of leaders to give them knowledge but also to give them examples. The principals are in a major position to influence the lives of people under them and hopefully, they can influence those under their charge in a positive manner.

There is a need for ethical leaders in school and they can delegate some of their powers to the teachers. The teachers have to use the power responsibly, for it is true that with great power comes great responsibility. An ethical leader and an empowered teacher can somehow have a greater chance to influence the young people confronted by diverse issues today. Hopefully, these pupils and students cannot be easily overwhelmed by what is given to them and have a good fighting chance to continue a humane society in the future. Both the educational managers and teachers are called to be examples to the young people and such leadership calls for sacrifice as great leaders did. Jesus Christ made this statement, "You know that the rulers of the nation's lord it over them, and their great ones exercise authority over them. It shall not be so among you, but whoever desires to become great among you shall be your servant. Whoever desires to be first among you shall be your bondservant, even as the Son of Man came not to be served, but to serve, and to give his life as a ransom for many" (Matthew 20:25-28).

The matters that were discussed interest the researcher because he is a former seminarian. Consequently, such topic about philosophy and theology has significance for him. As he taught in secondary schools for years now, he realized that mere leadership does not suffice for the learners of today. It should be joined by ethical management. His knowledge of the subject during his seminary years hopefully can help him in his transition to the field of educational management.

STATEMENT OF THE PROBLEM

1. What is the profile of the two groups of respondents in terms of:
 - 1.1 Sex
 - 1.2 Civil Status
 - 1.3 Age
 - 1.4 Highest Educational Attainment
 - 1.5 Length of Service
 - 1.6 Monthly Income Status
 - 1.7 Numbers of seminars/training attended
2. How do the respondents perceive the Ethical Management Related Variables in terms of:
 - 2.1 Planning
 - 2.2 Organizing
 - 2.3 Directing
 - 2.4 Controlling and
 - 2.5 Staffing?
3. How may the respondents be described as Empowered Teachers in terms of the following domains:
 - 3.1 Values
 - 3.2 Skills and
 - 3.3 Knowledge?
4. Is there a significant relationship between the perceived Ethical Management variables and profile of respondents?
5. Singly or in combination, are Ethical Management variables significantly related to Teacher Empowerment?

REVIEW OF RELATED LITERATURE

A. Related Literature

Foreign Literature

Principal leadership is the most important factor that contributes to teachers' empowerment (Blase and Blase 2001). School leadership is very important in promoting the status of teachers. The term used for this improvement of status is teacher empowerment. Educational leaders are being asked to surrender power and to share with rather than holding power over teachers in

the belief that this power-sharing will release the great potential of teachers to effect improvement of schools and student achievement (Blase and Blase 2001). In reality, such a movement of power sharing among principals to their teachers is not being applied in all schools. Some school leaders are rather not open to such ideas. They rather have all the power. But there are a lot of good things in trying to share the power. According to the research earlier stated it releases the potential of teachers who can improve the accomplishment of students.

Constructive actions bring about good things. For O' Hanlon and Clifton (2004) the positive principal's work and style creates an atmosphere that is conducive to growth. The school leader must lead the way. It is obvious that students go to school so that they can attain knowledge and growth. In the same manner, teachers do not only teach for financial reasons, they also need to grow as a professional and as a person. Their workplace can provide for the need for growth only if there are opportunities for such. The role of principals to answer the needs of the people under them is paramount. The principal is in the prime position to make his teachers and students grow by providing an atmosphere that can help them attain a certain amount of improvement in their lives. In the same manner, the leader can restrain growth by providing an atmosphere that is very negative for growth. If a principal is cultivating growth among his subordinates, it is certain he/she is attaining growth himself/herself as a person and as a leader.

Sharing leadership and empowerment can form good leaders in the future. According to Zepeda (2007), principals who support teacher leadership opportunities do more than work with groups – they cultivate the capacity for leadership among many teachers, who in turn, promote leadership among more teachers. It is such a positive and continuous effect if a leader cultivates opportunities for his/her subordinates. If a leader cultivates leadership capacity and empowerment in teachers, then it can have a positive effect on those new teachers. Empowering teachers can amount to better delivery of educational services to the students.

Empowerment should not only be confined with the relationship between the principal and teachers. The principal must have a good relationship with all the persons in the school system. The principals must model in all their relationships the behavior that they expect throughout the school and the community (Robbins and Alvy, 2003). In order for the teachers, students and the whole school system to flourish, the principal must be a model him/herself. A leader who has good relationships among subordinates radiates such characteristic among the members. Most teachers and personnel will have good relationships with each other if they see their leader making an effort to unify them. O' Hanlon and Clifton (2004) added that effective principals never ask their staffs to do or complete any task they would not take on themselves. One good characteristic of a good leader, in terms of relationship, is that he/she does not put into harm's way any of his/her member. If an action can be detrimental to a subordinate, an effective leader should never place a member to that situation.

Empowerment is one thing but there are other dimensions in a school leader. According to Hester (2003), educational leadership is principally moral in the sense that it creates value and purpose by setting goals and developing a philosophy for the organization as a whole. In spite the many works of a school leader, he/she must be guided morally. Teacher empowerment should be morally done also. There are proper and improper ways of trying to share power but in any endeavor it should be clear that one must only do what is good and avoid what is evil. It is not proper to totally give the authority to teachers when the leader should be the first person in authority. Sharing the power doesn't mean giving all the power, but giving only what is due. It is very important for the leader to be prudent enough as to when to give and when to restrain. On the part of the teachers, they should be responsible to the authority given to them and do not abuse or misuse them.

Ethical leadership supports the maintenance of enabling educational environments and is a major way of supporting the goal of developing educated and ethical citizens for the future (Hester, 2003). Ethical leadership can empower teacher. An empowered teacher can develop educated and ethical citizens in the future. If good things will be started by a leader, it is not impossible to produce good things in the future. In the school setting, an ethical leader can empower a teacher who in turn can educate a good citizen in the future.

Local Literature

Experiences in school are molding forces. The kind of schools we attend and teachers in them are key sources of one's educational philosophy (San Mateo and Tangco, 2003). The school is a formation place for young minds. Whatever the atmosphere and kind of education being given in the school, it will surely affect the people around them, especially the students who are at last line of the educational process in every school. This is why it is important to cultivate positive things in school, for a school should be a fount of knowledge and ethical living as well. The role of the principal and the teachers should be emphasized when the quality of students they will produce is in question. It is important that the leader has a vision for the school as a whole and the group of people he is leading. If the leader knows how to empower his/ her teachers then the quality of input being given by the teachers to the students should be excellent.

For Aquino (2001), in the face of an increasingly changing culture, the educational manager needs to gain perspective regarding not only the sacred, secular, and operational values of society but also the major mechanism whereby these values are expressed in the form of legal, structural, and operational guidelines for the school as a social system. Values and ethics are significant in the school system. The leader should be leading the way in trying to inculcate values and ethics in the organization. But the principal should also take into account the values already existing and start from there. Change is important, but to drastically change something already existing would form conflicts. Change what is necessary but also respect the system that already exists. If it really has to change, the change should be gradual so that conflict might be averted. A principal can gain respect from the teachers, students and the community if the principal respects persons and culture around him/her.

There are different values that the principal should inculcate. They might have differing views but what is important is ethical practices should prevail in the school. Discipline is the most important ingredient of success for a school manager. Discipline is the ability to say “No” to an immoral offer that is detrimental to oneself, one’s fellowmen, and one’s school (Andres, 2006). Discipline is important in developing integrity. Integrity is very essential. It is one component of a great leader. In the face of changes, integrity should be put into practice. A leader who possesses great integrity can translate it to his/ her teachers. Such leader is not afraid to impart power to his/ her teachers. A component of integrity and discipline is the ability to say no to immoral things and yes to moral things. A moral action a principal can do is to empower the teachers. Empowering teachers in the end can only improve the quality of education of students.

San Mateo and Tangco (2003) have already emphasized the forming ability of the school. The school can only do its duty if the persons in operation are effective. Schools are very vital section of the society. But the school should not be left alone in the business of making a responsible citizen. It is a good thing that it is already realized in the present society that concerted effort is needed among the different sections of the society for the schools to serve their purpose. Schools collaborate with agencies, businesses, cultural organizations, and other groups to share responsibility for children’s education and future success (Aquino, 2003). One of the functions of the school is to give the learners a bright future, such can happen if leaders are ethical and the teachers are empowered.

B. Related Studies

Foreign Studies

Empowerment is viewed as a way to transform schools into effective learning environments by providing school staff with authority, flexibility, and the resources they need to implement change and to solve the educational problems particular to their schools (Lintner, 2008). In view of the changes that are happening in the educational landscape, the schools cannot remain stationary. With the flourishing of technology, the schools should be able to keep up. Such ability to keep up with change can only be possible if there is unity in school. Empowerment of teachers is one way to be able to be at par with change. With teacher empowerment, the principal is not thinking by him/herself, together with the teachers, varied ideas can be produced that will help the principal to make arrangements necessary for the school to improve.

Lintner (2008) commented that teachers’ sense of empowerment grows as they have opportunities to grow and develop professionally, become life-long learners, believe they have an impact on student learning, have decision-making opportunities, trust they will be taken seriously, and have a sense of status. There is no denial that the school leader can make or break a teacher. If the leader gives a lot of opportunities to the teachers, then the teachers can grow professionally. Decision making is one of the most important parts of empowerment. Participation in decision making and possessing a sense of community also contributed to achieving a sense of empowerment (Smith, 2008). The principal who is able to trust teachers to decide on relevant matters can give confidence to the subordinates. It is quite reasonable to think that a leader who empowers others can produce leaders that will do the same if the time comes that the teachers become principals themselves.

Empowerment is not a simple endeavor. It has to follow certain ethical standards. Karaköse and Kocaba (2009) commented that school organization, as an ethical organization, has to develop new ethical codes compatible with the needs of the age; otherwise, a school, not having achieved the ethical change, comes up against serious dilemmas and conflicts in terms of ethical codes. It is necessary for school to have ethical codes. The principal is the key person to implement ethics. An ethical principal who communicates empowerment gives favor to the teachers. Principals who adopt the teacher empowerment style such as decentralized decision making, giving equal chances for teachers to develop themselves professional in their teaching skills, giving them autonomy in their lesson and curriculum plans directly contribute to teacher’s achievement of esteem needs (Ee Kuan Boey, 2010). If school leaders would give opportunities to teachers then some personal needs of teachers will be addressed. Further, teachers’ self-esteem grows when they feel they are doing something worthwhile, that they are doing it in a competent manner, and that they are recognized for their accomplishments (Watts, 2009). An improved self-esteem of teachers can only translate to better instruction to students. In

reality, such imparting of power can only do good for the students, who should have good characters for they are the future of any country.

Local Studies

The function of school principal within the context of administration must be an embodiment of a proficient leader in the teacher profession for he is supposedly equipped with expertise, knowledge, desirable values and attitude skills and competencies to provide that kind of leadership that will develop and enrich the environment for his subordinates and the learners (Ramilo, 2009). The task of the principal is of immense responsibility. The leader is not only expected to be knowledgeable but also ethical in manner. If such school leader possesses these, the school environment should grow.

School leaders should be knowledgeable and ethical because they are very influential. Sumague (2009) observed that an effective administrator influences the teachers' personality development and ways of thinking towards their tasks and their morale as well as their attitudes and values. The school leader is a very influential force in the school if not the most influential. The morale of the teachers depends on the attitude afforded to them by the principal. If the principal tries to develop confidence in the teacher, then the teachers will develop confidence. But, if the principal treats the teachers unprofessionally, then the possible implication is that the teachers will have a very low morale. The principal should also possess the human skill wherein he must know how to get along with people (Agojo, 2008). The principal should know when to uplift the morale of the teachers and when to correct them if they committed something wrong.

Knowledge and ethics of a school leader can be applied to the type of leadership that should be utilized. Marquez (2009) stated that great school leaders require the use of nearly every leadership style, one must apply the correct style to meet the situation. The leaders of the school must be flexible enough in the leadership style he/she implements in the school. One leadership style cannot accommodate the diverse situation happening in the school. It is imperative for principal to apply the right style in the appropriate situation. Leadership is applicable inside and outside the school premises. The principal should have a balance of endeavors within the school and outside the school and achieve result which must be satisfying (Lumbres, 2009). There are also outside activities which the principal must attend to. The school of today has become so complex that the work of an administrator is not confined within the school. There are other businesses outside the school which must be given attention. Sometimes these outside activities can actually help the school in the long run. For this reason, the principal must attend to them having in mind these activities might help the school in the days to come. The principal must both balance his attention for activities outside and inside the school.

Among the many facets of school leadership, the teachers remain to be the closest collaborator of principals. For this reason, the relationship between principal and teachers remains very vital in school management. Sumague (2009) stated that the administrators who are considerate can easily convince the teacher to perform their job well to attain high academic and non academic performance of their students. The administrators of the school have indeed an enormous task in their hands. It is but practical that they are considerate to their teachers. One form of consideration to them is to empower them. The administrators' task will be lessened if he/she learned to impart his/her power to teachers. The teachers who realize that their leader is considerate and empowers them will perform their task very well. In so doing, they can enhance the academic and non academic aptitude of their students.

Synthesis

Changes are upon every facet of the society. Educational operation is one sector that experiences the changes in the society. Alterations are so rampant that the schools should keep up with them or be left out. One way to be at par with the changes is the empowerment of teachers in the school. But, empowerment must be carefully implemented. It can be truly effective if it is applied within the context of ethical educational management. Ethics gives the proper direction to any innovation being placed into practice.

It is in this circumstance that the researcher is conducting this study. In his research, he was able to find literatures and studies parallel to what he is investigating. Nonetheless, he also found ideas which are not in the exact same stance as his but still closely related and presented in a different light.

Blase and Blase acknowledge that the principal is the most important factor in the empowerment of teachers and empowerment can transform schools. Lintner supported such claim. In addition, Smith stressed decision making as a major part of empowerment. They have the common view that empowerment of teachers can improve the school operation. Likewise, Zepeda pointed out that empowerment can mold new leaders. The positions of these researchers are similar to this study in the sense that this study posits the value of empowerment. But, this research highly emphasizes ethical management that produces empowerment. Ethics was not mentioned in the study of the researchers mentioned.

Empowerment can also answer some personal needs of teachers. For Lintner, empowerment gives the teachers a sense of status. In addition, Ee Kuan Boey and Watts observed that the self-esteem of teachers grows when they are given the chance to have a more active part in the school administration. These researchers pointed out the personal and professional effect empowerment can give the teachers. In the same light, this paper underlines the good effects of empowerment. Yet, these writers only mentioned a portion of the beneficiaries of empowerment. They didn't mention the benefits the students can get from empowerment, this paper mentioned the advantages the students can get from empowerment.

For O' Hanlon and Clifton, the principals are also capable of creating an atmosphere of growth in the school. Moreover, Agojo said that the principal should have the capacity to get along with different kinds of people given the nature of the work. In line with this, Robbins and Alvy observed that the atmosphere in the school is very much related to the way principal handle their relationships throughout the school and the community. San Mateo and Tangco further accentuated the merit of school atmosphere by stating that the school is the molding place for young minds. Connected to this position, Aquino mentioned that the school should be associated with different agencies that can help the school in its purpose of producing quality students. Lumbres furthermore emphasized the leadership of a principal not only within the school confines but outside the walls of the school also. All these researchers put emphasis on the social aspect of leadership in the school. This paper is similar to all these observations because this study also acknowledges the social feature of an effective leadership. But this paper also recognizes that the social dimension is only one of the facets of leadership and there are a lot more.

The writers are of varying ideas as to the model characteristics of a good principal in reference to empowerment of teachers. For Marquez, the leading the character should be the ability to implement different leadership styles. On the part of Sumague, it is being considerate to teachers so that they can improve the aptitude of students because principals are truly influential to teachers. Likewise, Ramilo mentioned expertise, knowledge, desirable values and attitude skills to enrich subordinates and learners. This paper doesn't favor one characteristic over the other. This research posits that all these characteristics should be present in the leader as to be a good model to the teachers being empowered.

Empowerment and leadership should take into account ethics. Ethics should direct any undertaking so that it does go beyond its limits and does attain its appropriate place. Karaköse and Kocaba mentioned the importance of ethical codes to avoid conflicts in the school. Discipline was mentioned by Andres to avoid immorality. Aquino mentioned importance of values in the school community. For Hester, educational leadership is principally moral in the sense that it creates value and purpose by setting goals and developing a philosophy for the organization as a whole and is a major way of supporting the goal of developing educated and ethical citizens for the future. An important part of this study is to underline ethics in the school organization and these writers acknowledge its importance in the school management.

True enough, change is inevitable. Change should be studied so that matters are not taken out of hand. Change in the educational management is important for all those affected by the educational process, especially the students. Given all these varied views from the different researchers. This paper stands in its proposition that one valid transformation for the changing educational landscape is teacher empowerment, but is should be guided by educational management that is ethical.

RESEARCH METHODOLOGY AND PROCEDURES

Research Design

The researcher planned the structure and strategy to be employed in this study. Descriptive method is to be used in the study. Broto (2007) said that descriptive method deals with the collection and presentation of data, as well as describing the characteristics of individual objects or groups of individuals under study. The objectives in employing this method are to explain the nature of a situation as it exists at the time of the study and to investigate the causes of a particular phenomenon.

The population involved in this study will be the public secondary school heads and teachers in the Division of Tanauan City. The researcher made questions that will try to assess the attributes of empowered teachers in relation to the ethical management of school heads. To maximize the data collected, analysis will be made. Furthermore, the significant/non-significant differences and relationships will be dealt with accordingly.

Respondents of the Study

The researcher will conduct his study in the Division of Tanauan in the province of Batangas. He will use as respondents the public secondary principals and teachers in all the public schools of the Division of Tanauan City.

Table A

Distribution of the Respondents

Schools	Number of School Heads	Number of Teachers	Total Number of Respondents
Banjo Laurel National High School	1	21	22
Bernardo Lirio National High School	1	46	47
Boot National High School	1	21	22
J. P. Laurel National High School	1	20	21
Luyos National High School	1	23	24
Malaking Pulo National High School	1	21	22
Natatas National High School	1	23	24
Pantay National High School	1	21	22
Tanauan City High School	1	36	37
Tanauan School of Fisheries	1	82	83
Tinurik National High School	1	20	21
Wawa National High School	1	21	22
TOTAL	12	355	367

Research Instrument

The researcher made two sets of questionnaires. The first set will be given to the school heads to measure their perceptions of the empowerment level of teachers in relation to their ethical management of the school.

The other set will be for the teachers. It will be given to assess the perception of the ethical educational management for their principals.

Validity of the Instrument

To establish the validity of the instrument, the researcher will present the questionnaire to his adviser. He will also solicit the ideas and suggestions of three (3) experts in this field of study. These experts are the Division Superintendent and two professors. The instrument will be assessed in terms of its construction, organization, structure and purpose.

Reliability of the Instrument

To establish the validity and reliability of the instrument, test re-test method will be employed. It will be administered to the private school principal and teachers of the Christian College of Tanauan (CCT). The results of this test will be subjected for appropriate statistical treatment.

Distribution and Retrieval of the Questionnaire

After establishing the validity and reliability of the instrument, the researcher will ask permission from the Schools Division Superintendent to administer the questionnaires. Having approved the request for the administration of the questionnaire, it will be distributed to the prospective respondents for the development of the study. As the span of time reached, the accomplished questionnaire will be retrieved through the help of the respective school heads or teachers. It will be checked, recorded and tabularized and the results will be treated statistically.

Research Procedure

In order to come up with the needed answer to the problem stated, this research depended on the prepared questionnaire that served as instrument in gathering the data and information to accomplish the study. The preparation of the instrument is based on the items considered in the study.

After the establishment of the validity and reliability status of the prepared instrument, permission will be sought from the Schools Division Superintendent of the Division of Tanauan City. The researcher will request permission that the questionnaire will be distributed to the concerned respondents.

Statistical Treatment

The percentage and ranking of the data gathered call for the statistical treatment to be used to answer the particular questions raised in this study. The data will be treated carefully, classified and methodically organized according to the certain point established in this instrument.

In order to present the results of their study the following statistical tools will be considered.

1. **Frequency Distribution.** Data will be presented in frequency form to show the actual distribution of the profile of the respondents in terms of Sex, Civil Status, Age, Highest Educational Attainment, Length of Service, Monthly Income Status and Numbers of seminars/training attended.

2. **Regression Analysis.** This tool is a statistical method where the mean of one or more random variables is predicted based on other measured random variables.

3. **T-Test.** This tool gives an indication of the separateness of two sets of measurements, and is thus used to check whether two sets of measures are essentially different.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Part I. Profile of the Respondents

Tables 1 to 7 reveals the profile of the school heads and teachers in terms of gender, civil status, age, highest educational attainment, length of service, monthly income and number seminars/trainings attended. In the Conceptual Paradigm, Profile of the Respondents is the Moderator Variable.

Table 1. Distribution of Respondents according to Gender

Gender	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	5	41.67	74	20.61
Female	7	58.33	285	79.39
TOTAL	12	100	359	100.00

In terms of Gender, the greater number of the school heads is female with 58.33% (7) and the rest is male with 41.67% (5). On the part of teachers, the same can be said that the larger part is female with 79.39% (285) and the rest of the percentage is male with 20.61% (74).

It can be gleaned from this result that most of the students who take up education are females. Though male faculty is not as many, the profession welcomes both gender.

Table 2. Distribution of Respondents according to Civil Status

Civil Status	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Single	3	25.00	145	40.39
Married	9	75.00	214	59.61
Widow/er				
Others				
TOTAL	12	100.00	359	100.00

Table 2 showed the Civil Status of the respondents. On the part of school heads, 25% (3) are single and 75% (9) are married. For teachers, 40.39% (145) are single, and 59.61% (214) are married. It be deduced from the result that, most of the teachers for both respondents are married.

In religious parlance, status in life is a vocation or calling. Whether one is married, single and already lost a life partner, the teaching profession calls the teacher to be committed to the profession to positively affect the lives of students.

Table 3. Distribution of Respondents according to Age

Age	School Heads	Teachers
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	Frequency	Percentage	Frequency	Percentage
20-25			62	17.27
26-30			87	24.23
31-35	1	8.33	77	21.45
36-40	2	16.67	39	10.86
40 and above	9	75.00	94	26.18
TOTAL	12	100.00	359	100.00

Table 3 presented the age cluster of respondents. For the school heads, their age cluster began on 31 - 35 with 8.33% (1). Age cluster 36 - 40 had 16.67% (2). Lastly, the age cluster 40 and above had 75% (9).

On the part of teachers, all the age clusters were represented. For the first cluster of 20 - 25, it was 17.27% (62). The second cluster, 26 - 30, had 24.23% (87). The third cluster, 31 - 35, had 21.45% (77). 36 -40 cluster had 10.86% (39). 40 and above cluster had 26.18% (94).

From the table it can be inferred that the age cluster of the school heads began at a more latter stage of their lives. This is so because leadership needs experience to be able to cope up with the demands of the school administration. The teachers have a more spread age cluster. This is a good sign. Those teachers who are in the last stages of their careers will have replacement, as young people are considering education as a career choice.

Table 4. Distribution of Respondents according to Highest Educational Attainment

Highest Educational Attainment	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
B. Degree	1	8.33	181	50.42
College Degree with Education Units			45	12.53
B. Degree with MA/MS unit	8	66.67	120	33.43
Master's Degree	3	25.00	5	1.39
Master's Degree with Ph.D./Ed. D			5	1.39
Doctoral Degree			3	0.84
TOTAL	12	100.00	359	100.00

Table 4 laid out the Highest Educational Attainment of the respondents. Among the school heads, 8.33% (1) had a B. Degree. B. Degree with MA/MS unit had the highest percentage for school heads with 66.67% (8). 25% (3) have a Master's Degree.

Among the teachers, B. Degree had the highest percentage with 50.42 (181). College Degree with Education Units had 12.53% (45). B. Degree with MA/MS unit had 33.43% (120) and the second highest among the items. Both Master's Degree and Master's Degree with Ph. D./Ed. D. had 1.39% (5). The doctoral had the least percentage of .84% (3).

One point worth considering from the table is the number of doctoral graduates from both respondents. There was no doctor from the school heads, but there were from the teachers. It can be interpreted that the leaders do not strive as much because they already have the position, but graduate studies have their own benefits as it enhances professional and intellectual efficiency. Teachers who strive to study will eventually land a fitting position, not to mention, the knowledge they can impart to those persons subordinate to them is beneficial.

Table 5. Distribution of Respondents according to Length of Service

Length of Service	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
1-5			193	53.76
6-10	4	33.33	71	19.78
11-15	1	8.33	18	5.01
16-20			35	9.75
21-25	2	16.67	18	5.01

26 and above	5	41.67	24	6.69
TOTAL	12	100.00	359	100.00

Table 5 displayed the Length of Service of School Heads and Teachers. The school heads cluster began at 6 - 10 years with 33.33% (4). For cluster 11 - 15 years, it had 8.33% (1). It was 16.67% (2) for 21 - 25 years. Lastly, the cluster 26 and above years had the highest percentage of 41.67% (5).

For teachers, 1 - 5 years is the highest with 53.76% (193). The second highest was the next cluster of 6 - 10 and it had 19.78% (71). 11 - 15 years had 5.01% (18). The next cluster, 16 - 20, had 9.75% (35). 21 - 25 years had 5.01% (18). The last cluster, 26 and above, had 6.69% (24).

As shown in the table, there was no surprise on the part of school heads' distribution regarding length of service, though some of them can be considered young as they become leaders before they even reach a decade in their careers. Worth paying attention to is the percentage of teachers in the early part of their careers. This may mean that people are considering teaching as their livelihood because this profession reached a certain degree of prestige in terms of financial benefits and status in the community.

Table 6. Distribution of Respondents according to Monthly Income

Monthly Income	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Php 6000.00 - and below	2	16.67	28	7.80
Php 6001.00 - Php 13999	2	16.67	64	17.83
Php 14000 - and above	8	66.67	267	74.37
TOTAL	12	100.00	359	100.00

Table 6 represented the response of the school heads and teachers in terms of their monthly income. Among the school heads, those who had 6000 pesos and below and 6001 - 13999 had the same percentage of 16.67 (2). The income of 14000 and above had the highest percentage of 66.67 (8).

For the teachers, those belonging to 6000 pesos and below monthly income was 7.80% (28). Those belonging to 6001 pesos - 13999 was 17.83% (64). The cluster 14000 pesos and above had the highest percentage of 74.37 (267).

In spite of the salary increase in the public education in the Philippines some years ago, it is but necessary to have another increase anytime soon. Prices of basic commodities have increased but the teachers' salary have not changed in the recent years. But, it is still pleasing to get the information from the table that both leaders and teachers have living wage condition. Most of them still have 14,000 pesos and above to take home every payday.

Table 7. Distribution of Respondents according to Seminars/Trainings Attended

Seminars/ Trainings Attended	School Heads		Teachers	
	Frequency	Percentage	Frequency	Percentage
Division	141	47.00	1395	53.82
Regional	101	33.67	794	30.63
National	53	17.67	393	15.16
International	5	1.67	10	0.39
TOTAL	300	100.00	2592	100.00

Table 7 showed the Seminars/Trainings Attended by the respondents. Among the school heads, the Division level was the highest with 47% (141). The Regional level had 33.67% (101). The National level had 17.67% (53). Lastly, the International level had 1.67% (5) and it had the lowest percentage among the items

For the teachers, the Division level had the highest percentage of 53.82 (1395). The Regional level had 30.63% (794). At the National level had 15.16% (393). The International level had .39% (10), and like the school heads' response, it had the lowest percentage among the items.

The data from the table show that there was a sound number of seminars/trainings attended for Division and Regional levels for both respondents. This cannot be said as true for the National and International levels, as both respondents have little attendance for this higher levels. Higher levels of seminars/trainings are important for they can be re-echoed and the benefits will not be limited to the persons who attended the seminars but those teachers who will be imparted the learning from the re-echo.

Part II. Perceived Ethical Management

The second part of this chapter is Perceived Ethical Management. In the school process, there is Educational Management. But, for this study, it tackles this aspect with the accent of Ethics. This part consists of 5 main variables namely, Planning, Organizing, Directing, Controlling, and Staffing.

Table 8. Perceived Ethical Management in terms of Planning

SITUATIONAL ANALYSIS	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. Discerningly plans with the school personnel programs which make the well-being of students the fundamental value in all decision making and actions	4.08	E	4.12	E	4.12	E
2. Sincerely asks teachers in identifying major and minor concerns of the school	4.67	VE	4.22	VE	4.23	VE
3. Carefully analyses past events, current situation and attempts to forecast into future trends for the benefit of the school community	4.33	VE	4.13	E	4.13	E
Overall	4.361	VE	4.155	E	4.162	E
CHOICE OF STRATEGIES AND TACTICS	Mean	I	Mean	I	Mean	I
1. Trustingly involves teachers and personnel in the formulation of vision, mission, school policies, rules and regulations as guiding posts for school operation	4.58	VE	4.29	VE	4.30	VE
2. Orderly prepares staff in scheduling priority programs and projects of the school	4.08	E	4.11	E	4.11	E
3. Transparently determines budget of the school for projects and programs	4.75	VE	4.13	E	4.15	E
Overall	4.472	VE	4.180	E	4.190	E
EVALUATION OF RESULTS	Mean	I	Mean	I	Mean	I
1. Honestly formulates assessment for the activities with the assistance from the academe	4.42	VE	4.08	E	4.09	E
2. Cordially monitors and gives feedback on the actual performance of personnel to identify deviation from expected performance according to goals and plans	4.08	E	4.09	E	4.09	E
3. Respectfully suggests corrective actions when there is discrepancy without compromising the confidence of the personnel involved	4.25	VE	4.08	E	4.09	E
Overall	4.250	VE	4.083	E	4.088	E
Grand Mean Perception	4.361	VE	4.139	E	4.146	E

Legend:

- 4.21 – 5.00 *Very Effective*
- 3.41 – 4.20 *Effective*
- 2.61 – 3.40 *Moderately Effective*
- 1.81 – 2.60 *Less Effective*
- 1.0 – 1.80 *Ineffective*

The perceptions of the respondents regarding **Planning** is shown in Table 8. It is divided into three parts. For the first sub-variable, **Situational Analysis**, both school heads and teachers, placed **Sincerely asks teachers in identifying major and minor concerns of the school** as the highest among the items. For school heads it had a weighted mean of 4.67 and 4.22 for teachers.

For the second sub-variable, **Choice of Strategies and Tactics**, school heads chose **Transparently determines budget of the school for projects and programs** as having the highest weighted mean of 4.75. For the teachers, the highest rank for this section was **Trustingly involves teachers and personnel in the formulation of vision, mission, school policies, rules and regulations as guiding posts for school operation** with a weighted mean of 4.29.

The last sub-variable for Planning was **Evaluation of Results**. **Honestly formulates assessment for the activities with the assistance from the academe** had the highest weighted mean for school heads with 4.42. The teachers placed **Cordially monitors and gives feedback on the actual performance of personnel to identify deviation from expected performance according to goals and plans** as having the highest weighted mean with 4.09.

Planning is an intrinsic part of the success of any institution. The school, as a learning institution, must look ahead for the benefit, primarily, of the students. Ethics can also be applied in planning, as the indicators suggest. Both school heads and teachers do not have too much disparity because they both interpreted this variable within the range of Very Effective to Effective.

Analysis of the situation is the first part of planning. After the analysis, the right choice of strategies should be employed. The last part is evaluation of results. Evaluation is important to improve on the strategies utilized.

Table 9. Perceived Ethical Management in terms of Organizing

DETERMINATION OF ACTIVITIES	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. Systematically calls and presides emergency meeting, regular meeting, quarterly meeting as required to determine school priorities	4.50	VE	4.32	VE	4.33	VE
2. Purposely reviews plans and objectives to achieve school's goals and objectives	4.25	VE	4.19	E	4.19	E
3. Politely involves personnel in the analysis of activities required to accomplish the objectives	4.33	VE	4.16	E	4.17	E
Overall	4.361	VE	4.225	VE	4.229	VE
CLASSIFICATION AND GROUPING OF ACTIVITIES	Mean	I	Mean	I	Mean	I
1. Conscientiously oversees the entire school programs and activities and assigns capable teachers to divide work into smaller tasks	4.25	VE	4.14	E	4.15	E
2. Eloquenty defines the content, duties, authority and responsibility for each task to those who are involved	4.17	E	4.11	E	4.11	E
3. Assertively organizes PTA and requires participation in the implementation of school programs and projects	4.17	E	4.25	VE	4.25	VE
Overall	4.194	E	4.166	E	4.167	E
ASSIGNMENT OF WORK AND RESOURCES	Mean	I	Mean	I	Mean	I
1. Equally delegates work among teachers in line with their levels of ability and field of specialization	4.50	VE	4.06	E	4.07	E
2. Courteously involves existing parent organizations in school improvement for the benefit of the school community	4.50	VE	4.12	E	4.13	E
3. Actively mobilizes student government body in close coordination with teacher adviser	4.33	VE	4.12	E	4.13	E
Overall	4.444	VE	4.098	E	4.110	E
Grand Mean Perception	4.426	VE	4.113	E	4.123	E

Table 9 presented the perceptions of the respondents regarding **Organizing**. It is divided into sub-variables. The first sub-variable was **Determination of activities**. **Systematically calls and presides emergency meeting, regular meeting, quarterly meeting as required to determine school priorities** had the highest weighted mean for school heads and teachers. For school heads, it was 4.50 and 4.32 for teachers. Both are interpreted as Very Effective.

The second part is **Classification and grouping of activities**. The school heads' highest mean for this part is **Conscientiously oversees the entire school programs and activities and assigns capable teachers to divide work into smaller tasks** with 4.25. On the teachers' part, **Assertively organizes PTA and requires participation in the implementation of school programs and projects** had the highest mean with 4.25. Both mean are interpreted as Very Effective.

The last sub-variable under Organizing is **Assignment of work and resources**. There were two items for school heads who share the highest mean of 4.50. They were **Equally delegates work among teachers in line with their levels of ability and field of specialization** and **Courteously involves existing parent organizations in school improvement for the benefit of the school community**. For teachers, there was a also a tie for the highest mean of 4.12. These two items were **Courteously involves existing parent organizations in school improvement for the benefit of the school community** and **Actively mobilizes student government body in close coordination with teacher adviser**.

From the result, both respondents had the range of Very Effective to Effective as their verbal representation. It means that the respondents see ethics in the organization of their schools. The standouts among the indicators were items involving conduct of meetings, delegation of work and involvement of parents.

Table 10. Perceived Ethical Management in terms of Directing

LEADER CONTRIBUTION	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. Humbly exemplifies integrity among the group by avoiding use of position for personal gain through political, social, religious, economic or other influences	4.25	VE	4.11	E	4.12	E
2. Sincerely practices open communication to teachers/staff to know they are contributing to the success of the school organization	4.08	E	4.10	E	4.10	E
3. Admiringly recognizes the teachers' involvement in the school and learning process	4.33	VE	4.12	E	4.12	E
Overall	4.222	VE	4.110	E	4.113	E
SECURING COOPERATION	Mean	I	Mean	I	Mean	I
1. Resolutely heads the teachers in preparing functional organizational charts to delineate individual duties and responsibilities	4.08	E	4.16	E	4.10	E
2. Persistently motivates teachers towards quality instruction by encouraging innovative teaching methods	4.25	VE	4.18	E	4.12	E
3. Graciously encourages teachers to conduct demonstration teaching as an output to numerous seminars attended for personal and organizational benefit	4.17	E	4.16	E	4.113	E
Overall	4.167	E	4.165	E	4.12	E
INTEGRATION IN THE COMMUNITY	Mean	I	Mean	I	Mean	I
1. Harmoniously maintains linkages with community, Government Organizations (GOs), Non-Government Organizations (NGOs), socio-cultural, religious and private groups	4.08	E	4.09	E	4.09	E
2. Innovatively looks for and makes use of community resources for the improvement of the school facilities by accepting lawful donation, gifts and grants	4.08	E	4.10	E	4.10	E
3. Enthusiastically promotes the good image of the school by carefully selecting participation in cultural shows, exhibits and fairs	4.25	VE	4.15	E	4.16	E
Overall	4.139	E	4.114	E	4.115	E
Grand Mean Perception	4.176	E	4.130	E	4.131	E

As can be found in Table 10, it was divided into three parts. **Leader Contribution** is the first part. For this section, school heads and teachers both had similar item for the highest weighted mean, it was **Admiringly recognizes the teachers' involvement in the school and learning process**. For the former, it was 4.33, interpreted as Very Effective, and for the latter it was 4.12, interpreted as Effective.

Securing Cooperation is the second part of Directing variable. Both respondents had **Persistently motivates teachers towards quality instruction by encouraging innovative teaching methods** as the item having the highest weighted mean. For school heads, it was 4.25, interpreted as Very Effective, and 4.12 for teachers, interpreted as Effective.

Integration in the Community is the third part. **Enthusiastically promotes the good image of the school by carefully selecting participation in cultural shows, exhibits and fairs** had the highest weighted mean for both school heads and teachers. The former had 4.25 and 4.15 for the latter.

This part of the study emphasizes leadership, cooperation and community integration. Both respondents ranked the indicators within the range of Very Effective and Effective only. This means both agree in ethical directing. The leader has a lot to do in directing. Cooperation from teachers and community involvement will follow if the leader truly observes ethics.

Table 11. Perceived Ethical Management in terms of Controlling

ESTABLISHING STANDARDS	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. Decisively follows the guidelines on Maintenance and Other Operating Expenses (MOOE)	4.75	VE	4.27	VE	4.29	VE
2. Honestly manages and operates school canteen	4.33	VE	4.09	E	4.10	E
3. Obediently adheres to lawful policies on collection and utilization of school legal fees/contribution	4.58	VE	4.22	VE	4.23	VE
Overall	4.556	VE	4.194	E	4.206	VE
MONITORING PERFORMANCE	Mean	I	Mean	I	Mean	I
1. Considerately conducts formal/informal classroom observations followed by conference or written summary	3.83	E	4.13	E	4.12	E
2. Patiently guides the teachers in adapting criteria or guidelines for measuring results of instructions	3.83	E	4.15	E	4.14	E
3. Dutifully helps teachers develop variety of tests that track students learning performance	3.92	E	4.13	E	4.12	E
Overall	3.861	E	4.136	E	4.127	E
TAKING PREVENTIVE AND CORRECTIVE ACTION	Mean	I	Mean	I	Mean	I
1. Knowledgeably provides the group correct and clear interpretation of issues, orders and legal problems	4.17	E	4.14	E	4.14	E
2. Accordingly maintains school discipline based on legal rules and regulations for the security of everyone	4.33	VE	4.18	E	4.18	E
3. Rationally creates impartial Grievance Committee to investigate and settle disputes among stakeholders	4.00	E	4.11	E	4.10	E
Overall	4.167	E	4.141	E	4.142	E
Grand Mean Perception	4.194	E	4.157	E	4.158	E

The viewpoints of the respondents on **Controlling** were displayed in Table 10. The first section was **Establishing Standards**. The highest weighted mean for school heads was **Decisively follows the guidelines on Maintenance and Other Operating Expenses (MOOE)** and it had the value of 4.75. For the teachers, they have the same item for the highest mean. They placed the value at 4.27.

The second part of this table was **Monitoring Performance**. The highest weighted mean for school heads was **Dutifully helps teachers develop variety of tests that track students learning performance** with the value of 3.92. It was the same item having the highest weighted mean for teachers. It had the weighted mean of 4.15.

Taking preventive and corrective action was the last section of Establishing Standards. **Accordingly maintains school discipline based on legal rules and regulations for the security of everyone** had the highest weighted mean for school heads with 4.33, interpreted as Highly Effective. Likewise, **accordingly maintains school discipline based on legal rules and regulations for the security of everyone** had the highest weighted for teachers with 4.18, interpreted as Effective.

Controlling involves determining what is accomplished, evaluating performance and applying corrective measures to enable goals and objectives be implemented according to initial plans. In a professional environment, certain standards have to be maintained. The same is true for schools. Among the sub-variables, both respondents didn't have a Very Effective interpretation for Monitoring Performance. This can be a cause of concern sometimes for schools. Monitoring can be neglected, but to be able to be true to the standards set, monitoring should be done although it may mean exerting extra effort on the part of both school heads and teachers.

Table 12. Perceived Ethical Management in terms of Staffing

RECRUITMENT AND TRAINING	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. Determinedly follows lawful policies in selecting, hiring and appointing teachers and other personnel	4.33	VE	4.20	E	4.21	VE
2. Prudently develops human resource management in the school to ensure efficient record keeping and to monitor personnel needs for effective school operation	3.92	E	4.09	E	4.08	E
3. Reasonably prioritizes selection, placement and training of staff to ensure optimum performance from the teachers	4.33	VE	4.17	E	4.18	E
Overall	4.194	E	4.153	E	4.155	E
COMPENSATION/REMUNERATION	Mean	I	Mean	I	Mean	I
1. Commensurately recommends deserving school teachers/personnel for salary increase or promotion in rank	4.25	VE	4.10	E	4.10	E
2. Truthfully develops a system of recognition of personnel that is appropriate with their contribution to the objectives of the organization	4.25	VE	4.09	E	4.10	E
3. Generously rewards the internal and external stakeholders for their best performance during general assembly	4.08	E	4.08	E	4.08	E
Overall	4.194	E	4.090	E	4.093	E
PERFORMANCE APPRAISAL	Mean	I	Mean	I	Mean	I
1. Diligently evaluates lesson plans and classroom teaching	4.33	VE	4.23	VE	4.23	VE
2. Appreciatively observes Award Systems for teachers and employees with exemplary performance	4.50	VE	4.08	E	4.08	E
3. Sensibly creates a school-based performance appraisal team responsible for school-wide ranking and updating of accomplishments	4.42	VE	4.13	E	4.12	E
Overall	4.50	VE	4.148	E	4.142	E
Grand Mean Perception	4.42	VE	4.130	E	4.130	E

Table 12 presented the result of the perception of the respondents regarding **Staffing**. The first part of this table is **Recruitment and Training**. There were two components which received the highest weighted mean of 4.33, interpreted as Very Effective. These components were **Determinedly follows lawful policies in selecting, hiring and appointing teachers and other personnel** and **Reasonably prioritizes selection, placement and training of staff to ensure optimum performance from the teachers**. For the teachers, the component **Determinedly follows lawful policies in selecting, hiring and appointing teachers and other personnel** had the highest weighted mean of 4.20, interpreted as Effective.

The second part is **Compensation/Remuneration**. Two entries received the highest weighted mean of 4.25, interpreted as Very Effective, for school heads, namely, **Commensurately recommends deserving school teachers/personnel for salary increase or promotion in rank** and **Truthfully develops a system of recognition of personnel that is appropriate with their contribution to the objectives of the organization**. On the part of teachers, the highest weighted mean was 4.10 and it belonged to **Commensurately recommends deserving school teachers/personnel for salary increase or promotion in rank**.

Performance Appraisal is the last part of the table. 4.50 was the highest weighted mean for school heads and it belonged to **Appreciatively observes Award Systems for teachers and employees with exemplary performance**. For teachers, **Diligently evaluates lesson plans and classroom teaching** had the highest weighted mean of 4.23.

Staffing refers to the process of acquiring the required human resource to achieve organizational or school objectives. Among the indicators for this variable, the school heads placed the item having an award system with the highest mean. It is ethical for leaders to do this, generosity for the good deeds the teachers have done. On the part of teachers, they placed evaluation of plans and teaching as having the highest mean. This conveys that school heads perform their task of evaluating the classroom process. If it is truly commendable then excellent teaching and other good deeds should be appreciated by the school head and if possible, be properly compensated.

Table 13. Summary of Perceived Ethical Management Variables

Ethical Management Variables	School Heads		Teachers	
	Mean	VI	Mean	VI
Planning	4.36	Very Effective	4.14	Effective
Organizing	4.33	Very Effective	4.16	Effective
Directing	4.18	Effective	4.13	Effective
Controlling	4.19	Effective	4.16	Effective
Staffing	4.12	Effective	4.13	Effective
OVERALL	4.236	Very Effective	4.144	Effective

Table 13 displayed the Summary of Perceive Ethical Management Variables. For school heads, their highest mean was Planning with 4.36, interpreted as Very Effective. The second in rank was Organizing with 4.33, interpreted as Very Effective. The three other variables have a verbal interpretation of Effective with Staffing having the least mean of 4.12.

As for the teachers, all variables were interpreted as Effective. Two variables were ranked first with 4.16 mean. They are Organizing and Controlling. Two variables shared the least mean of 4.13, namely, Directing and Staffing.

Both respondents ranked ethical management highly, with the range only from very effective to effective. It can be said that ethics still has relevance in the education sector. This is so indispensable because of the students morality are also being forged in the school and the primary model they can have in education institutions are school heads and teachers.

Part III. Perceived Empowered Teachers

This part tackles the topic on empowered teachers. This study divided empowered teachers into three characteristics of values, skills and knowledge.

Table 14. Perceived Empowered Teachers in terms of Values

CARE AND CONCERN FOR STUDENTS	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. involves students in purposeful academic learning	4.42	HD	4.28	HD	4.28	HD
2. supports and cares for the students	4.42	HD	4.28	HD	4.28	HD
3. develops self-understanding and a sense of interconnectedness of students	4.58	HD	4.27	HD	4.28	HD
4. believes that all students are capable of learning	4.42	HD	4.26	HD	4.26	HD
5. develops contexts that will support the learning of all the students	4.58	HD	4.26	HD	4.27	HD
Overall	4.483	HD	4.269	HD	4.276	HD
RESPECT FOR DIVERSITY	Mean	I	Mean	I	Mean	I
1. promotes the full development of students as individuals without regard for race, ethnicity, gender, socio-economic status, abilities or disabilities	4.42	HD	4.33	HD	4.33	HD
2. develops a classroom that is supportive of learners and accepts their differences	4.50	HD	4.22	HD	4.23	HD
3. recognizes students' strengths and differences and regards them as positive because they allow learners to share and experience diverse perspective	4.25	HD	4.28	HD	4.27	HD
4. holds positive views of students from diverse backgrounds	4.42		4.21		4.22	

		HD		HD		HD
5. believes in bringing about change to make schools more equitable	4.42	HD	4.24	HD	4.25	HD
Overall	4.400	HD	4.256	HD	4.261	HD
COMMITMENT AND DEDICATION TO THE PROFESSION	Mean	I	Mean	I	Mean	I
1. commits to help all students	4.50	HD	4.33	HD	4.33	HD
2. understands roles and responsibilities as professionals in schools	4.50	HD	4.35	HD	4.36	HD
3. commits to prepare students for an equitable participation in a democratic society	4.50	HD	4.27	HD	4.28	HD
4. conducts intervention program to aid students with academic deficiency	4.50	HD	4.19	D	4.20	HD
5. sets good example of moral and ethical behaviour	4.17	D	4.24	HD	4.23	HD
Overall	4.433	HD	4.276	HD	4.281	HD
Collaboration, sharing and team spirit	Mean	I	Mean	I	Mean	I
1. manifests affection towards leader, colleagues, parents, school personnel and students regardless of their socio-economic status, religious belief and political affiliation	4.00	D	4.25	HD	4.24	HD
2. seeks constructive ways and means of maintaining harmonious relationship with colleagues	4.67	HD	4.22	HD	4.23	HD
3. exhibits fortitude and prudence in deciding whenever given opportunities by the leader on matters concerning school operation	4.42	HD	4.21	HD	4.22	HD
4. finds ways to work collaboratively and creatively with parents, engaging them in productive school activities	4.67	HD	4.14	D	4.16	D
5. spearheads community improvement	4.25	HD	4.19	D	4.19	D
Overall	4.400	HD	4.202	HD	4.208	HD
DESIRE FOR CONTINUOUS LEARNING, EXCELLENCE AND INNOVATION	Mean	I	Mean	I	Mean	I
1. accepts demonstration teaching as avenue for academic growth	4.42	HD	4.29	HD	4.29	HD
2. appreciates the value of seeking feedback from school head and colleagues	4.25	HD	4.24	HD	4.24	HD
3. integrates in the instruction novel ideas (like globalization, information technology and green innovation) whenever applicable	4.33	HD	4.17	D	4.17	HD
4. updates oneself on the current trends, technology and techniques in instruction	4.42	HD	4.25	HD	4.25	HD
5. attends different seminars/conferences that are related to the area of specialization	4.42	HD	4.27	HD	4.27	HD
Overall	4.367	HD	4.241	HD	4.245	HD
Grand Mean Perception	4.417	HD	4.249	HD	4.254	HD

Legend

4.21 - 5.00	<i>Highly Developed</i>
3.41 - 4.20	<i>Developed</i>
2.61 - 3.40	<i>Moderately Developed</i>
1.81 - 2.60	<i>Less Developed</i>
1.00 - 1.80	<i>Undeveloped</i>

Table 14 revealed the impression of respondents regarding Values under Empowered Teachers. **Care and concern for students** is the first part of this section. For this section, **develops self-understanding and a sense of interconnectedness of students** and **develops contexts that will support the learning of all the students** received the highest weighted mean of 4.58, interpreted as Highly Developed. On the part of teachers, **involves students in purposeful academic learning** and **supports and cares for the students** received the highest weighted mean of 4.28, also interpreted as Highly Developed.

The second portion of the table is all about **Respect for diversity**. The highest weighted mean for the school heads was 4.50, interpreted as Highly Developed, and the item was **develops a classroom that is supportive of learners and accepts their differences**. For the teachers, their highest weighted mean was 4.33, interpreted as Highly Developed, and it was the item **promotes the full development of students as individuals without regard for race, ethnicity, gender, socio-economic status, abilities or disabilities**.

Commitment and dedication to the profession was the third part. Among the items, four received the highest weighted mean of 4.50 from school heads. These items are **commits to help all students, understands roles and responsibilities as professionals in schools, commits to prepare students for an equitable participation in a democratic society and conducts intervention program to aid students with academic deficiency**. For the teachers, the item **understands roles and responsibilities as professionals in schools** received the highest weighted of 4.35.

The fourth part was **Collaboration, sharing and team spirit**. Two items received the highest mean of 4.67 on the part of school heads. They were **seeks constructive ways and means of maintaining harmonious relationship with colleagues and finds ways to work collaboratively and creatively with parents, engaging them in productive school activities**. On the part of teachers, **manifests affection towards leader, colleagues, parents, school personnel and students regardless of their socio-economic status, religious belief and political affiliation** received the highest weighted of 4.25.

Desire for continuous learning, excellence and innovation was the fifth part of the table. There are three indicators which received the highest weighted mean of 4.42. These items were **accepts demonstration teaching as avenue for academic growth, updates oneself on the current trends, technology and techniques in instruction and attends different seminars/conferences that are related to the area of specialization**. For teachers, **accepts demonstration teaching as avenue for academic growth** had the highest weighted mean of 4.29.

It is observable that in this part of the study the values are mostly towards the students. The reason for such is that the final product of the education process is truly the students. There is very little disparity in the perception between the two groups of respondents. This means that in terms of values both respondents perceived empowerment, that is, the teachers perceive that they are empowered and the school heads empower them.

Values are crucial in education. They should be seen by the students from school heads and teachers. School is where students spend their long hours, aside from feeding the mind, their values should also be inculcated. For most of the students, when they are outside the school, there is very little chance that they can get values from their environment and the mass media which also get most of their time. So, the school is such a pivotal place where the students can form their values.

Table 15. Summary of Perceived Empowered Teachers Variable in terms of Values

Values	School Heads		Teachers	
	Mean	I	Mean	I
Care and concern for students	4.48	Highly Developed	4.27	Highly Developed
Respect for diversity	4.40	Highly Developed	4.26	Highly Developed
Commitment and dedication to the profession	4.43	Highly Developed	4.28	Highly Developed
Collaboration, sharing and team spirit	4.40	Highly Developed	4.20	Developed
Desire for continuous learning, excellence and innovation	4.37	Highly Developed	4.24	Highly Developed
OVERALL	4.47	Highly Developed	4.25	Highly Developed

Presented in Table 15 was the summary of Perceived Empowered Teachers Variable in terms of Values. The school heads ranked care and concern for students as the highest among the variables with 4.48 mean. The lowest ranked was desire for continuous learning, excellence and innovation with 4.37 mean. All the variables were interpreted as Highly Developed.

For teachers, the highest was commitment and dedication to the profession with 4.28 mean. The lowest ranked was Collaboration, sharing and team spirit with 4.20 mean and the only variable interpreted as Developed as compared to the other four

which were interpreted as Highly Developed.

It can be said that the school heads are open to empower teacher in terms of values. There was a slight disparity between the interpretations. The school heads have a higher ranking but nonetheless the intention to empower is evident. If there is no great discrepancy, then the teachers also feel that their heads are striving to empower them.

Table 16. Perceived Empowered Teachers in terms of Skills

Pedagogical Skills	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. rethinks disciplinary topics and concepts to make learning more accessible to students	4.42	HD	4.21	HD	4.22	HD
2. develops and chooses tasks that are developmentally appropriate and intellectually meaningful to ensure that all learners can understand	4.58	HD	4.19	D	4.20	HD
3. possesses a repertoire of representations that combine instructional techniques with subject matter	4.33	HD	4.23	HD	4.23	HD
4. provides appropriate scaffolding to continually make learning interesting	4.50	HD	4.20	HD	4.21	HD
5. supports students to engage with contemporary knowledge and practice	4.08	D	4.23	HD	4.23	HD
Overall	4.306	HD	4.223	HD	4.226	HD
Interpersonal Skills	Mean	I	Mean	I	Mean	I
1. collaborates with parents, colleagues and others in the community in planning the instructional programme of the school	4.50	HD	4.10	D	4.11	D
2. works together in planning and decision-making within teams, departments, or other educational units to assure continuity of learning experiences for students	4.00	D	4.12	D	4.12	D
3. possesses proficient interpersonal skills to engage in meaningful communication	4.33	HD	4.08	D	4.09	D
4. participates in collaborative efforts within the school as well as wider communities of learning for school-wide improvements	4.33	HD	4.11	D	4.12	D
5. asks and adopts suggestions from colleagues and leader for developing and maintaining conducive learning environments for effective learning to take place	4.25	HD	4.16	D	4.16	D
Overall	4.283	HD	4.116	D	4.121	D
Reflective Skills	Mean	I	Mean	I	Mean	I
1. has in-depth knowledge of Code of Ethics For Professional Teachers	4.42	HD	4.28	HD	4.28	HD
2. consolidates a professional identity about values, beliefs and attitudes that shape and influence teaching and learning process	4.33	HD	4.23	HD	4.23	HD
3. acquires reflective skills through collaborative inquiry to be able to critically examine own conceptions with those of other people	4.50	HD	4.15	D	4.16	D
4. faithfully observes the tenets of the country and personal religion	4.58	HD	4.17	D	4.18	D
5. avoids participation in gossips and other unethical and counterproductive activities	4.58	HD	4.36	HD	4.36	HD
Overall	4.483	HD	4.236	HD	4.244	HD
Personal Skills	Mean	I	Mean	I	Mean	I
1. maintains dignity and composure in the midst of problematic situations	4.50	HD	4.57	HD	4.56	HD
2. reflects on teaching and exemplifies virtues and intellectual capacities to impart to students	4.25	HD	4.18	D	4.18	D
3. exhibits patience in dealing with students with disciplinary problems	4.50	HD	4.18	D	4.19	D
4. recognizes current research and conducts own research to test new	4.33		4.13		4.13	

approaches and hypotheses to cultivate own learning		HD		D		D
5. practices good and proper grooming at all times and occasions	3.92	D	4.27	HD	4.26	HD
Overall	4.300	HD	4.264	HD	4.265	HD
Administrative and Management Skills	Mean	I	Mean	I	Mean	I
1. possesses administrative and management skills in carrying out roles outside the classroom, such as in facilitating team work between colleagues, collaborating with the wider learning community and in planning and managing co-curricular activities	4.33	HD	4.21	HD	4.21	HD
2. handles multiple roles both in the classroom and beyond	4.50	HD	4.19	D	4.20	D
3. develops analytical thinking that allows to make sound decisions, investigate problems and understand students' needs	4.42	HD	4.19	D	4.19	D
4. initiates programs and activities for the improvement of the school	4.50	HD	4.18	D	4.19	D
5. prepares and submits reports accurately and correctly on time	4.42	HD	4.20	D	4.21	HD
Overall	4.433	HD	4.192	D	4.200	D
Grand Mean Perception	4.374	HD	4.205	HD	4.210	HD

Table 16 manifested the notion of respondents regarding Skills under the domain of Empowered Teachers. Like the previous variable, this section is divided into five parts. The first part is all about **Pedagogical Skills**. For school heads, **develops and chooses tasks that are developmentally appropriate and intellectually meaningful to ensure that all learners can understand** had the highest weighted mean of 4.58, interpreted as Highly Developed. For teachers, their highest weighted mean was 4.23, interpreted as Highly Developed and it was manifested on two items, namely, **possesses a repertoire of representations that combine instructional techniques with subject matter** and **supports students to engage with contemporary knowledge and practice**.

The second section of this table was **Interpersonal Skills**. The school heads placed **collaborates with parents, colleagues and others in the community in planning the instructional programme of the school** as the highest among the items with 4.50 weighted mean, interpreted as Highly Developed. The teachers, on their part, placed **asks and adopts suggestions from colleagues and leader for developing and maintaining conducive learning environments for effective learning to take place** as the highest among the items with 4.16 weighted mean, interpreted as Developed.

Reflective Skills was the next table under this variable. For school heads two components share the highest weighted mean of 4.58, interpreted as Highly Developed. These components are **faithfully observes the tenets of the country and personal religion** and **avoids participation in gossips and other unethical and counterproductive activities**. For the teachers, their highest weighted for this skill was 4.36 and it belonged to **avoids participation in gossips and other unethical and counterproductive activities**.

Personal Skills was the fourth table under this section. For school heads, the highest weighted mean was 4.50 and it belonged to **maintains dignity and composure in the midst of problematic situations** and **exhibits patience in dealing with students with disciplinary problems**. For teachers, 4.57 was the highest weighted mean and it was **maintains dignity and composure in the midst of problematic situations**.

The fifth table was **Administrative and Management Skills**. Two entries received 4.50 weighted mean as the highest and they were **handles multiple roles both in the classroom and beyond** and **initiates programs and activities for the improvement of the school**. The highest weighted mean for teacher was **possesses administrative and management skills in carrying out roles outside the classroom, such as in facilitating team work between colleagues, collaborating with the wider learning community and in planning and managing co-curricular activities** and it was 4.21.

True empowerment entails honing the teachers not only in terms of their skills in the classroom but also their overall skills as a professional. It is observable that both respondents perceived highly the indicators given. Like the previous variables, the school heads rank indicators higher than the teachers but nonetheless, the difference is very minimal. All the skills are important, but for both respondents, the pedagogical skills had the highest mean combined. It is not surprising because both respondents meet at this skill, given that their primary relationship is in the school. Empowerment should emphasize the pedagogical skills but other skills should not be neglected because they are also part of school operation.

Table 17. Summary of Perceived Empowered Teachers Variable in terms of Skills

Skills	School Heads		Teachers	
	Mean	I	Mean	I
Pedagogical Skills	4.38	Highly Developed	4.21	Highly Developed
Interpersonal Skills	4.28	Highly Developed	4.12	Developed
Reflective Skills	4.48	Highly Developed	4.21	Highly Developed
Personal Skills	4.30	Highly Developed	4.26	Highly Developed
Administrative and Management Skills	4.43	Highly Developed	4.19	Developed
OVERALL	4.38	Highly Developed	4.20	Developed

Table 17 displayed the Summary of Perceived Empowered Teachers in terms of Skills. For the school heads, Reflective skill was ranked first with 4.48 mean. The least ranked was Interpersonal Skills with 4.28. All the variables are interpreted as Highly Developed.

For the teachers, Personal Skills was ranked first with 4.26 mean. The last ranked was Interpersonal Skills with 4.12.

It is interesting to note that the school heads placed reflection first in rank as empowerment skills. For the leaders to want their subordinates to be reflective in their profession is a show of caring attitude. On the part of the teachers, they ranked personal skills first. It is indicative of the importance of right personal conduct in the teaching profession.

Table 18. Perceived Empowered Teachers in terms of Knowledge

Knowledge of Educational Contexts	Heads		Teachers		Composite	
	Mean	I	Mean	I	Mean	I
1. develops a curricular vision to teach in an understanding of learning and learners as these intersect with the educational goals of the education system and the broader context of national and international issues	4.75	HD	4.17	D	4.19	D
2. understands how students learn and develop in variety of ways	4.42	HD	4.21	HD	4.22	HD
3. takes into account the socio-cultural and socio-political contexts students live in	4.25	HD	4.16	D	4.16	D
4. understands role as a teacher in the wider context beyond the classrooms	4.58	HD	4.21	HD	4.22	HD
5. recognizes professional norms and expectations	4.75	HD	4.23	HD	4.25	HD
Overall	4.500	HD	4.204	D	4.214	HD
Knowledge of Curriculum	Mean	I	Mean	I	Mean	I
1. has knowledge base of the types of curriculum materials and resources available for different levels and abilities and other major resources	4.17	D	4.20	D	4.20	D
2. critically assesses and examines strengths and weaknesses of the content and skills included in the curriculum materials in light of the required standards, curriculum frameworks and assessments	4.33	HD	4.09	D	4.10	D
3. has knowledge of the syllabi, the central topics, development sequences and assessment modes of the discipline(s) specializes in to make curriculum and assessment decisions to impact students' achievements	4.25	HD	4.21	HD	4.21	HD
4. designs assessment practices that reflect the full range of learning program objectives	4.25	HD	4.11	D	4.12	D
5. uses assessment practices that encourage reflection and self-assessment	4.08	D	4.18	D	4.18	D
Overall	4.217	HD	4.157	D	4.159	D
Knowledge of Students	Mean	I	Mean	I	Mean	I

1. understands the psychological and emotional pathways of students, and targets methods to foster students' self-esteem, character, and motivation	4.50	HD	4.23	HD	4.24	HD
2. understands the linkages between development, knowledge and learning to support all aspects of a student's learning and development	4.33	HD	4.22	HD	4.23	HD
3. observes patterns as students progress in their understanding and further engages them towards systematic reasoning	4.33	HD	4.22	HD	4.22	HD
4. recognizes individual differences among students	4.33	HD	4.27	HD	4.27	HD
5. ensures each student experiences success through structured support, valued effort and recognized work	4.50	HD	4.22	HD	4.23	HD
Overall	4.400	HD	4.232	HD	4.238	HD
Knowledge of Pedagogy	Mean	I	Mean	I	Mean	I
1. possesses knowledge of pedagogical tools such as classroom management, assessment strategies and curriculum and instruction techniques to facilitate and motivate students learning	4.42	HD	4.17	D	4.18	D
2. develops a curricular perspective to learn how to evaluate, select and organize important theoretical concepts and approaches and presents in ways for different types of learners and abilities	4.33	HD	4.11	D	4.12	D
3. develops a pedagogical stance in knowledge of child/adolescent development and learning	4.17	D	4.17	D	4.17	D
4. uses a range of strategies that support the different ways of thinking and learning	4.25	HD	4.14	D	4.14	D
5. builds on students' prior experiences, knowledge and skills	4.25	HD	4.15	D	4.16	D
Overall	4.283	HD	4.148	D	4.153	D
Knowledge of Self	Mean	I	Mean	I	Mean	I
1. engages in a critical examination of beliefs and values about teaching to form visions about what are possible and desirable concepts of teaching	4.21	HD	4.42	HD	4.21	HD
2. develops a conceptual framework of teaching and questions assumptions about learning	4.21	HD	4.50	HD	4.22	HD
3. understands one's strengths and weaknesses as they make sense of problems and issues that arise in the classroom and they help resolve curricular problems	4.26	HD	4.08	D	4.25	HD
4. aims to adopt simple, time-efficient techniques for regular gathering of students' views about own teaching and learning	4.18	D	4.25	D	4.18	D
5. considers student views openly and non-defensively in ways that support effectiveness as a teacher	4.23	HD	4.42	HD	4.24	HD
Overall	4.217	HD	4.333	HD	4.220	HD
Grand Mean Perception	4.197		4.355	HD	4.196	D

Displayed in Table 18 was the insight of the respondents regarding Knowledge under Empowered Teachers. This section is divided into five parts. The first part is all about **Knowledge of Educational Contexts**. For school heads, their highest weighted mean was 4.75 and it belonged to two components, namely, **develops a curricular vision to teach in an understanding of learning and learners as these intersect with the educational goals of the education system and the broader context of national and international issues** and **recognizes professional norms and expectations**. For teachers, **recognizes professional norms and expectations** had the highest weighted mean of 4.23, interpreted as Highly Developed.

Knowledge of Curriculum was the next sub-variable. For school heads, the highest mean was 4.33, interpreted as Highly Developed and it was the element **critically assesses and examines strengths and weaknesses of the content and skills included in the curriculum materials in light of the required standards, curriculum frameworks and assessments**. The teachers had the highest weighted of 4.21, interpreted as Highly Developed, for the component **has knowledge of the syllabi, the central topics, development sequences and assessment modes of the discipline(s) specializes in to make curriculum and assessment decisions to impact students' achievements**.

The third section of the table was **Knowledge of Students**. Two items got the highest weighted mean of 4.50 for the school heads. They were **understands the psychological and emotional pathways of students, and targets methods to foster students' self-esteem, character, and motivation** and **ensures each student experiences success through structured support, valued effort and recognized work**. For teachers, the highest weighted mean had 4.27 weighted mean, it was **recognizes individual differences among students**.

Knowledge of Pedagogy was the fourth topic of the table. The highest weighted mean was **possesses knowledge of pedagogical tools such as classroom management, assessment strategies and curriculum and instruction techniques to facilitate and motivate students learning**. Its value was 4.42. For the other group of respondents, there were two items which had the highest weighted mean, namely, **possesses knowledge of pedagogical tools such as classroom management, assessment strategies and curriculum and instruction techniques to facilitate and motivate** and **students learning** and develops a pedagogical stance in knowledge of child/adolescent development and learning. Both had a weighted mean of 4.17.

The last section was about **Knowledge of Self**. The highest weighted mean for the school head was **understands one's strengths and weaknesses as they make sense of problems and issues that arise in the classroom and they help resolve curricular problems**. It had the value of 4.26. The teachers had the highest weighted mean of 4.50 from the item, **develops a conceptual framework of teaching and questions assumptions about learning**.

Both the respondents perceived this topic between Highly Developed and Developed only. This means that empowerment on this aspect is existing. Both respondents meet at the Knowledge of Students as the highest rank among the five sub-variables. The school heads perceived that they empower teachers with regard to students and the teachers perceive they are being empowered by the school heads. The teachers are the first hand to encounter the students but everything they do with the students should be within what is ethical and within the knowledge of the school heads. If there is true empowerment and proper coordination, schools can authentically produce students who are going to be assets in the community as they come to age.

Table 19. Summary of Perceived Empowered Teachers Variable on Knowledge

Knowledge	School Heads		Teachers	
	Mean	I	Mean	I
Knowledge of Educational Contexts	4.55	Highly Developed	4.20	Developed
Knowledge of Curriculum	4.22	Highly Developed	4.16	Developed
Knowledge of Students	4.40	Highly Developed	4.23	Highly Developed
Knowledge of Pedagogy	4.28	Highly Developed	4.15	Developed
Knowledge of Self	4.33	Highly Developed	4.22	Highly Developed
OVERALL	4.36	Highly Developed	4.19	Developed

Table 18 presented the Summary of Perceived Empowered Teachers in terms of Knowledge. For the school heads, Knowledge of Educational Context had the highest mean of 4.55. The lowest mean was 4.22 and it belonged to Knowledge of the Curriculum.

For the teachers, Knowledge of Students was ranked first with 4.23. Knowledge of Curriculum was ranked last with 4.16. Both respondents had this variable as having the least mean.

Considering both respondents, their current preoccupation reflect their choice. The school head chose educational context as first in rank because the nature of their task is to oversee education on a wide context as leaders. The teachers, on their part, chose students as the first in rank because their primary task is to facilitate their learning process.

Part IV. Correlation of Perceived Ethical Management Variables and Profile of Respondents

Tables 20 to 21 shows the correlation of this study. This part is divided into Correlation Between Perceived Ethical Management Variables and Profile of the School Head Respondents and Correlation Between Perceived Ethical Management Variables and Profile of the Teacher Respondents

Table 20. Correlation Between Perceived Ethical Management Variables and Profile of the School Head Respondents

Variables	Planning		Organizing		Directing		Controlling		Staffing	
	rho value	P value R	rho value	P value R	rho value	P value R	rho value	P value R	rho value	P value R
Gender	-.773	.003 S	.768	.004 S	.723	.008 S	.863	.000 S	-.800	.002 S
Civil Status	.369	.238 NS	-.452	.141 NS	-.284	.371 NS	-.505	.094 NS	-.456	.137 NS
Age	.126	.697 NS	.077	.811 NS	.240	.452 NS	.198	.538 NS	.308	.330 NS
Highest Educational Attainment	.026	.937 NS	-.021	.948 NS	.120	.711 NS	-.083	.799 NS	-.354	.259 NS
Monthly Income	.553	.062 NS	.593	.042 S	.468	.125 NS	.526	.076 NS	.252	.429 NS
Length of Service	.165	.608 NS	.127	.695 NS	.239	.455 NS	.115	.721 NS	.341	.279 NS
Length of Service as Administrator	-.084	.796 NS	-.165	.609 NS	-.044	.893 NS	.006	.986 NS	.187	.560 NS
Number of Seminars	-.587	.045 S	-.601	.039 S	-.580	.048 S	-.712	.009 S	-.661	.019 S
Designation	-.197	.540 NS	-.319	.312 NS	-.026	.937 NS	-.243	.446 NS	-.296	.350 NS

Legend

P < .05 Significant

P > .05 Not Significant

Table 20 presented the Correlation Between Perceived Ethical Management Variables and Profile of the School Head Respondents. The variable Planning had two significant relationships. The first was Gender with rho value of $-.773$ and P value R of $.003$. The second was Number of Seminars/Trainings with rho value of $-.587$ and P value R of $.045$.

Throughout this table, Gender had significant relationship with the Ethical Management Variables because the Gender of the school head affects everything that he or she does and undergoes, especially in their moral management of the school. Same is true for Number of Seminars/Trainings Attended, it was significant throughout the table. The school heads have to ethically discern the appropriate seminars they are going to attend to or when allowing teachers to attend to seminars/trainings. Seminars/Trainings can be fully be beneficial to the everyone if it relevant to school processes.

Organizing had three indicators which had significant relationships. Gender had rho value of $.768$ and P value R of $.004$. Monthly Income had rho value of $.593$ and P value R of $.042$. Lastly, Number of Seminars/Trainings Attended had $-.601$ rho value and $.039$ P value R.

Aside from Gender and Number of Seminars/Trainings Attended, Monthly Income was perceived as significant because when school heads have no financial difficulties, organizing the school is easier.

For Directing, there were two indicators from the profile which had significant relationships. Gender had $.723$ rho value and $.008$ P value R. Number Seminars/Trainings Attended, in the same manner, had significant relationship with $-.580$ rho value and $.048$ P value R.

Controlling had two profile items with significant relationships. Gender had $.863$ rho value and $.000$ P value R. Number of Seminars/Trainings Attended had $-.712$ rho value and $.009$ P value R.

As for Staffing, it also had two items with significant relationships. Gender had $-.800$ rho value and $.002$ P value R. Number of Seminars/ Training Attended had $-.661$ rho value and $.350$ P value R.

Table 21. Correlation Between Perceived Ethical Management Variables and Profile of the Teacher Respondents

Variable s	Planning		Organizing		Directing		Controlling		Staffing	
	rho value	P value R	rho value	P value R	rho value	P value R	rho value	P value R	rho value	P value R
Gender	.050	.343 NS	.078	.142 NS	.043	.419 NS	.009	.860 NS	.009	.860 NS
Civil Status	.012	.822 NS	.066	.211 NS	.115	.029 S	.129	.015 S	.116	.028 S
Age	.092	.083 NS	.157	.003 S	.148	.005 S	.131	.013S	.084	.112 NS
Highest Educational Attainment	.021	.693 NS	.024	.649 NS	.024	.645 NS	.000	.999 NS	.047	.373 NS
Length of Service	.081	.127 NS	.081	.127 NS	.102	.053 S	.074	.163 NS	.055	.295 NS
Monthly Income	.074	.162 NS	.047	.374 S	.006	.906 NS	.066	.212 NS	.050	.345 NS
Number of Seminars	.066	.214 NS	.024	.652 S	.034	.525 NS	.027	.609 NS	.016	.761 NS

Legend

P < .05 Significant

P > .05 Not Significant

Reflected in Table 21 was the Correlation Between Perceived Ethical Management Variables and Profile of the Teacher Respondents. Among the profile of the teachers, no item had significant relationship in **Planning**.

For **Organizing**, there was significant relationship among Age with rho value of .157 and P value R of .003. Monthly Income also had a significant relationship with rho value of .047 and P value R of .374. Number of Seminars/Trainings had significant relationship as well with rho value of .024 and P value R of .652.

Among teachers, Age cluster is spread, the seasoned teacher can guide the younger ones while the new teachers can also share their knowledge to those ahead of them in terms of technology. For Monthly Income, teachers are easier to command and organize if they do not have financial constraints. When it comes to Number of Trainings/Seminars Attended, delegation and organization should be observed in order for every teacher to attend to seminars which can both benefit them and the school.

As for **Directing**, there were three profile indicators with significant relationships. The first is Civil Status, with rho value of .115 and .029 P value R. There was also significant relationship for the indicator Age with rho value of .148 and P value R of .005. Lastly, there was a significant relationship for Length of Service with rho value of .102 and .053 P value R.

Civil Status was found significant because more often teachers who are married have experienced the difficulties of life and tend to be more open to responsibilities. As for Age, maturity is also important in the organization, most often the matured person can be directed easily with proper explanation. With Length of Service, the new teachers need more guidance and direction of the leader.

For **Controlling**, two indicators had significant relationships. Civil Status had rho value of .129 and P value R of .015. Age had rho value R of .131 and P value R of .013.

Civil Status was found significant because, married persons are more cautious in taking preventive and corrective actions in the profession because they are not only responsible for themselves but also the persons who depend on them. As for Age, seasoned teachers are more acquainted to establishing school standards and maintaining them.

Staffing had one profile item with significant relationship. Civil Status had rho value of .116 and P value R of .028. It was found significant because the civil status of a person can affect his or her contribution to the organization. The leader has to develop the best in that person, given the civil status, for the personal and organizational advantage.

Part V. Regression of Ethical Management Variables and Empowered Teachers Variables

This part analyzes the independent and dependent variables as how they are significantly or insignificantly related to each other.

Table 22. Regression of Values in Terms of Care and Concern for Students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.315	.166		7.916	.000
Planning	.184	.073	.185	2.516	.012
Controlling	.248	.084	.269	2.935	.004
Staffing	.270	.082	.291	3.304	.001
<i>R - square</i>	.491				
<i>Adjusted R - Square</i>	.484				
<i>F - value</i>	68.213				
<i>Significance</i>	.000				

As given in the table, Planning (Beta = .185), Controlling (Beta = .269) and Staffing (Beta = .291) were the influencing factors that foster care and concern for students. The reason for this is care and concern should be planned, organized strategized. Professionalism should be considered in caring for students. Mere guess as how to care for students should be avoided and more so it is unethical. The current crops of students now have certain special needs and asking professional help from the Government and Non-Government Organizations is an option that should be considered. If the school can employ teachers who already had a professional background on the social welfare of young people, this can help the cause of the school to a great extent.

Table 23. Regression of Values in Terms of Respect for Diversity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.449	.182		7.950	.000
Controlling	.263	.093	.277	2.845	.005
Staffing	.274	.090	.285	3.050	.002
<i>R - square</i>	.428				
<i>Adjusted R - Square</i>	.420				
<i>F - value</i>	52.784				
<i>Significance</i>	.000				

Data from Table 22 revealed that Controlling (Beta = .277) and Staffing (Beta = .285) had significant relationship with respect for diversity. Controlling in management involves establishing standards. Ethical standards in school should be established so that respect for diversity can be observed. Staffing could mean, in this sequence, that with proper training, school heads and teachers will be respectful to individual differences, thus respect for diversity can be observed.

Table 24. Regression of Values in Terms of Commitment and Dedication to the Profession

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
Constant	1.732	.190		9.112	.000
Directing	.199	.100	.202	1.989	.047
Staffing	.336	.094	.350	3.590	.000

<i>R - square</i>	.376
<i>Adjusted R - Square</i>	.367
<i>F - value</i>	42.591
<i>Significance</i>	.000

The regression of commitment and dedication to the profession showed that 36.7% value of adjusted R-square significantly provided the explanation on this aspect of empowered teachers. Directing (Beta = .047) and Staffing (Beta = .000) both had significant relationship to the mentioned variable. Directing involves leadership, and leaders should model themselves as committed and dedicated persons so that those under them will follow. Staffing involves recruitment, and leaders at the outset should choose persons who are ready for commitment and dedication in work.

Table 25. Regression of Values in Terms of Collaboration, Sharing and Team Spirit

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.423	.166		8.552	.000
Directing	.181	.088	.183	2.063	.040
Staffing	.342	.082	.375	4.171	.000

R - square .469
Adjusted R - Square .461
F - value 62.349
Significance .000

Table 24 presented the regression of values in terms of collaboration, sharing and team spirit. Two Ethical Management variables had significance in the table, namely, Directing (Beta = .183) and Staffing (Beta = .375). School leaders should direct the school towards unity and in the same manner form staff to work for camaraderie among themselves.

Table 26. Regression of Values in Terms of Desire for Continuous Learning, Excellence and Innovation

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.530	.171		8.936	.000
Staffing	.577	.084	.616	6.844	.000

R - square .468
Adjusted R - Square .461
F - value 62.123
Significance .000

Among the variables of Ethical Management, only one was found significant to desire for continuous learning, excellence and innovation. It was Staffing with Beta = .616. Teachers need to have the desire for continuous learning because they impart knowledge to students. Without this desire, what they can impart to the learners will be limited. School leaders must also motivate teachers to have this desire for knowledge as they themselves should have.

Table 27. Regression of Skills in Terms of Pedagogy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.399	.169		8.274	.000
Staffing	.503	.083	.540	6.041	.000

R - square .468
Adjusted R - Square .461
F - value 62.123
Significance .000

The regression of skills in terms of pedagogy revealed that there was one variable which had significant influence with the F - value of 62.123 at .000 level of significance. This variable was Staffing with Beta = .540. This shows that school staff, teachers in particular, should have a personal quest for understanding the education process, pedagogy to be specific.

Table 28. Regression of Skills in Terms of Interpersonal

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.233	.172		7.159	.000
Directing	.215	.091	.220	2.376	.018
Staffing	.492	.085	.085	5.811	.000

R - square .479
Adjusted R - Square .472
F - value 64.936
Significance .000

Table 27 presented regression of skills in terms of interpersonal. This item had Directing and Staffing with significance to the mentioned skill. The former had Beta = .220 and the latter had Beta = .085.

The school should be supported by the community. Thus, interpersonal skills is a must for school personnel. Both leaders and teachers must strive to involve the community in the education process. The leader should direct the school for its integration in the community.

Table 29. Regression of Skills in Terms of Reflection

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.620	.196		8.246	.000
Staffing	.450	.097	.457	4.652	.000

R - square .365
Adjusted R - Square .356
F - value 40.563
Significance .000

As can be seen in Table 28, only Staffing affected reflection skill with Beta = .457. The ability to reflect is a skill that can help teachers to examine themselves as where they should be paying attention to in terms of their profession as a teacher. It rests, primarily in a person, as a teacher to strive to reflect on his or her personal and professional life.

Regression of Skills in Terms of Personal

Ethical Management Variables didn't have any influence on personal skills. This can be interpreted as the respondents limited Ethical Management within the school process and didn't connect it to the personal skills of a teacher.

Table 30. Regression of Skills in Terms of Administration and Management

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.371	.180		7.629	.000
Directing	.255	.094	.257	2.704	.007
Staffing	.470	.088	.485	5.312	.000

R - square .451
Adjusted R - Square .443

<i>F - value</i>	57.935
<i>Significance</i>	.000

As shown in the Table, among the Ethical Management variables, only two had affected administration and management. They were Directing with Beta = .257 and Staffing = .485. Because administration and management involves leadership, it is not surprising that directing is included because it involves leadership. Staffing, as part of management, involves evaluation which is a skill for leaders to maintain standards.

Table 31. Regression of Knowledge in Terms of Educational Context

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.241	.175		7.089	.000
Directing	.232	.082	.233	2.519	.012
Staffing	.377	.086	.390	4.383	.000
<i>R - square</i>	.479				
<i>Adjusted R - Square</i>	.472				
<i>F - value</i>	65.010				
<i>Significance</i>	.000				

As provided in the table, Directing (Beta = .233) and Staffing (Beta = .390) influenced knowledge in terms of educational context. A teacher should have the knowledge of the educational context, that is, the latest curriculum, changes and innovation and other matters connected to education. Directing makes the teacher follow the leader to enhance this knowledge. Staffing, for its part, ensures teachers to be knowledgeable on this topic through seminars/trainings which can be recommended by the human resource.

Table 32. Regression of Knowledge in Terms of Curriculum

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std error	BETA		
(Constant)	.162	.191		7.432	.000
Directing	.246	.101	.238	2.445	.015
Controlling	-.213	.097	-.214	-2.191	.029
Staffing	.644	.094	.640	6.838	.000
<i>R - square</i>	.424				
<i>Adjusted R - Square</i>	.415				
<i>F - value</i>	51.866				
<i>Significance</i>	.000				

This table on regression of knowledge manifested that there were three variables with significance to curriculum. Directing had Beta = .238, Controlling had Beta = -.214 and Staffing had Beta = .640. Curriculum directs the education process. Leaders should assess if the curriculum is being observed and teachers should follow what the curriculum specifies. Without this dynamic relationship between leaders and teachers, the curriculum cannot be effective.

Table 33. Regression of Knowledge in Terms of Students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std error	BETA		
(Constant)	1.034	.177		5.847	.000
Directing	.345	.093	.328	3.704	.000
Controlling	.190	.090	.188	2.199	.035
Staffing	.312	.087	.305	3.583	.000
<i>R - square</i>	.524				
<i>Adjusted R - Square</i>	.518				
<i>F - value</i>	77.809				

Significance

.000

The regression of knowledge in terms of students showed that 51.8% value of adjusted R-square significantly provided the explanation on this aspect of empowered teachers. Directing (Beta = .328), Controlling (.188) and Staffing (Beta = .305) had significant relationship to the mentioned variable. Quality students should be the objective and the final product of the education process. Directing as leadership, controlling as monitoring and staffing as appraisal have each part in producing the quality students the country needs. Collaborative effort between leaders and teachers should be observed to attain this objective.

Table 34. Regression of Knowledge in Terms of Pedagogy

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std error	BETA		
(Constant)	1.474	.162		9.105	.000
Staffing	.503	.080	.567	6.319	.000
<i>R - square</i>	.470				
<i>Adjusted R - Square</i>	.462				
<i>F - value</i>	62.600				
<i>Significance</i>	.000				

With regard to Knowledge of Pedagogy, the only variable with significance to the mentioned variable is Staffing (Beta = .567). It is in the staff, empowered by the leaders, to take it upon themselves to be knowledgeable on pedagogy for their personal and professional advantage and for the improvement of the institution in general.

Table 35. Regression of Knowledge in Terms of Self

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	BETA		
(Constant)	1.411	.162		8.715	.000
Controlling	.210	.092	.231	2.549	.011
Staffing	.366	.080	.389	4.590	.000
<i>R - square</i>	.504				
<i>Adjusted R - Square</i>	.497				
<i>F - value</i>	71.714				
<i>Significance</i>	.000				

The table showed the regression of knowledge in terms of self. Among the five variables, two had significance to the knowledge of self.

The first variable was Controlling with Beta = .231. Self in this study is knowledge of strengths and weaknesses of person in connection to the profession. In this case, a teacher should take preventive and corrective action for the possible mistake in order to improve his or her teaching aptitude.

The second variable was Staffing with Beta = .389. This means that proper assessment should be given to a teacher so that he or she can truly improve his or her ability as a teacher.

Conclusions

Based on the pertinent findings of the study, the researcher hereby provides the following conclusions:

1. The respondents of this research are mostly females both from the school heads and teachers. The larger part of the respondents is married. The teachers of the Division have a healthy age bracket and length of service because there are seasoned teachers but a large number is very much at the prime of their lives. These respondents are also inclined to learning because a large number is going to graduate studies. When it comes to finances, most of the respondents still have living wages every month. The teachers and school heads are also given the chances to go to seminars/trainings for development.

2. There had been issues regarding ethics in the education sector in the recent years. The school heads do practice ethical management. The teachers concur to the notion that there exists ethical management in schools.

3. Empowerment is a notion that needs to be practiced. With the multitude of tasks confronting school leaders, they have to learn to delegate their authority and responsibilities. The school heads do practice empowerment in schools and the teachers agree to this assertion.

4. Ethical Management does have significant relationship with profile of the respondents. Ethics does transcend profession. It should not only be confined to work environment but penetrating the personal lives of educators.

5. Significant connections can be said to exist between Ethical Management and Teacher Empowerment. Ethics should always guide leaders and teachers in their demeanor. With the present flux of changes and tasks in the school, a school leader should know how to properly empower teachers within the proper context of right and moral.

Recommendations

The conclusions are the bases of the researcher as he comes up with the following recommendations keeping in mind the beneficiaries of this study:

1. There is a change in the landscape of educational system in the advent of K - 12 Curriculum. Teachers should be more equipped and specialization of subjects and skills might be the trend for teachers. The profession needs both male and female teachers so as to fully represent both genders in the educational system. Seminars, trainings, graduate studies should be welcomed by teachers. National and International seminars is a favourable idea to enhance the aptitude of teachers.

2. Ethical management should be observed. Laws regarding ethics and professionalism should be promulgated in schools so that lawsuit against school heads and teachers might be avoided.

3. Empowerment should be practiced appropriately. The school heads will always have the over-all responsibility for the school and teachers who are empowered should only work within was prescribed by the higher authority.

4. Ethics should not only be confined in the professional environment but it should be living, breathing in the lives of leaders and teachers who are supposed to be models for their students.

5. School-based management advocates teacher empowerment. Schools are now endowed with the authority to operate within their capacity but nonetheless it should within what was stipulated by the higher authority. Empowerment should always be within what is ethical so that abuse will be avoided.

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