European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejes.v10i1.4654 Volume 10 | Issue 1 | 2023

CHARISMATIC LEADERSHIP OF SCHOOL HEADS, SUPERVISORY RELATIONSHIP AND RECIPROCITY BELIEFS: PATH MODEL ON WORK ETHICS OF PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:
The goal of this study was to identify the model that best match with the work ethics of public elementary school teachers as estimated by charismatic leadership, supervisory relationship and reciprocity beliefs of school heads in Region XI, Philippines. Conducted from June 2021 to November 2022 using a correlation approach and path analysis, which study employed a quantitative, non-experimental research design. A stratified sampling approach was used to determine the 432 teachers of public elementary schools. Statistics methods employed included mean, Pearson r, and path analysis. Moreover, adapted survey questionnaires were used. The result reveals that the levels of charismatic leadership, supervisory relationship and reciprocity beliefs of schools and work ethics of teachers were very high. Further, when each independent variable correlates with work ethics of teachers, results showed that charismatic leadership was significantly correlated with work ethics. There was also a significant relationship between supervisory relationship and work ethics as well as between reciprocity beliefs and work ethics. Model 3 came out as the best fit model that predicts work ethics. The model showed that charismatic leadership and reciprocity beliefs predicts work ethics among public school teachers.

Keywords: charismatic leadership, supervisory relationship, reciprocity beliefs, work ethics, path analysis

1. Introduction

1.1 Rationale

Teachers have a larger responsibility in the educational process; they should emphasize bringing out the potential in the students and nurturing it appropriately. Teaching is viewed as an honorable and moral vocation because it aids in a country's development by producing high-caliber human resources, law-abiding citizens, socially adept people,

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and persons with creative personalities. As a result, this job calls for great passion, commitment, and honesty towards their school and students. Therefore, if they lack knowledge of professional ethics, it will hinder the growth of the institution, the learners, the society, and the country as a whole. It will undoubtedly impact performance (Sharma, K., 2018). Gebre-Egziabher, T. (2016) said that it has become essential to have good work ethics in the public sector. In contemporary times, the concept of ethics has taken center stage, from the political platform to education, as organizations seek to find the practical means to do the right thing. The newly elected 2017 United States (U.S.) For example, the newly elected 2017 United States (U.S.) government independent Ethics Committee (Library of Congress, 2017). In education, high pressure from the public, as well as from school accountability-related legislation, has made ethics a complex and challenging concept for both school leaders, teachers, and students, for whom education should be a form of actualization, not confusion (Ehrich, Harris, Klenowski, Smeed, & Spina, 2015).

Public administration influence in the Philippines has shifted due to austerity-driven administrative reforms (2020). The Philippine Constitution requires public servants to embrace the highest ethical standards. The Code of Conduct and Ethical Standards for Public Officials and Employees, or RA 6713, contains eight standards of conduct: professionalism, justice and sincerity, political neutrality, public responsiveness, nationality and patriotism, commitment to democracy, and simple living. Positive workplace ethics guarantee a positive workplace atmosphere who practice workplace ethics are content and joyful and look forward to going to work rather than viewing it as a burden. Additionally, employees grow to feel attached to and devoted to the company. Organizations must have robust mechanisms in place to evaluate employee performance. The development of the employee's career should be considered while designing the appraisal system. Regular reviews are crucial. It is required that superiors are aware of what their subordinates are doing. You must be mindful of who is making progress and who needs encouragement. Workplace ethics guarantees that management provides their staff with good direction and mentoring. Salary increases and appraisals should be given out more than for show. Workplace ethics are crucial because they allow management to treat all employees equally and to see things from their point of view. The employees must decide upon the appraisal process to be transparent (Juneja, P., 2015).

Aware of the significance of work ethics, the researcher also looked for additional factors that might be related to it. Many books have been written about charismatic leadership, supervisory relationships, and reciprocity ideas. The charismatic leadership of school principals is highly uncommon, but this charismatic nature is sporadic. Suppose someone possesses this charismatic nature and succeeds in becoming the principal. In that case, it will appear more attractive because the principal also significantly influences the attitudes, behaviors, and speech of teachers, staff members, and students who are a part of the school. Numerous facts in the field demonstrate teachers' subpar performance (Yusuf & Suwoko, 2020). The effectiveness of teacher discipline is significantly impacted by the principal's management and supervision (Ernawati, 2021). The study's findings

might be referred to or used as examples in other studies to show how external variables can similarly affect job discipline. After that, Karmini (2022) conducted a related study and discovered findings that indicated emotional intelligence and supervision also impact teacher job discipline. Additionally, there are both new and old ideas about reciprocity. We use the term to refer to a reciprocal relationship that entails the concurrent or sequential giving and receiving of two or more subjects. In that case, exchange inevitably entails some form of reciprocity. Due to this, interchange cannot be reduced to essential altruism, an unqualified gift, or a simple cooperative action (Bruni, L., Gilli, M., & Pelligra, V., 2008).

Based on this backdrop, the researcher decided to use the three variables as constructs for work ethics in the study. Although research on the relationship between each of the variables above and work ethics already exists, they only look at bivariate interactions. They must therefore be carried out independently in various studies. This study contributes significantly to new knowledge since it examines the four study factors to create a model work ethic tailored to public school teachers (Latham, 2012; Ak Omakak & Ter Weel, 2009; Algan & Cahuc, 2013).

2. Research Objective

The main thrust of this study aimed to identify the most accurate model of work ethics of public elementary school teachers as estimated by charismatic leadership, supervisory relationship, and reciprocity beliefs of school heads in Region XI, Philippines. Moreover, this study had the following objectives:

1. To describe the level of the charismatic leadership of school heads in terms of:
   1.1 strategic vision and articulation;
   1.2 sensitivity to the environment;
   1.3 sensitivity to member's needs;
   1.4 personal risks;
   1.5 unconventional behavior;
   1.6 vision and articulation.
2. To ascertain the level of supervisory relationship of school heads in terms of:
   2.1 safe base;
   2.2 structure;
   2.3 commitment;
   2.4 reflective education;
   2.5 role model; and
   2.6 formative feedback.
3. To define the level of reciprocity beliefs of school heads in terms of:
   3.1 beliefs in reciprocity;
   3.2 positive reciprocity; and
   3.3 negative reciprocity.
4. To determine the level of work ethics of teachers in terms of:

4.1 self-reliance;
4.2 morality/ethics;
4.3 leisure;
4.4 hard work;
4.5 centrality of work;
4.6 wasted time; and
4.7 delay of gratification.

5. To determine the significant relationship between:
5.1 charismatic leadership and work ethics,
5.2 supervisory relationship and work ethics,
5.3 reciprocity beliefs and work ethics.

6. To determine the influence of charismatic leadership, supervisory relationships, and reciprocity beliefs on work ethics.

7. To determine the path model that best fits the work ethics of public elementary school teachers.

3. Hypothesis

The following null hypotheses were tested at a 0.05 level of significance:

1. There is no significant relationship between:
1.1 charismatic leadership and work ethics,
1.2 supervisory relationship and work ethics,
1.3 reciprocity beliefs and work ethics.

2. Charismatic leadership, supervisory relationships, and reciprocity beliefs do not significantly influence the work ethics of public elementary school teachers.

3. There is no best-fit path model on the work ethics of public elementary school teachers in Region XI.

4. Review of Related Literature

This review of selected resources was intended to develop a logical argument to justify the purpose of this study. Discussions on related theories and analyses are presented: charismatic leadership, supervisory relationship, reciprocity beliefs, and work ethics.

Charismatic leadership was considered in choosing or selecting the indicators employed in the study. Environmental sensitivity, personal risk, sensitivity to member requirements, refusal to sustain the status quo, deviant behavior, vision, and articulation are the following indicators. The parameters used to measure the first independent variable will be these indications (Conger and Kanungo, 1987, 1988, 1992. Additionally, as Paloma & Cooper (2010) recommended, the supervisory relationship will be considered in picking or selecting the indicators employed in the study. Other markers include a safe foundation, organization, dedication, reflective education, role model, and

formative feedback. The parameters used to measure the second independent variable will be these indications.

Furthermore, Perugini, M., Gallucci, M., Presaghi, F., and Ercolani, A. P. all point out that (2003). Wright (2005) states that reciprocity beliefs will be considered when choosing or selecting the indicators used in the study. Reciprocity beliefs, positive reciprocity, and negative reciprocity are the following indicators. The parameters used to measure the third independent variable will be these indications.

Finally, as Miller, Woehr, and Hudspeth (Miller, Woehr, & Hudspeth, N. (2001). The study's choice or selection of indicators will consider work ethics. Self-reliance, morality/ethics, leisure, hard labor, the centrality of work, squandered time, and delay of satisfaction are the following indicators. The parameters used to measure the dependent variable will be these indicators.

4.1 Charismatic Leadership

Researchers have paid much attention to charismatic leadership, maybe as a result of its good correlation with organizational performance. This article should cover three intriguing conceptual issues. First off, charismatic leaders are uncommon or exceptional. Second, the charismatic leadership approach includes charisma as a trait or personal quality. Third, charismatic leadership's a negative side. According to Brinkman (2015), Karim, Mardhotillah, and Samadi (2019); Judge et al. (2006); and Nikezi et al. (2013), charismatic leaders exhibit characteristics of people with pronounced degrees of domineering inclinations, self-esteem, and the accuracy of their beliefs.

On two fundamental foundations, Weber's charismatic leadership paradigm was built. The first is a need, aim, or aspiration among followers. Second, they follow the leader because they believe that they will be able to achieve their objectives or aspirations. According to the argument, the tendency to be a personalized charismatic leader has a narcissistic origin, whereas the possibilities resulting from the absence of a father figure are more likely to result in a socialized charismatic leadership pattern (Popper, 2000; Karim, 2019; Sparks, 2014).

A personality quality that confers influence on followers is charisma (McShane & Glinow, 2005; Sacavem, Martinez, Da Cunha, Abreu, Johnson, 2017). Additionally, charismatic leadership can make the vision a reality. A charismatic leader's most distinguishing traits are a strong personality, attractive communication skills, the ability to persuade others quickly, etc. (Shamir & Howell, 2018).

Leaders have strategic vision and articulation. Leaders are able to articulate their strategic vision. This indicates the onset of charismatic leadership. Charismatic leaders inspire their followers to use visual stimulation to raise their understanding of goals and their appreciation of the importance of their work, which is necessary for encouraging employee innovation. The justifications for charismatic leadership were positive correlations between assumptions and employee inventiveness. Studies have shown that when the boss is full of creativity, they motivate people to come up with more original

ideas. The charismatic leadership of abnormal behavior to disrupt the status quo has been used to achieve the goal (Zhang, X., Liang, L., Tian, G., & Tian, Y.,2020).

The leader's high level of positivity, audacity, and heroism effectively further explain the vision to the followers. Followers gradually begin to feel the connection and accept this philosophy of invention and goals while putting it into practice (Kaur, D. and Singh, R., 2021). According to McEwan (2018), influential leaders also possess the skills of cultural architects and are experts in communication, training, facilitation, change management, motivation, and productivity.

The principal has high standards for discipline as one of their goals for the future. A visionary is someone who can formulate goals and visions that appeal to reason to capture possibilities in the future. A visionary leader is skilled and capable of implementing numerous measures to enhance quality and is more focused and modest in their leadership. Consequently, visionary leadership permeates all spheres of life (Marlia et al., 2020; Roco, 2020). In addition, as a form of leadership, a school principal serves as an example by exhibiting positive attitudes and behaviors. For this reason, the principal needs to have a visionary spirit, which refers to the ability to see the future, predict the future needs of schools and enhance teacher work discipline. Leadership means inspiring followers to go above and beyond their typical behavior. Leaders create a vision and utilize it as a springboard to sway and motivate people. After that, they inspire people or those around them to realize their vision. They exhort adherents to uphold higher standards and contribute to the success of the group (Hartinah et al., 2020; Mukti, 2018; Azis, 2019; S. Eccles & Wigfield, (Hartinah et al., 2020; Mukti, 2018; Azis, 2019; S.Eccles & Wigfield, 2020; Andriani et al., 2018).

Charismatic leaders use words like high force, determination, quirky, and dangerously perform to transmit their feelings to their followers. By demonstrating their trust and contentment, followers honor such a leader. The study of charismatic leaders was initiated in the early 20th century with the theories of German sociologist Max Weber, who coined the term "charismatic" to describe this kind of leader. He referred to himself as conventional, logical-moral, and appealing (Kaur, D. and Singh, R., 2021).

To increase followers' positive mood and decrease their bad mood, immediate and dominant leadership behaviors were essential. The followers' negative and positive attitudes grew in the absence of the leaders' immediacy and dominating behaviors. Additionally, the immediate and dominant displays raised opinions of charismatic leadership. Notably, only dominating delivery methods that were simple or mixed improved followers' performance. It also looked at how followers' positive attitudes affected followers' performance when compared to leaders' delivery methods. Furthermore, a good connection between leaders' delivery strategies and performance was explained by mood, which described the relationship between leaders' delivery methods and performance (Sacavem, Antonio & Martinez, Luis & Vieira da Cunha, Joao & Abreu, Ana Maria & Johnson, Stefanie, 2017).

A pioneering empirical study that links the emotional labor theory to leadership effectiveness also shows that leaders may be trained to control their emotions better,

which increases their energy from the standpoint of theory development, which is significant. The training benefited from deep acting, positive affective displays, and leadership effectiveness effect, and deep action served activeness effects mediators between the intervention and leadership effectiveness (Edelman, P. J., & Van Knippenberg, D. L. 2017).

The second indicator is sensitivity to the environment. Environmental sensitivity serves as the second indicator. Instead of relying on any outside authority or power, charismatic leadership involves influencing others through personality and appeal. By inspiring loyalty, charismatic leaders aim to achieve corporate objectives. They gain the public's trust by publicly sacrificing themselves and taking risks for their ideals (Nayab, 2011). The ability to adapt a clear vision to the situation, use body language and verbal communication effectively, take personal risks and act unconventionally, have a high level of self-belief, and show confidence in the abilities of their followers are just a few of the significant behavioral traits of charismatic leaders. Charismatic leaders have the power to elevate and transform an entire organization. The risk comes from using these abilities to start a personality-based cult that leads people astray (Palshikar, 2012; Elbers, 2012; Sparks, 2014).

As previously stated, several internal and external elements can affect a teacher's attitude toward work discipline. The principal's contribution to fostering a supportive, healthy, and comfortable learning environment is one of these elements (Mukaddamah & Wutsqah, 2022; Atthirawong et al., 2021).

Crisis management benefits from charismatic leadership. The charismatic leadership process in private and public institutions demonstrated sensitivity to members' needs through successful techniques that fostered mutual liking and respect. The individual is concerned with the needs and feelings of the organization's members. This study made major contributions to crisis management's theoretical and practical knowledge. This study has offered empirical proof that the tools utilized to gauge the management crisis are accurate. It has been demonstrated, in particular, that charismatic leadership styles insignificantly influence (Alkhawlani, M. A. S., Hadi, S. M. A., bin Bohari, A. M., Ahmed, F. B., & Rahim, N. F. A., 2016).

Furthermore, charismatic leaders are thought to have heightened environmental awareness and carefully observe any patterns that might require them to modify their perspective. Recognizing an opportunity leader's sensitivity to ecological styles exposes them to the ability to identify opportunities and constraints in the environment, members' capabilities and requirements, and situational problems' needs thoroughly (Shastri et al., 2010). Additionally, Murphy and Ensher (2002) suggest that to choose the optimal leadership style, a leader must thoroughly evaluate the characteristics of the company's members from both the external and internal environments (Conger & Kanungo, 1998; Shastri et al., 2010 Murphy & Ensher, 2002, Alkhawlani, M. A. S., Hadi, S. M. A., bin Bohari, A. M., Ahmed, F. B., & Rahim, N. F. A., 2016).

Similarly, the current study examines ambient awe as one contextual element and its possible impact on how charismatic leaders are evaluated. People's perceptions of a

leader's charisma may be influenced by spillover or misattribution processes depending on how much the leader's environment makes people feel awed. As far as we are aware, no studies have examined the effects of context on a leader's charisma, nor have there been any investigations into whether or not the qualities of the environment affect how followers view a leader in that environment. Theories of transfer, spillover, or misattribution may offer some insight into the possible interactions between charisma and context. For example, assuming spillover effects, the attribution of context as one stimulus may affect the attribution of another motivation, the leader, who is incorporated into the first. As a result, followers may unconsciously attach context-specific traits to the leader and, as a result, have a different impression of the leader than they otherwise would. Consequently, depending on the leader's setting, the leader setting for variations in leader views (Hentrup, L., 2017).

The third indicator is sensitivity to members' needs. Using one's charm, attractiveness, and persuasive communication to sway subordinates is known as charismatic leadership. Charismatic leaders are especially relevant from the perspective of the social information process because of the high expectations they set for themselves and their followers and the optimism and hope they inspire. Different from other leaders, charismatic leaders transform organizations and constituents. They are capable of inspiring people to put in the maximum effort by laying can inspire people to put in the maximum effort by laying out a vision for an organization's future, aging them to work on themselves. Followers typically feel more confident about themselves and their position in the organization while working with charismatic leaders (Zhang, X., Liang, L., Tian, G., & Tian, Y., 2020).

Similarly, charismatic leaders go through six stages, from their ascent to the final routine and eventual demise. Three elements are considered involved in the charismatic leadership process: the leader and his characteristics, the social environment that calls for such a leader, and the interaction between the leader and his followers. The followers are in need and are eager to find someone who can relate to their difficulties. At this point, the social condition is deteriorating rapidly. At this point, the leader begins to position himself as a possible leader, but most followers still need to be more responsive (Moore, 1999). Additionally, under Gandhi's direction, this is reported to have occurred between 1915 and 1920, when Gandhi returned to India after leading a successful movement in South Africa. India lacked a strong leader it could count on, and Gandhi's charisma was only beginning to appear. Followers who previously were passive admirers of the leader now actively support the leader and the cause with which he is associating himself. The duration of charismatic leadership increases with the length of this stage. This action, in Gandhi's case, lasted from 1920 to 1930. Gandhi's non-cooperation movement in 1921, which inspired the entire nation to rebel against British control, is a perfect illustration of the activity arousal stage (Alon & Higgins, 2005; Mangundjaya, 2017).

According to research, practical and optimal charismatic leadership can assist administrators in boosting teacher enthusiasm in schools (Dwapatesty et al., 2021). The findings of this study can then be referred to in this investigation of charismatic

leadership. Research on a related topic was also conducted, and the results revealed that charismatic leadership could create a religious culture (Safinah & Arifin, 2021).

Similar studies were also conducted, and the findings indicated that sharia marketing, women's issues, and charismatic leadership techniques might improve the Al-Kahfi foundation institution's reputation in Bangkalan Madura (Dyatmika et al., 2021). According to a related study, charismatic solid leadership does not directly promote organizational loyalty among employees, although a healthy work-life balance does (Juliarti & Anindita, 2022).

The disenchantment stage is quite inevitable, and occasionally even deliberate on the leader's side triggers the set of disenchantment. Because they are aware of their mortality, leaders sometimes work to make their organizations more routine. Some followers feel as though their goals have been lost as a result of this routine. Some of the most loyal followers may desert the leader due to this action. This action is also a result of the situation when the leader appears to be struggling. Routine increases failure and followers' disillusionment because charismatic leaders work to lead formally and flexibly. (Bono & Ilies, 2006; Bryman, 1992; Carlos & Rodrigues, 2016).

On the other hand, the three variables described at the beginning combined in the phase one solution during estrangement. The formalization and bureaucratization of leadership in this stage render charismatic leadership increasingly unnecessary. The followers start to withdraw from the group due to their view that the organization and the leader are deviating from the original goal, and the leader's charisma dwindles as a result of the change in the social milieu that once made him appealing to the masses. It's not a given that the leader will collapse at this point. After achieving the objective for which the charismatic leader had risen, it frequently happens that the leader is no longer necessary for his supporters, and the goal itself becomes unnecessary (Carney, Cuddy & Yap 2010).

The fact that charismatic leaders cause their followers to experience the same emotion is particularly intriguing for this discussion. Menges et al. (2015) looked into how people's feelings were expressed in reaction to various types of leaders. The authors demonstrated that charismatic leadership tends to cause followers to repress their emotions. In contrast, individual considerate administration has the opposite effect in a series of three studies that involved both experiments and field research. According to Menges et al. (2015), it is highly probable that followers participate in a process in which they acknowledge and affirm the high status of charismatic leaders. They are labeled as being "awe-struck."

The fourth indicator is personal risks. Notably, there have been researches connecting charismatic leadership to unethical behavior, which implies that leadership styles may encourage unethical behavior, which increases risks and uncertainties in work situations (Antonakis, J.; Nicolas, B.; Philippe, J.; Boas, S., 2017). Charismatic leadership can potentially negatively affect followers' behavior in organizations beside them because of its overtly symbolic, emotionally charged, and values-based style; charismatic leadership is recognized as an organization's dominating leadership style. Positive

workplace results identify an organization's dominating leadership style to deal with cognitive and emotional difficulties (Banks, G. C.; Krista, N. E.; Courtney, E. W.; Janaki, G.; Kelly, D. M.; Melissa, R. M., 2017), E. W.; Janaki, G.; Kelly, D. M.; Melissa, R. M., 2017).

Furthermore, charismatic executives are willing to take significant risks and use novel strategies to realize the business mission. When followers believe their leader is competent, they will feel at ease taking risks since they know they won't face the consequences if their actions result in adverse outcomes (Kaur, D. and Singh, R., 2021). To a degree, a company that needs to undergo significant change benefits from having a charismatic leader whom others desire to follow. The capacity to express an inspiring vision that motivates follower is a trait of charismatic leaders. To craft a message that will have the most impact, they are also skilled at assessing their surroundings and identifying the needs of their audience. Successful storytellers who employ metaphor and symbolism to bring their tales to life are charismatic leaders. Authentic, charismatic leadership, however, entails more than a simple repertoire of motivating strategies. Instead, it comes from the leader's visible behavior, which demonstrates strong confidence in the potential and promise of the business, optimism for its chances of success, and a willingness to take risks and give up things to make the idea a reality. Often, followers of charismatic leaders will actively work to cultivate some of the leader's distinguishing features in themselves (Ciampa, D., 2016).

Therefore, it has been repeatedly demonstrated that charismatic leaders impact followers' performance, motivation, and contentment. However, when it comes to a leader's characteristics, behaviors, or follower-leader relationships, as well as their subsequent effects on self-concepts, it still needs to be determined precisely what qualifies as charisma. All of these methods share the idea that effective leadership depends on precise interactions between the leader and followers (Grabo, A., Spisak, B. R., & van Vugt, M., 2017).

The fifth indicator is unconventional behavior. Numerous studies have focused on the negative impacts of unethical action, which include harm to one's well-being, potential future employment, and organization, including harm to one's. Organizational experts concur that unethical behavior is overly harmful or motivated just by self-interest.

However, researchers have found that staff members may engage in unethical activity for the benefit of their organization, such as deceiving clients or withholding facts from the general public (Wang, T.; Long, L.; Zhang, Y.; He, W. A., 2019).

According to popular belief, this, occasionally under the leader's influence, the followers also make unethical decisions to complete the mission and accomplish the goals, which become more crucial (Xue Zhang, Liang Liang, Guyang Tian, and Yezhuang Tian, 2020).

To add, the choice of charismatic leadership was made in light of the similarities between it and transformational leadership. While some scholars consider the two leadership philosophies unique, others think that charismatic leadership is a quality or extension of transformational leadership. A personality quality that confers influence on followers is charisma (McShane and Glinov, 2005). Since they both originate from the

same source, charismatic and transformational leadership are related. Accepting charismatic leadership is a sign of the followers' vulnerability and subordination. Followers are willing to trust charismatic leaders since they are in need and believe the leader is highly skilled (Bedellet. al., 2006; Aaltio, 2000; Ledesma, Macbeth, & de Kohan, 2009).

Further, supporters are now working together to accomplish the agreed-upon objectives. Between leader and follower, there has already been an increase in trust. To encourage his followers to do well, he sets an excellent example for himself. Last but not least, under the leader's influence, the followers fully assist in achieving the determined goal (Kaur, D. and Singh, R., 2021).

The sixth indicator is vision and articulation. Charisma is not a gift from God; instead, it may be learned via adequate learning and training, and if it is improperly imparted, it can have unfavorable effects. Very critically, it was stated that one's selected leadership style must be balanced and a lovely synthesis of the others (Evangelia Fragouli, 2018). To build an organization's following and its behavioral components, charisma must be combined with other behavioral factors. One should possess a powerful blend of feelings and the divine, further contributing to leadership success (Biviano, 2000).

Intellectually speaking, charismatic leadership also entails setting high standards for followers and expressing a visionary objective. The leader promotes this process by compelling followers to make a significant effort and emphasizing a shared identity. People are more inclined to identify with charismatic leaders and feel a stronger feeling of group identity and strength when they do. When leaders exhibit charisma, articulate an organizational goal and stress the significance of realizing this vision, followers are more likely to feel comfortable taking risks. As a result, followers are willing to commit morally reprehensible acts to conform to the idea of charismatic leaders (Kaur, D. and Singh, R., 2021).

Charismatic leaders do not sustain the status quo. They may instigate the necessary change because they stick wholeheartedly to their vision and action style, genuinely believe in the legitimacy of their mission and eventual success, and can communicate this to their followers. The loyal followers of charismatic leaders hold them in high regard because they put their interests aside (Fiedler, 1996; Antonakis, 2012; Banks et al., 2017).

Research supports the value and requirement of a charismatic leader and the school culture for talks about the school's growth and effectiveness. In this context, teachers primarily view school administrators as charismatic leaders who articulate a vision, are tuned to environmental situations, oppose the status quo and bureaucratic structure, take risks, and attend to members' needs. They believe that these administrators help the school culture (Ozgenel, M., 2020).

Finally, it is acknowledged that charismatic leadership is an exceptional quality of a leader. A charismatic manager motivates, welcomes, and supports his staff members in their struggles on a daily basis. A charismatic leader develops a motivating attitude that

enables him to influence his teachers and respond to their demands right away. Training and development in transformational leadership approaches, which have been shown to improve teacher performance, may benefit education leaders.

4.2 Supervisory Relationship

The supervisory relationship includes considerations for developmental phases, expectations for the supervision process, parallel processes, transference and countertransference, and cross-cultural issues (Fickling et al., 2019). Therefore, it is essential supervisors need values, prejudices, and standing as a privileged or marginalized group of both the supervisee and the supervisor affect the supervision relationship.

The final developmental domain consists of interventions in advocacy and supervision (Ratts et al., 2016). He argued that multiculturally adept supervisors could better solve issues and represent their supervisees. They argued that systemic understanding policies, internalized oppression, how it may have aided or impeded their efforts, and how one's race or culture may affect one's circumstances and the best course of action to improve them might all be helpful to those under their supervision. According to Fickling et al. (2019), supervisors must understand and accept that their responsibilities extend beyond in-session interventions, including advocating for and supporting their supervisees.

Similarly, supervisors must possess the knowledge necessary to plan, assess, monitor, and evaluate teaching improvements and coordinate, plan, and administer the organization's records and information system. The specialized knowledge and abilities required to carry out supervision are referred to as technical competencies. These abilities include the capacity to carry out job-knowledge work by specific disciplines using the proper instruments, processes, or techniques. Combining these three abilities helps managers or employees to view the organization as a whole and understand the connections between all divisions, branches, and units. Supervisors will be able to view problems that develop critically and maturely thanks to these newly gained skills (Donkoh & Baffoe, 2018; Enaigbe, 2009).

Cliffe, Beinart, and Cooper (2016) improved on a more general model of the supervisory relationship by adding a safe base, reflective education, and structure. Bordin's (1983) concept of an emotional link and Cliffe and colleagues' (2016) description of a safe foundation are nearly identical. Both images refer to a collaborative, open, safe supervisory environment. Structure refers to how the supervisor conducts supervision conferences, whereas reflective education describes the supervisor's ability to support the supervisee's learning while also focusing on processes. The goals of a feminist supervisory model appear to conceptually correspond more with Cliffe and colleagues' (2016) focus on the supervisory relationship's emphasis on cooperation, safety, respect, structure, and reflective learning.

A safe base is the first sign of a supervisory relationship. The Supervisory Beinart (2014), Cliffe, Beinart, and Cooper (2016), and Palomo et al. (2010) Relationship

Questionnaire (SRQ) captures the evaluative and educative aspects of the supervisory relationship from the viewpoint of the supervisee and the potential for supervision to provide a safe base, an essential prerequisite for other parts of the supervisory relationship that parallel the secure base elements crucial for the formation of security (Palomo et al., 2010). Additionally, it appears that general attachment anxiety in supervisees is associated with a rise in cognitive distortions and associated challenges with correcting feedback during supervision (Rogers, Luke, Gilbride, & Goodrich, 2019). The structure of the supervisory relationship especially influences whether supervisees address self-criticism and moderate its intensity (Kannan & Levitt, 2017). In light of this, a recent systematic review on the role of supervision in general practitioner training focused on the importance of a peer-like, non-hierarchical relationship that may lessen the possibility of a power imbalance in the supervisory relationship as well as the significance of bond, trust, agreement, and clarity on supervisory goals (Jackson, Davison, Adams, Edordu, & Picton, 2019). Another meta-analysis that considered numerous research and looked at the relevance of supervisee attachment patterns concluded that the relationship with the client was improved by the supervisees' perspective of the supervisory relationship (Park, Ha, Lee, Lee, & Lee, 2019).

The second indicator is structure. The relationship of supervision entails an accountability process, and as a result, there are expectations for technical guiding activities, including tracking progress and keeping track of clinical performance. To ensure that supervisees are effectively supervised, and no harm is done to their potential clients, the supervisor/supervisee relationship entails a formal agreement (Ming-sum Tsui et al., 2017).

Therefore, from the standpoint of teaching, modeling acceptable relational behaviors are intrinsically instructive, as it serves as an example of how to comprehend better, engage with, and forge a healthy working relationship with a variety of clients (Sabella, 2017).

Every communication concerning supervision includes messages about the supervisory relationship, whether they are explicit or implicit. Individuals who execute supervision must interact with those they are responsible for; a relationship already exists. In its broadest definition, the term "relationship" refers to the connection between the supervisor and counselor as they collaborate to achieve their individual goals, some of which are shared and others of which are distinct. However, the nature and purpose of the connection must be established in detail within the context of certain supervisory orientations. This Digest examines viewpoints on the supervisory relationship that have been discussed in recent literature on supervision (Mom, Collett, & Schaefer, 2007; Jia, Shaw, Tsui, & Park, 2014).

The third indicator is commitment. Low intention to leave the job, job happiness, and supervisory commitment have all been positively correlated (Polston-Murdoch, 2013). There are several focuses on commitment, according to the literature. Dedication to one's job, the union, clients, top management, supervisor, and coworkers (Polston-Murdoch, 2013; Neves & Caetano, 2009; Vandenberghe, Bentein & Stinglhamber, 2004).

The employees' dedication to the supervisor is the main emphasis of this study. There has been a lot of research on these areas, but only a few studies have looked at how committed employees are to their supervisors (Polston-Murdoch, 2013; Landry & Vandenberghe, 2009). Furthermore, there needs to be more research on the connection between supervisory dedication and supervisory satisfaction (Polston-Murdoch, 2013).

In addition, embracing the supervisor's values and identifying with them are two aspects of the supervisor's dedication. Identification with the supervisor implies admiration for the supervisor's qualities, including attitude, conduct, personality, or achievements (Polston-Murdoch, 2013). Further, career fulfillment was predicted by supervisor satisfaction. Finally, among supervisees, satisfactory levels of dedication to the supervisor, satisfaction with the supervisor, and career satisfaction were common, though they might yet be improved (Radebe, 2017).

The fourth indicator is reflective. We corroborate with the claims made by According to Fickling et al. (2019) in order to conduct multiculturally competent supervision; supervisors have to be aware of the MSJCC model developed by Ratts et al. (2016) and incorporate the model into their supervisory work. Recognizing the competent multicultural supervision stated above, we provide culturally sensitive supervision techniques that can be applied while working with counselor trainees, particularly international students.

Three aspects will be addressed for organizational clarity: the relationship's relative significance within the overall supervision process, factors that affect the relationship, and how the relationship differs when dealing with experienced versus inexperienced counselors. The participants' traits and a wide range of demographic characteristics can impact the supervisory relationship. Reviews of the supervision literature have identified and examined a number of significant sources of influence, some static and others dynamic in nature. The attitudes on gender and sex roles, the supervisor's personality, age, race and ethnicity, and personality traits are among the static aspects receiving significant attention (Cliffe et al., 2014 & Arbel, 2006).

As a result, as shown by a number of studies, supervision practitioners and scholars are very interested in the fundamental elements of strong and positive supervisory interactions. However, the supervisory relationship is a complex, multifaceted concept. Numerous linked variables are incorporated into the supervisory relationship, including stages of transference and countertransference issues, relationship development, intercultural influences, parallel processes, and specific supervisor and supervisee characteristics. Moreover, the effects of characteristics unique to supervision, such as assessment, power, and gatekeeping, must be taken into account (Jia et al., 2014).

The numerous factors that affect the supervisory relationship have a reciprocal influence on one another, which makes issues even more complicated—the statement best sums up the difficulty in defining the supervisory connection as multifaceted and complex. Practitioners, educators, and academics who want to represent crucial facets of the supervisory relationship need help. It is hardly unexpected that the supervisory

relationship is tough to understand, considering how challenging it is to capture it empirically (Walumbwa, 2011; Bernard & Goodyear, 2014).

The early attempts to quantify the supervisory relationship were also criticized for heavily relying on measures of the counseling relationship, which replaced the terms counselor and client with supervisor and supervisee. This method highlighted alleged parallels between counseling and supervision interactions while ignoring the supervision enterprise's instructional and evaluative features. Recently, both domestic and international metrics focused exclusively on the supervisory relationship have been produced, indicating the increased global focus on supervision research and practice (Borders et al., 2014). However, the conceptual and these measurements' conceptual and psychometric aspects were investigated (Zhang, Bartol, 2010; Shaw, Dineen, Fang, & Villella, 2009).

Such a review would help supervision researchers select reliable and valid tools and test theories about the fundamental principles of measures. A review would also give supervision professionals an easy-to-access tool for identifying relationship variables to take into account and assess in their work. Thus, a systematic and thorough review and critique of the available measures of the supervisory relationship is performed using criteria for rigorous instrument construction based on some guidelines. This is followed by an overall evaluation of all the measures and considerations for researchers and practitioners. (Arbel, 2006; Beinart, 2014; Bennett, Mohr, Deal & Hwang, 2013).

Based on their theoretical conception, the standard of the evidence for validity, reliability, and sample size. After examining the advantages of the current supervisory relationship measures. These authors advise researchers to consider a scale's psychometric characteristics, overall scale length, fit for the intended audience, and purpose before selecting it (Tangen and Borders, 2016).

Burnes, Wood, Inman, and Welikson (2013) carried out three clinical supervision groups supervisees were used in a qualitative study with a feminist foundation. The authors discovered that feminist factors, such as relational characteristics, sociocultural processes, and concerns of power and equality, had a favorable impact on group supervision by encouraging an environment that encouraged investigation. Finally, they conducted a grounded theory study with 14 supervisors who identified as feminists and people of color.

This method's application to supervision was focused on a significant category of foreseeing and handling the complications of power in charge. According to these participants, "*power affects one's own life and the lives of others*." Thus, "*feminist supervision that is overtly multicultural*" strives for full power symmetry but falls short of realizing it. Overall, the scant research points to a possible benefit for supervisee development and the supervisor-supervisee relationship from a feminist supervisory strategy. However, it should be noted that psychology and marriage and family therapy have produced the majority of the nondisclosure and feminist supervision literature. Understanding how these concepts work together across the assisting disciplines still needs to be improved (Arczynski and Morrow, 2017).

The supervisory connection is the foundation for finishing the task in supervision. The supervision alliance is regarded as one of the components of the supervisory relationship because supervision is distinct from treatment. The supervisory partnership has historically been seen as supervision's very center and soul. It has progressively become a crucial factor in how the supervision experience is conceptualized and carried out (Basa, 2017).

The fifth indicator is role model. Accordingly, the supervisory relationship and the supervision process have been significantly influenced by the supervisee's professional experience (Rnnestad, Orlinsky, Schröder, Skovholt, & Willutzki, 2019). More specifically, the supervisory scenario's potentially harmful elements are probably reduced by more seasoned health workers, which cuts down on the time needed to build a supervisory relationship. Furthermore, because experienced supervisees are more likely to be aware of their developmental requirements, the supervision process may get underway more rapidly with them. Last but not least, the supervisor's level of professional experience probably affects the hierarchy.

Further research found that a school head must possess strong leadership, supervisory, and interpersonal abilities to manage resources and responsibilities effectively. According to the survey, school administrators needed to develop into leaders with a natural ability to connect with people to lead their institutions to greater heights. The study's findings prove beyond a shadow of a doubt that a school leader must be more than a manager. The school head, a manager with exceptional interpersonal and leadership talents, will stand out in school management (Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A., 2021).

In a similar vein, supervisors must comprehend and inspire teachers so that they desire a successful day's work, either individually or collectively. Supervisors may understand how their actions affect teachers (Arman, Syamsul, & Darman, 2016; Ahmad Kamal, Idris, & Zuraidah, 2015). Supervisors must be aware of the different interpersonal behaviors that can be employed to encourage a more robust relationship orientation inside the company. Technical skills are yet another ability that must be learned. Technical abilities are the capacity to form judgments and consider critical linkages with organizational objectives (Dea, 2016; Wanzare, 2013). The study also suggested that school administrators' lack of supervisory, interpersonal, and leadership abilities contributes to their poor performance, including that of their teachers and non-teaching employees.

Furthermore, it is clear how a leader's beliefs sustain the admirable qualities that are ingrained in a principal. The headmaster thinks that his staff will do the same after setting an example for himself. Love or the instructor needs to be motivated and have a role model used in the workplace to improve his performance to provide quality and quantity of work. The social nature of humans has long been recognized. Humans strive to satiate these cravings because they are social beings that require affection, acknowledgment of their existence, and a sense of longing. In the experts' opinions, how essential is work motivation in inspiring teachers to develop, both internally and outside,

to accomplish their jobs with enthusiasm? (Satriawan & Ardana, 2018; Scheffer et al., 2018; Ihde & Malafouris, 2019; Ilmy, 2018).

The last indicator is formative feedback. The teaching staff at the physiotherapy department created and launched several tools with suggestions for how to use input for the supervisors. Among the recently introduced optional tools are supervisor pairs to encourage peer teaching, a session created by seasoned supervisors where new work colleagues could share experiences, a short film featuring five pieces of feedback guidance, and reflection tasks feedback, as well as new optional tools like a session with experienced supervisors and feedback (Halvarsson and Sellberg, 2016).

In parallel, providing feedback to students requires ongoing improvement, and the supervisors must balance professionalism with emotional control in their interactions with the students. The social network at work provided support for the supervisors, which is regarded as a positive work environment (Malin Sellberg, Kirsti Skavberg Roaldsen, Malin Nygren-Bonnier & Alexandra Halvarsson, 2022).

Additionally, it appears that general attachment anxiety in supervisees is linked to a rise in cognitive distortions and associated challenges with correcting input during supervision (Rogers, Luke, Gilbride, & Goodrich, 2019). As a result, some aspects of supervision, such as corrective feedback and supervisee resistance, may reduce the degree to which a supervisee feels that their supervision is effective (Goodyear & Bernard, 1998; O'Donovan & Kavanagh, 2014). In contrast, Foster et al. (2007) and Renfro-Michel and Shepherds (2009) found that secure attachment in the supervisee was associated with both greater overall development during supervision and a higher working alliance rapport.

On the other side, data show that principal leadership practices receive little feedback and that there needs to be embedded professional learning dialogue where such feedback is present. To enhance and rethink feedback delivery in the formative assessment process, this study adds to the body of literature on leadership. It also lays out implications for promoting principals' professional development by helping them do their jobs better (Alkaabi, A. M., & Almaamari, S. A., 2020).

Furthermore, supervisory activities must be continually perfected by the finest educational and didactic principles aimed at meeting the needs of students. The third is complete involvement in the quality improvement system, which makes the movement and efforts to raise the standard of education a constant demand and culture. As a result, the academic supervision principle is crucial to developing a solid work ethic. Because the principal's position as a supervisor who looks for educational issues and always addresses teacher deficiencies is integral to whether education is successful or unsuccessful, it is essential to consider supervision activities since they will demonstrate the interpersonal relationship between the teacher and the principal. The process of academic supervision results in communication or information exchange with specific meanings and meanings. Conveying ideas and information can be seen as the definition of communication (Despina, D., Fitria, H., & Mulyadi, M., 2020).

Moreover, the head of the school, who simultaneously serves as a leader and a supervisor, is anticipated to have the skills, leadership traits, and knowledge required to promote student success by planning, managing, and allocating resources in a way that creates a secure, productive learning environment. The school heads play a critical role in assisting the school by articulating a clear vision that distributed leadership is formed within a collaborative school climate. School leaders set an example of leadership by employing tools and procedures, and situational decision-making necessitates independent decision-making on the part of principals. Each public school or cluster of schools in the Philippines is required by Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, Chapter I Sec. 7, Letter E, to have a school head who will collaborate with others with the teachers and learning facilitators to deliver high-quality educational projects, programs, and services. A core of non-teaching staff members who manage the school's administrative, financial, and auxiliary functions are also expected to collaborate with the school head (Ulfo, B., 2003; Hermann, K. R., 2016; Oracion, C. C., 2017).

Finally, the ability to manage people is a critical part of the head of a school to improve instructors' performance in the classroom. Skills are needed to carry out the school head's managerial responsibilities. As the foundation for supervisory competence, experience, interpersonal skills, and technical abilities are also necessary. Headteachers must be aware of organizational techniques to enhance school instructional supervision procedures. To accomplish the desired goals of the school, they must also possess the appropriate instructional leadership and comprehend the strategies and directives of the institution.

4.3 Reciprocity Beliefs

Reciprocity is a potentially transformative social relationship based on acting "with" people rather than "for" them, reducing previously hierarchical positions, and substituting shared responsibility for authority. I take into account three ways reciprocity influences my instruction and has the potential to shape nonprofit and philanthropic education: it eliminates the student/teacher dualistic perspective; it offers the setting necessary to foster a sense of community in the classroom; and it ensures a self-reflexive pedagogical practice. I also consider how the philanthropic drive is rooted in reciprocity, emphasizing that education is a human enterprise intended to advance the common good (Dale, E. J., 2017).

However, a community does not simply recover from worry if they believe that their identity, culture, or interests are still in danger. There will be a difficult time ahead. The sky gets to be gloomy. But suppose leaders foster a culture of reciprocity, and dissenting communities are treated with compassion and given room to expand, develop, and express themselves. In that case, the dissidents will eventually learn to coexist with others, start to see the cultural assets of other communities as complementary, respect their rights and interests, and accept to live and work alongside them, joining forces with them toward a shared goal (Menamparampil, T., 2022).

The idea of unconditional behavior, or the pursuit of happiness without expecting anything in return, is the reverse. According to psychology, children exhibit this absolute behavior as a primary object relation during their early attachments, and if unchecked, it might later result in pathologic narcissism. Adults, however, replace this need for unconditional commitment with reciprocity. Therefore, from a psychological perspective, reciprocity should be the norm for behavior in social interactions between normal individuals. Due to this, the concept of reciprocity is a dated one in the social sciences and economics in general. However, until recently, the type of reciprocity common to mainstream standard economics, particularly the one embodied by the market trade, was based on a contractual basis (Bruni, Mario, & Vittorio, 2008).

The second view of reciprocity in economics emerged with the development of game theory. This view is known as the "folk theorem," It states that when cooperation is the best long-term strategy, but defection and opportunism are the best one-shot strategies, reciprocity can emerge and maintain cooperation if the interactions are repeated an infinite number of times. To build a long-lasting and more lucrative cooperative relationship, players may be motivated to forego an immediate benefit if they know there is a positive, albeit modest, possibility that there will be one more round. This way, reciprocal action can develop naturally out of self-interest without requiring the assumption of ulterior motives (Coyle-Shapiro & Kessler, 2002).

Contractual reciprocity and reciprocity based on repeated games are the two types of reciprocity that refer to cooperative behavior as interpreted by homo economicus. The hallmarks of the "new" reciprocity—altruism, intrinsic motivation, and fairness—are not necessary for this kind of reciprocity; self-interest is all that is required in reason. Indeed, when referring to reciprocity in the social sciences nowadays, scholars typically mean something more, and frequently different from, this earlier perspective on reciprocity and collaboration (Tepper, Mitchell, & Almeda, 2011).

Generalized reciprocity can be categorized as either excellent or negative, depending on whether it helps the recipient. When someone offers assistance, prosocial actions are transmitted through positive generalized reciprocity, which more broadly adheres to the maxim "*you help me, I help someone else*" (Herne et al., 2013; Horita et al., 2016).

Additionally, reciprocal preferences, which are components of many utility functions that take into account the material welfare of others, include both positive and negative reciprocity (positively if they have been kind, negatively if they have been hostile). Contrarily, trust is a personal bias that influences probabilistic judgments about the dependability of others. Unlike traditional game-theoretic models, our method provides an explanation for the range of preferences and probabilistic beliefs. The size of a person's belief bias and the utility function parameters are both influenced by personality traits (Guzman, R., Harrison, R., Abarca, N., & Villena, M. G. 2020).

Contrary to contractual exchange and the folk theorem claim, reciprocity is a far more complicated principle that applies to a much more extensive range of circumstances. The pieces that make up this particular issue focus on this "new"

reciprocity, or more specifically, on this innovative method of thinking about reciprocity and its function in social interaction. The concept of reciprocity examined by this new paradigm is referred to as "*strong reciprocity*" to differentiate it from the two approaches to the subject (Tepper et al., 2011).

Researchers have also looked into reciprocity's implications in social and organizational settings since it was first mentioned in the scientific literature. The premise that employees respond to organizational decisions or policies by changing their attitudes or actions in accordance with those changes forms the basis for a large portion of industrial/organizational psychology research, at least implicitly. For instance, psychological contract research frequently explores how workers respond when their employer falls short of their expectations (Coyle-Shapiro & Kessler, 2002). Most studies on perceived organizational support assess its effects on outcomes like organizational citizenship behaviors (Cropanzano & Mitchell, 2005).

Beliefs in reciprocity are the first measure of general reciprocity beliefs. Rural school leaders need chances for context-specific professional learning to address the dynamic nature of guiding school improvement in their difficult conditions. Limited professional development opportunities, both for their staff and themselves, are a serious challenge for rural school administrators (Lindle et al., 2017).

According to the social exchange perspective on justice, treating people fairly by the organization will result in reciprocal behavior on the part of the person(s) affected because that person should feel bound to repay the favor. Acts of recompense for the initial fairness advantage are reciprocation actions. The opposite is also likely accurate; activities may be taken to offset the costs of unfairness. In any scenario, a person's response should be influenced by how much they think others should be held accountable for their actions, whether they were fair or not (Colquitt, 2008). Hence, unity between the leader and the followers positively impacts how well followers complete tasks. The quality of task coordination is better when congruence is reached at a high level as opposed to a low level. The impact of leader-follower congruence on task performance (mediated by coordination) was lessened when the leader-member interchange was lower than when it was higher (Zhang, Q., Zheng, X., Yao, Y. and Dube, F. N. M., 2022).

Social exchange theory, which explains various social and relational contexts that regulate interpersonal interactions or exchanges, served as the framework for building relational contexts for negative reciprocity in the current study (Cropanzano et al., 2017). Additionally, participation in the work has only been possible with collaboration if it is to be a part of a reciprocal connection—the ability to engage in and analyze the process allowed for generative reciprocity. One can see how vital the community is in practical applications by participating (Delale-O'Connor, L., & Murray, I. E., 2019).

Individualized and focused on particular workplace attitudes (such as happiness) and motivating variables, negative workplace behaviors (NWB) (like procedural fairness). We construct a negative reciprocity framework that considers NWB in terms of severity, activity, and target. We examine relationally based negative workplace

behaviors, specifically how NWB from Party A is related to reciprocation of NWB from Party B, based on two competing conceptualizations in the literature: that behavior is reciprocated "in-kind" in an eye for an eye exchange or that behavior tends to escalate or spiral over time. (Greco, L. M., Whitson, J. A., O'Boyle, E. H., Wang, C. S., & Kim, J., 2019). The second indicator is positive reciprocity. People can reciprocate by performing similar positive or negative actions in response to each other's positive or negative actions. Positive and negative reciprocity are the names of these two types of reciprocity. Positive reciprocity, for instance, would be the act of repaying a favor, whereas negative reciprocity would punish offenders for their crimes (Benech, C., Okada, H., Takagishi, J., & Schug, J., 2016).

We show that more considerable reputational worries and expected partner prosocial behavior influence people's behavior in contexts where gossip opportunities exist and that people punish defection for keeping a good reputation and preventing future maltreatment of themselves. We specifically show that people cooperate with ingroup members due to increased reputational worries and more optimistic expectations of prosocial behavior from ingroup members. Humans have sophisticated reciprocity psychology that allows them to shape their behavior based on the chance of receiving either direct or indirect rewards. Three critical psychological processes—group membership, gossip, and third-party punishment—promote prosocial behavior in individuals and groups (Romano, A., Saral, A. S., & Wu, J., 2022).

The literature on direct and indirect reciprocity has established the manipulation of intention. One can hypothesize that generalized reciprocity has a comparable intention effect. However, drawing conclusions solely based on (in)direct exchange may need to be more accurate because generalized reciprocal behavior involves a new stranger with whom no prior interactions have been had. Behavioral intention is essential while evaluating the actor's personality traits, projecting future performance, and selecting whether to work with them. This is because people interact with the initial actor twice in direct and indirect reciprocity circumstances. For generalized reciprocity, this might be different. The previous apparent goal might no longer be as significant once the subsequent stranger with whom you are interacting is no longer the previous one. Therefore, recent research. Therefore, a recent study investigates whether purpose information is essential in general reciprocal behavior (Orhun, 2018).

In addition, context can be used as a critical indicator of whether a gesture of goodwill is returned. To express its the business specifically pays a signing incentive to express its greater faith in the employee Choi, the act of the employer informing the worker that there are more available workers than s the goodwill situation. Choi shows that a company does not always have to provide a bonus to persuade a recruit to accept its offer (Choi, 2014).

These results also supported the hypothesis that the positive relationship between proactive personality and personal life satisfaction was mediated by interpersonal trust. Both the mediating role of interpersonal trust in the relationship between a bold nature

and life satisfaction and the influence of a proactive personality on interpersonal trust were influenced by positive reciprocity beliefs (Wang, S., Li, Y. & Tu, Y., 2019).

Furthermore, only a small portion of studies on trust has considered a felt trust. In this study, we looked at the moderating effects of perceived positive reciprocity on the impact of perceived and actual trust on employees' inclinations to share knowledge. According to the results, both trust and perceived trust increased the respondents' intention to share their information. Both effects were more potent at greater (as opposed to lower) levels of positive reciprocity belief. We encourage people to communicate their trustworthiness and that of others, especially those who support positive reciprocity, to promote the goal of knowledge exchange. Additionally, organizations may use more strategies to make knowledge providers feel trusted and respected (Xiao, Z., & Wang, Y., 2021).

Some authors contend that based on the social exchange theory, family-supportive supervisor behavior (FSSB) limits employees' unethical pro-family behavior (UPFB) through the mediation of perceived obligation. Additionally, the bonds between employees are strengthened by their encouraging reciprocity attitudes. A sample of 345 full-time employees from a Chinese Internet service company showed that they felt obligation partially mediated the unfavorable link between FSSB and UPFB. Additionally, it was found that workers with higher positive reciprocity attitudes had stronger FSSB relationships with supposed duty and mediation relationships (Cheng, K., Zhu, Q., & Lin, Y., 2021).

The last indicator is negative reciprocity. It was projected that increased effort expectations would lead to negative reciprocal feelings, much like tightening control. The findings showed that superiors changed their tactics over time, consistent with learning that expecting too much effort would result in negative reciprocity because of this probable negative response from subordinates. This is in line with a tactic a manager can employ to win over subordinates' trust. Reduced effort demands were met with positive reciprocity from the associates in the form of increased effort (Fisher, Joseph G., S. A. Peffer, G. B. Sprinkle, and M. G. Williamson, 2015).

In addition, a subordinate may exhibit negative reciprocity in response to a superior imposing direct control over them. In particular, if aides believe that their ideal is directly enforcing the rule, they will probably interpret this as a sign of mistrust and retaliate negatively (using costly or destructive behavior). In contrast, if the power is ambiguous, they might not form this impression and refrain from doing so. In other words, the social costs might not outweigh the anticipated financial gains from the control, especially if subordinates behave honestly without official authority (Christ, 2013).

By immediately degrading and corrupting the economic exchanges they are expected to sustain by the formal labor contract, pro-self unethical activity satisfies a negative reciprocity incentive. As a result, engaging in pro-self unethical behavior can be considered an effective way for followers to react to what they believe to be unfair treatment from their leader and to balance out the relationship. In LMX interactions, pro-

self unethical behaviors driven by a lousy reciprocity motive frequently manifest as lying, leader- and organization-directed deviance, and counterproductive work behavior (Jawahar et al., 2018).

According to several studies, pro-leader immoral behavior can satisfy the clear reciprocity motive stimulated by high-quality LMX linkages. When leaders and followers have strong LMX ties, the benefits that followers receive from their leaders must be positively reciprocated (Gouldner, 1960; Uhl-Bien and Maslyn, 2003; Brandes and Franck, 2012). When followers act unethically in support of the leader, they do not gain anything for themselves. Instead, for the followers, the primary purpose of the unethical pro-leader activity is to directly help their leader (Mesdaghinia et al., 2018). However, even while pro-leader immoral behavior doesn't directly help the followers, they nonetheless run the risk of its effects. This suggests that followers would take tremendous measures, possibly at great expense, to advance their leader (Becker, 1968; Gino and Margolis, 2011; Mulder et al., 2015).

Overall, evidence suggests that reward and punishment and related concepts like positive and negative reciprocity may operate as distinct cognitive pathways. Various studies integrating behavioral testing, large-scale panel data, and evolutionary game theory suggest that positive and negative exchange may be independent and frequently uncorrelated processes (e.g., Yamagishi et al., 2012; Egloff et al., 2013). Given the evidence that suggests that negative and positive reciprocity use different cognitive underpinnings, we wanted to find out whether the development of cognitive abilities related to the comprehension of intentions would differentially associate with positive and negative reciprocity in preschool children.

Finally, reciprocity is vital in a learning environment. Specific acts taken by school administrators can influence the behavior of teachers. Specific acts taken by school administrators can influence the behavior of teachers. Teachers can practice reciprocity by either reacting to one action positively with another or by responding to one of reciprocity are the names given to these two types of exchange.

4.3 Work Ethics

As a result of globalization and increased competition, our educational system is undergoing numerous changes. Since change is unavoidable, educational goals and objectives constantly evolve to fulfill the demands, interests, and demands of students, society, and the country. Now, the idea of a teacher and teaching itself is evolving daily. Today's teachers have a variety of roles and responsibilities to fulfill. In addition to possessing strong academic and professional credentials, they should also be knowledgeable about professional ethics. Professional ethics acts as a road map that helps teachers deliver high-quality instruction and instill moral principles in their students. Professional ethics serves as a road map that helps teachers provide high-quality education and instill ethical principles in their students. The teachers will become aware of their essential role in bringing about desired changes in the conduct of the student's professional ethics.

Additionally, it aids in the instructors' understanding of their line of work as educators. It is not just their responsibility to assume a superior and dictatorial position in front of their pupils and coworkers. However, they have a more extensive and significant function to play. Students will be treated with respect, and teachers with high professionalism and ethics will treat students with respect, care, affection, and devotion, specifically from their perspective (Sherpa, K., 2018).

In reality, in the 21st century, when humans are dominated by technology and have a high tendency to overlook the importance of ethics at work, it is high time that value-based leadership styles that highlight ethical practices come in handy for school leaders. Based on the demands of the time, leadership styles, techniques, and theories are all given the exact definition or weighting of effectiveness. The best school leadership methods may be affected significantly by variables including the necessity for schools, teachers, creative teaching methods, student achievement, national initiatives, changes in the law, improvements in education, and school-related difficulties (Amanchukwu, Stanly, & Ololube, 2015; Park, 2012, Jibril Qaralleh, 2021).

On the other hand, in the twenty-first century, the leadership approaches, behavioral perspectives, and models used by seasoned and inexperienced principals are divergent. This is also due to the information flow, technological improvement, rapid cultural change, and global shift in the educational system, which aids and directs leaders in selecting their preferred leadership style. Therefore, it is necessary to look into or use the shift in school leadership practices locally and globally as a benchmark for local and global improvement strategies. The agents of value-based leadership include transformational leadership, authentic leadership, spiritual leadership, and ethical leadership (Bush, 2007; Ahmad Mukhtar & Chan, 2020; Hendrikz & Engelbrecht, 2019).

It was also discovered that some aspects of ethical leadership are used "unconsciously" as qualities of other well-known school leadership philosophies, including instructional or transformational. For instance, leaders are ignorant that "people orientation" is a characteristic of ethical leadership but must be people-oriented in instructional leadership. Therefore, it is essential to consider how ethical behavior might be incorporated into current practices and effective leadership. Value-based leadership, namely ethical leadership, may become increasingly important in this digital age because executives are more likely to prioritize managing a team than upholding ethical standards when leading an enterprise. The difficulty of juggling various leadership responsibilities may also contribute to the failure of value-based leadership techniques (Hendrikz & Engelbrecht, 2019).

Moreover, the majority of people hold strong opinions about right and wrong that are influenced by their religious views, cultural heritage, family history, laws, organizational principles, business customs, and political habits are all examples of personal experiences. Ethical behavior and employment relations are crucial in any workplace for overall development, the production of goods and services for domestic consumption and international trade or exchange, the creation of national wealth, the achievement of political stability, and the inclusive benefits of sustainable human

development. Maintaining ethical business practices is essential for the satisfaction of all stakeholders, the organization's productivity, and eventual profitability, as well as the macroeconomic growth and development of the nation (Sunanda, K., 2018).

While research has shed light on factors like personal histories and character qualities, propensities to act on demography, gender, low job satisfaction, and ulterior motives that encourage and influence unethical behavior, these inclinations determine how decisions are made; the younger and less educated a person is, the more likely it is that they will make unwise or poor decisions (Bolman & Deal, 2017).

In addition, the organization's work ethics are essential to employees' ethical behavior. Using numerous strategies to foster an ethical culture among the workforce, a business can significantly improve performance by putting work ethics into practice. Work ethics is not about a person's success; instead, it is about the collective mindset of a country or society as it is expressed in the desire to be in control of one's destiny, the pursuit of renewal and transformation, and the perseverance in looking beyond the realm of the possible and toward envisioned future possibilities. Work ethics is a powerful tool for enhancing an organization's performance, and charismatic leadership influences behavior change by bringing followers' values and identities into sync. A charismatic leader can motivate followers to uphold the organization's and workplace's ethical standards (Valentine et al., 2011).

Administrations frequently deal with issues that are neither ethical nor unethical. People often claim that a situation is either correct or incorrect. However, "between right and wrong is a tricky gray region, as a tagline on an ethics banner for Boeing indicates" (Leadership: Facing Moral and Ethical Dilemmas, 2017). Loss of trust, rising inequality, and reluctance to work in a corporation's impersonal environment are just a few examples of situations that make it difficult for a company to carry out its daily operations (Child, 2015). Leadership that upholds moral standards encourages communication of the organization's practices, beliefs, and business philosophy (Effron, 2017). Management and employees should constantly connect with a purpose to promote ethical strategies and boost engagement (Mongolian, 2016). The organization's principles of justice, fairness, and equity must be thoroughly ingrained, and confidence, pride, trust, hope, and optimism must be strengthened, given the challenging circumstances that the business and corporate environment faces in the twenty-first century (Leadership: Facing Moral and Ethical Dilemmas, 2017).

Government personnel who adhere to most legal conduct requirements demonstrate how ethics affects performance. However, ethics are undermined when economic issues are involved. As a result, it is advised that the H.R. program is recommended to carry out reality checks, ethics audits, and ethics manuals, conduct integrity tests, and award performance. Government employees can provide excellent services when given the necessary resources and an enabling environment (Benedicto, H. R., & Caelian, M. V. 2020).

The first indicator is self-reliance. When someone says they want to be independent in their daily work, they are referring to this. For example, "*One must avoid*

dependence on other folks wherever feasible." Given the business climate's tendency to diminish long-term commitments between employers and employees, it might be vital for them to demonstrate their capacity for working independently (Miller et al., 2002).

Focus is placed on three key areas when recognizing the contribution of adult education to the development of self-reliance. These include enhancing one's capacity for learning from others, rejecting or adapting to one's own needs, and overcoming vulnerability and apprehension while building confidence inside oneself to advance. People need to concentrate on more than just improving their employment chances. In other words, the development of people happens not only when they receive high-quality education or engage in rewarding employment opportunities, but also when they are aware of other factors like maintaining good terms and relationships with others, handling household duties appropriately, putting time management, decision-making, and conflict resolution skills into practice, and instilling moral qualities. When people provide information on these factors, they can promote good development and appreciate the value of independence (Ahmad, Krogh, & Gjotterud, 2014).

The various strategies used in educational institutions to encourage self-reliance include developing leadership abilities, working as teaching assistants, participating in decision-making processes, attending workshops and seminars, participating in social and cultural activities, evaluating instructors, creating suitable environmental conditions, putting learning methods into practice, getting good grades, and instilling the qualities of diligence and responsibility. All students who enroll in educational institutions at any level are expected to participate in various duties and activities that will help them reach their academic goals, advance the educational process as a whole, and develop self-reliance. The responsibility of the instructors is to impart knowledge and understanding of the methods required to achieve self-reliance. Finally, developing self-reliance will enable people to make sensible judgments, build self-confidence, overcome obstacles, and complete their responsibilities and activities orderly (Kapur, 2019).

The second indicator is morality. A crisis of trust in enterprises is mainly caused by moral shortcomings and the abnormal behaviors of management that result in financial scandals. Adherence to a set of rules and principles of conduct that uphold ethical values held by the company's employees is essential for fostering a climate of trust in the workplace. This article's primary emphasis is on the organization's ethical atmosphere as it relates to acting as a "catalyst" for workplace trust. Employees view the moral climate as a reflection of the company's organizational behaviors, practices, and ethical rules that influence their experience there (Cullen, Parboteeah, Victor, 2003; Arnaud, 2010; Dahmani, 2010; Ruppel & Harrington, 2000).

The ethical standards and guidelines that reflect the expected (normative) behavior in the context of professional teaching are revealed by professional teaching ethics principles. These standards, which are outlined in the ethics teaching code, serve social purposes to support the successful completion of professional activities while taking into account both individual and societal interests, hence preserving the advancement of professional moral principles. The principles of teaching professional

ethics are heavily influenced by cultural norms of professional engagement, represented in the culture of professional significance and ethical competence. Personal ethics principles, which include convictions and moral responsibility for actions, correctness and respect for another person's rights, dependability, honesty, integrity, justice, self-control, and others, characterize moral traits and expectations of a teacher. Personal ethics enables teachers to comprehend innate moral qualities, evaluate ethical conduct and action skills, and create their own set of rules for professional interaction (Belinova, N. V., Bicheva, I. B., Kolesova, O. V., Khanova, T. G., & Khizhnaya, T. G., 2017).

In terms of personal, social, economic, political, and behavioral elements, it is asserted that instructors prioritize specific ethical activities. While this is going on, a significant argument has been made that teachers cannot be found to be unethical or immoral by the standards and ethics of the schools because they do not have the exclusive right to morality and ethics (Catuby, 2017; Caslib, 2014).

Human interactions have a significant part in schools as social institutions. A principal's perspective, expectations, and a solid understanding of people correlate with decision-making. The standard of education will rise if relationships at schools are founded on morals. Investigations of the school atmosphere that are ethically based may aid in assessing interpersonal relationships. Nevertheless, more research needs to be done on the ethical climate of schools (Easley, 2008; Keiser & Schulte, 2007).

Giving students a high-quality education is a teacher's responsibility. Teachers have a significant impact on students' lives. The main purpose of teachers is to instruct their students (Chan Chan & Keow Ngang, 2015). They are given a curriculum so that the pupils can receive the necessary information throughout the school year. They employ various teaching and learning techniques, including lectures, small group projects, and experiential learning exercises. The work ethic of the teacher also has a significant effect on the learning of the students. Students have more success when their teachers' value and are dedicated to their work (Salleh, 2018).

There is an expectation that teachers promote work ethics and serve as role models for their students. Teachers should possess moral, ethical, and professional qualities in their practice. When it comes to ethical dilemmas at work, they should be able to examine difficulties and find solutions (Ministry of Higher Education, 2006 in Malaysia). Teachers must be moral role models for their students by exhibiting moral ideals and professional ability (Turk & Vignjevic, 2016).

The third indicator is leisure. The concept of leisure describes attitudes and views about the value of extracurricular activities (for example, "*The job that provides the greatest recreation time is the job for me*"). A person who is strongly motivated to pursue leisure activities would find less fulfillment in their employment than someone who is not as interested in leisure activities (Miller et al., 2002).

Flexibility in doing what one wants to do when one wants to do it is possible leisure time. Participation in leisure activities is engaging in non-work activities, while work time orientation is the desire to engage in such activities. In the context of this study,

references to "*leisure time*" refer to "*work time orientation*" or, more specifically, "*the importance of people placing non-work / leisure activities before work*" (Dekawati, 2021).

In addition, a study indicated that nostalgia for leisure time influenced commitment to work and contentment with leisure time. Additionally, leisure satisfaction increased work commitment and well-being, whereas devotion to one's job decreased turnover intention and increased well-being. Additionally, this study discovered substantial indirect impacts of nostalgia for past leisure activities on job dedication, turnover intention, and well-being (Cho, H., 2021).

The fourth indicator is hard work. Work ethic includes being diligent and resourceful, as well as being prudent and realizing one's ideal self. Therefore, it is reasonable to believe that work ethic, a set of ideas that values work, is linked to controlled, non-autonomous regulation and autonomous motivation. According to the notion of work ethic, work has historically involved coercion and obligation. But the concept of work ethic also suggests the value of personal autonomy, the necessity to rely on oneself, and the need to aim high. In more recent work ethic conceptualizations, the pursuit of perfection and mastery, which ensure high-quality work, are also included (Furnham, 1990; Mann et al., 2013).

Another author assumed that people who exhibit strong intrinsic desire, are driven to complete interesting work, and try to reach high standards are likelier to have strong work ethics. The findings may also indicate that people who are independently driven to work can satiate their desire for self-esteem and their need for status and recognition. In addition to being linked to the readiness to work for external, material rewards, self-reliance and placing a high value on hard effort might come from attempting to build good relationships with others (Grabowski D., Chudzicka-Czupaa A., Stupor K, 2021).

The ability of the teacher to execute their tasks and duties to the best of their capacity is necessary because of the teacher's significant influence on the development of the students. There is a relationship between boosting human resources and improving learning outcomes. To provide the ideal conditions for learning activities to go as planned, the teacher in charge of those activities makes an effort known as "*classroom management*." Furthermore, a teacher's work ethic is crucial since it reflects their passion, spirituality, ideals, code of ethics, and sense of responsibility for their work. Every teacher should have a strong work ethic since students need their teachers to be dedicated and put in a lot of effort (Arafat, Y., & Puspita, 2021).

The fifth indicator is the centrality of work. The importance of the job is the fifth indicator. The belief that works is a fundamental value in life and should be done perfectly and honestly, is the basis of a strong work ethic. Doing work well entails investing significant time and effort into it. As a result, since they alter people's attitudes toward other values, the components of work ethic include the need to conserve time and limit leisure time and the maxim not to consume rewards. New research findings on studies about the connection between ethical leadership and employees' inventiveness are also noteworthy (Van der Wal & Demircioglu, 2020; Yidong & Xinxin, 2013).

As a former teacher who devotes time to educating educators and the field about the value of professional ethics, I frequently assert that ethics should be one leg of a three-legged stool, just as crucial to being a teacher as a topic of knowledge and effective teaching methods. Although that has only been the case, professional ethics is increasingly becoming a significant part of educational policy and practice. Because of this, our profession needs to move away from the notion that we can handle all the situations we encounter in the classroom using only our sense of ethics, which is largely influenced by our upbringing and life experiences. Even the expectations and norms that develop in each school are so different that they cannot be used as the only criterion for making judgments. We also need to recognize the inherent risks that teachers face daily, which are ethical, practical, and frequently legal, and the need for a communal understanding of the difficulties we face as professionals (Hutchings, T., 2016).

The sixth indicator is wasted time. A person's attitudes and reliance that demonstrate an active and constructive use of time are referred to as "*wasted time*" (for example, "*I always look for ways to use my time*" adequately). It has long been recognized that excellent performance is inextricably tied to efficient use of time and that doing so is consistent with a strong work ethic. Procrastination and poor time management have been cited as barriers to productivity (Miller et al., 2002).

Unfortunately, workers frequently waste time. According to much research, employees waste 2 to 6 hours each day. This vast amount of wasted time can significantly affect the organization's effectiveness and earnings. But not all unproductive time is spent completely neglecting work. Workers are frequently engaged but produce little. Though necessary, time spent preparing for work cannot be categorized as "wrench time," which refers to actually useful activity. They also divided the time of employees into four categories: (a) time not available for work; (b) time available for work but not working; (c) time available and active but not contributing worthwhile work; and (d) time available for work and contributing worthwhile work. It is useful to distinguish between worker activity and production using Dale's lens to analyze worker efficiency. Active participation in work might take the form of planning, moving to a job site, looking for tools, and overstaffing a project—but this is not effective work. Every task has these required but non-value-adding phases built into it by nature. An organization must create a system that efficiently manages and reduces this lost time to eliminate non-value-adding labor (Dale, 2012; Flinchbaugh, 2013; 43 Malachowski, 2005).

The last indicator is a delay of gratification. The phrase "The most rewarding experiences in life need patience" is an example of delayed gratification, which describes the direction a person is facing in the future and the deferral of benefits. When someone can stick with a course of action, they have selected to attain a long-term objective despite all the desirable alternatives that could provide instant gratification (Miller et al., 2002).

The capacity to subjectively travel through time is one feature of the human brain that sets us apart from other species. They described this idea as "*mental time travel*" and claimed that it enables individuals to plan their behaviors and actions to meet daily obstacles. Because of this capability, people now have the choice to defer gratification till

a later time. Some people choose a smaller immediate reward over a larger one that would come later. Some people choose immediate satisfaction, while others opt for a bigger payout down the road. Delay discounting is another name for delayed pleasure (Kirby & Marakovi, 1996). Although immediate satisfaction has become more prevalent in today's culture, studies show that delayed gratification can positively impact one's health, wealth, and happiness. Delayed gratification is defined as "*a future-focused perspective; deferring benefits*" (Miller et al., 2001; Daugherty & Brase, 2010; Dittmar & Bond, 2010; Suddendorf & Corballis, 2007; Schacter, Addis, and Buckner, 2007).

Finally, teachers who put in a lot of effort will be conscious of the need to follow school policies and will always conduct themselves in a way that advances learning and fosters innovation in the classroom. Additionally, teachers' strong work ethics significantly impact performance, teacher technology pedagogical topic understanding, and improved student learning efficiency (Al-Hothali, 2018; Narang & Samidjo, 2020; Waang et al., 2019; Ambaryati et al., 2019; Asmarajaya & Supardi, 2018).

Work ethics have great importance in instructors' overall effectiveness and productivity. A teacher who upholds a strong work ethic would respect perseverance, efficient use of time, deferring pleasure, and high intrinsic worth of labor. School administrators must be vigilant about their own and supervisees' ethical standards as the profession's gatekeepers. Here, the fundamental duty of the supervisor is to serve as an example of what they wish to teach. Ethical leaders encourage teacher input and make moral messages clear in the workplace. Additionally, they establish unequivocal ethical norms and use rewards and penalties to control instructors' ethical conduct. Positive employment experiences for teachers and school administrators depend on strong work ethics. They are more likely to produce high-quality work, maintain solid connections, and meaningfully contribute to completing significant tasks when they possess these talents. Strong work ethic holders frequently serve as role models for their peers, motivating them to follow their example. By doing this, an organizational culture that values diligence, teamwork, and peer support can be established.

4.4 Correlation between Measures

Several things influence work ethics. This involves charismatic leadership, relationships with superiors, and beliefs in reciprocity. Employee involvement, according to Saks (2006), reflects their emotions, attachment, and relationships at work, particularly their relationships with their leaders. People take satisfaction in their interactions when they see that they have been treated with decency, respect, and appreciation for their efforts, according to Sarwar & Abugre (2013). Mangundjaya (2014) made the following statement: "*Highly effective and engaged groups, who generally work for their leader who has shared vision and clear envisioned future, usually work for charisma is useful for influencing people to adopt leader's ideas*." Employee engagement is preceded by intrinsic and external variables (Clark, 2012). According to Babcock-Roberson and Strickland (2010), charismatic leadership and OCB are positively correlated. This relationship can be either direct or indirect depending on the mediating variable, such as the ethical atmosphere

(Zehir, 2014). In their research, Shamir et al. (1993) found that charismatic leadership had a beneficial effect on followers, particularly on how engaged they were with the leader's mission.

In addition, the participants' self-competence scores and the results for political leadership, charismatic leadership, and structural leadership also showed favorable and moderately significant connections. On the other hand, it was acknowledged that the participants' self-competence and administration in human resources ratings had a statistically significant positive and low-level link. As a result, participants' leadership orientation and sense of self-worth rise. In this regard, elevating participants' self-esteem is crucial in leadership orientations (Yasarturk, et al., 2017).

However, charismatic leadership has a negative side that can overshadow its positive aspects and harm the business. Creating a fair corporate culture, non-exploitation, and benevolence is likely to be accomplished by charismatic executives. However, charismatic executives' actions might raise the organization's risk levels by adding instability and ambiguity to the decision-making process. Charismatic leaders inspire their people to take calculated risks and drive them to meet challenging company goals. Staff employees may be persuaded to carry out an organizational objective or violate the ethical code due to being misled by charismatic leaders (Fragouli, 2018).

An example of charismatic leadership in an organization based on many behavioral dimensions has recently been established. Because of the model, charismatic leadership is an attribute that depends on how followers interpret their leader's actions. Because of their aptitude, they differ from other leaders in creating and expressing an inspiring vision and in terms of their behaviors and deeds that leave an impression. In three distinct stages of the leadership process, the Conger-Kanungo model presented several distinctive behavioral components. The first environmental assessment stage uses the status quo to explain environmental opportunities, restrictions, and followers' demands. In contrast, the second stage describes the location of vision development. In stage three (the implementation stage), charismatic managers are more likely to set a good example for their staff members (Conger & Kanungo, 1994).

The success of training programs inside an organization may be influenced by the supervisory relationship, which is frequently seen as a crucial organizational climate feature (Noe, 1986, 2008; Blanchard & Thackers, 2007). Support and communication are seen as the two most important aspects of the supervisor's function in training programs by several academics, including Facteau et al. (1995), Chiaburu and Tekleab (2005), and Ismail et al. (2007). Support is frequently associated with a manager who offers opportunities and encouragement to enhance staff performance in businesses (MacNeil, 2004; Noe, 2005). Supervisors often encourage and urge employees to participate in training programs and provide assistance before, during, and after training sessions in the form of time, resources, and financial support. Additionally, managers are crucial in involving staff members in decision-making and assisting new hires in utilizing newly acquired skills to meet organizational objectives (Meyer & Peng, 2006).

A set of ethical standards might be applied to find ethical problems in supervision. To give the reader a grasp of the study's context, we present viewpoints on ethical principles and behaviors in charge, address the academic community's role, and define the peculiarities of doctorate training in Finland in the following sections. Doctoral supervision offers a prospective setting for locating issues and coming up with ethically sound solutions. However, not all of the difficulties encountered are moral. Furthermore, only sometimes, morally good, long-term solutions are used to solve the issues. Therefore, it is necessary to develop solid criteria for spotting ethical issues in the context of doctorate supervision. In a setting like doctoral supervision, ethical principles can be utilized as analytical tools to examine what might be seen as problematic from an ethical or moral point of view (Jia et al., 2014).

In addition, an essential tool and set of procedures, school supervision is intended to support teacher and student learning in the educational system. Similarly, supervision is a constant and ongoing personal guidance method based on regular attendance at a school to offer teachers concrete and constructive advice and encouragement to improve the school's overall performance. Both of these processes are centered on giving teachers clear and meaningful suggestions. For the head of the school, managerial ability is essential for improving the instructors' performance in the classroom. Skills are needed to carry out the school head's administrative responsibilities. As the foundation for supervisory competence, experience, interpersonal skills, and technical abilities are also necessary. School leaders must be informed about organizational techniques to enhance school instructional supervision procedures. In order to accomplish the desired goals of the school, they must also possess the appropriate instructional leadership and comprehend its policies and directives (Ferris, G. R. et al.; Mislinah et al., 2018).

On the other hand, unfair supervision that is harsh can inspire workers to avenge themselves by engaging in illegal workplace behavior. Additionally, negative generalized balanced reciprocity will moderate the relationship between the desire for vengeance and minor interpersonal workplace deviation, negative generalized non-balanced reciprocity will moderate the relationship between the desire for revenge and severe interpersonal workplace deviation, and unfavorable direct balanced exchange will reconcile all of these associations (Faldetta, G., 2020).

Positive reciprocity motives are satisfied by pro-leader evil intention in high-quality LMX relationships. In contrast, negative reciprocity motives are satisfied by pro-self-wrong meaning in low-quality LMX relationships. Importantly, our research reveals how important it is to consider both constructive and destructive reciprocity motives when examining the impacts of LMX. Consequences of these findings for the social exchange theory, LMX, and a more extensive literature on immoral (self- and other-serving) behavior are discussed (Vriend, T., Said, R., Janssen, O., & Jordan, J. 2020).

Interestingly, however, recent research has shown that LMX is positively correlated with other-serving undesirable behaviors and pro-leader immoral behavior, all under the same positive reciprocity assumption (Bryant and Merritt, 2019). None of these has specifically examined how reciprocity motives contribute to the connection

between LMX and unethical behavior. This is crucial in light of recent complaints that the social exchange component of LMX research is frequently completely overlooked (Gottfredson et al., 2020). Employees often have a solid pro-organizational will and motivation, which urges them to repay the organization and maintain the positive social exchange relationship between the two parties with pro-organizational behavior, based on the principle of reciprocity, as the return of high-level investment by the organization (Kalshoven et al., 2016).

In addition, employees with solid pro-organizational incentives frequently flout ethical and moral restraints to realize the return to the organization and explain the attribution for their unethical activities (Wang et al., 2018). The cognitive dissonance brought on by evil pro-organizational action is lessened. This study asserts that employees are more likely to engage in immoral pro-organizational behavior in exchange for the company's investment when a company successfully adopts high-commitment work systems (Zhang, M., Zhao, L., & Chen, Z., 2021).

Parallel to this, other academics have come to the conclusion that employing high-commitment work systems may cause workers to engage in unethical pro-organizational behavior, offering management advice. Even highly committed work structures devoted to the joint growth of workers and organizations may have a detrimental effect. Because of this, care should be taken when putting high-commitment work systems into place to avoid or minimize the possibility of employees engaging in unethical, pro-organizational behavior. Examples include hiring people with high moral standards, educating new hires about ethical principles and codes of conduct, including moral evaluation standards in evaluations, holding regular lectures, and having thematic discussions on ethics. In summary, businesses should focus on fostering employees' social responsibility awareness and directing employees to work correctly while hiring, training, and managing employees daily (Xu and Lv, 2018).

The findings demonstrate that ethical leadership enhances information sharing among followers. Additionally, it is discovered that moral efficacy and positive reciprocity both have significant mediation effects and are crucial for explaining how ethical leadership affects followers' information sharing (Su, X., Lin, W., Wu, J., Zheng, Q., Chen, X., & Jiang, X., 2021).

These researches neglected the reciprocity requirement in leader-membership in organizations while focusing on the psychological cognition of employees as a mediator in the impact of ethical leadership on information sharing. According to the principles of social exchange theory, ethical leaders prioritize the group's interests and demonstrate genuine concern and kindness for their subordinates. Then they can impose a duty on their followers to take acts that favor their leaders or organizations to reciprocate the benefit they received positively. This research suggests that the mediating mechanism of positive reciprocity can explain the relationship between ethical leadership and information sharing (Abdullah M. I., Dechun H., Ali M., Usman M., 2019).

In addition, public elementary school teachers' work ethics can be influenced by charismatic leadership, which can be measured in terms of charm and communication

competence. An organization's ability to accomplish its vision, mission, and goals depend on the school leaders' capacity to connect deeply. Additionally, they reciprocate the respect, trust, and confidence that school leaders instill in their staff members, encouraging teachers to act according to the established norms and behaviors and provide their clients with high-quality services. As a result, how well teachers and school administrators carry out their daily responsibilities will impact how healthy schools perform. Therefore, if the school head's charismatic leadership, supervisory connection, and reciprocity beliefs go well together in carrying out tasks and obligations in the school, teachers' work ethics can be successfully demonstrated.

Further, the presentation above and the debate of many academic works helped to focus on the four key study variables: the charismatic leadership of school heads, supervisory relationships, reciprocity beliefs, and work ethics. These will serve to support the conclusions and research findings.

5. Theoretical Framework

Three facts serve as the foundation for this study. (2015) cited Kanungo, 1987; House, 1977; Roberts, 1985; Zaleznik, and Kets de Vries 1975 while discussing the relationship between charismatic leadership and work ethics. One of the aspects of transformational leadership is charisma. As a result, in the organizational literature, the words "*transformational leadership*" and "*charismatic leadership*" have become synonymous (Conger and Kanungo, 1994). Conger and Kanungo (1987, 1988, 1992) created a model of charismatic leadership in companies based on many behavioral dimensions in more recent years. Because of the model, charismatic leadership is an attribute that depends on how followers interpret their leader's actions.

Because of their potential, they differ from other leaders in the creation and expression of an inspiring vision and in words of their behaviors and deeds that leave an impression. Three distinct stages of the leadership process were presented by the Conger-Kanungo model, along with various distinctive behavioral components. The first stage, the environmental assessment stage, uses the status quo to explain environmental opportunities, restrictions, and followers' demands, while the second stage describes the location of vision development. Managers that are viewed as charismatic tend to set a good example for their team members throughout stage three (the implementation stage). Regarding reciprocity ideals and work ethics, there are several instances of both constructive and destructive reciprocal behavior that cannot be accounted for in terms of strategic and long-term self-interest. For example, if someone does something nice for a stranger, the stranger returns the favor even if it is improbable that they will ever cross paths again. Additionally, there is no chance that acquaintances, coworkers, or other pertinent individuals will find out about the kind gesture. Even though he knows he won't return, foreign traveler tips generously for the restaurant's superb service (Hastings, 2011).

Experiments offer proof of altruistic reciprocity in addition to observations of daily life. Regan (1971) conducted a well-planned investigation in which participants who received a favor were significantly motivated to repay the turn. Still, pleasant feelings toward the donor were given far less weight. In a more contemporary study, Fehr, Fischbacher, and Tougarova (2002) used an experiment with a "*gift-exchange market*" in which individuals playing the roles of workers and employers received more excellent wages above market equilibrium to validate Akerlof and Yellen's (1988) "*fair wage theory*." Even with big stakes, the cooperative pattern remained consistent with how it was under the low-stakes scenario. According to research from sociological exchange theory and psychological equity theory, altruistic reciprocity is a crucial component of the "*fair wage/effort hypothesis*" (Akerlof & Yellen 1988).

Furthermore, Lofstrom and Photo (2012) proposed the connection between work ethics and supervisory relationships that stressed how ethical behavior could be understood as the embodiment of ethical principles. This implies that standards for ethically sound problem-solving can be found in ethical practice principles. There are standards for counselors' ethical conduct in the context of supervision, and we highlight the following standards: the supervisor has the expertise and knowledge to facilitate the process, for example, through various interventions; the supervisor respects the student's autonomy and human dignity; the supervisor responsibly exercises the power that comes with their position; and the supervisor acts to increase public trust in the way that research communities operate. These requirements indicate the necessity of an adequate knowledge foundation in the research being undertaken, methodological competence, and an understanding of work ethics in the context of supervisory relationships in academia.

5.1 Conceptual Framework

In this study, five hypothesized models that could influence the work ethics of public-school teachers were used to determine which ones fit the data the best. According to the first conceptual paradigm, charismatic leadership, supervisory relationships, and reciprocity beliefs impact the endogenous variable of work ethics. The first external factor is charismatic leadership, quantified by six indicators: vision and articulation; environmental sensitivity; personal risk; sensitivity to member demands; and does not preserve the status quo (Moore, 1999). Environmental sensitivity involves the leader's assessments of the team members' abilities and the business's demands. When a leader can develop a sense of vision among his people, vision and articulation occur. The organization's leader takes on personal risk by putting their life on the line. Unconventional behavior is when a leader takes unexpected and original actions to accomplish his objectives (Moore, 1999).

The second exogenous variable is supervisory leadership, which has three specific indications: safe bases, reflective education, and structure (Cliffe, Beinart, & Cooper, 2014). A collaborative, open, and safe setting from which supervision can be conducted is referred to as the "*safe base*" dimension. The ability of the supervisor to support

supervisee reflection and pay attention to the supervisory process and various theoretical models are referred to as reflective education. The structure is the supervisor's competence to ensure that the practical aspects of supervision are managed properly (Cliffe et al., 2014).

The third exogenous variable is reciprocity beliefs. Beliefs in reciprocity are the third exogenous factor. When discussing reciprocity in the social sciences nowadays, scholars typically mean something more, and frequently something different from, this earlier perspective on reciprocity and collaboration. In reality, reciprocity is a considerably more intricate concept that applies to a much larger range of circumstances than those covered by contractual trade and the folk theorem. This new interchange—or, more precisely, this new way of thinking about the idea and the function of reciprocity in social interaction—is the subject of the papers that make up this special issue. The idea of reciprocity examined by this new paradigm is known as "*strong reciprocity*" to separate it from the two approaches to the subject.

Labor ethics comprises seven indicators, including self-reliance, morality, leisure, hard work, the centrality of work, squandered time, and deferred gratification, making it a latent endogenous variable (Miller, Woehr, & Hudspeth, 2001). Self-reliance refers to a leader's capacity for independent thought and is synonymous with faith in one's judgment. Morality is concerned with principles that lead to a just and moral existence. While leisure refers to the value of leisure time activities, the idea that hard work may be a cure-all for life's ills is widely held. The term "centrality of work" refers to how significant work is in a person's life. Delay of satisfaction refers to the pleasant way of life given to a strict frugalness. Wasted time is the loss of time through socializing, idle discussion, luxury, and even more sleep than is essential for health and leisure (Miller et al., 2001).

The hypothesized model depicts the following: the rectangular figures connected by the oval represent the measured variables of a latent construct, the single-headed arrow represents the direct relationship between two variables, and the double-headed arrow denotes correlation. The oval shapes represent the latent variables of the study. The direct causal relationship between latent exogenous variables and the latent endogenous variable is illustrated by Hypothesized Model 1 in Figure 1. A single-headed arrow connecting charismatic leadership, supervisory relationships, and reciprocity principles serve as an illustration of this (Zhang, 2010).

Furthermore, the measure variables for the relevant latent exogenous and endogenous variables are represented by rectangular forms. The association between the two latent exogenous variables and their direct causal relationship to the latent endogenous is shown in Hypothesized Model 2, as depicted in Figure 2. This is seen by the two latent exogenous variables connected by a double-headed arrow. The three-latent exogenous is directly related to work ethics, as indicated by the single-headed arrow pointing. A model modification that illustrates the direct causative relationship between supervisory relationships and work ethics is hypothesized model 3, shown in Figure 3. This created model only has one latent exogenous variable that directly influences the

latent endogenous variable (single-headed arrow). The modified version of Hypothesized Model 4 shown in Figure 4 also illustrates the correlation between charismatic leadership, supervisory relationships, and reciprocity beliefs and the direct causal relationship between the exogenous and endogenous variables, work ethics. The modified version of Hypothesized Model 5 shown in Figure 5 also illustrates the relationship between endogenous work ethics and the three exogenous variables of charismatic leadership, supervisory relationships, and reciprocity beliefs.

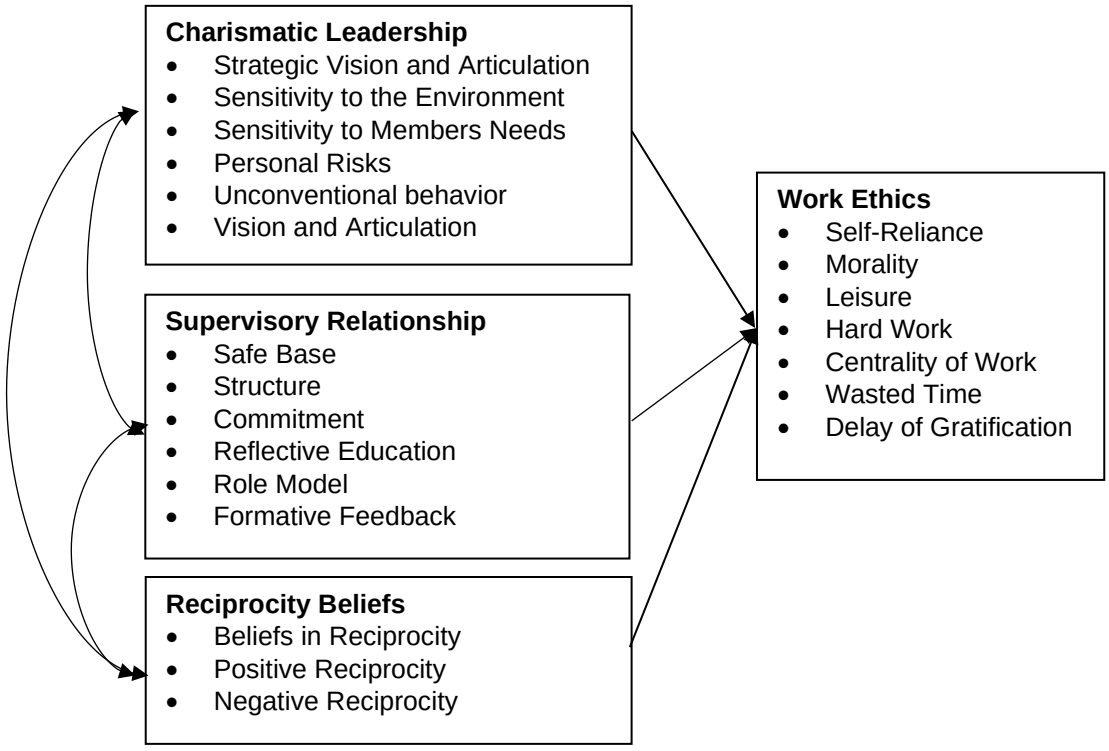
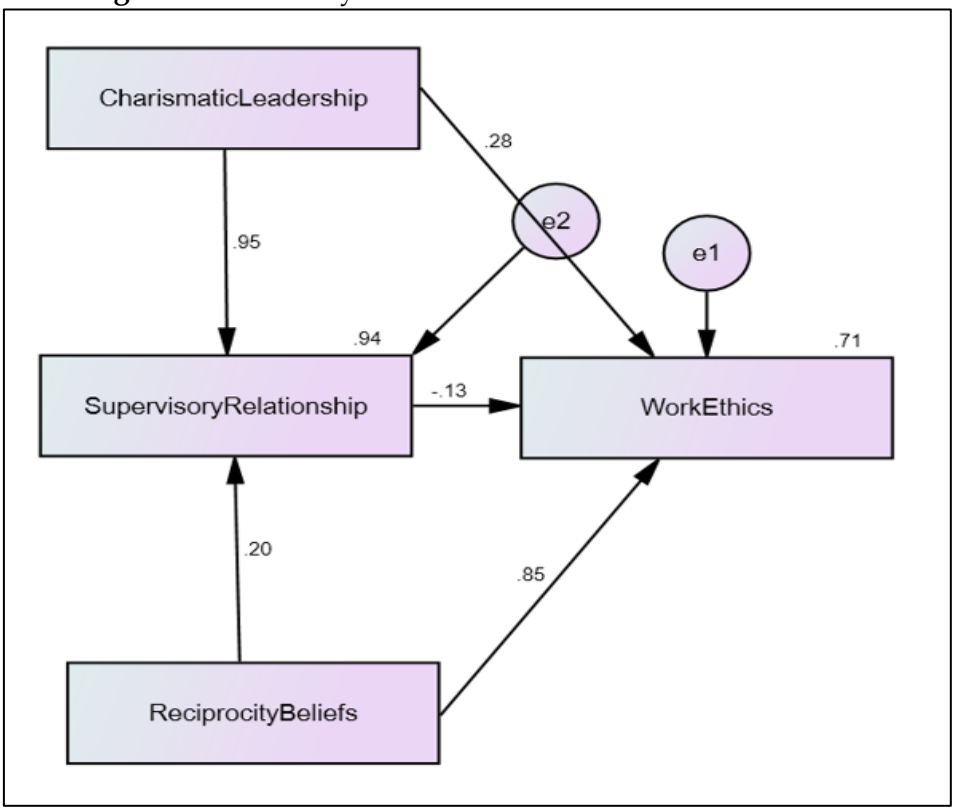


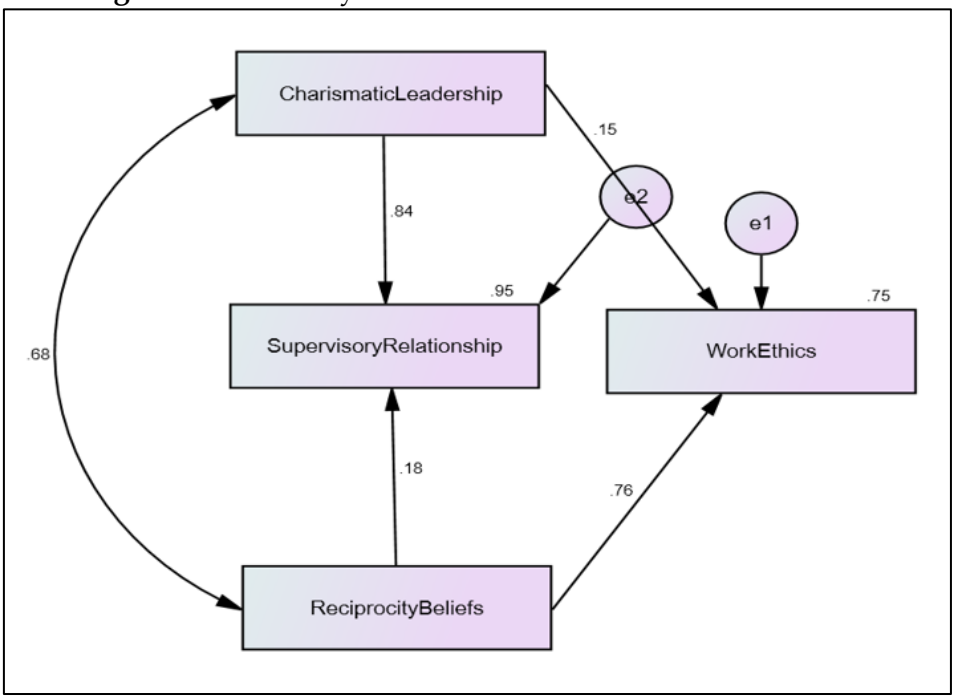
Figure 1: Conceptual Framework of the Study

Figure 2: Path Analysis of Model 1 in Standardized Solution



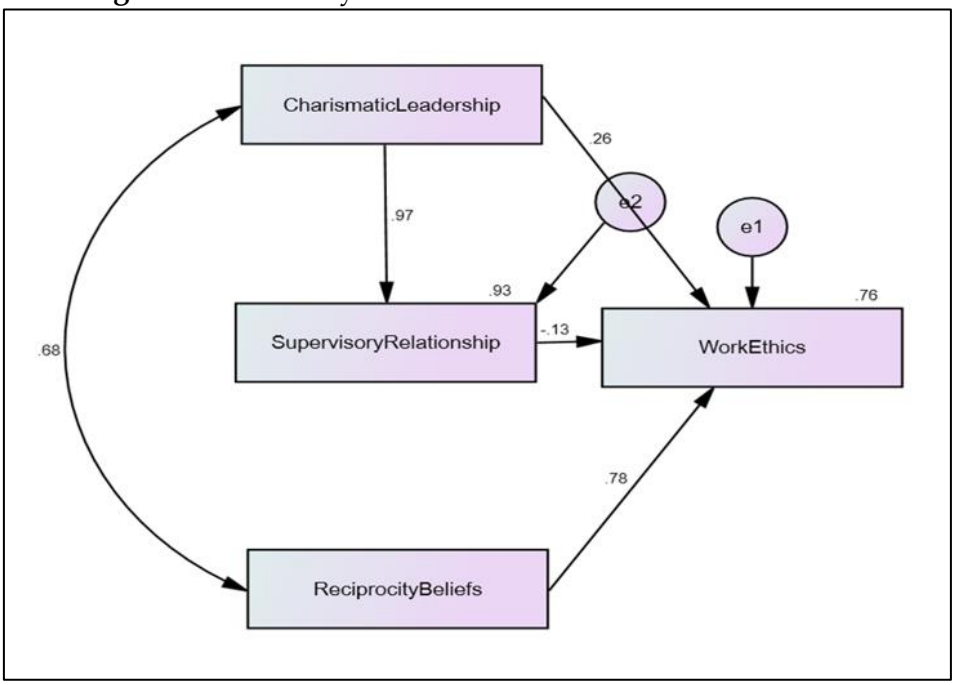
Legend:
CharismaticLeadership – Charismatic Leadership; SupervisoryRelationship – Supervisory Relationship; ReciprocityBeliefs – Reciprocity Beliefs; WorkEthics – Work Ethics

Figure 3: Path Analysis of Model 2 in Standardized Solution



Legend:
CharismaticLeadership – Charismatic Leadership; SupervisoryRelationship – Supervisory Relationship; ReciprocityBeliefs – Reciprocity Beliefs; WorkEthics – Work Ethics

Figure 4: Path Analysis of Model 3 in Standardized Solution



Legend:
CharismaticLeadership – Charismatic Leadership; SupervisoryRelationship – Supervisory Relationship; ReciprocityBeliefs – Reciprocity Beliefs; WorkEthics – Work Ethics

5.2 Significance of the Study

This study elucidates the importance of charismatic leadership, supervisory relationship, and reciprocity beliefs to the work ethics of public elementary school teachers in Region XI. The study's findings may show an overview of the dimensions included in the study, such as charismatic leadership, supervisory relationships, reciprocity beliefs, and work ethics. The officials and policymakers may revisit, restructure and implement the rules and regulations to strengthen and improve the work ethics of school heads through activities and action plans based on the best fit model, designed to address the issues concerning work ethics, especially with the advent of the 21st-century teaching skills and incorporation of the digital age in the field of education.

Grounded on the study results, this may give insights and concepts among school administrators and school heads insights and ideas for them to create programs that will highlight the value of work ethics. Tools and school-based policies may also be crafted regarding charismatic leadership, supervisory relationships, reciprocity beliefs, and the work ethics of teachers.

The results of this study provide a basis to consistently improve in work ethics of teachers and how they work with teams. Teachers may also develop attitudes toward attaining school objectives through positive employee trust, organizational health, and supervisory relationships. Moreover, they may consider signing up for the required training, engagements, and workshops on the current curricular approach to strengthen and improve their pedagogical skills. Since their teachers would be exhibiting good work performance, the conclusion of this study will give the students helpful knowledge that

will inspire them to gain competence and learning skills. Future researchers may use this study as a platform to investigate additional factors that have the potential to predict job performance.

5.3 Definition of Terms

To make this study more comprehensive to the readers, the following terms are defined:

- **Charismatic Leadership.** This refers to the dimension used for analyzing environmental sensitivity, personal risk, sensitivity to member needs, status quo, unconventional behavior, and vision and articulation.
- **Supervisory Relationship.** This refers to safe base, reflective education and structure.
- **Reciprocity Beliefs.** This refers to beliefs in reciprocity, positive reciprocity, and negative reciprocity.
- **Work Ethics.** This refers to a commitment to the value and importance of hard work among employees.

6. Method

The research methodology and technique used in this study were described in this section. This covers the research design, research subject, research instrument, data collection process, statistical analysis of the data, other sources of information, and data treatment.

6.1 Research Design

In general, this dissertation used a quantitative research design that considers mathematical statistics to support theories and hypotheses relating to a phenomenon (Creswell, 2000). This study used a descriptive correlation at first, which is intended to collect information, thoughts, facts, and data to relate associations between two or more variables by testing the assumptions of the hypothesis in an interest population (Mayer et al., 2004). Path Model Analysis, a multiple regression statistical analysis, focuses on the relationships between a dependent variable and two or more independent variables to test a hypothesis. Path analysis makes understanding the causes of the correlations between variables easier. Path analysis, a multiple regression statistical analysis, examines the relationships between a dependent variable and two or more independent variables to evaluate causal theories. This technique can calculate the strength and importance of causal relationships between variables (Ashley Crossman, 2019).

Path analysis, a type of multiple-regression analysis, helps analyze various causal analysis issues. It is a technique to look at causal relationships between a group of variables that was first developed in the 1920s. The most popular method academics use to evaluate data about a pre-defined causal model is route analysis. Using path analysis, researchers run a series of regressions inside the model to examine the effects on dependent variables. The dependent variables also serve as independent variables for

subsequent regressions inside the model. In some models, but not all, there is a single final dependent variable that the researcher is interested in. Each dependent variable is subjected to a regression analysis, and the effects are assessed using regressions for cumulative effects (Stage, Carter, & Nora, 2015).

In addition, the standard regression premises are required for path analysis. It is especially vulnerable to model specification because omitting pertinent causal variables or including irrelevant variables frequently significantly impacts the path coefficients used to evaluate the relative significance of different direct and indirect causal paths to the dependent variable. Multiple regressions and route analysis go hand in hand. The fit of a correlation matrix with a causal model under investigation is tested by researchers using an extension of the regression model. Path analysis aims to quantify the scope and significance of proposed causal relationships between sets of variables depicted using path diagrams. This method identified the driving dependencies between the study's variables. Also carefully assessed are the connections between public elementary school teachers in Region XI, Philippines, school heads' charismatic leadership, supervisory relationships, reciprocity beliefs, and work ethics (Garson, 2013; Spaeth, 1975).

6.2 Research Locale

The study was conducted with the chosen public elementary school teachers in Region XI, more especially with the division offices of the eleven schools. Davao Region is located near the Davao Gulf on the southeast coast of the island of Mindanao. Its northern border is formed by the provinces of Surigao del Sur, Agusan del Sur, and Bukidnon. It is bordered on the east by the Philippine Sea and on the west by the provinces of Central Mindanao. In a broader geographic context, the Davao Region area faces Eastern Indonesia through the Celebes Sea to the south and Micronesia in the Southern Pacific Ocean to the east. It consists of 44 municipalities, 11 congressional districts, 1,160 barangays, four provinces, one independent city, and 4 component cities. The provinces are Davao Oriental, Davao del Norte, Compostela Valley, and Davao del Sur. The cities are Digos City, Island Garden City of Samal, Panabo City, Tagum City, and Davao City.

In addition, to help each student realize their full potential, teachers respect moral norms. This promotes a secure and effective environment. Therefore, the charismatic leadership of school heads, supervisory relationships, and reciprocity beliefs significantly impact the work ethics of public elementary school teachers in Region XI, and their commitment is reliant on how well school leaders practice good governance and leadership.

6.3 Population and Sample

The respondents of this study were the 432 public elementary school teachers in Region XI. They were determined by the degree of relationship between charismatic leadership, supervisory relationship, reciprocity beliefs, and work ethics by collecting data from survey and inventory research questionnaires administered to them. Furthermore, the study was conducted during the second semester of the school year 2021-2022. In this

study, stratified random sampling was employed. A sampling technique known as stratified random sampling necessitates splitting the population into smaller subgroups, known as population strata. In stratified random sampling or stratification, the strata are created based on shared traits or characteristics of individuals, such as income or level of education. Stratified random sampling is a common name for random proportional and quota sampling (Hayes, 2020).

The researcher carefully selected the study's participants. Substitute teachers, volunteer teachers, and school personnel were not included in the study's respondents, consisting of Region XI's permanent public elementary school teachers. The study considered teachers who decided to leave or back out while the survey questionnaires were administered, and those who wanted to go were not penalized. Division schools were chosen as the study's location because the researcher wanted to know how charismatic leadership, supervisory relationships, and reciprocity beliefs affected the level of work ethics. To start, she collected information from the regional office of the Department of Education on the total number of elementary schools in Region XI.

Study quotas must also be limited to ten per group to prevent bias in sampling. When a researcher's purposeful sample can be stratified or nested by choosing specific units or cases that differ by a key dimension, Patton (2001) stated that this is necessary. For example, according to practice size (small, medium, and large) and practice environment (urban, suburban, and rural). He added that a research project could gain credibility by using this sampling strategy.

6.4 Research Instrument

The research instruments used in gathering the data were adapted from various authors with some revisions to fit the current study. The four instruments were as follows: Charismatic Leadership, Supervisory Relationship, Reciprocity Beliefs, and Work Ethics. To adapt the instrument to the local environment, restructuring was used. The instrument was validated by professional validators with a value of 4.235, which is excellent, to make it more current. Following validation, a pilot test was carried out. To evaluate the validity of the questionnaire, Cronbach's alpha was utilized. Cronbach's alpha coefficient is one, the larger the internal constancy of the items in the scale (Gliem & Gliem, 2003).

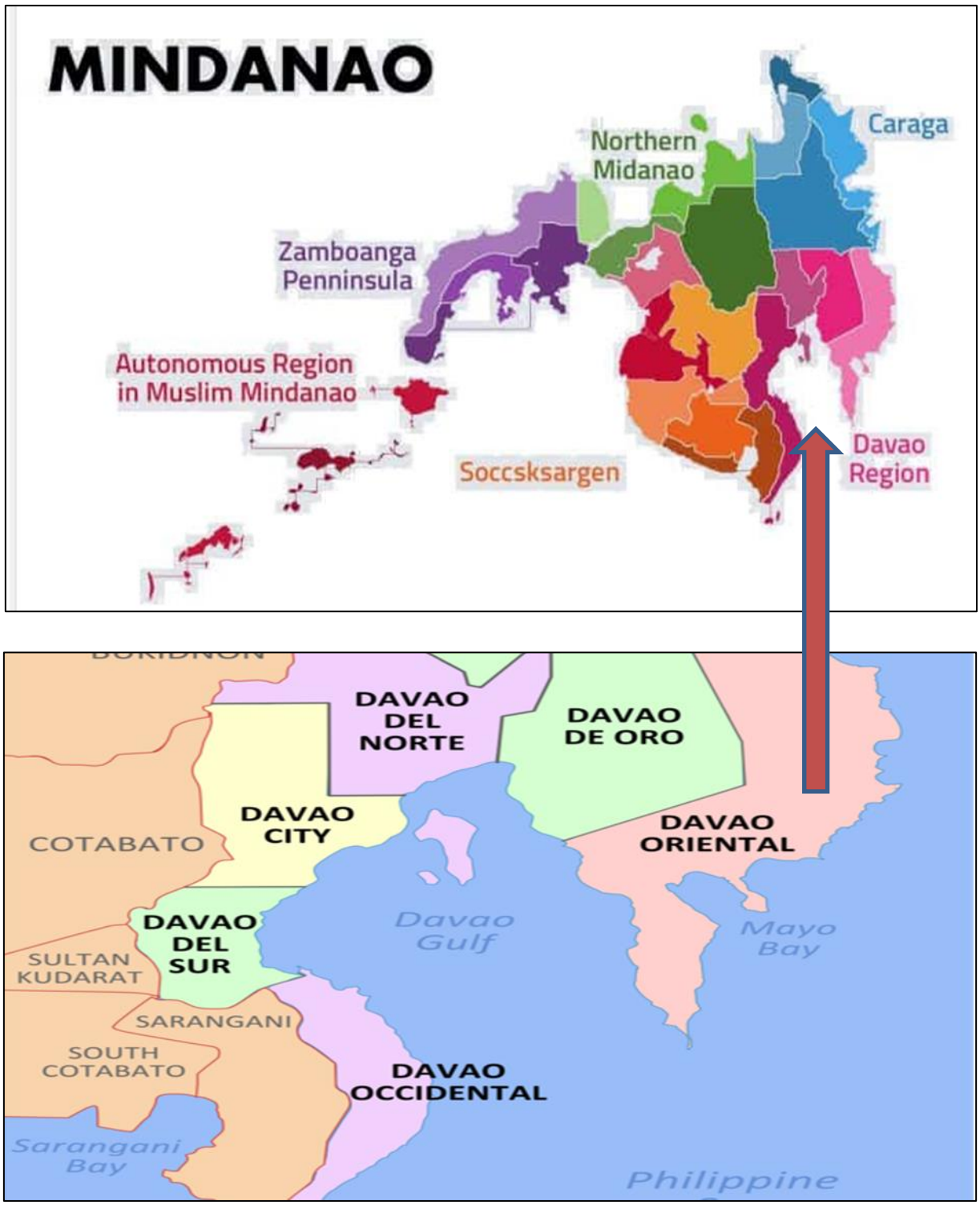


Figure 5: Map of the Philippines highlighting Region XI (Davao Region)

a. Charismatic Leadership

The charismatic leadership scale was adapted from Moore (1999). The instrument's six dimensions—environmental sensitivity, personal risk, sensitivity to members' needs, unorthodox conduct, and vision and articulation—were created to assess how captivating instructors are as leaders.

Range of Means	Level	Interpretation
4.20-5.00	Very High	This means that the items related to charismatic leadership of school heads are always manifested.
3.40-4.19	High	This means that the items related to charismatic leadership of school heads are oftentimes manifested.
2.60-3.39	Moderate	This means that the items related to charismatic leadership of school heads are sometimes manifested.
1.80-2.59	Low	This means that the items related to charismatic leadership of school heads are seldom manifested.
1.00-1.79	Very Low	This means that the items related to charismatic leadership of school heads are not manifested at all.

b. Supervisory Relationship

The research instrument was adapted from the study Cliffe, Beinart, and Cooper (2014). The research questionnaire was made up of 63 questions. This was categorized into the four components namely: safe base, reflective education, and structure. Scores were interpreted using 5-point Likert scale.

Range of Means	Level	Interpretation
4.20-5.00	Very High	This means that the items related to supervisory relationship of school heads are always manifested.
3.40-4.19	High	This means that the items related to supervisory relationship of school heads are oftentimes manifested.
2.60-3.39	Moderate	This means that the items related to supervisory relationship of school heads are sometimes manifested.
1.80-2.59	Low	This means that the items related to supervisory relationship of school heads are seldom manifested.
1.00-1.79	Very Low	This means that the items related to supervisory relationship of school heads are not manifested at all.

c. Reciprocity Beliefs

The scale was adapted from the work of Perugini et al. (2002). The research questionnaire was made up of 27 questions. This was categorized into the three components namely: beliefs in reciprocity, positive reciprocity, and negative reciprocity. Scores were interpreted using 5-point Likert scale.

Range of Means	Level	Interpretation
4.20-5.00	Very High	This means that the items related to reciprocity beliefs of school heads are always manifested.
3.40-4.19	High	This means that the items related to reciprocity beliefs of school heads are oftentimes manifested.
2.60-3.39	Moderate	This means that the items related to supervisory relationship of school heads are sometimes manifested.
1.80-2.59	Low	This means that the items related to supervisory relationship of school heads are seldom manifested.
1.00-1.79	Very Low	This means that the items related to supervisory relationship of school heads are not manifested at all.

d. Work Ethics

This questionnaire was adapted from Miller, Woehr, and Huspeth (2001). The 65 items questionnaire was divided into 7 subscales. Each item was measured on a Likert 5-point scale ranging from "strongly disagree" to "strongly agree". Which has a high reliability estimates with a Cronbach's alpha of 0.78 to 0.87 when using the individual student as the unit of analysis and from 0.81 to 0.94 when using the class mean as the unit of statistical analysis.

Range of Means	Level	Interpretation
4.20-5.00	Very High	This means that the items related to work ethics of teachers are always manifested.
3.40-4.19	High	This means that the items related to work ethics of teachers are oftentimes manifested.
2.60-3.39	Moderate	This means that the items related to work ethics of teachers are sometimes manifested.
1.80-2.59	Low	This means that the items related to work ethics of teachers are seldom manifested.
1.00-1.79	Very Low	This means that the items related to work ethics of teachers are not manifested at all.

6.5 Data Collection

The research questionnaires were validated by six research experts. Rectifications and suggestions were keenly considered to measure the construct of the research model before it was finalized for reproduction. A letter of permission for the Regional Director of the Department of Education Region XI was secured and sent to her adviser for signature. This signified that the study was set to be administered to the interested population. With an endorsement letter from the Dean of the Graduate School of the University of Mindanao, it was submitted to the DepEd office for approval to conduct the region-wide study. After the support of the Regional Director, the researcher also properly informed the Schools Division Superintendent of the selected Division and the school heads of the respective schools.

When the DepEd officials approved the validation of the study instrument, the researcher personally administered the survey. The respondents were asked to complete the surveys thoroughly to get the accurate information needed to build the best-fit model of the work ethics of public elementary school teachers. The completed questionnaires were examined and then arranged appropriately. The data was then gathered, tallied, and statistically processed. The study's objectives were used to analyze and interpret the outcomes. It was first explored descriptively, then used to test the study model's hypothesized causal and mediated links.

Also, Holbege and Matthews (2012) emphasized that an employee who is highly engaged may and will produce more. As a result, one strategy to raise organizational productivity is to have leaders with charismatic leadership styles.

Further, work ethics have a more significant impact on employee engagement than charismatic leadership, according to various writers (Mangundjaya, 2017; Holbege &

Matthews, 2012). These phenomena can be explained by the fact that individuals with strong work ethics will demonstrate their commitment to the organization by putting in a lot of effort and speaking up for the benefit of organizational development. Additionally, work ethics might mediate the link between charismatic leadership and employee engagement. The direct effect of charismatic leadership is greater than the indirect effect in this regard, even though it had a favorable impact on employee engagement through work ethic. Work ethic serves as a mediator between charismatic leadership and employee engagement.

6.6 Statistical Tools

The data gathered was subjected to analysis and interpretation using the following statistical tools:

- Mean. This was employed to quantify the level of charismatic leadership, supervisory relationship, reciprocity beliefs and work ethics of public elementary school teachers.
- Pearson Product Moment Correlation. This was utilized to determine the significance of the relationship between work ethics and the independent variables (charismatic leadership, supervisory relationship and reciprocity beliefs of school heads).
- Multiple Regression. This was employed to reveal the significant predictors of work ethics.
- Path Analysis. This was used to test the hypothesized models and determine the best fit model for the work ethics of public elementary school teachers.

6.7 Ethical Considerations

The researcher conducted the study in accordance with all ethical standards, including, but not limited to, managing the population and data in conformity with the research protocol assessments and standardized criteria:

- **Voluntary participation**. Without any restrictions or consequences, all teachers were given the option to participate at their discretion. The contributory rights of the respondents to the study were therefore carefully considered and adhered to when the purpose and advantages of the study were explained to the respondents.
- **Privacy and confidentiality.** The study adhered to strict confidentiality standards when it came to the respondents' personal and/or professional information that would be needed for the study. This was done to protect the participants' information's privacy and confidentiality.
- **Informed consent process.** The researcher questionnaire was free of technical terms and was easily understandable to the respondents of the study. It provided the population a clear view of benefits that may be generated after the conduct of the study. The questionnaires were administered with the consent and support of the Division Schools Superintendent and the School heads. Therefore, no research

questionnaire was given to any respondent without permission from the authorized command channels.

- **Recruitment.** The researcher identified the respondents of the study as credible evaluators on the assessment of charismatic leadership, supervisory relationship, reciprocity beliefs and work ethics. It is established in this study that the respondents were selected with written permission and they were made to understand that they were right persons who can appropriately respond to the items specified in the data gathering tool.
- **Risks.** The researcher's questionnaire was simple to understand and free of technical terms. The teachers' high-risk experiences with regard to health, psychological, or socioeconomic issues were not included in the study. Ethics-related questions and considerations were conveyed during the course of this investigation, notably before the data were gathered. A review of the researcher was done by the ethics review committee members. The UM Ethics Review Committee marked this study as authorized after a number of reviews (UMERC). In accordance with this policy, the researcher verified that the parties identified for recruitment were appropriate and reviewed the amount of risks and the steps taken to reduce those risks (including physical, psychological and social economic). The researcher was able to create generalizable knowledge regarding charismatic leadership, the supervisory relationship between school heads, reciprocity beliefs, and the work of ethical public school teachers as a result of the findings of this study.
- **Benefits.** This study aims to educate different agents of socialization, especially the education agencies in assessing the link between charismatic leadership, supervisory relationship, reciprocity beliefs and work ethics. The Department of Education (DepEd) so that they may be able to properly impose intervention and diversion programs addressing the issues. The teachers, so that they may be aware of their work ethics and the students, who are the ultimate recipients of quality and ethical teaching. And lastly, this study aims to provide updated literature in connection to this study, thus, future researchers could use it as their reference.
- **Biosafety.** The study did not deal with medical or scientific experimentations that jeopardized biological and environmental subjects. Furthermore, other ethical concerns, such as plagiarism, fabrication, falsification, conflict of interest, focus group participation identification, deceit, observation of people in public, and technology issues.
- **Plagiarism**. The researcher sees to it that the research paper was free from plagiarism. In particular, the paraphrasing of the articles was employed to ensure that the content of this research was genuine or not copied from other references. In case of very important theories or propositions which were included in the study, proper citation of the authors was also made. Further, before the finalization of this manuscript, Grammarly or Turnitin software was used to check

not only for grammar but to ensure that the content of this paper was free from plagiarism.

- **Fabrication.** The researcher made sure that the data in this study were genuine and was treated scientifically using appropriate statistical tools. The letter to conduct the study was received and signed by Division Schools Superintendent proved the authenticity of the data that was used in the study. To ensure accuracy on the interpretation of the data, the researcher consulted expert statistician for appropriateness of the data analysis tools used in the study and results were interpreted based on the actual data. It was also ensured that the existing literature was consistent with the information obtained in this research.
- **Falsification.** The discussion of the data gathered in this study was based on the actual information. There was no exaggeration of interpretation to preserve its reliability. Thus, this study used a quantitative method in which figures or statistics were employed. These statistical results helped the researcher to avoid misinterpretation of the data gathered from the respondents.
- **Conflict of Interest.** The data gathered in this study was interpreted objectively to serves its purpose. The researcher made sure that there is no personal interest in the development of this research paper. It is desired in this study that the result of the exploration serves as feedback for the assessment of learning in public schools. Also, this piece of work was realized not influenced by financial gain or recognition, but by the researcher desire to improve the quality of learning.
- **Deceit.** The researcher made certain that the respondents be involved in the study were not deceiving in terms of purpose and procedures administered during the conduct of the research. Before the gathering data, the said respondents were formally informed regarding their voluntary participation in this research as respondents. They were assured that they were not at risk during the gathering of data, their names as respondents were kept confidentially, and the results of the study were treated with respect.
- **Observation.** The study implemented proper precautions indicating that the researcher was operating certain observation to people in the public place or quasi-public place. The provision was addressed properly to avoid any ethical issue that may give undesirable feedback.
- **Technology Issues.** The permission from the organization/location was ensured by the researcher which the research was undertaken in which the data were collected by sending emails addressed to the concerned Schools Division Offices. When the endorsement letter was received, the researcher sent the link of the validated questionnaires through Google Forms.
- **Authorship.** The researcher, in the person of Lira S. Rubio, bears the sole authorship of this study and takes responsibility for the work. The researcher conceived the presented idea, developed and researched the contents, discuss the results and supervised the final revisions and versions of the manuscript.

7. Results

Presented in this chapter are the data and analysis of findings based on the data collated from the research instruments used in the study to determine the best fit model to determine the best fit structural model on the work ethics of public elementary school teachers in Region XI, Philippines. Interpretations of results were engaged in the following subheadings: the level of charismatic leadership of school heads, the level of supervisory relationship of school heads, the level of reciprocity beliefs of school heads , the level of work ethics of public school teachers, significance on the relationship between the charismatic leadership of school heads and work ethics of teachers, significance on the relationship between the supervisory relationship of school heads and work ethics of teachers, significance on the relationship between the reciprocity beliefs of school heads and work ethics of teachers, significance on the combined influence of charismatic leadership, supervisory relationship, reciprocity beliefs and work ethics of teachers, and goodness of fit measures of the three path analysis models.

7.1 Level of Charismatic Leadership of School Heads

The first objective of this study was to determine the level of charismatic leadership of school heads as perceived by the teachers. The level of charismatic leadership is in terms of strategic vision and articulation, sensitivity to environment, sensitivity to members' needs, personal risks, unconventional behaviors, and vision and articulation.

Shown in Table 1 are the data on the level of charismatic leadership of school heads. School Head's level of charismatic leadership gets an overall mean of 4.67 or very high, with a standard deviation of 0.422. This means that the charismatic leadership of school heads, as perceived by the teachers, was often manifested.

Table 1: Level of Charismatic Leadership

Indicator	**SD**	**Mean**	**D.E.**
Strategic Vision and Articulation	0.414	4.79	Very High
Sensitivity to the Environment	0.452	4.67	Very High
Sensitivity to Members Needs	0.491	4.60	Very High
Personal Risks	0.496	4.55	Very High
Unconventional Behavior	0.502	4.68	Very High
Vision and Articulation	0.468	4.76	Very High
Overall	**0.422**	**4.67**	**Very High**

From this result, with a standard deviation of 0.414, the *strategic vision and articulation* has the highest mean score of 4.79 or *very high* of the six realms of charismatic leadership, which means that it is always manifested. A *vision and articulation* with a mean score of 4.76 or *very high*, with a standard deviation of 0.468, is the second-highest predictor, which means it is always manifested. This is followed by *unconventional behavior* and *sensitivity to environment*. With standard deviations of 0.502 and 0.452, respectively, obtained mean scores of 4.68 and 4.60 are described as *very high*, imply that they are

always manifested. Further, *sensitivity to members' needs* and *personal risks*, which gained the mean scores of 4.60 and 4.55 respectively, and with standard deviations ranging from 0.491 to 0.496, which can be all described as *very high* or always manifested.

7.2 Level of Supervisory Relationship of School Heads

The second objective was to determine the level of supervisory relationship of school heads, which was measured through a survey questionnaire with the following indicators: *safe base, structure, commitment, reflective education, role model*, and *formative feedback.*

Shown in Table 2 are the data on the level of supervisory relationship of school heads. Computations yielded a grand mean of 4.74 or *very high* with a standard deviation of 0.314, and this indicates that the supervisory relationship of school heads is always manifested.

Table 2: Level of Supervisory Relationship

Indicators	**SD**	**Mean**	**D.E.**
Safe Base	0.439	4.75	Very High
Structure	0.269	4.82	Very High
Commitment	0.340	4.78	Very High
Reflective Education	0.373	4.74	Very High
Role Model	0.323	4.68	Very High
Formative Feedback	0.290	4.67	Very High
Overall	**0.314**	**4.74**	**Very High**

Data demonstrate that structure, which has a mean rating of 4.82 or very high and a standard deviation of 0.269, is the supervisory relationship domain of school heads that produced the highest mean score, as shown in Table 2. This means that it is always exhibited. Additionally, with mean scores of 4.78 and 4.75 or very high and standard deviations of 0.340 and 0.439, respectively, commitment and a safe basis are the next-highest indications, indicating that they are consistently demonstrated. Following this are formative feedback, reflective education, and role models, which received mean scores of 4.74, 4.68, and 4.67, respectively, and standard deviations ranging from 0.373 to 0.290v, all of which can be characterized as extremely high or consistently displayed.

7.3 Level of Reciprocity Beliefs of School Heads

The third objective was to determine the level of reciprocity beliefs of school heads, which was measured through a survey questionnaire with the following indicators: *beliefs in reciprocity*, *positive reciprocity*, and *negative reciprocity*.

The information on school administrators' levels of reciprocity beliefs is presented in Table 3. The calculations produced a grand mean of 4.67, which is very high with a standard deviation of 0.478, and this shows that the school leaders' reciprocity beliefs are always present.

According to the data, negative reciprocity, which has a mean score of 4.73 (extremely high) and a standard deviation of 0.476, is the domain of school heads' reciprocity beliefs that produced the greatest mean score. This means that it is always exhibited. Last but not least, both positive reciprocity indicators and beliefs in reciprocity have the same mean score of 4.65, which is very high, and standard deviations of 0.548 and 0.487, respectively, indicating that they always manifest.

Table 3: Level of Reciprocity Beliefs

Indicators	SD	Mean	D.E.
Beliefs in Reciprocity	0.548	4.65	Very High
Positive Reciprocity	0.487	4.65	Very High
Negative Reciprocity	0.476	4.73	Very High
Overall	**0.478**	**4.67**	**Very High**

7.4 Level of Work Ethics of Teachers

The fourth objective was to determine the level of work ethic of teachers with the following indicators: *self reliance, morality/ethics, leisure, hard work, centrality of work, wasted time*, and *delay of gratification.*

Shown in Table 4 are the data on the level of work ethics of teachers. Computations yielded a grand mean of 4.09 or *high* with a standard deviation of 0.237, and this indicates that the work ethics of teachers is oftentimes manifested.

Table 4: Level of Work Ethics

Indicators	SD	Mean	D.E.
Self-Reliance	0.284	4.73	Very High
Morality	0.168	4.19	High
Leisure	0.395	4.78	Very High
Hard Work	0.342	4.78	Very High
Centrality of Work	0.267	4.70	Very High
Wasted Time	0.322	4.74	Very High
Delay of Gratification	0.247	4.78	Very High
Overall	**0.237**	**4.09**	**High**

From this result, as shown in Table 4, the area of work ethics for teachers with the highest mean score is leisure, hard work, and delaying gratification. These areas have mean scores of 4.78, which is very high, and standard deviations of 0.395, 0.342, and 0.247, respectively. This indicates that these behaviors are always present. Additionally, with a mean score of 4.74 or very high and a standard deviation of 0.322, wasted time was the second-highest indicator, indicating that it always shows up. Self-reliance, which received a mean score of 4.73 or very high with a standard deviation of 0.284, meaning it always manifests, is the third highest indication. Following this, is centrality of work, which had mean scores of 4.70 and a standard deviation of 0.267, both of which indicate high centrality or constant manifestation. The last indication is morality, which scored

the lowest overall with a mean score of 4.19 and a standard deviation of 0.168, indicating that it is frequently demonstrated.

7.5 Significance on the Relationship between the Charismatic Leadership of School Heads and Work Ethics of Teachers

Finding out whether or not charismatic leadership of school leaders has a substantial association with teachers' work ethics was one of the study's main goals. Table 5 displays the computations' outcomes. The overall r-value on the connection between the degree of charismatic leadership of school heads and the degree of work ethics of teachers is 0.663 with a p value of 0.05, as shown in the table, indicating a substantial relationship between the two. Consequently, the null hypothesis is rejected.

Further, the results of the computation produced the r-values of 0.784, 0.510, 0.444, 0.502, 0.696, and 0.659, with the p-values of less than 0.05, respectively, which can all be interpreted as significant when the domains of charismatic leadership, such as the strategic vision and articulation, sensitivity to environment, sensitivity to members' needs, personal risks, and unconventional behaviors, were correlated to the work ethics of teachers. These elements have a strong connection to aspects of work ethics such self-reliance, morality and ethics, leisure, hard labor, the importance of work, wasting time, and delaying satisfaction.

Table 5: Significance on the Relationship between Levels of Charismatic Leadership of School Heads and Work Ethics of Teachers

Charismatic Leadership	Work Ethics							
	Self-Reliance	Morality	Leisure	Hard Work	Centrality of Work	Wasted Time	Delay Gratification	Overall
Strategic Vision and Articulation	.811* (0.000)	.590* (0.000)	.746* (0.000)	.735* (0.000)	.889* (0.000)	.782* (0.000)	.531* (0.000)	.784* (0.000)
Sensitivity to the Environment	.503* (0.000)	.381* (0.000)	.512* (0.0000	.544* (0.000)	.639* (0.000)	.498* (0.000)	.234* (0.000)	.510* (0.000)
Sensitivity to Members Needs	.386* (0.000)	.405* (0.000)	.438* (0.000)	.515* (0.000)	.542* (0.000)	.416* (0.000)	.224* (0.000)	.444* (0.000)
Personal Risks	.710* (0.000)	.166* (0.004)	.445* (0.000)	.305* (0.000)	.634* (0.000)	.566* (0.000)	.313* (0.000)	.502* (0.000)
Unconventional Behavior	.723* (0.000)	.514* (0.000)	.689* (0.000)	.672* (0.000)	.798* (0.000)	.696* (0.000)	.416* (0.000)	.696* (0.000)
Vision and Articulation	.726* (0.000)	.421* (0.000)	.672* (0.000)	.598* (0.000)	.785* (0.000)	.678* (0.000)	.348* (0.000)	.659* (0.000)
Overall	.713* (0.000)	.455* (0.000)	.647* (0.000)	.621* (0.000)	.791* (0.000)	.671* (0.0000	.378* (0.000)	.663* (0.000)

*Significant at 0.05 significance level.

7.6 Significance of the Relationship between the Supervisory Leadership of School Heads and Work Ethics of Teachers

This study also sought to ascertain whether or not the work ethics of teachers are significantly influenced by the supervisory leadership of school heads. Table 6 displays

the computations' outcomes. The overall r-value on the correlation between the level of organizational health and the level of organizational effectiveness of higher education institutions is 0.709 with a p-value of 0.05, as shown in the table, indicating a significant relationship between supervisory leadership and teachers' work ethics. Consequently, the null hypothesis is rejected.

Table 6: Significance on the Relationship between Levels of Supervisory Relationship of School Heads and Work Ethics of Teachers

Supervisory Relationship	Work Ethics							
	Self-Reliance	Morality	Leisure	Hard Work	Centrality of Work	Wasted Time	Delay Gratification	Overall
Safe Base	.824* (0.000)	.529* (0.000)	.722* (0.000)	.692* (0.000)	.883* (0.000)	.774* (0.000)	.501* (0.000)	.763* (0.000)
Structure	.569* (0.000)	.753* (0.000)	.550* (0.000)	.737* (0.000)	.736* (0.000)	.636* (0.000)	.637* (0.000)	.688* (0.000)
Commitment	.672* (0.000)	.422* (0.000)	.648* (0.000)	.602* (0.000)	.732* (0.000)	.632* (0.000)	.300* (0.000)	.624* (0.000)
Reflective Education	.763* (0.000)	.535* (0.000)	.736* (0.000)	.691* (0.000)	.799* (0.000)	.728* (0.000)	.410* (0.000)	.722* (0.000)
Role Model	.397* (0.000)	.425* (0.000)	.524* (0.000)	.560* (0.000)	.497* (0.000)	.435* (0.000)	.203* (0.000)	.466* (0.000)
Formative Feedback	.650* (0.000)	.483* (0.000)	.688* (0.000)	.629* (0.000)	.660* (0.000)	.631* (0.000)	.325* (0.000)	.631* (0.000)
Overall	.714* (0.000)	.560* (0.000)	.705* (0.000)	.705* (0.000)	.789* (0.000)	.701* (0.000)	.428* (0.000)	.709* (0.000)

Moreover, when the work ethics of teachers were correlated to the supervisory leadership domains of safe base, structure, commitment, reflective education, role model, and formative feedback, the computation produced r-values of 0.723, 0.688, 0.624, 0.722, 0.466, and 0.631, with the p-values of less than 0.05, respectively. These values can all be interpreted as significant. These aspects of work ethics, such as self-reliance, morality and ethics, leisure, hard labor, the importance of work, wasting time, and delaying gratification, are strongly correlated with these characteristics.

7.7 Significance on the Relationship between the Reciprocity Beliefs of School Heads and Work Ethics of Teachers

This present study also aimed to ascertain whether or not teachers' work ethics are significantly correlated with their attitudes about reciprocity. Table 7 displays the computations' outcomes. According to the table, the overall r-value on the connection between teachers' levels of work ethics and reciprocity views is 0.861 with a p value of 0.05, indicating that there is a substantial relationship between the two. Consequently, the null hypothesis is rejected.

In addition, when the work ethics of teachers were correlated to the domains of reciprocity beliefs, such as the beliefs in reciprocity, positive reciprocity, and negative reciprocity, the computation produced the R-values of 0.786, 0.824, and 0.845, with the p-values of less than 0.05, respectively. These results can all be interpreted as significant.

These elements have a strong connection to the work ethics of teachers in the areas of independence, morality and ethics, leisure, hard work, centrality of work, squandered time, and delayed satisfaction.

Table 7: Significance on the Relationship between Levels of Reciprocity Beliefs of School Heads and Work Ethics of Teachers

Reciprocity Beliefs	Work Ethics							
	Self-Reliance	Morality	Leisure	Hard Work	Centrality of Work	Wasted Time	Delay Gratification	Overall
Beliefs in Reciprocity	.617* (0.000)	.855* (0.000)	.653* (0.000)	.849* (0.000)	.763* (0.000)	.718* (0.000)	.802* (0.000)	.786* (0.000)
Positive Reciprocity	.659* (0.000)	.908* (0.000)	.715* (0.000)	.889* (0.000)	.754* (0.000)	.755* (0.000)	.824* (0.000)	.824* (0.000)
Negative Reciprocity	.841* (0.000)	.696* (0.000)	.778* (0.000)	.815* (0.000)	.913* (0.000)	.832* (0.000)	.641* (0.000)	.845* (0.000)
Overall	.738* (0.000)	.866* (0.000)	.751* (0.000)	.897* (0.000)	.851* (0.000)	.806* (0.000)	.798* (0.000)	.861* (0.000)

7.8 **Summary of Goodness of Fit Measures of the Three Structural Models**

To come up with the best model for the charismatic leadership, supervisory relationship, reciprocity beliefs and work ethics of teachers, path analysis was applied to three hypothesized models. The values of model fitting are presented in Table 8.

As a result of the causal model data fitting using Pearson r, which should be significant, Model 3 emerged as the best fit model matching the criteria for the standard-fit. A value of 0.95 or above for the CFI, or comparative fit index (Byrne, 2001), and an RMSEA value of less than 0.05, or the root means square of error approximation, are additional requirements for having a good model fit (Meyers, Gamst, & Guarino, 2006), A value of NFI, or normed fit index, greater than 0.95 (Hu & Bentler, 1999). All these requirements have been met by Model 3, which demonstrates that the Chi-square value of 1.019 is not significant, the NFI is 0.999 greater than 0.95, the CFI is 1.000 greater than 0.90, and the RMSEA is 0.008 less than 0.05. Model 3 has met every requirement listed in the Table, demonstrating that the p-value of 0.473 is significant and that the NFI is larger than 0.95 by 0.999, the CFI is greater than 1.000 by 0.90, and the RMSEA is less than 0.05 by 0.008 points. Figure 1 shows the graph of the path analysis.

Table 8: Goodness of Fit Measures of the Three Path Analysis Models

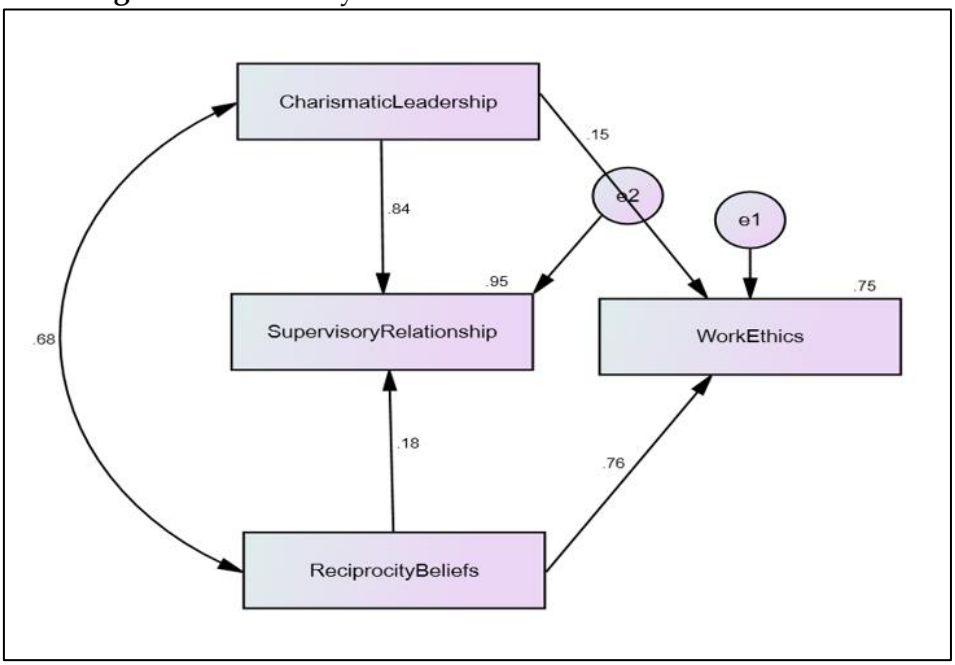
Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	184.043	.000	.878	.271	.879	.081	.782	.000
2	93.719	.000	.938	.631	.938	.881	.557	.000
3	1.019	.313	.999	1.000	1.000	.998	.008	.473

Legend:
CMIN/DF - Chi-Square/Degrees of Freedom
NFI - Normed Fit Index
TLI - Tucker-Lewis Index
CFI - Comparative Fit Index
GFI - Goodness of Fit Index
RMSEA- Root Means Square of Error Approximation
Pclose - P of Close Fit
P-value - Probability Level

In terms of sample size, this study contains more participants than the 200 minimum required for path analysis (Boomsma, 1982). The study's overall sample size of 432 suggests that the sample size was sufficient to produce a satisfactory model fit. Model 3 is the result of what appears to be a more complex theory that eliminates weak influencing variables that are seen to have little or no effect on the other variables in prior models. Additionally, the model in Figure 4, which depicts the exogenous factors' direct and indirect effects on the endogenous variable, is the result of numerous theories and concepts that were gleaned from pertinent literature.

The Path Analysis Model 3 in Standardized Solution is depicted in Figure 5. This section analyzes the relationships between the study's variables and evaluates the model's fit. According to the Appended Figure 3, charismatic leadership, supervisory relationships, reciprocity beliefs, and work ethics together account for 75% of the variance. However, it may also be deduced that 95% of the variation in supervisory relationships can be credit is given to the exceed the capacity of charismatic leadership and reciprocity principles. Moreover, charismatic leadership (beta=0.15), and supervisory relationship (beta=0.76) significantly influence work ethics of teachers ($P<0.05$). Furthermore, charismatic leadership (beta=0.84) and reciprocity beliefs (beta=-0.18) significantly predict work ethics ($P<0.05$). Also, charismatic leadership and reciprocity beliefs predict each other (beta=0.68; $P<0.05$).

Figure 6: Path Analysis of Model 3 in Standardized Solution



8. Discussion

Presented in this chapter are the discussions, conclusions, and recommendations derived from the results of the study.

8.1 Charismatic Leadership of School Heads

The high level of charismatic leadership of school head as a result of the respondents giving the domains of strategic vision and articulation, sensitivity to environment, sensitivity to members' requirements, personal risks, unusual behaviors, and vision and articulation high ratings. This suggests that school leaders set compelling organizational and strategic goals, are capable of motivating staff members by clearly communicating the value of their work, and routinely come up with fresh concepts for the organization's future. Additionally, displays excellent public speaking abilities, is visionary, and is enterprising, taking advantage of new opportunities to further aims. Furthermore, school leaders are empowered to include the school's vision and goals during the decision-making process, particularly when planning and placing projects, procedures, and activities into place. They are also quick to recognize new environmental opportunities (favorable physical and social conditions) that may facilitate achievement of organizational objectives. In order to attain organizational goals, one should therefore support taking significant personal risks for the organization, acting unconventionally, and advocating the use of low-risk, tried-and-true methods.

This supported the claim made by a number of authors, including Conger, Rabindra, and Sanjay (2000), DeCelles & Pfarrer (2004), Bass (1995), and Shamir, Robert, and Michael (1998), that charismatic leadership entails conveying a visionary mission and setting high expectations for followers. The leader encourages followers to exert

significant effort and emphasizes a group identity while promoting this process. People who follow charismatic leaders are more likely to identify with them and experience a stronger sense of group identity and empowerment. Followers are more likely to feel safe taking chances when leaders display charisma, define an organizational goal, and highlight the importance of accomplishing this vision. Because they identify with the vision presented by charismatic leaders, followers are therefore inclined to engage in immoral action in the interest of the organization.

The findings also showed that a leader that exhibits unconventional conduct will likely develop into a good charismatic leader with the ability to influence their subordinates, according to the research on the unconventional behavior in the charismatic leadership dimension. Charismatic leaders are able to give their followers the impression that they are special and that their leader cares about their welfare thanks to their unorthodox conduct and attention to their needs. As a result, their followers become devoted to them. These results also lend support to the social exchange theory because subordinates are motivated to repay their leader for the care, support, and reassurance they have received, which is likely to result in higher levels of affective commitment to change (Michaelis, Stegmaier, & Sonntag, 2009; Mangundjaya, & Amir, 2021).

8.2 Supervisory Relationship of School Heads

The high level of supervisory relationship of school heads is due to the high rating provided by the respondents on *safe base, structure, commitment, reflective education, role model*, and *formative feedback.* This implies that school administrators have a major influence on the people they manage. They envision a partnership where there is mutual respect for an agreement on the objectives and progress of the institution. They respect the opinions and ideas of the teachers, provide equal opportunity, are well-organized, show an interest in the professional growth of their teachers, draw a variety of theoretical models flexibly, provide the chance to learn a variety of models, and encourage practitioners to reflect on their practices. Additionally, get respect from teachers, be educated about the educational system, and provide useful assistance for all school-related tasks. Therefore, in their capacity as school administrators, they provide constructive criticism for teachers' performance, assist teachers in identifying their own learning requirements, provide training needs, and appropriately address the level of competence of teachers.

This is in accordance with some authors (Falender & Shafranske, 2004; Henderson, Cawyer, Stringer, & Watkins, 1999; Worthen & McNeill, 1996; Magnuson, Wilcoxon, & Korem, 2000; Bordin, 1983), who claim that a supervisory relationship consists of facilitating attitudes, behaviors, and practices such as, for example, a sense of teamwork, approachability and attentiveness, empathy, encouraging disclosures by supervise. Some specific attitudes, behaviors, and practices that may improve the quality of the supervisory connection are explained by the current study. In particular, it implies that crucial prerequisites for "sustaining the enterprise" are the interpersonal traits of the SR (the provision of a safe basis and perceived supervisor commitment). The discovery that

safe base is considered more support for its function as a potent prerequisite for other features It is proposed that the boundaries set by the supervisory structure contain the interpersonal features. The supervisor and supervisee can work together to improve the supervisee's professional growth by serving as role models and offering formative feedback and reflective education in the presence of certain facilitative settings.

Additionally, it is suggested by (Wampold & Holloway, 1997; Pistole & Watkins, 1995; Watkins, 1997; Bowlby, 1979) that the accomplishment of supervisory tasks successfully is likely to result in favorable opinions of the working relationship, in addition to any influence that, for instance, the "facilitative" conditions on the supervisee's professional development, such as the presence of helpful interpersonal characteristics in the supervisor, may have. Fascinatingly, a limited body of literature has utilized attachment theory to comprehend the supervisory connection in regard to this model. In this analysis, it is suggested that supervisors might provide as a safe, secure foundation from which supervisees can develop their professional identities and skills.

8.3 Reciprocity Beliefs of School Heads

The high level of reciprocity beliefs of school heads is due to the high rating given by the respondents on *beliefs in reciprocity, positive reciprocity and negative reciprocity.* As educational administrators, school leaders help boost teachers' capability, job happiness, professional development, and overall performance. They have a significant impact on the external pressures that today's instructors find discouraging. Teachers can be encouraged to succeed and stay in the teaching profession with the assistance of a strong leadership team in the school. Teachers and school administrators exhibit growth in the teaching-learning process in the classroom. The success of teachers' careers, the school community, and students is greatly influenced by the environment in which they work. School heads play an important role in fostering this atmosphere. Additionally, a reciprocal relationship has been revealed. The beliefs and attitudes of teachers regarding the teaching profession are shaped by enthusiastic leaders.

The study's findings supported some authors' theories (Fehr & Gachter, 2002; Greene, Sommerville, Nystrom, Darley, & Cohen, 2001; Mikula, Scherer, & Athenstaedt, 1998), according to which emotional factors are crucial in scenarios in which the outcomes are interdependent as well as in decision-making generally. It is highly likely that reciprocal behavior is linked to particular emotional responses, which seem to be crucial in determining whether reciprocity is good or negative. Positive reciprocity should be connected to feelings of enjoyment and satisfaction as well as the anticipation of guilt if one did not return a positive behavior, in contrast to negative reciprocity, which should be connected to emotional states of rage. These variations may help to clarify the mechanism by which negative reciprocators respond to activities in a preferential manner and positive reciprocators to actions in a preferential manner. Furthermore, it is still unknown whether various emotional responses completely or only partially moderate the influence of positive vs negative reciprocity on reciprocal behavior.

In addition, the role of reciprocity in repeated social exchanges has been studied from a variety of angles, according to several authors (Lyons & Scott, 2012; Cropanzano et al., 2017; Lyons & Scott, 2012). One perspective, known as homeomorphic reciprocity, holds that people respond to actions in kind. This perspective asserts that the behavior that comes after an action should be similar in valence (i.e., positive or negative) and magnitude to the original behavior that in order for reciprocity to remain constant over time.

8.4 Significance on the Relationship between the Charismatic Leadership of School Heads and Work Ethics of Teachers

The first correlation between the two variables revealed a significant relationship between the charismatic leadership of school heads and work ethics of teachers. This implies that the charismatic leadership of a school's head is closely related to work ethics. This leads to the further conclusion that school leaders who are charismatic in pursuing organizational goals and engage in activities involving significant self-sacrifice are more likely to foster ethical behavior in instructors. Teachers also become more successful, independent, diligent, and dependable as school administrators promote taking safe, tried-and-true steps to accomplish unusual and nontraditional organizational goals.

Saks (2006), who argued that employee engagement reveals their feelings, connection, and relationships at work, especially their relationships with their leaders, supports this study's findings. People will take satisfaction in their interactions when they see that they have been treated with decency, respect, and appreciation for their efforts, according to Sarwar & Abugre (2013). In regard to this, Truffle (2012) claimed that charisma is important for influencing followers to adopt a leader's ideas. Highly effective and engaged teams typically follow a leader who has a clear vision for the future and a shared vision. Employee engagement is preceded by both intrinsic and external variables (Clark, 2012). According to Babcock-Roberson and Strickland (2010), charismatic leadership and OCB are positively correlated, and this relationship can be either direct or indirect depending on the mediating variable used, such as ethical atmosphere (Zehir, 2014). In their research, Shamir et al. (1993) found that charismatic leadership had a beneficial effect on followers, particularly on how engaged they were with the leader's mission.

In addition, according to a number of authors (including Mangundjaya in 2012 and 2014, Markos and Sridevi in 2010, and Yukl in 1999), employee involvement has a favorable effect on people's willingness and commitment to change. Also claimed that employee engagement is the key to enhancing organizational performance. An engaged employee typically has an emotional connection to their company, which encourages their followers to go above and beyond to accomplish the goals of the company. Leaders who are charismatic frequently exhibit behaviors that promote an impression of exceptional ability, which will raise follower dependency. As a charismatic leader, they frequently have an impact on procedures with the primary goal of bringing followers' visions into line with the leaders. In this circumstance, charismatic leaders, particularly

those who are sensitive to the needs of their followers and who exhibit unusual conduct, have a beneficial influence on the growth of both work ethics and employee engagement. People have a tendency to stay with an organization in this regard, performing their duties with great engagement and attachment and having the courage to speak out for the growth and improvement of the organization.

Moreover, members are more inclined to follow a leader's behavior, including their standard of ethics, when the leader can inspire them through their leadership style and behavior because they look up to them as role models. According to the results, leaders' attention to their followers' needs, unorthodox behavior (which is not only routine behavior as leader and follower), and sensitivity to those needs all had a good and significant impact on the followers' work ethics (Mangundjaya, 2017).

Also, (Holbege and Matthews, 2012) emphasized that an employee who is highly engaged may and will produce more. As a result, one strategy to raise organizational productivity is to produce leaders with charismatic leadership styles.

Further, work ethics have a greater impact on employee engagement than charismatic leadership, according to various writers (Mangundjaya, 2017; Holbege & Matthews, 2012). These phenomena can be explained by the fact that individuals with strong work ethics will demonstrate their commitment to the organization by putting in a lot of effort and speaking up for the benefit of organizational development. Additionally, studies have shown that work ethics might mediate the link between charismatic leadership and employee engagement. The direct effect of charismatic leadership is greater than the indirect effect in this regard, despite the fact that it had a favorable impact on employee engagement through work ethic. Work ethic serves as a portion of a mediator between charismatic leadership and employee engagement, it might be said.

8.5 Significance of the Relationship between the Supervisory Relationship of School Heads and Work Ethics of Teachers

The second correlation between the two variables revealed a significant relationship between school heads' supervisory relationship and teachers' work ethics. This implies that the high level of supervisory relationship is significantly linked to the work ethics of teachers. This supports the notion that teachers have strong work ethics because they adhere to the standards for supervisory leaders. If school leaders can maintain adequate supervision where teachers are treated with respect, given collaborative advice rather than perspective, facilitated engaging and educational discussions during leadership, adaptive management that takes into account the developing skills and confidence, and considers the impact of prior skills and experience on the learning needs of the supervising teachers, they will be more effective in their supervisory plans. Therefore, if both the supervisor and the supervisee are involved in maintaining a safe basis, structure, commitment, reflective education, role model, and formative feedback as markers of the supervisory relationship, work ethics might be high among the schools.

To assist principals in exploring, discussing, and reflecting on how they may improve in those areas, supervisors center their supervisory feedback sessions around the specific needs of the principals. Implementing professional development for supervisors would also strengthen the fundamental functions of coaching, supervision, and differentiated support. Principal supervisors could get new skills and develop into independent professionals through well-structured professional development. It would support primary supervisors' educational endeavors, disseminate best practices, encourage professional development, implant supervisory abilities, enhance attitudes, and increase their knowledge bases. Principals can advance and become more effective instructional leaders with timely, detailed, actionable, differentiated, and future-focused feedback from supervisors (Alkaabi & Almaamari, 2020).

This study's findings are consistent with those of a survey conducted by the authors (Bernard & Goodyear, 1992), which found that supervisors must be vigilant about their own and their supervisees' ethical standards in their capacity as the profession's gatekeepers. Knowing codes of conduct and legal requirements is a prerequisite for ethical practice, acting decently and competently. "*Supervisors' principal obligation in this situation, maybe more than in any other, is to model what they intend to teach*." Additionally, the National Association of Social Workers Council on the Practice of Clinical Social Work, 1994; Levy, 1973, 1982; and Sherry, 1991 supported the idea that a practitioner's supervisor is responsible for ensuring the moral and professional conduct of that practitioner. Supervisors are increasingly viewed as legally responsible for the conduct of people beneath them. One may also contend that even if they are not morally required to make every effort to ensure the supervisee succeeds and doesn't harm clients, they are nevertheless legally compelled to do everything in their power to prevent the supervisee from failing on the job.

The necessity for frameworks of one conclusion from the analysis of the relationship between school supervision and educational leadership from a German viewpoint is the need for increased training and development at the school principalship and supervision level. These frameworks are the foundation for developing capability and adapting to changing cultures. Principals and school supervisory authorities risk becoming locked in outdated professional identities that don't align with their contemporary missions or emerging national goals without reliable means of professional growth for all parties involved (Tulowitzki, 2019).

8.6 Significance on the Relationship between the Reciprocity Beliefs of School Heads and Work Ethics of Teachers

The third correlation between the two variables revealed a significant relationship between school heads' reciprocity beliefs and teachers' work ethics. This means that the high level of reciprocity beliefs among school heads is significantly linked to the work ethics of teachers. This further concludes aspects of reciprocity beliefs that have contributed to high ethical values among public school teachers, including beliefs in reciprocity, positive reciprocity, and negative reciprocity. Reciprocity-based leadership

in schools creates a decisive factor for human behavior. Its ability to persuade teachers to comply and the quality of the relationships have had a good effect on the overall administration of the school. Moreover, it encourages teachers to uphold ethical behavior through their own behaviors and those of a school administrator who influences them. As a result, the school administrator and instructor have a social relationship that promotes trust, confidence, and reliable teachers within the organization.

This backed up the claim made by Cropanzano, Daniels, and Hall (2017) as well as Heider (2013) that the reciprocity process occurs when "*one party tends to reciprocate the good (or occasionally poor) conduct of another party*". In essence, it typically responds to other people's positive or destructive behaviors since reciprocity demands that people treat others as they would like to be treated. However, researchers have shown that the expansion of positive exchange can also occur in specific situations.

Further, Khalifa, Gooden, and Davis (2016) claimed that they impacted their organization's inclusive culture and, consequently, the likelihood of a genuinely inclusive identification and instruction procedure. The focus of the certificate program is reinforced by the knowledge gained on fostering culturally responsive leadership and encouraging aspiring leaders to question accepted norms.

According to Morris, Hong, Chiu, and Liu's (2015) study, the culture interacts with the hostile social setting vs. positive exchanges in unity. In contrast to earlier theoretical presumptions that culture promotes "*a wide predisposition to prefer certain states of affairs over others*," our research helps explain how and why people escalate versus sustain their degrees of reciprocity.

Also, when workers see the "*value things*" the employer offers, they are more likely to give "*valuable things*" in return, which could lead to more excellent pro-organizational behavior (Ali et al., 2020). Employees may act unethically for the organization's advantage, for instance, even when doing so would violate the organization's existing norms and moral standards; this is known as unethical pro-organizational behavior (Kehoe and Wright, 2013; Kehoe and Collins, 2017). According to the adage, "*the grace of flowing water should be repaid by the spring*," more mutually beneficial exchanges may occur when both partners experience benefits. Will employees act immorally to advance the organization's goals if they feel appreciated and cared for by the company because they are so grateful to them and eager to give back to it? The primary purpose of this study is to investigate how high-commitment work environments and unethical pro-organizational behavior among employees are related.

Finally, managers should be mindful of the effects that employees' perceptions of fair reciprocity have on their favorable and unfavorable actions. High levels of balanced reciprocity belief may also promote unethical pro-organizational behavior among employees. On the one hand, we should establish a productive incentive system that is balanced and advantageous to all parties, provide rapid rewards and feedback regarding employees' work performance, and foster a cooperative work environment. Therefore, managers should emphasize their staff's awareness of moral and ethical principles,

encourage their belief in equality and reciprocity, and establish clear moral standards (Liu et al., 2020).

8.7 The Goodness of Fit Measures of the Three Path Analysis Models

To come up with the best model for the work of ethics of teachers, path analysis revealed that Model 3 came out as the best fit model that predicts the organizational work ethics of teachers. Model 3 shows that charismatic leadership and supervisory relationship indicate the work ethics of teachers. Further, Model 3 is the result of a more developed theory that removes a variable that is weakly affecting but not significantly correlated with the other variables in earlier models. Different ideas and notions gleaned from pertinent literature articles went into creating the model that illustrates the exogenous variables' direct and indirect effects on the endogenous variable. Zhu et al. (2011) claimed that Bandura's self-regulatory process relates to transformational leadership and ethics. Another study discovered unexpected consequences of charisma, a key characteristic of transformational leadership (Menges, Kilduff, Kern, & Bruch, 2015; Sosik et al., 2014). According to Kim et al. (2012), charismatic leadership could incorporate idealized influence and inspirational motivation. Value transfer happens in the charisma-based aspects of transformational leadership (Bass, 1985). According to Kim, Magnusen, Andrew, and Stoll (2012), the charismatic-based elements of transformational leadership could be quantified as charismatic leadership because of collinearity. According to Godhwani (2017) and Shamir, House, and Arthur (1993), follower self-concepts link a leader's actions and their effects on the people they lead. This link may be realized by the followers modeling the leader, which could be a potential indicator of charisma (Antonakis, Fenley & Liechti, 2011). According to Antonakis et al. (2011), studies outlining how followers see a leader's behavior as having a beneficial impact on them can help teach leaders to promote these behaviors and heighten the empowerment and sense of community that followers experience.

9. Conclusion

Based on the findings of the study, the following conclusions are drawn:

The model that best fits the data for predicting an organization's effectiveness is model 3. The model demonstrated that charismatic leadership and supervisory relationships predict teachers' work ethics. Additionally, the results showed how exogenous variables significantly impacted the endogenous variable (work ethics) (charismatic leadership and reciprocity beliefs). Additionally, there was a strong connection between the supervisor-subordinate relationship and the idea of reciprocity and between the general supervisory style and instructors' work ethics.

Furthermore, the overall level of the charismatic leadership of school heads is *very high*. Its indicators reveal the following results: *very high* for *strategic vision* and *articulation, very high for sensitivity to the environment*, *very high* for *sensitivity to members' needs, very high* for *personal risks, very high* for *unconventional behavior*, and *very high for vision and*

articulation. Also, the overall level of supervisory relationships among school heads is *very high*. Its indicators reveal the following results: *very high* for the *safe base*, *very high* for *structure, very high* for *commitment*, *very high* for *reflective education*, *very high* for *a role model*, and *very high* for *formative feedback*. Likewise, the overall level of reciprocity beliefs is *very high*. Very tall for *ideas in reciprocity,* firm for *positive exchange*, and increased for *negative reciprocity*. Further, the overall level of work ethics of teachers is *high*. Its indicators reveal the following results*: very high* for *self-reliance*, *high* for *morality*, *very high* for *leisure*, *very high* for *hard work*, *very high* for *the centrality of work*, *very high* for *wasted time*, and *very high* for *delay of gratification.*

Moreover, this study supports the significance of teachers' ethical work as influenced by strong leaders. Teachers that are devoted and perform at their best every day in the classroom are developed by leaders with charisma, supervision expertise, and reciprocity principles. Teachers are encouraged to grow into their best selves by leaders who have a strong will and consistently articulate it in accomplishing company goals. A teacher who can take chances while providing equal opportunities and working with others under the proper supervision would act professionally and ethically. If noticed by school leaders, constructive criticism during everyday teaching and learning, respect for individual variations, and looking for methods to assist by providing appropriate and relevant training needs can eventually improve teachers' personal qualities. This will improve student performance, enabling the entire school community to cope with any situation. Schools require administrators who have the backing of their staff. The commitment of school employees to the achievement of the school's vision, mission, and goals is exemplified by the support that results from mutual trust, confidence, and positive behaviors. In other words, the values of school administrators are essentially good teacher management followed by good student management. As a result, this significantly impacts the entire learning environment at the school.

This study also supported prior research's assertions that charismatic leadership, the supervisor-subordinate relationship, and work ethics are significantly related. It's now commonplace to use the terms "*transformational leadership*" and "*charismatic leadership*" (Conger and Kanungo, 1994). More recently, a model of charismatic leadership in organizations has been developed based on various behavioral elements. Because of the model, followers' interpretations of their leader's behaviors will determine whether a leader is charismatic or not Conger and Kanungo (1987, 1988, 1992). Relationships between supervisors and employees that emphasized the relationship between ethical behavior and ethical beliefs. (2012) Lofstrom and Pyhalto. In addition to observations of ordinary life, experiments demonstrate altruistic reciprocity. In a carefully thought-out experiment, participants who received a favor were substantially more motivated to reciprocate the favor than they were to feel good about the donor in a more recent investigation (Regan, 1971; Fehr, Fischbacher, and Tougarova, 2002).

This research also supported Bass and Avolio's (2003) assertion that there are five characteristics of transformational leadership, namely: (1) Idealized Influence (Attributed), which states that leaders put the interests of the organization and those of

others above their own. Leaders should be commended for creating the impression in their followers that they can carry out their work responsibilities. (2) The conduct of leaders who convey a sense of purpose and direction, inspire pride, and gain the respect and confidence of followers is known as an idealized influence (behavior). A charismatic leader with followers who have complete faith in them and are grateful to have worked with them is an example of idealized influence. They also have confidence in their leaders' ability to solve any issues that may arise. The use of symbols to focus the efforts of subordinates and inspire them to achieve goals that resulted in the achievement of those goals is known as irrational motivation, which is the behavior of a leader who can communicate high expectations, convey a shared vision, and inspire subordinates to achieve goals that result in significant progress for the organization. (4) Intellectual Stimulation: This refers to a leader's ability to raise followers' intelligence to foster greater creativity and invention as well as more thoughtful reasoning and problem-solving. (5) Individualized consideration refers to a leader's conduct in which they pay close attention to each subordinate, treat them as unique individuals with needs, skills, and goals, and provide guidance and training. Every subordinate is given personalized attention under transformational leadership and support to monitor and seize possibilities.

In conjunction, it supported Yukl's (2010) theory that transactional leadership can involve values but that these values must be pertinent to the exchange process, such as honesty, responsibility, and reciprocity. When identifying leaders, it is essential to consider the followers' self-concept and self-esteem. Transactional leaders assist followers in defining what should be done (Ivancevich et al., 2005). According to Robbins and Judge (2009), a leader who uses social interactions to lead has a transactional leadership style (or transactions). A transactional leader inspires followers to labor toward receiving rewards for their output.

9.1 Recommendations

Considering the initial findings and conclusions, the following recommendations are offered:

The study revealed the fields of the charismatic leadership of school heads; the lowest means were personal risks. Therefore, the researcher recommends that for the benefit of the teachers, school administrators may assume unique risks. They could pursue organizational goals to get the required results. Additionally, school leaders may take part in endeavors requiring a great deal of self-sacrifice. To provide the conditions, teachers sincerely need to carry out the tasks and obligations assigned to them; hence, a good school leader engages in interpersonal tasks. Additionally, a leader can work to project the image of a teacher who is dependable, reliable, creative, respected, and influential.

In addition, the results indicated that formative feedback had the lowest mean score for school heads in terms of the supervisory relationship. The researcher advises school administrators to improve their supervisory relationship by providing helpful and

constructive criticism of teachers' performance. Teachers require good feedback to perform well in their teaching and learning instruction. The school leaders can assess their level of competency by establishing their learning requirements while considering their prior knowledge and experience. During INSET, school administrators may consider the training needs of the teachers while keeping in mind the necessity of providing regular performance evaluations. Teachers need supervision eventually tailored to their competence level while considering their developing abilities and confidence. To ensure that the teachers' actual performance criteria are considered, the school head may examine the Basic Education Learning Continuity Plan (BE-LCP).

Additionally, the lowest indicators of reciprocity beliefs are beliefs and positive reciprocity; hence, it is advised that school administrators foster a culture of good teacher reciprocity. Dynamic school administrators may adhere to the social rule that demands that teachers be acknowledged for their efforts. Avoid being impolite; instead, assist teachers and anticipate them expressing their gratitude politely. Every teacher who works under their direction will benefit from the practice of exchanging positive conduct. This teaches teachers and school administrators to share, take turns, and act reciprocally. Reciprocity enables the entire organization to function, and when school administrators and instructors collaborate, they may accomplish more for the benefit of the students.

Additionally, studies indicated that morality had the lowest mean score in the domain of resources in terms of the work ethics of teachers. According to the survey, the Code of Ethics for Professional Teachers should be reviewed. As to the guidelines in Article 11, Section (e), R.A. The Philippine Teachers Professionalization Act of 1994, also known as Act No. 7836. Teachers can use this as a guide to demonstrate appropriate etiquette, serve honestly, and do so with integrity. It is encouraged to follow and put into practice a set of moral and ethical guidelines. Additionally, the school division offices might keep honoring principals and teachers who consistently perform above expectations and rewarding deserving people with incentives.

In addition, the study's findings demonstrated that charismatic leadership and the overall supervisory relationship significantly impact work ethics. As a result, it is advised that school heads develop their charismatic leadership through increased strategic vision and articulation, sensitivity to the environment, members' needs, personal risk-taking, unconventional behavior, and fiction and expression. Supervisory relationship practices must be reinforced to supervise teachers and provide them with the appropriate feedback for quality assurance of their professional development. Put in place clinical supervision to fill in any gaps and enhance their performance. Further, great school administrators know they cannot run their institution as a one-person operation. In addition to fully supporting teachers and staff by encouraging them to continuously learn, develop, and—perhaps most importantly—become leaders, they are aware of the need to surround themselves with excellent teachers and employees.

Finally, exemplify the principles outlined in the Code of Ethics for Professional Teachers and follow the Results-Based Performance Management System-Philippine Professional Standards (RPMS-PPST), which DepEd requires that this set of standards be

used as the foundation for all teacher performance evaluations. The bureaucracy may provide seminars and training with the fundamental rules of professional ethics and the notions of moral and professional growth of the individual, expanding the theory and process of ongoing professional development of public elementary school teachers. The findings of this present research work may be expanded upon and validated in the future by comparable studies conducted by other researchers.

Acknowledgements

The researcher greatly expresses her profound gratitude, appreciation and acknowledgement to the following who contributed a lot in the life's struggle of the researcher and to the completion and success of her study:

Dr. Eugenio S. Guhao Jr. for an incredibly overwhelming leadership and management class that were seem uncomplicated and achievable. Since then, she has been inspired to graduate and continually amazed by his ability to effectively deal with people in all situations. Throughout her remaining coursework, she's fortunate to take her class with him.

The researcher's adviser, Dr. Lyndon A. Quines for his unreserved professional advice and by giving constructive comments and intelligent suggestions for the improvement of the manuscript.

The panel of examiners and expert validators chaired by Dr. Rinante L. Genuba, and the members Dr. Jocelyn B. Bacasmot, Dr. Mary Ann E. Tarusan, Dr. Elleine Rose A. Oliva, Dr. Edwin L. Nebria and external validator Dr. Chona M. Calatrava for the improvement of the questionnaire, direction and guidance to conduct the study, and to the comments and advices for further refinement of the manuscript.

The eleven (11) Schools Division Superintendents of Region XI, for allowing the researcher to conduct the research in their respective divisions.

Four Hundred Thirty-Two teachers of Regin XI who religiously answered the questionnaires and for being so kind and patient. This study would not have been made possible.

Her former School Head Dr. Lani L. Torculas, for instilling the essence of education and words of encouragement that brings to where she is now. Mr. Fidel L. Orito, her present School Head, who inspired her to value her profession and to continue widening her horizon through finishing Doctoral Degree and in return, help to grasp triumph and strengthen more the vision, mission and goals of the school.

Her two brothers Raulito B. Saromines Jr. and Kruben B. Saromines who offered priceless advice and extensive encouragement.

Her mother, Lilia B. Saromines her confidant and for the words of encouragement and wisdom.

Her husband, Sherwin A. Rubio and son Sheldon Keith S. Rubio who have given her all the support and were understanding of her absence at times leaving them independently at home during the busiest moment of her research work. It was a feat

which required her personal life, for the most part, to be put on hold, and at times her family had to come second.

Above all, to the Almighty Father, who is worthy to be given much praise and thanksgiving, the ultimate source of life, wisdom, strength, and blessings for without Him nothing is done and accomplished.

Conflict of Interest Statement

The author declares no conflicts of interest.

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