Leadership Styles, Skills and Ethical Management Behavior of Administrators in Government Higher Education Institutions

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Abstract

This study examined the leadership styles, skills and extent of ethical management behavior of administrators among government higher education institutions (HEIs) in the Eastern Visayas Region, Philippines. It employed descriptive and correlational research designs. The respondents comprised the school administrators of the main campus of government HEIs under review. Complete enumeration for school administrator respondents was implemented in the study. Standardized questionnaires from previous researches were adopted. Descriptive and inferential statistical analysis were carried out to assess if significant relationships existed among the studied variables. Findings revealed that curriculum and staff development were very satisfactorily implemented as confirmed by the HEIs administrators. The school administrators often practiced transformational leadership, intellectual stimulation and inspirational motivation. However, they only sometimes practiced work ethics while often practicing self-motivation and teamwork. Respondents' gender was statistically associated with ethical management behavior, age and ethical management were significantly correlated with teamwork. Nomothetic or democratic leadership style was significantly associated with self-motivation, teamwork and professionalism. Classroom supervision and intellectual stimulation, professionalism and idealized influence were significantly related to teamwork. The school administrators practice nomothetic or democratic leadership style, they are very satisfactory in the implementation of instructional leadership skills in their jobs. They are transformational leaders and often practiced ethical management behavior in their jobs. The more the school administrator practice leadership styles the more they practice ethical management behavior. The higher are the instructional and transformational leadership skills possessed by school administrators the more they practice ethical management behavior. There is a need for school administrators to attend in-service trainings or workshops to increase, if not sustain, their ethical management behavior. A validation study may be conducted to adequately assess other leadership styles, skills and ethical management behavior of school administrators involving variables not covered in this study.

Keywords: leadership styles, leadership skills, ethical management behavior, transformational leadership, intellectual stimulation, self-motivation, teamwork

1.0 Introduction

Utilizing an effective leadership style in a higher education institution (HEI) is a foundational requisite which needs clear and sound understanding by a leader, in the case of an HEI, by school

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administrator. Leadership in an HEI is distinct compared to the landscape of an organization in general, such that efficient leadership styles congruent to the stated goals and objectives on an organization is necessary to lead an HEI. Essentially, the leadership styles of school administrators are crucial attributes in managing an academic institution to deliver its mandates at the highest quality possible to be globally competitive.

The present educational system of the Philippines is keeping up with the needs of Filipinos, trying to meet the challenges of globalization. Educational programs and projects are being proposed and implemented to address the people's concerns (Abocejo and Padua, 2010). Yet no matter how good these educational programs and projects are, they are still hampered with problems (Fernandez and Abocejo, 2014) such that their essence is not fully realized (Robbins, 2011). Keeling (2007) affirmed that what bring to a successful school is a leader characterized by strong leadership skills, ethical management values, commitment to academic goals, evidenced by his ability to develop and articulate a clear vision of his institution and to design programs that are consistent with the institution's vision.

Article VII of the Code of Ethics for professional teachers stated that, at all times, school officials must demonstrate professional courtesy, helpfulness and compassion for teachers and other staff. These practices drive efficient school management, proper administration, responsible leadership and informed guidance (Bilbao, et al., 2012). Accordingly, school managers today should use leadership skills and possess ethical managerial behavior in performing their basic functions to cope with the changes and transformation in the field of education. Halpin (2009) argued that school managers should be dynamic, provide flexible autonomous control yet are stable and consistent in their decisions with maximum interdependence and mutual respect for all.

Gannon (2012) stated that the country's educational institutions today desperately need school administrators with outstanding leadership skills and ethical management behavior. They are looking for effective leaders who has the capability to bring out the welfare of the entire school system and improve it. It becomes impossible for an organization to move ahead without strong leadership which is the main factor towards achieving the organization's productivity and success.

Mayer, Kuenzi and Greenbaum (2010) claimed that an essential and critical component of individual and organizational performance is ethical leadership. Ethical leadership of effective manager have direct bearing on workplace attitudes which can cascade on to middle-level supervisors, staff and employees. In an organization which practices ethical behavior, people do not accept bribes (Abocejo, 2015) to influence the outcome of a decision. Medina (2011) expounded that ethical management in embedded in business management which integrally operate with ethics and giving it the highest priority. All business practices are based on "ethical principles for open, equitable, and reasonable operations" (Pamatong and Abocejo, 2017)

When a business firm engages in business activities, ethical management have inherently considered by chief executive officers or CEOs. Ethical management shows managers today how integrity can be brought back to the workplace. It offers realistic, ethical approaches that generate productivity gains and long-term success in performance (Thomas 2007).

As an employee in the organization, one must adhere to ethical values and perform the job within the established norms of morality so as to become a good or model employee. The government prescribes ethical requirements for workers based on national goals and principles of economic development, equity and patriotism (Abocejo, 2017). In the Philippine context, every profession is governed by specific ethical standards where the entire bureaucracy itself is regulated and reinforced by the Congress through legislation (Ramirez and Beltran, 2004).

Marthouret and Sigvardsson (2016) explained that the best approach to assessing the performance of employees is for managers and supervisors to coach their workers on a daily or

regular basis which can lead to an engagement mechanism where workers work to enhance performance.   The present day administrator or leader needs to build an ethically sound environment where workers do their job productively while confronting certain uncertainty over what constitutes appropriate and wrong conduct (Robbins, 2011).

School administrators occupy the position of school leaders and managers whose leadership skills contribute to the success of the institution. Such leadership skills may positively and negatively influence group activities. Since they are the first line supervisors nearest to the teachers, they should possess sound ethical management values congruent to the organization's preferred values and even environmental dynamics which help shape the attitudes of members (Olson, 2013).

1.1 Study objectives

This study examined the leadership styles, leadership skills and ethical management behaviors of government higher education institution's administrators in Eastern Visayas Region, Philippines. Selected profile variables were evaluated as to age, sex, highest educational attainment and attended relevant in-service trainings of school administrators. The study examined four leaderships styles: namely; nomothetic or democratic, transactional or participative, and idiographic or Permissive. The ethical management behaviors were assessed in four domains; namely; work ethics, self-motivation, teamwork, and professionalism. It also investigated the association between selected profile variables and leadership styles, leadership skills and ethical management behaviors.

2.0 Literature Review

2.1 Leadership style

Leadership style has been analyzed by several writers into two or more independent dimensions, though it is not clear to what extent these studies can be reconciled conceptually with one another (Bush, 2016). Early classifications of leaders followed the traditional theoretical typology (democratic, autocratic, and laissez-faire) with relative degree of influence on each other. The styles of leadership vary, from autocratic or authoritarian, laissez-fair or free rein and participatory or democratic leadership. Other classifications of leadership styles are the nomothetic, idiographic or transactional. An added spectrum to the leadership behavior is the managers' philosophy about man and his outlook towards his functions (Bush, 2016).

Burgoyne, Hirsh and Williams (2004) emphasized that there is no "best" leadership style, it all depends on the manager's capability and technique to make relations and participation work within a learning organization. He should maintain good human relations and get involved in the various school programs and activities rather than leaving it all into the hands of this subordinates and be a mere observer.

According to Halpin (2009), leaders should be dynamic, provide flexible autonomous control yet are stable and consistent in their decisions with maximum interdependence and mutual respect for all. They should initiate change and maintain an atmosphere of organizational continuity and stability. Leadership situation vary, and such factors as environment, culture and organization bear influence to the leadership situation (Evans and Lester, 2010),

An educational institution needs an executive or a manager who can render effective leadership for the institution to survive and productively contribute to society. The executive must possess leadership qualities and behavior acceptable to his subordinates (Martinez, 2008). Kong (2007) elucidated that leadership is the capability to persuade other people's behavior by way of

communication processes toward achieving of stated objective. It requires a complete identification with the group that is involved in a task.

Mendels (2012) stated that it is an inherent duty of educational managers to produce effective schools where meaningful learning takes place. Ignacio (2009) pointed out that a leader organizes and plans activities so that he can do "first things first". He added that the leadership styles of an administrator influence teachers to direct their efforts toward the achievement of a particular goal.

Some administrators, albeit gaining advanced knowledge, skills, and attitudes through graduate studies are still practicing "traditional" or task-oriented leadership styles Fernandez (2005). On the initiating structure dimension in the leadership style, the administrators confirm that they were more task-oriented and seemingly associated to the traditional leadership style. There was not much mention of the association between the leadership styles adopted by the elementary school administrators and the performance of teachers. Despite the obsolete task-oriented leadership style practiced by their administrators, performance was based on their Revised Performance Appraisal System (RPAST) as required by the Office of the Division Superintendent.

Villorejo (2010) found out that the leadership styles were commonly exhibited by elementary school administrators in the District of San Isidro, Tabango North, Tabango South, Villaba North, and Villaba South as perceived by their teachers can be classified as nomothetic, transactional and idiographic.

Umacob (1992) found out that leadership styles of public elementary school principals and teacher morale in Region 8 are nomothetic, transactional and idiographic. There is an association between leadership style of administrators and morale level of teachers. Quirante (2005) revealed that elementary school heads practice leadership style by way of initiating structural improvement.

Anderson (2017) revealed that the school administrators frequently exhibited all the elements of the transformational leadership style and concluded that school administrators are transformational leaders. Transformational leadership style was found to be significantly associated with the teachers' performance.

2.2 Leadership Skills

Instructional leadership is one of the many concerns of a school head. According to Razile and Swanson (2009) instructional leadership involves "*long-term dedication to instructional excellence, not a one-time resolution to get more involved in instruction*". They stated that school heads need to ensure that time devoted to instruction is observed while maintaining the quality. School heads need to manage instruction through observation and evaluation of teachers' instructional strategies. An instructional program needs to be assessed regularly through formative and summative evaluation matching the intended curricula to actual curricula and classroom practices (Fernandez and Abocejo, 2014).

De Bevoise (2014) upholds that strong instructional leadership becomes the most critical component for a school to be successful. The ability to drive efficiency is highly regarded as scarce attributes among school administrators. At present, there is a quest for school leaders who possess the qualities which can bring effective coordination efforts towards addressing the demands of a rapidly changing education environment. In general, people who make up any group perform well when they are under a leader whose leadership skills and styles are executed with fair discipline, resonate intellect and motivation to achieve productivity (Segumpan, 2002).

Leadership could have to keep the momentum to maintain balance between the organizational goals and the individuals involved, neither of which goals have to be impaired (Owens, 2007). The major concept of leadership in school administration and supervision calls for

a new interpretation of responsibility for the continuous change in educational trends and practices requires school administrators to have the ability to meet varied roles and demands and to adopt their leadership styles appropriately to different situations (Schools, 2008).

Keeling (2007) recommended that it is the responsibility of educational managers to create effective schools where meaningful learning takes place. Leaders define goals to be pursued by their schools and with developed planning and control system as guiding principles for monitoring and the school future (Gannon, 2012).

Glaser (2010) emphasized that the success of an organization does not only concern monetary and intellectual prowess, but also heart, soul and spirit power which are requisite for a healthy working environment. Robbins (2011) viewed that there are appropriate and inappropriate pathways to meet the goals in an organization. Thobega and Miller (2003) emphasized that supervision in education as a process with one major goal: improvement of instruction.

Mangaliman (2011) disclosed that the performance of NAT pupils was associated with the profile of school administrators along indicators such educational achievement, age, gender, administrative and supervisory experience, and attended management training

Catanyag (as cited in Mangaliman, 2011), investigated whether transformational leadership behaviors of secondary school principals in the National Capital region was related to school effectiveness as indicated by students' achievements, retention rate, completion rate also to teachers, subordinates, principals and supervisors' satisfaction with the principal's leadership abilities. Belingon's (as cited in Mangaliman, 2011) discovered that administrators' educational qualification and trainings and the quality of the school managers' performance depends on the kind of educational background and trainings the school managers possess. Odoh (2011) explained the leadership role of school principals in instruction was viewed as excellent functions in developing plan for improvement of "marginal teachers". Aguda (2003) revealed the management styles most preferred by the respondents are democratic and decision-making.

Hardman (2011). examined the relationship of principal leadership and teacher behavior on the movement of students to a lesser restrictive environment. Ballenger (2006) noted that principals' choice of specific strategies resulted in outcomes of compliance, commitment, and/or resistance. Davis (2012) identified the leadership orientations of secondary school principals in Pennsylvania and to determine whether gender differences existed in the self-reported leadership orientations. Thompson (2008) showed that administrators choose and expend personal funds for memberships in organizations and scholarly reading primarily for acquisition of skills and knowledge, they participate for professional renewal and networking opportunities, and time and money are the primary obstacles to participation of professional development activities.

Barlow (2010) examined the effects of sex role stereotyping on perceptions of effective leadership in shared decision groups and found out that an absence of widespread sex role stereotyping at all levels. The findings suggest that societal expectations of men and women in may have changed over the past twenty years. In recent decades, more women have notably participants in several initiatives used to be occupied by their men counterpart (Abocejo et al., 2012)

Kernaghan (2000) found out that women in management positions perceived gender related difficulties as being widespread. He revealed that many women felt they needed to adapt their management style to fit into the "male world" of university administrators and felt that they were expected to be more "caring" because of their gender.

2.3 Ethical management behavior

High performance in the workplace emanates from-self-actualization. Self-actualized people live by their value ideals. They are matured people who build and hold on to deep values and who make commitments to goals longer than themselves. They have a capacity to delay gratification. In so doing, it becomes possible for them to inspire for objectives which others would disregard. They would consider the long term impact of their choices into the succeeding generations (Articulo and Forendo, 2013).

Jones et al. (2015) stressed that high performing education leaders need to practice and implement sound leadership which requires them to transform the work climate into functional and satisfying one, wherein employees have the opportunity for self-development, promotion, or advancement, and to become productive.

Ethical or unethical behavior usually takes ambiance requiring ethical considerations. "*An ethical issue is a problem, situation or opportunities requiring an individual or organization to choose among several actions that must be evaluated as right or wrong, ethical or unethical*" (Ferrell and Fraedrich, 2011). Mihelic, Lipicnik and Tekavcic (2010) stressed that ethical leaders need to be aware about the jargons and principles relating to ethics since they are crucial elements of sound ethical leadership. In human society, ethics meant "disposition" or "character".

Starratt (2010) clarified that ethical leadership is "the attempt to act from the principles, beliefs, assumptions, and values is the leader's espoused system of ethics". One of the management issues, which is still widely discussed today focused either on the individual or on the organization as the focal point to performance outputs. Kast and Roseweig (2014) cited Taylor's scientific management, which underscores productivity; and Mayo's human relations movement, which give more importance to human affairs, interpersonal relationships and personal growth development. Recognition of the varied inherent functions and their interrelations have to be considered in every situation (Owens, 2007).

Lalosa's (2010) study on work ethics and faculty members' performance found out that work ethics mostly had a major impact on faculty members' performance. Sleeny (2010) stated that the general standard of administrators' work ethics has deteriorated slowly over decades, most evident in the different attitudes among younger and older faculty members.

Becker (2006) revealed that ethical management (in view of work ethics, team work, professionalism and self-motivation) do not associate with job performance. It was also revealed that ethical management of supervisors in terms of work ethics was directly associated with employee performance.

Administrative leadership bears significant attribute in the execution of ethical managerial functions driving subordinates to realize optimum performance (Pabilada, 2008). The level of performance of department heads in both management of problems they encountered in relation to supervisory functions was generally "extensive" (Giva, 2007).

Cañete (2007) revealed that leadership styles and performance of school administrators produced a difference on parental involvement. Day and Sammons (2014) reported that the management practices of school administrators tend to move towards human relations than any other.

2.4 Theoretical and conceptual framework

This study was anchored on the ethical or professional skills theory of Ramirez and Beltran (2004) which states that ethical or professional skills are essential in the workplace but a company and its employees cannot rely on these skills alone if they are to measure up to the full demands of being

effective and responsible businessmen. Managers should possess ethical values so that skills of employees can be utilized to the fullest.

Massie (2009) theorized that the various processes in an organization involves a cooperative group-directed action towards common goals and is manipulated by the kind of leadership the leader exerts. This is supported by Odiorne (2005) who stressed that one of the basic functions of management is organizing the various resources of the organization by the leader through his systematic definitions of the common and unique goals of the personnel.

This study is also supported by the organization behavior theory of Uris (1986), which stated that "Improve people and you boost output". This theory underscored the importance of developing the human resources of an organization in order to enhance performance (Segumpan, 2002).

La Belle (as cited in Segumpan, 2002) supported this claim by pointing out that human assets are the most important organization assets as they possess the energies, skills, talents and knowledge of people which potentially can be applied to the production of goods and services. Building people is the key to successful and effective management.

From the theory mentioned flowed the conceptual framework of this study where school administrators demonstrate certain skills of leadership and ethical management behavior needed in their respective sections in the organization. Premised along this perspective, this study dwelled into the ethical management behavior of administrators and the different skills of leadership which were instructional leadership skills and transformational leadership skills, which various authori-
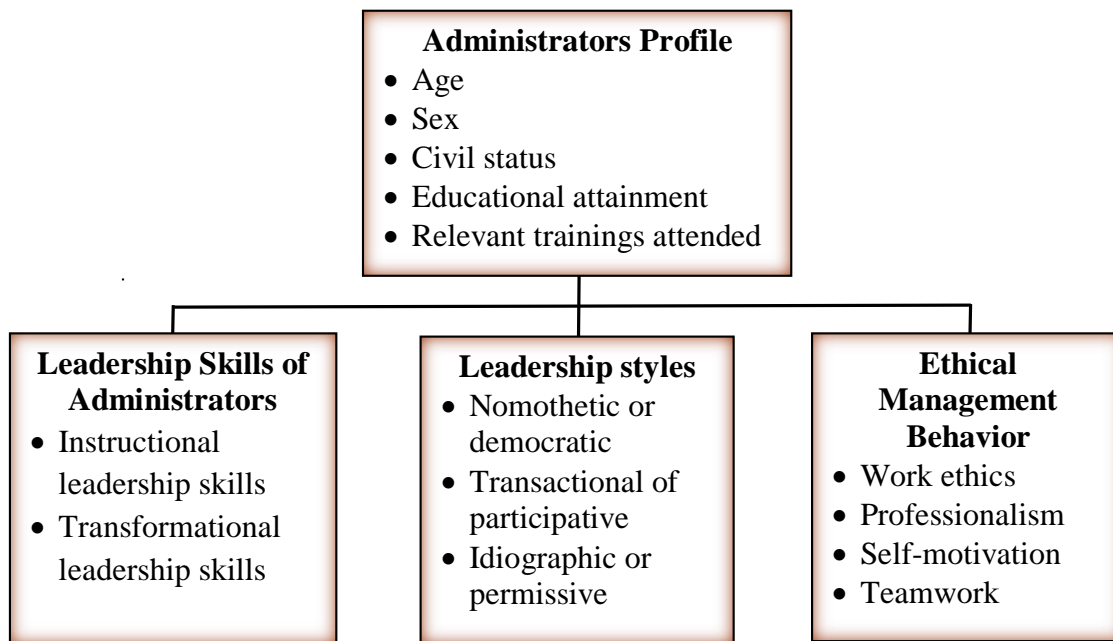

Figure 1. Conceptual framework of the study

ties utilize (Bass, 2011). Premised along this perspective, this study dwelled into the different leadership skills, ethical management behavior of school administrators in Region 8, which various authorities utilize, and level of job stress of teachers under the management of these school administrators.

Figure 1 shows the conceptual framework of the study portraying the interrelationship between the identified independent and dependent variables. The independent variables include respondents' attributed such as age, sex, civil status, highest educational attainment, and number of relevant trainings attended the administrators' leadership styles, the administrators' leadership skills in terms of instructional leadership and transformational leadership and ethical management behavior in terms of work ethics, professionalism, self-motivation and teamwork. The arrow represents the relationship between the independent and dependent variable

3.0 Research Methodology

3.1 Research design
This study was carried out following a descriptive and correlational research designs. Descriptive research since it described the existing conditions on the profile, ethical management behavior, and leadership skills of school administrators. It was correlational since it determined the association between the profile, ethical management behavior and leadership skills of school administrators under study.

3.2 Research locale and respondents
This study was implemented in each of the main campus of ten government higher education institutions in Eastern Visayas Region with the corresponding number of research respondent per HEI. The study respondents comprised two hundred sixty (260) school administrators composed of Vice Presidents, Deans and Directors of the main campus of the HEI in Region 8 as shown in the table that follows. A complete enumeration of school administrators was carried out since all main campus administrators were included as respondents of the study.

Table 1. List of higher education institutions and study respondents

Name of government higher education institution (HEI)	Number of administrators
Eastern Samar State University (ESSU)	25
Samar State University (SSU)	26
North Western Samar State University (NwSSU)	28
University of Eastern Philippines (UEP)	28
Leyte Normal University (LNU)	21
Naval State University (NSU)	25
Eastern Visayas State University (EVSU)	28
Southern Leyte State University (SLSU)	25
Visayas State University (VSU)	28
Palompon Institute of Technology (PIT)	26
Total	**260**

3.3 Research instrument
The study employed questionnaires which were administered to target respondents. The study adopted from previously utilized questionnaires by researchers. One of which was the profile taken from Poquiz (2012), the transformational leadership style adapted from Dalimpapas (2011), and the instructional leadership questionnaire used by Abarquez (2010).

The study also adapted the Leadership Behavior Descriptive Questionnaire (LBDQ) in gathering the data for leadership styles of school administrators. The LBDQ was a foreign made instrument designed by Fleishman of the Ohio Personnel Research Board at the Ohio State University used by Umacob (1992). It contained twenty (20) items on initiating structure and another twenty (20) items on consideration behavior dimension.

Other questionnaires were the ethical management behavior patterned from Mangalinan (2011) and Odivilas (2012). Taken together the questionnaire for the school administrators. The first part solicited information on the profile of school administrators. The second part gathered the perceptions of the respondents on the leadership styles. The third part dealt with the administrators' leadership skills and Part IV gathered information on the ethical management behavior of administrators.

3.4 Validation of research instrument

To ensure the validity and reliability of the instrument, it was pilot tested in one of the external campuses a HEI in the region after which said campus was excluded during the actual conduct of the survey. The feedback from the trial run of the instrument was used for its improvement. When everything was alright, enough copies of the questionnaire were reproduced for the target respondents.

3.5 Data gathering procedure

The researcher observed and followed the research protocols. Foremost, a letter was sent to each of the HEI Presidents asking permission for the author to implement the study in their respective institution. Upon approval, the survey was carried to the identified administrators through the use of survey questionnaires. Each respondent was briefed about the purpose of the study and was assured of the confidentiality of any divulged information which would only be used for the purpose of the study. Questionnaire retrieval and validation of entries at the field level were done where clarifications for the validity and accuracy of answers were carried out. The field survey was implemented during the first two months of 2016.

3.6 Statistical treatment of data

Percentages, weighted mean, standard deviation were used to organize the profile administrators and to determine the levels leadership styles, leadership skills and ethical management behavior of campus administrators of the HEIs under review. The Pearson product moment correlations was computed to find out if significant relationship exists between the profile and ethical management behavior of administrators, the relationship between leadership skills and ethical management behavior, as well as the relationship between the ethical management behavior and level of stress of the teachers. This study tested the null hypothesis of no significant relationship between the ethical management behavior of HEI administrators and their selected profile attributes, leadership styles, leadership skills.

4.0 Results and Discussion

4.1 Profile of school administrators

Tables 2 presents the profile of administrators by age, sex, educational attainment and relevant in-service trainings attended. It can be gleaned that 33.46 percent are 51 to 60 years old while five percent are still 21 to 30 years of age. Results showed that most of the school HEI administrators were already in their 51 to 60 years old indicating that they are already in their later years and are

nearing the optional retirement age. Table 1 also shows that majority (60 percent) of the study respondents were males while their female counterparts comprised 40 percent indicating that HEI administrators in Region are dominantly men.

By educational attainment, nearly two-thirds (65 percent) were doctorate degree holders, 13 percent attained MA/MS degree with PhD units, about 12 percent completed masters' degrees while about 10 percent have masters' degree units (Table 1). This means that most of the school administrators were full-pledge doctorate degree holder, at the time of the study, meeting the minimum qualification for an HEI administrator.

Table 2 likewise shows that most of the school administrators (81 percent) already acquired very sufficient number of 11 or more in-service trainings, 15 percent completed 6-10 sufficient with only four percent having insufficient number of five and below completed trainings. Evidently, the school administrators were already well trained relative to school administration.

Table 2. Distribution of profile of school administrators

Profile variable Age	Frequency	Percent (%)
61 years old and above (Later Years)	32	12.31
51 t0 60 years old (Early Later Years)	87	33.46
41 to 50 years old (Middle Age)	67	25.46
31 to 40 years old (Young Adult)	61	23.46
21 to 30 years old (Fairly Young Adult)	13	5.00
Total	**260**	**100.00**
Sex		
Male	156	60.00
Female	104	40.00
Total	**260**	**100.00**
Highest educational attainment		
PhD	170	65.38
MA/MS with PhD units	35	13.46
MA/MS	30	11.54
BS with MA/MS units	25	9.62
Total	**260**	**100.00**
Relevant in-service trainings attended		
11 Trainings and above (very sufficient)	210	80.77
6 to 10 trainings (sufficient)	40	15.38
5 trainings and below (insufficient)	10	3.85
Total	**260**	**100.00**

Nearly two-third (62 percent) of the school administrators claimed that they are practicing democratic or nomothetic leadership style (Table 3). A little over one fourth (26 percent) considered them as transactional or participative leaders, and a small proportion of 12 percent affirmed that they practice idiographic or permissive leadership style.

Table 3. Self-perception on leadership styles practiced by school administrators

Leadership Style	Frequency	Percent (%)
Nomothetic or Democratic	160	61.54
Transactional or Participative	68	26.15
Idiographic or Permissive	32	12.31
Total	**260**	**100.00**

4.2 Leadership skills of school administrators

The instructional and transformational leadership skills of school administrators are shown in Table 4. Both skills, as measured through self-assessment by the school leaders, are very satisfactorily practiced. In the instructional leadership skills, classroom observation exhibited the highest weighted mean of 3.64, with teacher supervision at the least with 3.51 as the mean. All the other indicators of evaluation and supervision, curriculum and staff development manifested to be very also satisfactorily practice by the school heads in the HEI under review. The grand mean of 3.60 for instructional leadership skills reflects that school administrators practice their instructional leadership skills very satisfactorily.

Apparently, the very satisfactory practice of instructional leadership affirmed the argument of De Bevoise (2014) that is the most critical component for the success of any education institution. This skill comes vital towards the attainment of effective coordinative efforts in appropriately responding to the very dynamic and rapidly changing education environment. Indeed, as Segumpan (2002) explained. Leaders who effectively practice instructional leadership skills deliver their duties and responsibilities with fair discipline and supervision which consequently uphold the motivation of the workforce in achieving productivity and commendable performance.

In like manner, the school administrators very satisfactorily practice their transformational leadership skills. All the four indicators exhibited weighted mean towards the upper bound of very satisfactory range with idealized influence at weighted mean of 3.89 followed by inspirational motivation (weighted mean = 3.82), intellectual stimulation (weighted mean = 3.75) and individualized consideration as the least with weighted mean of 3.82. The grand weighted mean of 3.78 reflects a very satisfactory practice of transformational leadership skills among the school heads in the HEI under review.

As Keeling (2007) recommended, higher education institution managers need to establish meaningful learning atmosphere in school thereby inspire the motivate the teaching faculty and non-teaching staff, stimulate intellectual and pro-active dialog with the end view of always improving outputs and productivity. The very satisfactory transformational leadership as practiced by school heads also affirmed the argument put forward by Thobega and Miller (2003) which state that supervision in an education institution transform should transform the organization towards improvement in the delivery of instruction within the academic milieu. In the local context, Catanyag (as cited in Mangaliman, 2011) noted that transformational leadership behaviors of school principals relate to school effectiveness in terms of students' achievements, retention rate, and job satisfaction among leaders and workers in the academic institution.

Table 4. Leadership skills of school administrators

Leadership skill and Indicator	Weighted Mean	Description
Instructional leadership skills		
Classroom observation	3.64	Very satisfactory
Evaluation of supervision	3.63	Very satisfactory
Curriculum development	3.62	Very satisfactory
Staff development	3.59	Very satisfactory
Teacher supervision	3.51	Very satisfactory
Grand Mean	**3.60**	**Very satisfactory**
Transformational leadership skills		
Idealized influence	3.89	Very satisfactory
Inspirational motivation	3.82	Very satisfactory
Intellectual stimulation	3.75	Very satisfactory
Individualized consideration	3.66	Very satisfactory
Grand Mean	**3.78**	**Very satisfactory**

Ranges for the Weighted Mean   Description
    1.00 – 1.80   Poor
    1.81 – 2.60   Fair
    2.61 – 3.40   Satisfactory
    3.41 – 4.20   Very satisfactory
    4.21 – 5.00   Outstanding

4.3 Ethical management behavior of school administrators

 Overall, the ethical management behavior of school administrators is often observed in view of their self-motivation, teamwork and professionalism. This suggests that school administrators put emphasis on the execution of ethical management in the workplace. The school administrators often observed self-motivation (weighted mean = 3.73). This could mean that school administrators often motivate their employees to perform at their best in the HEIs. Expectedly, administrators have to advocate and motivate honesty and morality among employees through setting an example of honesty, integrity and respect in the workplace.

Table 5. Ethical management behavior of school administrators

Indicator	Mean	Interpretation
Self-motivation	3.73	Often observed
Teamwork	3.62	Often observed
Professionalism	3.55	Often observed
Work ethics	3.39	Sometimes observed
Grand Mean	3.57	Often observed

Ranges for the Weighted Mean   Description
    1.00 – 1.80   Not observed at all
    1.81 – 2.60   Rarely observed
    2.61 – 3.40   Sometimes observed
    3.41 – 4.20   Often observed
    4.21 – 5.00   Always observed

The same holds true for teamwork (weighted mean = 3.62) and professionalism (weighted mean = 3.55) which were often observed being practiced by the administrators. This means that in HEIs under review, the administrators often practiced ethical management behavior by putting weight on teamwork among their constituents. They also put premium on the practice of professional ethics in the workplace. Ethical management behavior on work ethics however was sometimes observed among the school administrators. The grand mean of 3.57 suggests that the school administrators often observed and practiced ethical management behavior in the administrators of their respective HEIs.

4.4 Relationship between profile variables and ethical management behavior
Table 6 presents the association between profile variables (age, gender, highest educational attainment, and number of relevant trainings attended) and ethical management behavior along the four domains of work ethics, self-motivation, teamwork and professionalism. Findings revealed a highly significant relationship between sex of school administrators and their ethical management behavior in terms of work ethics (r-value = 0.752, p-value = 0.000). This suggests that the male school administrators can easily handle their work ethics. This finding runs counter of the claim of Loo (2003) that women tend to be stronger than men on work ethics competencies.

All the other profile variables showed no statistical association with work ethics domain. The age of school administrators showed a direct significant correlation with self-motivation (r-value = 0.606, p-value = 0.01) suggesting that as school administrators progress their self-motivation also increase. The older they get, the more they become self-motivated.

Moreover, highest educational attainment is highly associated with teamwork (r-value = 8.872, p-value = 0.005). This direct relationship indicates that the higher the education attained by the school administrators, the more they value teamwork. Logically, attaining a doctorate degree exposes an administrator to work with a team strengthening and raising their capability to work with superiors and subordinates. In essence, every school administrator work with the team of professional staff and faculty members within his academic institution. This result conforms to the findings of Gosling and Mintzberg (2003) that educational attainment was significantly associated with leadership behavior.

Meanwhile, the profile variables of school administrators have not exhibited any association with professionalism. This goes to show that regardless of age, sex, highest educational attainment and number of relevant trainings attended, their professional attribute may be high or low, effective or otherwise.

Table 6. Relationship between the profile variables and ethical management behavior

Profile variable	Work ethics		Self-motivation		Teamwork		Professionalism	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Age	0.338^{ns}	0.458	0.606^{*}	0.010	0.203^{ns}	0.657	0.213^{ns}	0.351
Sex	0.752^{**}	0.000	0.326^{ns}	0.393	0227^{ns}	0.563	0.227^{ns}	0.356
Educational attainment	0.271^{ns}	0.167	0.221^{ns}	0.398	0.872^{**}	0.005	0.103^{ns}	0.331
Trainings attended	0.346^{ns}	0.439	0.423^{ns}	0.237	0.138^{ns}	0393	0.261^{ns}	0.289

ns – not significant   * - significant at α < 0.05   ** - highly significant at α < 0.01

4.5 Relationship between the leadership styles and ethical management behavior of school administrators

Table 7 shows the correction between leadership styles and ethical management behavior of school administrators among government HEIs in Eastern Visayas Region. The results revealed that nomothetic or democratic, transactional or participative, and idiographic or permissive did not exhibited any correlation with the ethical management behavior of school administrators in terms of work ethics. This finding suggests that regardless of the leadership style practiced by the school administrators, they may possess, or not, management behavior as to work ethics.

Likewise, transactional or participative and idiographic or permissive were not associated with self-motivation, teamwork, and professionalism ethical management behaviors among HEI administrators in the region under review. This may indicate that the three indicators of ethical management behavior (self-motivation, teamwork and professionalism) of HEI administrators has nothing to do with their transactional/participative or idiographic/permissive leadership styles practice in the organization.

However, it is disclosed in Table 7 that democratic leadership style was highly correlated with self-motivation (r-value = 0.708, p-value = 000) and professionalism (r-value = 0.902, p-value = 005) ethical management behavior among HEI administrators. This may reflect that school administrators are self-motivated and harmoniously relate with their colleagues which are vital in the management of the academic institution. In like manner, democratic leadership style was correlated with teamwork as an indicator of ethical management behavior among school administrators. This may indicate that a leader or administrator who practice democratic leadership elicits trust and support from his colleagues thereby create a teamwork supportive to good performance and the HEI.

Table 7. Relationship between the leadership styles and ethical management behavior

Leadership style	Ethical management behavior							
	Work Ethics		Self-Motivation		Teamwork		Professionalism	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Nomothetic/ Democratic	0.271^{ns}	0.509	0.708^{**}	0.000	0.616^{*}	0.040	0.902^{**}	0.005
Transactional/ Participative	0.128^{ns}	0.141	0.092^{ns}	0.455	0.293^{ns}	0.539	0.173^{ns}	0.486
Idiographic/ Permissive	0.279^{ns}	0.281	0.236^{ns}	0.451	0.225^{ns}	0.242	0.236^{ns}	0.091

ns – not significant   * - significant at $\alpha < 0.05$ ** - highly significant at $\alpha < 0.01$

4.6 Relationship between the instructional leadership skill and ethical management behavior

Table 8 shows the correlation between instructional leadership skill and ethical management behavior of school administrators. The instructional leadership skill was measured in terms of teacher and classroom supervisions, curriculum development, staff development, and evaluation of supervision of school administrators. The result illustrates no significantly correlation of instructional leadership skills indicators withy work ethics an one domain of the school administrators' ethical management behavior. This reflects that instructional leadership skills a school administrator practices, this does not associate with his work ethics behavior.

In like manner, staff development and evaluation of supervision did not exhibit any association with self-motivation, teamwork and professionalism behavior of the school

administrators. In essence, staff development and evaluation of supervision has nothing to do with self-motivation, teamwork and professionalism behavior of the school administrators. This can also indicate that the ethical management behavior of school administrators is not an outcome of their very satisfactory instructional leadership skills. This denotes that if school administrators are motivated in doing their jobs in the supervision of their teachers and in the development of curriculum of their institution which could lead to their improved organizational performance.

Teacher supervision was also significantly correlated with their professionalism behavior affirming that supervising their teachers in the workplace enrich their professional behavior. Classroom supervision was highly correlated with the administrators' teamwork ethical management behavior. Logically, supervision towards teachers in the classroom setting elicit productive teamwork in the institution.

Table 8. Relationship between instructional leadership skills and ethical management behavior

Instructional leadership skill	Ethical management behavior							
	Work ethics		**Self-motivation**		**Teamwork**		**Professionalism**	
	r-value	**p-value**	**r-value**	**p-value**	**r-value**	**p-value**	**r-value**	**p-value**
Teacher supervision	0.277^{ns}	0.504	0.816^*	0.033	0.216^{ns}	0.155	0.812^*	0.025
Classroom supervision	0.112^{ns}	0.441	0.291^{ns}	0.398	0.766^{**}	0.001	0.346^{ns}	0.504
Curriculum development	0.291^{ns}	0.181	0.866^{**}	0.007	0.312^{ns}	0.441	0.212^{ns}	0.441
Staff development	0.212^{ns}	0.241	0.225^{ns}	0.396	0.168^{ns}	0.072	0.332^{ns}	0.144
Evaluation of supervision	0.312^{ns}	0.347	0.530^*	0.040	0.191^{ns}	0.187	0.218^{ns}	0.214

ns – not significant   * - significant at $\alpha < 0.05$ ** - highly significant at $\alpha < 0.01$

4.7 Relationship between transformational leadership skill and ethical management behavior

The correlation between the transformational leadership skills and ethical management behavior of school administrators is presented in Table 9. The finding revealed that all indicators of transformational leadership skill did not have any correlation with work ethics and self-motivation practices of school administrators.

This result may indicate the transformational leadership skills has nothing to do as to how school administrators practice work ethics and self-motivation in the workplace. Regardless of the transformational leadership being applied, they may have high or low work ethics and self-motivation. Moreover, inspirational motivation did not associate to any of the ethical management behavior of school administrators.

Meanwhile, intellectual stimulation exhibited highly significant correlation with teamwork (r-value = 0.556, p-value = 0.004) and professionalism (r-value = 0.721, p-value = 0.000) of school administrators. This goes to show that any improvement on the intellectual stimulation correspondingly bring bring about improved teamwork and professionalism practice among school leaders in the academic institution. In like manner, individualized consideration and idealized influence showed significant correlation with professional ethical management behavior of school leaders. When transformational leadership skill, carried out through individualized and idealized

influence, is intensified, the professional ethical management behavior of school administrators is also enhanced.

Table 9. Relationship between the transformational leadership skills and ethical management behavior

Transfor-mational leadership skill	Work ethics		Self-motivation		Teamwork		Professionalism	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Individualized consideration	0.177^{ns}	0.504	0.162^{ns}	0.253	0.092^{ns}	0.455	0.303^*	0.028
Intellectual stimulation	0.212^{ns}	0.441	0.309^{ns}	0.681	0.556^{**}	0.004	0.721^{**}	0.000
Inspirational motivation	0.191^{ns}	0.181	0.226^{ns}	0.552	0.372^{ns}	0.901	0.108^{ns}	0.319
Idealized influence	0.312^{ns}	0.441	0.162^{ns}	0.258	0.236^{ns}	0.486	0.503^*	0.015

ns - not significant   * - Significant at 0.05 level   ** - Highly significant at 0.01 level

5.0 Conclusion and Recommendations

In the light of the study findings, it is concluded that school administrators practiced democratic leadership style while very satisfactorily implementing instructional leadership skills in their jobs. School administrators were transformational leaders and frequently exhibited all the transformational leadership elements.

The more the school administrator practice leadership styles the more they practice ethical management behavior. The higher are the instructional and transformational leadership skills possessed by school administrators the more they practice ethical management behavior. The better the school administrators practice ethical management behavior the lower is the level of stress of teachers. Further, the respondent profile variables such as sex, highest educational attainment and number of relevant trainings attended have no bearing on the ethical management behavior.

The researcher recommends that an advance education of some school administrators through a leaders' development program be given attention by HEI system management in order for some school administrators to pursue their doctorate degree. There is a need for school administrators of HEI system to attend in-service trainings or workshops in order to increase if not sustain their ethical management behavior.

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