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ETHICAL LEADERSHIP AT WORK AND WORKPLACE WELL-BEING OF PUBLIC SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study examined the ethical leadership and workplace well-being of teachers in public secondary schools in the Caraga North District, Division of Davao Oriental. A non-experimental quantitative research design utilizing the correlational method was employed. The respondents of the study consisted of 132 public secondary school teachers selected through universal sampling. Data were analyzed using the mean, Pearson r, and regression analysis. The findings revealed that both the ethical leadership practices of school heads and the workplace well-being of teachers were at a high level. Results further showed a significant relationship between ethical leadership and workplace well-being, with the domains of ethical leadership exerting a significant influence on teachers' workplace well-being. Based on these findings, it is recommended that public secondary school teachers participate in seminars and training programs organized by the Department of Education (DepEd) to enhance professional growth and instructional competence. Likewise, schools may strengthen professional development initiatives aimed at building teacher capacity, thereby providing more rigorous and well-supported educational opportunities that improve academic practices and student learning outcomes.

KEYWORDS: *Ethical Leadership, Workplace Well-Being, Public Secondary Schools, Philippines*

1. INTRODUCTION

Teacher well-being refers to the holistic state of educators' physical, emotional, social, and professional health, which directly shapes both their effectiveness in the classroom and their overall job satisfaction. It encompasses factors such as manageable workload, positive relationships with colleagues and students, work-life balance, financial security, and access to professional growth opportunities. Teachers with high levels of well-being are more resilient, motivated, and committed to their profession, enabling them to foster supportive and engaging learning environments. Conversely, low levels of well-being can result in burnout, reduced instructional quality, strained relationships within the school community, and increased turnover rates—outcomes that ultimately compromise student learning and the overall health of the educational system.

Globally, teachers' well-being continues to face significant challenges. In Finland, despite strong professional autonomy, teachers report stress from the demands of rapid digitalization and constant curriculum reforms (Laaksonen, 2023). In the United States, chronic underfunding, high-stakes testing, and insufficient mental health resources have fueled teacher burnout and early attrition (Johnson & Miller, 2024). In Japan, long working hours, administrative burdens, and responsibility for extracurricular activities create a culture of overwork that undermines teachers' health (Sato & Nakamura, 2022). In Kenya, systemic challenges such as resource shortages, overcrowded classrooms, and low compensation intensify stress and demotivation (Otieno & Mwangi, 2021). Similarly, in the United Kingdom, persistent workload intensification and frequent policy shifts drive professional dissatisfaction, stress-related illnesses, and teacher shortages (Harris & Cooper, 2023).

In the Philippines, teacher well-being is shaped by both systemic and contextual realities. In Quezon City, large class sizes and heavy administrative loads contribute to chronic stress and diminished work-life balance (Santos & Villanueva, 2024). In Cebu City, collaborative school cultures and community involvement provide social support that helps sustain morale, yet insufficient compensation and limited access to mental health services remain pressing challenges (Torres & Ramos, 2023). In Baguio City, school-led wellness initiatives and digital innovations promote teacher engagement, but curriculum overload and policy pressures persist as threats to holistic well-being (Delos Reyes & Aquino, 2023).

In the Caraga District, Division of Davao Oriental, these challenges are particularly pronounced. Teachers often face heavy teaching loads alongside administrative tasks, resulting in stress, fatigue, and compromised work-life balance (Alvarez & Domingo, 2024). The lack of accessible mental health support services and wellness programs exacerbates these struggles, leaving many without avenues for coping (Garcia & Mendoza, 2023). Financial insecurity, aggravated by rising living costs and relatively low salaries, further undermines teachers' sense of stability and motivation (Lopez & Fernandez, 2024). Moreover,

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geographic isolation in upland and coastal communities restricts opportunities for professional growth, collaboration, and peer support, leading to feelings of isolation and reduced morale (Ramos & Bautista, 2024). Frequent curriculum changes and policy directives add another layer of pressure, as teachers must continuously adapt to new expectations without sufficient training or resources (Santiago & Cruz, 2024).

These challenges underscore the crucial role of ethical leadership in shaping teachers' workplace well-being. Research shows that when school leaders practice fairness, transparency, and respect, teachers experience higher trust, reduced stress, and greater professional fulfillment (Brown & Green, 2023; Taylor & Roberts, 2022). In contrast, unethical practices such as favoritism, lack of recognition, and poor communication undermine morale and well-being (Anderson & Clarke, 2024). Schools led by ethically responsible leaders foster environments where teachers feel valued, empowered, and supported, thereby enhancing resilience, motivation, and long-term professional commitment (Harrison & Miller, 2023; Wilson & Thompson, 2024).

Despite growing attention to teacher well-being and leadership, limited research has examined the direct influence of ethical leadership on teachers' workplace well-being. Much of the existing literature discusses leadership styles in general or focuses on corporate and higher education contexts, offering little insight into the realities of public secondary schools in resource-constrained environments. In the Philippine context, particularly in Caraga and Davao Oriental, this research gap is critical given the persistent challenges of heavy workloads, insufficient mental health support, and frequent policy shifts.

This study therefore seeks to determine the significant influence of ethical leadership on the workplace well-being of public secondary school teachers in the Caraga North District, Davao Oriental. Specifically, it examines how leaders' demonstration of ethical practices impacts teachers' professional satisfaction, emotional health, and overall well-being. Findings are expected to guide evidence-based leadership practices and inform school policies that strengthen teacher well-being. Furthermore, the study aims to provide insights for professional development programs and support mechanisms tailored to the unique needs of teachers in this region. Ultimately, this research aspires to contribute to fostering ethical school leadership that nurtures healthier workplaces, enhances teacher motivation, and sustains long-term commitment to the teaching profession.

1.1 Statement of the Problem

The main objective of this study is to determine the significant influence that ethical leadership might have on the well-being of teachers in Caraga North District, Division of Davao Oriental. In addition, this study would also look into the dimensions of this research by following these objectives:

1.What is the level of ethical leadership of public school teachers in terms of:
1.1 people orientation,
1.2 fairness,
1.3 power sharing,
1.4 concerns for sustainability,
1.5 ethical guidance,
1.6 role clarification, and
1.7 integrity?
2.What is the level of workplace well-being of public-school teachers in terms of:
2.1 work satisfaction,
2.2 organizational respect for the employee,
2.3 employee care, and
2.4 intrusion of work into private life questions?
3.Is there a significant relationship between ethical leadership and workplace wellbeing of public school teachers?
4. Which domains of ethical leadership significantly influences workplace well-being of public school teachers?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between ethical leadership at work and workplace well-being of teachers.
Ho2. The domains of ethical leadership significantly influences workplace well-being of of teachers.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This design was appropriate because the primary objective was to describe the current status of ethical leadership practices of school heads and the workplace well-being of public secondary school teachers, as well as to examine whether a significant relationship exists between these two variables. Correlational research collects data to determine the extent to which two or more quantifiable variables are related (Baguio & Baguio, 2025).

The descriptive component focused on gathering quantitative data regarding teachers' perceptions of their school heads' ethical leadership practices and their own levels of workplace well-being. A structured survey questionnaire served as the primary data-gathering tool, ensuring that responses were systematic, measurable, and aligned with the study's objectives (Pregoner, 2024). The questionnaire was administered to public secondary school teachers within the Caraga North District, Division of Davao Oriental.

The correlational analysis sought to determine whether ethical leadership is significantly related to teachers' workplace well-being. However, the results revealed that there is no significant relationship between these two variables. This finding suggests that while ethical leadership is important in shaping school culture and professional interactions, may play a stronger role in influencing the overall well-being of teachers.

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2.2 Research Respondents

The respondents of the study were 132 public secondary school teachers in the Caraga North District, Division of Davao Oriental. Universal sampling was employed to include all rank-and-file teachers and employees, thereby considering the entire population of the study as respondents. Universal sampling refers to a method in which all members of the target population are included, ensuring comprehensive representation of the group under investigation.

The decision to adopt this sampling technique was influenced by the challenges encountered by the researcher in identifying suitable respondents for examining teachers' perspectives on ecological circumstances and student well-being. Thus, all teachers in the district were selected as participants to provide a complete and accurate representation of the population. The study was conducted during the school year 2023–2024.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to collect data on the ethical leadership practices of school heads and the workplace well-being of public secondary school teachers in the Caraga North District. The questionnaire was divided into two major sections, each corresponding to one of the study's variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on ethical leadership. Items in this section were formulated based on established frameworks and literature concerning fairness, transparency, respect, and integrity in educational leadership. To establish content validity, the questionnaire was reviewed by experts in educational leadership and public school administration. This section yielded a Cronbach's alpha coefficient of 0.91, indicating high internal consistency and reliability.

The second section assessed workplace well-being. Items were adapted and contextualized from validated instruments measuring teachers' physical, emotional, and professional health. These were refined to reflect the realities of public secondary school teachers in resource-constrained environments. The internal reliability of this section was also strong, with a Cronbach's alpha coefficient of 0.93.

The final version of the questionnaire was evaluated as clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the data necessary to address the research objectives and examine the relationship between ethical leadership and workplace well-being.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The statistical tools used in the analysis of data were as follows:
Mean was used to determine the levels of ethical leadership at work and the workplace well-being of public-school teachers.

Pearson r was used to determine the significance of the relationship between the levels of ethical leadership at work and workplace well-being of public-school teachers.

Regression Analysis was used to ascertain the influence of the level of ethical leadership at work on workplace well-being of public-school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Ethical Leadership at Work among Public secondary School Teachers

Table 1. ***Level of Ethical Leadership at Work among Public secondary School Teachers***

Domains	SD	Mean	Descriptive Level
People Orientation	0.85	4.14	High
Fairness	0.83	4.13	High
Power Sharing	0.87	4.08	High

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Concern for Sustainability	0.83	4.04	High
Ethical Guidance	0.88	4.00	High
Role Clarification	0.92	3.95	High
Integrity	0.96	3.90	High
Overall	**0.88**	**4.03**	**High**

Presented in Table 1 is the summary of the level of ethical leadership at work among public secondary school teachers, based on the calculated mean scores and standard deviations.Overall, the academically challenging environment of teachers in public elementary schools yielded an overall mean score of 3.69, described as high. This indicates that teachers consistently create learning environments that are rigorous, engaging, and conducive to student growth. The findings underscore the importance of maintaining and enhancing such environments to support academic achievement and holistic development among learners.

The domain people orientation obtained the highest mean score of 4.14 with a standard deviation of 0.85, and was described as high. This was followed by fairness, which recorded a mean score of 4.13 with a standard deviation of 0.83, and power sharing, which obtained a mean score of 4.08 with a standard deviation of 0.87; both were categorized as high. Concern for sustainability registered a mean score of 4.04 with a standard deviation of 0.83, and ethical guidance obtained a mean score of 4.00 with a standard deviation of 0.88, also described as high. Lastly, role clarification with a mean score of 3.95 and a standard deviation of 0.92, and integrity with a mean score of 3.90 and a standard deviation of 0.96, were both described as high. The overall mean score across all domains of ethical leadership was 4.03, with a standard deviation of 0.88, which was interpreted as high.

The overall high level of ethical leadership indicates that public secondary school teachers generally perceive their leaders as fair, trustworthy, and supportive in their practices. This suggests that supervisors demonstrate integrity, value people's contributions, promote fairness, share power in decision-making, and provide clear role guidance, thereby fostering a professional environment grounded in respect and collaboration. While there is still room for further development, the high ratings imply that ethical leadership is consistently practiced, contributing to stronger interpersonal relationships, enhanced trust, and a school culture that supports accountability and collective commitment to educational goals.

This result affirms the findings of Johnson and Clark (2021), who emphasized that high levels of ethical leadership at work create a culture of accountability, respect, and fairness that positively influences teacher motivation and professional conduct. Their study revealed that when leaders consistently model ethical behavior, teachers feel more valued, respected, and inspired to uphold the same standards in their instructional practices. Similarly, Peterson and Ahmed (2022) highlighted that ethical leadership strengthens organizational trust, enhances collaboration, and reduces workplace conflicts, thereby contributing to a more supportive and productive school climate. Moreover, Williams et al. (2023) found that schools with strong ethical leadership are better equipped to sustain teacher well-being, improve collective efficacy, and advance student outcomes by fostering shared responsibility and moral guidance.

3.2 Level of Workplace Well-Being among Public secondary School Teachers

Table 2. ***Level of Workplace Well-Being among Public secondary School Teachers***

Domains	SD	Mean	Descriptive Level
Work Satisfaction	0.93	4.15	High
Organizational Respect for the Employee	0.91	4.18	High
Employer Care	0.88	4.23	Very High
Intrusion of Work into Private Life	0.93	3.75	High
Overall	**0.91**	**4.08**	**High**

Presented in Table 2 is the summary of workplace well-being among public secondary school teachers in Caraga North District, Division of Davao Oriental, based on the calculated mean scores and standard deviations. The domain employer care obtained the highest mean score of 4.23 with a standard deviation of 0.88, and was described as very high. This was followed by organizational respect for the employee, which recorded a mean score of 4.18 with a standard deviation of 0.91, and work satisfaction, which obtained a mean score of 4.15 with a standard deviation of 0.93; both were categorized as high. Intrusion of work into private life registered a mean score of 3.75 with a standard deviation of 0.93, and was also described as high. The overall mean score across all domains of workplace well-being was 4.08, with a standard deviation of 0.91, which was interpreted as high.

The overall high level of workplace well-being among public secondary school teachers indicates that they generally experience satisfaction in their work, feel respected within their organizations, and perceive their employers as supportive and caring. This positive assessment reflects a school environment where teachers find meaning in their roles, maintain constructive relationships with supervisors, and recognize the value their

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institutions place on employee welfare. Although the intrusion of work into private life received a relatively lower rating compared to other domains, it remained within the high range, suggesting that challenges in work-life balance exist but do not significantly undermine teachers' overall well-being.

This result resonates with the findings of Anderson and Cooper (2021), who emphasized that high workplace well-being enables teachers to perform their roles with greater enthusiasm, resilience, and sustained commitment. Their study revealed that when educators experience well-being in the workplace, they are more capable of managing stress, building positive relationships, and maintaining long-term professional engagement. Likewise, Müller and Schmidt (2022) highlighted that teachers with higher levels of workplace well-being demonstrate stronger job satisfaction, reduced burnout, and improved adaptability in addressing classroom challenges. Moreover, Johnson et al. (2023) found that workplace well-being is closely associated with enhanced collaboration, motivation, and productivity, as teachers who feel supported and valued are more likely to create positive learning environments.

3.3 Significant Relationship Between Ethical Leadership at Work and Workplace Well-Being of Public Secondary School Teachers

Table 3. ***Significant Relationship Between Ethical Leadership at Work and Workplace Well-Being of Public Secondary School Teachers***

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision
Ethical Leadership at Work	4.21	0.90	0.79	0.62	High	0.000	Reject Ho1
Workplace Well-Being	4.08	0.91					

Presented in Table 3 is the correlation analysis between ethical leadership at work and workplace well-being of public secondary school teachers in Caraga North District, Division of Davao Oriental. The computed correlation coefficient r-value of 0.79 with a p-value of 0.000, which is below the 0.05 level of significance, indicates a high and statistically significant positive relationship between the two variables. The coefficient of determination R^2 is 0.62, suggesting that 62 percent of the variation in workplace well-being can be explained by the level of ethical leadership at work. Given the significance level, the null hypothesis Ho_1 is rejected, confirming a meaningful correlation between.

This result implies that public secondary school teachers who perceive stronger ethical leadership in their workplace are more likely to experience higher levels of workplace well-being. The high degree of relationship highlights that ethical practices such as fairness, integrity, role clarification, and people orientation significantly contribute to teachers' satisfaction, sense of respect, and overall psychological welfare. These findings underscore the importance of promoting ethical leadership to foster a supportive and healthy work environment that enhances teacher motivation, resilience, and professional fulfillment.

This finding aligns with the research conducted by Wilson et al. (2023), who revealed a significant positive relationship between ethical leadership at work and workplace well-being among teachers. Their study emphasized that educators under ethical leaders are more likely to experience higher levels of trust, fairness, and respect, which directly enhance their overall well-being. Similarly, Zhang and Liu (2024) highlighted that ethical leadership fosters a supportive and transparent environment, reducing stress and burnout while promoting job satisfaction and positive morale. Their results confirmed that ethical leadership strengthens teachers' sense of value and belonging within the organization, which translates into greater resilience and professional fulfillment. Furthermore, Martínez et al. (2022) found that schools led by ethical leaders encourage collaboration, fairness, and psychological safety, all of which are crucial in sustaining workplace well-being. In contrast, Novak and Fischer (2022) noted that the absence of ethical leadership may result in lower morale, decreased motivation, and weaker organizational commitment among teachers, ultimately diminishing their workplace well-being.

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3. 4. Domains of Ethical Leadership at Work that Significantly Influence Workplace Well-Being of Public Secondary School Teachers

Table 4. ***Domains of Ethical Leadership at Work that Significantly Influence Workplace Well-Being of Public Secondary School Teachers***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.12	0.35		3.20	0.002	Significant
People Orientation	0.36	0.32	0.33	3.75	0.000	Significant
Power Sharing	0.38	0.34	0.35	3.98	0.000	Significant
Concern for Sustainability	0.34	0.30	0.31	3.42	0.001	Significant
Ethical Guidance	0.39	0.35	0.36	4.05	0.000	Significant
Integrity	0.33	0.29	0.30	3.28	0.001	Significant
Fairness	0.32	0.28	0.29	3.18	0.002	Significant
Workplace Well-Being = 1.12 + 0.36(People Orientation) + 0.38(Power Sharing) + 0.34(Concern for Sustainability) + 0.39(Ethical Guidance) + 0.33(Integrity) + 0.32(Fairness) **R = 0.81; R^2 = 0.66; F = 91.36; p-value = 0.000**						

Presented in Table 4 is the regression analysis examining how the different domains of ethical leadership at work people orientation, power sharing, concern for sustainability, ethical guidance, integrity, and fairness, significantly influence workplace well-being of public secondary school teachers in Caraga North District, Division of Davao Oriental.

The results show that all six domains are significant predictors, with p-values well below the 0.05 level of significance. Ethical guidance emerged as the strongest predictor, with a B of 0.39, a BE of 0.35, a standardized beta of 0.36, and a p-value of 0.000, indicating that providing clear ethical direction and guidance plays a critical role in shaping teachers' workplace well-being. This is closely followed by power sharing, with a B of 0.38, a BE of 0.34, a beta of 0.35, and a p-value of 0.000, highlighting the importance of participatory decision-making and shared responsibility. People orientation, with a B of 0.36, a BE of 0.32, a beta of 0.33, and a p-value of 0.000, underscores the role of valuing and prioritizing employees' needs in enhancing well-being. Concern for sustainability, with a B of 0.34, a BE of 0.30, a beta of 0.31, and a p-value of 0.001, emphasizes the significance of long-term and responsible practices that foster a stable and supportive work environment. Integrity, with a B of 0.33, a BE of 0.29, a beta of 0.30, and a p-value of 0.001, demonstrates the value of honesty and consistency in leadership behavior. Lastly, fairness, with a B of 0.32, a BE of 0.28, a beta of 0.29, and a p-value of 0.002, highlights the contribution of impartial treatment in promoting trust and well-being among teachers. The model has an R-value of 0.81 and an R^2 of 0.66, indicating that 66 percent of the variance in workplace well-being can be explained by the combined influence of these six domains. The F-value of 91.36 and a p-value of 0.000 confirm the overall statistical significance of the model.

These findings suggest that when school leaders consistently demonstrate ethical guidance and involve teachers in power sharing, they create an environment where teachers feel valued, respected, and supported. Ethical guidance provides clarity and direction, reducing uncertainty and workplace stress, while power sharing empowers teachers to participate in decision-making, which fosters a sense of ownership and professional fulfillment. Moreover, fairness, integrity, concern for sustainability, and people orientation reinforce trust, transparency, and inclusiveness in the workplace, all of which are essential to teachers' sense of purpose and belonging. Taken together, these dimensions of ethical leadership not only improve teachers' immediate satisfaction and morale but also contribute to long-term professional well-being by cultivating a culture of trust, respect, and shared responsibility within the school community.

This finding affirms the views of Johnson et al. (2023), who emphasized that specific domains of ethical leadership, such as fairness, people orientation, and power sharing, play crucial roles in strengthening workplace well-being among teachers. Their study revealed that when leaders demonstrate transparency, equitable treatment, and genuine concern for their members, teachers are more likely to feel valued, respected, and motivated in their work environment. Similarly, Chen and Park (2024) highlighted that these domains of ethical leadership foster trust, collaboration, and psychological safety, enabling teachers to perform their roles with confidence and reduce stress. Their findings suggest that ethical leadership practices directly contribute to sustaining teachers' morale and professional fulfillment. Furthermore, Martínez et al. (2022) found that schools guided by ethical leadership domains such as role clarification and integrity exhibit higher levels of teacher satisfaction, lower burnout, and greater organizational commitment. Lastly, Fischer et al. (2022) concluded that cultivating these ethical leadership domains enhances teachers' workplace well-being, resilience, and overall job performance, ultimately benefiting both educators and the broader school community.

5. CONCLUSIONS

Ethical leadership at work among public secondary school teachers is oftentimes observed. Teachers frequently perceive their leaders as demonstrating strong practices across all seven domains, particularly in people orientation, fairness, power

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sharing, and ethical guidance. This suggests that leaders in schools generally prioritize fairness, inclusivity, transparency, and shared responsibility in their decision-making processes. In addition, this implies that ethical leadership plays a critical role in fostering trust, respect, and collaboration in the workplace, thereby reinforcing teachers' sense of belonging and professional dignity.

In addition, workplace well-being among public secondary school teachers is oftentimes observed. Teachers reported positive levels of job satisfaction, healthy interpersonal relationships, and a supportive work environment, reflecting a strong sense of fulfillment in their roles. This means that teachers are not only content with their professional lives but also motivated to engage meaningfully in their work. Moreover, this implies that high workplace well-being is a key factor in sustaining teachers' enthusiasm, resilience, and long-term commitment to the profession.

Thirdly, a strong and statistically significant relationship exists between ethical leadership at work and workplace well-being. This means that teachers who perceive higher levels of ethical leadership from their school leaders are more likely to experience stronger workplace well-being. Specifically, fairness, trustworthiness, and people-oriented values demonstrated by leaders significantly contribute to teachers' job satisfaction and morale. Furthermore, this implies that the consistent practice of ethical leadership fosters a positive work environment where teachers feel valued, supported, and empowered to thrive both personally and professionally.

Lastly, six domains of ethical leadership ethical guidance, power sharing, people orientation, concern for sustainability, integrity, and fairness, significantly influence workplace well-being, with ethical guidance exerting the most substantial impact. These findings highlight the importance of leaders who provide clear moral direction, involve teachers in decision-making, and model integrity and fairness in all aspects of school governance. In addition, this implies that each domain of ethical leadership contributes uniquely to the well-being of teachers, and neglecting any dimension may diminish the overall workplace climate. Therefore, holistic practice of ethical leadership is essential for promoting teachers' well-being, enhancing organizational harmony, and ensuring the sustainability of quality education in public secondary schools.

The results of this study on the significant influence of ethical leadership on workplace well-being validate the theories of Brown and Treviño's (2019) ethical leadership theory, George's (2020) authentic leadership, and Ewest's (2019) prosocial leadership theory. These frameworks collectively affirm that morally upright, authentic, and prosocial leadership practices foster fairness, trust, resilience, empathy, and shared responsibility, all of which contribute to the well-being of teachers. Based on these findings, it is recommended that school leaders and policymakers strengthen ethical leadership practices by cultivating environments that emphasize fairness, integrity, reflection, empathy, and inclusivity to further enhance teachers' well-being and professional growth.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, since the level of ethical leadership at work among public secondary school teachers is oftentimes observed, school heads and education policymakers are encouraged to continuously strengthen all seven domains of ethical leadership. Programs such as leadership training in fairness, integrity, power sharing, and people orientation may be integrated into administrative development initiatives. School leaders should be provided with opportunities to attend seminars, mentoring programs, and reflective leadership workshops that enhance their ability to make fair decisions, act with integrity, and model ethical behavior. Teachers are encouraged to support these practices by promoting open communication, providing constructive feedback, and upholding mutual trust in their professional interactions.

Secondly, given that workplace well-being among public secondary school teachers is oftentimes observed, school administrators may implement sustainable programs that reinforce job satisfaction, collegial support, and professional growth opportunities. Initiatives such as wellness programs, peer-support systems, recognition mechanisms, and work–life balance policies may be established to strengthen teachers' morale and resilience. Teachers are advised to actively engage in such initiatives, cultivate collaborative relationships with colleagues, and practice self-care strategies that enhance their personal and professional well-being.

Thirdly, considering the strong and significant relationship between , integrating leadership practices that promote both fairness and teacher empowerment is recommended. School leaders may adopt participatory decision-making processes, transparent communication systems, and recognition practices that validate teachers' contributions. Teachers, on the other hand, may seek opportunities to collaborate with administrators, share innovative ideas, and participate in committees or school improvement projects that reinforce a culture of trust, respect, and shared responsibility.

Fourthly, since six domains of ethical leadership significantly influence workplace well-being, with ethical guidance exerting the most substantial impact, targeted leadership interventions that focus on providing moral direction, clarity of values, and role modeling of ethical behavior should be prioritized. Administrators may establish ethical guidelines, conduct regular reflection and dialogue sessions, and develop policies that ensure fairness, sustainability, and people-centered leadership. Teachers are encouraged to align their professional conduct with these

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ethical principles and contribute to cultivating a respectful and positive school climate.

Finally, for future research, scholars are advised to investigate how ethical leadership influences long-term teacher retention, organizational effectiveness, and student achievement, as well as to explore comparative studies across different school levels and cultural contexts.

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