

On Ethics And Leadership: Levels Of Transformational Leadership And Occupational Work Ethic Of Educational Middle Managers Of De La Salle Lipa, Philippines

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Abstract: The success of any organization depends in part on the kind of leadership its manager has – not only on the style of leadership he portrays, but also on the ethical foundation that this leadership style is built. It is for the reason that when leadership in an organization is assessed, ethics becomes an equally important dimension to consider. This study looked into the transformational leadership level and occupational work ethic of middle managers from the college department in De La Salle Lipa, one of the leading educational institutions in the CALABARZON region of the Philippines. A descriptive method of research was utilized. Bass' Model of Transformational Leadership and Petty and Hill's Work Ethic Model were used as the theoretical frameworks. Items adapted from the Multifactor Leadership Questionnaire (MLQ) and the Occupational Work Ethic Inventory (OWEI) comprised the data gathering instrument. Weighted mean and Pearson's correlation coefficient were the statistical tools used. Findings revealed that majority of the participants were females, middle-aged, married, have acquired a master's degree and have worked as educators for 11 to 15 years. They have moderately high levels of transformational leadership and occupational work ethic. Transformational leadership was found to be significantly related to occupational work ethic. No statistically significant difference was noted in both transformational leadership and occupational work ethic based on profile components. These results have become instrumental in devising an action plan which recommended strategies to enhance the work ethic and leadership skills of educational middle managers in the said school.

Keywords: ethical leadership, ethics, leadership, transformational leadership

1. Introduction

In the management of organizations, ethics and leadership are often viewed to be complementary. Although each may exist independently, the success of any organization is enhanced if leaders interplay the kind of leadership they portray with moral practices and decisions. On its own, leadership is defined to be a process of influencing other people to maximize their potentials in the attainment of personal and group goals [1]. Ethics, on the other hand, is defined to be a system of moral principles concerned with what is good and bad for individuals and the society [2]. Despite the existence of various leadership styles and approaches that leaders of today can practice, transformational leadership remains to be one of the most pervasive styles that transcend organizations. It is a kind of leadership characterized by encouragement, inspiration and motivation among employees to make positive changes that will facilitate the success of a company. Transformational leaders are often seen to give room for their subordinates to exercise decision-making and problem-solving in their own capacities, and to assist them in fostering creativity in the kind of work they commit to [3]. When ethics is applied by employees to their job, it is usually called occupational ethics. It is not simply about how a person dresses or how he projects politeness, but is more on his ideals and behavior in work-related activities [4]. It is important to note that while personal ethics may influence occupational ethics, the latter remains to exist on its own since values, principles and actions at home do not necessarily have to be the same when a person works in an organization with its own corporate culture. A number of studies have already assessed both ethics and leadership among people working in organizations. For one, the impact of transformational

leadership on employee satisfaction and leadership effectiveness is assessed. It was found out that transformational leadership positively relates with both of the aforementioned organizational outcomes specifically with the inclusion of ethics. The impact of both transformational leadership and ethics have been identified: employee satisfaction and leadership effectiveness have been found to have stronger positive relationship with ethics, while transformational leadership better explains the variance in employee satisfaction. Nonetheless, both transformational leadership and ethics are found to build a more satisfied workplace and effective public leaders [5]. Next, the mediating effect of ethical behaviors on the relationship between transformational leadership and employee engagement is determined. This was done on the notion that transformational leaders usually establish ethical standards and exhibit ethical behaviors. Findings revealed a strong correlation among all three variables paired with each other – transformational leadership and employee engagement, transformational leadership and ethical behavior, and ethical behavior and employee engagement [6]. Lastly, a study focusing on the benefits of transformational leadership in relation to ethics in the context of education was made. Although the study recognizes the equal significance of the contemporary leadership approaches as transactional and charismatic leadership in education, it highlighted transformational leadership as the style which is most suitable for guiding students within the school conditions. Specifically, it said so based on three important principles: 1) the ethical dimension of transformational leadership, that is, the moral basis; 2) the validity of previous researches supported by evidence, and 3) evidences of the leaders' practice in the field of education

[7]. With the absence of a current study assessing ethics and leadership in De La Salle Lipa as a leading educational institution in the CALABARZON region of the Philippines, this study aimed to measure the levels of transformational leadership and occupational work ethic of educational middle managers of the said school. Specifically, it sought to answer the following questions:

- 1.) What is the profile of the educational middle managers of De La Salle Lipa in terms of:
 - A.) age;
 - B.) sex;
 - C.) civil status;
 - D.) educational attainment; and
 - E.) length of service in the institution?
- 2.) What is the transformational leadership level of the respondents in terms of:
 - A.) idealized attribute;
 - B.) idealized behavior;
 - C.) inspirational motivation;
 - D.) intellectual stimulation; and
 - E.) individualized consideration?
- 3.) What is the occupational work ethic of the respondents in terms of:
 - A.) interpersonal skills;
 - B.) initiative; and
 - C.) being dependable?
- 4.) Is there a significant relationship between the transformational leadership level and occupational work ethic of the respondents?
- 5.) Is there a significant difference in the transformational leadership level and occupational work ethic of the respondents when grouped according to profile?
- 6.) Based on the results, what action plan may be devised to enhance the ethics and leadership of the educational middle managers in De La Salle Lipa?

This study was confined to the responses of 29 middle managers of De La Salle Lipa specifically in the field of higher education: they are teacher-administrators assigned in the management or operations of either a learning area or a learning program in any of the five colleges of the institution: College of Education, Arts and Sciences (CEAS); College of Business, Economics, Accountancy and Management (CBEAM); College of Information Technology and Engineering (CITE); College of International Hospitality and Tourism Management (CITHM); and College of Nursing (CoN). Middle managers in education are defined as teachers who take on any of the following roles in schools: heads of academic departments, pastoral heads or key stage coordinators [8]. Throughout the course of this study, the following responses were obtained from them: their levels of transformational leadership in terms of five factors: idealized attribute, idealized behavior, inspirational motivation, intellectual stimulation, and individualized consideration; and their occupational work ethic in terms of three factors: interpersonal skills, initiative, and being dependable. This research was limited to the assessment of transformational leadership level and occupational work ethic based on a study by Malana [9] which adapted items from the Multifactor Leadership Questionnaire and the Occupational Work Ethic Inventory. The items of the survey were not used to generalize about transformational leadership and occupational ethic from other similar questionnaires.

Likewise, the variables were only assessed among middle managers who are at the same time educators or faculty members of De La Salle Lipa from the five aforementioned colleges. Their counterparts in the basic education department of the institution (learning area chairs from the grade school, junior high school and senior high school) as well as middle managers from the same institution whose nature of work is not directly in line with teaching (academic service faculty and non-teaching personnel) were no longer included as participants. Lastly, this study respected the decision of the participants to take part in the survey. This study bore no control on their willingness to answer the survey questionnaire. This study utilized Bass' Transformational Leadership Theory and Petty and Hill's Work Ethic Model as frameworks. For one, Bernard Bass defined transformational leaders as the type of leaders who call for change, develop foresight and vision, and maximize the commitment of followers to achieve beyond what is expected. Transformational leadership has four major factors – commonly called as the four I's – which concretely characterize this style of leadership. The first factor idealized influence comprise both idealized attributes and idealized behaviors [10] that is why transformational leadership is likewise accepted to have five factors. Idealized attributes (IA) relate to extraordinary behaviors and capabilities for which a leader is admired. Idealized behaviors (IB) refer to the capacity of a leader to become a role model for his followers and to employ good decision-making skills. Inspirational motivation (IM) is that innate capacity of the leader to challenge his followers to envision an agreed future state; it likewise relates to the optimism and enthusiasm of a leader to mobilize people towards a goal. Intellectual stimulation (IS) relates to critical and creative thinking: a leader thinks outside of the box and reframes a problem in an attempt to craft solutions. Individualized consideration (IC) is all about empathic thinking – a leader puts himself in his followers' shoes, and expresses understanding and concern on the needs and aspirations of his followers. Figure 1 illustrates the additive effect of transformational leadership – that is, if all factors are combined, an organization is expected to reach "performance beyond expectations" [9]. A model for work ethic was devised by George Petty and Roger Hill for both supervisors and workers. According to them, occupational work ethic is characterized by three factors: interpersonal skills, initiative and being dependable. Interpersonal skills include the habits, attitudes, manners, appearance and behaviors that a person exhibits in relating with another individual or a group of persons. Initiative relates to the execution of a beneficial action for the organization by a follower even without previous instruction or direct supervision from the leader. Lastly, being dependable is considered one of the highly sought after traits that workers must possess in an organization. This factor is usually characterized by such traits as honesty, reliability and being on time [11]. Figure 2 presents Petty and Hill's Work Ethic model.

2. Method

2.1 Research Design

The study is classified as descriptive research, which is defined as a type of study concerned not only with characteristics of individuals but with characteristics of the whole sample thereof [12]. Surveys may either be qualitative

or quantitative in verbal or mathematical form. As responses to the survey questionnaire were numerical in nature, this research is likewise classified as a quantitative research study. Quantitative research is the gathering of numerical data and using them to generalize across groups of people in describing a certain phenomenon [13].

2.2 Participants of the Study

The participants of the study were educational middle managers of De La Salle Lipa. They are full-time faculty members concurrently appointed either as learning area chair or program chair in the five colleges of the institution for SY 2018-2019.

2.3 Data Gathering Procedures and Ethical Considerations

At the start of the data gathering phase, identification of target participants were made with reference to the memorandum released on the administrative appointments for school year 2018-2019. Approval from the ethics committee of the Office of Research and Publications of the institution was likewise sought to acquire ethical clearance in relation to data gathering. Afterwards, administration of the questionnaires commenced. Attached to the questionnaire was an informed consent form stating the purpose of the research study, a short description of the questionnaire, the approximate time of questionnaire completion and their rights as participants. The form likewise stressed that confidentiality is upheld throughout the course of the study as their identities were kept anonymous and their responses were used to assess their transformational leadership level and occupational work ethic. The participants were likewise informed that at any point of the data gathering process, they have the full right to withdraw from the study should they wish to do so. Retrieval of the questionnaires were accomplished afterwards, followed by the tallying of the data for statistical interpretation by taking note of the highest and lowest scores among the responses made by the participants, as well as significant relationships among the research variables.

2.4 Instrument

The data gathering instrument is a survey questionnaire intended to measure the levels of transformational leadership and occupational work ethic of the educational middle managers of De La Salle Lipa. The questionnaire, adopted from a similar study by Manala, is made up of two sections: the first section is composed of 16 statements adapted from the Multifactor Leadership Questionnaire (MLQ) that measure the five factors of Bass' Transformational Leadership theory, while the second is composed of 39 work-ethic related descriptors and statements adopted from Petty's Occupational Work Ethic Inventory [5]. The 16 items adapted from the Multifactor Leadership Questionnaire (MLQ) are intended to measure the levels of transformational leadership based on the five factors previously discussed. Items are positively stated and are on the first-person perspective. Specifically, the distribution of items to the five factors are as follows: idealized attributes (items 1-3), idealized behavior (4-6), inspirational motivation (7-10), intellectual stimulation (11-13), and individualized consideration (14-16). The 39 items taken from the Occupational Work Ethic Inventory (OWEI) are either one- or two-word positively stated descriptors that represent key

work ethic or work attitude concepts. Each descriptor is immediately followed by a statement to expound on its meaning and to assist the participants. Items on this section are likewise distributed among the three factors of occupational work ethic as previously described by Petty and Hill's work ethic model. Items 1-16 measure interpersonal skills; 17-32 relate to initiative; and 33-39 assess being dependable. A seven-point Likert scale is set for both sections, with responses ranging from the following descriptors: never (1), almost never (2), seldom (3), sometimes (4), usually (5), almost always (6) and always (7). Weighted mean scores of the responses of middle managers to each item of the questionnaire were interpreted based on the following ranges: 1.00 – 1.49 Very Low (VL); 1.50 – 2.49 Moderately Low (ML); 2.50 – 3.49 Slightly Low (SL); 3.50 – 4.49 Average (A); 4.50 – 5.49 Slightly High (SH); 5.50 – 6.49 Moderately High (MH); and 6.50 – 7.00 Very High (VH).

2.5 Statistical Treatment of Data

The responses of the participants to the survey questionnaire were numerical in nature. In particular, the following statistical tools were used in interpreting the data: frequency and percentage for the profile components; weighted mean to get the average scores obtained by the participants in assessing their levels of transformational leadership and occupational work ethic; Pearson's correlation coefficient to identify significant relationships between transformational leadership level and occupational work ethic; and ANOVA to identify significant differences in the two aforementioned variables when respondents are grouped according to profile.

3. Results and Discussion

After data have been acquired, they were tallied and were subjected to the appropriate statistical tools by the researcher through the use of the IBM Statistical Package for the Social Sciences software. Data are presented in tables below and on the next pages, followed by respective discussions which include previous literature relevant to the current results of this study.

Table 1: Profile of the Respondents in Terms of Age

Age	Frequency	Percentage
young adult (18-35 years)	6	20.7
middle-aged adult (36-55 years)	22	75.9
older adult (56 years and above)	1	3.4
TOTAL	29	100.00

Table 1 presents the ages of the participants classified through the following age ranges for adults: young adults (18-35 years), middle-aged adults (36-55 years) and older adults (56 years and above) [14]. Data show that majority of the respondents fall on the age bracket for middle-aged adults, accounting to 75.9% of the total number of participants. Results coincide with a study exploring on the teaching styles of classroom managers in one school in the Philippines, which found out that majority of the participants belonged to the middle-age bracket [15].

Table 2: Profile of the Respondents in Terms of Sex

Sex	Frequency	Percentage
male	11	37.9
female	18	62.1
TOTAL	29	100.00

Table 2 shows the profile of the participants in terms of sex, and it reveals that there are more female middle-managers than males in the research locale – accounting to 62.1% of the total number. This result coincides with a finding of a previous study among school heads in the Philippines which found out that there were more female school heads than males [16].

Table 3: Profile of the Respondents in Terms of Civil Status

Civil Status	Frequency	Percentage
single	10	34.5
married	19	65.5
TOTAL	29	100.00

It can be seen from table 3 that majority of the educational middle-managers are married, taking in 65.5% of the total number of respondents. This result seems to coincide with a previous study which established a trend analysis of women rising to the ranks of being administrators in four different fields, including higher education administration. The study revealed that in this field, women administrators are usually married and have small families [17].

Table 4: Profile of the Respondents in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
master's graduate	19	65.5
doctorate graduate	10	34.5
TOTAL	29	100.00

Profile in terms of highest educational attainment is presented in table 4. Majority of the participants have finished their respective master's degrees. Despite the fact that obtaining a master's degree is specifically a minimum requirement for a full-time teacher in higher education at De La Salle Lipa (which consequently gives him or her a chance to become an education administrator in the college); it is still considered a typical entry-level requirement for administrators in higher education. A master's degree is considered a requirement for most mid- to senior-level administration in higher education [18].

Table 5: Profile of the Respondents in Terms of Length of Service (in Years)

Length of Service	Frequency	Percentage
1-5 years	4	13.8
6-10 years	7	24.1
11-15 years	10	34.5
16-20 years	7	24.1
21-25 years	1	3.4
TOTAL	29	100.00

Table 5 indicates the number of years that the participants have served not only as administrators but also as educators in De La Salle Lipa. It can be gleaned from the table that majority have served as educators for 11 to 15 years. This frequency seems to be higher than a study among administrators in Christian colleges in Panay, Philippines – majority of which have lengths of service for 5 years or less, and whose length of service has a mean of 6.47 [19].

Table 6: Transformational Leadership Levels of the Respondents

TRANSFORMATIONAL LEADERSHIP	Mean	Verbal Interpretation
Idealized Attributes		
I display a sense of power and confidence.	5.34	Slightly High
I instill pride in others for being associated with me.	4.69	Slightly High
I go beyond self-interest for the good of the group.	5.79	Moderately High
Composite Mean	5.27	Slightly High
Idealized Behaviors		
I specify the importance of having a strong sense of purpose.	5.97	Moderately High
I emphasize the importance of having a collective sense of mission.	6.00	Moderately High
I talk about my most important values and beliefs.	5.62	Moderately High
Composite Mean	5.86	Moderately High
Inspirational Motivation		
I talk optimistically about the future.	5.72	Moderately High
I articulate a compelling vision of the future.	5.59	Moderately High
I talk enthusiastically about what needs to be accomplished.	5.79	Moderately High
I express confidence that goals will be achieved.	5.90	Moderately High
Composite Mean	5.75	Moderately High
Intellectual Stimulation		
I re-examine critical assumptions to question whether they are appropriate.	5.72	Moderately High
I motivate others to look at problems from different angles.	5.79	Moderately High
I seek differing perspectives when solving problems.	5.86	Moderately High
Composite Mean	5.79	Moderately High
Individualized Consideration		
I treat others as individuals rather than just as a member of a group.	6.03	Moderately High
I spend time teaching and coaching.	5.76	Moderately High
I help others to develop their strengths.	5.93	Moderately High
Composite Mean	5.91	Moderately High
OVERALL MEAN FOR TRANSFORMATIONAL LEADERSHIP	5.72	MODERATELY HIGH

Table 6 presents the levels of transformational leadership of the participants specifically through the mean scores per item, mean scores per factor and the overall mean score. In general, mean score is highest (6.03 – moderately high) for the first item under individualized consideration which states, “I treat others as individuals rather than just as a member of a group;” and is lowest (4.69 – slightly high) for the second item under idealized attributes: “I instill pride in others for being associated with me.” Similarly, composite mean is highest for individualized consideration (5.91 – moderately high) and is lowest for idealized attributes (5.27 – slightly high). Overall mean of transformational leadership level for the selected middle managers of De La Salle Lipa is 5.72, which translates to moderately high. One of the results coincides with a similar finding on a previous study that assessed transformational leadership among human resource professionals: that among the subscales of transformational leadership, score was highest for individualized consideration [20]. Likewise, based on the results, it can be deduced that middle managers from the college department of De La Salle Lipa have positive levels of transformational leadership as most fall on moderately high and just a few items had mean scores which fall on slightly high. These

results are comparable with a previous study in Malaysia which likewise measured the levels of transformational leadership practices among national primary school principals. According to the results, the practice of transformational leadership by these principals is moderate [21].

Table 7: Occupational Work Ethic of the Respondents

OCCUPATIONAL WORK ETHIC	Mean	Verbal Interpretation
Interpersonal Skills		
Courteous	6.55	Very High
Friendly	6.48	Moderately High
Cheerful	6.14	Moderately High
Considerate	6.31	Moderately High
Pleasant	6.24	Moderately High
Cooperative	6.34	Moderately High
Helpful	6.45	Moderately High
Likeable	5.90	Moderately High
Devoted	6.21	Moderately High
Loyal	6.31	Moderately High
Well-groomed	6.38	Moderately High
Patient	6.07	Moderately High
Appreciative	6.28	Moderately High
Hardworking	6.28	Moderately High
Modest	6.24	Moderately High
Emotionally Stable	6.03	Moderately High
Composite Mean	6.26	Moderately High
Initiative		
Perceptive	6.17	Moderately High
Productive	6.34	Moderately High
Resourceful	6.21	Moderately High
Initiating	6.14	Moderately High
Ambitious	5.76	Moderately High
Efficient	6.14	Moderately High
Effective	6.10	Moderately High
Enthusiastic	6.10	Moderately High
Dedicated	6.41	Moderately High
Persistent	6.28	Moderately High
Accurate	5.97	Moderately High
Conscientious	6.14	Moderately High
Independent	6.31	Moderately High
Adaptable	6.34	Moderately High
Persevering	6.38	Moderately High
Orderly	6.00	Moderately High
Composite Mean	6.17	Moderately High
Being Dependable		
Following directions	6.28	Moderately High
Following regulations	6.24	Moderately High
Dependable	6.31	Moderately High
Reliable	6.34	Moderately High
Careful	6.14	Moderately High
Honest	6.45	Moderately High
Punctual	6.10	Moderately High
Composite Mean	6.27	Moderately High
OVERALL MEAN FOR OCCUPATIONAL WORK ETHIC	6.23	MODERATELY HIGH

Reflected on table 7 are the mean scores of the responses of the educational middle managers of De La Salle Lipa for items relating to their occupational work ethic. In terms of the specific statements of the 39-item questionnaire, mean score is highest for being courteous (6.55 – very high) and is lowest for being ambitious (5.76 – moderately high). As to the composite mean scores of the three factors comprising all statements, mean is highest for being dependable (6.27 – moderately high) and is lowest for initiative (6.17 – moderately high). Overall mean score for occupational work ethic is 6.23, which translates to moderately high. In general, positive occupational work ethic is noted among the

participants with almost all mean scores from the items translating to moderately high. This is favorable, as one study has found out that developing a sound work ethic in school helps build the ethics of students and prepares them for the competitive nature of today’s workplace. The said study has likewise reiterated that despite its difficulty and complexity, it is better if assessment of work ethic is done quantitatively, which has been the case in this present undertaking [22].

Table 8: Relationship between Transformational Leadership and Occupational Work Ethic

Indicators	Transformational Leadership			
	r-value	verbal interpretation	p-value	verbal interpretation
Occupational Work Ethic	.768	High	.000	Significant

Table 8 shows the values indicative of the relationship between transformational leadership and occupational work ethic of the educational middle managers of De La Salle Lipa. With reference to the p-value, a significant relationship is noted between the two aforementioned variables. In relation to the r-value, a positively high relationship transpires between transformational leadership and occupational work ethic: that is, as either of the variable increases, so does the other one. This result agrees with a number of studies previously mentioned in this study: that transformational leadership and ethics relate with employee satisfaction and leadership effectiveness [5]; that transformational leadership have a strong correlation with ethical behavior [6]; and that the ethical dimension of transformational leadership is important in guiding students within the school environment [7].

Table 9: Differences in Transformational Leadership in terms of Profile

Indicators	Transformational Leadership		
	f-value	p-value	verbal interpretation
Age	1.037	.369	Not Significant
Sex	.013	.910	Not Significant
Civil Status	.553	.464	Not Significant
Educational Attainment	3.383	.077	Not Significant
Length of Service	1.693	.184	Not Significant

Table 9 presents the differences in transformational leadership when the respondents are grouped according to the five profile components: age, sex, civil status, educational attainment and length of service. As seen on the table, no statistically significant difference can be noted. The results both confirm and rebut the findings of a previous study: no statistical difference was noted in terms of gender while statistically significant differences were noted in terms of highest educational level attained and length of service or work experience as far as the practice of transformational leadership style is concerned [20].

Table 10: Differences in Occupational Work Ethic in terms of Profile

Indicators	Occupational Work Ethic		
	f-value	p-value	verbal interpretation
Age	.028	.972	Not Significant
Sex	.102	.751	Not Significant
Civil Status	.278	.602	Not Significant
Educational Attainment	.709	.407	Not Significant
Length of Service	2.337	.084	Not Significant

On table 10 are values representing the differences in occupational work ethic based on the various profiles obtained from the participants. Similar to the previous table, no statistically significant difference can be noted when the respondents are grouped based on the five profile components of the study. The results seem to contradict a finding in a previous study that the length of service (seniority) of teachers has a significant relationship with their ethical behaviors [23].

Tables 11-12: Action Plans to Enhance the Work Ethic and Leadership of School Administrators in De La Salle Lipa In relation to the assessment of the levels of occupational work ethic and transformational leadership of educational middle managers of De La Salle Lipa, the primary purpose why this study was completed is to recommend action plans that are expected to help enhance their ethics and leadership skills. Presented below and on the next column are the proposed action plans for such.

PRIORITY 1:

<p>Goals/ Objectives to revisit the current Code of Ethics for employees, and to make it a separate document from the Employees' Manual</p>	<p>Activities/Strategies ♥ to create a committee represented by employees and administrators in revisiting the Lasallian Code of Ethics ♥ to review the current code of ethics and update some of its parts in relation to the employees' changing work environment inside the campus in response to administration directives ♥ to include professional codes of conduct to reinforce understanding of the code of ethics as they apply to the employees' respective nature of work in the institution ♥ to hold seminars or assemblies to increase awareness on the school's code of ethics</p>	<p>Persons Involved ♦ Vice Chancellor for Administration ♦ Vice Chancellor for Academic and Research ♦ Director for Human Resources ♦ Representatives from the Faculty (Grade School to Graduate School) ♦ Representatives from the Academic and Non-Academic Teaching Personnel</p>
<p>Resource/s Needed ♣ current Lasallian Employees' Manual (to which the code of ethics is integrated)</p>	<p>Time Frame ♣ July 2019 to June 2020</p>	<p>Success Indicators The Lasallian Code of Ethics now includes the Professional Code of Conduct for Employees, and is a separate document released to all employees starting SY 2020.</p>

The current code of ethics for the employees of De La Salle Lipa is integrated in the Employees' Manual last updated in 2014. As this study already measured a moderately high level of occupational work ethic among the participants, the action plan suggests highlighting the Lasallian code of ethics by reviewing and updating it; including professional codes of conduct as part of the code of ethics to specify standards of professional behavior for all employees; releasing the code of ethics and professional codes of conduct as separate documents from the employees' manual; and holding seminars or awareness campaigns for the code of ethics to reiterate the importance of work ethic among Lasallian employees.

PRIORITY 2:

<p>Goals/ Objectives to hold periodic workshops on leadership for middle managers of De La Salle Lipa</p>	<p>Activities/Strategies ♥ to identify areas of improvement on the current leadership styles or skills of the administrators of De La Salle Lipa that can become topics of the workshops to be conducted ♥ to create a Canvas (LMS) account solely devoted for concerns on leadership by the administrators of De La Salle Lipa</p>	<p>Persons Involved ♦ Director for Human Resources ♦ Faculty Administrators (Grade School to Graduate School) ♦ Administrators from the Academic and Non-Academic Teaching Personnel</p>
<p>Resource/s Needed ♣ venue to hold the workshops ♣ audio-visual equipment ♣ workshop supplies ♣ food</p>	<p>Time Frame ♣ July 2019 to June 2020</p>	<p>Success Indicators Periodic leadership workshops (preferably on a quarterly basis) are conducted among the middle managers of the school; 100% attendance to these workshops is achieved.</p>

Equally, moderately high levels of transformational leadership were noted among the participants. This result influenced the second action plan, which aims to improve the leadership capabilities of the middle managers of De La Salle Lipa even more by providing them with avenues to enhance the kind of leadership that they pursue in their respective departments. Workshops being put forward are to be scheduled periodically, to ensure continuity in the monitoring of the best practices and challenges they experience as leaders in their own field. The leadership workshops are to be designed in response to the felt needs of the middle managers to ensure that they are being conducted for their benefit.

4. Conclusion and Recommendations

Susan Mullane once wrote, "Ethical behavior must be practiced by the leaders, and modeled by those they lead" [24]. Indeed, an excellent form of leadership in any organization is one that effectively combines ethics and leadership into play, to ensure that the kind of leadership ensued is one that followers can likewise portray. This research study assessed the profiles, levels of transformational leadership and occupational work ethic of educational middle managers from the college department of De La Salle Lipa. Majority of the participants were females, middle-aged, married, have acquired a master's degree and have served the institution for 11 to 15 years. Moderately high levels of transformational leadership and occupational work ethic are noted from the respondents. A positive significant relationship exists between transformational leadership and occupational work ethic. No statistical difference in both variables is noted in terms of the profile components. Based on the findings of this study, it is thus recommended that the action plans detailed in the previous section be taken into thoughtful consideration by De La Salle Lipa to help enhance both ethics and leadership among its appointed administrators. As regards the conduct of future similar studies, the following recommendations are made: to include other middle managers from the same institution in the assessment of transformational leadership and occupational work ethic; to supplement current results with qualitative data on the practice of both ethics and leadership among the middle managers of De La Salle Lipa, and to

explore on the levels of leadership of these managers with reference to other leadership styles. ♣

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