



## Examining Integrity and Ethical Behavior: Stories of School Heads in the Elementary Setting

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### ABSTRACT

This qualitative study employing phenomenology aimed at examining integrity and ethical behavior of school heads in the elementary setting. The informants were the school heads. They were taken from the schools' division of Kidapawan City, Cotabato, Tacurong, and Sultan Kudarat. They were chosen using the purposive sampling with the criteria as the bases for the selection. Thematic analysis was used to interpret the underpinning meanings. The school heads demonstrated integrity and ethical behavior by knowing the root causes of the issues, setting confidentiality, consulting teachers, and anchoring to the legal frameworks. Organized behaviors and trust and confidence were some of the perceived impacts. The role of organizational citizenship behavior of the school heads to teachers includes setting the bar of confidentiality, and trusting teachers' ability.

### Introduction

School leaders lead by example which is integral in pursuing integrity and ethical behavior. At the core of effective school leadership lies integrity, a fundamental principle that shapes the character, decisions, and actions of school heads. It serves as the bedrock upon which they build their leadership behavior. As they uphold ethical behavior, they set a power example to the community by instilling a culture of ethical conduct and moral responsibility.

At one hand, the integrity of the school heads indicates their character and identity (Sutomo et al., 2023). It reflects their commitment to all aspects of life (Grant, 2023). They are known for their trustworthiness which earns them respect and admiration of others (Suryo et al., 2023).

On the other hand, as school heads aligned integrity with ethical behavior since it enhances their credibility as educational leaders as mentioned in the study of Kaduma (2024). They build trust among the stakeholders as they consistently adhere to ethical standards and values. All of these are essential for effective leadership as it gears support from all members of the school community (Bautz, 2023; Branson, 2023; Martin, 2023).

Many studies have examined the importance of integrity and ethical behavior among school heads (Awan, 2023; Flores & Zacarias, 2024; Sajari et al., 2023; Siahaan et al., 2023) in general terms, however, there is a dire need to investigate this on the contexts of elementary school heads in Region XII. Examining the link between school heads' integrity and ethical behavior and student outcomes can provide empirical evidence of the importance of ethical leadership in promoting student success (Wijaya et al., 2022; Nkambule, 2023; Guo et al., 2023). Aside from that, using the qualitative phenomenology this study moves away from understanding its value on the onset of numerical understanding (Almudara, 2023; Asamoah, 2023; Shoko, 2023).

This study navigates the strategies demonstrated by the school heads in demonstrating integrity and ethical behavior in their decision-making process. Exploring this study will give a total understanding of building the facets of integrity in enhancing the ethical citizenship behavior in making a difference into the lives of the teachers. School heads can see the value of this study by leading teachers in creating a difference into the lives of their learners.

### Research Questions

This qualitative study employing phenomenology aimed at examining integrity of and ethical behavior of school heads in the elementary setting. Specifically, it answered the following questions:

1. How do school leaders demonstrate integrity and ethical behavior in their decision-making process?
2. How do school heads perceive the impact of their organizational citizenship behavior on the overall functioning and effectiveness of the school?

3. How do school heads perceive the role of organizational citizenship behavior in enhancing teachers' morale, job satisfaction, and school climate?

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## Research Design

This study utilized qualitative-phenomenology. Qualitative research is defined as exploratory in nature, seeking to understand the subjective experiences, perspectives, and behaviors of individuals within their natural settings (Hatch, 2023). It allows researchers to explore complex phenomena in depth and detail, often leading to the discovery of unexpected insights and nuances (Savin-Baden & Major, 2023; Thompson et al., 2023).

Phenomenology is concerned with understanding the subjective experiences of individuals as they unfold in their everyday lives (Kuchinke, 2023). Researchers seek to explore the richness, depth, and complexity of these lived experiences. This pays close attention to the nuances, contexts, and meanings attributed to them by participants (Mortari et al., 2023).

This study employed qualitative-phenomenology since themes were explored based on the contexts of the integrity and ethical behavior. The researcher was subjective in finding their strategies as they demonstrated these concepts in decision-making process. Finally, it was phenomenology since it understood the experiences of the school heads leading to organizational citizenship behavior.

## Informants

The informants were the school heads. They were taken from the schools' division of Kidapawan City, Cotabato, Tacurong, and Sultan Kudarat. They were chosen using the purposive sampling (Obilor, 2023) with the criteria as the bases for the selection. There was a total of 12 informants who participated in this study. Equal distribution was observed with 4 informants from each Schools Division Office.

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## Data Gathering Procedure

The researcher prepared the interview guide questions. This underwent validation by pool of experts. Prior to the interview, the informants were briefed about the purpose of the study. They were provided with consent-to-participate form where they affixed their signature.

During the interview, the informants were provided enough time to respond to each question. The audio recorder was used to store all the data needed. After this, the researcher transcribed the responses and translated the responses in English. Thematic analysis was done where the global themes served as the onset of the problems.

After this process, the researcher discussed each organizing theme. The responses of the informants served as the support. Finally, the debriefers reviewed the discussions of the paper. Meanwhile, the researcher provided the informants with the token which manifested their support and understanding to the researcher.

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## Data Analysis

The data were analyzed using the thematic analysis (Terry et al., 2017; Braun & Clarke, 2023). It is a method of qualitative data analysis used to identify, analyze, and report patterns (themes) within a dataset. It is a flexible and widely used approach that can be applied to various types of qualitative data, including interview transcripts, focus group discussions, field notes, and written texts. Thematic analysis involves systematically coding and categorizing data to identify recurring themes, patterns, or concepts that capture the essence of the phenomenon under study.

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## Results and Discussions

### School Leaders Strategies of Demonstrating Integrity and Ethical Behavior in their decision-making process

The following themes provide an overview on the school leaders strategies in demonstrating integrity and ethical behavior in their decision-making process.

**Knowing the root causes of the issues.** One of the primary implications of understanding root causes is the opportunity for improved decision-making processes. When leaders delve into the underlying factors contributing to ethical lapses, they gain valuable insights into areas for improvement in decision-making protocols. This may involve implementing clearer ethical guidelines, enhancing transparency in decision-making, and providing training on ethical decision-making principles. School leaders can create a framework that promotes more principled and responsible decision-making within the organization.

During the course of the interview, it was shared that:

*First, we must not be in one side or in the other side. We must know the wholeness or we must be holistic in terms of doing the process or in considering the level of our teachers. At the same time, we must know the background so that we can deeply understand and we put our sympathy and empathy for we all know that we came also, we were once a teacher. And that is why as a process, you need to be ah... sensitive. You need to gather all information.*

*At the same time, you need to do the right approaches strategically so that you can come up with a harmony of the process and afterwards find solution to a certain decision that you are going to make.” (Informant 1, Q1, L 20-35)*

Knowing the root causes of the issues and problems in the school setting is always coupled with the dialogues with teachers. Opening the doors of communication is fundamental in resolving conflicts within the organization. As such, it was stated by the informant that:

*“Ok maam. Good afternoon, when faced with ethical dilemma, I am usually going through with open dialogue or going through deeper with the issue or problem and then talk about it and proceed with a win-win solution.” (Informant 5, Q1, L 99-104)*

In addition,

*“Ok, so maybe maam In terms of in terms of ethical dilemmas, usually what an administrator encounters is that maybe first you need to identify what really the problem is. We need to really identify the problem is. It doesn't mean that ahh you are you are going to give already your opinion without knowing such problem ahh emerging on in an organization. That's really unimportant.” (Informant 8, Q1 L 169-179)*

Addressing root causes, Torres (2023) stated that leaders can refine decision-making processes to prioritize integrity and ethical behavior. Implementing clearer ethical guidelines, enhancing transparency, and providing training on ethical decision-making principles can lead to more principled and responsible decision-making within the organization. Adding to this, school leaders poactively address root causes to promote integrity and ethical behavior in decision-making processes (Brigola, 2023).

**Setting Confidentiality.** In order to resolve the conflicts within the school setting, school heads usually called the attention of the concerned teachers. This is done to ensure that issues are between them only. Disclosing it can have a detrimental effect to teachers' well-being and have an impact to trust to school heads. Issued should be resolved first within the school heads' level, thus, having the teacher's presence is monumental in solving problems.

As a matter of fact, this theme rooted from the statement of the informant. She reverberated that:

*“For me, I would rather choose confidentiality. It is sometimes, most of the time when disclosing information, you should always consider what good it can give the person involved or public interest.” (Informant 2, Q1 L 36-41)*

Confidentiality safeguards the privacy rights of individuals, protects sensitive data, and underscores a culture of respect and professionalism (Killag et al., 2023). It enables school leaders to maintain the trust of stakeholders. In the same manner, it is essential by demonstrating a commitment to ethical behavior and responsible stewardship of information (Welsh, 2023)

**Consulting Teachers.** One of the themes which emerged from the interview is the significance of consulting teachers as a demonstration of integrity and ethical behavior in their decision-making process. Listening to teachers is fundamental to stronger bond and respect. As school heads listen to them, they know well the issues and problems. Aside from that, they could be able to provide pieces of advice crucial for teachers' growth and development.

A school head provided an emphasis on this matter by narrating that:

*“So, ahhm during my assignment, before I was assigned here, of course I had negative feedback about the teachers, their behavior, so on and so forth noh. But, for me, ahh I have to dig deeper what is the the real story, why is it that our teachers' behavior seems very negative. So, prior to my, ahmm when I assume the office as school leader of Sibug Memorial Elementary School, first I have to meet all the teachers. We had a meeting, and of course, ahhm before I give the purpose why I was assigned, so I made an activity that ahm they will be ahm sharing what are the their expectations from me, no. and of course, my expectations to them. So, I think they give, there no, their is a sharing, so they also give their the things that they are expecting from a school head. So, I think everything is in place no. So, as long as both of us are guided accordingly to the ethical standard set by the civil service. And of course, the mandate of the Department of Education.” (Informant 11, Q1 L 265-292)*

Teachers possess valuable insights and firsthand experience about classroom dynamics, student needs, and instructional strategies (Stosich, 2023). Consulting them allows school administrators to make more informed decisions that are grounded in the realities of the educational environment. Above all, it indicates fairness and sense of respect to teachers concerned (Murphy, 2023).

**Anchoring to Legal Framework.** One of the themes which emerged on the school heads demonstration of integrity and ethical behavior in decision-making is by looking into the legal mandate of the Department of Education. All of their actions need are bounded within the legal aspect. Through this, they can be able to work closely with teachers and the stakeholder without any problems.

In this manner, an informant shared that:

*“So, ethical dilemma, it is some kind of an issue that may somehow compromise the ethical standards of a leader. So, going back to your question, what decision-making framework, of course, I always go back to what is legally right. We will always look back to a to the memorandum, to the deputy orders that we have read, that we have learned, because those are actually our guide in making decisions, especially when it is a kind of decision that will compromise your ethical standards.” (Informant 7, Q1 L 126-139)*

Conforming to the theme, school administrators must adhere to a myriad of laws, regulations, and policies governing education. Anchoring decision-making to the legal framework ensures compliance with relevant statutes, thereby mitigating legal risks and liabilities (Stone, 2022). By understanding and following the legal requirements, administrators safeguard the interests of the stakeholders (Piperato, 2023).

**School Leaders Strategies of Demonstrating Integrity and Ethical Behavior in their decision-making process**

Global Theme	Organizing Themes	Basic Themes
On Demonstrating Integrity and Ethical Behavior in Decision-Making Process	Knowing the root causes of the Issues	The school heads know the underlying reasons of the issues and concerns.
		The school heads open for dialogues with concerned teachers.
	Setting confidentiality	The school heads make it sure that pieces of information are not shared to the general public.
	Consulting teachers	The school heads listen to teachers' opinions about the problem or a matter.
	Anchoring to legal frameworks	The school heads try to bring the problem within the contexts of orders bounded by the agency.

**The Perceived impact of the organizational citizenship behavior of school heads on the overall functioning and effectiveness of the school**

The second research question provides answers on the perceived impact of the organizational citizenship behavior of school heads on the overall functioning and effectiveness of the school.

**Organized Behaviors of Teachers.** One of the perceived impacts of the organizational citizenship behavior of school heads on the overall functioning and effectiveness of the school is the organized behaviors of teachers. This can be associated with how school heads and teachers opened the line of dialogues to easily respond to problems and concerns. As an institution, schools have the responsibilities to keep and solve issues among themselves and do not let these came out which will have a detrimental impact on its image and overall operations.

As mentioned during the interview, an informant shared that:

*“Using the open dialogue, I can sense that teachers are free to open up problems and then they are willing to work for the solution of it because there is no barrier with the ahh relationship between the school leader and of course the the teacher.”* (Informant 5, Q2 L 135-141)

The relevance of having the knowledge of laws leads to the positive impact of organizational behavior.

*“Ahh, If I may say it, the specific one, so, of course, they came in early. Yes. See, they came in early. So, because if they don't, that violates the provision in the civil service. So, that is basically the number one, they came in early. We avoid tardiness, we avoid absenteeism without prior notice. So, because otherwise then they will be considered AWOL and that is against the provision in the public service. So, ahh informing them of the laws governing our service to the government, informing them of the different provisions of the different legal basis, that will ahh shed light on the different areas that will that somehow confuse them. So, it will actually guide them to do things right, to perform their duties with maximum care or in accordance to the provision or to the rules and regulations, the policies laid down by the government for us to follow.”* (Informant 7, Q2 L 157-179)

Similarly, relationship among teachers became good.

*“So, sa napansin ko, nagiging maayos ang relationship ng paaralan. In that way, we have ah a one-team goal kasi mahirap kung hindi magkakaintindihan ang mga teachers, so in that way, parang napataas yong kanilang morale at nagiging masaya, iba kasi magtrabaho yong masaya ang isang environment. So, on that note, so nagiging harmonious ang relationship and we achieved the goal of the DEPED.”* (There was good relationship in the school. We were able to strengthen our relationship and we stood as a team. In that way, strengthened the morale of the teachers since it is always nice to work in a healthy environment. For that reason, we achieved the goal of the department). (Informant 9, Q2 L 264-275)

Teachers' organized behaviors play a significant role in promoting organizational citizenship behavior among school heads and enhancing the overall functioning and effectiveness of the school (Kartiko et al., 2023). This underscores the importance of fostering a culture of OCB within schools, where teachers and administrators work together collaboratively to achieve common goals and objectives, ultimately leading to improved outcomes for all stakeholders involved. In the same manner, this positive school climate creates an environment where individuals feel valued, supported, and motivated to contribute to the school's success (Kuril et al., 2023).

**Trust and Confidence.** In the school setting, school heads make it sure that they build trust and confidence among the stakeholders. These involve the teachers, students, parents, and those who have the contributions to the total development of the school. Building trust is an important issue that needs to be strengthened. Transparency on the finances of the school eventually opened the doors of understanding.

*“Unang-una po is transparent kami lalo na sa resources namin, MOOE, kung saan napunta. And then, kailangan kasi pag ah maggawa ng plano para sa school for school year ahh, kailangan involve ang ating mga guro, nohh...kung ano ba yung gusto nila, kukunin mo talaga yung pulso nila kung ano yung gusto nila, and then you come up with technical working group, kasama sila, pati na ang ating external stakeholders, both internal and external stakeholders na sila ang magpasya para sa ganun mas magaan sa pag-decision ng punong guro.”* (At first, there is transparency on the MOOE. Teachers

have to be involved in the programs. As well, they were given the chance to lead and to become part on the implementation of the program)(Informant 6, Q2 L 142-156)

Trust and confidence contribute to higher levels of job satisfaction and morale among teachers. They feel valued, respected, and appreciated for their contributions (Dederling & Pietsch, 2023). This enhances job satisfaction and morale, leading to increased motivation, engagement, and commitment to their work (Wijaya et al., 2023).

The Perceived impact of the organizational citizenship behavior of school heads on the overall functioning and effectiveness of the school

Global Theme	Organizing Themes	Basic Themes
Perceived impact of the organizational citizenship behavior among school heads	Organized behaviors of teachers	School heads and teachers have become mindful of their actions and behaviors
		School heads and teachers open the line of dialogues in responding to differences
		School heads make it sure that they adhere to the Civil Service code
	Trust and confidence	School heads build trust and confidence
		School heads allow the participation of all stakeholders especially on the MOOE
		School heads and stakeholders build collaborative efforts

#### The perceived role of organizational citizenship behavior in enhancing teachers' morale, job satisfaction, and school climate

The following themes reveal the perceived role of organizational citizenship behavior in enhancing teachers' morale, job satisfaction, and school climate.

**Setting the Bar of Confidentiality.** School heads need to make it sure that they are persons of trust. When problems may arise within the organization, they learned the value of raising the bar of confidentiality. This implies that they kept the issues among them. Confidentiality safeguards the privacy rights of everyone. Personal information will be handled with discretion and professionalism, it underscores a sense of security and assurance within the school community. This trust forms the foundation of positive relationships and effective communication.

*"Face to face, one heart to heart, ahh believing that ahh you stand also with the standard of confidentiality, that all the things that you have, ahh the conversation, the agreement will be kept ahh not just secretly, but between the two concerned. So the.. there is that increase of belongingness. And somehow camaraderie is now increasing because you as a leader, you are firm, you are should I say, you are ahh...nonpartisan and you are always making them understand their mandates, their function, the responsibility. Beyond that, we are...we are...ahh we need to stick with that kind of standard so that we can go harmoniously and we can have one direction in an organization."* (Informant 1, Q3 L 1-19)

As well, an informant provided an in-depth understanding of confidentiality in the workplace. As stated:

*"Yes ma'am, because the feeling of confidentiality, the feeling that they will be accepted and they will not be put to shame and this will open up the smooth flow of you know the communication process. So with that, the solution will be easier because there will be no barrier between the feelings or they are afraid to talk to the leader. So they will be having that, ahhh say, a feeling that they can talk and they will not be afraid that their idea will also be broadcast ohh, that's the thing that I can assume. They will be boasted in their morale."* (Informant 5, Q3 L 139-153)

For Branigan et al. (2023) confidentiality means respecting someone's privacy, and abstaining from sharing personal or potentially sensitive information about an individual, especially if that information has been shared in confidence. Maintaining confidentiality in the workplace is important for building and maintaining trust, also can be defined as keeping employee, customer and client information private and protected. Employers need to know that they have a great responsibility in handling sensitive customer information that they have access to.

**Trusting Teachers' Ability.** Running the school is never a one-man rule. It is always the collaboration of teachers and school heads and the stakeholders. When school heads trust the ability of teachers, it empowers them to exercise autonomy and professional judgment in their classrooms. Teachers who feel trusted are more likely to take initiative, innovate, and tailor their instructional approaches to meet the diverse needs of their students. This autonomy manifests a sense of ownership and investment in their work, leading to greater engagement and commitment to student success.

In support the theme, an informant underscores that:

*"Yes, because when a person is trusted and given the chance to prove herself and her work, her morale will always be lifted."* (Informant 2, Q3 L 64-67)

Because of this, the productivity of the teachers increases. This means that they are becoming efficient towards their job.

*“Ahh that will ensure productivity because they will not be bringing with them ahh bitterness, bringing with them their hurt feelings. So when they are open and whatever burden they will they are bringing will be taken or, say, lighten up because of the solution that we both have. And applying also the idea of giving the warmth, then with the structure, then everything will be so.”* (Informant 2, Q3.2 L 154-163)

Organizational citizenship behavior improved the trust of the teachers towards the school heads. Giving them assigned tasks leads to a clear definition of their roles in the organization. This leads to teachers' increased participation.

*“Sila na po ang magsasabi, ma'am, na may trust nila sa school leader, kasi involved sila sa lahat ng activities sa school. and then kung mayroong mga activity, ang ginagawa namin dito is everybody will participate. I-assign lang sila kasi yung trabaho ng school head is to designate, mag-assign, mag-assign. Pabayaan ninyo sila, no? ahh parang ang yung trust mo sa mga teachers mo, ibigay mo sa kanila at kusang magtatrabaho yan sila, ma'am, pag may full trust ka sa kanila.”* (They are the one said that they trusted their school leader since they get involved in all school activities. The role of the school head is just to assign them. Allowing them to work indicates that the school head as well gives their trust to them). (Informant 6, Q3 L 164-176)

With teachers' trust, teachers' as well are motivated in fulfilling their duties and responsibilities.

*“Yes, they become productive because ahh they are actually motivated. Even without your presence, they are working. They are working because of that organizational citizenship that they feel like they are co-owners of the organization, co-owners of this institution. So, they work even if you don't direct them. So, they work even without even if given a very minimum supervision, they work.”* (Informant 7, Q3.2 L 237-248)

Building trust may result to empowering teachers. As stated:

*“Maybe we need to build trust. The the the the trust, of course. We need to build the trust and respect, empowering individuals, and of course, enhancing job satisfaction. That's one. Reducing burnout, maybe, ma'am”* (Informant 8, Q3 L 266-271)

In the dynamic landscape of education, Plats (2023) said that the relationship between school leaders and teachers is integral to the success of schools and the academic achievement of students. At the heart of this relationship lies the fundamental principle of trusting teachers' ability. Trusting teachers' ability is not merely an act of faith, but a strategic imperative that underpins a culture of collaboration, innovation, and excellence in education. Additionally, trusting teachers' ability contributes to a positive school culture where mutual respect, trust, and collaboration are valued. When teachers feel trusted and valued by school leaders, it creates a climate of respect and support within the school community. This positive culture enhances morale, job satisfaction, and overall well-being among teachers, leading to a more productive and harmonious work environment (Sun et al., 2023).

The perceived role of organizational citizenship behavior in enhancing teachers' morale, job satisfaction, and school climate

Global Themes	Organizing Themes	Basic Themes
Perceived role of organizational citizenship behavior in enhancing teachers' morale, job satisfaction, and school climate	Setting the bar of confidentiality	The school heads make it sure that information is within the wall of the schools only.
	Trusting teachers' ability	The school head provide their support to teachers' capability to make a difference.
		There is an increased teachers' participation.
		School heads make it sure that everyone does their role within the organization.

## Implications for Practice

This study provides a plethora of implications for practice. Educational institutions should prioritize the inclusion of integrity and ethical leadership components in leadership development programs for school heads. Providing training, workshops, and professional development opportunities focused on ethical decision-making, conflict resolution, and moral leadership can equip school heads with the necessary skills and competencies to lead with integrity and uphold ethical standards in their roles.

Schools should develop and implement ethical decision-making frameworks to guide school heads in navigating ethical dilemmas and challenges. These frameworks should provide a structured approach for identifying ethical issues, evaluating alternative courses of action, and making principled decisions aligned with the school's values and mission. By equipping school heads with practical tools and resources for ethical decision-making, schools can enhance organizational effectiveness and promote trust and confidence among stakeholders.

More importantly, schools should establish accountability mechanisms to ensure that integrity and ethical behavior are upheld at all levels of the organization. This may include regular audits, evaluations, and assessments of ethical conduct and adherence to ethical standards among school heads and staff members. Holding individuals accountable for their actions and behaviors reinforces the importance of integrity and ethical behavior and signals a commitment to upholding these principles within the school community. Researchers can gain insights into how integrity and ethical behavior evolve. Also, this may look into the influence by contextual factors that impact leadership effectiveness and organizational outcomes longitudinally.

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## Implications for Future Research

The following justification provided an in-depth understanding of the implications to future research. Examining integrity and ethical behavior among school heads in the elementary setting not only sheds light on current practices but also suggests several avenues for future research. Future research could benefit from longitudinal studies that track the development and impact of integrity and ethical behavior among school heads over time.

Comparative studies across different educational contexts, cultural settings, and demographic populations can provide valuable insights into the variations and commonalities in integrity and ethical behavior among school heads. This can be done by comparing practices, challenges, and outcomes across diverse settings. Thus, future researchers can identify factors that contribute to effective ethical leadership and inform best practices for promoting integrity and ethical behavior in educational leadership.

Future research could investigate the impact of integrity and ethical behavior among school heads on organizational outcomes, such as school climate, student achievement, teacher retention, and community engagement. By examining the relationships between integrity, ethical leadership, and organizational effectiveness, researchers can provide empirical evidence of the importance of ethical leadership in driving positive outcomes in educational settings and inform policy and practice in educational leadership. These are all crucial in developing other studies to understand school heads in general.

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## Concluding Remarks

In examining integrity and ethical behavior among school heads in the elementary setting. It delved into the multifaceted nature of ethical leadership and its profound impact on educational communities. Through the exploration of stories, experiences, and practices of school heads, it uncovered valuable insights into the importance of integrity in ethical decision-making and moral leadership.

Correspondingly, it is evident that integrity and ethical behavior are not merely abstract concepts but fundamental principles that guide the actions, decisions, and interactions of school leaders. From upholding moral values to navigating ethical dilemmas, school heads play a pivotal role in shaping the ethical climate and culture of their schools. In turn these influence the well-being of the stakeholders.

The stories of school heads in the elementary setting serve as powerful reminders of the transformative power of integrity and ethical leadership in education. Reflecting on these stories and insights, it commits to the ideals of integrity, ethical behavior, and moral leadership. All of which ensure that schools are places where character, values, and principles are upheld and celebrated.