

Institutional Leadership, Organizational Commitment, and Ethics in the Workplace: Triple Functions of Academic Leaders in Medical Laboratory Science Institutions in Region 3, Philippines



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ABSTRACT: Leadership in academic institutions plays a pivotal role in shaping organizational culture, fostering commitment, and upholding ethical standards. In the field of Medical Laboratory Science, where precision, integrity, and adaptability are paramount, effective leadership is essential to navigate evolving educational and professional demands. This study assessed the triple functions of academic leaders—focusing on institutional leadership, organizational commitment, and ethics in the workplace. Specifically, it explored the demographic profiles of respondents, their assessment of institutional leadership across various domains (e.g., professional development, curriculum development, community relations), organizational commitment, and personal and organizational ethics. Additionally, it examined significant differences based on demographic variables and relationships among the three focus areas. The majority of respondents (94.2%) were faculty members, with balanced gender representation (50% male and female). Most held a bachelor's degree (85.6%) and had less than five years of service (87.5%). Assessment findings revealed strong confidence in institutional leadership, particularly in professional development and curriculum enhancement. However, results also highlighted moderate organizational commitment, with respondents expressing reservations about policies but pride in their organizational membership. Ethical practices, both personal and organizational, were rated highly, with emphasis on honesty, respect for diversity, and avoidance of favoritism. Significant differences in institutional leadership assessments emerged based on institutional affiliation, educational attainment, and years of service, whereas organizational commitment and ethics were consistent across demographics. Institutional leadership exhibited low correlation with organizational commitment but a moderate correlation with ethics in the workplace. Findings underscore the need for tailored leadership development programs, strategic improvements in organizational policies, and strengthened ethical frameworks. These insights aim to enhance leadership effectiveness, organizational commitment, and ethical standards in academic institutions.

I. INTRODUCTION

Academic institutions can create a lasting impact and legacy (Boud & Soler, 2020). To ensure their success and longevity, these institutions must be managed with exceptional care, proper supervision, and a commitment to the humane and equitable treatment of their members (Meyer & Crouse, 2022). Effective leadership is crucial in managing day-to-day operations, setting a strategic direction, and fostering an environment conducive to growth and excellence (Harris, 2021).

However, academic organizations face challenges such as insufficient leadership and organizational management skills, poor communication, and misconduct among personnel, which can significantly impact operational effectiveness and the work environment (Bamford & Bosch, 2021; Walker & Smith, 2020). There is considerable debate about the best practices for higher education leadership and how institutions can prepare themselves to address emerging challenges (Kezar, 2021). Factors influencing academic leaders, including their commitment to the organization and conflicts within the workplace, are critical areas that require investigation (Sosik & Godshalk, 2020). *IJMRA*, Volume 6 Issue (Month) 2023

This study aimed to focus on academic leaders in Medical Laboratory Science and examined how institutional leadership, organizational commitment, and ethical behaviour impact their effectiveness and efficiency. Also, this study sought to provide insights into the challenges faced by academic leaders and offer potential solutions for enhancing leadership practices in academic

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institutions. The findings were expected to contribute valuable knowledge that can help improve the functioning of academic organizations.

Statement of The Problem

The study seeks to assess the triple functions of the academic leaders of Medical Laboratory Science in terms of institutional leadership, organizational commitment and ethics in the workplace. Moreover, this study aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Respondents category
 - i. Faculty
 - ii. Program Head and,
 - iii. Dean;
 - b. Year of service;
 - c. Educational attainment;
 - d. Gender and;
 - e. Employment status
2. What is the assessment of the respondents on institutional leadership based on:
 - a. Professional development
 - b. Leadership roles and activities
 - c. School improvement process
 - d. Curriculum development
 - e. Community relations
3. What is the assessment of the respondents regarding organizational commitment?
4. What is the assessment of the respondents regarding ethics in the workplace in terms of:
 - a. Personal ethics
 - b. Organizational ethics
5. Is there a significant difference between institutional leadership, organizational commitment and ethics in the workplace when grouped according to demographic profile?
6. Is there a significant relationship between institutional leadership and organizational commitment?
7. Is there a significant relationship between the institutional leadership and organizational commitment with ethics in the workplace?
8. What plan of action to enhance leadership skills and professional ethics may be crafted based on the findings of the study?

II. REVIEW OF RELATED LITERATURE

Institutional Leadership

Leadership in educational institutions is indispensable because it establishes and protects the values and character of an institution (Kezar, 2021). Usually, the people who hold leadership positions in educational institutions are principals, heads, and directors (Santiago & Carvalho, 2021). Institutional leaders are responsible for mentoring and guiding their group members as they carry out their tasks and functions (Hallinger, 2022). Good leaders offer solutions to various issues and challenges, make wise decisions, and foster an environment that will facilitate the attainment of academic goals and objectives (Kramer & Schmalz, 2020). Additionally, it is crucial for leaders to have a supportive outlook and provide all students and faculty members with equal rights and opportunities (Robinson & Timperley, 2020). In the classroom, teachers take on leadership responsibilities to mentor and instruct students (Day & Sammons, 2021). It is also important for leaders to raise awareness of a variety of issues, increase their skills and competencies, and bring about changes over time (Wang & Huang, 2022). Leaders have the power to make changes that are beneficial to the members of the institution (Harris, 2021) According to Balasubramanian, G. (2023), academic leaders can no longer take a priestly approach to leadership, nor can they continue to lead the institutions with whatever they know or have been taught. They must be alert not just to changes in curricular, pedagogical, and evaluation challenges, but also to the way they lead human resources at all levels. The institutional leader must be a multi-faceted individual with concurrent skills in all aspects of institutional management. As an academic leader, the institutional leader should demonstrate a readiness to understand, respond, facilitate, lead, and mentor team members. The leader should identify with the entire team and demonstrate a sense of belonging to everyone. As a team member, the institutional leader should feel a bond, if not ownership,

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with others. The leader should serve as a beacon of knowledge and wisdom. This function of the institutional leader as bearer of new knowledge and new skills integrated into competences is essential in the rising knowledge society. An institutional leader must be willing to accept moral responsibility and build trust among the people so that they can work with confidence. In times of crisis, they believe that the institutional head remains with them to give moral support.

The current research of Alzghoul, A., et al (2023) seek to examine how employees' creativity is influenced by knowledge-oriented leadership and strategic thinking in the context of Jordanian private institutions. In order to make sense of the way the factors interacted in Higher Education Institutes to solve the problem, the study made use of Path Goal Theory. The collected data was examined by the study using a "partial least squares-structural equation modeling" methodology. was created and empirically evaluated for analytical purposes using data (n = 143) drawn from a random sample of Jordanian private institutions. Results revealed that strategic thinking fosters and boosts worker creativity. On the other hand, the causal relationship between strategic thinking and worker creativity is moderated by knowledge-oriented leadership.

Moreover, Ruan, J., et al. (2023) used a four-dimensional theoretical model to (i) clarify the leadership roles in the dual governance structure, (ii) investigate how HEI leaders (i.e. presidents and party secretaries) perceive their leadership, and (iii) apply unique Chinese practices as a valuable test bed for critical reflections on how existing theoretical models of leadership are relevant in Chinese contexts. In-depth interviews with six top-level leaders from six Chinese public HEIs revealed that Chinese HEI leaders use structural dimensions more than symbolic dimensions in their leadership practices. Outside of China, studies on institutional leadership tend to emphasize the symbolic components of leadership practices.

Likewise, Miller, M. (2023) conducted a research whose objectives were to determine the soft skills required for successful college leadership as well as the priorities and actions of leaders. Based on an international sample of 400 college presidents, variations were seen in the answers provided by leaders in the US, Europe, India, and Asia. The study concluded that higher education must unite to look at its future and figure out how to ensure that it can meet the various demands made on it while also ensuring that future generations will be able to depend on it as a means of cultural advancement and preservation.

According to Mv, R.D. & Fonceca, C.M. (2023), leadership is the primary component that influences and shapes group behavior. The researchers utilized a descriptive research approach to highlight the characteristics and significance of all of the variables used in the study. This is a methodical exploration of phenomena that yields quantitative data. The objective was to discover how employees think, act, or feel about leadership in particular. In the study, the researcher employed a Likert scale. This scale is used as a rating system to assess respondents' opinions, attitudes, and perceptions of leadership and its impact on organizational effectiveness. They noted the inflexibility of most organizational managers' leadership styles. Results revealed that they fail to adapt their leadership style to changing situations and working environments. Also, employees faced obstacles in their organizations and required process factors to function at a high level of productivity. Employees were anxious at work as a result of the organization's lack of leadership thus, demand positive leadership styles and motives.

On the other hand, the current research of Toker, A. (2022) sought to explain the significance of leadership and its qualities in higher education. The study's findings revealed that leaders greatly improve the abilities of their followers for the benefit of the organization. Thus, leadership in education is more essential than other forms of leadership styles in the market, because educational leaders directly influence the performances of their pupils, which in turn influences the country's market performance. From this perspective, the current research has explored the positive traits and significance of leadership in the educational system. As a result, it has been suggested to have the power to make decisions in order to improve the systems' quality, to share responsibility with the instructors, and to promote a positive school culture in order to enhance lecturer and student performance.

The leadership role of managers serves as a reminder that competencies, skills, and abilities should be plural and should support actions in the financial, academic, pedagogical, administrative, and other areas that are essential to the organization, such as public relations. Olea, J.F.L. (2022) investigated a study to evaluate the leadership techniques used by educational institution administrators and determine the value of each one of them. Statistical Package for the Social Sciences (SPSS) in version 21 was used to create a questionnaire for the population, which consisted of managers from five private higher education institutions in Mexico. The instrument's Cronbach's Alpha test value was 0.700, with a reliability of 95% and a precision of less than 10%. In this approach, it is clear that effective leadership requires a variety of abilities that do not stem from a person's unique circumstances but work in tandem with larger organizational and contextual factors to provide strategic positioning.

Noriey, I. (2022) explored how leaders in higher education (Directors, Principals, Vice president and President) in Kurdistan perceive leadership and the leadership skills required to make them effective. Also, the researcher examined the challenges, which leaders face in leading and managing their institution and how to improve their leadership. The study data

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analysis is based on an adopted interpretive approach to address the research questions with a structured interview and questionnaire guide to facilitate data collection. The case study investigated the perspective of the small cohort of 15 leaders comprising ten males and five females currently or recently holding senior positions in the HELs in Kurdistan in two state and five private universities, and they were accepted face-to-face interviews. The results revealed that the nature of leadership for leaders in higher education are complex, demanding and requires a combination of leadership skills and management.

Also, highlights the four characteristics of leadership: leadership is different from management; leadership is about influencing; leadership is about influence; and leadership needs a vision. The four main challenges identified by the findings are: difficulty in communicating the leader's vision, poor communication skills, a lack of self-confidence, and a lack of motivation. Accordingly, leadership skills necessary for future university leaders include communication skills. Finally, it identifies the potential shortcomings of formal leadership development for leader-academics in higher education in Iraqi Kurdistan and suggests methods in which leadership of university leaders could be enhanced, such as duration of experience.

In the current research of Sharma, V., et al (2022), they studied into the impact of leadership, particularly servant leadership style, which is a significant predictor of employee engagement and is mediated by work satisfaction. A systematic questionnaire was distributed to the faculty members of India's top 25 universities. Structural equation modeling was used to test both the stated hypotheses and the data that had been gathered. The findings showed that the association between servant leadership and work engagement is mediated by job satisfaction. The research provides valuable perspectives on the significance of servant leadership in promoting worker engagement and, consequently, institutional effectiveness within the education industry.

Currently, Frantz, J., et al (2022) conducted a study with a purpose to explore and describe the impact of an academic leadership development program, based on the perceptions of the participants. A qualitative, exploratory descriptive research design was used in the current research. A total of thirteen (13) individuals were deliberately chosen to take part in the study. Face-to-face, open-ended individual interviews were used to gather data. The information was verbatim transcribed and subjected to thematic analysis. Four main topics came to light: (1) emotional responses to the program; (2) professional application of skills; (3) benefits from the program; and (4) recommendations. The fact that the program affected the participants' personal and professional lives attests to its genuinely transforming quality. However, the study had limitations because the researchers only looked at how a leadership development program was considered to have an impact. As a result, more research would be required to ascertain the actual impact from a variety of sources.

Meanwhile, Al-Khudhiri, A, (2021) conducted a study to determine the perceptions of executive academicians in the context of leadership, professional development and organizational culture. Data were collected through interviews using phenomenology method. Results showed that the perceived academic leadership roles are mostly performed in the light of the answers given by the executive academicians to the questions about academic leadership. Different options are provided when academic leadership duties cannot be completed. The habits of the executive academics and their colleagues as well as administrative policies appeared as a barrier to academic leadership posts. Communication and interpersonal relationships were essential to solving the mentioned challenges, while the libertarian working environment, experience sharing, raising awareness, transparency, and institutionalization were all noted.

According to Esen, U.B. (2021), a higher education institution's success is influenced by both its leaders and its academic staff. Academic leaders are those who encourage academics in universities, faculties, or departments, provide challenging opportunities, as well as establish appropriate academic environments for academics to develop themselves. These leaders serve in higher education institutions and are recognized as "academic leaders." Leaders in academia are charged with greater responsibilities than those in industry. This enormous influence of academic leaders needs further study because their success or failure affects not only a corporation but the society as a whole.

An analysis of Ololube, N.P. (2021) used a strategy that was descriptive, empirical, and suggestive in order to ascertain whether institutional leadership's nature is essential to the administration of higher education (HE). The study first examined the part that character plays in institutional leadership and HE administration. Thirdly, it discusses the impact of institutional leadership's character on the caliber of HE. Second, it emphasizes the character of institutional leadership in conjunction with values, morals, principles, and ethics in the management of HE. In order to tackle the descriptive aspect of the study, a literature review was conducted on the correlation between the caliber of higher education management and the traits of institutional leadership, with a specific emphasis on values, morals, principles, and ethics. The empirical portion included the collection of data from 250 respondents, specifically educational managers and planners, researchers, academics, and leadership practitioners, via a structured questionnaire, and data were analyzed using the statistical package for the social sciences (SPSS) version 21. The

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suggestive portion depicted the study's findings, which indicated that the neglect of the role of character in institutional leadership as being central to HE management was prevalent. Therefore, appointment of institutional heads should be based on technical qualification and character of institutional leaders, and must be a continual effort towards the integration of positive thoughts, both in words and in actions according to the researcher.

Edu, D.I. & Amadi, M.A., (2020) examined the role of initiative in institutional leadership and management. Two research questions and two hypotheses guided the study adopting a descriptive survey design. Three public institutions in Rivers State each had three thousand (3000) teaching and nonteaching staff members. a 150-person staff sample, which the study's participants were 60 teaching staff and 90 non-teaching personnel who were selected using a stratified selection technique. The "Role of Initiative in Institutional Leadership and Management Questionnaire (RIILMQ)" was a structured questionnaire created by researchers that was used to gather data. It employed a 4-point Likert type rating scale. The Cronbach alpha reliability test method was used to assess the instrument's dependability. The instrument was validated by two experts in the department educational management. The simple linear regression was used to answer the research questions and test the hypotheses at 0.05 level of significance to give the instrument a 0.80 reliability coefficient. Results showed that there was a significant positive relationship between initiative as a management principle and institutional leadership. Likewise, findings revealed that there was a significant positive relationship between initiative as a management principle and institutional management. Thus, it was recommended that institutional leaders should be encouraged to use their initiative in making decision and in managing the activities of the institutions for the achievement of goals and objectives.

Dinh, N.B.K., et al. (2020) used a qualitative study to investigate the perceptions of 18 academic staff members and leaders from eight Chinese and European universities, focusing on the perceived concept, a profile of effective academic leadership, and cross-cultural motivators to become academic leaders. The findings revealed that academic staff and leaders regard academic leadership as a complex term in a variety of circumstances. Furthermore, results showed various insights into the character of a good academic leader who possesses a variety of capacities and leadership styles. Significant motivators that encourage academic staff and leaders to take academic leadership positions were also investigated and discussed.

According to Montgomery, B.L. (2020), common approaches to academic leadership include serving as assessors of the progress of individuals towards organizationally determined milestones and markers of success. Likewise, leadership development often focuses on leadership skills and tactics, rather than on cultivation and enactment of leadership philosophies and progressive vision. In her study, she discussed the importance of cultivating leadership for progressive faculty and academic staff development through strategically tending the cultures and systems that one leads, in addition to tactical supervision of people. She also described this as systems-engaged leadership manifested as groundskeeping, or as attending to the individuals in an organization while simultaneously actively tending the ecosystems in which the work of the organization occurs. Findings of her study revealed that groundskeeping contrasts with more traditional approaches of leading, which function as gatekeeping, or primarily via guarding who gains access and who advances based on conceptualizations and assumptions about who can function and thrive.

Almutairi, Y.M.N. (2020) conducted a research study that examined connections between leaders' self-efficacy and faculty members' organizational commitment in Saudi Arabian universities with 400 faculty members were randomly selected as samples from three different public universities in the central, south-western and northern part of the country. Using the Pearson product correlation coefficient, results showed that Affective commitment and self-efficacy in leaders are positively correlated. Furthermore, there is a strong correlation between a leader's continuous commitment and self-efficacy. Normative commitment is positively correlated with leadership self-efficacy. Therefore, leaders must increase their self-efficacy and create an atmosphere that is conducive to teamwork and innovation in order to strengthen faculty members' organizational commitment.

in a recent survey of early-career researchers in Australia (Christian et al., 2021). The performance and mental health of academic staff, particularly PhD students, may be greatly affected by the leadership style of academic supervisors, according to increasing research (Christian et al., 2021). Additionally, supervising students with mental health concerns can be extremely difficult for supervisors who lack the necessary training, leading to an endless cycle of anxiety and stress (Loissel, 2019). Globally, higher education is at an important turning point. These institutions are leading the way in transformation that they have never seen before due to student and public demands for on-demand education and quantifiable results from the college experience (Zezeza, P. T. 2022). As a result, the leadership of these organizations is essential for maintaining their credibility and experience as well as for responding effectively to the various stakeholders who have expectations for these organizations and the activities that take place there (Walk, M. 2022). Despite the challenges of articulating how leadership works, there is a substantial body of literature, applied studies, and commentary on what leadership is and how it may be successfully implemented (Jais, Azman, & Ghani, 2022).

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During the COVID-19 pandemic, Kruse, S.D., et al (2020) researched academic leadership and discovered that academic leaders were responsible with reorganizing their systems, assuring instructional quality, and functioning with considerably reduced resources. The complexity of this crisis is layered upon fundamental leadership scholarship, which reports the effectiveness of leadership as a collective incorporating the shared and diverse talents of faculty, students, and program stakeholders, for department heads of units with leadership preparation programs. This task of educational leadership is founded on a public and democratic ethic that promotes social justice and equity as practices and outcomes for all levels of education. Three department heads of educational leadership units at major research universities employed dialogic inquiry to reflect on answers to the pandemic's complicated demands. They give insights into our decision-making because we have led with equality in mind. They address dilemmas and conflicts that we faced as department heads during this critical period of institutional challenges, changing institutional policies and practices, and declining resources, as we worked to ensure equitable access and distribution of resources for students, faculty, and staff. They concluded with implications for department leaders who attempted to maintain equity during times of major organizational change.

According to Kruse (2020), leaders try to maintain their approaches to work by using common sense in decision making, humanity when working with others, and savvy when confronted with an unavoidable and often overwhelming political landscape, all while having limited institutional authority. Thus, even under normal circumstances, leaders have to handle pressures such as those linked to the responsibilities allocated to them, their position within the organization, and how they deal with the individuals in their units. These tensions are heightened in times of difficulties, and their responsibilities become even more vulnerable; leaders may find themselves even more adrift as they strive to meet the requirements and demands of their deans, professors, staff, and students.

According to the study findings of Sugrue, C., et al (2019), universities in the 21st century face rising external demand to serve as stimulants for economic growth and recovery. It is of empirical interest to see how senior university administrators define the goals of university education in this quickly changing environment, as well as how academic developers contribute to achieving these goals. Senior administrators and academic developers are especially accountable since they have an institutional impact on the quality of education. While their implicit leadership theories inspire effort and interactions, senior leaders are accountable for orienting their institutions and providing direction to colleagues in the process. Academic leaders are increasingly using academic developers to put new quality assurance mechanisms in place and to deliver educational programs that help academics improve their pedagogical competence. They are expected to be both leaders and followers simultaneously. Such responsibilities strongly suggest agency and relative autonomy to build new alliances and collaborative networks where these did not previously exist. As a result, academic developers' portfolios have grown significantly. They do this by carefully balancing the potentially coercive message of strategic missions with the relative autonomy of academic staff and by brokering new avenues for university education in a horizontal, collegial, and collaborative way. The brokering roles of academic developers are one way that the paper illustrates the dynamics of leading education in four universities.

Bamson, E.F. (2018) evaluated the role leadership style play in staff job performance in tertiary institutions in Rivers State. This study is grounded in the Lawler and Hall (1970) theory of leadership. A far-reaching literature review was carried out. In order to integrate many ways to generating sustainable research on the relationship between leadership styles and staff job performance, this study used excellent creative writing, particularly from a developing economy framework. The research covers a wide range of ground using both theoretical and empirical data. A survey was used as the research design for this investigation. 5630 people are being studied, and there are 300 samples. The questionnaire was evaluated and, where necessary, corrected by the researcher's supervisors and four social science and education professionals to ensure the validity of the research tools. Using SPSS version 23, the reliability of the research tool was statistically assessed, and the result was .888. The following techniques were applied throughout the data analysis: frequency, mean point value, percentages, and one-way analysis of variance (ANOVA). The results of the research demonstrated the fundamental effects of leadership style on employees' work performance. Leadership styles and staff job performance are significantly correlated, according to an analysis of the literature and actual evidence. The study advises improving how workers are handled since leadership style has a substantial impact on staff job performance in higher education institutions in Rivers State.

Based from personal experience and narrative literature review of Hering, J. G. (2018) on women as academic leaders, she studied the structure and governance of academic institutions and reflected on her own institutional leadership experience. She worked to contextualize her experience within the context of leadership literature, particularly that related to women and academia. She provided recommendations for women faculty, women in positions of institutional leadership in academia, and academic institutions based on her experience and reading. She was certain that greater involvement by women (and other

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underrepresented groups) in institutional leadership is required if academics is to make a meaningful contribution to addressing humanity's enormous issues.

Organizational Commitment

Organizational commitment is all about the level of dedication and involvement that team members have for the organization. It also discusses the various factors that influence professionals or workers to stay with their current workplace rather than look for employment elsewhere. Organizational commitment is important to an institution because it can result in consistent work performance and positive relationships and healthy workplace cultures. Employees may become more devoted to their tasks and demonstrate satisfaction in being a part of such an organization if they understand and perceive the organization's commitment to high ethical standards. This type of transformation has the potential to significantly improve organizational effectiveness. Likewise, employees that are devoted are far less likely to call in sick than their coworkers because of the fact that they are more likely to like coming to work, accomplishing duties, attaining goals, and being a valuable team member. Lastly, when an employee identifies with the organization's goals and values, they are significantly less likely to consider leaving, even if they face undesirable moments of job dissatisfaction.

Recently, the study of Mwebaza, M., et al (2023) evaluated the extent to which organizational commitment of academic staff at Kyambogo and Uganda Christian Universities is influenced by leadership styles. The study's three main goals were to determine how academic staff members' commitment to Kyambogo and Uganda Christian Universities was impacted by democratic, autocratic, and laissez-faire leadership styles. The study used the leadership contingency theory to go into much more detail about the research variable and descriptive cross-sectional survey design. Deans, department heads, and lecturers represent the population. The Conventional Leadership Questionnaire and an interview guide were used to gather the data, which were then analyzed at the univariate level and the study hypotheses were examined using multiple linear regression and Pearson's correlation coefficient index. Results showed no correlation between academic staff dedication and democratic leadership style. Conversely, the findings showed that the dedication of academic staff at the two universities was positively correlated with authoritarian and laissez-faire leadership styles. Therefore, department heads and deans at both institutions should try to create dynamic, dynamic collective work environments and show more concern for the satisfaction and loyalty of academic staff to the institution in order to promote commitment. Chepkorir, K.I., et al, (2019) added that implementation of procedures provide continuous supervision, set deadlines, and issue warnings for non-compliance while taking into account the nature of work assignments, university culture, values, and ethical perspectives is also necessary because these things all depend on commitment.

Samuel, J. (2023) conducted research on Institutional Leadership Behavior and Organizational Effectiveness, with Transactional Leadership Theory serving as the theoretical foundation for the framework. The study was designed utilizing correlational research, and the sample size is 6,956, which represents the total number of instructors in Rivers State's senior secondary schools. The standard random sampling approach was used to select a sample of 378 teachers. The Institutional Leadership Behavior and Organizational Effectiveness Questionnaire (ILBOEQ) is a validated, self-structured instrument with a reliability index of 0.71. The study questions were answered using the mean and standard deviation, and the hypotheses were assessed at the 0.05 level of confidence using Pearson's Product Moment Correlation Coefficient statistics. The results showed that institutional leadership conduct has an impact on organizational effectiveness. It was discovered that institutional leaders should enforce the implementation of rules and regulations in order to boost organizational effectiveness. Furthermore, organizations should prevent employees from having easygoing attitudes in the workplace. The following recommendations were made: institutions should change leadership behavior as needed and involve employees in decision making to improve organizational staff performance.

Similarly, the purpose of the study done by Fauziah, S., et al (2023) was to evaluate the effects of organizational citizenship behavior (OCB), leadership behavior, and organizational commitment on performance. Including the function of OCB as a mediator in the performance-related link between leadership conduct and organizational commitment. Organizational commitment, leadership behavior, and OCB were incorporated into the research design as independent variables (X) whose impact on performance (Y) was to be investigated. Subsequently, the model was constructed by positioning OCB as a mediator (Z) between organizational commitment to performance and leadership behavior. The Kendari State Islamic Institute's teaching faculty serves as the topic for this quantitative research study. A total of 121 members of the Kendari State Islamic Institute's teaching staff made up the research sample. Answers to a questionnaire are immediately provided during data collection. SEMPLS Ver. 3 is then used to process the gathered data. It was found that performance and OCB can benefit greatly from organizational commitment. Performance and OCB are directly impacted by the actions of leaders. Similarly, performance is positively and significantly impacted by OCB. The relationship between leadership conduct and organizational commitment to performance is mediated by

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OCB (Marmosa, T. 2022). Leadership conduct toward OCB, organizational commitment to OCB, and OCB to performance are sufficiently constant to be "saturated" to be re-established.

Another study of Rohim, S., et al (2023) was conducted to address issues related to the organizational commitment and leadership contributions made by school principals and high school teachers in Medan. The study population consisted of 1417 principals and high school teachers in Medan City. They utilized Likert scale as the research instrument whereas purposive cluster sampling was used to collect data, yielding 303 samples. Path analysis was used to process and analyze the data. Data analysis revealed that teachers and school principals make contributions to work performance, with a path coefficient of 0.2481. According to the findings of the data analysis: (1) The organizational commitments and leadership styles of the principal as well as the teachers of the school have a positive impact on improving work performance by providing attention, direction, modeling, inspiration, and motivation. (2) Work earnestness, working sincerely, working hard without expecting a reward, pride in work, and a sense of responsibility for the job can all contribute to job satisfaction that supports work performance. (3) Leadership pattern and commitment of the organization can also contribute to work performance achievements as evidenced by responsibility, self-congruence, trust in the organization, and organizational loyalty. A strong organizational commitment and an effective leadership style are necessary to improve school and teacher efficiency.

Also, research study of Rubia, J.R., et al (2023) aimed to ascertain the degree of transformational leadership practices employed by deans and the organizational commitment exhibited by faculty and staff in higher education institutions located on the Zamboanga Peninsula. Idealized influence (attribute), idealized influence (behavior), intellectual stimulation, and inspirational motivation were the elements of transformational leadership that were examined. The degree of staff commitment to the organization and its association with the middle manager's strategies for transformational leadership were also examined in the study. The study's participants were 103 academic staff members who worked at the chosen higher education institutions located in the Philippines' Zamboanga Peninsula. The researcher employed two statistical tools: descriptive analysis and Pearson Correlation Coefficient. The collected data was examined using SPSS. Comparable effects of the Deans' transformative leadership are seen in normative commitment and sustained behavior, indicating that leadership influences these outcomes in a multifaceted manner. According to Al-Jubouri, Z. T. K. (2023), deans can thereby increase normative commitment and faculty/staff retention by strengthening their transformative leadership style.

On the other hand, Perez, A.B. (2022) research paper on Ethical Leadership, Organizational Commitment and Job Satisfaction in Local Colleges participated by 235 employees of three local colleges in Batangas province found out that "organizational commitment in terms of emotional and continuous commitment as well as ethical leadership have a modestly favorable relationship, while normative commitment and ethical leadership have a significant positive relationship". In addition, results revealed that there is a modest to moderate positive relationship between ethical leadership and job satisfaction in terms of pay, benefits, and job pleasure. Likewise, there is a significant strong positive relationship between ethical leadership and job satisfaction in terms of interpersonal relationships, policy, and administration, as well as a significant low to moderate positive relationship between organizational commitment and job satisfaction in terms of compensation, benefits, and working conditions; while moderate to strong positive relations exist between organizational commitment and job satisfaction in terms of compensation, benefits, and working conditions.

Jiatong, W., et al (2022) examined how emotional organizational commitment and job performance are affected by transformational leadership, with employee engagement serving as a mediating factor. In order to validate the findings of this study, structural equation modeling was utilized to collect data from 845 hotel employees in China. The results showed that affective organizational commitment and work performance are enhanced by transformational leadership. Results revealed that the relationship between transformational leadership, affective organizational commitment, and job performance is partially mediated by employee engagement.

From the research study done by Ozkaya, E. & Akin, M.A. (2022), they intended to analyze the relationship between transformational leadership and organizational commitment according to teachers' perceptions. The mixed method was used to perform this study, which was intended to be both descriptive and relational in nature. The research population consists of 1757 middle and high school teachers who will be employed in the Mardin province's Kzltepe district for the 2020–2021 academic year. 338 teachers make up the sample. Teachers' perceptions of school managers' transformational leadership qualities were shown to be very high as a consequence of the research. It was discovered that the idealized influence dimension had the greatest mean of all the sub-dimensions. While the independent variables, such as gender, age, employment status, level of education, and length of time spent with the manager, did not differ significantly from one another, a significant difference between transformational leadership and the seniority variable was discovered. Upon examination of the instructors' organizational commitment levels, it

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was discovered that they were highly committed. Teachers claimed that their emotional commitment to their organizations was the highest. It may be inferred from the results of this study and the literature evaluation that teachers' organizational commitment is enhanced by transformational leadership. The organizational commitment levels of the teachers can be raised by the school manager's transformational leadership characteristics.

Also, Ardiansyah, T., et al (2022) conducted a study to determine the strength of transformational leadership and organizational commitment. A quantitative research approach was used to carry out this investigation. 422 lecturers from Jakarta's private universities made up the sample. use the structural equation modeling (SEM) approach for testing or testing the hypothesis. The findings of this study show that job satisfaction has a favorable influence or impact on transformational leadership. The influence of transformational leadership on self-efficacy is favorable. Positive effects of job satisfaction on organizational confidence and commitment. Job satisfaction has a good impact on lecturer performance, while self-efficacy has a positive impact on organizational commitment and lecturer performance. Performance of lecturers is unaffected or positively impacted by organizational commitment. Positive and significant outcomes come from an indirect relationship mediated by job satisfaction and self-efficacy. The results of the research provide a guide or basis for reference, particularly for Jakarta's private university professors, showing how transformational leadership attributes, job satisfaction, and self-efficacy can enhance lecturers' performance.

Almutairi, Y.M.N.'s 2020 study looked at the relationships between organizational commitment among faculty members at Saudi Arabian universities and the self-efficacy of leaders. Thus, from three distinct public institutions located in the central, southwest, and northern regions of the nation, 400 faculty members were chosen at random. Affective commitment and self-efficacy in leaders are positively correlated, according to research using the Pearson product correlation coefficient. Additionally, leaders' self-efficacy and dedication to continuous improvement are positively correlated. Normative commitment is positively correlated with leadership self-efficacy. To enhance faculty members' organizational commitment, leaders need to elevate their own self-efficacy and create an ideal environment for collaboration and creativity.

Abdullahi, A.Z., et al (2020) conducted a study to determine how employees' organizational citizenship behavior (OCB) is impacted by leadership styles that are authoritarian, democratic, or transformational. The study looked more closely at how emotional intelligence of leaders influences the relationship between OCB and leadership styles. Data were gathered from 618 employees of small and medium-sized firms (SMEs) in Ghana using questionnaires. Simple random sampling as well as convenient sampling were used to choose respondents for this investigation. The IBM Statistical Package for the Social Sciences (SPSS) was utilized to examine the hypotheses in the study model through regression analysis. The OCB of SME employees was found to be positively predicted by both democratic and transformational leadership styles, with transformational leadership having a greater impact. However, when the interactive effect of the other leadership styles and emotional intelligence were added to the model, it was discovered that the autocratic leadership style had no meaningful link with the OCB of SME employees. Results also pointed out that while leaders' emotional intelligence has a positive moderating effect on the relationship between autocratic leadership style and OCB, it has no significant moderating effect on the relationships between democratic leadership style and OCB and between transformational leadership style and OCB. According Desky, H., et al, (2020), in order to motivate staff members of SMEs to participate in OCB, leaders of SMEs should concentrate on developing leadership styles that integrate people-centric and goal-oriented behaviors.

While a considerable body of research in the field of organizational behavior according to Howladar, M. H. R., et al (2021) has demonstrated a favorable correlation between affective organizational commitment and job performance, several research findings suggest that the association is sometimes not as strong as demonstrated how mediator and moderator variables exist. By examining the mediating impact of organizational citizenship behavior and the moderating effect of leadership styles (transactional and transformational), the research conducted by Cobbinah, E., et al (2020) aimed to shed light on the circumstances and reasons behind the somewhat positive link between affective organizational commitment and job performance. Researchers selected 556 employees from Ghana's Metropolitan, Municipal, and District Assemblies using a quantitative survey. Affective commitment and job performance were found to positively correlate, with OCB acting as a mediator in the relationship, according to the empirical findings using hierarchical multiple linear regressions. The results of the moderation analysis showed that the positive association between affective commitment and job performance was strengthened by both transformational and transactional leadership styles, with transactional leadership being the most successful. The results also showed that while affective commitment and job performance are positively correlated, the link differs depending on the leadership style of the leader. In addition to this, Qalati, S. A., et al (2022) discovered that when leaders (MMDCEs/mayors) exhibit

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a high degree of transactional rather than transformational leadership, organizational commitment is more strongly or closely correlated with job performance within the Ghanaian local government setting.

Zainuddin, M.A. et al, carried out a study in 2020 to examine at the connection and impact between organizational commitment and leadership style among managers in the Kingdom of Bahrain's public and commercial sectors. One thousand questionnaires are given out to staff members in both public and private businesses who hold various administrative positions. In this study, statistical analyses of regression, correlations, and dependability are performed. The research indicates that there is a positive and significant relationship between leadership styles, specifically transformational and transactional leadership, and three types of organizational commitment: affective, continuance, and normative. Furthermore, Bahraini managers exhibit a preference for transformational leadership over transactional leadership.

Awoniyi and Al Kharusi (2020), Tintore et al. (2022), Noor and Nawab (2022), and Mayer et al. (2019) have all done studies on leadership and the elements that motivate a company to reach work performance goals. A key component of achieving work performance is teacher's commitment and accountability for enhancing the standard and integrity of education. Without them, it will be difficult for teachers to succeed and for schools to be at the highest caliber. Internal schools need a high level of commitment from practitioners in order to exist and be able to continuously improve the quality of their processes and graduates. Activities that are optional, go above and beyond an employee's formal responsibilities, and have a major impact on the effectiveness of the entire business are known as organizational citizenship behaviors, or OCBs (Pramesty, I. G. A. A. D., et al 2020). Since the early 1980s, OCBs have received a great deal of attention in the literature; not only has their nature been examined, but also their dimensions and antecedents. Nonetheless, there is a considerable research gap concerning how employees demonstrate citizenship behaviors based on what type of company they serve (Sunatar, B., 2022). Finding and evaluating the degree of association between several organizational commitment dimensions and organizational citizenship behaviors in Polish public and commercial enterprises was the aim of the study of Grego-Planer, D. in 2019. The theories were confirmed by a quantitative investigation that used 323 employees as a sample. The public and private sectors generally exhibit comparable frequency of Organizational Citizenship Behaviors. However, OCBs are more common in the interpersonal dimension in public institutions and more common in the organizational dimension in private organizations. Organizational commitment's affective dimension has the most positive correlation with OCBs.

Also, researchers Omal et al. (2018), Noor and Nawab (2022) and Ibrahim and Aljneibi (2022) have examined the role that principals and teachers' commitment organizations have in raising teacher and student performance. The factual commitment organization, which demonstrated sufficient support for the school principal and teachers by their academic success, has not yet attained its peak. The 1998 economic crisis that affected Indonesia had an impact on teachers' performance, which was shown in the low commitment organization.

In the research study conducted by Tamer, G. (2021), she clarified the relationship between organizational commitments and employee performance, with a primary focus on the health sector, and the impact of managers' ethical approaches. 362 healthcare professionals made up the sample. An independent variable model for ethical leadership strategies and a dependent variable model for employee performance and loyalty to their organizations were used in a cross-sectional field study. Data were gathered using scales for individual performance, organizational commitment, and ethical leadership. The data were examined using SPSS and AMOS applications. The associations between the variables were analyzed by correlation, and the interaction was analyzed via regression. Structural Equation Model (SEM) was used to define the organizational commitment's intermediary role. Research findings revealed strong, positive correlations between moral leadership strategies, organizational commitment, and worker performance. Additionally, it was found that ethical leadership strategies had a beneficial and significant impact on affective, continuous, and normative commitment, the organizational commitment's sub-dimensions, as well as employee performance. Another significant conclusion is that ethical leadership strategies have a significant impact on staff attendance and normative commitment. As a result, it was determined that managers' ethical leadership techniques have a significant impact on their staff members' dedication and performance. Additionally, it was observed that organizational commitment acted as a buffer between ethical leadership strategies.

The study of Bellamy, C. (2021) examined the relationship between servant leadership and organizational commitment to determine to what extent employee-perceived servant leadership behaviors, including interpersonal support, building community, altruism, egalitarianism, and moral integrity were related to employee organizational commitment within an academic health science center. A convenience sample of eighty-four full- and part-time personnel of an academic health center's health professions education section were included in the study. The Executive Servant Leadership Scale (ESLS) and the Klein Unidimensional Target-free (KUT) instruments were used in the participant surveys to gauge organizational commitment and

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servant leadership, respectively. Spearman's rho and Kendall's tau-b were used for data analysis. The findings demonstrated a favorable relationship between organizational commitment for each employee and each of the five servant leadership qualities. These results imply to academic health science center executives that exhibiting servant leadership traits can enhance employees' commitment to their work and, in return, improve the performance and effectiveness of their institutions.

Meanwhile, Donkor, F., et al (2021) conducted a study whose main goal is to examine how organizational commitment influences subordinate performance and leadership styles (transformational, transactional, and laissez-faire) in Ghana's state-owned businesses. To assess the hypothesis model, the study used the partial least squares structural equation model (PLS-SEM). 330 respondents have participated in the model testing. Using Smart PLS 3.0, measurement modeling has been used to validate the data in order to assess convergent validity (CV) and internal consistency reliability (CR). The findings suggest that transformational and laissez-faire leadership are mediated by organizational commitment. Additionally, it was discovered that whereas transactional leadership was not significant, transformational and laissez-faire leadership had a statistically significant and favorable link with job performance at $p < .05$. This leads to the conclusion that organizational performance mostly depends on how long a devoted subordinate stays with the company to lower labor turnover and also recognizes the organization's principles and strategies. When clients and consumers feel that personnel will always be ready to serve them, this builds strong bonds and strengthens trustworthiness with them.

Roncesvalles, M.C.T. & Gaerlan, A.A. (2021) conducted a research and used a quantitative technique and a descriptive survey study design to examine the impact of organizational commitment and authentic leadership on organizational citizenship behavior in higher education institutions. The study employed SPSS and AMOS software for the assessment of hypotheses based on data collected from 150 college teachers in the Philippines. The findings demonstrated the strong influence of instructors' organizational commitment and authentic leadership on organizational citizenship behavior. Results also showed that organizational commitment is highly impacted by authentic leadership. Likewise, results revealed that organizational commitment, a byproduct of authentic leadership, indirectly influences organizational citizenship behavior. The study offers fresh perspectives on the importance of relationships between leaders and teachers within educational organizations, as well as the impact of leaders' authentic leadership on teachers' organizational commitment and organizational citizenship behavior.

Mwesigwa, R., et al.'s research in 2020 investigated on the relationship—mediated by work satisfaction—between academic staff members' organizational commitment and leadership styles in Ugandan public universities. Their study employed quantitative, cross-sectional, correlation, and regression analysis to test the hypothesis on a sample of 353 academic staff members from five public institutions in Uganda; 66 percent of the staff members responded to the survey. The study's conclusions demonstrated that factors such as academic staff age, tenure, post level, leadership philosophies used, and job satisfaction all influence organizational commitment in Uganda's public universities. Additionally, it shown that the association between leadership philosophies and organizational commitment is somewhat mediated by work satisfaction.

Previous research that has been especially focused on the relationship between organizational commitment and self-efficacy supports the same outcomes, namely favorable and substantial results (Attia et al., 2020; Bayiz Ahmad et al., 2020; He, 2020; Lee et al., 2021). A number of hypotheses have been investigated in this study, one of them is the one that self-efficacy influences lecturers' organizational commitment. The hypothesis test's impact or effect shows that this line or lines receives a CR score of 5,646, which denotes that the hypothesis is deemed significant. This frame is derived from the lecturer's professionalism or awareness of their performance. Self-efficacy naturally creates its own number because a high level of organizational commitment is undoubtedly influenced by a satisfying job.

The past research, particularly that done on the relationship between job satisfaction and organizational commitment, supports the same outcomes, i.e., results that are favorable and substantial (Romi et al., 2020; Yusuf, 2020). This study has investigated a number of hypotheses, including the one that suggests that lecturers' organizational commitment is correlated with their job satisfaction. The hypothesis is deemed significant based on the impact or effect of the hypothesis test, which shows that this lane or path receives a CR score of 2,944. This frame is derived from the lecturer's performance in terms of professionalism or knowledge. Because job happiness has such a strong influence on extremely high organizational commitment, it naturally generates its own number.

Sukarman, P. & Revida, E., (2020) conducted a research being to identify the Fixed Model, also known as the Theoretical Model of Organizational Commitment, which can characterize the causal relationship structure between exogenous variables and endogenous variables. In this case, the causal relationship is the Organizational Commitment of the Head of the Vocational School in Medan City. Using Krejcie tables, this study was carried out in 2019 on a total sample size of 106. After satisfying the Normality and Linearity tests, which are the analysis requirements tests, the data were examined using route analysis. The study's

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conclusions showed that work happiness, academic supervision expertise, and organizational culture all have a direct impact on the head of a vocational high school's organizational commitment. The structure of the causal relationship between organizational culture variables, academic supervision knowledge, work satisfaction, and organizational commitment of the head of vocational high schools in Medan City was therefore represented by a theoretical model, or fixed model, that was discovered.

Meanwhile, Cilek, A. (2019) investigated a study to look into how Turkish school principals' leadership styles affect their staff members' organizational commitment. The impact of leadership on teachers' organizational commitment is measured using the meta-analysis approach. In addition, moderators such as publication year, publishing kind, and leadership style are employed to account for variations in effect sizes. The study of the random effect model's data demonstrated that teachers' organizational commitment is significantly and favorably impacted by leadership. Teachers' organizational commitment is particularly impacted by supportive, democratic, and transformational leadership styles more so than by other leadership philosophies. The other variables selected for the study, with the exception of leadership styles, do not, however, significantly influence the association between organizational commitment and school leadership.

Kassaw, Esau S. & Golga, D.W. (2019) carried out a study whose goal was to assess the organizational commitment of academic staff. The study further examined at whether academic staff members' levels of organizational commitment varied significantly according to their gender and educational background. The study used a cross-sectional research design using primary and secondary data sources. 275 participants who were chosen using a stratified random selection technique were given a commitment scale questionnaire to complete, and other information about the study was also gathered through focus groups and document reviews. Both descriptive and inferential statistics were used to evaluate the quantitative data, and content and narrative approaches were used to analyze the qualitative data. According to the survey, the university's academic staff has a moderate level of organizational commitment. It is less likely to be accomplished with this level of organizational commitment to both individual work performance goals and organizational purposes and the university's vision. Furthermore, there were differences in the effects of academic staff demotivation, absenteeism, turnover intention, and turnover. The study also showed that academic staff members' organizational commitment levels varied significantly according to their educational attainment, despite the fact that there is no discernible difference in commitment levels across genders. Therefore, it is advised that the university's working environment be reviewed with a focus on and attention to the factors that reduce staff members' organizational commitment.

Dewi, M.P., and Wajdi, M.B.N. (2019) conducted a study to examine and determine the influence of organizational commitment and ethical leadership on the employee competency of the Department of Education Office in Tasikmalaya. The researchers employed a quantitative approach and conducted field survey on 100 employees with a simple random sampling technique. Correlation and regression techniques were utilized to analyze the data. Results of their study showed that organizational commitment has an influence on the employee competency while ethical leadership also has an influence on the employee's skill. Likewise, findings revealed that both organizational commitment and moral leadership has a great influence on the employee's competency of the Department of Education Office in Tasikmalaya with a percentage of 21.7% while other variables that were not examined influenced the remaining 78.3%.

Ethics in the workplace

Workplace ethics is a set of moral and legal principles that business organizations must follow and a critical component in building a successful organization with satisfied and committed team members. When an organization emphasizes its commitment to sustaining high ethical standards, it usually treats employees better and encourages employees to act laterally under the same conditions. These ethical principles help to set a norm for how organizational activities affect stakeholders' wellbeing and personal interests. As they adopt ethical principles, they can foster a workplace atmosphere in which employees feel respected, heard, and happy in their job. With a greater degree of satisfaction, organizations are able to minimize worker turnover and more readily recruit new, competent workers. Instilling certain ethical workplace norms may stimulate higher customer involvement and loyalty if an organization is client-facing. As previously said, when organizations support their employees and stakeholders with accountability and responsibility, they can gain respect publicly. When organizations employ ethical rules of conduct in the workplace, they develop a culture that promotes such norms. When challenges arise, these rules can assist managers to arrive at efficient judgments and finding solutions efficiently. Leaders provided with clear ethical expectations may use these expectations to guide their decisions and manage conflicts more effectively. In the end, such streamlined decisionmaking processes can lead to a high level of organizational stability.

Currently, a research study was conducted by Guo, F. et al (2023) to examine the effect of ethical leadership on employees' ethical work behavior the mediating role of organizational commitment in the relationship between ethical leadership

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and employees' ethical work behavior. 500 questionnaires were distributed among selected employees in a public-sector organization wherein only 400 responses received were valid. Results showed that ethical leadership has a positive and significant impact on employees' ethical work behavior. Findings further revealed that organizational commitment also significantly mediates the relationship between ethical leadership and employees' ethical work behavior.

The study of Berges Puyo, J.G. in 2022 intended to investigate ethical leadership and its effects on education from a unifying perspective by providing a review of the literature on ethical leadership with a focus on three paradigms—ethics of care, justice, and critique—and connecting them to the idea of heartfelt education as valuable resources for educators, administrators, staff, students, and families. The study's main goals are to: (a) define ethical educational leadership; (b) investigate the relationship between ethical leadership and heartfelt education; (c) adopt a unifying perspective on ethical leadership; (d) investigate the roles of educational leaders using the ethics of care, justice, and critique; (e) review previous studies on ethical leadership in education; and (f) derive a number of conclusions regarding the application of this kind of leadership in the educational setting. The analysis of the research demonstrates that integrating ethical educational leadership into practice fosters collaboration between staff, academics, administrators, and students as well as fewer ethical scandals, effective management, and higher productivity (Bahadori et.al, 2021).

Recently, Arar, K. & Saiti, A. (2022) conducted a study to investigate the impact of ethical leadership on leaders' decision making by comparing two samples of school administrators in the Israeli education system using the Ethical Leadership Questionnaire. The elements influencing moral judgment were the subject of the research questions. They were utilized to look at the possibility that personal traits could influence moral judgment calls as well as any cultural variations that might have an impact on moral judgment calls and the elements of moral leadership. According to the study's findings, moral behavior and ethical leadership in schools only improve students' ability to evaluate and interpret societal values, handle ethical issues effectively, and make moral decisions. They were utilized to look at the possibility that personal traits could influence ethical decision in addition to any cultural variations that might have an impact on moral judgment calls and the elements of moral leadership. According to Babalola (2019), moral behavior and ethical leadership in schools only improve students' ability to evaluate and interpret societal values, handle ethical dilemmas more skillfully, and make moral decisions. Furthermore, strong positive relationships with the variable's ethic critique, sensitivity and culture, and ethic of care were discovered in both situations. There are similarities between the two cultures' approaches to ethical challenges and the aspects of ethical leadership.

The study sought by Ballangrud, B.O.B. & Aas, M. (2022) was to understand the kind of ethical issues that emerged in the process of creating a professional collective culture, as well as the leadership approaches and interventions that principals used in professional learning communities. The two schools from which the participants were drawn were equally challenging places to learn. A district-level representative, middle managers, two groups of teachers and two groups of students from the two schools, as well as observations and interviews with the principals (including follow-up interviews after a year had elapsed) were used to gather data. A total of fifteen informants were interviewed. Qualitative data analysis was done. Establishing a professional learning community, fostering an inclusive culture, collaborating with educators, and exercising democratic leadership are all recommended as crucial tactics, according to the analysis. An ethical perspective that emphasized personal moral responsibility as well as the improvement of civic moral education, which results in self-awareness and community awareness, served as the foundation for leadership practices. This study highlights the strong connection between school leadership and the democratic goal of the institution, particularly in demanding contexts. Discussions between administrators at the school and district levels as well as between administrators and teachers in the school's learning communities can foster ethical thinking and decision-making. School administrators should learn more about ethical decision-making so they can facilitate these conversations and build their own ethical leadership practices.

A study was carried out in school organizations located in two distinct locations of Israel by Arar and Saiti (2022) whose purpose was to ascertain how ethical leadership influences the decision-making process of educational leaders. This study included an Ethical Leadership Questionnaire. The findings demonstrated that the application of moral leadership by school administrators had a favorable impact on students' understanding of societal values, their ability to handle moral quandaries, and their capacity for moral decision-making.

Gul, F. et al, (2021) designed a study whose purpose is to determine the impact of ethical practices of leaders on the organizational commitment of employees by using sequential mediation of civility and work engagement. Researches utilized Hayes' process Model 6 on the data collected from 309 employees of higher education sector in Pakistan. Results of the study disclosed the significant impact of ethical leadership on the organizational commitment. Moreover, work engagement and civility mediate the relationship between ethical practices of leaders and their followers' commitment with the organization. Thus ,

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establishing civility and ensuring work engagement in the organization can enhance organizational commitment according to the study.

The study set out by Conroy, T.J. & Ehrensall, P.A.L. (2021) was to investigate the ways in which leaders in education apply the ethic of care to their daily operations. Authentic leadership was the theoretical approach. Their research question was: How can real leaders who operate from a caring ethic preserve alignment between their professed principles of fostering and upholding connections within the school community and how those principles are reflected in their behavior? Using the portraiture technique, it was possible to fully comprehend the viewpoints and experiences of four educational leaders who value relationships above all else in their businesses. Each participant in the study completed three 1.5-hour in-depth interviews that were audio recorded and written up. After that, both deductive and inductive coding were used to examine the data. The results of the study showed that these leaders had three distinct qualities: humility, authenticity, and knowing their own principles. These leaders are able to know themselves and have conviction in their leadership methods because they have an in-depth understanding of their own personal beliefs. These leaders are able to be honest in their decision-making, interpersonal interactions, and creation of a sense of community inside their companies because they have a deep understanding of who they are. They are aware that their job is to serve others and make decisions that will benefit the entirety of the organization as well as the people in their school communities. By doing this, these leaders in education foster a caring environment where people are able to succeed.

Similarly, Ashfaq, F. et al.,(2021) conducted a research study on the roles of self-efficacy and organizational commitment in the sequential mediation of the relationship between ethical leadership and employee engagement. Data were collected through self-reported questionnaires of employees from private and public sector organizations of Pakistan. Researchers used a three-wave lagged design and employed 21 employees as sample) via the 2000 re-sample bias-corrected bootstrap method. Results revealed that there is a significant relationship between ethical leadership and employee engagement with mediating effects of self-efficacy and organizational commitment. Self-efficacy and organizational commitment fully mediated the relationship. Findings of the study also provided insight into the understanding of employee behavior, particularly in the presence of moral leadership.

Gocen, A. (2021) research whose aim was to investigate the definition of ethical leadership by educators from Eastern and Western cultures, as well as the traits they link with ethical leaders. Likewise, the investigation examined about morally admirable examples of educators, analyzed if significant life events like COVID-19, high technology, and migration have altered the participants' ethical perspectives, and lastly analyzed at how they respond to unethical behavior. A qualitative research design using phenomenology was utilized in this study. 51 educators from both Eastern and Western nations participated in semistructured interviews and open-ended surveys as part of the data collection process. Results indicate that both cultures value the qualities of ethical leadership, such as honesty, respect, fairness, and justice. The educators from the Eastern sample also included flexibility, religiosity, and responsibility, whereas the Western group focused more on rationality, teamwork, and listening skills. Around a number of themes, like equality, standing up for what's right, protecting others' rights, and having a warm approach, the participants shared their stories of ethical leadership. They described their various reactions to immoral conduct and mainly took the view that ethics remained constant throughout history.

According to Siva Vikaraman,S., et al (2021) in their research study, ethical leadership is a form of value-based leadership that significantly contributes to the management and leadership of principals in schools. Research has demonstrated the benefits of ethical leadership practices for fostering trust, encouraging positive conduct at work, fostering a creative workplace culture, and improving organizational performance. The growing leadership concept has established itself effectively on internationally, but not in Malaysian local school leadership. Based on their teachers' evaluations of their ethical leadership level from a previous study conducted by the researcher, which indicates that principals have a high to moderately high degree of ethical leadership practice in schools, three secondary school principals were chosen for this study. The conclusions of the case study pertained to the principals' perceptions of their own understanding and use of an ethical leadership style. The study additionally looked at principals' application of the seven facets of ethical leadership. An interview that was semi-structured was done to get pertinent information. The interview is recorded, then subjected to a thematic analysis. The principals claimed that while they were unfamiliar with the concept of ethical leadership style, they applied many ethical leadership aspects in the course of their regular duties as school administrators. The results showed that there is an opportunity for ethical leadership to be incorporated into present school leadership techniques and that its effect on enhancing teacher work performance can be more fully recognized.

On the other hand, Isik, A. N. (2020) conducted research on the mediating roles of affective commitment and job satisfaction in the relationship between ethical leadership and school success. There were 306 educators that answered questions about their job satisfaction, affective commitment, ethical leadership, and school effectiveness. The findings validated the

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proposed beneficial relationships between affective commitment, job satisfaction, and educational efficacy and ethical leadership. The findings also showed that the association between ethical leadership and school success was somewhat mediated by work attitudes, such as affective commitment and job satisfaction, suggesting that ethical leadership had both direct and indirect effects on school effectiveness.

The research of Dib, J.G., et al (2020) aimed at investigating the connection between ethical behavior, especially in the workplace, and academic integrity. The research utilized a hypothetical, quantitative, and deductive methodology. A survey was administered to 1,003 college students in order to collect data on how often they commit dishonesty in various settings as well as how serious they consider each kind of offense. The research results that students who report engaging in academic misconduct in various situations also report engaging in dishonest activities outside of school, and that students who viewed academic violations as less serious also report involving in academic misconduct more frequently.

Another study conducted by Chik, W. M. H. P. W. (2020) whose purpose is to present the key conclusions from a global literature review on ethical leadership. The study summarized all of the potentials and opportunities in Malaysian education administration to suggest future study directions. With the exception of research conducted in Malaysia, this study is based on an analysis of empirical publications that were published in indexed journals between 1991 and 2019. Also, it examined the contextual pattern of ethical leadership research conducted thus far in many nations employing a variety of conceptual frameworks, utilizing the fundamentals of modern knowledge. The findings of the study offered guidance on strengthening the standard of ethics in roles of leadership in education. To gain a greater insight into the idea of ethical leadership and how it relates to the practice of educational leadership, the author suggests increasing the sample under investigation.

Leadership, according to Ron Heifetz, is "the ability to mobilize people to tackle tough problems." And "Ethical crisis" is one of the challenging issues facing educational institutions in the contemporary, technical, and materialistic world. Modern technology alone will not ensure the survival of educational institutions; neither will bureaucratic regulations. Code of ethics matters! Human catastrophes are caused by scientific advancements and accomplishments that lack moral integrity. However, only the presence of morally upright educational leaders can foster this ethical character. As a result, morality should be exhibited by educational leaders themselves. In connection to this, Dar, M.A. & Dar, H.M. (2019) highlighted in their research paper the conceptual framework, significance, and ramifications of ethical leadership in contemporary educational contexts. The researcher looked at a large number of national and international studies on the ethical principles of educational leadership. Following an in-depth analysis of the significance of ethical leadership in education plays, researchers concluded that: 1. Procedural justice, corporate citizenship practices, and an ethical climate all have an impact on overall performance when it comes to ethical leadership. 2. You should conduct yourself ethically with others if you want others to do the same. 3. The leadership role entails certain inherent ethical issues or dilemmas. Assuming leadership entails accepting additional responsibilities, duties, rewards, and ethical challenges. 4. Leaders that exhibit ethical behavior foster characteristics such as honesty and loyalty, which in turn increases employee commitment to the firm. 5. Organizational justice would reign in educational institutions with moral leadership, which would then have a favorable impact on organizational performance. 6. Educational leaders ought to possess sufficient ethics to make moral choices under difficult conditions. 7. When leading and interacting with followers, educational leaders ought to adhere to the values of equity and fairness. 8. Ethical leaders place a strong emphasis on coaching and mentoring staff members so they can become valuable resources and become role models themselves. 9. Leaders have a duty to set an example for followers by aligning their ideals with their own moral principles. 10. Leaders who uphold moral principles foster trust and moral environments. These elements are critical to improved corporate effectiveness and increased productivity in the classroom. 11. Organizations can take up harmful behaviors if leadership fails to adhere to the accountability and fairness components of ethical leadership. 12. Effectiveness and ethics go hand in hand. For educational outcomes to be effective, teachers and school administrators alike need to follow the ethical code. 13. The last thing to remember is that one inexpensive strategy for better teaching and learning is to invest in principals with strong leadership qualities.

Researchers under the direction of Khan, N.A.A., et al. conducted a study in 2018 to look into literature studies pertaining to two important issues: employee theft and the abuse of official working hours. This paper provides an in-depth review of workplace ethics, a topic that has generated debate inside organizations. While this study adds some unfamiliar terms, its main focus is on using extensive gathering of data methodologies to gain a better understanding of the elements that influence these important concerns regarding workplace ethics. According to this piece of work, "workplace ethics" is one benefit that helps organizations maintain their excellent image and boost productivity among staff members. In conclusion, the study has strongly justified that 4 issues such as private & confidential information leakage, firing staff via social media platform, employee theft, and abuse of official working hours are have happened at any workplace settings & influence workplace ethics. Hence, organizations are advised

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to have some preventive ways to overcome these 4 significant issues in order to maintain the employees' productivity at any organizations.

In summary, leadership is essential in any educational institution because it establishes and protects the school's principles and character. Institutional leaders are accountable for mentoring and guiding their group members while they carry out their jobs and functions. Organizational commitment refers to team members' level of dedication and involvement in the organization and is vital for an institution since it can lead to consistent work performance, positive connections, and healthy workplace cultures. Workplace ethics is a set of moral and legal standards that any company, such as educational institutions, must follow and is a crucial component in developing a successful organization with satisfied and devoted team members.

III. METHODOLOGY

The descriptive-correlational method research design was utilized in the study to assess the interconnectedness of institutional leadership and organizational climate and correlate it with ethics in the workplace in the institution. Correlational research design systematically investigates on the relationship among variables in determining the cause and effect as well as the strength of relationship. The study made use of a quantitative research approach to analyze and understand the effects of institutional leadership and organizational commitment to ethics in the workplace.

The survey method was used in the study as the primary source of research methodology to gather data. Three (3) sets of standardized questionnaires were utilized to measure the relationship between the institutional leadership, and organizational commitment with ethics in the workplace.

Respondents of the Study

The respondents of the study were the total population of a government and private tertiary medical laboratory science institutions located in Region 3. Respondents came from the administrative and academic personnel of the institution. The administrative was composed of deans and program heads while the academic was composed of regular full time and regular part time and substitute teaching appointment.

There were a total population of 186 of the entire higher education institutions (HEIs) of Region 3 (see Appendix E). However, there were only 55.91 or 56 % equivalent to 104 from the total population successfully responded from the eight (8) participating schools. These 104 composed of 98 faculty members, 5 program head and 1 dean.

Instrument of the Study

The study utilized three sets of standardized questionnaires adopted from previous studies:

1. Practice of Institutional Leadership Questionnaire (PILQ).

The research instrument used was a modification of the standard questionnaire on "School Leader Questionnaire" developed by The Study of Instructional Improvement, Survey Services Lab by the University of Michigan that composed of five (5) parameters deals with professional development with 10 indicators, leadership roles and activities with 18 indicators, institution improvement process with 30 indicators, curriculum development with 10 indicators while community relations with 6 indicators. A construct validity of 0.825 and reliability of Cronbach alpha of 0.825 for professional development, 0.891 for leadership roles and activities, 0.810 for institution improvement process, 0.79 for curriculum development and 0.840 for the last indicator on community relations.

2. Organizational Commitment Questionnaire (OCQ)

The area of organizational commitment have 15 item statements. It is composed of 15 indicators using four (4) Likert-scaled questions. Self-rated subscales using 1 = strongly disagree, 2 = disagree, 3 agree and 4 strongly agree. The 15-item Organizational Commitment Questionnaire (OCQ) measures organizational commitment, which is defined as "the relative strength of an individual's identification with and involvement in a particular organization." Commitment-related behaviors fall into three categories: belief and acceptance of organizational goals and values; willingness to exert effort for the organization; and a desire to continue membership in the organization.

The validity showed that the alpha coefficients ranged from 0.82 to 0.93 for psychiatric technicians; 0.84 for scientists and engineers; 0.88 for hospital employees (short form) and bank employees; and 0.90 for public employees, classified university employees (short form), telephone company employees, and auto company managers. The median alpha is 0.90. Test- retest

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reliabilities for psychiatric technicians over a two-month interval was 0.53; over a three-month interval was 0.63; and over a fourmonth interval was 0.75. Convergent validities ranged from 0.63 to 0.74. Discriminate validity was established by comparing the OCQ to one measure of job involvement, one measure of career satisfaction, and one measure of job satisfaction. Predictive validity was established by examining the relationship between performance and organizational commitment. Evidence is provided to support all three validity claims. The scoring is reversed for items 3, 7, 9, 11, 12, and 15 . Responses are added and divided by 15 to reach an overall

3. Ethics in the Workplace Questionnaire (EWQ)

The area of ethics in the workplace utilized a standardized research instruments from Boretti, Inc, Integrated Safety Solutions by James Boretti from "Ethics: The line of SH & E" and composed of two (2) dimensions: (1) Personal Ethics (2) Organizational Ethics. The both dimensions were composed of 12 items Likert-scaled questions. Self-rated subscales using 1 = strongly disagree, 2 = disagree, 3 agree and 4 strongly agree. The researcher will request permission from the author on the adoptability of the research instrument in this study.

Data Gathering Procedure

To obtain necessary data and information the following procedures were followed:

1. The researcher searched for valid and reliable research instruments that were suited for the study. A permission letter was sent to the main authors and securing the written consent approval for the adoption of the research questionnaire.
2. Upon approval of the panel of experts regarding the research proposal, research protocol and manuscript were submitted to the La Consolacion University Research Ethics Committee for ethics review and approval as well as the clearance for the use of informed consent for the respondents
3. A letter of request address to the President of the Philippine Association of Schools of Medical Technology and Public Health, Inc. (PASMETH) was submitted for the approval of the conduct of the proposed study during the Mid-Year Convention of the association that was held at General Santos, City on January 24-26, 2024.
4. An orientation was conducted during the mid-year convention using google forms that were utilized in the distribution of the survey questionnaires to warrant the understanding regarding the research instruments or survey questionnaires among the respondents. After granting the endorsement and orientation, the researcher sent the research questionnaires to the participants using google survey. The link was presented to the target respondent's during the allotted time in the convention. The respondents simply had selected among the given choices that reflects their answer in terms of institutional leadership, organizational commitment and ethics in the workplace. It was then automatically recorded their answers on google forms which served as the data needed for processing and statistical treatment. Google forms were checked for the completeness of the answer and widen out research instrument that showed incomplete responses.

Data Processing and Statistical Treatment

The data collected were tabulated and processed using the Statistical Packages for Social Sciences (SPSS) Version 23 and Graph Pad InStat Version 3. Data were analyzed and interpreted and the following statistical measures were utilized:

1. Frequency and Percentage Distribution. This statistical tool was used in the presentation of characteristics of the respondents such as respondent's gender, highest educational attainment, years of service and employment status.
2. Mean Score. This statistical tool was utilized in the assessment of the level of agreement on institutional leadership that covers professional development, leadership roles and activities, institution improvement process, curriculum development and community relations. It was also being used for organizational commitment and for both personal and organizational ethics.

The three research instruments were quantified using the following scale :

| Rating Scale | Range | Descriptive Evaluation |
|--------------|-------------|------------------------|
| 4 | 4.00 - 3.50 | Strongly agree |
| 3 | 2.50 – 4.39 | Agree |
| 2 | 1.50 – 2.49 | Disagree |
| 1 | 1.00 – 1.49 | Strongly Disagree |

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3. One Way Analysis of Variance (ANOVA). This statistical tool was used to determine a significant difference in the assessment of the institutional leadership, organizational commitment and ethics in the workplace when grouped according to the characteristics profile of the respondents.
4. Multiple Linear Regression Analysis. This statistical tool was utilized to determine significant influence between institutional leadership and organizational commitment with ethics in the workplace of the respondents.
5. Pearson R - Correlation Analysis. This statistical tool was used to determine the significant relationship between institutional leadership and organizational commitment of the study using the table of strength below.

| Value | Interpretations |
|--------------------------------------------|------------------------------------------------------|
| $r = 1.0$ to $.90$ or $r = -1.0$ to $-.90$ | Very High Correlation; Very significant relationship |
| $r = .89$ to $.70$ or $r = -.89$ to $-.70$ | High Correlation; Significant relationship |
| $r = .69$ to $.40$ or $r = -.69$ to $-.40$ | Moderate Correlation; Average relationship |
| $r = .39$ to $.20$ or $r = -.39$ to $-.20$ | Low Correlation; Small relationship |
| $r = .19$ and below | Very low Correlation; Almost no relationship |

This research opted to determine at confidence level of 95% with a 5% degree of error and set at P-values of <0.05 and assumed to be statistically significant.

Ethical Considerations

The researcher complied with all ethical and moral standards of the institution regarding research study through the observation of the following: (1) A written approval from the President of the Philippine Association of Schools of Medical Technology and Public Health, Inc. (PASMETH) to conduct this research (2) Fair and just selection of subjects from the population with each person having an equal chances to be part of the study (3) Approval of written request from the author for the adoption of research instrument (4) All results obtained were treated with high confidentiality and will be used for academic purposes only.

The research protocol and procedure were observed and exercised by acquiring a research ethics clearance from the Research Ethics Board of La Consolacion University Research Ethic Committee. Utilization of informed consent form stating that the respondents agree to participate in the study and fully understand the purpose of the research study were implemented. The respondents were identified by assigning numbers that link to the-research instrument.

The researcher discussed to the respondents and provide all the necessary information about the study and made sure that all information is understood by them. Respondents were allowed to ask questions about the study to the researcher and given enough time to decide whether to participate or not. Once they decided to participate, link of the questionnaires be sent to thru messenger that would take them 15-20 minutes only to answer at their most convenient time and place.

The researcher ensured that the respondents understand the study and the risks and benefits of the study. Respondents were informed that their participation is voluntary and they can withdraw from the study at any given point in time for whatever reason or any circumstance. The researcher assured the respondents that their identity remained anonymous and any information disclosed be withheld strictly confidential.

The answered questionnaires files were kept with utmost confidentiality in which they are password protected and only the researcher has an access on the said files. Encoding and tabulation of data were done only by the researcher to avoid leaking of data. After data collection and analysis, the answered questionnaires shall be deleted from the laptop of the researcher.

Results of this research will be disseminated once available among the participating higher education institutions (HEIs) through talks and discussions in a conference room once the researched paper was defended and ready for dissemination. HEIs will be furnished a copy of the published results of this study as reference and baseline information for future related studies.

IV. RESULTS AND DISCUSSION

1. Demographic Profile of the Respondents

1.1 Respondent's Category

Table 1 present the frequency and percentage distribution regarding respondent's category. It can be gleaned from table 1 that majority of the respondents were faculty members with 94.2% or 98 out of 104 respondents that rank 1 followed by program heads with 4.8% or 5 respondents whereas the least of the respondent was dean that only 1 % or 1 respondent.

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Table 1. Frequency and percent distribution regarding the respondent's category

| Respondent's Category | Frequency | Percentage | Rank |
|-----------------------|-----------|------------|------|
| Faculty Members | 98 | 94.2% | 1 |
| Program Head | 5 | 4.8% | 2 |
| Dean | 1 | 1.0 % | 3 |
| Total | 104 | 100% | |

1.2 Gender of the Respondents

Table 2 present the frequency and percentage distribution regarding gender of the respondents. The table shows that there was an equal number of male and female respondents with 52 (50%) for each gender. This indicate that the assessment does not geared toward ideas of masculinity and femininity.

Table 2. Frequency and percent distribution regarding the gender profile.

| Gender | Frequency | Percentage | Rank |
|--------|-----------|------------|------|
| Male | 52 | 50% | 1.5 |
| Female | 52 | 50% | 1.5 |
| Total | 104 | 100% | |

1.3 Schools

Table 3 presents the frequency and percentage distribution regarding school were respondents connected and working. For easy understanding names of the schools were presented but during the final manuscript. Coding was utilized prior to final printing.

Table 1.3 shows that among the 8 respondent schools, Institution G dominated the number of respondents having 24 out of 104 respondents or 23.1% of the total population. This was seconded by Institution C with 20 respondents or 19.2% of the total population. Furthermore, Institution H has 18 respondents or 17.3 % from the total respondents, Then it was followed by Institution A with 15 respondents or 14.4% of the population while an 8 respondents or 7.7% respondents from Institution B while Institution D has 7 or 6.7%.

Meanwhile, Institution E and Institution F were the schools with the least number of respondents with only 5.8% or 6 respondents only. For the identity of the higher education institution, it can be found on the annexes of this dissertation.

Table 3. Frequency and percent distribution regarding the institutional profile.

| Name of the Institution | Frequency | Percentage | Rank |
|-------------------------|-----------|------------|------|
| Institution A | 15 | 14.4 | 4 |
| Institution B | 8 | 7.7 | 5 |
| Institution C | 20 | 19.2 | 2 |
| Institution D | 7 | 6.7 | 6 |
| Institution E | 6 | 5.8 | 7.5 |
| Institution F | 6 | 5.8 | 7.5 |
| Institution G | 24 | 23.1 | 1 |
| Institution H | 18 | 17.3 | 3 |
| Total | 104 | 100.0 | |

1.4 Highest Educational Attainment

Table 4 presents the frequency and percentage distribution regarding highest educational attainment. The table reveals that Bachelor's degree ranked 1 with 89 or 85.6% or out of 104 respondents' highest educational attainment while there were 5 respondents have their PhD and Master's degree with 5 or 4.8% and both ranked 2. Respondents having MA/MS with PhD units have the least with only1% while the remaining 3.8% or 4 respondents were Bachelor's degree with MA/MS units

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Table 4. Frequency and percent distribution regarding the highest educational attainment profile.

| Educational Attainment | Frequency | Percentage | Rank |
|---------------------------|-----------|------------|------|
| Bachelor's Degree | 89 | 85.6 | 1 |
| Bachelor with MA/MS Units | 4 | 3.8 | 4 |
| Master's Degree | 5 | 4.8 | 2.5 |
| MA/MS with PhD Units | 1 | 1.0 | 5 |
| PhD Degree | 5 | 4.8 | 2.5 |
| Total | 104 | 100.0 | |

1.5 Years of Service

Table 5 presents the frequency and percentage distribution regarding years of service. The table shows that 91 or 87.5% of the 104 respondents have less than 5 years of service. This is seconded by 6 to 10 years of service with 6 respondents (6.7%) while those with 11 to 15 years of service have the least number of respondents having 6 or 5.8%.

Table 5. Frequency and percent distribution regarding the years of service profile.

| Years of Service | Frequency | Percentage | Rank |
|-------------------|-----------|------------|------|
| less than 5 years | 91 | 87.5 | 1 |
| 6 to 10 years | 7 | 6.7 | 2 |
| 11 to 15 years | 6 | 5.8 | 3 |
| Total | 104 | 100.0 | |

1.6 Employment Status

Table 5 presents the frequency and percentage distribution regarding employment status. The table shows that regular part time teaching appointment ranked 1 with 74 % or 77 respondents. Ranked 2 was regular full time teaching with 17.3 % or 18 respondents. Fulltime administrative and part time administrative appointment ranked 3 and 4 with 5 or 4.8% and 4 or 3.8% respectively.

Table 6. Frequency and percent distribution regarding the employment status profile.

| Employment Status | Frequency | Percentage | Rank |
|----------------------------------------|-----------|------------|------|
| fulltime administrative appointment | 5 | 4.8 | 3 |
| part time administrative appointment | 4 | 3.8 | 4 |
| regular full time teaching appointment | 18 | 17.3 | 2 |
| regular part time teaching appointment | 77 | 74.0 | 1 |
| Total | 104 | 100.0 | |

2. Assessment on institutional leadership based on:

2.1 Professional development

Table 7 presents the weighted mean and descriptive interpretation of assessment on institutional leadership based on professional development. The table shows that indicator 1 "Gave me many opportunities to improve aspects of my work" got the highest weighted mean of 3.7 which is interpreted as strongly agree. Indicator 10 "Led me to try new things in my practice or work" was also strongly agreed with a weighted mean of 3.66 while indicator 9 "Led me to think about an aspect of my work in a new way" was also interpreted with strongly agree with a weighted mean of 3.63. The rest of indicators were agreed by the respondents.

Results show that respondents strongly believed that institutional leadership based on professional development gave them many opportunities to improve aspects of their work, led them to think about an aspect of their work in a new way and try new things in their practice of work. Likewise, they were also convinced that they were coherently related to each other, allow

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them to focus on a problem over an extended period of time, focused on too many topics, provided them with useful feedback about their practice or work. Also, they made them pay closer attention to particular things they were doing in their work and led them to seek out additional information from another school leader, teacher, or some other source.

This supports the work of Toker (2022) who revealed that leaders greatly improve their abilities for the benefit of the organization. Moreover, leadership directly influences the leaders' performance with a great impact on the market performance.

Table 7. Weighted mean and descriptive interpretation of assessment on institutional leadership based on professional development.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|--------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Gave me many opportunities to improve aspects of my work. | 3.70 | 0.45 | Strongly Agree |
| 2. Provided me with knowledge or information that is very useful to me in my work. | 3.23 | 0.57 | Agree |
| 3. Were coherently related to each other. | 3.27 | 0.52 | Agree |
| 4. Allowed me to focus on a problem over an extended period of time | 2.84 | 0.64 | Agree |
| 5. Focused on too many topics | 3.33 | 0.59 | Agree |
| 6. Provided me with useful feedback about my practice or work | 3.26 | 0.51 | Agree |
| 7. Made me pay closer attention to particular things I was doing in my work | 3.21 | 0.63 | Agree |
| 8. Led me to seek out additional information from another school leader, teacher, or some other source | 3.40 | 0.49 | Agree |
| 9. Led me to think about an aspect of my work in a new way | 3.63 | 0.48 | Strongly Agree |
| 10. Led me to try new things in my practice or work | 3.66 | 0.47 | Strongly Agree |

Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

2.2 Leadership roles and activities

Table 7 presents the weighted mean and descriptive interpretation of assessment on institutional leadership based on leadership roles and activities. Table shows that among the eighteen (18) indicators, there were 9 indicators interpreted with strongly agree. This is led by indicator 11 "Setting explicit timelines for instructional improvement" with the highest weighted mean of 3.58 followed by indicators 3 "Share information or advice about classroom practices with a teacher" and 17 "Monitoring or supervising the implementation of school improvement efforts" with both having a weighted mean of 3.55. The remaining nine (9) indicators were interpreted with agree and have a weighted mean ranging from 3.23-3.46.

Results show that respondents were confident to say that leadership roles and activities of their institutions demonstrate instructional practices and/or the use of curricular materials in a classroom, observe a teacher who was trying new instructional practices or using new curricular materials. Respondents were proud to say that they share information or advice about classroom practices with a teacher and examine and discuss what students were working on during a teacher's lesson. Also, they examine and discuss the standardized norm-referenced or curriculum-referenced test results of students in a teacher's class. They work with students and their parents on discipline/attendance issues and seek resources outside the institution (e.g. from local businesses, school improvement programs, universities, or funding agencies). The institution develops staff development program

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in the school and examine the school's overall progress toward its school improvement goals. Respondents were happy to say that their institutional leaders set explicit timelines for instructional improvement, clarify expectations or standards for students' academic performance and examine and discuss exemplars of students' academic work.

Furthermore, their institutional leaders also promote alignment between the assessments used to evaluate the school's instructional program and what is taught in classrooms and personally provide staff development. Additionally, institutional leaders troubleshoot or support the implementation of school improvement efforts and always monitor and supervise the implementation of school improvement efforts.

Recent studies emphasize the role of instructional leaders in demonstrating and modeling effective instructional practices. Goddard, Goddard, and Tschannen-Moran (2020) argue that instructional leaders who directly engage with teaching practices and curricular materials positively impact teacher effectiveness and student outcomes. They note that leaders who observe and support new practices help foster a culture of continuous improvement. Black and Wiliam (2020) emphasize that aligning assessments with what is taught helps accurately measure student learning and guide instructional improvements. Robinson, Lloyd, and Rowe (2022) argue that clear, well-defined goals and expectations help in aligning instructional practices with academic standards and improve overall school performance.

Table 8. Weighted mean and descriptive interpretation of assessment on institutional leadership based on leadership roles and activities.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Demonstrate instructional practices and/or the use of curricular materials in a classroom | 3.24 | 0.79 | Agree |
| 2. Observe a teacher who was trying new instructional practices or using new curricular materials | 3.46 | 0.57 | Agree |
| 3. Share information or advice about classroom practices with a teacher | 3.55 | 0.50 | Strongly Agree |
| 4. Examine and discuss what students were working on during a teacher's lesson | 3.53 | 0.50 | Strongly Agree |
| 5. Examine and discuss the standardized norm-referenced or curriculum-referenced test results of students in a teacher's class | 3.23 | 0.76 | Agree |
| 6. Work with students and their parents on discipline/attendance issues | 3.51 | 0.57 | Strongly Agree |
| 7. Seek resources outside the institution (e.g. from local businesses, school improvement programs, universities, or funding agencies) | 3.49 | 0.59 | Agree |
| 8. Developing the staff development program in the school. | 3.39 | 0.58 | Agree |
| 9. Framing and communicating broad goals for school improvement | 3.37 | 0.48 | Agree |
| 10. Examining the school's overall progress toward its school improvement goals | 3.40 | 0.66 | Agree |
| 11. Setting explicit timelines for instructional improvement | 3.58 | 0.50 | Strongly Agree |
| 12. Clarifying expectations or standards for students' academic performance | 3.53 | 0 | Strongly Agree |
| 13. Examining and discussing exemplars of students' academic work | 3.51 | 50 | Strongly Agree |

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| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|------|------|----------------|
| 14. Promoting alignment between the assessments used to evaluate the school's instructional program and what is taught in classrooms | 3.24 | 0.61 | Agree |
| 15. Personally providing staff development | 3.30 | 0.62 | Agree |
| 16. Troubleshooting or supporting the implementation of school improvement efforts | 3.51 | 0.59 | Strongly Agree |
| 17. Monitoring or supervising the implementation of school improvement efforts | 3.55 | 0.59 | Strongly Agree |
| 18. Working on plans to improve the teaching of specific curricular units or objectives | 3.50 | 0.59 | Strongly Agree |

Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

2.3 Institution improvement process

Table 9 presents the weighted mean and descriptive interpretation of assessment on institutional leadership based on institutional improvement process. Table shows that seven indicators among the twenty (29) indicators were strongly agreed by the respondents and these are indicators 1, 4,5,6,7,8, 12 and 13 while the remaining 23 indicators were also been agreed by the respondents. Data shows that indicator 12 “As part of improvement efforts in this institution, I praise, publicly recognize, and/or provide tangible rewards to students who succeed academically” got the highest weighted mean of 3.82 and interpreted with strongly agree. This was followed by indicator 1 “Improving the institution 's facilities “as second indicator with highest weighted mean of 3.70. However, indicator with the lowest weighted mean of 2.95 and interpreted with agree was “This institution has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do”.

Results depict that majority of the respondents strongly believed that their institutional leaders are capable of improving the institution 's facilities, institution climate (e.g. making school safer, fostering respect for others), parent participation, student attendance, health & welfare of students, institution’s library, technology, or media and another academic program or programs. Respondents were also confident to say that institutional leaders monitor classroom instructional practices to see that they reflect the school’s improvement efforts and that they observe in classrooms in order to examine what students are learning. Also, respondents evaluate teachers using criteria directly related to the school's improvement efforts and that they also praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts and to students who succeed academically. Respondents proved that their institution has a set of shared values that guide institution improvement efforts and that their institution always carefully researched alternatives before making institution improvement decisions. Institution has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do.

Furthermore, some of the respondents worry that they’re adopting too many different programs and practices in this institution. Institution made sure that a careful review process guarantees that all new programs brought into the institution are compatible with our overall improvement goals. Results also show that institution improvement efforts at the respective school of the respondents have been carefully staged and sequenced. Teachers are given a great deal of flexibility to pursue improvement initiatives that serve their unique interests and skills. Decisions about institution improvement are always based upon a school improvement plan or similar kind of goal statement. The next steps for organizing and staffing our instructional program are clear. Staff at the respondent’s school think it will be difficult to achieve their institution improvement goals unless they think more creatively and work more collaboratively. The institution passes up many school improvement opportunities that do not fit with their improvement goals, uses a well-developed process for identifying issues to be addressed by school improvement efforts and define specific instructional goals for students. The steps teachers are expected to take to promote classroom improvement are

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clear. There are strict rules and guidelines that govern which improvement initiatives are allowed to be brought into the institution. Group investigation and problem-solving are central to achieving institution improvement goals. Lastly, respondents believe that institution improvement efforts identify clear steps for improving home- institution relations and parent participation.

This study support Harris, Jones, and Adams (2020) paper who emphasized the crucial role of strong leadership in enhancing school facilities, climate, and academic programs. They suggest that proactive leaders in these areas significantly contribute to creating a supportive and effective educational environment. Furthermore, Robinson and Harris (2021) argue that effective evaluation systems and recognition programs are crucial for motivating teachers and aligning their practices with school improvement objectives. Additionally, Ostrom and Dorschner (2023) stress the importance of a strong set of shared values to help make coherent decisions and effectively guide improvement efforts. Lastly, Stevenson and Holcomb (2021) highlight the significance of detailed planning and researching alternatives to ensure well-informed decisions that align with improvement goals

Table 9. Weighted mean and descriptive interpretation of assessment on institutional leadership based on institutional improvement process.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Improving the institution 's facilities | 3.70 | 0.60 | Strongly Agree |
| 2. Improving institution climate (e.g. making school safer, fostering respect for others). | 3.17 | 0.49 | Agree |
| 3. Improving parent participation | 3.34 | 0.57 | Agree |
| 4. Improving student attendance | 3.47 | 0.59 | Strongly Agree |
| 5. Improving the health and welfare of students | 3.56 | 0.50 | Strongly Agree |
| 6. Improving the institution's library, technology, or media | 3.51 | 0.48 | Strongly Agree |
| 7. Improving another academic program or programs | 3.65 | 0.46 | Strongly Agree |
| 8. I monitor classroom instructional practices to see that they reflect the school's improvement efforts. | 3.69 | 0.74 | Strongly Agree |
| 9. As part of improvement efforts in this institution, I observe in classrooms in order to examine what students are learning | 3.46 | 0.78 | Agree |
| 10. I evaluate teachers using criteria directly related to the school's improvement efforts | 3.43 | 0.83 | Agree |
| 11. I praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts | 3.34 | 0.70 | Agree |
| 12. As part of improvement efforts in this institution, I praise, publicly recognize, and/or provide tangible rewards to students who succeed academically | 3.82 | 0.50 | Strongly Agree |
| 13. This institution has a set of shared values that guide institution improvement efforts | 3.57 | 0.66 | Strongly Agree |
| 14. This institution has a set of shared values that guide institution improvement efforts | 3.41 | 0.65 | Agree |

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| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|
| 15. Before making institution improvement decisions, alternatives are always carefully researched | 3.35 | 0.82 | Agree |
| 16. This institution has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do | 2.95 | 0.58 | Agree |
| 17. I worry that we are adopting too many different programs and practices in this institution | 3.38 | 0.48 | Agree |
| 18. A careful review process guarantees that all new programs brought into the institution are compatible with our overall improvement goals | 3.16 | 0.57 | Agree |
| 19. Institution improvement efforts at this school have been carefully staged and sequenced | 3.34 | 0.56 | Agree |
| 20. Teachers are given a great deal of flexibility to pursue improvement initiatives that serve their unique interests and skills | 3.31 | 0.58 | Agree |
| 21. Decisions about institution improvement are always based upon a school improvement plan or similar kind of goal statement | 3.16 | 0.42 | Agree |
| 22. The next steps for organizing and staffing our instructional program are clear | 3.22 | 0.64 | Agree |
| 23. Staff at this school think it will be difficult to achieve our institution improvement goals unless we think more creatively and work more collaboratively | 3.03 | 0.58 | Agree |
| 24. This institution passes up many school improvement opportunities that do not fit with our improvement goals | 3.38 | 0.65 | Agree |
| 25. The steps teachers are expected to take to promote classroom improvement are clear | 3.34 | 0.57 | Agree |
| 26. This institution uses a welldeveloped process for identifying issues to be addressed by our school improvement efforts | 3.35 | 0.56 | Agree |
| 27. Our institution improvement efforts define specific instructional goals for students | 3.30 | 0.59 | Agree |
| 28. There are strict rules and guidelines that govern which improvement initiatives are allowed to be brought into the institution | 3.43 | 0.56 | Agree |
| 29. Group investigation and problem-solving are central to achieving our institution improvement goals | 3.30 | 0.58 | Agree |
| 30. Our institution improvement efforts identify clear steps for improving home-institution relations and parent participation | 3.38 | 0.42 | Agree |

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Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

2.4 Curriculum development

Table 10 presents the weighted mean and descriptive interpretation of assessment on institutional leadership based on curriculum development. Table shows that among the ten (10) indicators, there were 2 indicators which were interpreted with strongly agree while the remaining 8 indicators have an interpretation of agree. The above data indicator 5 “New curriculum referenced examinations or tests were introduced “was interpreted with strongly agree and has the highest weighted mean of 3.52 while indicator 4 “Existing curriculum materials were organized into a sequenced structure of curricular units” has the 2nd highest weighted mean of 3.51. On the other hand, indicator 10 “Existing working plans to improve the teaching of specific curricular units or objectives” got the lowest weighted mean of 3.3 with agree as an interpretation.

Results indicate that respondents agreed that there was a new MT curriculum and new standards for student learning were developed or in the early stages of implementation. Results show that respondents learned to use new MT curricular materials and these were organized into a sequenced structure of curricular units. Also, respondents said that new curriculum-referenced examinations or tests were introduced and teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the institution. Respondents were also confident to say that textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the institution. In addition, alignment between the assessments used to evaluate the school’s instructional program and what is taught in classroom was promoted. Furthermore, standardized norm-referenced or curriculum-referenced test results of students were examined and discussed in a teacher's class. Lastly, there were existing working plans to improve the teaching of specific curricular units or objectives

This supports the study of Duschl et al. (2021) who highlighted the importance of updating curricula and establishing new learning standards to enhance educational quality and ensure that instruction meets current educational needs and goals. Popham (2020) emphasizes that a well-organized curriculum following a sequenced structure helps systematically build students' knowledge and skills, leading to more effective learning experiences. Fullan (2022) supports the idea of having structured plans to improve teaching specific curricular units or objectives. Marsh (2022) points out that textbooks and instructional materials should be regularly updated to align with current curricular standards to effectively support student learning.

Table 10. Weighted mean and descriptive interpretation of assessment on institutional leadership based on curriculum development.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. A new MT curriculum was developed or was in the early stages of implementation | 3.38 | 0.64 | Agree |
| 2. New standards for student learning in MT were developed or were in the early stages of use | 3.42 | 0.58 | Agree |
| 3. Teachers learned to use new MT curricular materials | 3.47 | 0.65 | Agree |
| 4. Existing curriculum materials were organized into a sequenced structure of curricular units | 3.51 | 0.57 | Strongly Agree |
| 5. New curriculum-referenced examinations or tests were introduced | 3.52 | 0.56 | Strongly Agree |

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| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------|------|-------|
| 6. Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the institution | 3.38 | 0.59 | Agree |
| 7. Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the institution | 3.31 | 0.56 | Agree |
| 8. Standardized norm-referenced or curriculum-referenced test results of students were examined and discussed in a teacher's class | 3.39 | 0.59 | Agree |
| 9. Alignment between the assessments used to evaluate the school's instructional program and what is taught in classrooms was promoted | 3.36 | 0.56 | Agree |
| 10. Existing working plans to improve the teaching of specific curricular units or objectives | 3.30 | 0.58 | Agree |

Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

2.5 Community relations

Table 11 present the weighted mean and descriptive interpretation of assessment on institutional leadership based on community relations. Table shows the assessment of institutional leadership based on community relations. The table shows that among the seven indicators of community relations, indicator 7 “Institution staff regularly take advantage of the resources and support offered by community organizations and agencies” got the highest weighted mean of 3.49 with an interpretation of agree. Next to this is indicator 1 “Parents are kept well informed about institution school improvement activities at this institution” with a weighted mean of 3.39. On the other hand, Indicator 5 “Parents and guardians understand the academic standards and expectations teachers hold for students” got the lowest weighted mean of 3.10 with agree as an interpretation. All indicators were agreed by the respondents.

Results depict that most of the respondents believed that parents are kept well informed about institution school improvement activities at their institution. Respondents were confident to say that their institution use well-developed routines to communicate with parents and guardians on a regular basis and provide detailed information to parents or guardians about how they can support students' work at home. Respondents believed that parents and guardians understand the academic standards and expectations teachers hold for students and they agree together with community members with the changes being made by the institution. Also, respondents admitted that they regularly take advantage of the resources and support offered by community organizations and agencies.

"This supports the study of Henderson, A. T., & Mapp, K. L. (2021), who highlight how effective communication strategies between schools and families can support school improvement and student achievement. Patel, R., & Ghosh, P. (2022) discuss various strategies for maintaining effective communication routines with parents and how these practices contribute to school improvement efforts, while Harris, A., & Jones, M. (2022) explored how school leadership can provide detailed guidance and support to parents on how to help their children succeed academically."

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Table 11. Weighted mean and descriptive interpretation of assessment on institutional leadership based on community relations.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Parents are kept well informed about institution school improvement activities at this institution | 3.39 | 0.66 | Agree |
| 2. Teachers at this institution use welldeveloped routines to communicate with parents and guardians on a regular basis | 3.36 | 0.59 | Agree |
| 3. Teachers at this institution provide detailed information to parents or guardians about how they can support students' work at home | 3.30 | 0.59 | Agree |
| 4. Parents and guardians understand the academic standards and expectations teachers hold for students | 3.10 | 0.50 | Agree |
| 5. Most parents and community members agree with the changes being made in this institution | 3.25 | 0.50 | Agree |
| 6. Institution staff regularly take advantage of the resources and support offered by community organizations and agencies | 3.49 | 0.49 | Agree |

Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

3. Assessment of the respondents regarding organizational commitment

Table 12 presents the weighted mean and descriptive interpretation of assessment regarding organizational commitment. Table 12 shows that among the fifteen indicators of organizational commitment assessment, indicator 15 “Deciding to work for this organization was a definite mistake on my part” got the highest weighted mean of 3.87 with an interpretation of strongly agree. On the other hand, indicator 2 “ I talk up this organization to my friends as a great organization to work for” and indicator 14” For me this is the best of all possible organizations for which to work” got the lowest weighted mean with 2.34 and 2.42 respectively with disagree as an interpretation. The remaining 12 indicators got a weighted mean ranging from 2.83 to 3.43 with agree as an interpretation.

Results reveal that respondents have similar values with their organization and that they ‘re proud to be part of the organization. Respondents were convinced that they could be working to other organization as long as with similar type of work. Some respondents believed that the organization really inspires the very best in them in the way of job performance. They were confident to take very little change in their present circumstances to cause them leave their organization and extremely glad to choose their organization to work for over others considering at the time they joined. However, some agreed that there’s not too much to be gained by sticking to their organization indefinitely and they often found it difficult to agree with the organization’s policies on important matters relating to its employees but they care about the fate of their organization. Unfortunately, some respondents believed that their organization is not the best of all possible organizations to work with. Finally, most of the respondents’ decision to work in their organization was a definite mistake on their part.

This support the study of Liu, H., & Wang, S. (2022) examined how organizational pride and commitment affect employee satisfaction and outcomes, aligning with the notion of respondents being proud to be part of their organization. Also, this study supports the article of Smith, R., & Liu, Y. (2023) who explored how organizational culture and inspiration influence job performance, relevant to respondents who feel inspired by their organization

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Table 12. Weighted mean and descriptive interpretation of assessment on organizational commitment.

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|-------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. I am willing to put a great deal of effort beyond that normally expected in order to help this organization be successful. | 3.39 | 0.55 | Agree |
| 2. I talk up this organization to my friends as a great organization to work for. | 2.34 | 0.58 | Disagree |
| 3. I feel very little loyalty to this organization. | 2.90 | 0.57 | Agree |
| 4. I would accept almost any type of job assignment in order to keep working for this organization. | 3.17 | 0.56 | Agree |
| 5. I find that my values and the organization's values are very similar. | 3.43 | 0.60 | Agree |
| 6. I am proud to tell others that I am part of this organization. | 2.93 | 0.44 | Agree |
| 7. I could just as well be working for a different organization as long as the type of work was similar. | 3.18 | 0.57 | Agree |
| 8. This organization really inspires the very best in me in the way of job performance. | 2.83 | 0.49 | Agree |
| 9. It would take very little change in my present circumstances to cause me to leave this organization. | 3.25 | 0.63 | Agree |
| 10. I am extremely glad that I chose this organization to work for over others I was considering at the time I joined. | 2.73 | 0.73 | Agree |
| 11. There's not too much to be gained by sticking with this organization indefinitely. | 2.88 | 0.65 | Agree |
| 12. Often, I find it difficult to agree with this organization's policies on important matters relating to its employees. | 3.23 | 0.59 | Agree |
| 13. I really care about the fate of this organization. | 3.15 | 0.76 | Agree |
| 14. For me this is the best of all possible organizations for which to work. | 2.42 | 0.50 | Disagree |
| 15. Deciding to work for this organization was a definite mistake on my part. | 3.87 | 0.50 | Strongly Agree |

Legend: 4.0-3.50 -Strongly Agree

3.49-2.50 – Agree

2.49 -1.50 -Disagree

1.49 – 1.0 Disagree

4. Assessment of the respondents regarding ethics in the workplace in terms of:

4.1 Personal ethics

Table 13 presents the weighted mean and descriptive interpretation of assessment regarding ethics in the workplace in terms of personal ethics. Table shows the assessment of the respondents regarding ethics in the workplace in terms of personal ethics. The above table has twelve (12) indicators and there were 10 who responded always as an interpretation and the remaining two (2) with sometimes as an interpretation. The table shows that indicator 9 "Do you utilize your authority properly?" got the highest weighted mean of 3.95 with always as an interpretation. This was followed by indicator 2 "Do you say "no" to inappropriate

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requests?” with the second highest weighted mean of 3.90. Meanwhile, indicator 10 “Do you challenge yourself to “do the right thing?” and indicator 11 “Does favoritism ever enter into your decision making?” both got the lowest weighted mean of 1.78 and 2.00 respectively and both interpreted as sometimes.

Results depict that majority of the respondents always maintain appropriate confidentiality and they say no to inappropriate requests. Also, respondents are honest when sharing information with others and balance organizational and personal needs. Likewise, respondents always avoid conflicts of interest and manage their personal biases. Respondents have respect to the diversity within their organization and utilized their authority properly. However, respondents were sometimes challenge themselves to do the right thing and enter favoritism into their decision-making process. Results also reveal that respondents follow orders regardless if these appear unethical.

The results of this study support the paper of Tzeng, J. Y., & Tsai, C. Y. (2021) who explored how maintaining confidentiality impacts trust within the organization and the ethical standards expected from employees. Carter, S., & Williams, B. (2023) research discussed strategies for managing conflicts of interest and personal biases in organizational decision-making processes. Also, Ramos, M., & Jones, D. (2022) paper focuses on respecting diversity within organizations and the ethical use of authority in diverse work environments.

Table 13. Weighted mean and descriptive interpretation of assessment regarding ethics in the workplace in terms of personal ethics

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|---------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Do you maintain appropriate confidentiality? | 3.53 | 0.64 | Always |
| 2. Do you say “no” to inappropriate requests? | 3.90 | 0.54 | Always |
| 3. Do you show respect for copyright laws? | 3.65 | 0.61 | Always |
| 4. Are you honest when sharing information with others? | 3.57 | 0.70 | Always |
| 5. Do you balance organizational and personal needs? | 3.56 | 0.58 | Always |
| 6. Are you able to avoid conflicts of interest? | 3.60 | 0.72 | Always |
| 7. Are you able to manage your personal biases? | 3.73 | 0.78 | Always |
| 8. Do you respect the diversity within your organization? | 3.74 | 0.54 | Always |
| 9. Do you utilize your authority properly? | 3.95 | 0.65 | Always |
| 10. Do you challenge yourself to “do the right thing”? | 1.78 | 0.59 | Sometimes |
| 11. Does favoritism ever enter into your decision making? | 2.00 | 0.55 | Sometimes |
| 12. Do you follow orders regardless if they appear unethical? | 3.63 | 0.65 | Always |

Legend: 4.0-3.50 - Always

3.49-2.50 - Usually

2.49 -1.50 - Sometimes

1.49 – 1.0 - Never

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4.2 Organizational Ethics

Table 14 presents the weighted mean and descriptive interpretation of assessment regarding ethics in the workplace in terms of organizational ethics. Table shows the assessment of the respondents regarding ethics in the workplace in terms of organizational ethics. Indicator 2 “Does your organization require it’s employees to sign a code of conduct statement? got the highest weighted mean of 3.7 and the only indicator to have an interpretation of always among the 12 indicators. However, indicator 8 “Do the leaders in your organization employ favoritism?” got the lowest weighted mean of 2.56 among the eleven (11) indicators with an interpretation of usually.

Results reveal that respondents were confident to say that their organization have written ethics policy and that they are required by their organization to sign a code of conduct statement. Respondents usually expect ethical behaviors from their leaders. Ethical behaviors are rewarded in their organization. It was noticeable for their leaders to act ethically and being honest to their organization. Although their leaders’ behavior is consistent with the stated ethics and values of the organization, leaders usually employ favoritism. Favorably, their organization offer training in organizational ethics and balance it’s short term goals with its long term need for success. Furthermore, leaders in their organization balance the needs of the business with ethical issues appropriately and lead by example.

Johnson, P., & Harris, R. (2023) research discussed how organizations reward ethical behaviors and the impact of reward systems on maintaining integrity and ethical conduct while Davis, A., & West, M. (2022) study explores how employees’ expectations of ethical behavior from leaders affect the overall ethical climate within an organization. White, D., & Carter, S. (2023) article explored the effectiveness of ethics training programs in promoting organizational integrity and improving employee understanding of ethical standards.

Table 14. Weighted mean and descriptive interpretation of assessment regarding ethics in the workplace in terms of organizational ethics

| Indicators | Weighted Mean | Standard Deviation | Descriptive Interpretation |
|--------------------------------------------------------------------------------------------------------------|---------------|--------------------|----------------------------|
| 1. Does your organization have a written ethics policy? | 3.48 | 0.55 | Usually |
| 2. Does your organization require it’s employees to sign a code of conduct statement? | 3.70 | 0.55 | Always |
| 3. Are ethical behaviors expected out of your leaders? | 2.57 | 0.65 | Usually |
| 4. Are ethical behaviors rewarded? | 2.57 | 0.57 | Usually |
| 5. Do the leaders in your organization act ethically? | 3.45 | 0.58 | Usually |
| 6. Are the leaders in your organization honest? | 3.33 | 0.69 | Usually |
| 7. Is the behavior of your leaders consistent with the stated ethics and values of the organization? | 3.22 | 0.74 | Usually |
| 8. Do the leaders in your organization employ favoritism? | 2.56 | 0.78 | Usually |
| 9. Does your organization offer training in organizational ethics? | 3.13 | 0.87 | Usually |
| 10. Do the leaders in your organization balance the needs of the business with ethical issues appropriately? | 3.32 | 0.70 | Usually |
| 11. Does your organization balance it’s short term goals with its long term need for success? | 3.11 | 0.82 | Usually |
| 12. Do the executives in your organization lead by example? | 3.30 | 0.77 | Usually |

Legend: 4.0-3.50 - Always

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3.49-2.50 - Usually

2.49 -1.50 - Sometimes

1.49 – 1.0 - Never

4. Significant difference between institutional leadership, organizational commitment and ethics in the workplace when grouped according to demographic profile

4.1 Respondent's Category

Table 15 presents the composite table of the significant difference in the assessment of the respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to respondent's category profile using One-Way ANOVA. It can be seen that there is a no significant difference in the assessment of the respondents in terms with institutional leadership, having an f-value of 1.061 (p-value of 0.350), organizational commitment having an f-value of 0.574 (p-value of 0.565) and ethics in the workplace having an f-value of 0.322 (p-value of 0.725). It can be noted that the p-value of the three variables are higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of the respondents and the null hypothesis of no difference will be accepted.

Data implies that the assessment on institutional leadership, organizational commitment and workplace ethics have the same assessment whether a faculty member, program head/department head or even dean of the College of Medical Laboratory Science.

Smith, A., & O'Brien, M. (2021) study explored how perceptions of leadership and organizational commitment are consistent across different roles within higher education institutions. The study of **Nguyen, L., & Garcia, S. (2023)** investigated how ethical perceptions and workplace ethics are evaluated consistently across various hierarchical levels in academic settings.

Table 15. Composite table of the significant difference in the assessment of institutional leadership organizational commitment and ethics when grouped according to respondent's category profile using One Way Analysis of Variance

| | F-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 1.061 | 0.350 | Accept Null Hypothesis | No Significant difference |
| Organizational Commitment | 0.574 | 0.565 | Accept Null Hypothesis | No Significant difference |
| Ethics in Workplace | 0.322 | 0.725 | Accept Null Hypothesis | No Significant difference |

4.2 Institutional profile

Table 16 presents the composite table of the significant difference in the assessment of the respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to institutional profile using OneWay Analysis of Variance (ANOVA). It can be seen from the table that there is a no significant difference in the assessment organizational commitment having an f-value of 0.770n (p-value of 0.614) and ethics in the workplace having an f-value of 0.930 (p-value of 0.487).). It can be noted that the p-value of the two variables are higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of the respondents and the null hypothesis of no difference will be accepted. Moreover, the variable about institutional leadership able to have an F-values of 3.250 with a p-value of 0.045 which is lower than the cut off value of 0.05 hence, significant difference exist and the null hypothesis was rejected.

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Data implies that the assessment with the two main variables on organizational commitment and workplace ethics have the same assessment whether coming from the different 8 institutions. On the other hand, the assessment on institutional leadership implies different outlook or perspectives as per institution of the College of Medical Laboratory Science in Region 3.

The results of this study support the work of Brown, J., & Green, K. (2022) who examined how institutional factors contribute to differing assessments of leadership, offering evidence of varying perspectives based on institutional differences. Johnson, P., & Smith, R. (2022) also provide insights into how assessments of institutional leadership differ across different higher education institutions, reflecting varying perspectives and approaches.

Table 16. Composite table of the significant difference in the assessment of institutional leadership, organizational commitment and ethics when grouped according to institutional profile using One Way Analysis of Variance

| | F-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 3.250 | 0.045 | Reject Null Hypothesis | Significant difference |
| Organizational Commitment | 0.770 | 0.614 | Accept Null Hypothesis | No Significant difference |
| Ethics in Workplace | 0.930 | 0.487 | Accept Null Hypothesis | No Significant difference |

4.3 Gender

Table 17 presents the composite table of the significant difference in the assessment of the respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to gender profile using an independent T-Test. It can be deduced from the table that there is no significant difference in the assessment in all aspects of institutional leadership having a t-value of 1.080 (p-value of 0.283), organizational commitment having a t-value of 1.664 (p-value of 0.099), and ethics in the workplace having a t-value of 1.014 (p-values of 0.313), all of which are higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of the male or female respondents Therefore, the null hypothesis of no difference is accepted.

Data denotes that in the assessment of respondents' gender that there is no difference in whether a respondent is male or female with regards to institutional leadership, organizational commitment and ethics in the workplace

Table 17. Composite table of the significant difference in the assessment of institutional leadership organizational commitment and ethics when grouped according to respondents gender profile using Independent T-Test

| | t-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 1.080 | 0.283 | Accept Null Hypothesis | No Significant difference |
| Organizational Commitment | 1.664 | 0.099 | Accept Null Hypothesis | No Significant difference |
| Ethics in Workplace | 1.014 | 0.313 | Accept Null Hypothesis | No Significant difference |

4.4 Highest Educational Attainment

Table 18 presents the composite table of the significant difference in the assessment of respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to the highest educational

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attainment profile using One-Way ANOVA. It can be seen from the table that there is no significant difference in the assessment of ethics in the workplace having an f-value of 1.527 (p-values of 0.200) as well as organizational commitment having an f-value of 0.552 (p-values of 0.698) which is higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of a bachelor's degree, to that of a doctorate. Therefore, the null hypothesis of no difference is accepted. Data denotes that with regards to organizational commitment and ethics in the workplace, the assessment of the respondent's educational attainment has no significant difference, whether a bachelor's degree or a doctorate.

On the other hand, there is a significant difference in the assessment of institutional leadership, having an f-value of 4.297 (p-value of 0.036 which are lower than the cut-off alpha p-value of 0.05. Hence, there is a significant difference in the assessment depending on whether the respondent has a bachelor's degree or a doctorate. Therefore, it failed to reject the null hypothesis of no difference. Data denotes that the assessment of respondents' highest educational attainment has a significant difference, whether a bachelor's degree or a doctorate, with regards to assessment of the institutional leadership

Table 18. Composite table of the significant difference in the assessment of institutional leadership organizational commitment and ethics when grouped according to respondent's highest educational attainment using One Way Analysis of Variance

| | F-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 4.297 | 0.036 | Reject Null Hypothesis | Significant difference |
| Organizational Commitment | 0.552 | 0.698 | Accept Null Hypothesis | No Significant difference |
| Ethics in Workplace | 1.527 | 0.200 | Accept Null Hypothesis | No Significant difference |

4.5 Years of Service

Table 19 presents the composite table of the significant difference in the assessment of respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to the years of service profile using One-Way ANOVA. It can be seen from the table that there is no significant difference in the assessment of ethics in the workplace having an f-value of 1.609 (p-values of 0.205) which is higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of a new in the service having less than 5 years. Therefore, the null hypothesis of no difference is accepted. Data denotes that with regards to ethics in the workplace, the assessment of the respondent's years of services has no significant difference, whether a less than 5 years or even those more than 30 years in service.

On the other hand, there is a significant difference in the assessment of institutional leadership, having an f-value of 3.517 (p-value of 0.033) and organizational commitment having an f-value of 4.029 (p-value of 0.048) which are lower than the cut-off alpha p-value of 0.05. Hence, there is a significant difference in the assessment depending on whether the respondent has less than 5 years in service or even more than 20 years in the institution. Therefore, it failed to reject the null hypothesis of no difference. Data denotes that the assessment of respondents' years of service has a significant difference, whether a less than 5 years or more than 30 years with regards to assessment of the institutional leadership and organizational commitment.

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Table 19. Composite table of the significant difference in the assessment of institutional leadership organizational commitment and ethics when grouped according to years of service profile using One Way Analysis of Variance

| | F-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 3.517 | 0.033 | Reject Null Hypothesis | Significant difference |
| Organizational Commitment | 4.029 | 0.048 | Reject Null Hypothesis | Significant difference |
| Ethics in Workplace | 1.609 | 0.205 | Accept Null Hypothesis | No Significant difference |

4.6 Employment Status

Table 20 presents the composite table of the significant difference in the assessment of the respondents on institutional leadership, organizational commitment and ethics in the workplace when grouped according to employment status profile using an independent One-way Analysis of Variance (ANOVA). It can be deduced from the table that there is no significant difference in the assessment in the aspects of institutional leadership having a t-value of 0.885 (p-value of 0.451), and organizational commitment having a t-value of 0.300 (p-value of 0.835), both of which are higher than the cut-off alpha p-value of 0.05. Hence, there is no significant difference in the assessment of a fulltime administrative appointment to regular part time teaching appointment respondents Therefore, the null hypothesis of no difference is accepted. Whereas, ethics in the workplace having a t-value of 3.323 (p-values of 0.040 which is lower than the cut-off alpha p-value of 0.05). Hence, there is a significant difference in the assessment of a fulltime administrative appointment to regular part time teaching appointment respondents. Therefore, the null hypothesis of no difference is rejected.

Data denotes that in the assessment of respondents' employment status that there is no difference in whether a respondent is fulltime administrative appointment to regular part time teaching appointment with regards to institutional leadership, organizational commitment and ethics in the workplace.

Table 20. Composite table of the significant difference in the assessment of institutional leadership organizational commitment and ethics when grouped according to employment status profile using One Way Analysis of Variance

| | F-value | p-value | Decision | VI |
|---------------------------|---------|---------|------------------------|---------------------------|
| Institutional Leadership | 0.885 | 0.451 | Accept Null Hypothesis | Significant difference |
| Organizational Commitment | 0.300 | 0.835 | Accept Null Hypothesis | Significant difference |
| Ethics in Workplace | 3.323 | 0.040 | Reject Null Hypothesis | No Significant difference |

5. Significant relationship between institutional leadership with organizational commitment and ethics in the workplace

Table 21 presents the composite table on the significance of the relationship between institutional leadership with organizational commitment and ethics in the workplace using Pearson's R Coefficient Correlation.

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It is manifested from the table that the institutional leadership and the organizational commitment have an R-value of 0.295 . This signifies low correlation between the two variables, and the significant value of 0.002 which is less than the alpha value of 0.05 means that the pieces of evidence gathered reject the null hypothesis. This implies that there is a statistical correlation between the two variables of the study, and based on the table of the strength of relationship using the Pearson Rcoefficient, a very low relationship exists between the institutional Leadership and the organizational commitment.

On the other hand, the institutional leadership and ethics in the workplace using Pearson’s R Coefficient Correlation garnered an R-value of 0.646, which has a descriptive interpretation of moderate correlation and a significant value of 0.000. The latter is less than the alpha value of 0.05 which means that the pieces of evidence gathered to reject the null hypothesis. This implies that there is a statistically moderate correlation between the two variables of the study and based on the table of the strength of relationship using the Pearson R-coefficient, a moderate relationship exists between the institutional leadership and ethics in the workplace.

Table 21. Composite table of the significant relationship between institutional leadership with organizational commitment and ethics in the workplace using Pearson’s R Coefficient Correlation

| Variables | R-value | VI | Sig | Decision | VI |
|---------------------------|---------|-----|-------|----------|----|
| Organizational Commitment | 0.295 | LHC | 0.002 | R | S |
| Ethics in Workplace | 0.646 | MC | 0.000 | R | S |

Legend: FR - Failed to reject

R - Reject

VHC - Very High Correlation

HC - High Correlation

LC - Low Correlation

NS - Not significant

S – Significant

6. Plan of action to enhance leadership skills and professional ethics may be crafted based on the findings of the study

An action plan is considerably an important roadmap in the future because it serves as a framework for an institution to accomplish and complete the intended project or program efficiently at the right time. Objectives become tangible accomplishments of any organization because of the action plan. It motivates planners and organizers to develop their skills which leads to their personal growth and achievement. Action plans prepare leaders to take necessary actions to overcome any untoward challenges in the future.

The plan of action was formulated based on the findings of the study. Some weaknesses were identified among the three functions of academic leaders namely: institutional leadership, organizational commitment, and ethics in the workplace. After proper identification, the researcher developed a main goal and specific objective/s for every weakness/es identified among the three functions of academic leaders. There are programs and activities intended for each objective. To meet the objectives, the researcher set a timeline of activities to make sure that all programs and activities are accomplished. There will be assigned key persons to do the task and perform specific roles and responsibilities. They will initiate and take action on the proposed program and activities for the entire action plan.

This action plan will surely help academic leaders achieve the goals and objectives for the betterment of any institution that may have encountered the challenges identified in this study. However, this will serve only as a guide or basis and not to be adopted as a complete remedy or corrective action.

IV. SUMMARY OF FINDINGS

Problem 1. Demographic Profile of the Respondents

Majority of the respondents were faculty members with 94.2% or 98 out of 104 respondents whereas there was only 1 % and 4.8 % for the dean and program heads respectively . There were an equal number of male and female respondents with 52

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(50%) for each gender. Among the 8 participating schools, OLFU Pampanga dominated the number of respondents having 24 out of 104 (23.1%) while Good Samaritan Colleges (GSC) and The Manila Times Colleges were the schools with the least number of respondents with only 5.8% or 6 respondents only. 89 or 85.6% of the respondents were Bachelor's degree holder while there were 5 or 4.8% respondents have their PhD and Master's degree. Respondents having MA/MS with PhD units have the least with only 1%. Among the 104 respondents, 91 or 87.5% have less than 5 years of service while those with 11 to 15 years of service have the least number of respondents having 6 or 5.8%. Out of 104, 77 or 74% respondents were regular part time teaching appointment while the rest were distributed to regular full time teaching with 18 or 17.3%. Fulltime administrative and part time administrative appointment have 5 or 4.8% and 4 or 3.8% respectively.

Problem 2. Assessment of Institutional leadership

Results show that respondents strongly believed that institutional leadership based on professional development gave them many opportunities to improve aspects of their work, led them to think about an aspect of their work in a new way and try new things in their practice of work. Likewise, they were also convinced that they were coherently related to each other, allow them to focus on a problem over an extended period of time, focused on too many topics, provided them with useful feedback about their practice or work. Also, they made them pay closer attention to particular things they were doing in their work and led them to seek out additional information from another school leader, teacher, or some other source.

Majority of the respondents were confident to say that their institutional leaders set explicit timelines for instructional improvement, clarify expectations or standards for students' academic performance and examine and discuss exemplars of students' academic work. Leadership roles and activities of their institutions demonstrate instructional practices and/or the use of curricular materials in a classroom, observe a teacher who was trying new instructional practices or using new curricular materials. Results also show that information or advice about classroom practices were shared with the teachers and examine and discuss what students were working on during a teacher's lesson. Additionally, institutional leaders troubleshoot or support the implementation of school improvement efforts and always monitor and supervise the implementation of school improvement efforts.

The results show that majority of the respondents confirmed that praising, publicly recognizing, and/or providing tangible rewards to students who succeed academically were the best of all the indicators of institution improvement process on institutional leadership assessment. Respondents also believed that their institutional leaders are capable of improving the institution's facilities, institution climate (e.g. making school safer, fostering respect for others), parent participation, student attendance, health & welfare of students, institution's library, technology, or media and another academic program or programs. Respondents were also confident to say that institutional leaders monitor classroom instructional practices to see that they reflect the school's improvement efforts and that they observe in classrooms in order to examine what students are learning.

Most of the respondents believed that "introducing new curriculum-referenced examinations or tests" was the most effective among the ten (10) curriculum development indicators on institutional leadership assessment. Existing curriculum materials were organized into a sequenced structure of curricular units. Also, new MT curriculum and new standards for student learning were developed or in the early stages of implementation. Respondents use new MT curricular materials. Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the institution. Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the institution. In addition, alignment between the assessments used to evaluate the school's instructional program and what is taught in classroom was promoted. Furthermore, standardized norm-referenced or curriculum-referenced test results of students were examined and discussed in a teacher's class.

Among the seven indicators of community relations, majority of the respondents admitted that institution staff regularly took advantage of the resources and support offered by community organizations and agencies. They also confirmed that parents are kept well informed about institution school improvement activities at their institution. While the least of the respondents also agreed that parents and guardians understood the academic standards and expectations teachers hold for students. Institution use well-developed routines to communicate with parents and guardians on a regular basis and provide detailed information to parents or guardians about how they can support students' work at home. Results depict that parents and guardians understand the academic standards and expectations teachers hold for students and they agree together with community members with the changes being made by the institution.

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Problem 3. Organizational commitment

Results reveal that some of the respondents decision to work in their organization was a definite mistake while some were convinced that their organization is not the best of all organizations to work with. Likewise, others said that they would not talk up their organization to their friends as a great organization to work for. There's not too much to be gained by sticking to their organization indefinitely and they often found it difficult to agree with the organization's policies on important matters relating to its employees but they care about the fate of their organization. They are convinced that they could be working to other organization as long as with similar type of work. On the contrary, respondents have similar values with their organization and that they were proud to be part of the organization. They could be working to other organization as long as with similar type of work. The organization really inspires the very best in them in the way of job performance. Respondents take very little change in their present circumstances to cause them leave their organization and extremely glad to choose their organization to work for over others considering at the time they joined.

Problem 4. Ethics in the workplace

a. Personal ethics

In relation to personal ethics, r depict that most of the respondents always utilize their authority properly and say no inappropriate requests. However, respondents were sometimes challenged themselves to do the right thing and entered favoritism into their decision making process. Also, respondents are honest when sharing information with others and balance organizational and personal needs. Likewise, respondents always avoid conflicts of interest and manage their personal biases. Respondents have respect to the diversity within their organization and utilized their authority properly. Results also reveal that respondents follow orders regardless if these appear unethical In totality, majority of the respondents always practice ethics personally and professionally at their own respective workplace.

On the other hand, organizational ethics reveal that respondents were confident to say that their organization have written ethics policy and that they are required by their organization to sign a code of conduct statement. Respondents usually expect ethical behaviors from their leaders. Ethical behaviors are rewarded in their organization. It was noticeable for their leaders to act ethically and being honest to their organization. Although their leaders' behavior is consistent with the stated ethics and values of the organization, leaders usually employ favoritism. Favorably, their organization offer training in organizational ethics and balance it's short term goals with its long term need for success. Furthermore, leaders in their organization balance the needs of the business with ethical issues appropriately and lead by example.

Problem 5. Significant difference between institutional leadership, organizational commitment and ethics in the workplace when grouped according to demographic profile

5.1.1 Respondent's Category. It can be seen that there is a no significant difference in the assessment of the respondents in terms with institutional leadership, organizational commitment and ethics in the workplace. Data implies that the same assessment whether a faculty member, program head/department head or even dean of the College of Medical Laboratory Science in relation to three variables.

5.1.2 Institution. There is a no significant difference in the assessment organizational commitment and ethics in the workplace Moreover, the variable about institutional leadership have significant difference exists. Data implies that the assessment with the two main variables on organizational commitment and workplace ethics have the same assessment whether coming from the different 8 institutions. On the other hand, the assessment on institutional leadership implies different outlook or perspectives as per institution of the College of Medical Laboratory Science in Region 3.

5.1.3 Gender. There is no significant difference in the assessment in all aspects of institutional leadership, organizational commitment, and ethics in the workplace. Data denotes that in the assessment of respondents' gender, that there is no difference in whether a respondent is male or female with regards to institutional leadership, organizational commitment and ethics in the workplace.

5.1.4 Highest Educational Attainment. There is no significant difference in the assessment of ethics in the workplace as well as organizational commitment. Hence, there is no significant difference in the assessment of a bachelor's degree, to that of a doctorate. On the other hand, there is a significant difference in the assessment of institutional leadership. Data denotes that the assessment of respondents' highest educational attainment has significant difference, whether a bachelor's degree or a doctorate, with regards to assessment of the institutional leadership

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5.1.5 Years of Service. There is no significant difference in the assessment of ethics in the workplace. On the other hand, there is a significant difference in the assessment of institutional leadership, and organizational commitment. Hence, there is a significant difference in the assessment depending on whether the respondent has less than 5 years in service or even more than 20 years in the institution.

5.1.6 Employment Status. There is no significant difference in the assessment in all aspects of institutional leadership, organizational and ethics in the workplace. Data denotes there is no difference in whether a respondent is fulltime administrative appointment to regular part time teaching appointment with regards to institutional leadership, organizational commitment and ethics in the workplace.

Problem 6. Significant relationship between institutional leadership with organizational commitment and ethics in the workplace. The institutional leadership has a low correlation with the organizational commitment based on the table of the strength of relationship using the Pearson R-coefficient. On the other hand, the institutional leadership and ethics in the workplace garnered moderate correlation exist based on the table of the strength of relationship using the Pearson Rcoefficient.

The findings of this study provide valuable insights into the demographic profile, institutional leadership, organizational commitment, ethics in the workplace, and the relationships among these variables as assessed by respondents from the College of Medical Laboratory Science in Region 3.

The majority of respondents were faculty members, constituting 94.2% (98 out of 104 respondents), with only 1% being deans and 4.8% being program heads. Gender distribution was equal, with 50% male and 50% female respondents. Among the eight participating schools, Our Lady of Fatima University (OLFU) Pampanga had the highest number of respondents (23.1%), while Good Samaritan Colleges (GSC) and The Manila Times Colleges had the least (5.8%). Educational attainment data revealed that 85.6% of respondents held a bachelor's degree, while 4.8% had a PhD or master's degree. Respondents with MA/MS and PhD units represented the smallest proportion at 1%. Most respondents (87.5%) had less than five years of service, while only 5.8% had 11 to 15 years of service. In terms of employment status, 74% were regular part-time teaching staff, while 17.3% were regular full-time teaching staff. Full-time and part-time administrative roles were represented by 4.8% and 3.8%, respectively.

Respondents expressed strong agreement that institutional leadership facilitated professional development by providing opportunities to improve work practices, explore new perspectives, and adopt innovative methods. Leadership practices included setting clear timelines for instructional improvement, clarifying academic performance standards, and examining exemplars of students' work. Institutional leaders were perceived as proactive in supporting instructional practices, sharing information about classroom methods, and supervising school improvement initiatives. Notably, praising and rewarding students for academic success emerged as a key indicator of institutional improvement. Respondents also acknowledged improvements in institutional facilities, climate, parent participation, and student welfare. Regarding curriculum development, respondents highlighted the effectiveness of introducing new curriculum-referenced examinations and aligning assessments with curricular goals. Regular communication with parents and community members further strengthened institutional-community relations, although fewer respondents felt parents fully understood teachers' academic expectations for students. The results revealed mixed sentiments regarding organizational commitment. While some respondents believed their organization was not the ideal workplace and expressed reservations about its policies, others expressed pride in being part of the organization and shared its values. Many respondents felt inspired to perform their best, despite acknowledging the possibility of working in similar roles elsewhere. Additionally, respondents reported that minor changes in their circumstances could prompt them to leave the organization, but many were ultimately satisfied with their decision to work there.

In terms of personal ethics, most respondents consistently utilized their authority properly, avoided conflicts of interest, and respected organizational diversity. However, some admitted to occasionally struggling with ethical dilemmas and favoritism. Respondents also reported honesty in sharing information and balancing organizational and personal needs. Organizational ethics were positively assessed, with respondents confirming the existence of written ethics policies and a requirement to sign a code of conduct. Ethical behavior was expected and rewarded, though instances of favoritism were noted. Organizations offered ethics training and effectively balanced short-term goals with long-term success. No significant differences were found in respondents' assessments of institutional leadership, organizational commitment, and ethics in the workplace based on category, gender, or employment status. However, significant differences were observed in the assessment of institutional leadership based on the

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respondents' institution and highest educational attainment. Differences in organizational commitment were linked to years of service, with significant variations between respondents with less than five years of service and those with over 20 years. Institutional leadership demonstrated a low correlation with organizational commitment and a moderate correlation with ethics in the workplace, as determined by the Pearson R-coefficient. These findings underscore the interconnectedness of leadership, commitment, and ethical practices within educational institutions.

V. CONCLUSIONS

The study revealed critical insights into the relationships between institutional leadership, organizational commitment, and ethics in the workplace, as well as their variations based on demographic profiles. The findings indicate that demographic factors such as respondent category, gender, and employment status showed no significant differences in the assessment of institutional leadership, organizational commitment, and workplace ethics. However, significant differences emerged when assessments were grouped according to the institution and highest educational attainment, particularly about institutional leadership. Additionally, years of service influenced organizational commitment and institutional leadership assessments, though no significant differences were observed for workplace ethics.

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