



The Effect of Ethical Leadership at Work on School Head Transparency & Trust in Governance in Public Elementary Schools

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Abstract

The utmost objective of this study was to focus on the effect of ethical leadership at work on school head transparency and trust in governance in public elementary schools in the district of San Francisco, Schools Division of San Pablo City. The study employed the descriptive and correlational method of research in analyzing the mediating effect of ethical leadership at work to school head transparency and trust in governance. To produce credible results, the study's researcher respondents were one hundred and three (103) which is the sample size of the teachers who are currently associated with the four (4) public elementary school teachers of San Francisco District. This study employed random sampling technique in choosing the required number of respondents. The researcher utilized the researcher-adapted online survey questionnaire as the main instrument in gathering the data and information about the effect of ethical leadership at work on school head transparency and trust in governance in public elementary school. The specified formula was used to apply statistical treatment such as mean, T-test and Pearson-r after the data have been gathered. The aim was to assess the teachers' perception on school head transparency in terms of Practice, Evaluation, Information, and Finance, the effect of ethical leadership at work in terms of Envisioning, Empowerment, and Managing Ethics, and teachers' perception on trust in governance in terms of Accountability, Responsibility, Autonomy, and Fairness. Pearson's r was used to determine the significant relationship between the school head's transparency and the ethical leadership at work and its impact on trust in governance. Mediation Analysis was used as well in the study. It is revealed in the study that ethical leadership at work significantly mediates the relationship between the principal transparency and the trust in governance. Therefore, the hypothesis is not sustained. The hypothesis being posited is not supported, therefore, ethical leadership at work significantly mediate the relationship between the principal transparency and the trust in governance. Foster a culture of shared governance in which all stakeholders participate in decision-making processes. Encourage collaboration, involvement, and inclusion in decision-making bodies like school councils and parent-teacher organizations. By integrating stakeholders in the governance process, school leaders may foster trust and demonstrate a commitment to ethical leadership principles that promote the common benefit of the school community. It is recommended that school heads may establish ethics committees or monitoring groups made up of stakeholders from the school community, such as teachers, parents, and students. These committees can give oversight and direction on ethical problems, assess governance procedures, and make recommendations for reform. Their presence can increase transparency and confidence by ensuring that ethical standards are followed, and problems are handled openly.

Keywords

Ethical Leadership, Transparency, Trust in Governance, School Head

INTRODUCTION

Nowadays, all governments worldwide are concerned with improving and expanding their educational institutions to make them more successful and relevant. Education is the foundation for the growth of the talents of the human capital designed to meet strategic goals. As a result, education must be a priority. Competent governance displayed by school leaders in collaborative partnerships with key stakeholders leads to successful schools. Department of Education Secretary Leonor Magtolis Briones once The Philippines' Department of Education (DepEd) actively promotes

accountability and openness and fervently supports the right to free speech. With contributions from a carefully selected group of individuals who are passionate about education and have extensive experience in the field, this Policy Forum is an excellent platform for developing plans and initiatives that will enhance the standard of education. Transparency was established by supranational institutions and non-governmental organizations (NGOs), but it has since been adopted by governments in several countries. According to UNESCO data, the number of nations with freedom of information laws is increased. According to the data, only 90 countries passed transparency rules in 2011, compared to 112 countries in 2016 (Loesche, 2017). These laws are necessary to hold their government accountable to the people. It requires the government to make its activities and transactions transparent to the public, allowing them to keep information only for legitimate reasons. Good governance procedures and public trust have typically been seen as having a direct relationship. "Whom" is a recurring thought in a person's head. Should one be on guard against anybody or anything if not the states that have the potential to abuse their power? Considering public faith in the government as "the necessary precondition of effective administration. While trust is a byproduct of effective governance, it is also a requirement for democratic government (Blind, 2007). One of the most crucial elements for the legitimacy and survival of any democratic system is trust. The three degrees of public trust in the government were identified (Bouckaert, 2012). "Trust in political institutions and the operation of democracy are related on a macro level. Trust and ethics are frequently seen as being intimately connected and entwined in daily life notions are indissociable from one another because each frequently refers to the other's core ideas, it is surprising that the two areas of trust research and ethics and ethical leadership study have not exchanged knowledge to the extent that may be needed. By analyzing the relationship between ethical leadership and trust—a synthesis of these two disciplines—we want to contribute to the conversation on ethical leadership. Greater accountability and openness in education are contingent upon public access to information. Adopting accountability and transparency, it does not only solves the school's problems and challenges but also service quality can be improved. According to San Gregorio Elementary School, everyone may be held accountable for their behavior in a transparent school. SGES gives priority to issues that affect students and parents to motivate them to support school accountability initiatives. With open data, education officials, parents, pupils, and other stakeholders can monitor not only the financial status of the school but also its educational progress, which is very important as they can identify any malpractice in the system. In conclusion, the impact of moral leadership on trust in governance and school head transparency is wide-ranging and complex. Ethical leaders created a culture of openness, established a strong ethical framework, influenced the behavior of staff, and enhanced the school's reputation in the community. These elements collectively contribute to a positive and effective educational environment in public elementary schools, ensuring the well-being and success of both students and the broader school community. Accordingly, the primary emphasis of this research is on how ethical leadership at work affects school head transparency and confidence in the administration of public elementary schools.

MATERIALS AND METHODS

The study employed the descriptive and correlational method of research on the effect of ethical leadership at work on school head transparency and trust in governance. Descriptive research is a method used in this study to describe the characteristics of a population or phenomenon being studied. This study likely involved gathering data to depict the current state of ethical leadership, transparency, and trust within the school head's governance practices. This method provides a detailed account of these variables, offering valuable insights into their prevalence, distribution, and associated factors. The correlational method of research, on the other hand, explores the relationship between two or more variables without implying causation. This method sought to uncover whether there is a relationship between ethical leadership and the transparency and trust levels exhibited by school heads in their governance roles. This approach enables to assess the strength and direction of these relationships, thereby contributing to a deeper understanding of the dynamics at play within educational leadership contexts. This study focused on examining the impact of ethical leadership in the workplace on public elementary schools' openness and trust in governance, specifically among school heads. The study included 103 public elementary school instructors from four San Francisco District, Division of San Pablo City schools during the academic year 2023-2024. The researcher's customized online questionnaire is the primary instrument for collecting the necessary data for the study. Nevertheless, the study needed to include the examination of spoken and written methods of communication. Oral communication was regarded as synonymous with verbal communication. Furthermore, both spoken and written communication fell within formal communication.

RESULTS AND DISCUSSION

Perception to the Transparency of the School Head

Table 1 shows the summary table for school head transparency. The result shows that the school head transparency was highly observed with an overall mean value of 3.76. This implies that their school heads' commitment to transparency extends to their offices, where they are known for their open-door policy and willingness to listen to ideas and concerns. By fostering an environment where information flows freely, they cultivate culture of trust, inclusivity, and shared responsibility that empowers the entire school community to thrive.

Table 1 Perception to the Transparency of the School Head in terms of Practice, Evaluation, Information and Finance

Subscales	Mean	SD	Verbal Interpretation
Practice	3.83	0.39	Highly Observed
Evaluation	3.77	0.46	Highly Observed
Information	3.79	0.43	Highly Observed
Finance	3.66	0.51	Highly Observed
Overall	3.76	0.45	Highly Observed

It can be gleaned from the table above that among all the subscales, Practice got the highest mean value of 3.83 and 0.39 as standard deviation, followed by Information with the mean value of 3.79 and standard deviation of 0.43. Evaluation with mean value of 3.77 and 0.46 standard deviation while Finance got the lowest mean value of 3.66 and 0.51 standard deviations. The style of leadership has an immense impact on learners' achievements and teachers performances and any style selected should be congruent with the principal's personality in terms of transparency. There are several models as there are leadership styles and again here it is critical to choose the more relevant one (Msila, 2020). This is related to the study of Castillo and Gabriel (2020), stating that transparency as a practice allows limited access to, and investigation of, government operations by internal and external governing forces. Transparency encourages greater citizen engagement while exposing governance and administration to public scrutiny (Castillo & Gabriel, 2020). For its part, the Department of Education promotes increased accountability and openness in school administration. It is mandatory for educational institutions to erect a transparency board that displays the report on the liquidation of school funds in conspicuous places inside the school premises. The report must be current, simple to read, and comprehend. Overall, school head's transparency is a cornerstone of effective school leadership. It enhances trust, promotes engagement, and supports a collaborative environment that benefits the entire school community.

Extent of Practice of the School Heads' Ethical leadership

A culture of honesty, equity, and responsibility is fostered by ethical leadership, and it affects employee morale as well as student outcomes. When principals of schools act morally and consistently, they set an example for the norms and values that are required across the whole organization and inspire teachers and students to follow suit. When ethical standards and leadership behaviors are in line, it creates a more inclusive, courteous, and supportive school climate and lowers the occurrence of misbehavior.

Table 2 Extent of Practice on Ethical Leadership at Work in terms of Envisioning, Empowerment, and Managing Ethics

Subscales	Mean	SD	Verbal Interpretation
Envisioning	3.82	0.38	Highly Practiced
Empowerment	3.73	0.46	Highly Practiced
Managing Ethics	3.74	0.44	Highly Practiced
Overall	3.76	0.43	Highly Practiced

It is observed in the given table that the ethical leadership are highly practiced by the school heads in the district. Ethical leadership practiced by school heads is crucial for fostering a positive school culture and promoting the well-being and success of students, teachers, and the broader school community. When school heads prioritize ethical leadership, it sets a strong example for others to follow and helps to create an environment built on trust, integrity, and fairness. Based on the result, envisioning got the highest mean value of 3.82 with the standard deviation of 0.38. This has something to do with the study conducted by Msila (2019), stating that one of the major flaws in the principals' practice is the lack of envisioning. In addition, when principals cannot do this any style can be appropriate in any situation. Principals need to know themselves, know their strengths to be able to understand their staff. A strong envisioning leader is one who not only has a clear vision for the school but can also build consensus and collaboration around that vision, leading to a cohesive and focused approach to education and school improvement. While Empowerment got the lowest mean value of 3.73 with the standard deviation of 0.46. All subscales were interpreted as "highly practiced". There are many ways to practice ethical leadership, but it is most effective when the leader is a role model who exhibits moral rectitude, discusses ethics, makes moral judgments, establishes moral standards, uses a reward and punishment system, and demonstrates other qualities that make them trustworthy (Brown & Trevino, 2006). According to Kanungo (2001), moral leaders abstain from actions that endanger other people and instead take actions that advance the interests of others. According to Khuntia and Suar (2004), moral leaders who model moral conduct and incorporate moral concepts into their ideas, attitudes, and actions might cultivate followers who are less likely to misbehave, cheat, or abuse money. Other organizational elements including job happiness, work empowerment, work engagement, and citizenship behavior have all demonstrated favorable effects from ethical leadership.

Extent of Teachers' Trust on Their School Heads' Governance

A solid basis of respect and cooperation is built when educators believe that the leaders of their schools are reliable, fair, transparent, and competent in their leadership. This trust raises the level of engagement, motivation, and willingness among instructors to go above and beyond the call of duty, improving the caliber of education and student

accomplishment. Open communication is facilitated by trust in leadership, enabling educators to express worries, exchange creative ideas, and actively engage in decision-making.

Table 3 Extent of Trust in Governance in terms of Accountability, Responsibility, Autonomy and Fairness

Subscales	Mean	SD	Verbal Interpretation
Accountability	3.75	0.45	Trusted to a Great Extent
Responsibility	3.72	0.46	Trusted to a Great Extent
Autonomy	3.76	0.43	Trusted to a Great Extent
Fairness	3.74	0.47	Trusted to a Great Extent
Overall	3.74	0.45	Trusted to a Great Extent

Data in the table above show the summary table for trust in governance in terms of accountability, responsibility, autonomy, and fairness. For the subscale of accountability, this got a weighted mean of 3.75 and standard deviation of 0.45. Responsibility got a weighted mean of 3.72 and standard deviation of 0.46. Responsibility is essential for building and maintaining trust in governance. In turn, trust in governance supports the effective functioning of an organization and the overall well-being of its people (Christensen, 2020). Autonomy got a weighted mean of 3.76 and standard deviation of 0.43 while, fairness got a weighted mean of 3.74 and standard deviation of 0.47. All in all, the following subscales got 3.74 as weighted mean and 0.45 as the standard deviation. All subscales are interpreted as “trusted to a great extent”. Therefore, the table showed that Autonomy got the highest weighted mean of 3.76 and standard deviation of 0.43 while responsibility got the least weighted mean of 3.72 and standard deviation of 0.46. According to Philos (2016), trust and autonomy are related via self-trust: in order to develop self-trust, we need to be able to trust others, and self-trust is a necessary constituent of autonomy. Some approaches consider individual autonomy as a component of their well-being and development understood as the ability to act willingly and in accordance with one's interests and values, autonomy is seen as one of the basic needs that foster individual well-being (Chirkov et. Al, 2020).

Relationship Between School Heads Transparency and Ethical Leadership at Work

Transparency is a fundamental component of ethical leadership, and there is an inextricable link between school heads' transparency and ethical leadership in the workplace. By being transparent about their decision-making procedures, rules, and results, school administrators gain the respect and confidence of their staff, students, and parents. Since stakeholders are able to see that leaders are dedicated to transparency and accountability, this openness promotes an atmosphere in which moral behavior is expected and appreciated.

Table 4 Test of Relationship between the School Heads Transparency and the Ethical Leadership at Work

Transparency of the School Head	Ethical Leadership at Work		
	Envisioning	Empowerment	Managing Ethics
Practice	.772**	.729**	.747**
Evaluation	.744**	.732**	.778**
Information	.839**	.797**	.775**
Finance	.747**	.737**	.814**

** . Correlation is significant at the 0.01 level (2-tailed)

Demonstrated in Table 4, there is a significant relationship between the transparency of the school head and ethical leadership at work. This implies that the significant relationship between school head transparency and ethical leadership at work underscores the importance of transparency as a foundational element of ethical leadership. By prioritizing transparency in their leadership practices, school heads cultivate a culture of integrity, trust, and accountability, ultimately contributing to the overall effectiveness and success of the organization. Influential leaders should establish ethical principles (Alev Sökmen, 2019). An ethical school culture includes trust which can be attained through transparency, justice, commitment to ethical values and freedom. If a leader establishes these principles in the school culture by carefully exhibiting ethical behavior, these ethical principles could be adopted by the teachers and students (Aydn, 2016: 83). As presented in the table above, Transparency of Practice shows significant correlation with Envisioning (.772**), Empowerment (.729**), and Managing Ethics (.747**). The same with the significant correlation between Evaluation and Envisioning (.744**), Empowerment (.732**), and Managing Ethics (.778**). Information reveals the highest correlation ranging from .775** to .839**. Brought into the organizational context, communication openness has been defined as “message sending and receiving behaviors of superiors, subordinates, and peers with regard to task, personal, and innovative topics” (Rogers, 2008). Thus, transparency of information revolves around everyone at all organizational levels being receptive to and then responsive to the information that is provided by others in the organization. Also, transparency in terms of finance shows a significant relationship between Envisioning (.747**), Empowerment (.737**), and Managing Ethics (.814**). This result on this transparency component of ethical leadership has been described by Kernis (2013) as representing the valuing and striving for openness in one's relationships with others whereby the leaders and followers openly share information about each other. By creating higher levels of openness or transparency, the leader and followers are expected to have higher levels of trust in each other leading to a productive and successful organization. (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2014).

Relationship between School Heads Transparency and Trust in Governance

By fostering a sense of inclusion and transparency within the school community, transparent governance procedures help to dispel mistrust and confusion. Because teachers and staff are more inclined to support initiatives and make constructive contributions when they perceive their leaders are honest and upfront, this trust subsequently improves collaboration and engagement.

Table 5 Test of Relationship between the School Heads Transparency and the Trust in Governance

Transparency of the School Head	Trust in Governance			
	Accountability	Responsibility	Autonomy	Fairness
Practice	.799**	.732**	.755**	.731**
Evaluation	.825**	.758**	.783**	.820**
Information	.835**	.762**	.798**	.763**
Finance	.762**	.740**	.717**	.720**

** . Correlation is significant at the 0.01 level (2-tailed)

It can be gleaned from Table 18 that there is a positive significant relationship between the Transparency of the School Head and the Trust in Governance. This implies that these factors are very important for promoting the trust in governance as transparency in school governance serves as an effective strategy for making educational institutions accountable for their actions. When decision-making processes are transparent and accessible, school administrators are more likely to make sound decisions. According to Ergun, H. (2020), there is evidence concerning the fact that the transparency of the organization fosters organizational trust. When the school principal shares information about the functioning of the school with the employees and increases the transparency of the school, the employee will also have confidence in the school. Therefore the school workers will not want to hide the information about him from the school principal. The highest correlations are observed between information and the dimensions of accountability, suggesting that transparency and accountability help to improve an organization overall success. Accountability implies that all employees are expected to take responsibility for their actions, behaviors, performance, and decision and is very important for promoting these aspects of the trust in governance. Practice shows significant positive correlations with Accountability (.799**), Responsibility (.732**), Autonomy and (.755**), and Fairness (.731**). Evaluation, also demonstrates significant positive correlation with trust in governance, ranging from .758** to .825**. Information revealed that there is significant positive correlation with trust in governance variables, including Accountability (.835**), Responsibility (.762**), Autonomy (.798**), and Fairness (.763**). Furthermore, in terms of Finance Transparency the table shows the significant correlations between Accountability (.762**), Responsibility (.740**), Autonomy (.717**), and Fairness (.720**). This has something to do with the study of Rawlins (2013), who proposed that transparency efforts of organizations need all three qualities in order to build, maintain, and restore trust with stakeholders. Therefore, transparency is defined as having these important elements: information that is truthful, substantial, and useful; participation of stakeholders in identifying the information they need; and objective, balanced reporting of an organization's activities and policies that holds the organization accountable.

Relationship between Ethical Leadership at Work and Trust in Governance

By ensuring that choices are made with the best interests of all parties in mind, ethical leadership helps to minimize the possibility of corruption, favoritism, or unethical behavior. Employees and stakeholders will feel more trusting of the governance procedures because of their leaders' perceived commitment to accomplishing what is morally and ethically correct. Transparency, open communication, and teamwork are valued in a healthy company culture that is fostered by trust in governance.

Table 6 Test of Relationship between the Ethical Leadership at Work and the Trust in Governance

Ethical Leadership at Work	Trust in Governance			
	Accountability	Responsibility	Autonomy	Fairness
Envisioning	.839**	.790**	.842**	.737**
Empowerment	.730**	.731**	.721**	.682**
Managing Ethics	.817**	.806**	.787**	.791**

** . Correlation is significant at the 0.01 level (2-tailed)

As indicated in Table 6, there is a positive significant relationship between the ethical leadership at work and trust in governance. It shows that all four dimensions of trust in governance are positively and significantly correlated with all three types of ethical leadership at work. Sibamba (2017) cited by Siva Vikamaran (2021) denotes that good working relationship and organizational trust were found to create a positive working attitude that brought about the feeling of accountability, responsibility, and fairness, needed by the immediate leader as well as putting greater efforts in work. Many important organizational outcomes are affected by the trust the followers have for their leaders, including "job performance, support for and commitment to authorities, goal commitment, and follower willingness to behave in ways that benefit the organization, organizational citizenship behavior, and job satisfaction. The highest correlations are observed between envisioning and the dimensions of accountability, suggesting that effective envisioning may be

particularly important for promoting these aspects of a trust in governance. Envisioning shows significant positive correlations with Accountability (.839**), Responsibility (.790**), Autonomy and (.842**), and Fairness (.737**). Empowerment also demonstrates significant positive correlation with trust in governance, ranging from .682** to .731**. Managing Ethics revealed that there is significant positive correlation with trust in governance variables, including Accountability (.817**), Responsibility (.806**), Autonomy (.787**), and Fairness (.791**).

It is supported by the study of (Yidong & Xinxin, 2013), which indicates that ethical leadership style of school leaders is likely to create an ethical and trusting work climate conducive enough to promote positive work behavioral patterns of teachers. This is likely to enhance teacher efficiency as well as creativity and innovation.

Mediation of Ethical Leadership at Work on the Relationship between School Head Transparency and Trust in Governance

Ethical leadership is crucial in fostering trust in educational institutions by ensuring transparency in decision-making processes and cultivating an environment of integrity and accountability. This mediation influences perceptions of transparency and fosters a culture of trust and confidence in the governance framework.

Table 7 Mediation Analysis of Ethical Leadership at Work on the Relationship between the School Head Transparency and Trust in Governance

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.4908	.1134	.2659	.7157	4.3294	.0000
Indirect	.4622	.2269	.1648	1.1212		
Total	.9530	.0493	.8553	1.0508	19.3425	.0000

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
SHTransparency -->Ethical LeadW	.8848	.0383	.8088	.9608	23.0878	.0000
SH Transparency --> Trust in Gov.	.4908	.1134	.2659	.7157	4.3294	.0000
Ethical LeadW --> Trust in Gov.	.5224	.1175	.2894	.7555	4.4471	.0000
SHT --> ELW --> TIG	.4622	.2269	.1648	1.1212		

The table shows the mediating analysis of ethical leadership at work on the relationship between the school head transparency and trust in governance. The results revealed a significant indirect effect of the ethical leadership at work on the school head transparency and trust in governance. This indirect effect occurs since the relationship between two variables is mediated or influenced by one or more intervening variables. In this case, the indirect effect of ethical leadership at work on school head transparency and trust in governance suggests that ethical leadership behaviors have a significant impact on these outcomes, but this influence is not direct. Instead, it operates through intervening mechanisms or processes that link ethical leadership to transparency and trust. Furthermore, the direct effect of school head transparency and trust in governance in presence of the mediator was also found significant ($p = .0000$, $t = 4.3294$). Hence, the ethical leadership at work partially mediated the relationship between the school head transparency and trust in governance. The statistical values (p -value and t -value) indicate the significance of the mediation effect. A p -value of .0000 suggests that the observed mediation effect is highly significant, and the t -value of 4.3294 indicates the strength of this effect. This part indicates that when considering school head transparency and trust in governance without the mediator (ethical leadership at work), there is still a significant impact on the outcome. In other words, even without the influence of ethical leadership, the transparency and trust exhibited by school heads have a notable effect on governance practices within the school. The results also suggest that ethical leadership at work acts as a mediator in the relationship between school head transparency and trust in governance. This means that ethical leadership serves as an intermediate factor that explains or influences the relationship between school head transparency/trust and governance outcomes. The findings that the direct effect of school head transparency and trust in governance remains significant even in the presence of the mediator indicates that ethical leadership does not fully account for the relationship between transparency/trust and governance. However, the mediation analysis reveals that ethical leadership does play a significant role in partially explaining this relationship. Overall, the research underscores the intricate interplay between ethical leadership, transparency, and trust in educational governance. It suggests that ethical leadership serves as a partial mediator in the relationship between school head transparency and trust in governance, illuminating the pathways through which ethical leadership practices contribute to enhancing perceptions of transparency and trust. This underscores the importance of cultivating ethical leadership competencies among school leaders and integrating them into governance structures to promote transparency, trust, and ultimately, effective educational outcomes. The findings highlight actionable insights for educational policymakers and administrators seeking to strengthen governance practices and foster a culture of integrity and accountability within their institutions. A school head who exhibits internalized moral perspective have an edge over the others Luthans, Norman, Avolio & Avey (2018). His ethical leadership enable him to cultivate a virtuous ethical culture within the organization. Leaders with high moral standards give their employees confidence in the reliability of their company. Gardner et.al, (2005), as cited by Semedo (2020). specified that in the school organization, school heads who demonstrate moral uprightness are very well supported by the staff, mutual trust and cooperation are voluntarily given by the stakeholders. The school heads decency, respectability and integrity help boost employee morale and

motivate them to be more productive in their assigned tasks. Ethical dilemmas can be minimized and curtailed when everyone in the workplace internalize moral uprightness. The third element in authentic leadership is balanced processing (George, 2010; as cited by Semedo, 2020). According to Gatling & Harrah (2014) as cited by Butterworth (2020), balanced processing encompasses a cognitive, emotional and behavioral skill that allows a leader to look at oneself, others and situations with a broad lens that doesn't magnify one's own view or organize everyone else's views around his/her own. Furthermore, true leadership requires the practice of balanced processing as a key competency. This is a crucial tool for bringing equilibrium to one's mental process, reasoning, and decision-making regarding oneself, other people, and situations. On other hand, in an emotionally balanced organization, employees support each other (Semedo, Coelho, & Ribeiro, 2016). A balanced leader fosters harmony among all stakeholders and increases trust throughout the entire organization. Additionally, Messick & Bazerman (2001) asserted that an emotionally stable school head involves his or her teams in decision-making, follows through with the plan, and shares success with them. The school head readily shares the responsibility in making decisions, judicious in all dealings and prudent in giving feedback to the staff.

Moreover, a school head who demonstrates balanced processing creates the finest emotional framework possible for their staff (Chen, 2019). Designing and innovating processes that motivates the staff to be more concerned about each other's welfare paves way to a conflict free organization. It is therefore necessary that the school head's ethical values positively reflect those of the staff. Above all, school heads who are emotionally balanced are able to align the organizational programs, activities and projects towards the attainment of school goals. The fourth element in authentic leadership is relational transparency (George, 2010; as cited by Semedo, 2020). As viewed by Gatling et al., (2017), relational transparency is the process of developing a working relationship with a coworker, teammate, or any third party based on seeing the person's being, not just in the role that he or she may occupy at the present. This idea of relational transparency is based on the humanistic tradition of authentic leadership, in which the leaders emphasize their influence through openness and transparency, which encourages followers to identify with the leader, idealize the influence of the leader, and be inspired by the leader. Mutual support, cooperation, collaboration, and trust are the factors which comprise relational transparency which results in positive organizational climate. In addition, relational transparency is necessary to obtain support from varied stakeholders (Luenendonk, 2020). A crucial part is played by team trust in the school organization, and this can only be achieved when the school head demonstrates transparency in all dealings. Relational transparency of the school head is therefore vital in the school organization, as this is the fuel that draws the intrinsic and extrinsic stakeholders together and enable them to work cohesively towards one common goal. Subsequently, Luenendonk (2020) further opined that in a school organization, the key player is the school head, hence his leadership skill is of prime importance in the attainment of institutional vision, mission, and goals. Relational transparency enables the school head to act with moral uprightness, diplomacy, tact, and prudence in influencing the staff and other stakeholders to work cohesively as a team. When the school head shows utmost transparency, he is able to motivate and inspire trust which leads to cooperative effort among people -the team develops a shared psychological state that includes a readiness to undertake responsibilities that have been allocated. Semedo, Coelho, and Ribeiro noted that moral compass is acknowledged to be followed by genuine leaders (2016). A true leader is straightforward and unfazed by challenges that come their way; thus their private and public personalities are the same. They consistently exhibit emotional stability and exercise fairness in all dealings. An authentic leader is one who is readily accessible, well-known for his capacity to combine open communication with empathy and justice, and who is demonstrably present in the workplace genuine leaders demonstrate. Truly, as can be deduced from the varied authors, authentic leaders possessed a strong feeling of purpose, are highly devoted to the guiding principles of the educational institutions, showed self-awareness, are honest to themselves and the people they are with, tactful in all dealings, has a collaborative decision skill, and were able to demonstrate a moral code in their relationship with internal and external stakeholders.

CONCLUSION

Based on the result of this study, this conclusion has been drawn.

The hypothesis being posited is not supported, therefore, there is a significant relationship between the school heads transparency and the ethical leadership at work. The hypothesis being posited is not supported, therefore, there is a significant relationship between school head transparency and trust in governance. The hypothesis being posited is not supported, therefore, there is a significant relationship between the ethical leadership at work and trust in governance. The hypothesis being posited is not supported, therefore, ethical leadership at work significantly mediate the relationship between the principal transparency and the trust in governance. The ethical leadership at work partially mediated the relationship between the school head transparency and trust in governance.

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DECLARATION OF CONFLICT

The authors state that none of the work presented in this study may have been influenced by any known conflicting financial interests or personal ties.

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