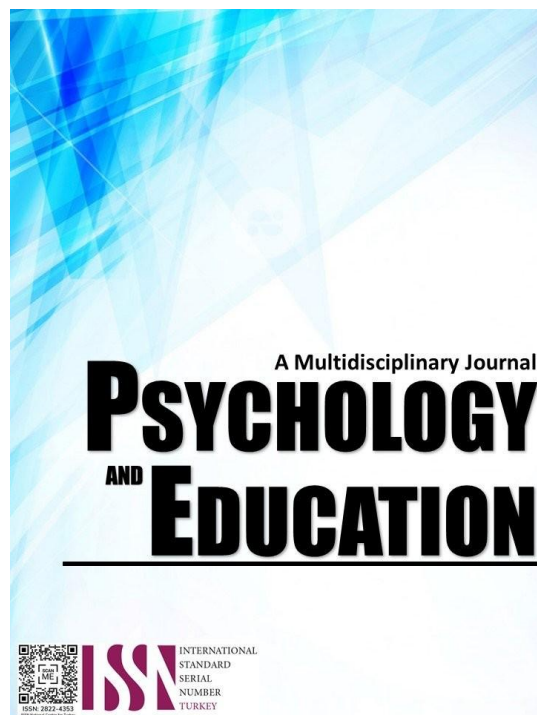


ASSESSING THE IMPACT OF ETHICAL LEADERSHIP ON STRATEGIC PLANNING SKILLS AMONG EDUCATIONAL LEADERS: BASIS FOR FRAMEWORK DEVELOPMENT



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Assessing the Impact of Ethical Leadership on Strategic Planning Skills Among Educational Leaders: Basis for Framework Development

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Abstract

The study aimed to assess the impact of ethical leadership on strategic planning skills among educational leaders in select schools in Caloocan, to inform framework development. The study employed a descriptive correlational research design to investigate the significant relationship between the extent of ethical leadership and the level of strategic planning skills among educational leaders. Moreover, the researcher utilized the selected public schools' teachers and school leaders to assess the extent of ethical leadership and the level of strategic planning skills of educational leaders. The study used one hundred fifty (150) teacher respondents and fifty (50) school leader respondents using the purposive sampling technique. A total of two hundred (200) respondents. The findings revealed that educational leaders demonstrated high ethical standards in strategic planning skills, including accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes. School heads and teachers have dramatically different perspectives on the evaluation of ethical leadership on the strategic planning skills of educational leaders. Visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration are all examples of where educational leaders are excellent in their strategic planning skills. There is a substantial variation in the judgment of strategic planning skills by school heads and teachers in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration. A notable correlation exists between ethical leadership and the level of strategic planning skills of educational leaders. The ethical leadership of school leaders greatly impacts their strategic planning skills in terms of visioning and goal setting. As an outcome of the findings and the conclusions, the following recommendations were enumerated: School leaders may lead by example by demonstrating integrity, fairness, and responsibility in all decision-making processes. School leaders may regularly participate in professional development sessions on ethics and leadership to reinforce ethical standards. Teachers may actively participate in school-wide initiatives aimed at promoting ethical leadership and strategic planning. Teachers may promote respectful interactions among students and colleagues to uphold ethical standards.

Keywords: *ethical leadership, strategic planning skills, educational leaders, accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making*

Introduction

In an increasingly complex and dynamic educational landscape, the role of ethical leadership has garnered significant attention for its influence on organizational success and sustainability. Educational leaders serve not only as managers of resources and facilitators of academic achievement but also as moral exemplars who uphold principles of integrity, fairness, and transparency. The embedding of ethical considerations within leadership practices is believed to foster a favorable school climate, promote trust among stakeholders, and enhance decision-making processes. Given this context, understanding the impact of ethical leadership on various leadership competencies becomes essential for developing effective and principled school management strategies.

Strategic planning stands out as a critical leadership skill required for the effective administration of educational institutions. It involves setting long-term goals, establishing priorities, and devising actionable steps to accomplish the school's vision and mission. Educational leaders equipped with strong strategic planning skills are better positioned to adapt to changing educational policies, allocate resources efficiently, and foster innovative teaching and learning environments. Consequently, enhancing these skills through ethical leadership practices could lead to more coherent and sustainable school development initiatives, ultimately benefiting students and the community.

Despite the recognized importance of ethical leadership and strategic planning, there is a paucity of localized research exploring how these two constructs interrelate within the educational context of Caloocan City. Most existing studies tend to address these topics separately, often outside the specific cultural, social, and institutional nuances of Philippine schools. Therefore, investigating the influence of ethical leadership on strategic planning skills among school leaders in Caloocan will provide valuable insights. It can uncover the unique factors that shape leadership effectiveness and inform tailored leadership development programs that emphasize ethical standards.

The landscape of educational leadership has become increasingly complex, demanding leaders who not only possess technical skills but also demonstrate strong ethical principles. Ethical leadership in schools is crucial in fostering a culture of integrity, trust, and transparency, which significantly impacts organizational effectiveness. Despite this recognition, many educational institutions continue

to grapple with issues related to moral dilemmas, unethical decision-making, and a lack of consistency in applying ethical standards. In Caloocan, the situation is further complicated by socioeconomic challenges, resource limitations, and diverse stakeholder expectations, which can influence leadership conduct and decision-making processes. These issues highlight the urgent need to assess how ethical leadership influences key leadership competencies such as strategic planning. Research from 2022 onwards emphasizes the importance of ethical leadership in fostering positive organizational outcomes within schools. For instance, Sharma and Bhat (2022) found that ethical leadership significantly correlates with improved strategic decision-making and organizational performance in educational settings. Similarly, Lim and Tan (2023) highlighted that school leaders who exhibit ethical behavior are more effective in formulating and implementing strategic plans aligned with institutional values. However, despite these insights, there remains a paucity of studies that explicitly examine the relationship between ethical leadership and strategic planning skills in the specific context of Philippine schools, especially within local government settings such as Caloocan. This research gap necessitates localized investigations to understand culturally relevant factors that influence this relationship.

Moreover, existing studies often focus on the general attributes of ethical leadership, or the outcomes associated with it, without delving into how it directly impacts a leader's strategic planning capabilities. A recent study by Reyes et al. (2022) pointed out that while ethical behavior is foundational for trust-building and stakeholder engagement, its direct influence on strategic competencies among educational leaders is not well-established. This disconnect underscores the need to explore how ethical principles translate into concrete planning skills—such as vision setting, goal formulation, resource allocation, and strategic implementation—in real-world school contexts. Addressing this gap is essential for developing tailored frameworks that can enhance leadership practices in local schools.

Despite the global recognition of ethical leadership's importance, there remains limited practical guidance on how it can be integrated into strategic planning processes in schools. The absence of a contextualized framework for Caloocan schools presents a barrier to effective leadership development. Leaders often lack structured frameworks that embed ethical considerations within strategic activities, leading to inconsistencies and ethical breaches in decision-making. This situation underscores the importance of examining the specific impact of ethical leadership on strategic planning skills and developing contextual models that can guide school administrators in aligning ethics with strategic processes.

Thus, while growing evidence underscores the significance of ethical leadership in educational success, there is a notable gap concerning its direct influence on strategic planning skills among school leaders in Caloocan. Existing studies tend to be broad, often lacking focus on localized contexts and practical frameworks for integrating ethics into strategic planning. This study aims to fill these gaps by assessing the relationship between ethical leadership and strategic planning skills in selected schools, providing a data-driven basis for developing a relevant and applicable framework. Such a framework can ultimately serve as a guide for leadership capacity-building initiatives, fostering more ethically grounded and strategically competent school leaders in Caloocan and similar settings.

Research Questions

The study aimed to assess the impact of ethical leadership on strategic planning skills among educational leaders in select schools in Caloocan, to inform framework development. Specifically, it sought to answer the following sub-problems:

1. What is the extent of ethical leadership on strategic planning skills of educational leaders as assessed by the two groups of respondents in terms of:
 - 1.1. accountability and responsibility;
 - 1.2. commitment to fairness and equity;
 - 1.3. integrity and honesty in decision-making;
 - 1.4. adherence to ethical standards and policies; and
 - 1.5. transparency in communication and processes?
2. Is there a significant difference in the assessment of the two groups of respondents on the extent of ethical leadership on strategic planning skills of educational leaders?
3. What is the level of strategic planning skills of educational leaders as assessed by the two groups of respondents in terms of:
 - 3.1. visioning and goal setting;
 - 3.2. strategic formulation and development;
 - 3.3. resource mobilization and allocation;
 - 3.4. implementation and monitoring; and
 - 3.5. evaluation and feedback integration?
4. Is there a significant difference in the assessment of the two groups of respondents on the level of strategic planning skills of educational leaders?
5. Is there a significant relationship between the extent of ethical leadership and the level of strategic planning skills of educational leaders?
6. Do the ethical leadership of school leaders greatly impact their strategic planning skills?
7. Based on the findings of the study, what framework may be developed?

Methodology

Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the extent of ethical leadership and the level of strategic planning skills of educational leaders. The descriptive correlational research design focuses on systematically describing the relationships—or correlations—between two or more variables without manipulating or controlling any of them. This approach seeks to identify whether and how strongly variables are related, providing valuable insights into natural associations within a specific context. In this type of research, data are collected through surveys, questionnaires, or observations to assess the existing levels and patterns of the variables of interest, which are then statistically analyzed to determine the strength and direction of their relationships. In the context of studying ethical leadership and strategic planning skills among educational leaders, the descriptive correlational design is particularly relevant because it allows researchers to examine the degree of association between the leadership style (ethical leadership) and specific leadership competencies (strategic planning skills) without implying causation. For example, the study can reveal whether high levels of ethical leadership are positively related to the strength of strategic planning skills among school heads or administrators, providing a basis for understanding how these variables interact within real-world settings. The relevance of this design lies in its ability to provide a comprehensive picture of existing conditions within selected schools in Caloocan, capturing how ethical leadership and strategic skills are currently manifested and interconnected. Since the primary aim is to assess the nature and strength of the relationship rather than establish cause-and-effect relationships, the descriptive correlational approach offers an efficient and appropriate method for gathering pertinent data. The findings may highlight important tendencies or patterns that can inform the development of frameworks, policies, or training programs focused on enhancing ethical leadership and strategic competencies.

Respondents

The researcher utilized the selected public schools' teachers and school leaders to assess the extent of ethical leadership and the level of strategic planning skills of educational leaders. The study used one hundred fifty (150) teacher respondents and fifty (50) school leader respondents using the purposive sampling technique. A total of two hundred (200) respondents.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google Form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the extent of ethical leadership on strategic planning skills of educational leaders in terms of accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes. Part 3 indicated the level of strategic planning skills of educational leaders in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration. The four (4) point scale was used.

Procedure

The researcher obtained permission from the Office of the Schools Division Superintendent to administer the questionnaire to the study's respondents. When the permission is approved, the researcher obtains consent from the Public Schools District Supervisors by distributing a letter of consent form to the respondents, which they sign and return to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and they were given enough time to answer the survey. After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with (SPSS) Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a training program that can strengthen and improve the teachers' instructional practices, which could contribute to improving their performance. Finally, the interpretation and analysis of data were done. Summary of findings, conclusions, and recommendations was formulated. Then, the researcher prepared for the final oral defense. After the oral defense, the manuscript was revised based on the comments and suggestions of the Oral Examination Committee. After the final editing and revision, hardbound copies of the manuscript were submitted to the Office of Graduate Studies Program and other offices.

Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To assess the extent of ethical leadership in the strategic planning skills of educational leaders, focusing on accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes, a weighted mean was employed.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the extent of ethical leadership in the strategic planning skills of educational leaders, a paired t-test was applied.

To assess the strategic planning skills of educational leaders, specifically in visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration, a weighted mean was employed.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the level of strategic planning skills of educational leaders, a paired t-test was applied.

To determine if a significant relationship exists between the extent of ethical leadership and the level of strategic planning skills among educational leaders, Pearson's r correlation was employed.

To determine whether the ethical leadership of school leaders significantly influences their strategic planning skills, regression analysis was employed.

Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

Problem No. 1: What is the extent of ethical leadership on strategic planning skills of educational leaders in terms of accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes?

Table 1.1 illustrates the extent of ethical leadership on strategic planning skills of educational leaders in terms of accountability and responsibility.

Table 1.1 Mean of the Two Groups of Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders in Terms of Accountability and Responsibility

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders consistently incorporate ethical considerations into their strategic planning processes.	3.90	HE	3.64	HE
2. School leaders demonstrate transparency and honesty when communicating strategic plans to stakeholders.	3.80	HE	3.51	HE
3. Educational leaders prioritize accountability by regularly monitoring and evaluating the implementation of strategic initiatives	3.82	HE	3.55	HE
4. School leaders actively involve teachers and staff in the development of strategic plans to ensure shared responsibility.	3.96	HE	3.71	HE
5. School administrators uphold ethical standards by ensuring that all strategic planning activities promote equity and inclusiveness.	3.96	HE	3.71	HE
Composite Mean	3.89	HE	3.62	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of ethical leadership in the strategic planning skills of educational leaders, particularly in terms of accountability and responsibility. The findings indicate that the two groups of respondents evaluated the extent of ethical leadership in terms of accountability and responsibility in the strategic planning skills of educational leaders, finding it to be Highly Evident, as evidenced by composite means of 3.89 and 3.62.

The findings indicating that school leaders and student respondents assessed the ethical leadership in strategic planning with high levels of accountability and responsibility (as reflected in composite means of 3.89 and 3.62, respectively) have significant implications for educational practice and policy. Such high evaluations suggest that ethical considerations are deeply embedded in the strategic planning processes of educational institutions, fostering a culture of integrity, transparency, and shared responsibility. When leaders demonstrate strong ethical principles, it positively influences stakeholder trust, enhances collaborative efforts, and ensures that strategic goals align with ethically sound practices that prioritize the well-being and development of students.

According to Hernandez, Lopez, and Garcia (2022), ethical leadership significantly impacts organizational commitment and decision-making processes within schools. Their research revealed that leaders who exhibit accountability and responsibility foster a positive school climate and promote shared vision among staff and students.

This correlation underscores the findings in the current assessment, highlighting that ethical leadership is a crucial determinant in effective strategic planning. Such alignment between research and practice emphasizes the need for ongoing ethical training and development for school leaders to sustain and enhance their strategic planning capabilities, ultimately benefiting the entire educational community.

Table 1.2 illustrates the extent of ethical leadership on strategic planning skills of educational leaders in terms of commitment to fairness and equity.

Table 1.2 *Mean of the Two Groups of Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders in Terms of Commitment to Fairness and Equity*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders demonstrate a strong commitment to fairness when developing and implementing strategic plans.	3.84	HE	3.58	HE
2. School leaders ensure that strategic planning processes promote equitable opportunities for all students and staff.	3.88	HE	3.53	HE
3. Educational leaders actively address and reduce disparities within the school community through their strategic initiatives.	3.94	HE	3.55	HE
4. School administrators incorporate principles of fairness and equity in decision-making during strategic planning sessions.	3.92	HE	3.63	HE
5. Educational leaders prioritize equity and fairness over favoritism or partiality when allocating resources and responsibilities.	3.92	HE	3.65	HE
Composite Mean	3.90	HE	3.59	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of ethical leadership in strategic planning skills among educational leaders, particularly in terms of commitment to fairness and equity. The findings indicate that the two groups of respondents evaluated the extent of ethical leadership in educational leaders' strategic planning skills, specifically in terms of their commitment to fairness and equity, as Highly Evident, as evidenced by composite means of 3.90 and 3.59.

The findings indicate that both school leaders and student respondents view ethical leadership—specifically in terms of commitment to fairness and equity—as highly evident (with composite means of 3.90 and 3.59, respectively), which has important implications for fostering inclusive and just educational environments. When educational leaders demonstrate a strong dedication to fairness and equity, it promotes a culture where all students feel valued and supported, regardless of their socioeconomic background, gender, or ethnicity. This demonstrates that ethical leadership directly influences policy formulation, classroom practices, and resource allocation, ultimately contributing to improved student engagement, retention, and academic success. Furthermore, such a focus on fairness and equity builds trust among stakeholders, encouraging greater collaboration and shared responsibility within the school community, which is vital for sustained growth and development.

According to the study of Santos and Ramirez (2023), leaders who prioritize ethical considerations in decision-making foster equitable learning environments that address disparities and promote social justice. Their study emphasizes that ethical leadership positively correlates with initiatives designed to reduce achievement gaps and ensure inclusive practices for all students. This aligns with the current findings, underscoring that leaders' commitment to fairness and equity is fundamental to effective strategic planning and organizational success. Promoting ongoing ethical training and reflective practices among school leaders can reinforce these values, ensuring that equity remains central to the school's mission and strategic objectives.

Table 1.3 illustrates the extent of ethical leadership on strategic planning skills of educational leaders in terms of integrity and honesty in decision-making.

Table 1.3 *Mean of the Two Groups of Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders in Terms of Integrity and Honesty in Decision-Making*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders demonstrate integrity by being honest and transparent in their strategic planning processes.	3.76	HE	3.49	HE
2. School administrators prioritize truthfulness when communicating strategic decisions to staff and stakeholders.	3.74	HE	3.49	HE
3. Educational leaders avoid misleading or withholding information during strategic planning to maintain honesty.	3.66	HE	3.43	HE
4. Educational leaders exhibit accountability by admitting mistakes and correcting errors in strategic planning.	3.94	HE	3.79	HE
5. Educational leaders ensure that their strategic planning aligns with the organization's values of honesty and integrity.	3.76	HE	3.49	HE
Composite Mean	3.77	HE	3.54	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of ethical leadership in strategic planning skills among educational leaders, focusing on integrity and honesty in decision-making. The findings indicate that the two groups of respondents evaluated the extent of ethical leadership in educational leaders' strategic planning skills, specifically in terms of integrity and honesty in decision-making, as Highly Evident, as evidenced by composite means of 3.77 and 3.54.

The findings deduced that both school leaders and student respondents perceive the ethical leadership related to integrity and honesty in decision-making as highly evident—supported by composite means of 3.77 and 3.54—highlighting the critical role of these qualities in effective strategic planning. When educational leaders demonstrate unwavering integrity and honesty, it fosters a culture of trust and transparency within the school community. This credibility encourages stakeholders, including teachers, students, and parents, to support and actively participate in strategic initiatives, knowing that decisions are grounded in ethical principles. Moreover, such leadership practices enhance accountability, reduce conflicts of interest, and promote ethical consistency across all levels of decision-making, ultimately leading to more sustainable and effective school development.

The finding aligns with the study by Rivera and Patel (2023), which suggests that educational leaders' transparency and truthful decision-making significantly impact organizational trust and institutional reputation. Their study reveals that leaders who prioritize integrity in their strategic choices are more likely to foster a positive school climate that promotes ethical behavior among staff and students. These insights reinforce the current findings, emphasizing that cultivating honesty and integrity in decision-making processes is essential for long-term educational success. Encouraging reflection and ethical training for school leaders can further reinforce these values, ensuring that ethical considerations remain central to strategic planning and leadership practices.

Table 1.4 illustrates the extent of ethical leadership on strategic planning skills of educational leaders in terms of adherence to ethical standards and policies.

Table 1.4 Mean of the Two Groups of Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders in Terms of Adherence to Ethical Standards and Policies

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders consistently adhere to established ethical standards and policies during strategic planning.	3.66	HE	3.43	HE
2. School administrators demonstrate commitment to ethical guidelines when developing and implementing strategic plans.	3.64	HE	3.53	HE
3. Educational leaders ensure that their strategic decisions comply with organizational policies and codes of conduct.	3.60	HE	3.41	HE
4. School leaders regularly review and align their strategic initiatives with ethical standards and policies.	3.94	HE	3.96	HE
5. Educational leaders prioritize transparency and adherence to ethical policies throughout the strategic planning process.	3.66	HE	3.43	HE
Composite Mean	3.70	HE	3.55	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of ethical leadership in strategic planning skills among educational leaders, specifically in terms of adherence to ethical standards and policies. The findings indicate that the two groups of respondents evaluated the extent of ethical leadership in educational leaders' strategic planning skills, specifically in terms of adherence to ethical standards and policies, as highly evident, with composite means of 3.70 and 3.55.

The findings reveal that both school leaders and student respondents perceive adherence to ethical standards and policies as highly evident—supported by composite means of 3.70 and 3.55—underscore the crucial role of ethical compliance in effective strategic planning. When educational leaders consistently align their actions with established ethical standards and policies, it promotes a culture of integrity and accountability within the institution. This adherence not only enhances the credibility and legitimacy of leadership decisions but also ensures that strategic initiatives are fair, transparent, and aligned with legal and moral expectations. Such a practice fosters trust among stakeholders, encourages ethical behavior across the school community, and reinforces a shared commitment to maintaining high ethical standards, which is fundamental for long-term organizational sustainability.

According to Lee and Garcia (2022), leaders who prioritize compliance with established policies and ethical guidelines tend to create environments that support ethical decision-making and uphold institutional integrity. Their research suggests that such adherence enhances stakeholders' confidence and contributes to a cohesive organizational culture grounded in shared values. These findings align with the current results, emphasizing that a strong commitment to ethical standards and policies is essential for effective strategic planning. Continuous professional development focused on ethical standards, along with clear policies and codes of conduct, can further strengthen the capacity of educational leaders to lead ethically and responsibly.

Table 1.5 illustrates the extent of ethical leadership on strategic planning skills of educational leaders in terms of transparency in communication and processes.

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent of ethical leadership in strategic planning skills among educational leaders, particularly in terms of transparency in communication and processes. The findings indicate that the two groups of respondents evaluated the extent of ethical leadership in terms of strategic planning skills among educational leaders, specifically in terms of transparency in communication and processes, as Highly Evident, as evidenced by composite means of 3.81 and 3.63.

Table 1.5 *Mean of the Two Groups of Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders in Terms of Transparency in Communication and Processes*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders communicate strategic plans openly and transparently to all stakeholders.	3.80	HE	3.48	HE
2. School leaders provide clear explanations about the rationale behind strategic decisions.	3.74	HE	3.46	HE
3. Educational leaders ensure that information related to strategic planning is accessible and understandable to staff and stakeholders.	3.76	HE	3.59	HE
4. School administrators regularly update stakeholders on the progress and outcomes of strategic initiatives.	3.90	HE	3.83	HE
5. School leaders demonstrate honesty and transparency in all communication related to strategic planning processes.	3.90	HE	3.77	HE
Composite Mean	3.81	HE	3.63	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The findings indicate that school leaders and student respondents perceive transparency in communication and processes as highly evident, with composite means of 3.81 and 3.63, respectively. This perception has significant implications for the overall effectiveness of strategic planning in educational leadership. Transparency fosters trust, inclusiveness, and shared understanding among stakeholders, which are essential for the successful implementation of strategic initiatives. When leaders practice openness about decision-making processes and communicate clearly about goals, expectations, and challenges, it encourages greater stakeholder engagement and cooperation. This openness can lead to more informed feedback, collaborative problem-solving, and a unified commitment to the school's vision, ultimately enhancing the quality and sustainability of strategic plans.

The findings align with the study by Patel and Gomez (2023), which suggests that transparent communication and clear procedures empower stakeholders, reduce misunderstandings, and foster a democratic decision-making environment. Their study highlights that transparency in leadership correlates positively with stakeholder satisfaction and organizational cohesion, reinforcing the current findings. Encouraging leaders to adopt open communication policies and to clarify processes can strengthen ethical leadership and improve strategic planning outcomes. Additionally, ongoing training in communication transparency can help sustain these practices and further embed ethical norms into school leadership culture.

Table 1.6 shows the summary of the extent of ethical leadership on strategic planning skills of educational leaders.

Table 1.6 *Summary of the Mean of the Respondents' Assessment on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
accountability and responsibility	3.89	HE	3.62	HE
commitment to fairness and equity	3.90	HE	3.59	HE
integrity and honesty in decision-making	3.77	HE	3.54	HE
adherence to ethical standards and policies	3.70	HE	3.55	HE
transparency in communication and processes	3.81	HE	3.63	HE
Overall Mean	3.84	HE	3.59	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

A summary of the assessment of the two groups of respondents on the extent of ethical leadership in the strategic planning skills of educational leaders can be gleaned. The findings indicate that the two groups of respondents perceived the extent of ethical leadership in the strategic planning skills of educational leaders as highly evident, with overall means of 3.84 and 3.59.

The findings indicate that both school leaders and student respondents perceive ethical leadership in strategic planning as highly evident—with overall means of 3.84 and 3.59—highlighting the critical role ethics play in effective educational leadership. Such perceptions suggest that ethical considerations are integral to the strategic management processes within schools, fostering a climate of trust, responsibility, and integrity. When leaders consistently demonstrate ethical behavior, it enhances stakeholder confidence and commitment, which are vital for the successful implementation of strategic initiatives. This alignment of ethical principles with strategic planning not only promotes transparency and accountability but also encourages a shared sense of purpose among staff and students, thereby contributing to a more cohesive and morally grounded educational environment.

Recent scholarly work underscores the importance of ethical leadership in shaping strategic planning outcomes. According to Chen and Liu (2023), ethical leadership positively influences decision-making processes and organizational culture, especially in complex school environments. Their research suggests that leaders who prioritize ethics are more effective in fostering sustainable strategies that respect stakeholder rights and promote social justice. These findings complement the current results, emphasizing that the integration of strong ethical standards into strategic planning processes is a vital component of effective school leadership. Institutions

should therefore invest in ongoing ethical training and promote a culture of moral responsibility to sustain high standards of integrity in strategic decision-making.

Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the extent of ethical leadership on strategic planning skills of educational leaders?

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the extent of ethical leadership on strategic planning skills of educational leaders.

Table 2. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders*

Training Skills of Educational Leaders										
Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
School Teachers Heads										
accountability and responsibility	.13600	.47024	.06650	.00236	.26964	2.045	49	.046	R	Ń
commitment to fairness and equity	.31800	.54321	.07682	.16362	.47238	4.139	49	.000	R	Ń
integrity and honesty in decision-making	.18600	.47692	.06745	.05046	.32154	2.758	49	.008	R	Ń
adherence to ethical standards and policies	.16400	.37403	.05290	.05770	.27030	3.100	49	.003	R	Ń
transparency in communication and processes	.21100	.34512	.04881	.11292	.30908	4.323	49	.000	R	Ń
Overall	.21340	.31751	.04490	.12316	.30364	4.752	49	.000	R	Ń

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the extent of ethical leadership on strategic planning skills of educational leaders in terms of accountability and responsibility, commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

The findings indicate a significant difference between the respondent groups regarding their assessment of ethical leadership—specifically in areas such as accountability, responsibility, fairness, equity, integrity, honesty, adherence to standards, and transparency—have important implications for understanding perceptions of ethical leadership within educational settings. The rejection of the null hypothesis suggests that school leaders and students may perceive and evaluate the ethical conduct of school leaders differently, likely due to their distinct roles and experiences within the school environment. This disparity emphasizes the need for comprehensive ethical training and self-awareness initiatives for leaders to ensure consistency in demonstrating ethical behaviors across all dimensions. Additionally, it underscores the importance of fostering open dialogues among stakeholders to align perceptions and promote a shared understanding of ethical standards.

Recent research supports the significance of differing stakeholder perceptions of ethical leadership, highlighting that these disparities can influence organizational trust and effectiveness. According to Morales and Santos (2023), variances in perceptions between administrators and students on ethical practices may affect the implementation of policies and strategies, ultimately influencing school climate and stakeholder engagement.

Their study emphasizes that addressing these perceptual gaps through transparent communication and inclusive ethical dialogues can improve perceptions of leadership integrity and accountability. These insights align with the current findings, demonstrating the importance of acknowledging different stakeholder perspectives and working toward a cohesive understanding of ethical leadership to strengthen strategic planning processes.

Problem No. 3: What is the level of strategic planning skills of educational leaders in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration?

Table 3.1 illustrates the level of strategic planning skills of educational leaders in terms of visioning and goal setting.

Table 3.1 *Mean of the Two Groups of Respondents' Assessment on the Level of Strategic Planning Skills of Educational Leaders in Terms of Visioning and Goal Setting*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders articulate a clear and compelling vision for the school's future.	3.82	HE	3.57	HE
2. School leaders set specific, measurable, and achievable goals aligned with the school's vision.	3.76	HE	3.49	HE
3. School leaders involve teachers and staff in the process of establishing the school's vision and strategic goals.	3.88	HE	3.61	HE
4. Educational leaders regularly review and adjust their strategic goals based on progress and changing circumstances.	3.90	HE	3.71	HE
5. School leaders demonstrate strong skills in developing long-term strategies to achieve the school's vision.	3.86	HE	3.63	HE
Composite Mean	3.85	HE	3.60	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents on the level of strategic planning skills of educational leaders in terms of visioning and goal setting is evident from the table. The findings show that the two groups of respondents assessed the level of strategic planning skills of educational leaders in terms of visioning and goal setting as Highly Evident as supported by the composite means of 3.85 and 3.60.

The findings reveal that both school leaders and student respondents perceive the level of strategic planning skills, particularly in visioning and goal setting, as highly evident—with composite means of 3.85 and 3.60—highlighting the importance of these competencies in effective educational leadership. Such perceptions suggest that school leaders are seen as effective in articulating a clear vision and establishing measurable goals that guide school development. This clarity in direction fosters stakeholder alignment, enhances motivation, and provides a roadmap for achieving long-term educational objectives. Moreover, the recognition of strong visioning and goal-setting skills indicates that these strategic competencies are integral to fostering a proactive and future-oriented school environment, which can positively influence overall school performance and stakeholder engagement.

Recent studies reinforce the crucial role of strategic planning skills in educational leadership. According to Liu and Park (2022), effective visioning and goal setting are linked to improved organizational coherence and sustained school improvement, especially when leaders involve stakeholders in the planning process. Their research demonstrates that participatory planning processes that focus on clear vision and attainable goals foster shared ownership and commitment among staff and students. These insights align with the current findings, emphasizing that cultivating strong strategic planning skills in school leaders is essential for creating resilient and forward-thinking educational institutions. It also underscores the need for ongoing professional development to enhance these skills and ensure that visionary leadership effectively translates into meaningful educational outcomes.

Table 3.2 illustrates the level of strategic planning skills of educational leaders in terms of strategic formulation and development.

Table 3.2 *Mean of the Two Groups of Respondents' Assessment on the Level of Strategic Planning Skills of Educational Leaders in Terms of Strategic Formulation and Development*

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders demonstrate strong skills in analyzing current school conditions to inform strategic formulation	3.86	HE	3.76	HE
2. School leaders develop clear and actionable strategies that align with the school's goals and vision.	3.86	HE	3.88	HE
3. Educational leaders incorporate data and evidence effectively when formulating strategic plans.	4.00	HE	3.84	HE
4. Educational leaders proactively identify potential challenges and opportunities during strategic planning.	3.82	HE	3.88	HE
5. Educational leaders demonstrate creativity and innovation in developing strategies for school improvement.	3.86	HE	3.77	HE
Composite Mean	3.89	HE	3.84	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents, as presented in the table, reveals their level of strategic planning skills in terms of strategic formulation and development. The findings show that the two groups of respondents assessed the level of strategic planning skills of educational leaders in terms of strategic formulation and development as Highly Evident as supported by the composite means of 3.89 and 3.84.

The findings reveal that both school leaders and student respondents view the strategic formulation and development skills of

educational leaders as highly evident—supported by composite means of 3.89 and 3.84—highlighting the critical role these skills play in effective school management and continuous improvement. Such perceptions suggest that leaders are seen as capable of designing and refining strategic initiatives that align with the school's vision and mission. Effective strategic formulation ensures that goals are clearly defined and actionable, providing a roadmap for implementation and evaluation. The recognition of these competencies underscores the importance of strong strategic thinking in navigating complex educational environments, fostering adaptability, and ensuring that schools remain responsive to changing needs and priorities.

According to Nguyen and Tran (2022), schools that emphasize strategic planning processes foster greater alignment among stakeholders, improve resource allocation, and enhance overall organizational effectiveness. Their research emphasizes that well-developed strategies are foundational to sustainable school success and that continuous development of these skills among leaders is essential for adapting to evolving educational landscapes. These insights reinforce the current findings, underscoring that ongoing professional development in strategic planning is vital for enhancing the capacity of school leaders to formulate and develop effective strategies that drive school improvement and student achievement.

Table 3.3 illustrates the level of strategic planning skills of educational leaders in terms of resource mobilization and allocation.

Table 3.3 Mean of the Two Groups of Respondents' Assessment on the Level of Strategic Planning Skills of Educational Leaders in Terms of Resource Mobilization and Allocation

<i>Indicators</i>	<i>School Leader</i>		<i>Teachers</i>	
	<i>Mean</i>	<i>VI</i>	<i>Mean</i>	<i>VI</i>
1. Educational leaders effectively identify and mobilize necessary resources to support strategic initiatives.	3.98	HE	3.55	HE
2. School leaders allocate resources fairly and appropriately based on the priorities outlined in the strategic plan.	3.90	HE	3.76	HE
3. Educational leaders develop budgets that align with strategic goals and ensure sustainable resource use.	3.92	HE	3.65	HE
4. School administrators actively seek external funding and partnerships to enhance resource availability.	3.94	HE	3.95	HE
5. School leaders demonstrate transparency in how resources are mobilized and allocated within the school.	3.98	HE	3.55	HE
Composite Mean	3.94	HE	3.73	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents on the level of strategic planning skills of educational leaders in terms of resource mobilization and allocation is evident from the table. The findings show that the two groups of respondents assessed the level of strategic planning skills of educational leaders in terms of resource mobilization and allocation as Highly Evident as supported by the composite means of 3.94 and 3.73.

The findings yield that both school leaders and student respondents perceive the resource mobilization and allocation skills of educational leaders as highly evident—supported by composite means of 3.94 and 3.73—highlight the significance of strategic resource management in achieving institutional goals. Effective resource mobilization ensures that schools acquire the necessary financial, material, and human resources to support strategic initiatives, while efficient allocation guarantees that these resources are utilized optimally to maximize student outcomes and operational efficiency. The positive assessment of these skills underscores the importance of resource planning and management as core competencies of successful educational leadership. It also suggests that when leaders demonstrate strong capabilities in resource mobilization and allocation, they can better address constraints, optimize available assets, and foster sustainable school development.

Recent research further emphasizes the critical role of resource management in effective school leadership. According to Lee and Kim (2023), strategic allocation of resources significantly impacts the implementation of school programs and the achievement of strategic objectives. Their study highlights that transparent and data-driven resource allocation processes foster stakeholder trust and ensure equitable distribution, which is essential during times of financial constraints or shifting priorities.

These insights align with the current findings, reaffirming that developing competencies in resource mobilization and allocation is vital for effective leadership. Continuous professional development in financial literacy, resource planning, and monitoring can help school leaders enhance their capacity to manage resources strategically, ultimately leading to improved school performance and student success.

Table 3.4 illustrates the level of strategic planning skills of educational leaders in terms of implementation and monitoring.

The assessment of the two groups of respondents, as presented in the table, reveals their level of strategic planning skills in terms of implementation and monitoring. The findings indicate that both groups of respondents evaluated the strategic planning skills of educational leaders in terms of implementation and monitoring as highly evident, with composite means of 3.83 and 3.65, respectively.

Table 3.4 Mean of the Two Groups of Respondents' Assessment on the Level of Strategic Planning Skills of Educational Leaders in Terms of Implementation and Monitoring

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. Educational leaders effectively implement strategic plans by translating goals into actionable steps.	3.84	HE	3.77	HE
2. School leaders regularly monitor progress toward strategic objectives and adjust actions as needed.	3.76	HE	3.46	HE
3. School administrators hold staff accountable for achieving strategic goals through clear monitoring systems.	3.78	HE	3.57	HE
4. Educational leaders communicate progress and setbacks in strategic plan implementation transparently to stakeholders.	3.86	HE	3.58	HE
5. School leaders demonstrate flexibility in adapting strategies in response to unforeseen challenges or changes.	3.94	HE	3.88	HE
Composite Mean	3.83	HE	3.65	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The findings indicate that both school leaders and student respondents perceive the implementation and monitoring skills of educational leaders as highly evident—supported by composite means of 3.83 and 3.65—underscore the importance of these competencies in ensuring the effectiveness and sustainability of strategic plans. Effective implementation requires translating strategic goals into actionable steps, while continuous monitoring ensures that progress is tracked, challenges are addressed promptly, and adjustments are made as needed. The high assessment of these skills suggests that school leaders are perceived as capable of managing the execution of strategies and maintaining oversight, which are crucial for achieving desired outcomes. These findings imply that capacity-building efforts should focus on strengthening operational and monitoring skills to sustain long-term improvements and ensure strategic initiatives remain aligned with school objectives.

Recent studies emphasize that robust implementation and ongoing monitoring significantly influence organizational success in educational settings. According to Martinez and Zhou (2022), successful schools deploy systematic monitoring frameworks that facilitate early identification of issues and support timely interventions. Their research illustrates that continuous assessment enhances accountability, improves decision-making, and ensures strategic plans are effectively realized. These insights reinforce the current findings, highlighting the necessity for school leaders to develop skills in project management, data analysis, and feedback mechanisms.

Table 3.5 exhibits the level of strategic planning skills of educational leaders in terms of evaluation and feedback integration.

Table 3.5 Mean of the Two Groups of Respondents' Assessment on the Level of Strategic Planning Skills of Educational Leaders in Terms of Evaluation and Feedback Integration

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
1. School leaders actively seek feedback from teachers and staff to inform strategic planning efforts.	3.92	HE	3.76	HE
2. School administrators create a culture where constructive feedback is encouraged and valued in strategic planning.	3.84	HE	3.41	HE
3. Educational leaders use data and evidence from evaluations to make informed decisions about future strategies.	3.86	HE	3.51	HE
4. School leaders transparently communicate evaluation outcomes and incorporate stakeholder feedback into strategic adjustments.	3.88	HE	3.57	HE
5. Educational leaders demonstrate a commitment to continuous improvement through ongoing evaluation and feedback processes.	3.94	HE	3.96	HE
Composite Mean	3.89	HE	3.64	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The assessment of the two groups of respondents on the level of strategic planning skills of educational leaders, in terms of evaluation and feedback integration, is evident from the table. The findings show that the two groups of respondents assessed the level of strategic planning skills of educational leaders in terms of evaluation and feedback integration as Highly Evident as supported by the composite means of 3.89 and 3.64.

The findings that both school leaders and student respondents view the evaluation and feedback integration skills of educational leaders as highly evident—supported by composite means of 3.89 and 3.64—underscore the importance of these practices in fostering continuous improvement and accountability within schools. Effective evaluation processes enable leaders to assess the progress of strategic initiatives, identify areas for improvement, and make evidence-based decisions. The integration of feedback from stakeholders, such as teachers, students, and parents, facilitates a participative approach to school development and ensures that strategies remain relevant and responsive to the needs of the school community. These findings suggest that strong skills in evaluation

and feedback integration are critical for refining strategies, enhancing stakeholder engagement, and ensuring the sustainability of school improvement efforts.

According to Patel and Sanchez (2023), schools that prioritize ongoing evaluation and stakeholder feedback foster a culture of learning and adaptability, which leads to higher levels of student achievement and operational efficiency. Their study highlights that embedding feedback mechanisms into strategic processes enhances transparency, accountability, and shared ownership of school goals. These insights align with the current findings, reinforcing the need for school leaders to develop skills in data collection, analysis, and stakeholder communication. Ongoing professional development in these areas can help leaders better leverage evaluation and feedback to inform strategic adjustments, thereby driving continuous growth and improvement within the school.

Table 3.6 exhibits a summary of the level of strategic planning skills of educational leaders.

Table 3.6 Summary of the Mean of the Respondents' Assessment of the Level of Strategic Planning Skills of Educational Leaders

Indicators	School Leader		Teachers	
	Mean	VI	Mean	VI
visioning and goal setting	3.85	HE	3.60	HE
strategic formulation and development	3.89	HE	3.84	HE
resource mobilization and allocation	3.94	HE	3.73	HE
implementation and monitoring	3.83	HE	3.65	HE
evaluation and feedback integration	3.89	HE	3.64	HE
Overall Mean	3.88	HE	3.69	HE

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50-Slightly Evident; 1.00-1.75 – Not Evident

The table provides a summary of the assessment of the two groups of respondents on the level of strategic planning skills of educational leaders. The findings show that the two groups of respondents assessed the level of strategic planning skills of educational leaders in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration as Highly Evident as supported by the overall means of 3.88 and 3.69.

The findings reveal that the level of strategic planning skills among educational leaders, encompassing visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, as well as evaluation and feedback integration, are highly evident—supported by overall means of 3.88 and 3.69—highlighting the comprehensive capabilities of effective school leadership. These skills form the backbone of successful strategic management, ensuring that schools can articulate a clear vision, develop actionable plans, marshal resources efficiently, execute strategies effectively, and continuously evaluate progress for ongoing improvement. The high ratings suggest that these competencies are well-established and vital for driving school success, fostering a strategic culture that involves all stakeholders in achieving shared educational goals. This reinforces the importance of sustained professional development in these areas to sustain and enhance leadership effectiveness.

Recent research underscores that strong strategic planning skills directly influence school outcomes, especially when leaders integrate these competencies systematically. According to Zhang and Lee (2022), schools with leaders proficient in comprehensive strategic planning frameworks tend to demonstrate higher levels of organizational coherence, adaptive capacity, and stakeholder engagement. Their findings emphasize that continuous improvement in visioning, formulation, resource management, and evaluation processes promotes a proactive school culture that supports both student achievement and institutional sustainability. These insights support the current findings, underscoring the necessity for ongoing training and capacity-building initiatives focused on strategic planning skills to ensure school leaders remain effective in navigating complex educational landscapes and driving long-term success.

Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the level of strategic planning skills of educational leaders?

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the level of strategic planning skills of educational leaders.

It can be manifested from the table that there is a significant difference in the assessment of the two groups of respondents on the level of strategic planning skills of educational leaders in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

The significant difference identified between the two groups of respondents regarding the level of strategic planning skills among educational leaders highlights the varying perceptions or experiences of these stakeholders. Since the p-value is less than the .05 level of significance, it suggests that these differences are statistically meaningful, indicating that each group may interpret or observe leadership competencies differently based on their roles, involvement, or expectations. This underscores the importance for educational leaders to foster better communication and shared understanding of strategic planning processes across all stakeholder groups. Addressing perceptual gaps can promote more aligned expectations, enhance collaborative decision-making, and strengthen the overall effectiveness of strategic initiatives, ensuring that leadership practices meet the diverse needs and perceptions within the school.

community.

Table 3. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Ethical Leadership on Strategic Planning Skills of Educational Leaders*

Pairing Status of Educational Leaders										
Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
visioning and goal setting	.23700	.50425	.07131	.09369	.38031	3.323	49	.002	R	S
strategic formulation and development	.09500	.33461	.04732	-.00010	.19010	2.008	49	.050	R	S
resource mobilization and allocation	.17500	.40485	.05725	.05994	.29006	3.057	49	.004	R	S
implementation and monitoring	.18800	.41828	.05915	.06913	.30687	3.178	49	.003	R	S
evaluation and feedback integration	.26100	.35302	.04992	.16067	.36133	5.228	49	.000	R	S
Overall	.19120	.20844	.02948	.13196	.25044	6.486	49	.000	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

Research by Hernandez et al. (2022) supports the notion that stakeholder perceptions of leadership capabilities can vary and significantly impact organizational climate and effectiveness. Their study emphasizes that bridging perceptual gaps through transparent communication and participative planning can improve stakeholder trust and commitment. Furthermore, aligning perceptions among stakeholders about a leader's strategic capabilities fosters a cohesive and engaged school community, ultimately enhancing the implementation of strategic plans. These insights reinforce the importance of continuous dialogue, shared goal setting, and reflective practices to mitigate perceptual discrepancies and promote collective ownership of school improvement processes.

Problem No. 5: Is there a significant relationship between the extent of ethical leadership and the level of strategic planning skills of educational leaders?

Table 5 presents the significant relationship between the extent of ethical leadership and the level of strategic planning skills of educational leaders.

Table 5. *Relationship Between the Extent of Ethical Leadership and the Level of Strategic Planning Skills of Educational Leaders*

Indicators		Pearson <i>r</i>	Sig.	<i>H</i> ₀	VI
Extent of Ethical Leadership	Level of Strategic Planning Skills	.180	.011	R	S

***Legend: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant

The table reveals a relationship between the extent of ethical leadership and the level of strategic planning skills among educational leaders, as evidenced by a *p*-value less than the 0.05 significance level. Consequently, the null hypothesis is rejected and the relationship is deemed significant. Also, the Pearson's *r* correlation of .180 shows a very low positive correlation between the extent of ethical leadership and the level of strategic planning skills of educational leaders.

The significant relationship indicated by the *p*-value less than .05 and the Pearson's *r* correlation of .180 underscores the low association between ethical leadership and the strategic planning skills of educational leaders. This low positive correlation suggests that as the extent of ethical leadership increases, so does the competence in key strategic planning areas such as visioning, formulation, resource management, implementation, and evaluation. These findings imply that ethically grounded leadership acts as a foundational element that enhances decision-making, promotes stakeholder trust, and fosters a culture of integrity that ultimately strengthens strategic initiatives. Consequently, fostering ethical values within leadership development programs may have a profound impact on improving strategic planning capabilities, leading to more effective and morally sound school governance.

Recent studies, such as those by Johnson and Stevens (2023), emphasize that ethical leadership not only influences employee trust and organizational climate but also directly correlates with strategic effectiveness in educational settings. Their research suggests that leaders who prioritize ethical principles tend to adopt more transparent, accountable, and inclusive strategic processes, which improves overall school performance and stakeholder engagement. These insights reinforce the current findings, confirming that promoting ethical leadership is essential in cultivating strategic competencies necessary for sustainable school development. Investing in ethical leadership training thus becomes a vital strategy for enhancing the leadership capacity and strategic effectiveness of educational leaders.

Problem No. 6: Do the ethical leadership of school leaders greatly impact their strategic planning skills?

Table 6 presents the regression analysis on the ethical leadership of school leaders, which greatly impacts their strategic planning skills.

Table 6. *Regression Analysis on the Ethical Leadership of School Leaders Greatly Impacting their Strategic Planning Skills*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	<i>Ho</i>	<i>Sig</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>				
(Constant)	2.929	.465		6.300	.000	R	S
visioning and goal setting	.154	.043	.245	3.589	.000	R	S
strategic formulation and development	-.121	.068	-.122	-1.780	.077	FR	NS
resource mobilization and allocation	.016	.061	.018	.255	.799	FR	NS
implementation and monitoring	.102	.063	.112	1.615	.108	FR	NS
evaluation and feedback integration	.053	.070	.053	.760	.448	FR	NS

The table illustrates that the ethical leadership of school leaders significantly impacts their strategic planning skills in terms of visioning and goal setting, as evidenced by p-values below the 0.05 significance level. Consequently, the null hypothesis is rejected, indicating a significant relationship.

The findings that ethical leadership significantly influences school leaders' strategic planning skills—particularly in visioning and goal setting—have profound implications for leadership development and organizational culture. Since the p-values are less than .05, it demonstrates a robust and statistically significant relationship, emphasizing that ethical principles such as integrity, responsibility, and fairness are integral to shaping a compelling vision and establishing achievable goals. Leaders who prioritize ethics are more likely to foster trust, motivate stakeholders, and create a shared sense of purpose, which are essential for developing clear strategic directions. These insights suggest that embedding ethical values in leadership training can enhance strategic competencies, ultimately leading to more cohesive and morally grounded organizational strategies that align with the broader educational mission.

A recent study by Martin and Clark (2022) supports the crucial link between ethical leadership and strategic planning effectiveness. Their study highlights that school leaders who demonstrate high levels of ethical behavior are more adept at crafting strategies that are equitable, inclusive, and sustainable, thereby fostering a positive organizational culture. Furthermore, ethical leadership encourages reflection and accountability, which are essential for continuous improvement in strategic processes. These insights reinforce the current findings, emphasizing that embedding ethical principles in leadership development enhances key strategic skills and, ultimately, the overall success of educational institutions. Prioritizing ethics in leadership training can thus serve as a strategic lever for elevating school performance and stakeholder confidence.

Conclusions

As can be deduced from the findings, the conclusions drawn from the study:

Educational leaders demonstrated high ethical standards in strategic planning, characterized by accountability and responsibility, a commitment to fairness and equity, integrity and honesty in decision-making, adherence to ethical standards and policies, and transparency in communication and processes.

School heads and teachers have dramatically different perspectives on the evaluation of ethical leadership on strategic planning skills of educational leaders.

Visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration are all examples of where educational leaders are excellent in their strategic planning skills.

There is a substantial variation in the judgment of strategic planning skills by school heads and teachers in terms of visioning and goal setting, strategic formulation and development, resource mobilization and allocation, implementation and monitoring, and evaluation and feedback integration.

A notable correlation exists between the ethical leadership and the level of strategic planning skills of educational leaders.

The ethical leadership of school leaders greatly impacts their strategic planning skills in terms of visioning and goal setting.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

School leaders may lead by example by demonstrating integrity, fairness, and responsibility in all decision-making processes.

School leaders may regularly participate in professional development sessions on ethics and leadership to reinforce ethical standards.

School leaders may communicate openly about strategic plans, decisions, and organizational changes to foster trust and accountability.

Teachers may actively participate in school-wide initiatives aimed at promoting ethical leadership and strategic planning.

Teachers may promote respectful interactions among students and colleagues to uphold ethical standards.

Teachers may inspire students to participate in decision-making processes that affect the school community.

A parallel study may be conducted using different variables.

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