

## **ORGANIZATIONAL BEHAVIOR, LOCUS OF CONTROL, AND ETHICAL LEADERSHIP OF SCHOOL HEADS**

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### **ABSTRACT**

This study entitled “Organizational Behavior, Locus of Control and Ethical Leadership of School heads” was conducted in the different elementary schools of 3<sup>rd</sup> Congressional District, Division of Cotabato. This study shows the different exemplary that would give the best findings.

This mixed-method study employing the sequential-exploratory design aimed to determine the positive organizational behavior, locus of control, ethical leadership of school heads. For analyzing and interpreting quantitative data, descriptive-correlation was used, and qualitative data was incorporated depending on the studied quantitative result. There were 151 elementary school heads responded to the validated questionnaire. Fifteen (15) of them participated in the in-depth interview.

Results revealed that their level of organizational behavior, locus of control, and ethical leadership was high. There was a significant relationship between positive organizational behavior and ethical leadership. The same can be seen with positive organizational behavior and locus of control. Hope, optimism, and resiliency are the dimensions of positive organizational behavior which influenced ethical leadership of the school heads. The locus of control of the school heads influenced their ethical leadership. Hence the hypothesis of the study is rejected. The school heads showed positive behavior in the workplace by assisting teachers for professional development, involving teachers in planning, and appreciating teachers for their performance. And, the school heads show control of their behavior in the workplace by reminding teachers of their commitments, holding their emotion, and solving problems by calling teachers’ attention. It was concluded that they observed a very high level in all aspects. The positive organizational behavior of the school heads is reflected on their ethical leadership. Also, the locus of control strongly supports their ethical leadership in general. The positive organizational behavior and locus of control of the school heads highly influenced their ethical leadership. School heads care and are committed to support the teachers.

**KEYWORDS:** Locus of Control, Organizational Behavior & Ethical Leadership of School Heads

### **1. INTRODUCTION**

#### **1.1 Rationale**

The behavior being shown by a school head among the teachers has a big impact of their good relationship and performance. Working together harmoniously and with respect can make a difference in an organization. As they learn to control their emotions, they will be able to sustain the sense of camaraderie and belongingness whereby it can motivate everyone to fulfill their duties and responsibilities.

Positive organizational behavior aims to manage and improve employees’ psychological strengths. It focuses and energizes academic and applied attention on the more positive aspects of human nature (Luthans, 2001). This is geared to

move away from dysfunctional behavior and workplace problems. Hence, it attempted to redirect the field to reflect more humanistic goals (Church, 2002). More so, self-efficacy, hope, optimism, and resiliency were found to be significant to employees' work-related performance (Stajkovic & Luthans, 2002).

Conversely, locus of control is taken as a personality attribute which is perceived events that affect abilities, characteristics, or the consequences of actions. In the same manner, it postulates the concept of internal and external reinforcement in a generalized problem-solving concept, through reflections of the degree to which an individual perceives as contingent to one's behavior or some external force. Through this, employees may be able to experience job satisfaction if their abilities and competence are tapped and harnessed.

Consequently, ethical leadership is expected to have positive effects on the attitudes and conduct of employees and ultimately even on the overall performance of the organization (Brown, Treviño, & Harrison, 2005). It was argued that ethical leaders clearly convey standards with regards to ethical conduct. Thus, organizations and top management set rules, standards and codes of conduct which provide guidelines for ethical behavior (Beu & Buckley, 2004) and leaders can raise subordinates' awareness of such guidelines.

In this study, the gap posited that there are no studies which directly associate the variables in the contexts of educational management. Most of which are directly studied in different parlance. For example, on positive organizational behavior was explored in the contexts of business (Luthans & Avolio, 2009; Avey, Wernsing, & Luthans, 2008). This is also true with locus of control (Hansemark, 2003; Boone, Olffen, & Witteloostuijn, 2005) and ethical leadership (Mihelic, Lipicnick, & Tekavcic, 2010; Mendonca, 2006). The researcher did not find any studies in the local milieu. The aforementioned axioms motivated the researcher to conduct this study.

### **1.1.1 Research Question**

- What is the level of positive organizational behavior of school heads in terms of self-efficacy, hope, optimism, and resiliency;
- What is the level of locus of control of school heads in terms of internal and external loci of control;
- What is the level of ethical leadership of school heads in terms of fairness, power sharing, and integrity;
- Is there a significant relationship between positive organizational behavior and ethical leadership of school heads;
- Is there a significant relationship between locus of control and ethical leadership of school heads;
- Which of the dimensions of positive organizational behavior influence ethical leadership of school heads;
- Which of the dimensions of locus of control influence ethical leadership of school heads;
- How do school heads show positive behavior in the workplace;
- How do school heads show control of their behavior in the workplace; and
- What intervention plan can be derived based on the findings of the study?

### **1.1.2. Limitations and Delimitation of the Study**

This study was conducted to determine the positive organizational behavior, locus of control, and ethical leadership of

school heads in the Schools Division of Cotabato, 3rd Congressional District. It covered all the head teachers and school principals in the elementary level. Excluded in this study are the teachers in-charge and the school heads of secondary schools. This was conducted during the second semester of School Year 2021-2022.

## **2. METHODOLOGY**

### **2.1 Research Design**

This study employed the mixed method. In particular the researcher used the sequential-explanatory. In general, mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

Meanwhile, sequential-explanatory where it ideally includes the benefits of both methods (Johnson, Onwuegbuzie, & Turner, 2007): Quantitative analyses employ descriptive and inferential statistics, whereas qualitative analyses produce expressive data that provide descriptive details (often in narrative form) to examine the study's research objectives. Whereas quantitative data may be collected via measures such as self-reports and physiological tests, qualitative data are collected via focus groups, structured or semi-structured interviews, and other forms (Creswell, 2013).

In this study, the researcher was first identifying the level of the variables and its dimensions. Second, it was test the hypotheses where the significant relationship and influence was tested. After which, this was followed by the interview which was conducted among the school heads relative to their views on the problem being investigated.

### **2.2 Informants of the Study**

The respondents of the study were public elementary school heads in the 3<sup>rd</sup> Congressional District, Province of Cotabato. On the other hand, the Key Informants will be chosen using the following criteria:

- A Head Teacher or a Principal;
- A school head for at least 3 years; and
- With at least 7 teachers under his/her supervision.

### **2.3 Locale of the Study**

This study was conducted in the Province of Cotabato. Specifically, the researcher was choosing the 3rd congressional districts that cover the Schools Division of Cotabato. The first congressional district covers the towns of Midsayap, Alamada, Pigcawayan, Aleosan, Pikit, and Libungan. On the other hand, second district includes the towns of Arakan, Antipas, Makilala, and Magpet (excluding the City of Kidapawan since it is independent from the Division of Cotabato). Lastly, the town of Carmen, Banisilan, Matalam, Mlang, and Tulunan comprise the third congressional district. Below is the map of the Province of Cotabato.

### **2.4 Data Gathering Procedure**

In this study, the researcher observed the protocols in research. Readings relative to the topic being explored were done in

order to have the grasp of the problem in the local setting. Then, the questionnaire was developed based on the contexts of the present study. Hence, it underwent the face validation by the panel of experts. After which, the researcher proceeded to the pilot testing using the Cronbach Alpha (Tabir, 2018) where it determined the reliability at 0.05 level of acceptance.

Meanwhile, the researcher wrote a letter to the Schools Division Superintendent of the Division of Cotabato as well as to the respective District Supervisors to allow the researcher to conduct the study. Upon approval, this was sent to the respective school heads where personal permission was sought. Likewise, the researcher personally distributed the questionnaire to the respondents. This was immediately retrieved, tallied, and tabulated.

On the other hand, consent was sought from the informants. Thus, a Consent-to-Participate form was given to them. It is where they affixed their signature upon agreeing to participate. They also determined the date and time of the interview. However, rapport was established so that they would have no hesitations during the course of the interview.

Consequently, after the conduct of the interview the researcher gave a token to the informants. It is a form of reciprocity which signifies the effort that they would extend for the success of the interview. More so, the audio-recorded interview was transcribed and translated into English. The data analyst did the thematic analysis.

## 2.5 Data Analysis

The data were quantitatively and qualitatively analyzed using the following tools:

### Quantitative

**Weighted mean.** This was used to determine the level of responses of the respondents in all the variables.

**Pearson Product Moment Correlation.** This was used to determine the significant relationship between positive organizational behavior, locus of control, and ethical leadership of school heads (Fouladi & Steiger, 2008).

**Multiple Regression.** This was used to determine the influence positive organizational behavior and locus of control on the ethical leadership of the school heads (Uyanik & Guler, 2013).

### Qualitative

**Thematic Analysis.** This was used to determine the emergent themes from the respondents of the informants (Gavin, 2008).

## 3. RESULTS AND DISCUSSION

### 3.1 Self-Efficacy

Table 1 shows the level of organizational behavior of school heads in terms of self-efficacy. It has a grand mean of 4.25 which is interpreted as very high. It shows that the school heads of third congressional district of Cotabato Division are confident, mostly goal achiever and can overcome challenges.

This implies that the school heads have the sense of commitment as they overcome to face all the challenges that they face in the workplace. In the same manner, the school heads have the vision that they could make a difference in achieving their goals in order to make a gargantuan change in the organization. Furthermore, this reiterated that they are focused in bringing change which eventually resulted to greater success.

The self-efficacy of the school heads was found to be of great important especially in managing their assigned

schools. It is defined as a type of leadership which involved a type of confidence employing their knowledge, skills, and abilities and is linked with the tasks which lead others (Hannah et al., 2008). Sometimes these include measures on multidimensional self-efficacy so that they could see the various aspects of being a school head.

**Table 1: Level of Organizational Behavior of School Heads in Terms of Self-Efficacy.**

Statement	Mean	Description
1. I am achieving most of the goals that I have set in this organization	4.28	Very High
2. I am believing that I can succeed at almost any endeavor to which I set my mind	4.30	Very High
3. I am overcoming many challenges	4.30	Very High
4. I am showing confidence that I can perform effectively on many different tasks	4.26	Very High
5. I am performing quite well even when things are tough	4.26	Very High
Legend	4.25	Very High
Mean	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.2. Hope

It is presented on table 2 the level of organizational behavior of school heads in terms of hope with a mean of 4.28 and interpreted as very high. This means that the school heads have a very high hopes to pursue their goals and ambitions for the organization.

In the same vein, this connotes that they have wider perspectives in looking the different facets of their job. They see to it that they could reach their dreams and aspirations not only for themselves but for the good of everyone. Aside from this, they are flexible enough in resolving the challenges that might hinder their way in reaching the greater heights of success.

Furthermore, school heads applied the aspect of hope to situations that can be approached with a plan and can be appraised by the identifying the causes (Coutu, 2002). Hope acted like an agent which manifested leaders' willpower that provided them to have the determination to reaching their goals. It is also applied in the workplace.

**Table 2: Level of Organizational Behavior of School Heads in Terms of Hope**

Statement	Mean	Description
1. I am seeing myself as being pretty successful in making everyone in the organization united	4.28	Very High
2. I am thinking of many ways to reach my goals in this organization	4.30	Very High
3. I am energetically pursuing my goals in this organization.	4.30	Very High
4. I am thinking of many ways to overcome all the trials as a leader	4.26	Very High
5. I am meeting the goals that I have set in this organization	4.26	Very High
Legend	4.28	Very High
Mean	Descriptive Equivalent	Interpretation
4.00-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.3 Optimism

The level of organizational behavior of school heads in terms of optimism is presented on table 3. It has a mean of 4.34 and interpreted as very high which means that they are optimistic enough to that challenges will soon end.

Consequently, school heads that are optimistic see the brighter side of the problems. They do not look into the negativities; instead they look into the brighter side which changes their perspectives in life. More so, they could easily find solutions since they provided answers to the problems. As school heads, they are mirroring their attitude of being certain to all the impossibilities.

Similarly, optimism is recognized the leniency of the past, appreciation of the present, and seeking for opportunities in the future (Schneider, 2001). Actually, it can be measured and valid and determined the impact of performance in work setting.

For Sunbull (2011) found that external locus of control can be associated with emotional exhaustion. Hence, it was noted that this type of locus of control showed to have a significant role in stress management, thereby decrease emotions. It revealed to have an important role in the overall effectiveness of leaders (Chen & Thornes, 2008).

**Table 3: Level of Organizational Behavior of School Heads in Terms of Optimism**

Statement	Mean	Description
1. I am feeling optimistic about all the challenges Brought by the pandemic	4.28	Very High
2. I am expecting things work out of the best.	4.34	Very High
3. I am looking forward that this organization Will go stronger and better	4.36	Very High
4. I am expecting more to go right than wrong When it comes to my leadership skills	4.30	Very High
5. I am expecting that the pandemic will soon Come to an end	4.43	Very High
Legend	4.34	Very High
Mean	Descriptive Equivalent	Interpretation

4.20-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.4 Resiliency

Table 4 provides the level of organizational behavior of school heads in terms of resiliency. It has a mean of 4.26 which is interpreted as very high. This means that the school heads are resilient enough to stand again amidst the uncertainties.

This clearly shows that the school heads are strong enough to fight all the challenges. They have the unique strengths which they used in facing all the aridity in life. In the same manner, this behavior posited by the school heads lead them to appreciate the exemplary support which was given by the teachers and their colleagues within the organization.

As a matter of fact, resilient school heads are known to be flexible and easily adapted to enhance the situations which are affected by change and uncertainty. Usually, it goes beyond the successes and failures being faced in the present time. School heads finds the meaning even in the midst of challenges which lead them to come up with better plans and etcetera (Coutu, 2002).

**Table 4: Level of Organizational Behavior of School Heads in Terms of Resiliency**

Statement	Mean	Description
1. I am developing some reliable ways to deal with the personal stress of challenging events at work.	4.23	Very High
2. I am developing some reliable ways to relax When I am under pressure at work	4.22	Very High
3. I am knowing my strengths and I am using them regularly in my works	4.26	Very High
4. I am having a reliable and robust network of supportive colleagues at work	4.31	Very High
5. I am very willing to acknowledge others' efforts and success in my work place.	4.26	Very High
Legend		
Mean	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.5 Internal Locus of Control

The level of internal locus of control of school heads is exhibited on table 5 with a mean of 4.26 and interpreted as very high. This means that they have the control of everything within the organization.

It justifies that there is order and that everyone in the organization works based on their roles and responsibilities. The school head who has the control can bring work easy and that they could finish their tasks in a given span of time. As a leader, they manifested that they have the command so that teachers will have to immediately respond. Likewise, they are good at protecting their colleagues whenever problems occur.

Moreover, individuals who have a higher level of internal locus of control achieved their goals and are persistent enough to overcome the challenges. Also, they have higher levels of motivation in order for them to learn as they engaged in developmental activities (Ng et al., 2006).

**Table 5: Level of Internal Locus of Control of School Heads**

Statement	Mean	Description
1. I am showing control over my colleagues to work well	4.23	Very High
2. I am solving conflicts quickly that may arise between teachers, parents and students	4.19	Very High
3. I am showing firmness and determination to avoid any untoward incidents in the school	4.25	Very High
4. I am seeing to them that I determined to protect my colleagues	4.29	Very High
5. I am finishing my tasks on time	4.34	Very High
	4.26	Very High
<b>Legend</b>		
Mean	Descriptive Equivalent	Interpretation
4.00-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.6 External Locus of Control

Table 6 reveals the level of external locus of control of school heads with a mean of 4.32 and interpreted as very high. This is described as very high. It means that they made decisions with the help of the higher authorities.

Normally, school heads made decisions based on the collective efforts of everyone in the organization. They tapped their partners, colleagues and those in the higher authorities to support them in planning for the betterment of their learners. Asking help from other people does not mean that they do not have the disposition in making their own, however, they considered other's views and opinions so that they can weigh in which is best for everyone.

For Sunbull (2011) found that external locus of control can be associated with emotional exhaustion. Hence, it was noted that this type of locus of control showed to have a significant role in stress management, thereby decrease



emotions. It revealed to have an important role in the overall effectiveness of leaders (Chen & Thornes, 2008).

**Table 6: Level of External Locus of Control of School Heads**

Statement	Mean	Description
1. I am usually seeking help from the higher authorities when things get worst	4.30	Very High
2. I am asking for the help of my colleagues' in Solving problems within the school setting	4.28	Very High
3. I believe that the success of my leadership Lies with the support of my colleagues, parents and students.	4.33	Very High
4.I am making it sure that my plans are shared with my colleagues for approval	4.28	Very High
5. I believe that my colleagues and stakeholders are the instruments for the growth and development of the school	4.39	Very High
	4.32	Very High
<b>Legend</b>		
Mean	Descriptive Equivalent	Interpretation
4.00-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at al

### 3.7 Fairness

It is presented on table 7 the level of ethical leadership of the school heads in terms of fairness with a mean of 4.26. It is described as very high which means that the school heads are fair enough in all facets of leadership.

Thus, it implied that the school heads who valued the essence of fairness made a sound decision that is acceptable to everyone. They used their gumption and listen to all parties before giving their final verdicts. Aside from that, they knowing everyone in the organization lessen or remove the biases because through this, they could be able to understand their plights.

Fairness in leadership is seen as an essential factor whereby school heads can have the trust and confidence of its colleagues. Aside from this, they could have the support especially during the preparation and submission of reports. In the same manner, fairness in the workplace will eventually serve its purpose to the trust and confidence towards the school heads (Greenberg, 2011).

**Table 7: Level of Ethical Leadership of the School Heads in Terms of Fairness.**

Statement	Mean	Description
1. I have known each teacher in the workplace And.	4.30	Very High
2. I am asking for the help of my colleagues' in Solving problems within the school setting	4.28	Very High
3. I believe that the success of my leadership Lies with the support of my colleagues, parents and students.	4.33	Very High
4.I am making it sure that my plans are shared with my colleagues for approval	4.28	Very High

5. I believe that my colleagues and stakeholders are the instruments for the growth and development of the school	4.39	Very High
Mean	4.32	Very High
Legend		
<b>Mean</b>	<b>Descriptive Equivalent</b>	<b>Interpretation</b>
40.20-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at al

### 3.8 Power-Sharing

It is shown on table 8 the level of ethical leadership of the school heads in terms of power sharing with a mean of 4.28 and is described as very high. This connotes that the school heads know how to delegate the responsibilities to all teachers.

This means that the school harnessed the capabilities of everyone in the organization. They believe that each has the talents and skills which are essential for achieving their goals. The success of the organization lies on the leader who believes on their colleagues. They do not treat them as their competitors but a supporting staff who made significant efforts in fulfilling the dreams and aspirations of a good leader.

The study of Chelliah and Tyrone(2010) that power-sharing implied discipline among the members of the organization. Each one of them fulfills the duty vested upon them. Indeed, they will work in accordance to their capacity to finish the assigned task to them.

**Table 8: Level of Ethical Leadership of the School Heads in Terms of Power-Sharing.**

Statement	Mean	Description
1. I could have brought like-minded individuals to understand each other in a group to finish the task/report quickly	4.19	High
2. I have delegated some of my task to my colleagues, whom I believe can perform them better.	4.19	High
3. I have asked some of my colleagues to take my post whenever I am not around	4.31	Very High
4.I would have believed that my colleagues can Make a difference in doing a task	4.32	Very High
5. I have asked my colleagues to help me in making decisions	4.39	Very High
Mean	4.28	Very High
Legend		
<b>Mean</b>	<b>Descriptive Equivalent</b>	<b>Interpretation</b>
40.20-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes

1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.9 Integrity

Table 9 dispenses the information on the level of ethical leadership of the school heads in terms of integrity. It provided a 4.28 mean which means very high. In this regard, the school heads are committed to maintain their honor and uprightness as leaders.

This implies that it is necessary for school heads to show compassion to their colleagues. Also, they are mindful of their words and actions with regards to making promises. When they do it, they see to it that they do it with conviction and they keep in order that their words can be trusted. In short, they walk their talk. Above all, as school heads they leave the responsibilities to the school treasurer all the financial matters and focus only on the administration and supervision. However, when things are not doing right it is the right time for them to interfere to fix the problem.

Integrity played a crucial role in building the personal characteristic of every individual where they can show their powerful influence in any setting. Thus, a threat to this could result to toxicity and corrupt environment which have a gargantuan effect among the faculty and the students in general. Therefore, anyone can speak up about ethical issues in the workplace so that failures could be identified to improve the professional relationships (Cleary et al., 2013).

Statement	Mean	Description
1. I could have been careful in making promises in the workplace	4.28	Very High
2. I have thought of every action so that I can give an account	4.32	Very High
3. I have always informed my colleagues Whenever I have meetings and other essential matters to fulfill as a school head	4.23	Very High
4. I have refused to interfere with the finances of the school	4.30	Very High
5. I have shown concern to my colleagues	4.28	Very High
Mean	4.28	Very High
Legend:		
Means	Descriptive Equivalent	Interpretation
4.00-5.00	Very High	The indicator is observed at all times
3.40-4.19	High	The indicator observed often times
2.60-3.39	Moderate	The indicator observed sometimes
1.80-2.57	Low	The indicator is seldom observed
1.00-1.79	Very Low	The indicator is never observed at all

### 3.10 Relationship of the Organizational Behavior and Ethical Leadership

The relationship of the organizational behavior and ethical leadership is presented on table 10. It reveals that there exists a high level of relationship between the variables. This rejects the hypothesis.

The relationship between self-efficacy, hope, optimism, resiliency, fairness, power sharing, and integrity implied

that the school heads organizational behavior is bounded by their ethical leadership. When, they have the higher level of organizational behavior it is mirrored as well on their ethical leadership which is essential in dealing with their colleagues in the organization.

In the same vein, self-efficacy is shown to be significant with all the dimensions of ethical leadership clearly shows that when they successfully fulfilling their endeavors, they become fair in dealing with their colleagues, they shared the responsibilities, and they are persons of honor and integrity. This is also true with hope. A leader with high hopes maintains the degree of justice in treating with their colleagues. They do not undermine them, instead they lift them up by believing on their strengths that they too can make a difference. Hence, it resulted that they can be trusted and looked upon as a leader with clean intention to leading people.

Correspondingly, when they are optimistic, they can see the value of everyone in the organization. Also, they can see the value of their colleagues that they are partners in carrying out the given tasks to them which strengthen their integrity and a trusted leader. Lastly, a resilient leader knows how to rise from the tests of times. They know how to give everyone their infinite value as humans because they see their great intention of helping the organization to flourish.

Likewise, the study of Miao et al. (2013) stated that school heads can communicate and perpetuate through their behaviors in the organization (Flynn, 2008). This assertion is supported by the fact that school heads who exhibited ethical leadership may apply their personal actions (Brown et al. 2005).

**Table 10: Correlation Matrix showing the Relationship of the Level of Organizational Behavior and Ethical Leadership of the School Heads**

Organizational Behavior		Fairness	Power Sharing	Integrity
Self-Efficacy	Pearson R	0.770**	0.778**	0.763**
	Probability	0.000	0.000	0.000
Hope	Pearson R	0.831**	0.838**	0.812**
	Probability	0.000	0.000	0.000
Optimism	Pearson R	0.852**	0.841**	0.833**
	Probability	0.000	0.000	0.000
Resiliency	Pearson R	0.879**	0.882**	0.856**
	Probability	0.000	0.000	0.000
**Correlation is significant at 0.01 level				

### 3.11 Organizational Behavior on Fairness

Table 11 shows that organizational behavior made a highly significant influenced on the ethical leadership of the school heads in terms of fairness (F-value=199.415, Probability=0.000\*\*). This led to the rejection of the hypothesis since probability value is significantly lesser than 0.05.

As a matter of fact, 84.30% of the variation of the School heads leadership in terms of fairness was accounted for by their organizational behavior. The remaining 15.70% was attributed by other factors not included in the study.

Among the organizational behavior of the School head used in the study, hope, optimism and resiliency found to be the predictors of the School head leadership in terms of fairness.

It implies that the school heads organizational behavior is a strong indicator that they are treating everyone with value. They see to it that their colleagues are heard from their problems, suggestions, and comments and that the effect will be surely enjoyed by everyone. When there is fairness, there is hope, optimism, and resiliency that govern their leadership

and lead them to attain their hopes to reach the apex of success.

Mentioned ideas are in line with the findings of Lavelle et al. (2009) that when the school heads are fair, they can have good followers. More so, school heads behavior mirrors their true intention of leading people to value the essence of their work. Thus, they see to it that everyone is given the opportunity to grow so that they can make a difference in the workplace.

**Table 11: Level of Influence of the Organizational Behavior on the Ethical Leadership of the School Heads in Terms of Fairness**

Organizational Behavior	Coef. B	Std. Error	t - value	Probability
(Constants)	-6.799	0.455	-14.947	0.000
Self-efficacy	0.207	0.174	1.190	0.236
Hope	0.568	0.181	3.130	0.002**
Optimism	0.781	0.166	4.716	0.000**
Resiliency	1.028	0.157	6.541	0.000**
Multiple R =	0.843	F - Value = 199.415		
Probability =	0.000**	** = Significant at 1% level		

### 3.12 Organizational Behavior on Power-Sharing

Table 12 presents the level of influence of the organizational behavior on the ethical leadership of the school heads in terms of power sharing (F-value=200.438, Probability=0.000\*\*). With the dimensions of hope, optimism, and resiliency found to have high degree of influence on the aspect of power sharing. The hypothesis of the study is hereby rejected since the probability value is lesser than 0.05.

The table reflects that 87.40% of the variation of the school heads in term of power sharing was accounted by their organizational behavior. The remaining 12.60% is attributed to other variables not indicated in the present study. This shows that the organizational behavior of the school heads is reflected on the aspect of power-sharing.

This implies that the school heads organizational behavior especially the dimensions of hope, optimism, and resiliency are the best indicators that influenced the aspect of power-sharing in the organization. Furthermore, this provided an idea that when school heads are hopeful and value the sense of positivism and are strong enough to demonstrate a high level of behavior which leads to sharing the responsibilities to each of the members of the organization. Everyone is seen as important factor in leading the organization in achieving its ultimate goals.

Power-sharing can mean that there is strong conviction among the school heads to allow everyone to practice their leadership skills. Their behavior indicated that they are confident enough to give everyone in the organization to lead and to prove their worth (Feenstra et al., 2020)

**Table 12: Level of Influence of the Organizational Behavior on the Ethical Leadership of the School Heads in Terms of Power-Sharing**

Organizational Behavior	Coef. B	Std. Error	t - value	Probability
(Constants)	-7.231	0.469	-15.403	0.000
Self-efficacy	0.290	0.180	1.611	0.109
Hope	0.666	0.187	3.556	0.001**
Optimism	0.638	0.171	3.733	0.000**
Resiliency	1.100	0.162	6.781	0.000**
Multiple R =	0.874	F - Value = 200.438		
Probability =	0.000**	** = Significant at 1% level.		

### 3.13 Organizational Behavior on Integrity

The level of influence of the organizational behavior on the ethical leadership of the school heads in terms of integrity is exhibited on table 13 (F-value=152.890, Probability=0.000\*\*). This means that the hypothesis is rejected since the P-value is lower than 0.05.

Likewise, the result reveals that 80.50% of the variation of the ethical leadership can be attributed to integrity of the school heads. The remaining 19.50% can be accounted for by other dimensions not included in the study. This reflects that school heads organizational behavior highly influenced their integrity as leaders.

As reflected on the table, optimism and resiliency showed highly significant influence to the integrity of the school heads; and a significant for the dimension of hope. This provided an idea that they are reflected the behavior in the organization which strengthens their integrity, Hence, they could easily deal with people and they can easily provide an image which is worth to be emulated by their colleagues in the organization.

The behavior of the school head in the organization builds their true identity. And one of that is integrity where they mean what they said and they trust everyone regardless of their gender, affiliations, and the like. It entails that everyone is regarded as important and that the organization will not grow without the other (Dunn, 2009).

**Table 13: Level of Influence of the Organizational Behavior on the Ethical Leadership of the School Heads in Terms of Integrity.**

Organizational Behavior	Coef. B	Std. Error	t - value	Probability
(Constants)	-7.340	0.540	-13.586	0.000
Self-efficacy	0.326	0.207	1.574	0.118
Hope	0.574	0.215	2.665	0.009*
Optimism	0.801	0.197	4.075	0.000**
Resiliency	1.015	0.187	5.437	0.000**
Multiple R =	0.805	F - Value = 152.890		
Probability =	0.000**	** = Significant at 1% level.		

### 3.14 Relationship of the Locus of Control and the Ethical Leadership

Table 14 presents the correlation matrix showing the relationship of the locus of control of the school heads and the ethical leadership. It shows that there exists a highly significant relationship between the variables. This reflects that the hypothesis of the study is rejected because the provability value is lower than 0.05.

This implies that the internal locus of control can be associated with the ethical leadership of the school heads. May it be in the aspects of fairness, power-sharing, and integrity. Furthermore, this explains that they retained to have the control of all the things that happened in the organization, thereby strengthen their value to care for the welfare of everyone, give them the responsibilities based on their skills, and to reflect that they are truly manifesting the real essence of a good leader. This is also true on the contexts of external locus of control. In the same manner, this creates the room for growth and development since school heads remained steadfast and anchored to the importance of every individual in the organization. Basically, they do not make any decisions without considering the opinion of others. Lastly, each of which are heard so that better decisions are made.

The relationship among the variables can be traced from the study of where the moral identity poses a profound influence on ethical leadership. In addition, having the control in the organization makes everyone at ease with the kinds of

leadership because there is the practice of letting everyone feel that they are all important in the decision making (Zainun et al., 2020).

**Table 14: Correlation Matrix Showing the Relationship of the Locus of Control of the School Heads and The Ethical Leadership.**

Locus of Control		Fairness	Power Sharing	Integrity
Internal	Pearson R	0.948**	0.944**	0.945**
	Probability	0.000	0.000	0.000
External	Pearson R	0.950**	0.956**	0.952**
	Probability	0.000	0.000	0.000

\*.Correlation is significant at 0.05 level.

### 3.15 Locus of Control on Fairness

The influence of the locus of control of the school heads on the ethical leadership in terms of fairness (F-value=1132.710, Probability=0.048\*) is presented on table 15. This led to the rejection of the hypothesis since P-value is lower than 0.05.

In the same vein, 93.80% of the variation of the ethical leadership can be associated with fairness and the remaining 6.20% can be accounted for by other dimensions that are not included in the study. This connotes that the locus of control greatly influenced the essence of fairness.

Furthermore, this implies that the school heads locus of control predicted their ethical leadership especially in the aspect of fairness. The higher their locus of control the higher the probability that they would have to be fair to everyone in the organization. They treated them and value them because they understand their feelings as well as their plight as individuals. Indeed, good leaders value the people that surround them and just in making decisions in life.

Locus of control believes that the results in one's lives are identified by personal effort, ability, and initiative. Indeed, persons with higher level of locus of control are highly motivated and are successful leaders who treated everyone with fairness (Hattrup et al., 2005).

**Table 15: Influence of the Locus of Control of the School Heads on the Ethical Leadership in Terms of Fairness**

Locus of Control	Coef. B	Std. Error	t - value	Probability
(Constants)	-2.119	0.145	-14.610	0.000
Internal	0.739	0.080	9.214	0.000**
External	0.751	0.077	9.755	0.000**

Multiple R = 0.938 F - Value = 1132.710  
Probability = 0.048\* \* = Significant at 5% level.

### 3.16 Locus of Control on Power-Sharing

Table 16 exhibits the influence of locus of control of the school heads on the ethical leadership in terms of power sharing (F-value=1184.808, Probability=0.000\*\*). The hypothesis of the study is rejected since the P-value is lower than 0.05.

Similarly, 94% of the variation of ethical leadership can be associated with power sharing and the remaining 6% can be accounted for by other dimensions not mentioned in the study. This provides an idea that the locus of control influenced leaders to share responsibilities to their colleagues in the organization.

The result explains that the locus of control may it be internal or external would lead the school heads to delegate the roles and responsibilities. It entails that they believed on the abilities of their colleagues in bringing changes. They do

not treat them as their competitors but as a help to improve the school in all aspects.

The locus of control signifies that power sharing can easily be done when there is total participation from the teachers in the organization. Aside from that, the school heads influenced teachers to become free from expressing their thoughts and ideas that will surely bring change to school (Elanain, 2010).

**Table 16: Influence of the Locus of Control of the School Heads on the Ethical Leadership in Terms of Power-Sharing**

Locus of Control	Coef. B	Std. Error	t - value	Probability
(Constants)	-2.311	0.147	-15.731	0.000
Internal	0.675	0.081	8.311	0.000**
External	0.864	0.078	11.081	0.000**
Multiple R = 0.940	F – Value = 1184.808			
Probability = 0.000**	** = Significant at 1% level.			

**3.17 Locus of Control on Integrity**

Table 17 reveals the influence of the locus of control of school heads on the ethical leadership in terms of integrity (F-value=1120.897, Probability=0.000\*\*). This provides that the hypothesis is rejected since the P-value is lower than 0.05.

In addition, 93.70% of the variation of ethical leadership can be associated with integrity and the remaining 6.30% is provided for other dimensions not indicated in the study. This entails that the locus of control of the school heads highly influenced their integrity.

This implies that the school heads locus of control helps them build their integrity. They are trustworthy in all facets and they do their tasks based on the contexts of their power. Their control towards the organization is seen as a major force which geared their vision to attract those in the lowest level of the organization.

Integrity of the school heads is influenced by the locus of control in the sense that they adhered to strong moral principles and uprightness which would make them to be trusted in every word that they said. In fact, by doing so, they have the command of the teachers to make themselves productive (Joseph, 2021).

**Table 17: Influence of the Locus of Control of the School Heads on the Ethical Leadership in terms of Integrity**

Locus of Control	Coef. B	Std. Error	t – value	Probability
(Constants)	-2.502	0.155	-16.123	0.000
Internal	0.737	0.086	8.591	0.000**
External	0.846	0.082	10.275	0.000**
Multiple R = 0.937	F – Value = 1120.879			
Probability = 0.000**	** = Significant at 1% level.			

**3.18 School Heads Conveyance of Positive Behavior in the Workplace**

*Assisting Teachers for Professional Development.* The school heads gave teachers technical assistance so that they could grow better in the tasks given to them. In the same manner, this implies that teachers are honed to become the best version of themselves. This manifests that the school heads are gearing towards the growth of teachers by showing their positive behavior they may be able to bring teachers with the highest level of motivation and pride.

During the interview, one of the participants responded that:

*“Most of the things I have done that my teachers appreciated is that every time I give technical assistance on*



*aspect of instructional as far as teaching learning process is concerned, I also give them the opportunity to develop their professional skills by letting them attend seminars funded by MOOE. Not just technical assistance but also on improving teaching learning strategies by having our SLAC.” (Participant 1)*

Also, another participant added that:

*“My colleagues are always appreciating when I’m giving them technical assistance especially on the use of ICT. THEY appreciate it that each of them can openly present their ideas and are given them equal opportunities. Having given equal opportunities and shown appreciation of their outstanding performance, a high sense of professionalism is exercised. It helped me as a school head multiplying positivity in school as a whole.” (Participant 4)*

As mentioned by Darling-Hammond et al. (2017) that by assisting teachers for their professional development would mean that they could have the focused on the teaching strategies which are anchored on the content of the curriculum. Meanwhile, this increases active learning which engaged teachers on designing and in using a new strategy in teaching. Teachers could also move away from a traditional approach of teaching.

*Involving Teachers in Planning.* As the school head conveyed positive behavior in the workplace, they allowed teachers by taking part in making changes to the school they are serving. This explains that they were empowered by the school heads to make a difference for the development of the school. More importantly, this shows that the school heads pushed the teachers to express their thoughts and opinions for the change that they are aiming.

One of the participants expressed that:

*Ang ginahimo ko nga ginapassalamatan sang mga maestro ko sa akon, kung ano man ang mga plano ko sa school ginasali ko gid sila..ginapangayuan ko na sila opinion bago ako mag implement sa kong ano man nga mga activity kag project. Sa amo sina nga paagi mabatyagan nila nga importante man ang ila nga tingog sa akon, hindi kay ako nalang tanan naga desisyon. Kag transparent ko iya labi nag id sa mga money matters. (What I am doing is that I expressed my gratitude to them by involving them and by asking their opinions about the implementation of school activities and projects. Through this, they could feel that they are important...Participant 2).*

In the same vein,

***“Involve them in Planning, Implementation and monitoring. If they were involved, there is a smooth flow of implementation of any program and project. Teacher will be appreciative if their suggestions are also considered and whatever decisions of majority are being followed.” (Participant 5).***

Involving teachers in planning gives the school heads the opportunities to lay out the different programs which benefit the school in general (Wimberly & Noeth, 2004). Also, involving teachers means that they are given the voice in all aspects because collaboration is very important in to successfully plan effective endeavors (Rimpola, 2014).

*Appreciating Teachers for their Performance.* One of the positive behaviors being shown by the school heads is their ability to cherish the selfless dedication towards their job. As teachers, the appreciation given to them by their respective school heads for the job well-done reiterated that they can complete the given tasks excellently. They could perform better because they are considered as important in the organization and an asset which could bring the school in the pedestal of success.

As shared by the participant that:

*“Karaniwang ginagawa na pinapasalamatan ng aking mga guro ay lagi ko sila pinupuri sa kanilang mga kaaya ayang accomplishment, palagi ako nagsasabi sakanila ng maraming salamat, magkain kami ng sabay sabay at mag outing din minsan para maalis ng pansamantala ang stress.”* (I thank them and appreciate them for their accomplishments. We used to eat together and visited to places to ease the stresses, Participant 9).

Another participant revealed that:

*“Sa mundo ng pagtuturo, ang pagkakaroon ng magandang relasyon sa mga kasamahan ay pagsabi ng salamat sa mailiti o malaking accomplishment ng iyong mga guro isang paraan para iparamdam sa kanila na nakikita/ naappreciate moa ng knilang ginagawa para sa paaralan. May iba’t ibang paraan sa pagbigay ng pasasalamat sa aking mga guro, mayroong pagbibigay ng mga simpleng bagay sa kanila halimbawa pagbibigay ng pasalubong sa kanila kung ako ay galing sa isang bakasyon o seminar, kmakainkaming sabay sabay, kumbaga after a heavy work loads I make sure na we spent time together para magrelax.”* (In the world of teaching we need to have a good relationship with our colleagues and to thank them for their accomplishments. May it big or small it is one way of allowing them to feel that they are appreciated for their tasks. Sometimes I gave them something especially when I came from a seminar and we used to eat together. After all the heavy workloads we spent time together to relax, Participant 13).

For Fulton and Leech (2014) one of the most common problems being faced by learning institutions is the lack of recognition by the school heads towards their teachers. They reiterated that recognition is fundamental in understanding the value of teachers especially in the aspects of belongingness which increase their morale and enhance their loyalty. Above all, their retention rate has an impact on their engagement in the organization.

**Table 18: School Heads Conveyance of Positive Behavior in the Workplace**

Themes	Frequency of Response	Core Ideas
Assisting Teachers for Variant Teachers were given professional Development technical assistance specially to make them knowledgeable of the task given to them Involving Teachers in	50%	General
planning Typical Teachers were allowed to take part in making changes to the school that they are serving. Appreciating teachers in their Performance Typical	25-40%	Typical
Teachers were acknowledged of the completion of the tasks given to them	20%	Variant
Legend		

### 3.19 School Heads Conveyance of Control of their Behavior in the Workplace

*Reminding Teachers of their Commitments.* To control their behavior in the workplace, the school heads were incessant to reminding the teachers to fulfill their duties and responsibilities. This connotes that they politely resonated that teachers need to evaluate their performance for the growth and development of their learners in general. Indeed, it was mentioned during the interview that:

*“There are some teachers who are less committed on their works and not so serious of doing their job, during meeting I remind them that we are public servants and we need to show our commitment and we will perform our duty to the best of our ability. I am not affected of their behavior for I know what I am doing is right.”*

**(Participant 5)**

The school principal is a unique position because it influenced on the implementation of the principles which guided the teachers towards their professional development. Reminding them of their commitments is their primary tasks so that they could maintain positive, and healthy teaching and learning environment (Bredeson, 2000).

*Holding Emotion.* As a school head, they showed that they need to have the composure by holding their emotions. They did not allow themselves to be conquered by it especially in making decisions. More so, they see to it that they do not utter words that could hurt the feelings of their colleagues in the workplace. As much as possible they uphold their sense of professionalism so that they could be able to easily transpire their ideas to everyone. At the end of the day they have a common goal.

**Hence, one of the Participants Expressed that**

*“Controlling one’s behavior takes a lot of maturity and composure. By experience, I learned how important self-control is that is why I try my best to control my emotions in every situation because it is difficult to do damage control when the situation gets out of control.”* (Participant 4)

In addition,

*Keep calm and be an open-minded person, seek relevant ideas from the colleagues and settle better possibilities to sustain/ ensure a good working relationship.* (Participant 7)

As Zorn and Boler (2007) stated that within education, as in the wider culture, emotions are a site of control and a mode of political resistance. Emotions matter in educational leadership because leaders, teachers and learners understand and enact their roles of subordination and domination significantly through learned emotional expressions and silences. Furthermore, emotions are a basis of collective and individual social resistances to injustices.

*Solving Problems by Calling Teachers’ Attention.* In the workplace, it is very necessary for the school head to not make a hasty decision especially when conflicts occur among teachers. Calling both parties reflected their strong commitment to fair and just leadership. Furthermore, this exhibits that the school heads are not interested to divisions among teachers. They look forward for the strong bonds which strengthen camaraderie and cooperation among them.

One of the participants confirmed this that;

*“Kung nay higayon nga dili me magkasinabot sa ako mga guro sa isa ka butang ako na sila ginatawag sa ko office tapos didto me magstorya, during meeting ako nana sila pasiunahan dili jud nako mahuman ang adlaw nga dili namo maresolba ang misunderstanding namo kay huot baya sa dughan ang ing ana maam, dili nako gusto padugayon kay unang una maapektuhan ang amo pagiging productive sa amo trabaho ug dili mayo ang relasyon namo sa ako mga maestro.”* (When there were misunderstandings, I called them in my office and we talked about the issue. During the meeting I already talked to them as I did not end the day without resolving the issues because I do not want that our job will be affected, Participant 8).

Conflict resolution involves the reduction, elimination, or termination of all forms and types of conflicts. Hence, conflict resolution tends to use terms like negotiation, bargaining, mediation or arbitration. While conflict management is a method incorporated to facilitate a positive or at least an agreeable outcome. Principals and teachers do involve in conflict resolution and management in the school system on issues bordering on students’ discipline and control. In addition, the

school heads solved the problems by calling the conflicting parties before it will be sent to the higher ups when this cannot be solved in their levels. But as much as possible, they have to resolve the conflict within (Kalagbor & Nnokam, 2015).

**Table 19: School Heads Conveyance of Control of their Behavior in the Workplace**

Themes	Frequency of Response	Core Ideas
Reminding Teachers Variant School Head Politely of their Commitments resonated that teachers Have the roles and do their responsibilities to fulfill	50%	General
Holding Emotions Typical School heads held their Feelings before making decisions	25-40%	Typical
Solving Problems by Calling Teachers' Attention Typical School Heads responded to conflicts by allowing both parties to be heard	20%	Variant
<b>Legend</b>		

#### 4.1 Implications for Practice

This study presents the findings of the study based on the research questions. It reveals that:

- The level of organizational behavior of the school heads in terms of self-efficacy is 4.27, hope (4.28), optimism (4.34), and resiliency (4.26);
- The level of locus of control of school heads in terms of internal and external loci of control is 4.26 and 4.32;
- The level of ethical leadership of school heads in terms of fairness (4.26), power-sharing (4.28), and integrity is 4.28;
- There is a significant relationship between organizational behavior and ethical leadership of the school heads at P-value = 0.000 and 0.01 level of significant.
- There is a significant relationship between Locus of control and ethical leadership of the school heads at 0.05 level of significant.
- Hope, optimism, and resiliency are the dimensions of organizational behavior which influenced ethical leadership of the school heads.
- The locus of control of the school heads influenced their ethical leadership.
- The school heads show positive behavior in the workplace by assisting teachers for professional development, involving teachers in planning, and appreciating teachers for their performance; and
- The school heads show control of their behavior in the workplace by reminding teachers of their commitments, holding their emotion, and solving problems by calling teachers' attention.

#### 4.2 Implications for Future Study

The following recommendations are provided by the study:

- The school heads have to continue to show their organizational behavior;

- The school heads should have to remain committed to control all the aspects of school management;
- The school heads should have to continue practice the very high level of ethical leadership;
- The intervention program will be used in the organization specifically on power sharing and giving side comments.
- Future researchers should have to look for the dimensions which are not included in the study by conducting a factor analysis.

### 4.3 Concluding Remarks

Based on the foregoing findings, the following conclusions are drawn:

- The school heads observed the very high level of organizational behavior;
- The school heads have very high locus of control which are mirrored in their workplace;
- They practiced the very high level of ethical leadership in dealing with their colleagues in the organization;
- The organizational behavior of the school heads is reflected on their ethical leadership;
- The focus of control strongly supports their ethical leadership in general;
- The positive organizational behavior of the school heads highly influenced their ethical leadership;
- The locus of control of the school heads highly influenced their ethical leadership;
- The school heads see to it that they care for the welfare of the teachers within the organization; and
- The school heads are committed to provide support to the teachers as they remained steadfast with their commitments to be calm in dealing with different problems and challenges.

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### **Dissertation**

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