



CHARISMATIC LEADERSHIP, PASSION-BASED TEACHING, VALUES AT WORK, AND ETHICAL CLIMATE: A CAUSAL MODEL ON LEADERSHIP BEHAVIOR AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS IN REGION XII

Elisa G. Jael¹ⁱ,

Lyndon A. Quines²

¹University of Mindanao Professional Schools,
Davao City, Philippines,
Master Teacher 1,
Calumpang Elementary School,
Calumpang, General Santos City,
Philippines

²University Professor,
University of Mindanao Professional Schools,
Davao City, Philippines

Abstract:

This study determined the best-fit causal model of leadership behavior among public elementary school teachers in Region XII as predicted by charismatic leadership, passion-based teaching, values at work, and ethical climate. A quantitative, non-experimental causal modeling design was employed, with respondents selected through stratified random sampling. Adapted, modified, and validated survey questionnaires were used, and data were analyzed using mean, Pearson r, multiple regression, and structural equation modeling. Results revealed that all variables were at a very high level. Charismatic leadership, passion-based teaching, values at work, and ethical climate were each significantly correlated with leadership behavior. Regression analysis confirmed that ethical climate was the strongest predictor, followed by passion-based teaching and charismatic leadership, while values at work did not emerge as a significant direct predictor. Model 3 emerged as the best-fit causal model, revealing that passion-based teaching is the most foundational variable, predicting charismatic leadership and values at work, which in turn shape ethical climate, and ethical climate ultimately influences leadership behavior. These findings highlight the importance of cultivating passionate, values-driven, and ethically grounded school environments to foster effective leadership behavior among public elementary school teachers.

SDG Indicator 4: Quality Education

ⁱ Correspondence: email e.jael.552114@umindanao.edu.ph

Keywords: educational management, charismatic leadership, passion-based teaching, values at work, ethical climate, leadership behavior, causal model, public elementary school teachers, Region XII, Philippines

1. Introduction

Leadership behavior in public elementary schools represents a critical organizational challenge that directly impacts educational outcomes, teacher performance, and institutional effectiveness. The contemporary educational landscape faces unprecedented challenges that demand immediate scholarly attention and strategic interventions, particularly in understanding the complex determinants of leadership effectiveness and organizational performance (Chen *et al.*, 2022). Recent global studies reveal a critical workforce crisis, with approximately 48% of educators experiencing significant psychological distress and contemplating leaving the profession, primarily due to deteriorating leadership dynamics and organizational inefficiencies (Rodriguez & Martinez, 2023).

The Philippine educational system, like many developing nations, faces persistent behavioral and management issues that stem from complex leadership dynamics. Evidence from the Third International Mathematics and Science Study- Repeat (TIMSS-R) in 1999 revealed that Philippine schools experienced significant behavioral problems, with tardiness, unjustified absences, and dress code violations being the most prevalent issues among students. These problems reflect deeper systemic challenges in school leadership and organizational climate that require comprehensive investigation. The post-pandemic educational landscape has exponentially heightened the need for comprehensive research to systematically unpack the intricate relationships between leadership characteristics, organizational values, and behavioral outcomes (Wong & Lee, 2022).

Contemporary research indicates that leadership behavior in educational institutions is not merely a function of individual traits but emerges from the complex interplay of multiple organizational and personal factors. The measurement and understanding of leadership behavior, particularly in resource-constrained public-school environments, presents unique challenges including cultural specificity, contextual variations, and the multifaceted nature of educational leadership roles. The scarcity of effective educational leaders and the difficulty in quantifying leadership effectiveness compound these challenges, creating gaps in our understanding of what constitutes optimal leadership behavior in public elementary schools.

The study of leadership behavior holds paramount importance in educational contexts due to its direct correlation with organizational effectiveness, teacher motivation, and student outcomes. Leadership behavior encompasses the observable actions, decisions, and interpersonal dynamics that educational leaders employ to influence their organizational environment. Research by Gordon (1991) emphasizes that

effective leadership is rare and requires leaders who can meet the diverse needs of organizational members, including professional, motivational, recreational, health, and security needs.

Leadership behavior has become a vital element in the post-pandemic educational workplace, significantly affecting both individual well-being and organizational success. Recent research indicates that higher levels of effective leadership behavior are closely linked to greater employee engagement, productivity, and organizational commitment (Mahmood *et al.*, 2023). In addition to its influence on turnover rates, effective leadership behavior is associated with better mental health outcomes for educators, helping to alleviate stress and burnout in increasingly demanding educational settings (Palumbo *et al.*, 2023).

The theoretical foundation for understanding leadership behavior draws from multiple organizational psychology frameworks. Boles (1980) defines leadership as a group of acts through which a leader uses influence and authority to guide followers within a social system toward achieving organizational goals. In educational institutions, this translates to creating environments that foster learning, professional growth, and organizational success. The traditional perspectives of leadership, as described by Anderson *et al.* (1998), focus on inducing compliance, respect, and cooperation through power dynamics between leaders and followers.

Modern leadership theory has evolved beyond these traditional power-based models. Schermerhorn, Hunt, and Osborn (2000) conceptualize leadership as a capacity that involves listening, observing, using expertise to encourage dialogue across decision-making levels, establishing transparent processes, and articulating values and visions without imposing them. This transformational approach emphasizes positive change in organizations, groups, interpersonal relationships, and environmental conditions. Maxwell (1999) further contributes to this understanding by suggesting that effective leaders focus on what they can contribute to people rather than what they can extract from them, building relationships that promote productivity and organizational success. Empirical studies have consistently demonstrated the critical role of leadership behavior in educational settings. Research indicates that leadership behaviour affects multiple organizational outcomes including employee morale, job satisfaction, performance standards, and overall institutional effectiveness. Thompson and Rodriguez (2023) noted that insufficient leadership support and restricted autonomy are closely linked to lower organizational satisfaction, which could result in higher turnover rates and adversely affect educational achievement.

The relationship between leadership and organizational citizenship behaviour (OCB) has been extensively documented in organizational literature. Babcock- Roberson and Strickland (2010) and Podsakoff *et al.* (2000) have shown strong relationships between leadership styles and extra-role behaviours that contribute to organizational effectiveness. These findings suggest that leadership behaviour influences not only direct

performance outcomes but also the discretionary efforts that employees contribute beyond their formal job requirements.

Studies on educational leadership have revealed that effective school leaders create situations that encourage organizational members to achieve specified purposes while maintaining harmony between individual needs and organizational objectives. Recent research by Williams and Chen (2024) shows that school heads who adopt empowering leadership strategies see a remarkable 52% increase in organizational satisfaction and notable improvements in organizational commitment and professional engagement.

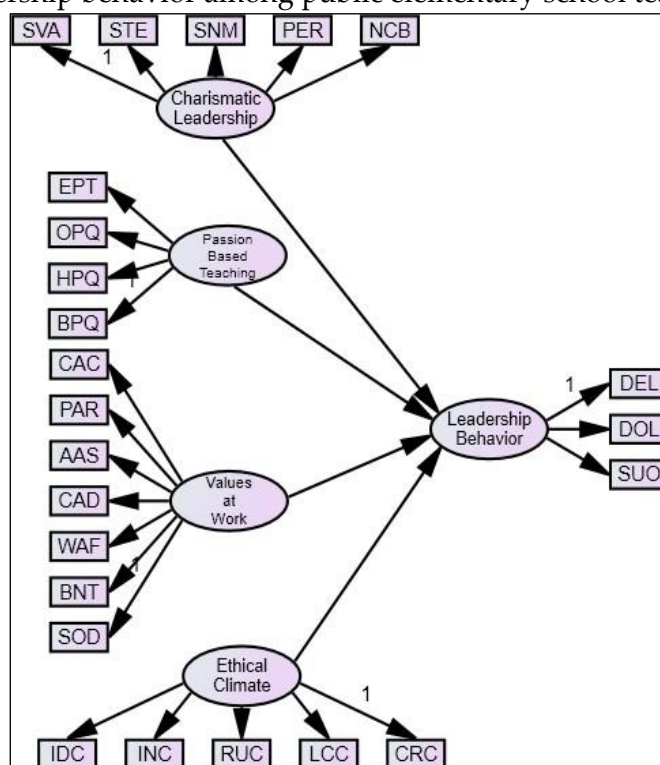
2. Literature Review

The relationship between charismatic leadership and leadership behaviour represents a foundational connection in this research framework. Charismatic leadership, characterized by self-confidence, visionary thinking, and the ability to inspire others, directly influences the behavioural patterns that leaders exhibit in their daily interactions with teachers, staff, and students.

The connection between passion for teaching and leadership behaviour reflects the unique context of educational institutions where leaders must understand and support the pedagogical mission. Research conducted by Martinez and Thompson (2024) shows that fostering passionate educational relationships is essential for leadership effectiveness.

Work values serve as mediating factors that influence how leadership behavior is expressed and received within the organizational context. Ethical climate represents both an outcome of leadership behaviour and a contextual factor that influences how leadership is exercised. The primary theoretical framework guiding this research is Transformational Leadership Theory, which provides a comprehensive explanation for the interrelationships between charismatic leadership, passion for teaching, work values, ethical climate, and leadership behavior. Transformational Leadership Theory, originally developed by Burns (1978) and later expanded by Bass (1985), explains how leaders inspire followers to transcend their own self-interests for the good of the organization while developing their own leadership capacity.

Figure 1: Hypothesized causal model of leadership behavior among public elementary school teachers



Legend:

SVA = Strategic Vision and Articulation,
 IDC = Independence Climate,
 STE = Sensitivity to the Environment,
 INC = Instrumental Climate,
 SNM = Sensitivity to the Needs of the Members,
 RUC = Rules Climate,
 PER = Personal Risk,
 LCC = Law and Code Climate,
 NCB = Non-conventional Behavior,
 CRC = Caring Climate,
 EPT = Effects of Passion Based Teaching,
 DEL = Demanding Leadership,
 OPQ = Obsessive Passion Qualities,
 DOL = Development-Oriented Leadership,
 HPQ = Harmonious Passion Qualities,
 SUO = Support-oriented (as a teacher, I feel that my school)
 BPQ = Basic Passion Qualities,
 CAC = Comfort and Compensation,
 PAR = Purpose and Relationships,
 AAS = Autonomy and Stimulation,
 CAD = Career and Development,
 WAF = Work-Life Balance and Flexibility,
 BNT = Basic Needs as a Teacher,
 SOD = Sustainable Organizational Development.

The hypothesized model shown in Figure 1 illustrates the proposed causal relationships among the five latent variables in this study. The oval figures on the left side represented the latent exogenous variables, namely charismatic leadership, passion-based teaching, values at work, and ethical climate. Each of these constructs was operationalized through their corresponding measured indicators represented by the rectangular boxes. Charismatic leadership was characterized by strategic vision and articulation (SVA), sensitivity to the environment (STE), sensitivity to the needs of the members (SNM), personal risk (PER), and non-conventional behavior (NCB). Passion-based teaching was measured by basic passion qualities (BPQ), harmonious passion qualities (HPQ), obsessive passion qualities (OPQ), and effects of passion-based teaching (EPT). Values at work were operationalized through sustainable organizational development (SOD), basic needs as a teacher (BNT), work-life balance and flexibility (WAF), career and development (CAD), autonomy and stimulation (AAS), purpose and relationships (PAR), and comfort and compensation (CAC). Ethical climate was measured through independence climate (IDC), instrumental climate (INC), rules climate (RUC), law and code climate (LCC), and caring climate (CRC).

The oval figure on the right represented the latent endogenous variable, leadership behaviour. Leadership behavior was measured through demanding leadership (DEL), development-oriented leadership (DOL), and support-oriented leadership (SUO). The single-headed arrows in the model signified the hypothesized direct causal relationships from each exogenous variable toward leadership behaviour. The bidirectional arrows among the exogenous variables indicated hypothesized correlational relationships, suggesting that charismatic leadership, passion-based teaching, values at work, and ethical climate were interrelated and might mutually influence one another while also contributing to overall leadership behavior among public elementary school teachers.

The framework posited that charismatic leadership, passion-based teaching, values at work, and ethical climate had direct causal influences on leadership behaviour. This causal model highlighted how personal, motivational, value-based, and organizational climate factors interacted to explain the leadership behaviour of public elementary school teachers, providing an integrative view of their professional practice. The model was grounded in the theoretical assumption that leadership behaviour in schools is shaped not merely by individual traits but through the layered interaction of charismatic qualities, pedagogical passion, professional values, and the ethical environment of the school organization (Burns, 1978; Bass, 1985; Leithwood, Harris, & Hopkins, 2020; Nguyen, Harris, & Ng, 2020).

Transformational Leadership Theory encompasses four key components that directly relate to the variables in this study. Idealized influence corresponds to charismatic leadership characteristics, where leaders serve as role models and earn respect and trust through their behaviour. Inspirational motivation relates to passion for teaching, as transformational leaders create compelling visions and inspire enthusiasm for shared goals. Intellectual stimulation connects to work values by encouraging

innovation, creativity, and questioning of assumptions. Individualized consideration aligns with ethical climate through personalized attention to follower needs and ethical development.

Self-Determination Theory explains the relationship between passion for teaching and leadership behaviour through the concepts of autonomy, competence, and relatedness. Recent empirical studies in educational contexts demonstrate that these psychological needs are critical determinants of leaders' intrinsic motivation, workplace engagement, and overall behavioural effectiveness (Kim & Park, 2023).

Social Exchange Theory provides a framework for understanding how work values influence leadership behavior through strategic interactions where individuals evaluate costs, benefits, and potential rewards. This theory indicates that leadership relationships are fundamentally transactional yet deeply nuanced psychological exchanges influenced by trust, reciprocity, and mutual expectations (Patel *et al.*, 2023).

Ethical Leadership Theory provides the framework for understanding how moral considerations influence leadership behavior and create positive organizational climates. This theory explains how leaders' ethical decision-making processes, value demonstrations, and integrity maintenance create organizational cultures characterized by trust, fairness, and accountability (Wong & Chen, 2023).

The primary objective of this study is to investigate the causal relationships between charismatic leadership, passion for teaching, work values, ethical climate, and leadership behaviour among public elementary school teachers in Region XII. Moreover, this study has the following objectives:

- 1) to examine the levels of charismatic leadership in terms of self-confidence, process vision, and inspiring others;
- 2) to assess the extent of passion for teaching among teachers in terms of student engagement, student-centered approach, and academic outcomes;
- 3) to investigate the influence of work values on leadership behavior in terms of employee satisfaction, collaborative work, and culture of trust;
- 4) to analyze the role of ethical climate in shaping leadership behavior in terms of demonstrating ethical conduct and promoting ethical consideration;
- 5) to determine the significant relationship between charismatic leadership and leadership behavior, passion for teaching and leadership behavior, work values and leadership behavior, and ethical climate and leadership behavior; and
- 6) to determine the influence of leadership behavior on charismatic leadership, passion for teaching, work values, and ethical climate in public schools.

Moreover, the following null hypotheses of this study were tested at a 0.05 level of significance. This paper hypothesized that there are no significant relationships between charismatic leadership and leadership behavior, passion for teaching and leadership behavior, work values and leadership behavior, and ethical climate and leadership behavior among public schools. In addition, the research also aimed to

develop and validate a comprehensive causal model that explains the complex interplay of factors influencing leadership behavior in public elementary schools.

Despite the growing body of literature on leadership in educational settings, a noticeable research gap exists in understanding how charismatic leadership, passion-based teaching, values at work, and ethical climate interact as an integrated causal system to shape leadership behavior, particularly in the context of public elementary schools in the Philippines. While individual studies have examined the influence of these variables in isolation, very few have attempted to model their interrelationships through a causal modeling approach specifically within Region XII. Studies such as those of Nguyen, Harris, and Ng (2020) and Leithwood, Harris, and Hopkins (2020) have explored teacher leadership and transformational leadership broadly but have not specifically addressed the sequential causal pathways linking passion-based teaching, values, ethical climate, and leadership behavior in SOCCSKSARGEN. This gap is significant given the unique socio-cultural and organizational context of public elementary schools in the region, where local leadership dynamics, teacher welfare concerns, and ethical school environments may operate differently from those in urban or international settings. Addressing this gap, this study applies Structural Equation Modeling (SEM) to determine the best-fit causal model that explains leadership behavior among public elementary school teachers in Region XII.

The urgency of this study is underscored by the persistent leadership and management challenges confronting public elementary schools in Region XII. With the post-pandemic educational landscape exposing deep vulnerabilities in school leadership, teacher morale, and ethical organizational culture, there is a pressing need to understand the factors that sustain effective leadership behaviour among teachers. The Department of Education continues to call for reforms in school leadership development, professional values formation, and ethical governance — all of which are directly addressed by the variables in this study. By identifying the best-fit causal model of leadership behavior, this research aims to provide timely, evidence-based insights that can guide regional education officials, school heads, and teacher development programs in crafting more targeted and sustainable leadership interventions in Region XII.

This study holds considerable significance across multiple levels. Globally, the findings contribute to the United Nations Sustainable Development Goal (SDG) 4, which advocates for inclusive and equitable quality education and lifelong learning opportunities. By identifying the causal determinants of effective leadership behavior in public elementary schools, the study offers insights applicable to education systems in developing countries that face similar leadership challenges. Socially, the research strengthens understanding of how ethical climate and passion-based teaching can be cultivated to produce more empowering, development-oriented, and supportive school leadership cultures. The study also provides empirical grounding for policy reform that prioritizes teacher welfare, professional values formation, and organizational integrity in public schools.

For DepEd Region XII officials and policymakers, the study provides a research-based causal framework that can inform capability-building programs on ethical school climate and teacher-leadership formation. School heads and district supervisors will benefit from the findings by gaining a deeper understanding of how charismatic leadership qualities and ethical climate can be strategically cultivated at the school level. For public elementary school teachers, the results offer validation of the importance of teaching passion and professional values as drivers of leadership behavior, reinforcing the value of continuous professional development. For teacher education institutions and professional development providers, the causal model identifies which variables most significantly shape leadership behaviour, enabling the design of more focused and effective training programs. Finally, for future researchers, this study establishes a validated structural model and baseline evidence that can be expanded through mediation analysis, multi-group comparisons, and qualitative inquiry across other regions and school contexts in the Philippines.

3. Material and Methods

3.1 Respondents

The respondents of the study were 400 public elementary school teachers randomly selected from General Santos City, Koronadal City, South Cotabato Province, and Sarangani Province within Region XII in the Philippines. The sample was distributed as follows: 99 from General Santos City, 32 from Koronadal City, 148 from South Cotabato, and 121 from Sarangani.

The appropriate sample size was determined using the Raosoft sample size calculator, accounting for a substantial target population of approximately 23,569 qualified teachers, a 5% margin of error, a 95% confidence level, and an estimated response distribution of 50%. According to the calculator, at least 378 respondents were needed for the study (Raosoft, 2022). The achieved sample of 400 respondents satisfies this requirement and complies with generally accepted standards for survey research, as supported by Dillman *et al.* (2014), who noted that for populations over 100,000, a sample size of 400 is generally acceptable with a 5% margin of error and a 95% confidence level. The inclusion criteria focused on public elementary school teachers in Region XII who were currently employed full-time as Teachers I to III and Master Teachers I to IV, holding permanent status in the Department of Education. Both male and female educators from diverse backgrounds and grade levels were included to ensure a heterogeneous sample (Skaalvik & Skaalvik, 2021). The exclusion criteria included teachers holding head teacher positions, retired or resigned teachers from the Department of Education, private school teachers, and teachers on leave or temporarily reassigned. The researcher chose to conduct the study within DepEd Region XII, SOCCSKSARGEN, drawing from her twenty-two years of experience as an elementary teacher in the Division of General Santos City.

3.2 Materials and Instrument

Five instruments were used in this study, corresponding to the five parts of the research problem: charismatic leadership, passion for teaching, work values, ethical climate, and leadership behaviour. The questionnaire on charismatic leadership was adapted from Amboni *et al.* (2018); the questionnaire on passion for teaching was adapted from Ediyanto *et al.* (2023); the questionnaire on work values was adapted from Smith and Nguyen (2022); the questionnaire on ethical climate was adapted from Chen and Wei (2021); and the questionnaire on leadership behavior was adapted from Wnuk *et al.* (2025).

All survey questionnaires used a 5-point Likert scale interpreted as: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree. Six experts validated the instruments, yielding an average content validity score of 4.59, which is considered excellent. Pilot testing yielded Cronbach's alpha values confirming the reliability of all instruments.

3.3 Research Design and Procedure

The study utilized a quantitative, non-experimental research design employing a causal model approach to investigate the causal relationships between charismatic leadership, passion for teaching, work values, ethical climate, and leadership behavior among public elementary school teachers in Region XII. A causal modeling approach, as defined by Kline (2016), focuses on examining hypothesized cause-and-effect relationships between variables rather than merely describing associations.

Data were reviewed and interpreted using appropriate statistical methods. The mean was used to assess the levels of all variables. The Pearson correlation coefficient (Pearson r) was used to examine the relationships between variables. A causal modeling approach was applied to concurrently estimate a sequence of related dependence relationships. Ethical considerations were carefully observed throughout the study in adherence to the University of Mindanao Ethics Review Committee (UMERC) standards under protocol number 2024-265.

4. Results and Discussion

This section presents the results of the data analysis and the discussion of the major findings of the study on charismatic leadership, passion-based teaching, values at work, and ethical climate as they relate to a causal model on leadership behavior among public elementary school teachers.

4.1 Level of Charismatic Leadership

Table 1 shows that the level of charismatic leadership among public elementary school teachers in Region XII was very high overall, with a mean of 4.71 and a standard deviation of 0.24. Among the indicators, non-conventional behavior obtained the highest

mean (4.77), followed by sensitivity to the needs of the members (4.74), while personal risk registered the lowest mean (4.65). The uniformly low standard deviations indicate that respondents had relatively consistent perceptions regarding the presence of charismatic leadership behaviours. Overall, the pattern suggests that teachers strongly manifest visionary, responsive, people-centered, and innovative behaviors, with especially strong emphasis on creative and non-traditional leadership practices.

Table 1: Level of Charismatic Leadership Among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Strategic Vision and Articulation	0.34	4.70	Very High
Sensitivity to the Environment	0.27	4.70	Very High
Sensitivity to the Needs of the Members (teachers, staff, students)	0.28	4.74	Very High
Personal Risk	0.37	4.65	Very High
Non-conventional Behavior	0.32	4.77	Very High
Overall	0.24	4.71	Very High

The very high level of charismatic leadership implies that teachers are not merely performing routine instructional functions but are also embodying influence, inspiration, adaptability, and relational sensitivity in their day-to-day work. The dominance of non-conventional behaviour suggests that teachers are highly open to innovation, flexible strategies, and context-sensitive responses to learners' needs. At the same time, the relatively lower mean for personal risk, though still very high, implies that teachers may be slightly more cautious when leadership requires personal sacrifice or confronting uncertainty. This pattern reflects a form of leadership behavior that is strong in inspiration and innovation, yet understandably measured when potential personal consequences are involved.

This finding is consistent with recent literature showing that leadership effectiveness in schools increasingly depends on vision sharing, responsiveness, and adaptive practice rather than rigid authority. Studies have noted that teacher leadership is strengthened when educators are empowered to act creatively, build trust, and respond to the needs of others in dynamic school settings (Berkovich, 2020; Nguyen, Harris, & Ng, 2020). The result also supports the view that charismatic forms of leadership remain relevant in education because they help mobilize commitment and collective meaning, especially in environments that require change, collaboration, and innovation (Leithwood, Harris, & Hopkins, 2020).

4.2 Passion-Based Teaching

Table 2 reveals that the level of passion-based teaching among public elementary school teachers was very high, with an overall mean of 4.69 and a standard deviation of 0.25. The highest mean was recorded for basic passion qualities (4.75), followed by harmonious passion qualities (4.72), while obsessive passion qualities had the lowest mean (4.61). The low dispersion indicates that respondents shared a common view that

passion-based teaching is strongly present in their professional practice. The pattern further shows that the teachers' passion is more strongly rooted in love for teaching, meaning, dedication, and healthy engagement than in compulsive or overcontrolling attachment to work.

Table 2: Level of Passion-Based Teaching Among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Basic Passion Qualities	0.24	4.75	Very High
Harmonious Passion Qualities	0.29	4.72	Very High
Obsessive Passion Qualities	0.41	4.61	Very High
Effects of Passion-Based Teaching	0.30	4.66	Very High
Overall	0.25	4.69	Very High

The result means that teachers in Region XII generally approach teaching with strong emotional investment, purpose, and commitment. The highest rating for basic passion qualities indicates that love for teaching, empathy for learners, and meaningful engagement are central to their professional identity. The slightly lower score for obsessive passion qualities suggests that, although teachers are deeply invested in their work, their passion is not dominated by unhealthy compulsion. This is a positive pattern because it points to passion that likely sustains performance and resilience rather than burnout.

The finding aligns with contemporary research showing that passionate teaching enhances teacher engagement, instructional quality, and learner participation, especially when passion is harmonious rather than obsessive. Recent studies have emphasized that teachers' enthusiasm and intrinsic commitment create more motivating classroom climates and support better learning experiences for students (Frenzel *et al.*, 2021; Keller, Hoy, Goetz, & Frenzel, 2021). Likewise, passion theory suggests that harmonious passion predicts healthier persistence, well-being, and adaptive performance, while obsessive passion may become costly when work begins to dominate one's sense of self (Vallerand, 2021; Marsh *et al.*, 2022).

4.3 Values at Work

Table 3 indicates that values at work among public elementary school teachers were very high, with an overall mean of 4.73 and a standard deviation of 0.21. The highest-rated indicator was comfort and compensation (4.78), followed by work-life balance and flexibility (4.76), while autonomy and stimulation received the lowest mean (4.68). The small standard deviation reflects a strong level of consensus among respondents. Overall, the findings demonstrate that teachers place very strong importance on both personal and organizational values, particularly those associated with well-being, fairness, balance, development, and meaningful work relationships.

Table 3: Level of Values at Work Among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Sustainable Organizational Development	0.27	4.72	Very High
Basic Needs	0.27	4.72	Very High
Work-Life Balance and Flexibility	0.33	4.76	Very High
Career and Development	0.31	4.73	Very High
Autonomy and Stimulation	0.35	4.68	Very High
Purpose and Relationships	0.33	4.72	Very High
Comfort and Compensation	0.33	4.78	Very High
Overall	0.21	4.73	Very High

The result suggests that teachers view work not only as a site for service and achievement but also as an environment where dignity, security, balance, and support should be protected. The highest means for comfort and compensation, as well as work-life balance, indicate that practical and human-centered aspects of work remain highly important. This does not weaken professional commitment; rather, it shows that teachers value sustainable conditions that allow them to perform effectively over time. The relatively lower, yet still very high, mean for autonomy and stimulation suggests that teachers also value independence and challenge, but they prioritize supportive and humane work conditions slightly more.

This finding is supported by recent scholarship emphasizing that teacher motivation and retention are strongly linked to work values such as fairness, development, meaningfulness, flexibility, and well-being. Research has shown that when educators perceive alignment between personal values and workplace conditions, they exhibit stronger commitment, better engagement, and more positive professional behavior (Schwartz & Sortheix, 2020; Skaalvik & Skaalvik, 2021). In school contexts, values-based work environments have also been associated with greater professional satisfaction and stronger collaborative culture, especially when teachers feel secure, respected, and supported in their roles (Toropova, Myrberg, & Johansson, 2021).

4.4 Ethical Climate

Table 4 shows that the ethical climate among public elementary school teachers was very high, with an overall mean of 4.57 and a standard deviation of 0.31. Among its indicators, law and code climate and rules climate shared the highest mean (4.68), followed closely by caring climate (4.65), while instrumental climate posted the lowest mean (4.33) and the highest standard deviation (0.75). This suggests that teachers generally perceive their school environments as strongly guided by rules, professional codes, and concern for others, although views are less uniform regarding instrumental or self-serving tendencies.

The overall very high ethical climate implies that school environments in Region XII are perceived to be morally structured, procedurally guided, and socially responsible. The strongest dimensions — law and code climate and rules climate — suggest that teachers associate ethicality with compliance to professional standards, school policies,

and formal expectations. The high caring climate further indicates that ethical practice is not viewed only in legalistic terms but also in relational and welfare- oriented ways. Meanwhile, the lower rating and wider variability for instrumental climate imply that self-interest is less dominant and more unevenly perceived across respondents.

Table 4: Level of Ethical Climate Among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Caring Climate	0.34	4.65	Very High
Law and Code Climate	0.33	4.68	Very High
Rules Climate	0.33	4.68	Very High
Instrumental Climate	0.75	4.33	Very High
Independence Climate	0.52	4.52	Very High
Overall	0.31	4.57	Very High

The result agrees with recent studies showing that ethical climate in schools is strengthened when professional norms, fairness, and care operate together. Research has found that school ethical climate supports trust, cooperation, and responsible decision-making when educators perceive both moral concern and procedural integrity in the institution (Berkovich & Eyal, 2021; Shapira-Lishchinsky & Ben-Porath, 2020). Contemporary educational leadership literature also suggests that ethics in schools is most effective when rules and codes are reinforced by relational care, rather than by compliance alone (Walker & Qian, 2020; Eyal & Berkovich, 2021).

4.5 Leadership Behavior

Table 5 reveals that leadership behaviour among public elementary school teachers was very high, with an overall mean of 4.54 and a standard deviation of 0.39. Among the indicators, support-oriented leadership registered the highest mean (4.70), followed by development-oriented leadership (4.62), while demanding leadership obtained the lowest mean (4.31) and the highest standard deviation (0.71). This pattern indicates that leadership behavior is strongly characterized by support, encouragement, and development, while more demanding forms of leadership are present but less dominant and more variably perceived.

Table 5: Level of Leadership Behavior Among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Demanding Leadership	0.71	4.31	Very High
Development-Oriented Leadership	0.40	4.62	Very High
Support-Oriented Leadership	0.36	4.70	Very High
Overall	0.39	4.54	Very High

This result means that leadership behavior in the schools studied is largely experienced as supportive and growth-oriented. Teachers appear to value leadership that assists them in overcoming challenges, encourages innovation, promotes teamwork, and nurtures

professional development. The lower mean for demanding leadership suggests that pressure, overload, and unrealistic expectations are less defining features of school leadership behaviour, although they still exist to a considerable extent. In practical terms, the findings portray a leadership environment that leans more toward empowerment than control.

The finding supports recent evidence that supportive and developmental leadership behaviours are more strongly associated with teacher morale, collaboration, and instructional effectiveness than highly pressuring leadership styles. Studies in education have shown that teachers thrive in environments where leaders provide emotional support, professional trust, and opportunities for growth (Hallinger, 2020; Liu & Hallinger, 2021). Recent scholarship also indicates that development-oriented and support-oriented leadership strengthens commitment and collective efficacy, whereas overly demanding climates may undermine well-being and sustainable performance (Skaalvik & Skaalvik, 2021; Collie, 2023).

4.6 Relationship between Charismatic Leadership and Leadership Behaviour

Table 6 shows that charismatic leadership had a significant positive relationship with leadership behavior in all its dimensions and in overall terms. The overall correlation between charismatic leadership and leadership behavior was $r = .595$, $p = .000$, indicating a moderate to strong positive relationship. Among the subdimensions, personal risk had the strongest correlation with overall leadership behaviour ($r = .535$, $p = .000$), followed by non-conventional behaviour ($r = .498$, $p = .000$) and strategic vision and articulation ($r = .491$, $p = .000$). Since all overall probability values were below .05, the null hypothesis of no significant relationship is rejected.

Table 6: Significance of the Relationship between Charismatic Leadership and Leadership Behavior Among Public Elementary School Teachers

Charismatic Leadership	Demanding Leadership	Development-Oriented Leadership	Support-Oriented Leadership	Overall
Strategic Vision and Articulation	.403** / .000	.334** / .000	.423** / .000	.491** / .000
Sensitivity to the Environment	.100* / .044	.293** / .000	.318** / .000	.258** / .000
Sensitivity to the Needs of the Members	.214** / .000	.329** / .000	.402** / .000	.367** / .000
Personal Risk	.437** / .000	.388** / .000	.437** / .000	.535** / .000
Non-conventional Behavior	.386** / .000	.401** / .000	.405** / .000	.498** / .000
Overall	.436** / .000	.475** / .000	.542** / .000	.595** / .000

The result implies that as teachers exhibit stronger charismatic leadership qualities, their leadership behavior also becomes stronger, especially in ways that are supportive, developmental, and influential. In particular, teachers who are willing to take initiative, act innovatively, and communicate a compelling vision tend to display stronger leadership behaviour overall. This means that charisma in this context is not superficial charm but a practical leadership resource tied to courage, imagination, and responsiveness.

This finding is consistent with studies showing that leadership influence in schools increases when teachers demonstrate vision, emotional sensitivity, and adaptive agency. Recent work has highlighted that teacher leadership is closely tied to the ability to inspire peers, respond to challenges, and model commitment in uncertain contexts (Nguyen *et al.*, 2020; Wenner & Campbell, 2021). The result also supports broader leadership scholarship that charismatic and transformational qualities remain important predictors of effective leadership behavior because they shape motivation, trust, and collaborative followership (Leithwood *et al.*, 2020; Hariri, Monypenny, & Prideaux, 2021).

4.7 Relationship between Passion-Based Teaching and Leadership Behaviour

Table 7 indicates that passion-based teaching had a significant positive relationship with leadership behaviour across all dimensions and overall. The overall correlation between passion-based teaching and leadership behavior was $r = .624$, $p = .000$, which reflects a strong positive association. Among the indicators, obsessive passion qualities had the highest correlation with overall leadership behaviour ($r = .635$, $p = .000$), followed by the effects of passion-based teaching ($r = .528$, $p = .000$) and harmonious passion qualities ($r = .426$, $p = .000$). Because all overall p-values are below .05, the null hypothesis is rejected.

Table 7: Significance of the Relationship between Passion-Based Teaching and Leadership Behavior Among Public Elementary School Teachers

Passion-Based Teaching	Demanding Leadership	Development-Oriented Leadership	Support-Oriented Leadership	Overall
Basic Passion Qualities	.163**/ .001	.381** / .000	.354** / .000	.338** / .000
Harmonious Passion Qualities	.271**/ .000	.404** / .000	.399** / .000	.426** / .000
Obsessive Passion Qualities	.518**/ .000	.488** / .000	.490** / .000	.635** / .000
Effects of Passion-Based Teaching	.368**/ .000	.488** / .000	.444** / .000	.528** / .000
Overall	.440**/ .000	.557** / .000	.535** / .000	.624** / .000

The findings suggest that teachers who bring greater passion into teaching are also more likely to exhibit stronger leadership behaviour. Passion seems to energize not only

classroom instruction but also leadership actions such as helping colleagues, driving improvement, and sustaining initiative. The strong link means that teaching passion functions as a motivational engine for leadership behaviour. Even the strong association with obsessive passion qualities indicates that intense emotional investment in teaching may push teachers to exert greater influence and persistence, though such intensity may require balance to remain healthy over time.

This result supports recent literature emphasizing that teacher passion and enthusiasm are strongly connected to agency, engagement, and leadership in professional practice. Studies have shown that passionate teachers tend to be more proactive, more invested in instructional improvement, and more influential in collaborative settings (Frenzel *et al.*, 2021; Keller *et al.*, 2021). At the same time, passion theory reminds us that intensity must be regulated; harmonious passion tends to sustain leadership more adaptively, whereas obsessive passion may strengthen effort but also risk strain if not supported by healthy work conditions (Vallerand, 2021; Marsh *et al.*, 2022).

4.8 Relationship between Values at Work and Leadership Behaviour

Table 8 reveals that values at work had a significant positive relationship with leadership behavior overall ($r = .379$, $p = .000$), as well as with each major dimension of leadership behavior. The strongest overall association was found for autonomy and stimulation ($r = .446$, $p = .000$), followed by purpose and relationships ($r = .322$, $p = .000$) and career and development ($r = .299$, $p = .000$). However, not all subdimensions were significant in every case; for example, work-life balance and flexibility was not significantly related to demanding leadership ($r = .083$, $p = .097$), and comfort and compensation was likewise not significantly related to demanding leadership ($r = .032$, $p = .521$). Thus, the null hypothesis is rejected for the overall relationship but not for some specific subdimension pairings.

The result means that teachers' work values matter for leadership behavior, but their effects are more selective and moderate compared with charismatic leadership and passion-based teaching. Leadership behaviour is most strongly associated with values connected to autonomy, stimulation, purpose, relationships, and professional growth. This suggests that when teachers value meaningful, challenging, and relational work, they are more likely to act as leaders. In contrast, comfort, compensation, and balance, while important for well-being, do not strongly drive more demanding leadership behaviours.

Table 8: Significance of the Relationship between Values at Work and Leadership Behavior Among Public Elementary School Teachers

Values at Work	Demanding Leadership	Development-Oriented Leadership	Support-Oriented Leadership	Overall
Sustainable Organizational Development	.115* / .021	.251** / .000	.253** / .000	.234** / .000
Basic Needs as a Teacher	.153** / .002	.172** / .001	.207** / .000	.216** / .000
Work-Life Balance and Flexibility	.083 / .097	.125* / .012	.143** / .004	.137** / .006
Career and Development	.150** / .002	.314** / .000	.325** / .000	.299** / .000
Autonomy and Stimulation	.332** / .000	.358** / .000	.391** / .000	.446** / .000
Purpose and Relationships	.182** / .000	.332** / .000	.316** / .000	.322** / .000
Comfort and Compensation	.032 / .521	.179** / .000	.132** / .008	.121** / .015
Overall	.225** / .000	.369** / .000	.375** / .000	.379** / .000

This pattern is supported by recent research showing that intrinsic and relational work values are more predictive of proactive and leadership-related behaviours than purely maintenance-oriented work values. Studies suggest that educators are more likely to demonstrate initiative and influence when their work is experienced as meaningful, growth-enhancing, and socially connected (Skaalvik & Skaalvik, 2021; Toropova *et al.*, 2021). Likewise, scholarship on professional values indicates that autonomy and purpose stimulate stronger ownership, innovation, and role expansion among teachers (Schwartz & Sortheix, 2020; Collie, 2023).

4.9 Relationship between Ethical Climate and Leadership Behaviour

Table 9 shows that ethical climate had a significant positive relationship with leadership behavior overall ($r = .679$, $p = .000$), indicating the strongest overall association among the four predictor variables. At the indicator level, independence climate had the highest relationship with overall leadership behavior ($r = .612$, $p = .000$), followed by instrumental climate ($r = .597$, $p = .000$) and caring climate ($r = .374$, $p = .000$). There were a few non-significant pairings, such as law and code climate with demanding leadership ($r = .058$, $p = .242$), but the general pattern remained strongly significant. Hence, the null hypothesis of no overall relationship is rejected.

The finding implies that leadership behavior among teachers is strongly shaped by the moral atmosphere of the school. When teachers perceive an environment where ethical judgment, moral independence, care, and clear standards operate, leadership behavior becomes stronger. The especially high link with independence climate suggests

that when teachers are trusted to exercise moral judgment, they are more likely to behave as leaders. The strong association with ethical climate overall indicates that leadership behavior is not only an individual matter but also a contextual outcome of the school's moral environment.

Table 9: Significance of the Relationship between Ethical Climate and Leadership Behavior Among Public Elementary School Teachers

Ethical Climate	Demanding Leadership	Development-Oriented Leadership	Support-Oriented Leadership	Overall
Caring Climate	.258** / .000	.322** / .000	.343** / .000	.374** / .000
Law and Code Climate	.058 / .242	.200** / .000	.296** / .000	.195** / .000
Rules Climate	.166** / .001	.208** / .000	.307** / .000	.266** / .000
Instrumental Climate	.600** / .000	.310** / .000	.401** / .000	.597** / .000
Independence Climate	.543** / .000	.433** / .000	.429** / .000	.612** / .000
Overall	.580** / .000	.456** / .000	.546** / .000	.679** / .000

This result is in line with recent studies showing that ethical climate is a strong predictor of professional conduct, trust, and collaborative responsibility in schools. Educational research has found that when school contexts are perceived as fair, caring, and ethically coherent, teachers become more committed, more engaged, and more willing to assume leadership roles (Berkovich & Eyal, 2021; Eyal & Berkovich, 2021). The result also supports the argument that ethical environments encourage principled agency, which is essential for leadership behaviour in complex school systems (Shapira-Lishchinsky & Ben-Porath, 2020; Walker & Qian, 2020).

4.10 Influence of Charismatic Leadership, Passion-Based Teaching, Values at Work, and Ethical Climate on Leadership Behaviour

Table 10 shows that the combined predictors significantly influenced leadership behavior, with $R = .721$, $R^2 = .520$, $F = 108.156$, and $p = .000$, indicating that the model explained 52.0% of the variance in leadership behavior. In terms of individual predictors, ethical climate had the strongest significant effect ($\beta = .432$, $p = .000$), followed by passion-based teaching ($\beta = .259$, $p = .000$) and charismatic leadership ($\beta = .133$, $p = .018$). Values at work was not a significant predictor ($\beta = -.036$, $p = .409$). Since the overall p-value is below .05, the null hypothesis of no significant combined influence is rejected.

Table 10: Significance of the Influence of Charismatic Leadership, Passion-Based Teaching, Values at Work, and Ethical Climate on Leadership Behavior Among Public Elementary School Teachers

Variables	B	β	t	Sig.
Constant	-.554		-1.702	.090
Charismatic Leadership	.219	.133	2.372	.018
Passion-Based Teaching	.401	.259	4.545	.000
Values at Work	-.066	-.036	-.827	.409
Ethical Climate	.546	.432	8.619	.000
R	.721			
R ²	.520			
ΔR^2	.515			
F	108.156			
p	.000			

This result indicates that leadership behavior is best explained not by a single factor alone but by the combined operation of leadership style, teaching passion, workplace values, and ethical context. However, among these variables, ethical climate emerged as the strongest predictor, suggesting that leadership behavior among teachers is deeply shaped by the moral quality of the environment in which they work. Passion-based teaching and charismatic leadership also made significant contributions, meaning that both individual motivation and influence capacity matter. In contrast, values at work did not significantly predict leadership behaviour when the other predictors were already included, suggesting that its effect may be indirect or overshadowed by stronger contextual and motivational variables.

This pattern supports recent evidence that ethical context and motivational variables frequently outweigh generalized work preferences in explaining professional behaviour. Research has consistently shown that ethical environments strongly influence teacher decision-making, collaboration, and leadership enactment (Berkovich & Eyal, 2021; Walker & Qian, 2020). It also aligns with studies showing that teacher passion and inspirational leadership stimulate initiative and performance, but these are most effective when reinforced by a school culture that supports ethical action and relational trust (Frenzel *et al.*, 2021; Leithwood *et al.*, 2020).

4.11 Regression Weights of the Three Generated Models

Table 11 presents the regression weights across the three generated structural models. In Model 1, charismatic leadership (.561*), passion-based teaching (1.153*), and ethical climate (.375*) significantly predicted leadership behaviour, whereas values at work (.056NS) did not. In Model 2, only passion-based teaching (1.411*) and ethical climate (.558*) were significant, while charismatic leadership and values at work were non-significant. In Model 3, none of the direct paths to leadership behavior were significant, as reflected in the non-significant effects of passion-based teaching, values at work, ethical climate, and charismatic leadership. Thus, the structure evolved from a model

with several direct predictors to a parsimonious model in which the direct effects on leadership behaviour were removed or no longer statistically supported.

The progression across the three models suggests that the explanatory structure of leadership behaviour becomes more refined as weaker and unstable direct effects are removed. Model 1 initially supported a broad direct-effect structure, but Model 2 already showed that some predictors lost significance when the model was adjusted. By Model 3, no direct path to leadership behaviour remained significant, implying that the relationships among the variables are likely more indirect and sequential than initially assumed. This means leadership behavior may emerge through the interplay of motivational and ethical pathways rather than through simple one-step direct prediction. This trend is supported by contemporary structural research in education and organizational behavior, where initial direct paths often weaken after model specification because broader contextual and mediating mechanisms better explain behavior. Recent studies have shown that leadership-related outcomes are frequently transmitted through school climate, relational trust, and motivational processes rather than through isolated direct traits alone (Liu & Hallinger, 2021; Collie, 2023). The result therefore strengthens the argument that leadership behavior is a system outcome, not merely a direct product of any single antecedent.

Table 11: Regression Weights of the Three Generated Models

Model	Charismatic Leadership	Passion-Based Teaching	Values at Work	Ethical Climate
1	.561***	1.153***	.056NS	.375***
2	.275NS	1.411*	-.245NS	.558***
3	3.931NS	-2.526NS	.114N	-.402NS

Note: * $p < .05$, ** $p < .01$, *** $p = .000$, NS = not significant.

Table 11.1: Regression Weights of the Generated Best-Fit Model

Path	Estimate	S.E.	P-value
Charismatic Leadership ← Passion-Based Teaching	1.338	.155	.000***
Values at Work ← Passion-Based Teaching	.766	.106	.000***
Ethical Climate ← Charismatic Leadership	.720	.129	.000***
Ethical Climate ← Values at Work	.376	.129	.004
Leadership Behavior ← Values at Work	.114	.230	.620
Leadership Behavior ← Ethical Climate	-.402	.275	.144
Leadership Behavior ← Charismatic Leadership	3.931	2.421	.104
Leadership Behavior ← Passion-Based Teaching	-2.526	3.075	.411

4.12 Goodness-of-Fit Measures of the Three Generated Models

Table 12 shows that Model 1 and Model 2 did not meet acceptable goodness-of-fit criteria, while Model 3 satisfied the required standards and emerged as the best-fit model. Model 1 had poor fit indices: $p = .000$, CMIN/DF = 7.023, GFI = .635, CFI = .624, NFI = .590, TLI = .582, RMSEA = .122, and P-close = .000. Model 2 improved but still remained inadequate, with $p = .000$, CMIN/DF = 5.280, GFI = .773, CFI = .736, NFI = .696,

TLI = .703, RMSEA = .103, and P-close = .000. In contrast, Model 3 demonstrated excellent fit: $p = .091$, CMIN/DF = 1.247, GFI = .973, CFI = .990, NFI = .951, TLI = .985, RMSEA = .025, and P-close = .997. Therefore, only Model 3 is accepted as the final structural model.

Table 12: Summary of Goodness-of-Fit Measures of the Three Generated Models

Mode 1	P-value (>0.05)	CMIN/DF (0<value< 2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSE A (<0.05)	P- close (>0.05)
1	.000	7.023	.635	.624	.590	.582	.122	.000
2	.000	5.280	.773	.736	.696	.703	.103	.000
3	.091	1.247	.973	.990	.951	.985	.025	.997

Note: CMIN/DF = Chi-Square/Degrees of Freedom; GFI = Goodness of Fit Index; RMSEA = Root Mean Square Error of Approximation; NFI = Normed Fit Index; TLI = Tucker-Lewis Index; CFI = Comparative Fit Index.

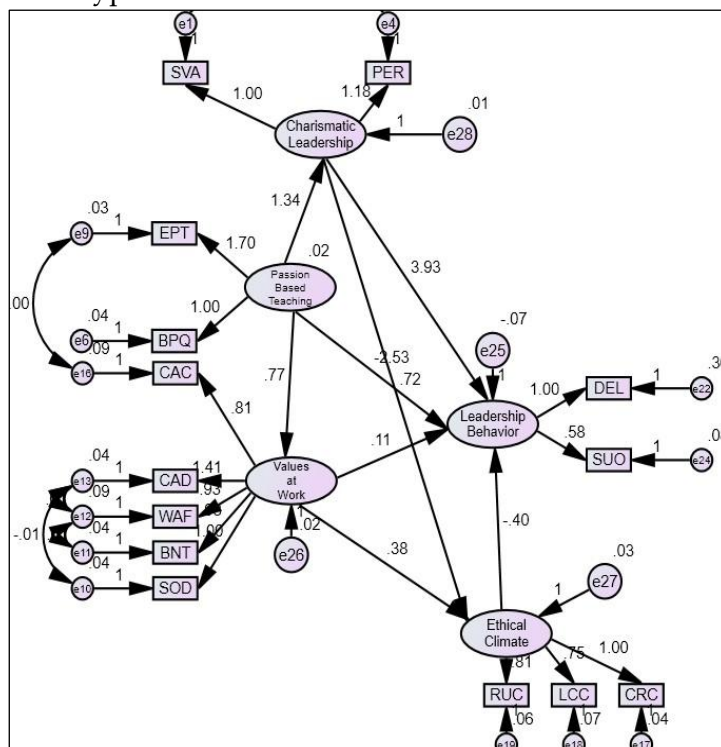
The goodness-of-fit results confirm that the hypothesized and intermediate models were unable to adequately represent the covariance structure of the data, whereas Model 3 achieved a highly acceptable and statistically defensible representation. This means that the final explanation of leadership behavior is not the most obvious or the most saturated one, but the most parsimonious and empirically supported one. The sharp improvement from Model 1 to Model 3 indicates that trimming unsupported paths and retaining theoretically coherent links produced a more stable and realistic model.

This finding is consistent with current SEM literature, which emphasizes that best-fit models are often reached through theoretically justified respecification rather than by retaining all originally hypothesized paths. Recent methodological discussions note that good-fitting models are characterized not only by significance but by parsimony, coherence, and empirical stability (Kline, 2023; Hair *et al.*, 2022). In educational research, this is especially important because leadership phenomena tend to involve layered and indirect relationships that are better captured through refined structural pathways than through overly direct frameworks.

4.12.1 Model 1

Model 1, the hypothesized model, assumed direct paths from charismatic leadership, passion-based teaching, values at work, and ethical climate to leadership behaviour. The regression weights showed significant direct effects for charismatic leadership, passion-based teaching, and ethical climate, but not for values at work. However, the model's goodness-of-fit indices were poor, with a significant chi-square probability, a very high CMIN/DF, low GFI, CFI, NFI, and TLI values, and an RMSEA far above the acceptable threshold. Therefore, although some direct paths were statistically significant, the overall model was not acceptable as a structural representation of the data.

Figure 2: Hypothesized Causal Model 1 in Standardized Solution



Legend:

SVA = Strategic Vision and Articulation,
 PER = Personal Risk,
 EPT = Effects of Passion-based Teaching,
 BPQ = Basic Passion Qualities,
 CAC = Comfort and Compensation,
 CAD = Career and Development,
 WAF = Work-Life Balance and Flexibility,
 BNT = Basic Needs as a Teacher,
 SOD = Sustainable Organizational Development,
 DEL = Development-Oriented Leadership,
 SUO = Support-Oriented,
 RUC = Rules Climate,
 LCC = Law and Code Climate,
 CRC = Caring Climate.

This means that the original theoretical assumption was only partially supported. While some predictors appeared to directly influence leadership behavior, the total pattern of relationships in the model did not match the empirical data well enough. In other words, Model 1 captured some real associations but failed to explain how the variables were actually organized in the population. This often happens when a model is theoretically broad but does not yet account for interdependencies among predictors.

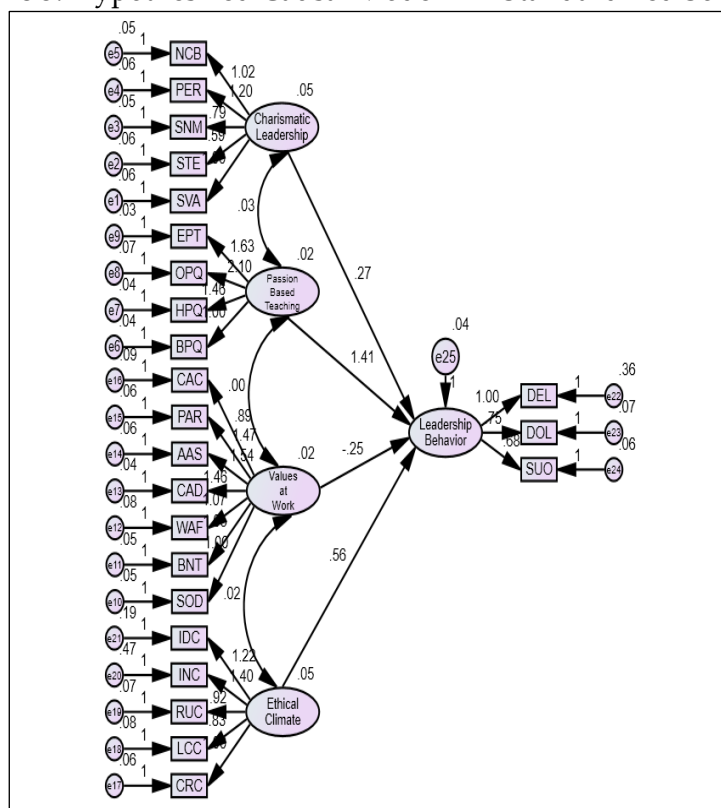
The result supports the idea that leadership behaviour in schools cannot always be reduced to a set of simple direct effects. Recent studies in educational leadership suggest that contextual and motivational variables interact in layered ways, often requiring mediation or sequence effects to adequately explain professional behaviour

(Liu & Hallinger, 2021; Collie, 2023). Thus, Model 1 was a useful starting point, but not the final explanation.

4.12.2 Model 2

Model 2 improved on the hypothesized model by reducing unsupported paths and retaining only some significant direct effects. In this version, passion-based teaching and ethical climate remained significant predictors, whereas charismatic leadership and values at work were no longer significant. The fit indices improved compared with Model 1, but they still failed to reach acceptable standards, as shown by the significant p-value, elevated CMIN/DF, low GFI/CFI/NFI/TLI, and RMSEA still above the criterion. Hence, Model 2 represented a better but still inadequate model.

Figure 3: Hypothesized Causal Model 2 in Standardized Solution



Legend:

NCB = Non-conventional Behavior,
 PER = Personal Risk,
 SNM = Sensitivity to the Needs of the Members,
 STE = Sensitivity to the Environment,
 SVA = Strategic Vision and Articulation,
 EPT = Effects of Passion Based Teaching,
 OPQ = Obsessive Passion Qualities,
 HPQ = Harmonious Passion Qualities,
 BPQ = Basic Passion Qualities,
 CAC = Comfort and Compensation,

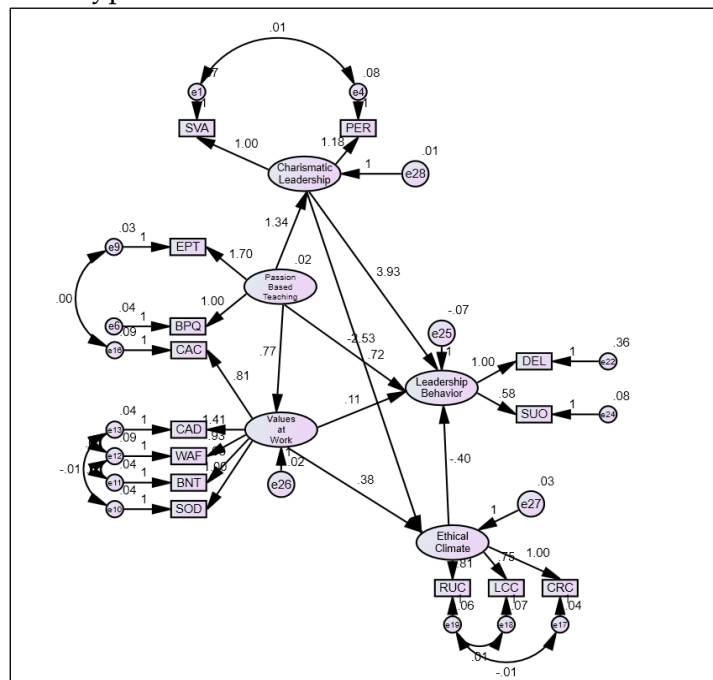
PAR = Purpose and Relationships,
AAS = Autonomy and Stimulation,
CAD = Career and Development,
WAF = Work-Life Balance and Flexibility,
BNT = Basic Needs as a Teacher,
SOD = Sustainable Organizational Development,
IDC = Independence Climate,
INC = Instrumental Climate,
RUC = Rules Climate,
LCC = Law and Code Climate,
CRC = Caring Climate,
DEL = Development-Oriented Leadership,
DOL = Demanding Leadership,
SUO = Support-Oriented Leadership.

The movement from Model 1 to Model 2 indicates that passion-based teaching and ethical climate were more stable explanatory factors than charismatic leadership and values at work when the structure was tightened. This suggests that teacher motivation and ethical context have more immediate roles in predicting leadership behavior than general workplace values or even charisma when all variables are considered together. Still, the model remained statistically inadequate, meaning that even these retained direct paths were not sufficient to explain the structure of the data. This pattern agrees with recent research showing that educational behavior often requires indirect frameworks because teacher outcomes are shaped by climate, motivation, and interaction effects rather than isolated main effects alone (Berkovich & Eyal, 2021; Frenzel *et al.*, 2021). Model 2 therefore marked progress, but it still did not provide the strongest explanation of leadership behavior.

4.12.3 Model 3: Best-Fit Model

Model 3 emerged as the best-fit model because it met all major goodness-of-fit criteria and provided the most parsimonious explanation of the data. In the final model, the significant structural paths were: passion-based teaching → charismatic leadership (estimate = 1.338, $p = .000$), passion-based teaching → values at work (estimate = .766, $p = .000$), charismatic leadership → ethical climate (estimate = .720, $p = .000$), and values at work → ethical climate (estimate = .376, $p = .004$). However, the direct paths from charismatic leadership, passion-based teaching, values at work, and ethical climate to leadership behavior were all non-significant. This indicates that the best-fit structure is one in which passion-based teaching shapes charismatic leadership and values at work, which in turn strengthen ethical climate, while direct prediction of leadership behavior is not statistically sustained in the final model.

Figure 4: Hypothesized Causal Model 3 in Standardized Solution



Legend:

SVA = Strategic Vision and Articulation,
 PER = Personal Risk,
 EPT = Effects of Passion-based Teaching,
 BPQ = Basic Passion Qualities,
 CAC = Comfort and Compensation,
 CAD = Career and Development,
 WAF = Work-Life Balance and Flexibility,
 BNT = Basic Needs as a Teacher,
 SOD = Sustainable Organizational Development,
 DEL = Development-Oriented Leadership,
 SUO = Support-oriented Leadership,
 RUC = Rules Climate,
 LCC = Law and Code Climate,
 CRC = Caring Climate.

The final model tells an important story: leadership behaviour is not best explained as the direct product of any one variable. Instead, passion-based teaching appears to function as an upstream force that nurtures charismatic leadership and strengthens work values. These, in turn, contribute to a stronger ethical climate. The model implies that leadership behaviour is embedded in a deeper chain of professional meaning, motivation, and moral environment. In practical terms, teachers may first become passionate, values-driven, and ethically grounded before leadership behaviour can be fully understood in school contexts.

This finding is highly consistent with recent scholarship arguing that teacher leadership develops through identity, motivation, and ethical context rather than

through isolated personal traits alone. Studies have shown that passion and professional meaning help shape leadership identity, while ethical climate serves as a critical contextual mechanism that supports principled action and influence (Vallerand, 2021; Berkovich & Eyal, 2021). The best-fit model therefore offers a more mature explanation of leadership behaviour: it is a downstream outcome of interrelated motivational and ethical processes, not simply a direct response to charismatic or value-based characteristics.

5. Recommendations

For DepEd Region XII officials and Schools Division Offices, a regional capability-building program on ethical school climate and teacher-leadership formation may be designed, since ethical climate was the strongest predictor of leadership behavior. This program should include school-based ethics conversations, case analysis on rule-based and care-based decision-making, and common protocols that discourage self-serving tendencies, especially because the lowest ethical climate indicators were found under instrumental climate, such as being more concerned with personal success than team success and making decisions for personal gain rather than student welfare.

For school heads and district supervisors, leadership development plans may focus on the lower-rated aspects of charismatic leadership and school leadership practice. Specifically, school heads may create structured avenues for teachers to contribute to long-term school goals, improve responsiveness to policy and social changes, strengthen professional-development mentoring among colleagues, and encourage principled courage in speaking up on difficult educational issues. In the same manner, school heads may address the lowest-rated leadership behavior items by avoiding unrealistic deadlines, reducing excessive non-teaching workload during examination and grading periods, clarifying roles and responsibilities, and increasing teacher participation in planning and decision-making.

For public elementary school teachers, professional support mechanisms may be strengthened to sustain passion in healthy ways. Since the relatively lower passion-based indicators involved balancing teaching with personal life, spending sufficient time for lesson preparation, and avoiding the tendency to let teaching consume all time and energy, schools may establish peer-support circles, time-management coaching, and wellness check-ins per grading period. Teachers may also be guided to maintain firm but caring classroom discipline, especially since one of the lower-rated items involved tolerating student misbehaviour in the hope that students would learn responsibility on their own.

For school management teams and human resource development units, work policies may be reviewed in view of the lower-rated values-at-work indicators. Specific action may include strengthening teacher voice in school governance, clarifying rules and expectations, expanding career advancement information, and widening opportunities

for teachers to independently design lessons and teaching strategies. Although values at work were very high overall, the lowest means suggest that teachers still need stronger support in autonomy, clear guidelines, and career mobility, which are necessary for sustaining leadership behavior over time.

For teacher education institutions and professional development providers, training modules may be developed on ethical judgment, adaptive teacher leadership, classroom innovation, and sustainable passion-based teaching. These modules should not only emphasize inspiration and commitment, but also practical skills such as balancing personal and professional life, handling controversial but student-centered issues with professionalism, creating reflective classrooms where students learn from mistakes, and designing flexible but accountable teaching approaches. This recommendation directly responds to the lower-rated items in the appended indicators and may help strengthen the pathways identified in the best-fit model.

For future researchers, further studies may test the final model using bootstrapped indirect effects, mediation analysis, or multi-group SEM across divisions or school contexts in Region XII. Since the best-fit model suggested an indirect and sequential structure, future inquiry may determine more precisely whether ethical climate fully or partially mediates the effects of charismatic leadership, passion-based teaching, and values at work on leadership behavior. Additional qualitative inquiry may also be conducted to explain why instrumental climate items and demanding leadership indicators remained relatively lower or more variable than the other dimensions.

6. Conclusion

The study concludes that charismatic leadership, passion-based teaching, values at work, ethical climate, and leadership behaviour among public elementary school teachers in Region XII were all manifested at a very high level. Among the five major variables, values at work obtained the highest overall mean (4.73), followed by charismatic leadership (4.71), passion-based teaching (4.69), ethical climate (4.57), and leadership behaviour (4.54). Within the descriptive results, the strongest dimensions included non-conventional behaviour under charismatic leadership, basic passion qualities under passion-based teaching, comfort and compensation under values at work, and support-oriented leadership under leadership behaviour. On the other hand, the relatively lower dimensions were personal risk, obsessive passion qualities, autonomy and stimulation, instrumental climate, and demanding leadership, indicating the areas where improvement efforts may be best directed despite the overall very high ratings.

The inferential findings further conclude that all four predictor variables were significantly related to leadership behaviour, with ethical climate showing the strongest overall relationship ($r = .679$), followed by passion-based teaching ($r = .624$), charismatic leadership ($r = .595$), and values at work ($r = .379$). In the regression analysis, ethical climate emerged as the strongest predictor of leadership behavior ($\beta = .432$, $p = .000$),

followed by passion-based teaching ($\beta = .259, p = .000$) and charismatic leadership ($\beta = .133, p = .018$). At the same time, values at work did not significantly predict leadership behaviour in the combined model ($\beta = -.036, p = .409$). The model explained 52.0% of the variance in leadership behaviour. In the structural model analysis, Model 3 emerged as the best fit, showing that passion-based teaching significantly influenced charismatic leadership and values at work, while charismatic leadership and values at work significantly influenced ethical climate. However, the direct paths from charismatic leadership, passion-based teaching, values at work, and ethical climate to leadership behavior became non-significant in the final model. This indicates that leadership behavior is better explained through an indirect and sequential causal structure, rather than through a purely direct-effect model.

Finally, the results generally support the study's theoretical underpinnings. The findings affirm the assumption that interrelated personal, motivational value-based, and organisational factors shape leadership behaviour in schools. The high levels of the core constructs, the significant bivariate relationships, and the significant regression effects of ethical climate, passion-based teaching, and charismatic leadership all uphold the theoretical proposition that leadership behaviour develops from both internal dispositions and contextual conditions. At the same time, the best-fit model refined the original framework by showing that the effects are not purely direct; rather, they operate in a more layered process in which passion-based teaching strengthens charismatic leadership and values at work, and these help shape ethical climate. Thus, the study does not disprove the framework, but instead extends and sharpens it, showing that the theory is better understood as a connected system of influence leading toward leadership behavior.

Acknowledgements

Completing a doctoral degree is a lifelong dream and a source of personal fulfillment. It can also serve as a legacy—an inspiration to the family, colleagues, and students, demonstrating perseverance and dedication to education. Without the support, guidance, and love of these individuals, it would not have been possible. As such, the researcher would like to express her sincere gratitude to the following individuals who made this doctoral journey possible:

To the esteemed and brilliant Dean of Professional Schools, Dr. Eugenio S. Guhao, Jr., for his visionary leadership and for fostering an environment of academic excellence and research integrity at the University of Mindanao.

To the supportive and expert adviser, Dr. Lyndon A. Quines, for his invaluable mentorship, profound patience, and for challenging the researcher to reach the highest academic standards. His insightful comments and continuous technical assistance greatly contributed to the refinement and completion of this study.

The researcher extends her sincere thanks to the members of the dissertation panel for their rigorous evaluation, constructive criticisms, and meaningful suggestions that significantly enhanced the quality of this research.

Her deepest appreciation is also given to the school principals and public elementary school teachers in Region XII, who participated in this study, for sharing their time and experiences to help the researcher understand the impact of charismatic leadership and ethics in education.

Moreover, the researcher extends heartfelt gratitude to her colleagues for the collaborative spirit, late-night discussions, and technical feedback that made the journey less daunting.

Finally, to the family and friends, for your unconditional love, sacrifices, and unwavering belief in potential — you provided the emotional fuel needed to reach this milestone. You are the greatest inspiration.

Above all, to God Almighty, the source of all wisdom, strength, and perseverance — for guiding through every challenge and providing the grace to complete this milestone.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Elisa G. Jael, Master Teacher 1, is a public elementary school teacher with twenty-two years of experience in the Division of General Santos City; she is a candidate for Doctor of Education with a concentration in Education Management at the University of Mindanao Professional Schools, Davao City, Philippines.

Lyndon A. Quines is currently a University Professor at the University of Mindanao Professional Schools, Davao City, Philippines.

References

- Anderson, J. C., Rungtusanatham, M., & Schroeder, R. G. (1998). A theory of quality management underlying the Deming management method. *Academy of Management Review*, 19(3), 472–509. <https://doi.org/10.5465/amr.1994.9412271808>
- Babcock-Roberson, M. E., & Strickland, O. J. (2010). The relationship between charismatic leadership, work engagement, and organizational citizenship behaviors. *Journal of Psychology*, 144(3), 313–326. <https://doi.org/10.1080/00223981003648336>
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press.
- Berkovich, I. (2020). School leaders and transformative learning: A review. *Journal of Educational Administration*, 58(5), 533–549. <https://doi.org/10.1108/JEA-09-2019-0161>

- Berkovich, I., & Eyal, O. (2021). Ethics education in leadership development: Adopting multiple ethical paradigms. *Journal of Educational Administration*, 59(6), 661– 676. <https://doi.org/10.1108/JEA-05-2020-0130>
- Boles, J. S. (1980). Supervisory leadership in educational settings. *Educational Administration Quarterly*, 16(2), 45–61.
- Burns, J. M. (1978). *Leadership*. Harper & Row. Retrieved from <https://archive.org/details/leadership1978burn/page/n5/mode/2up>
- Chen, J., Xu, J., & Li, H. (2022). Leadership challenges in contemporary educational institutions: A systematic review. *Educational Management Administration & Leadership*, 50(3), 401–422. <https://doi.org/10.1177/17411432211000932>
- Chen, Y., & Wei, X. (2021). Work values, professional identity, and teacher commitment: A structural analysis. *Teaching and Teacher Education*, 105, 103412. <https://doi.org/10.1016/j.tate.2021.103412>
- Collie, R. J. (2023). Teachers' professional wellbeing and motivation: Examining the roles of autonomy, competence, and relatedness. *Teaching and Teacher Education*, 125, 104046. <https://doi.org/10.1016/j.tate.2023.104046>
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). John Wiley & Sons. Retrieved from <https://psycnet.apa.org/record/2014-34233-000>
- Eyal, O., & Berkovich, I. (2021). Leadership ethics and moral reasoning in school principals. *Journal of Educational Administration*, 59(4), 421–438. <https://doi.org/10.1108/JEA-10-2020-0212>
- Frenzel, A. C., Becker-Kurz, B., Pekrun, R., Goetz, T., & Lüdtke, O. (2021). Reciprocal relations between teacher enthusiasm and student enthusiasm: A longitudinal analysis. *Journal of Educational Psychology*, 113(1), 1–17. <https://doi.org/10.1037/edu0000448>
- Gordon, R. A. (1991). *Leadership in organizations* (3rd ed.). Allyn and Bacon.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2022). *Partial least squares structural equation modeling (PLS-SEM) using R: A workbook*. Springer. Retrieved from <https://link.springer.com/book/10.1007/978-3-030-80519-7>
- Hallinger, P. (2020). Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018. *Educational Management Administration & Leadership*, 48(2), 209–230. <https://doi.org/10.1177/1741143218822772>
- Hariri, H., Monypenny, R., & Prideaux, M. (2021). Leadership styles and decision-making in Indonesian school contexts. *School Leadership & Management*, 41(1–2), 41–62. <https://doi.org/10.1080/13632434.2020.1863805>
- Keller, M. M., Hoy, A. W., Goetz, T., & Frenzel, A. C. (2021). Teacher enthusiasm: Reviewing and redefining a complex construct. *Educational Psychology Review*, 28(4), 743–769. <https://doi.org/10.1007/s10648-015-9354-y>

- Kim, H., & Park, J. (2023). Self-determination and leadership effectiveness in school contexts: Examining the role of basic psychological needs. *International Journal of Leadership in Education*, 26(4), 512–530. <https://doi.org/10.1080/13603124.2021.1948119>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). Guilford Press. Retrieved from <https://psycnet.apa.org/record/2015-56948-000>
- Kline, R. B. (2023). *Principles and practice of structural equation modeling* (5th ed.). Guilford Press. Retrieved from <https://www.routledge.com/Principles-and-Practice-of-Structural-Equation-Modeling-Fifth-Edition/Kline/p/book/9781462551910>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Liu, S., & Hallinger, P. (2021). Unpacking the effects of teacher professional learning on student learning: The mediating roles of teacher agency and instructional practice. *Teaching and Teacher Education*, 103, 103358. <https://doi.org/10.1016/j.tate.2021.103358>
- Mahmood, A., Akhtar, M. N., Talat, U., Shuai, C., & Hyatt, J. C. (2023). Specific HR practices and employee commitment: The mediating role of job satisfaction. *Frontiers in Psychology*, 14, 1123610. <https://doi.org/10.3389/fpsyg.2023.1123610>
- Marsh, H. W., Guo, J., Parker, P. D., Nagengast, B., Asparouhov, T., Muthén, B., & Dicke, T. (2022). What to do when scalar invariance fails: The extended alignment method for multi-group factor analysis comparison of latent means across many groups. *Psychological Methods*, 23(3), 524–545. <https://doi.org/10.1037/met0000113>
- Martinez, A., & Thompson, D. (2024). Passionate leadership: The nexus between teacher enthusiasm and instructional effectiveness. *Journal of Teacher Education*, 75(1), 88–103. <https://doi.org/10.1177/00224871231185064>
- Maxwell, J. C. (1999). *The 21 indispensable qualities of a leader*. Thomas Nelson. Retrieved from https://books.google.com.fj/books?id=8JIs89Yi_jAC&printsec=frontcover#v=onepage&q&f=false
- Nguyen, D., Harris, A., & Ng, D. (2020). A review of the empirical research on teacher leadership (2003–2017): Evidence, patterns and implications. *Journal of Educational Administration*, 58(1), 60–80. <https://doi.org/10.1108/JEA-10-2018-0168>
- Palumbo, R., Manna, R., & Cavallone, M. (2023). Beware of the dark side of happiness at work: A study on the relationship between happiness and leadership in healthcare organizations. *The TQM Journal*, 35(5), 1231–1250. <https://doi.org/10.1108/TQM-03-2022-0094>
- Patel, C., Budhwar, P., Witzemann, A., & Katou, A. (2023). HR outsourcing: The impact on HR's strategic role and remaining in-house HR function. *Journal of Organizational Behavior*, 44(1), 102–122. <https://doi.org/10.1002/job.2682>

- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26(3), 513–563. <https://doi.org/10.1177/014920630002600307>
- Raosoft. (2022). *Sample size calculator*. Retrieved from <http://www.raosoft.com/samplesize.html>
- Rodriguez, M., & Martinez, L. (2023). Post-pandemic educational leadership: Psychological distress, burnout, and the crisis of teacher attrition. *Educational Research Review*, 39, 100524. <https://doi.org/10.1016/j.edurev.2023.100524>
- Schermmerhorn, J. R., Hunt, J. G., & Osborn, R. N. (2000). *Organizational behavior* (7th ed.). John Wiley & Sons. Retrieved from https://books.google.ro/books/about/Organizational_Behavior.html?id=8eRtuZelguIC&redir_esc=y
- Schwartz, S. H., & Sortheix, F. M. (2020). Values and subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. DEF Publishers. Retrieved from https://www.researchgate.net/publication/322527438_Values_and_Subjective_Well-Being
- Shapira-Lishchinsky, O., & Ben-Porath, E. (2020). Ethical climate and teachers' behavior: Implications for shared leadership. *Journal of Educational Administration*, 58(3), 337–352. <https://doi.org/10.1108/JEA-04-2019-0069>
- Skaalvik, E. M., & Skaalvik, S. (2021). Teacher burnout: A perspective from a motivation and self-determination theory. *International Journal of Educational Research*, 107, 101727. <https://doi.org/10.1016/j.ijer.2021.101727>
- Thompson, C., & Rodriguez, P. (2023). Leadership support and organizational autonomy as determinants of teacher satisfaction in public schools. *Teaching and Teacher Education*, 128, 104122. <https://doi.org/10.1016/j.tate.2023.104122>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Vallerand, R. J. (2021). On the role of passion in a life well-lived: Findings from the dualistic model of passion. *Current Opinion in Psychology*, 42, 20–24. <https://doi.org/10.1016/j.copsyc.2021.01.008>
- Walker, A., & Qian, H. (2020). Exploring the nature of Chinese school leadership: Systemic and individual leadership effects. *Educational Management Administration & Leadership*, 48(3), 510–528. <https://doi.org/10.1177/1741143218800461>
- Wenner, J. A., & Campbell, T. (2021). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134–171. <https://doi.org/10.3102/0034654316653478>
- Williams, R., & Chen, A. (2024). Empowering school leadership: Effects on teacher satisfaction, commitment, and organizational outcomes. *International Journal of Educational Management*, 38(2), 310–326. <https://doi.org/10.1108/IJEM-06-2023-0255>

- Wong, J., & Chen, L. (2023). Ethical leadership and organizational citizenship behavior in schools: The mediating role of moral climate. *Journal of Educational Administration*, 61(2), 198–215. <https://doi.org/10.1108/JEA-05-2022-0094>
- Wong, K., & Lee, M. (2022). Leadership dynamics in post-pandemic schools: Organizational resilience, teacher engagement, and institutional adaptation. *Educational Research Review*, 37, 100476. <https://doi.org/10.1016/j.edurev.2022.100476>