

Mediating Effect of Encouraging Attitude of School Principals on Personal Well-Being and Career Ethics of Teachers

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Abstract:- The goal of the current study was to determine if intercultural sensitivity and instructors' job satisfaction were significantly mediated by their etiquette instruction. The 200 public elementary school teachers in Davao City's Maa District were chosen by the researcher to participate in this study as study respondents. Using a stratified random sample technique, the respondents were chosen. A quantitative non-experimental study design with a descriptive-correlational methodology was used. The following statistical techniques were applied to the collected data: Mean, Pearson Moment Product Correlation, and Heirarchical Regression Analysis. The results of the descriptive analysis indicated that although instructors' intercultural sensitivity was assessed as relatively extensive, their work fulfillment and teaching etiquette were described as extensive. Additionally, correlation analysis showed a strong connection between teachers' culturally sensitivity, job satisfaction, and teaching etiquette in Davao Central District, Davao City. Heirarchical regression analysis clearly shown that intercultural sensitivity and teachers' job satisfaction in Davao City's Maa District are significantly influenced by professional manners. Put differently, since teaching etiquette strengthens relationships, it has a major moderating effect on teachers' intercultural sensitivity and job satisfaction.

Keywords:- Educational Management, Intercultural Sensitivity, Work Fulfillment, Teaching Etiquette, Davao City, Philippines.

I. INTRODUCTION

A. The Problem and Its Scope

According to Valentine et al. (2011), exhibiting professional ethics is a vital component of establishing a competitive edge in the global marketplace and enhances organizational success. According to Hodges (2015), people who are disciplined in all area of their lives will notice a trickle-down effect in their productivity at work. This discipline aids in the development of qualities including intelligence, knowledge, initiative, flexibility, adaptability to lead change, and self-skill (Ndung'u, 2014). Herlambang (2013) adds that instructors with strong work ethics and discipline have a beneficial effect on their performance by coordinating their efforts with organizational goals, which

leads to the successful and efficient completion of tasks (Febriyanto, 2012).

Environmental and personal factors both have an impact on personal well-being, which is described by Saricaoglu and Arslan (2015) as a favorable and sustainable state that permits individuals to flourish (Reis, 2012). Positive relationships and social support are important indicators of human well-being and thriving, as noted by Kilgo et al. (2016). According to Kotze and Kleynhans (2013), having social support is frequently associated with happiness, whereas not having it is associated with psychological discomfort. Social connections are therefore essential for growth and general wellbeing.

Positive behavior and work ethics are also greatly influenced by effective leadership. According to Helms (2012), a supportive leader is one who values contributions, expresses gratitude, and cultivates a sense of belonging. According to Naile (2014), these leadership traits influence a person's overall strength and course of action throughout time. Effective leadership, according to Jabor et al. (2013), draws students in and improves instruction and learning. According to Heller and Firestone (2011), supporting leadership behavior aids in the collaboration of teaching staff members toward shared educational objectives.

However, disagreements that lower teaching satisfaction can make positive conduct in schools weaker (Panigrahi & Al-Nashash, 2019). Stress and a decline in job satisfaction are caused by unethical working circumstances for employees in Asia (Petty & Hill, 2017). Amine et al. (2012) document that poor working conditions expose service providers—like teachers—to dishonest behaviors in the Philippines. In order to improve the working environment and lower stress levels, this context emphasizes the need for stronger work ethics.

Numerous studies that have looked at elements impacting educators' work ethics have highlighted the importance of improved well-being. According to Bartel et al. (2011), positive employee attitudes reduce unethical activities such as lying and theft. Positive well-being among employees is demonstrated by extra-role actions including helping coworkers, according to Oswald et al. (2014). According to Barcena (2020), improved well-being accounts for 13.40% of the overall variability in teachers' work ethics. This is a considerable contribution. These results imply that social

dynamics and work regulations, along with improved well-being, promote an ethical work environment.

In this case, the researcher uses a quantitative research approach to conduct a study in the Philippine setting, specifically in Cotabato Division, in order to fill the gap. In order to gain a better understanding of the mediating role that supportive leadership styles have on the relationship between improved well-being and teachers' work ethics, this study uses a descriptive-correlational design and mediation analysis. Because there is currently little study on this particular mediation effect, this focus is essential.

B. Statement of the Problem

The study aimed to evaluate the significance on the mediating effect of encouraging attitude of school principals on the relationship between personal well-being and career ethics of teachers in Matina District, Davao City. Specifically, the study has the following objectives:

- *What is the Extent of Personal well-being of the Teachers in Terms of:*
 - Confidence;
 - Positive relation;
 - Purpose in life; and
 - Self-awareness?
- *What is the Extent of Career Ethics of Teachers in Terms of:*
 - Work as central life interest;
 - Moral approach to work; and
 - Intrinsic work motivation?
- *What is the extent of encouraging attitude of school principals in Matina District, Davao City?*
- *Is there significant relationship among teachers' personal well-being, career ethics, and encouraging attitude of school principals in Matina District, Davao City?*
- *Do encouraging attitude of school principals have significant mediating effect on the relationship between personal well-being and career ethics of teachers in Matina District, Davao City?*

C. Hypothesis

The following hypotheses were tested at 0.05 level of significance:

- H_{01} : There is no significant relationship among teachers' personal well-being, career ethics, and encouraging attitude of school principals in Matina District, Davao City.
- H_{02} : Encouraging attitude of school principals do not have significant mediating effect on the relationship between personal well-being and career ethics of teachers in Matina District, Davao City.

D. Theoretical/Conceptual Framework

The claims made by Jay (2014), Hannagan (2010), and Zaraket and Gharios (2018) serve as the foundation for the current research. According to Zaraket and Gharios (2018), there is a significant correlation between teacher empowerment and high-quality professional relationships. This is because empowering human resources helps them reach their full potential and develops a favorable work environment and dedication among staff members. Jay (2014) went on to suggest a strong correlation between teacher empowerment and a leader's supportive demeanor, coming to the conclusion that when school administrators include teachers in decision-making, it improves their performance. Effective delegation by principals improves teachers' performance by instilling in them a sense of accountability, diligence, and commitment. According to Hannagan (2010), a supportive leader encourages instructors to collaborate and be productive, and good communication enables people to modify their efforts to achieve objectives.

The three variables in this study are teacher empowerment, which is the dependent variable, personal well-being as the independent variable, and a leader's supportive attitude as the mediator (see Figure 1). Autonomy, a sense of purpose in life, pleasant relationships, and self-acceptance are all indicators of personal well-being, which Moe (2012) defines as a positive and sustainable state. The idea that one's ideas and actions are self-determined is known as autonomy; having a purpose in life gives one direction and meaning; having positive interactions with others indicates warm, trustworthy interpersonal relationships; and accepting oneself is a sign of mental health and optimal functioning. The purpose of this study is to investigate how the mediation effect of supporting leadership influences teacher empowerment as it relates to these well-being metrics.

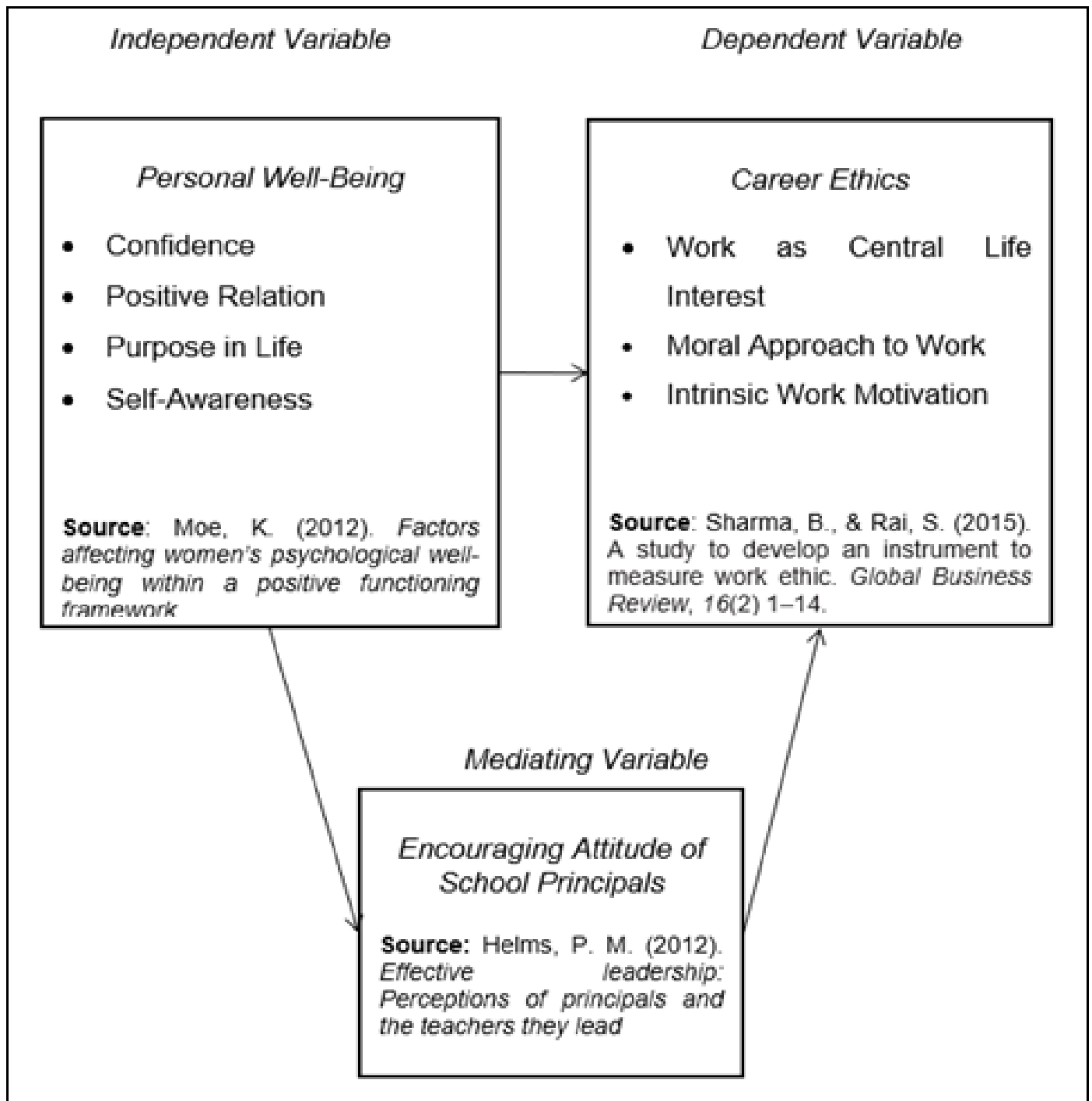


Fig 1 The Conceptual Framework of the Study

II. METHOD

A. Research Design

The study revolved around quantitative research, which works with logical thinking, math and objective analysis, stressing constant data and thorough reasoning. It employed a non-experimental, descriptive correlation design to collect data (Babbie et al. 2010). This correlation design, according to Myers and Well (2013), looks at how the independent variable affects the dependent variable and establishes cause-and-effect relationships. The study looked at two variables at a time to explain how they related to one another, focusing on how teachers' personal well-being and professional ethics

interact with school principals' supportive demeanor. The purpose of the research was to ascertain if the positive demeanor of Davao City's Matina District school principals substantially moderates the association between teachers' professional ethics and personal well-being.

B. Research Respondents

Teachers in Davao City's Matina District were picked as the study's respondents. They were chosen using a stratified random sampling technique, which divides a population into subgroups or strata according to shared traits like income or level of education (Shi, 2015). Notwithstanding the diversity of the community, 200 respondents were selected for the

study in order to guarantee representation. In order to choose respondents who could offer pertinent information, inclusion criteria were developed with a focus on permanent-regular teachers in Davao City's Matina District. These instructors had to be free of criminal or administrative problems and have to have freely signed the informed consent form. The socioeconomic situation of the elementary school instructors was not taken into consideration, and the study was restricted to answering research questions.

C. Research Instrument

The current study used, adapted, and modified survey questionnaires in three parts. The first part focused on teacher empowerment, utilizing Ryff's Psychological Well-Being Scales (PWB) which had a high reliability with a Cronbach coefficient of 0.982. Validated by experts, this questionnaire was answered using a 5-point Likert scale (5 = highest, 1 = lowest). Personal well-being was interpreted as follows: scores between 4.20 and 5.00 indicated very extensive well-being, 3.40 to 4.19 extensive, 2.60 to 3.39 moderately extensive, 1.80 to 2.59 less extensive, and 1.00 to 1.79 not extensive.

The second part addressed teachers' career ethics, adapted from Sharma and Rai (2015), with a reliability coefficient of 0.940. Using the same 5-point Likert scale, career ethics was interpreted similarly: 4.20 to 5.00 indicated very extensive manifestation of ethics, 3.40 to 4.19 extensive, 2.60 to 3.39 moderately extensive, 1.80 to 2.59 less extensive, and 1.00 to 1.79 not extensive.

The third part assessed the encouraging attitude of school principals, adapted from Helms (2012), and had a reliability coefficient of 0.900. This questionnaire, also answered on a 5-point Likert scale, interpreted the encouraging attitude of principals as very extensive (4.20 to 5.00), extensive (3.40 to 4.19), moderately extensive (2.60 to 3.39), less extensive (1.80 to 2.59), and not extensive (1.00 to 1.79).

Scaling for all parts used an average cut-off point of 2.5 with a uniform interval of 0.80. The instrument was validated by three experts and revised based on their feedback.

D. Data Analysis

The researcher used several statistical tools to process the gathered data. The mean was employed to characterize the personal well-being and career ethics of teachers, as well as the encouraging attitude of school principals, addressing objectives 1, 2, and 3. Moreover, the Pearson Product Moment Correlation assessed the significant relationships among the independent variable (personal well-being), the dependent variable (career ethics), and the mediating variable (encouraging attitude of school principals), addressing objective 4. Finally, the Structural Equation Model through Mediation Analysis evaluated the mediating effect of the encouraging attitude of school principals on the relationship between personal well-being and career ethics of teachers, addressing objective 5.

III. RESULTS AND DISCUSSION

A. Personal Well-Being of Teachers in Matina District, Davao City

➤ Teachers' Autonomy

Table 1 shows that the teachers' personal well-being was assessed as extensive, with a category mean of 3.57, indicating it is often observed. The mean ratings of various items ranged from 3.15 to 4.22. The item "Tending to be me, I do not worry about what other people think of me" had a mean rating of 3.15, described as moderately extensive and sometimes observed. Conversely, "Being confident to voice my opinions, even when they are in opposition to the opinions of most people" had a mean of 4.22, described as very extensive and always observed. This implies that teachers often act independently, not swayed by external pressures, supporting Ziskis (2010) who noted that confidence involves seeking personal authority and standing firm against social pressure, guided by internal standards and values.

Table 1 Personal Well-Being of Teachers in Terms of Autonomy

Statement	Mean	Descriptive Rating
Being confident to voice my opinions, even when they are in opposition to the opinions of most people.	4.22	Very Extensive
Having decisions are usually my own, and not influenced by what everyone else is doing.	3.24	Moderately Extensive
Tending to be me, I do not worry about what other people think of me.	3.15	Moderately Extensive
Always standing on what I believe on, I tend not to be influenced by people with strong opinions.	3.43	Extensive
Having confidence in my opinions, even if they are contrary to the general consensus.	3.85	Extensive
Mean	3.57	Extensive

➤ Positive Relation

Table 2 demonstrates that teachers' extensive category mean of 3.37 for personal well-being in terms of pleasant interactions indicates that it is sometimes observed. The mean ratings varied between 2.23 to 4.11. With a mean score of 2.23, the item "Having people describe me as a giving person, willing to share my time with others" was deemed to be less widespread and infrequently noticed. Teachers in Davao City's Matina District, on the other hand, reported that the

item "Often feeling happy because I have a few close friends with whom to share my concerns" received a mean score of 4.11, which was considered extensive. This suggests that teachers can occasionally be seen to have a feeling of purpose and meaningful relationships. This bolsters the findings of Husted (2017), who highlighted the significance of purpose in goal-setting throughout transitions, and Japaridze et al. (2011), who observed that having a strong sense of purpose gives life direction and significance.

Table 2 Personal Well-Being of Teachers in Terms of Positive Relation

Statement	Mean	Descriptive Rating
Most people see me as loving and affectionate.	3.25	Moderately Extensive
Maintaining close relationships has been easy and satisfying for me.	3.24	Moderately Extensive
Being often feel happy because I have few close friends with whom to share my concerns.	4.11	Extensive
Enjoying personal and mutual conversations with family members or friends.	4.02	Extensive
Having people would describe me as a giving person, willing to share my time with others.	2.23	Less Extensive
Mean	3.37	Extensive

➤ Purpose in Life

The self-development category mean for teachers' personal well-being was 3.26, which is considered moderately extensive and occasionally seen. The mean scores varied from 2.22 to 3.46. "Living life one day at a time and thinking about the future" was evaluated at 3.46 (extensive, often observed), while "Enjoying making plans for the future and working to make them a reality" was rated at 2.22 (less

extensive, seldom observed). This supports Salami (2010), who highlighted the significance of directedness and intentionality for a purposeful life, by indicating that warm, trustworthy interpersonal contacts and strong feelings of empathy and affection are sometimes observed. Good relationships with others are crucial for mental health because they allow people to grow close, empathetic bonds, show empathy, and take care of the needs of others.

Table 3 Personal Well-Being of Teachers in Terms of Purpose in life

Statement	Mean	Descriptive Rating
Living life one day at a time and think about the future.	3.46	Extensive
Having a sense of direction and purpose in life.	3.02	Moderately Extensive
Having daily activities often seem interesting and important to me.	3.43	Extensive
Having a good sense of what it is I'm trying to accomplish in life.	3.13	Moderately Extensive
Enjoying making plans for the future and working to make them a reality.	2.22	Less Extensive
Mean	3.26	Moderately Extensive

➤ Self-Awareness

The extensive category mean of 3.49 for teachers' self-awareness indicates that they are generally observed. The mean ratings were 3.04 to 4.18, with 3.04 representing "feeling like many of the people I know have gotten more out of life like me" and 4.18 representing "feeling contented about my achievements in many ways" (extensive, often noticed). This implies that traits of self-actualization and optimal functioning, along with the essential component of

mental health, are often seen in educators. Dierendonck et al. (2007), who highlighted self-awareness as a crucial component of mental health and optimal functioning, which leads to increased success and feelings of fulfillment, provide evidence for this. In the same way, self-awareness was emphasized by Linley et al. (2014) as a crucial element of self-actualization, promoting improved psychological growth and functioning.

Table 4 Personal Well-Being of Teachers in Terms of Self-Awareness

Statement	Mean	Descriptive Rating
Looking at the story of my life, I am pleased with how things have turned out.	3.46	Extensive
Feeling confident and positive about myself, in general.	3.29	Moderately Extensive
Feeling like many of the people I know have gotten more out of life like me.	3.04	Moderately Extensive
Liking most aspects of my personality.	3.08	Moderately Extensive
Feeling contented about my achievements in life in many ways.	4.18	Extensive
Mean	3.49	Extensive

To summarize, the overall mean of teachers' personal well-being is 3.42, indicating it is extensively observed. Personal well-being in terms of autonomy received the highest mean score of 3.57, interpreted as oftentimes observed, while purpose in life received the lowest mean score of 3.26, suggesting it is sometimes observed by teachers in Matina District, Davao City.

B. Career Ethics of Teachers in Matina District, Davao City

➤ Work as Central Life Interest

Table 5 reveals that teachers in Matina District, Davao City described their career ethics in terms of work as a moderately extensive aspect, with a category mean of 3.31,

suggesting it is sometimes observed. Mean ratings ranged from 2.72 to 4.13, with "Believing that one's work provides the best source of achieving perfection in life" rated at 2.72 (less extensive, seldom observed) and "Perceiving that work provides a powerful channel to express one's knowledge, ability, and creativity" rated at 4.13 (extensive, often manifested). This indicates that teachers occasionally emphasize their assignments or other tasks. This aligns with Arli and Pekerti's (2017) assertion that work ethic extends beyond mere company or professional ties, encompassing labor itself and serving as a key aspect of self-identification. Additionally, Sharma (2018) noted that individuals who value their work feel a strong sense of responsibility toward it, viewing labor as a primary aspect of their lives.

Table 5 Career Ethics of Teachers in Terms of Work as Central Life Interest

Statement	Mean	Descriptive Rating
Finding teaching career to be one of the most important activities in my life.	3.12	Moderately Extensive
Believing that a person is known in society by the work he does.	3.42	Extensive
Perceiving that work provides a powerful channel to express one's knowledge, ability and creativity.	4.13	Extensive
Believing that one's work provides the best source of achieving perfection in life.	2.72	Moderately Extensive
Preferring to continue teaching even if I don't have to work to earn a living.	3.18	Moderately Extensive
Mean	3.31	Moderately Extensive

➤ *Moral Approach to Work*

Table 6 shows that teachers' career ethics, especially their moral attitude to work, have a moderately extended category mean of 3.33, indicating that they occasionally exhibit it. The mean ratings vary from 2.85 to 3.78. "Setting myself as a model of good character to the students" was rated at 3.78 (extensive, often observed), and "Believing that one should never be late for work unless there is some real emergency" was rated at 2.85 (moderately extensive, sometimes observed). This implies that educators sometimes

maintain ethical and moral principles, such as the importance of diligence. This is consistent with the research conducted by Nizam et al. (2016), which shows that working people are more likely to be aware of changes in the workplace, to grasp what is expected of them as subordinates, and to actively contribute to preserving a setting that is favorable to everyone. The findings also support La'Vone Hill's (2019) claim that morality and ethics can be influenced by one's professional status.

Table 6 Career Ethics of Teachers in Terms of Moral Approach to Work

Statement	Mean	Descriptive Rating
Believing that even in this fast-changing world, sincerity, hard work, and integrity continue to be the golden keys to success in one's work life.	3.26	Moderately Extensive
Feeling a moral obligation to give a full day's work for a full day's pay.	3.45	Extensive
Believing that one should never be late for work unless there is some real emergency.	2.85	Moderately Extensive
Finding teaching a noble and decent job.	3.31	Moderately Extensive
Setting my self as model of good character to the students.	3.78	Extensive
Mean	3.33	Moderately Extensive

➤ *Intrinsic Work Motivation*

The career ethics of teachers in Davao City's Matina District have a category mean of 3.10 in Table 7, suggesting that they occasionally exhibit them. The mean ratings are 2.10 to 3.89, where "Thinking of teaching as a calling" is evaluated at 3.89 (extensive, often manifested) and "Paying attention to how I carry myself" is rated at 2.10 (less extensive, seldom manifested). According to Salahudina et

al. (2016), positive work attitudes are created by industrial harmony, acknowledgment, and freedom. This shows that teachers are sometimes driven by internal ideals rather than outward rewards. It also backs up the findings of Kangasniumi et al. (2016), who claimed that efforts to create guiding traditions, optimism, and perseverance are the sources of workplace self-discipline.

Table 7 Career Ethics of Teachers in Terms of Intrinsic Work Motivation

Statement	Mean	Descriptive Rating
Believing that a job well done is a reward in itself.	3.35	Moderately Extensive
Welcoming jobs that involve greater responsibility and challenge as they contribute to my learning and growth.	3.62	Extensive
Having thought teaching as a calling.	3.89	Extensive
Paying attention on how carry myself.	2.10	Less Extensive
Believing that my presence could bring changes in student's life.	2.56	Less Extensive
Mean	3.10	Moderately Extensive

The results demonstrate that teachers in Davao City's Matina District occasionally exhibit career ethics motivated by internal ideals rather than by rewards from the outside world. These findings are consistent with Salahudina et al. (2016), who observed that favorable work attitudes arise when industrial harmony and recognition are encouraged. This bolsters the findings of Kangasniumi et al. (2016), who connected perseverance and optimism with work-related self-discipline.

To summarize, the total mean of professional ethics among teachers is 3.25, which is considered to be somewhat extensive. "Intrinsic Work Motivation" scored lowest at 3.10, characterized as occasionally displayed, while "Moral Approach to Work" scored highest at 3.33, suggesting it is frequently manifested. This implies that the professional ethics of teachers are in line with the objectives of the organization, confirming the findings of Christian et al. (2011) that motivation improves work performance and Esen (2011) that committed teachers are more committed. The

results also support the findings of Wahyudi (2016), who established a connection between work ethics and workplace behavior, and Petty and Hill (2017), who discovered that highly devoted employees are more likely to make positive changes.

C. Encouraging Attitude of School Principals in Matina District, Davao City

Table 8 reveals that the encouraging attitude of school principals is moderately extensive, with a category mean of 3.34, indicating it is sometimes manifested. The mean ratings for different items range from 2.85 to 3.78. Specifically, "Having a school principal creatively rewarding teachers for their contributions" has a mean rating of 2.85, described as

moderately extensive and sometimes manifested by the students, while "Having a school principal finding ways to celebrate learning accomplishments of the teachers" has a mean rating of 3.78, described as extensive and oftentimes observed in Matina District, Davao City. This suggests that recognizing others' contributions and fostering a spirit of community by celebrating small victories is sometimes evident. Naile (2014) supports this by stating that a leader's ability to encourage subordinates involves processes guiding the strength and direction of their actions over time. Additionally, the quality of a teacher's relationship with a student significantly impacts student motivation, fostering creativity, a positive and respectful attitude, and enhancing peer interactions and classroom enjoyment.

Table 8 Encouraging Attitude of School Principals in Matina District, Davao City

Statement	Mean	Descriptive Rating
Having a school principal praising me for a job well done.	3.26	Moderately Extensive
Having a school principal expressing confidence in teachers' abilities.	3.45	Extensive
Having a school principal creatively rewarding teachers for their contributions.	2.85	Moderately Extensive
Having school principal recognizing teacher for commitment to shared values.	3.31	Moderately Extensive
Having a school principal finding ways to celebrate learning accomplishments of the teachers.	3.78	Extensive
Having a school principal giving teachers appreciation and support.	3.36	Moderately Extensive
Mean	3.34	Moderately Extensive

D. Relationship among Personal Well-Being, Career Ethics of Teachers, and Encouraging Attitude of School Principals in Matina District, Davao City

The results on the analysis of the relationship among personal well-being, career ethics of teachers, and the encouraging attitude of school principals are presented using bivariate correlation analysis with Pearson product moment correlation. Table 9 shows that personal well-being has a significant positive relationship with the career ethics of teachers, with a p-value of .000, less than the .05 level of significance (two-tailed) ($r = .772$, $p < 0.05$). This indicates that as personal well-being increases, the career ethics of

teachers also significantly improve, leading to the rejection of the null hypothesis of no significant relationship between personal well-being and career ethics of teachers in Matina District, Davao City. This finding supports Ojala and Ahonen's (2009) view that personal well-being at work influences an organization's competitive advantage by fostering employees' positive behavior, thereby reducing costs associated with sick leave, occupational accidents, and work disability. Additionally, it aligns with Hagelstam's (2017) perspective that enhanced well-being increases joint competence and organizational learning, enabling the creation of new services and products.

Table 9 Relationship among Personal Well-Being, Career Ethics of Teachers, and Encouraging Attitude of School Principals in Matina District, Davao City

Variables	Commitment	Symbolic Leadership Orientation
Personal Well-Being	0.772**	0.692**
	0.000	0.000
Career Ethics	1	0.684**
		0.000

The results indicate a significant positive relationship between leadership conceptual competence and the professional endeavor of teachers in Matina District, Davao City, with a p-value of .00, less than the alpha set at .05 ($r = 0.692$, $p < 0.05$). This suggests that changes in leadership conceptual competence led to significant changes in the professional endeavors of teachers, rejecting the null hypothesis of no significant relationship. This aligns with Proudfoot et al. (2009), who assert that enhanced well-being can enable individuals to work harder or smarter, and with Bartel et al. (2011), who found that favorable workplace attitudes lead to better outcomes and lower closure rates, although other unobserved organizational characteristics may also play a role.

Similarly, the relationship between professional endeavor and the career ethics of teachers is significantly positive, with a p-value of .00, less than the alpha set at .05 ($r = 0.684$, $p < 0.05$). This indicates that changes in professional endeavor led to significant changes in career ethics, leading to the rejection of the null hypothesis. This finding supports Hindt (2012), who noted that an encouraging attitude from leaders is crucial for accomplishing organizational goals through collective efforts, and Sergiovanni (2015), who emphasized that effective leadership helps people understand, manage, and live with problems.

E. Mediating Effect of Encouraging Attitude of School Principals on the Relationship Between Personal Well-Being and Career Ethics of Teachers in Matina District, Davao City

The mediating effect of the encouraging attitude of school principals (EA) on the relationship between personal well-being (PW) and career ethics (CE) of teachers in Matina District, Davao City was tested using Structural Equation Modeling in JASP software. Table 10 shows that the total effect of PW on CE is significant (estimate value of 0.977, $p < 0.05$). The direct effect of PW on the moral work behavior (MWB) of teachers is also significant (estimate value of 0.124, $p < 0.05$). Additionally, PW's effect on MWB, with EA

as a mediator, is significant (estimate value of 0.468, $p < 0.05$), indicating that EA partially mediates the relationship between PW and CE. Thus, the null hypothesis that EA does not mediate the relationship between PW and CE in Matina District, Davao City, is rejected.

Furthermore, the effect size in the mediation test shows that 47.90% of the total effect of PW on CE is attributed to the indirect path through EA, with the remaining 52.10% being either direct or mediated by other variables not included in the model. This indicates that while EA plays a significant mediating role, other factors also influence the relationship between personal well-being and career ethics.

Table 10 Mediating Effect of Encouraging Attitude of School Principals on the Relationship Between Personal Well-Being and Career Ethics of Teachers in Matina District, Davao City

Effect Type	Path	Estimate	Std. Error	z-value	p-value
Indirect Effect Components	PW → EA → CE	0.468	0.076	6.186	0.000
Direct Effect	PW → CE	0.124	0.052	2.390	0.000
Total Effect	PW → CE	0.977	0.124	7.856	0.000

Ratio Index = 0.4790

a. Legend: PW=Personal Well-Being, CE=Career Ethics, EA=Encouraging Attitude

The mediation model displayed in Figure 2 was produced through mediation analysis. The relationship between career ethics (CE) and personal well-being (PW) of teachers is mediated by the supportive attitude of school principals (EA), which plays a crucial role in this relationship.

This study highlights the unquestionable role that supportive school administrators' (EA) attitudes have in the beneficial association that exists between teachers' career ethics (CE) and personal well-being (PW) in Davao City's Matina District.

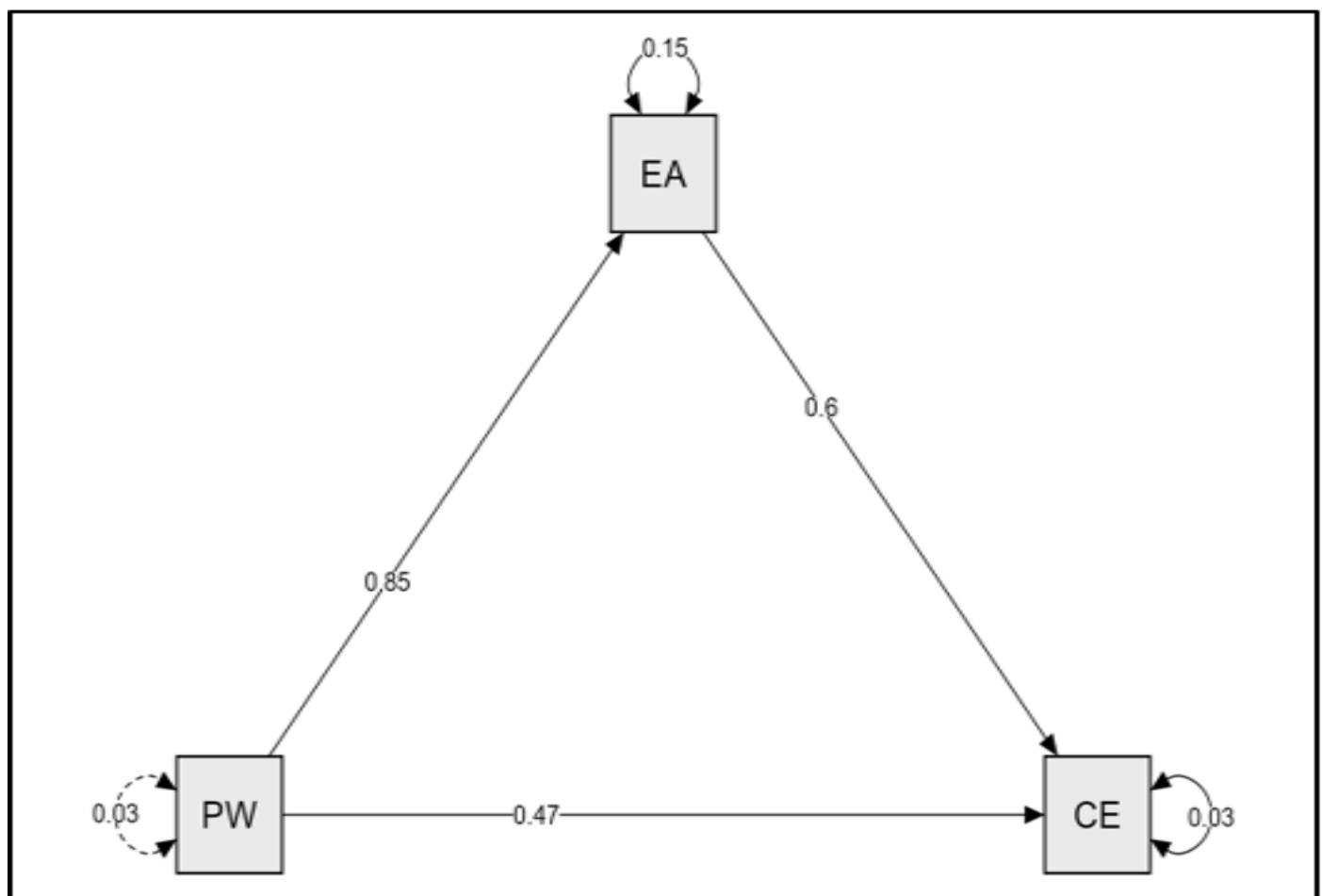


Fig 2 Mediation Model

This finding aligns with Ahuja and Gupta (2018), who highlighted that teachers with long tenure develop a deep understanding of school orientations that predict their work engagement. Shonubi (2012) characterized an encouraging attitude as essential for providing direction and resources, crucial for organizational effectiveness globally. This positive leadership behavior fulfills emotional and psychological needs across various fields. Additionally, Angelle and Teague (2014) suggested that positive leadership fosters dynamic organizational relationships among teachers, fostering connections regardless of their roles. Hannagan (2010) further argued that an encouraging leader promotes collaboration and productivity among teachers through effective communication, enabling adjustments to achieve goals effectively.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

The study aimed to assess the mediating role of school principals' encouraging attitude on the relationship between personal well-being and career ethics among teachers in Matina District, Davao City, using a non-experimental quantitative design with a descriptive-correlation approach. A sample of 200 teachers was selected via stratified random sampling, and a pilot-tested survey questionnaire ensured the reliability and consistency of the instrument.

In Matina District, teachers reported an overall mean personal well-being score of 3.42, indicating extensive levels across dimensions such as autonomy (mean = 3.57), positive relations (mean = 3.37), purpose in life (mean = 3.26), and self-acceptance (mean = 3.49). Career ethics among teachers also scored moderately extensive with an overall mean of 3.25, reflecting values like work as a central life interest (mean = 3.31), moral approach to work (mean = 3.33), and intrinsic work motivation (mean = 3.10). Additionally, the school principals' encouraging attitude received an overall mean score of 3.34.

Results indicated a significant positive relationship between personal well-being and career ethics ($r = .772$, $p < 0.05$), personal well-being and school principals' encouraging attitude ($r = .692$, $p < 0.05$), and school principals' encouraging attitude and career ethics ($r = .684$, $p < 0.05$). School principals' encouraging attitude partially mediated the relationship between personal well-being and career ethics, with indirect, direct, and total effects estimated at 0.468 ($p < 0.05$), 0.124 ($p < 0.05$), and 0.977 ($p < 0.05$), respectively. The mediation analysis revealed a ratio index of 0.479, indicating that approximately 47.90% of the total effect of personal well-being on career ethics was mediated by school principals' encouraging attitude, while 52.10% was either direct or influenced by other variables not included in the model.

B. Conclusions

Based on the study's findings, several conclusions emerge regarding teachers in Matina District, Davao City. Firstly, teachers reported extensive personal well-being, particularly in autonomy, positive relations, purpose in life,

and self-acceptance, indicating these aspects are frequently observed. Secondly, teachers exhibited extensive career ethics, with aspects like work centrality, moral approach, and intrinsic motivation often manifested. School principals' encouraging attitudes were rated moderately extensive, showing occasional recognition of contributions and fostering of community spirit.

Furthermore, in Matina District, Davao City leadership conceptual competence positively relates significantly to teachers' moral work behavior and professional endeavor. Additionally, professional endeavors significantly enhance teachers' moral work behavior in the same district. Finally, the encouraging attitude of school principals partially mediates the relationship between personal well-being and career ethics among teachers in Matina District, Davao City, emphasizing the significant role of professional endeavor in this relationship.

C. Recommendations

The researcher recommends that DepEd officials design policies to improve the optimistic attitudes of school leaders and to promote the personal well-being of teachers. In order to transform the educational culture, this study suggests a framework for promoting personal well-being models, transparency in leadership philosophy, and explicit work expectations for teachers at various grade levels. Furthermore, in order to foster professional identities, instructors should attend professional development seminars on a regular basis. This will increase their confidence and improve the morale, productivity, and performance of their staff. Furthermore, the integration of smartboards in classrooms can enhance efficiency and maintain an engaging learning environment by facilitating interactive lessons, multimedia presentations, real-time collaboration, and access to subject-specific learning applications. Future research should further investigate the factors that influence the relationship between personal well-being and career ethics among teachers, as only 47.90% of the effect is mediated by variables discussed in this study.

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