



Can the transformational leadership style improve work ethics and organizational citizenship behavior?

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ABSTRACT

The study aimed to examine the impact of transformational leadership on the work ethics and organizational citizenship behavior of the employees. To deepen the concept of the study, the literature was reviewed. The study utilized descriptive assessment and a correlational research design. The population was all the employees of the Divine Word College of Laoag. The data were gathered through questionnaires, and inferential statistics were used to analyze the data. The study found that transformational leadership style is not associated with or correlated with work ethics and organizational citizenship behavior. Thus, the hypothesis is rejected. The study recommends further research to include more variables, such as organizational culture and individual work values, as predictors of work ethics and organizational citizenship behavior, rather than relying solely on transformational leadership style.

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Introduction

Managing an organisation requires good leadership and management skills, and the two elements cannot be separated. It is held and exercised by the same person who has a managerial position. There are four functions of a manager: planning, organising, leading, and controlling (POLC) (Bowden, 2018). Therefore, the one who is given an official position to take charge of an office is called a manager and a leader at the same time (Abun, 2018). He/she has management and leadership functions. As a leader, they provide vision, inspire, and motivate, while as a manager, they focus on planning, organisation, and controlling. The characteristics of a leader and the functions of a manager are not mutually exclusive; rather, they are intertwined and affect each other, making them necessary for those in leadership or management positions. An effective leader should have management skills and vice versa, making them inseparable and indispensable for Management and organisation to succeed (Qin et al., 2021; Ünsar, 2014; Azad et al., 2017). Leadership function focuses on the direction in which the leader is guiding their employees. Influencing employees to follow his direction requires giving attention to the emotional/psychological needs of employees/ followers and developing interpersonal relationships (Eva et al., 2019). They

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must understand employees' needs, which affect their motivation and behavior at Work. Leadership alone is not enough to achieve objectives; thus, management functions must be exercised. As a manager, they oversee people and their Work to achieve strategic objectives, and together with employees, they plan, organize, and control the Work. They plan the Work carried out, organize it, and assign tasks to be carried out, controlling the Work to avoid deviations in direction (Esten & Graça, 2024). He/she ensures that activities are completed efficiently with and through other people and for achieving the firm's goals (Burlea & Mahon, 2013).

Many researchers have carried out studies on the effect of different leadership styles on employees' performance. For example, in a particular context, transactional leadership, "a give-and-take leadership," helps motivate employees and improve their performance (Hutama et al., 2024; Bucic et al., 2010; Kim & Lee, 2021). The same is true with other kinds of leadership studies, such as the effects of servant leadership, transformational leadership, bureaucratic, and authoritarian leadership on employees' work performance. Those studies indicated a positive and negative association (Roberts, 2022; Choudhary et al., 2013; Callahan, 2017; Pizzolitto et al., 2023). The results of those studies convey a strong message about the importance of leadership in achieving or failing to achieve the organizational objectives. Based on the literature review, studies about the effect of transformational leadership on organizational citizenship behavior and work ethics are few. Given the significant role of leadership, particularly transformational leadership, in organizational performance, the current study was conducted. It intends to examine the influence of practicing transformational leadership on organizational citizenship behavior and work ethics. The study is divided into several parts. The first part is the introduction that explains the background of the study. The second part is the literature review, which presents the concept of the study about transformational leadership, organizational citizenship behavior, and work ethics. The third aspect is the research methodology, which describes the research design, population, locale, instruments, procedures, and statistical treatment of data. The fourth is the data presentation analysis. The fifth is the results, discussion, and conclusion.

Literature review

The concept of work ethics

Understanding the philosophy of Work helps us understand work ethics. Philosophically, Work is a physical and mental effort, and it is not an obligation to society and an instrument to earn a living, but it is a means for self-perfection (Massin, 2024; Godin et al., 2005; Siegrist et al., 2004). Based on philosophy, man and Work are not separated, but Work is an integral part of man because Work itself is the nature of man (Olson & Olson, 2014). By nature, man is intended to be a worker as part of their natural purpose (Little, 1948). Work should not be associated with employment and a means of making a living because it is the life of man (Lundahl, 2021). Emanating from the basic philosophical view of Work, work ethics have been defined differently by different researchers with different emphases. Bazy (2018) views work ethics as "an individual's attitude toward work and effortful activities". This definition does not clarify the attitudes toward Work or the purpose of effortful activities. This confusion can be explained by Bouma ((1973), and Nelson, (1973) as they define work ethics as "a belief in the value and importance of work for its own sake".

Based on this definition, the purpose of Work is for its own sake and not for any other things because Work is an essential part of human existence (Michaelson et al., 2014; Nussbaum, 2011). This definition is consistent with the philosophy of Work that Work is natural and part of human nature. Lessnoff (1994) considers work ethic as a complete and relentless devotion to one's economic role on earth. Following his definition, it appears that Work is a fulfillment of the "homo economicus" (economic man) nature of human beings (Petrovic, 2008). Homo economicus theory suggests that man is a rational being who makes a decision and pursues wealth for his/her self-interest (Efeoğlu & Çalışkan, 2018). In other words, economic production is the determining factor of man or society (Petrovic, 2008). This concept may not necessarily be in contradiction with the philosophy of Work as a part of human nature and a means for self-perfection, because the purpose of rational power is to change matter into goods that have objective value (Cholbi, 2022). This concept explains that man is a creative being and able to realise his/her nature as a rational being through his/her creativity, activity, or Work (Petrovic, 2008).

Regarding the impact of work ethics on outcomes, numerous studies have been conducted. Bazy (2016a) pointed out that work ethic, challenging Work, is associated with success. This was already pointed out by an earlier study of Mudrack (1997), which concluded that individuals who hold strong work ethics tend to be more committed, satisfied, and engaged in

their jobs. This result is similar to the research finding of Marri et al (2012), which measures the effect of work ethics on organizational commitment and turnover intention. The study found that work ethics are significantly correlated with organizational commitment and turnover intention. The same result is also found in the studies of Ud Din, et al (2019), Athar, et al (2016), Udin, et al (2022), Aflah, et al. (2021), Salahuddin (2011), and Salahudin, et al. (2016), which work ethic affects job performance, job satisfaction, and organizational commitment.

The confusion between the philosophy of work and work ethics complicates the measurement of work ethics dimensions (Stenseke, 2022). Concerning the measurement of work ethics, there have been conflicts among researchers. The conflicts were about the dimensions of work ethics, whether it is a multidimensional construct or a single-dimensional construct (Lysova et al., 2023). Miller (2002) argues that work ethics is a multidimensional construct that is composed of several dimensions, namely *work-related activity, attitudes or beliefs, and motivation*, which is reflected in behavior. According to him, work ethic does not refer to a particular job or behavior and does not reflect any religious beliefs and values because it is purely secular. Bazzzy (2018) also considers work ethics to be a multidimensional construct that consists of two dimensions, which are hard Work and self-reliance. Van Ness et al. (2010) even added the dimensions, namely: self-reliance, morality/ethics, leisure, hard Work, the centrality of Work, waste of time, and delay of gratification. However, Sharma and Rai (2015) rejected the multidimensional measures of work ethics on the basis that these dimensions had not undergone a rigorous assessment of validity. However, they were based solely on the Protestant work ethic construct, which contradicts this secular, non-religious work ethic. It served as the basis for constructing a scale to measure work ethics. The study concluded that work ethic is a single-dimensional construct, encompassing work centrality, a moral approach to Work, and intrinsic work motivation. According to them, although they appear to be three dimensions, they are treated under a single dimension, known as the work ethics dimension, which encompasses attitudes toward Work, moral attitudes toward Work, and work motivation. Sharma and Rai (2015) successfully constructed the 10-item work ethics scale and passed through convergent and discriminant validity.

In the current study, we are adopting the single-dimensional construct of Sharma and Rai (2015) because the construct is in line with the philosophy of Work, in which the focus is on the attitude toward Work. We are using the 10 Work Ethics Scale of Sharma and Rai (2015) because the scale has undergone validity testing and is free of religious bias.

The concept of organizational citizenship behavior

The concept of organizational citizenship behavior originates from political philosophy, with the idea of OCB being the organizational equivalent of citizen responsibilities, which include obedience, loyalty, and participation (Graham, 1991). Accordingly, citizenship behavior and citizenship responsibilities are synonymous (Graham, 1991). Obedience requires the citizens to respect the structures and processes. Loyalty is the extension of citizens' responsibilities beyond just complying with the rules and process. Loyalty requires that citizens pay attention to the interests of others, the state as a whole, and the values it embodies. This behavior includes an uncompensated contribution to the state, protecting or enhancing the reputation of the state in the eyes of outsiders, and cooperating with others to pursue common interests and not individual interests. At the same time, participation refers to participation in governance (Lilly, 2016; Wilhelm et al., 2024). According to Aristotle, a good citizen knows how to rule and obey (Miller, 2018). Thus, based on such a concept, a good citizen must participate in implementing the law and changing the laws to respond to new demands. Participation in building the state requires a behavior that is expanded beyond obeying and following the rule, which can include devoting time and effort to responsibilities of governance, sharing information and ideas with others, and engaging in discussions related to social issues affecting the state (Graham, 1991). These three categories of citizens' responsibilities are applied in an organizational setting.

Inkeles (1969) identifies three organizational responsibilities or organizational citizenship behavior, and they are ***organizational obedience, organizational loyalty, and organizational participation***. Organizational obedience refers to obedience to the organizational structures, job description, and policies. A good organizational citizen must obey the rules and follow the chain of command, be punctual in attendance and task completion, and be the steward of organizational resources. At the same time, organizational loyalty means self-identification with the leaders and the organisation as a whole, going beyond self-interest, groups, and departments. The behaviors include defending the organisation against threats, contributing to its good reputation, and cooperating with others to serve the common goals. Lastly, organizational participation requires that a member of an organisation must show interest in the organisation's interests by participating in organizational

governance. Good behaviors include attending non-required meetings, sharing information and ideas with others, and supporting unpopular views to combat groupthink (Inkeles, 1969; Lilly, 2016; Wilhelm et al., 2024).

Based on the concept of citizenship in political philosophy, researchers have been trying to figure out the concept of organizational citizenship behavior. The earliest researchers' concept of organizational citizenship captured the original idea of citizenship in political philosophy, which is composed of three categories, namely obedience, loyalty, and participation. However, they did not specifically discuss the original idea of citizenship from political philosophy. For example, Bateman & Organ (1983) and Smith et al. (1983) defined organizational citizenship behavior as behaviors that go beyond role requirements or beyond job description for the sake of or for the benefit of the organisation. This concept can be aligned with the concept of obedience, loyalty, and participation as a requirement for a good citizen in the political philosophy. A good citizen of Organization obeys the rules and regulations of the Organization and performs extra activities beyond the job description for the benefit of the Organization, and at the same time participates in non-required meetings, shares information and ideas with others, engages in discussions of issues affecting the Organization and combat bad ideas that may destroy the Organization (Jankelova, et al., 2014). This concept goes with three basic types of behaviors identified by Katz (1964) that are important for organizational functioning. First, people must enter and remain within the system. Second, they must carry out specific role requirements in a dependable fashion. Third, there must be an innovative and spontaneous activity that goes beyond role prescriptions or job descriptions. According to Katz (1964), as cited by Smith et al (1983), an organisation cannot just depend on the prescribed behavior but also depends on acts of cooperation, helpfulness, suggestions, gestures of goodwill, and altruism. Roethlisberger and Dickson (1964), as cited by Smith et al (1983), pointed out that cooperation is an act that maintains internal equilibrium. This act includes prosocial gestures of individuals to help others. This is the product of the informal organisation and follows the logic of sentiment (Roethlisberger & Dickson, 1964).

Since the introduction of the concept of organizational citizenship behavior, numerous efforts have been made to identify standard dimensions of organizational citizenship behavior. The latest efforts seem to focus on the loyalty and participation dimension of citizenship as recommended by political philosophy (Graham, 1991) in measuring organizational citizenship behavior and not obedience anymore. The focus is on organizational loyalty and organizational participation (Inkeles, 1969). However, Organ and Ryan (1995) pointed out something different, which is not related to loyalty. However, it is about positive work behaviors that extend beyond the rules and regulations, and even the job descriptions. The earliest effort was started by Smith, Organ, and Near (1983) and also by Bateman and Organ (1983). They identified two dimensions of organizational citizenship behavior, which are altruism and general compliance. Organ (1988), Wang et al. (2013), as cited by Abun et al. (2021), identified five dimensions of organizational citizenship behavior, and these are conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. Sportsmanship refers to individuals who are not complaining when they face problems but always maintain a positive view of what is happening around them (Wang, et al. 2013, cited by Abun, et al. 2021). Conscientiousness explains why people care about those around them when taking action. Those who are conscientious are more aware of their actions and the consequences (Psychologist World, n.d, cited by Abun et al. 2021). Civic virtue refers to individuals who participate in organizational activities beyond the required level, as it is important for the organisation. They pay attention to organizational issues and discuss them for the benefit of the organisation (Organ, 1988; Abun et al., 2021). Courtesy explains individuals who are polite and considerate toward other people (Organ, 1988). Altruism is about people who are not always thinking about themselves but about other people around them, and they are always willing to help others who have problems (Organ, 1988). Podsakoff et al. (2000) identified seven dimensions, including those identified by Organ (1988). The seven dimensions are helping behaviors, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development.

The many dimensions of organizational citizenship behaviors identified by other researchers, such as Inkeles (1969), Organ, and Near (1983), Bateman and Organ (1983), Organ (1988), and Podsakoff, et.al (2000), are summarized into one dimension by Fox and Specter (2002) which is altruistic behavior. Altruistic behaviors are not limited to helping others but also include behaviors that help the organisation. Helping others and helping the organisation's behavior explain all behaviors identified by Organ (1988) and Podsakoff et al (2000).

Transformational leadership

Transformational leadership is an approach that focuses on the change in individuals and the social system. It creates a valuable and positive change in the followers. Burns (1978) introduced the concept of transformational leadership. It is not a set of specific behaviors, but rather a process in which leaders and followers raise one another to a higher level of morality and motivation. In the exercise of leadership, a leader appeals to higher ideals and moral values such as honesty, Integrity, justice, and equality (Neal, 2018; Al-Monsoori & Koc, 2019). These values must be apparent in the life of a leader. Leading by example means integrating those values in daily life, which consequently inspires followers to follow. However, inspiring followers would not be enough if it were only through values, but also through their specific needs. Motivating followers means giving attention to their values and specific individual needs.

In support of Burns' view, Bass (1985) argued that transformational leaders motivate their followers by giving attention to the needs or demands of potential followers. They look for potential motives in followers and seek to satisfy their higher needs, such as self-actualisation, and engage the whole person of the follower, not only intellectually, emotionally, but also morally. They try to uplift people into their better selves. For Burns (1978), the essence of transformational leadership is in its effort to establish a good relationship between leaders and followers, particularly when leaders and followers are engaging each other to a higher level of motivation and morality. Leaders derive genuine satisfaction from helping their followers grow as individuals. Therefore, they take a personal interest in helping their employees grow through activities that enhance their development, not only in terms of skills and knowledge but also morally (Khan et al., 2020; Den Hartog, 2019).

Transformational leaders do not focus too much on the weaknesses of employees, but they focus on the potential of the employees on what they can do and contribute to the organisation (Ellen, 2016; Fitzgerald, 2010). While addressing the weaknesses of employees, they inspire and empower them by focusing on their growth, as they believe they can change (Lee et al., 2023). In this case, they see their employees in terms of actuality and potentiality. Leaders confirm the individuals in what they are and what they can be. Helping their employees to realise their potential is their primary concern because they are fully aware that it is through employees that the objectives of the company can be attained (Ellen, 2016). To achieve this, a leader must inspire their employees, secure their cooperation, foster confidence, create a favorable working climate, motivate them to work harder, offer guidance and direction, and cultivate a team spirit (Pratigma, n.d). In short, transformational leaders engage the whole person of the followers. Employees are not just means to an end; they are ends in themselves, and therefore, their engagement in the entire management process is necessary.

Elements of transformational leadership

The original author of transformational leadership is Burns, and it was expanded by Bass (Ellen, 2022). Burns (1978) was interested in the moral aspect of leadership. Bass (1990) developed the idea of Burns (1978) and is concerned not only with the moral elements but also with efficacy, particularly on how a leader influences his followers. According to Bass, followers look up to their leader because of their charisma and trustworthiness. They are trusted because they are moral leaders and genuinely concerned with the development of the human person. Thus, there are four identified dimensions of transformational leadership, such as idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration (Clayton, 2016, cited from Bass, 1985; Wodehouse, 2018; Riggio, 2014; Schieltz, 2019).

Idealized influence

The first element of transformational leadership is the idealised influence. It refers to a leader's capability to influence the behavior of their followers by being a role model to them (Zdaniuk & Bobocel, 2015). In this case, a leader does not use power and authority to influence their followers to follow them, but simply by living their moral values. In other words, they walk the talk (Riggio, 2014). In such a case, it is the leaders' behavior and personality that matter. The followers are convinced to follow when they see them as honest and trustworthy. The public and personal life of a leader instills pride in followers and makes them proud to be associated with the leader (Hughes, 2014). It is through their actions that they build trust and confidence in their followers (Schieltz, 2019) and motivate followers to do their job well. A study by Ngaithe et al. (2016) concluded that the idealised influence of leadership affects the job performance of employees.

The second element emphasises the leader's efficacy. They inspire their employees or followers not only by their skills or knowledge but also through their self-confidence to carry out the vision and mission of the company. They project self-confidence to followers by articulating a clear vision for the future, communicating expectations for the group, and demonstrating confidence and commitment to achieving the goals (Wodehouse, 2018), no matter what it takes. Therefore, inspirational motivation is not about telling people to accept things as they are, but to dare one's followers to take the risk to carry out the vision and mission and face challenges because only through it, they can transform themselves and the organisation. Khan et al. (2020) pointed out that leaders' capability to inspire followers' confidence and motivation helps increase employees' job performance and avoid job burnout.

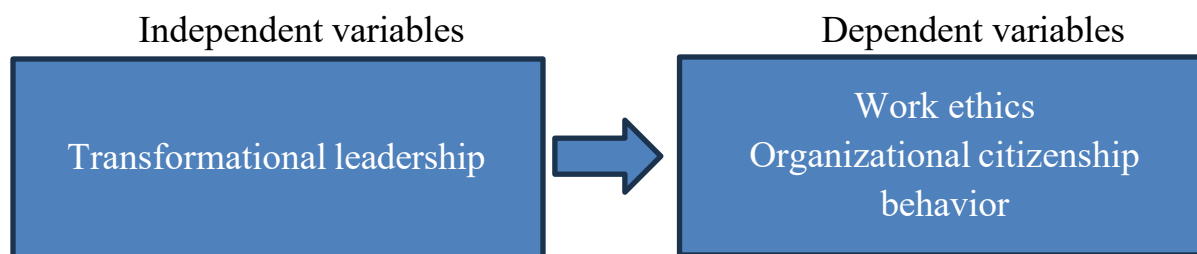
Intellectual stimulation

The third element of transformational leadership is intellectual stimulation. This element requires a leader to involve the followers in generating ideas and decision-making. They foster and develop their team by questioning and encouraging them to challenge the status quo. In other words, the leader invites them to be critical, creative, and innovative, and to make decisions out of the box (Belmejdoub, 2015; Riggio, 2014; Schieltz, 2019; Hill, 2013). This kind of leadership style will broaden the minds of followers to see problems from different perspectives and consequently enrich the followers' knowledge to carry out their duties and responsibilities. Followers are encouraged to take a different path or method in solving problems. Most importantly, by involving followers in solving organizational issues, the followers feel that they are part of and own the organisation and the issues in it. Ogola et al. (2017) suggest that leaders who stimulate intellectual discussion improve job satisfaction and organizational commitment of employees.

Individualized consideration

This element demands that a leader cannot treat their employees or followers the same. Employees have different needs, capabilities, skills, and knowledge. Thus, a leader needs to consider individual employees' needs and provide the necessary help that suits their needs and desires (Yeleap, n.d). In this case, the leader possesses knowledge about individual employees, fosters a supportive relationship, and provides tailored help to meet their needs. They show genuine concern for the needs and feelings of employees and offer support to help the employees (Belmejdoub, 2015). The purpose is to bring out the best in the employees (Riggio, 2014). Khalil and SahibZadah (2017) argued that leaders who demonstrate individual consideration to their employees increase employees' job satisfaction

Conceptual framework



Source: Burns (1978), Bass (1990), Fox and Specter (2002), Sharma and Rai (2015)

Figure 1: The conceptual framework describes the relationship between transformational leadership, work ethics, and organizational citizenship behavior. It suggests that transformational leadership affects work ethics and organizational citizenship behavior of the employees. Thus, changing work ethics and behavior requires the practice of a transformational leadership style.

Statement of the problems

The study aims to examine the impact of transformational leadership on the work ethics and organizational citizenship behavior of the employees. It specifically seeks to answer the following questions:

1. What is the level of transformational leadership style of the administrators or office heads of the Divine Word College of Laoag?
2. What is the level of work ethic of employees?
3. What is the extent of the organizational citizenship behavior of the employees?
4. Is there a relationship between transformational leadership style and work ethics?
5. Is there a relationship between transformational leadership style and organizational citizenship behavior?

Hypothesis

Exercising different leadership styles has been recognised as an essential strategy to change the behavior of the employees (Engida et al., 2022; Alkadash et al., 2023). The current research hypothesises that exercising transformational leadership affects the work ethics and organizational citizenship behavior of the employees.

Scope and delimitation of the study

The study limits its investigation to the four dimensions of transformational leadership and their effect on work ethics and organizational citizenship behavior. The respondents are limited to the employees of the Divine Word College of Laoag.

Research methodology

The study is a quantitative study and thus, it utilizes a descriptive assessment and correlational research design. The locale and the population of the study are the Divine Word College of Laoag and its employees. The study employs questionnaires to collect data, utilizing both descriptive and inferential statistics. Consequently, it uses the weighted mean and Pearson's r correlation to analyze the data. In the process of gathering data, the researcher sent a letter to the President requesting permission to distribute the questionnaires. The data collection was then conducted through the employees' representative. The researcher also considered the ethical review, and since the research does not involve sensitive human issues, the ethical review was waived.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range Descriptive Interpretation

4.21-5.00	Strongly Agree/Very High
3.41-4.20	Agree/High
2.61-3.40	Somewhat Agree/Moderate
1.81-2.60	Disagree/Low
1.00-1.80	Strongly Disagree/Very Low

Data presentation and analysis

This section presents the data based on the research questions or statements of the problems.

Problem 1: What is the level of transformational leadership style of the administrators or office heads of the Divine Word College of Laoag?

Table 1: Level of transformational leadership style of the administrators or office heads of the DWCL in terms of idealized influence

Indicators	Mean	DR
Display conviction in the vision and mission of the College	3.90	A/H
Act in ways that build the respect of employees/subordinates	3.88	A/H
Emphasize the importance of purpose, commitment, and the ethical consequences of decisions.	3.96	A/H
Display the most important values such as honesty, Integrity, justice, transparency, and consistency.	3.97	A/H
Go beyond self-interest for the good of the college.	3.85	A/H

Composite Mean		3.91	Agree/ High
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Source: Bass (1990)

Legend:

4.21-5.00	Strongly Agree/Very High
3.41-4.20	Agree/High
2.61-3.40	Somewhat Agree/Moderate
1.81-2.60	Disagree/Low
1.00-1.80	Strongly Disagree/Very Low

Taken as a whole, the data reveal that transformational leadership—specifically in terms of idealized influence—obtained a composite mean of 3.91, which falls under “Agree” and is considered high. Looking at the indicators individually, employees agreed that administrators displayed a strong conviction toward the vision and mission (3.90), showed respect and commitment while considering the ethical implications of their decisions (3.88), demonstrated moral values such as honesty, integrity, justice, transparency, and consistency (3.97), and went beyond self-interest (3.85). Overall, this evaluation indicates that the administrators' transformational leadership through idealized influence is moderately high—not exceptionally high, but not low either. A high score in idealized influence reflects the administrators’ ability to serve as role models who inspire trust, respect, and admiration among their followers. Administrators exhibited strong ethical and moral behavior, motivating employees by articulating a clear vision and building relationships rooted in trust and shared values (Khan et al., 2020; Bakker et al., 2023; Jun & Lee, 2023).

Table 2. Level of transformational leadership style of the administrators or office heads of the DWCL in terms of inspirational motivation

Indicators	Mean	DR
Articulate a compelling vision/goal of the future	3.76	A/H
Challenge employees/subordinates with a high standard of performance	3.66	A/H
Provide encouragement and moral support for the employees/subordinates	3.67	A/H
Inspire the employees/subordinates through his passion and determination to achieve the goals	3.75	A/H
Inspire employees/subordinates to see the priorities in carrying out their duties and responsibilities	3.77	A/H
Composite Mean	3.72	A/H

Source: Bass (1990)

As indicated by the data in the table, the transformational leadership style of administrators in terms of inspirational motivation obtained a composite mean rating of 3.72, which is also interpreted as high (agree). The administrator's inspirational motivation is moderate, neither very high nor very low. This composite mean rating is supported by employee’s evaluation that employees highly believe that their administrators have articulated a compelling vision of the future (3.76), challenged employees with high standards (3.66), provided encouragement and moral support (3.67), inspired their employees through their passion and determination to achieve the goals (3.75), and inspired employees to focus on priorities in carrying out their duties and responsibilities (3.77). High inspirational motivation means administrators' capability to inspire and motivate employees to achieve beyond expectations (Bakker et al., 2023; Khan et al., 2020).

Table 3: Level of transformational leadership style of the administrators or office heads of the DWCL in terms of intellectual simulation

Indicators	Mean	DR
Question old assumptions, traditions, and beliefs	3.65	A/H
1. Instill new perspectives and ways of doing things	3.88	A/H
2. Encourage the free expression of ideas and reasons	3.85	A/H
3. See different perspectives when solving problems	3.93	A/H

4. Encourage problem-solving using reasoning and evidence, rather than unsupported

opinion

3.89 A/H

Composite Mean3.84 **High***Source: Bass (1990)*

Based on the data in the table, the overall mean rating for administrators' transformational leadership in terms of **intellectual stimulation** is 3.84, which is considered high (Agree). This suggests that their level of intellectual stimulation is moderate—neither exceptionally high nor low. Looking at the indicators individually, employees agreed that the administrators demonstrated intellectual stimulation by questioning old assumptions (3.65), introducing new perspectives and ways of doing things (3.85), encouraging employees to express ideas freely, guiding them to view problems from different angles when solving them (3.93), and promoting the use of reasoning and evidence in problem-solving (3.89). A high level of intellectual stimulation reflects administrators' ability to challenge existing assumptions, foster critical and creative thinking, and cultivate a culture of continuous learning and innovation. This includes promoting new ideas, encouraging staff to question the status quo, and helping them develop new approaches to work (Khan et al., 2020; Alessa, 2021; Rai et al., 2024).

Table 4: *Level of transformational leadership style of the administrators or office heads of the DWCL in terms of individualized consideration*

Indicators	Mean	DR
Deal with employees/subordinates as individual persons	3.81	A/H
Help individual employee/subordinate to develop their capabilities	3.78	A/H
Provide training and development activities or seminars according to the needs of different employees/subordinates	3.67	A/H
Are sensitive to individual differences and approach employees/subordinates according to their traits	3.69	A/H
Treat employees/subordinates as individuals with different needs, abilities, and aspirations rather than just members of the group	3.82	A/H
Composite Mean	3.75	A/H

Source: Bass (1990)

As reflected in the table, administrators' transformational leadership style, in terms of individualized consideration, earned a composite mean of 3.75, interpreted as high. This suggests that administrators' transformational leadership in terms of *individualized consideration* is considered high—not extremely high, but certainly not low or moderate. Looking at the indicators individually, all items fall within the same level, indicating agreement from employees. They agree that administrators treat employees as individuals (3.81), help them develop their capabilities (3.78), provide training and development (3.67), are sensitive to employees' differences (3.69), and treat employees as individuals with different needs (3.82). A high rating in individualized consideration reflects administrators' ability to pay close attention to each follower's unique needs and to act as mentors, helping them grow and reach their potential. This involves recognizing individual differences, offering tailored support, and fostering relationships in which employees feel valued and motivated (Saif et al., 2025; Steinmann et al., 2018; Njaramba, 2024).

Table 5: *Summary of Employee Treatment*

Indicators	Mean	DR
<i>idealize influence</i>	3.91	A
<i>inspirational motivation</i>	3.72	A
<i>intellectual stimulation</i>	3.84	A
<i>individualize consideration</i>	3.75	A
Overall Mean	3.81	High

The administrators of Divine Word College of Laoag demonstrated a strong transformational leadership style, with an overall mean rating of **3.81**, categorized as *high* (Agree). This indicates that while the leadership is not exceptionally high, it is decidedly elevated and well above moderate. All four components of transformational leadership were likewise rated *high* individually: idealized influence (3.91), inspirational motivation (3.72), intellectual stimulation (3.84), and individualized consideration (3.75).

A high level of transformational leadership reflects administrators' strong ability to inspire and motivate followers toward exceptional performance by fostering a shared vision, encouraging innovation, and supporting personal development. Transformational leaders create positive change within individuals, teams, and the institution by serving as role models and empowering others to reach their full potential (Bakker et al., 2023; Jun & Lee, 2023).

Problem 2: What is the level of work ethic of employees

Table 6: level of work ethics of employees in terms of attitude toward Work itself

Indicators	Mean	DR
I consider my occupational career to be one of the most important activities in my life	4.13	A/H
I believe that a person is known in society by the Work he does	3.88	A/H
I believe that one's Work provides the best source of achieving perfection in life.	4.07	A/H
Even if I do not have to work to earn a living, I would still prefer to continue working.	4.23	SA/VH
I believe that Work provides a powerful channel to express one's knowledge, ability, and creativity.	4.33	SA/VH
Composite Mean	4.13	A/H

Source: Sharma and Rai (2015).

The data reveal a strong and positive work ethic among employees when it comes to their **attitude toward work**, with a composite mean rating of **4.13**, interpreted as *high (agree)*. This indicates that employees demonstrate a solid level of commitment and dedication—not merely moderate, but genuinely strong and affirming. Consistently, all individual indicators fell within the same high range. Employees agreed that work is one of the most important aspects of their lives (4.13), that it contributes to their sense of identity (3.88), serves as a pathway to achieving fulfillment or perfection in life (4.07), is viewed as a calling (4.23), and is a way to express their knowledge, abilities, and creativity (4.33).

A high work ethic in this dimension reflects employees who approach their tasks with dedication, responsibility, and a commitment to excellence. It reflects a mindset that values perseverance and diligence—leading to high performance and a positive workplace culture (Grabowski et al., 2021; Abun et al., 2022).

Table 7: level of work ethics of employees in terms of Moral attitude toward Work

Indicators	Mean	DR
Even in this fast-changing world, sincerity, hard Work, and Integrity continue to be the golden keys to success in one's work life.	3.82	A/H
I feel a moral obligation to give a full day's Work for a full day's pay.	4.15	A/H
I believe that one should never be last for Work unless there is some real emergency	4.22	SA/VH
Composite Mean	4.07	A/H

Source: Sharma and Rai (2015).

The data indicate that employees' work ethics, specifically their **moral attitude toward work**, received a composite mean rating of **4.07**, interpreted as *high (Agree)*. This suggests that, overall, employees demonstrate a strong moral stance toward their work—neither extraordinarily high nor low, but clearly above moderate. Individually, all indicators fall within the same high range. Employees agree that sincerity, hard work, and integrity remain the keys to success (3.82), that they have a moral obligation to work fully for the pay they receive (4.15), and that they should never be late for work unless there is a genuine emergency (4.22).

A high moral attitude toward work reflects employees' strong adherence to ethical values and principles in the workplace. It signifies behaviors rooted in honesty, fairness, and a sense of responsibility—choosing what is right even in challenging situations (Luttrell et al., 2016; Wetherell, 2012).

Table 8: Level of work ethics of employees in terms of work motivation

Indicators	Mean	DR
I believe that a job well done is a reward in itself	4.40	SA/VH
I welcome jobs that involve greater responsibility and challenge as they contribute to my learning and growth.	4.37	SA/VH
Composite Mean	4.39	SA

Source: Sharma and Rai (2015).

The data show that employees' work ethics in terms of **work motivation** achieved a composite mean rating of **4.39**, categorized as *very high (strongly agree)*. This indicates that employees' motivation toward work is extremely high. Individually, each indicator also received a *very high* mean rating. Employees strongly agree that a job well done is already a reward in itself (4.40), and they believe that roles involving greater responsibility and challenge contribute to personal learning and growth (4.37).

A very high level of work motivation suggests that employees are driven primarily by intrinsic factors—such as enjoyment, satisfaction, and a sense of achievement—rather than by external rewards. This reflects a desire for personal fulfillment and purpose through their work (Falk, 2023; Ryan & Deci, 2000).

Table 9: Summary of work ethics of employees

Indicators	Mean	DR
1 attitude toward Work itself	4.13	A
2 moral attitude toward Work	4.07	A
3 work Motivation	4.39	SA
Overall Mean	4.20	A

As indicated by the data in the table, the work ethics of the employees of the Divine Word College of Laoag obtained an overall mean rating of 4.20, which is considered high (agree). Taking it singly, all the dimensions of work ethics measured are rated at the same level of mean rating. Employees have a high level of work ethics in terms of their attitude toward Work (4.13), moral attitude toward Work (4.07), and work motivation (4.39). A high level of work ethic indicates that the employees of the Divine Word College of Laoag have a strong commitment to professional values and principles, encompassing attributes like dedication, responsibility, and Integrity. They have a strong sense of accountability, a commitment to excellence, and a proactive approach to tasks (Taygerly, 2022; Sakr et al., 2022).

Problem 3: What is the extent of the organizational citizenship behavior of the employees?

Table 10: The extent of the organizational citizenship behavior toward the Organization

Indicators	Mean	DR
1. Help new employees get oriented to the job	3.67	A/H
2. Offered suggestions to improve how Work is done	3.65	A/H
3. Volunteered for extra work assignments	3.61	A/H
4. Said good things about your employer in front of others	3.64	A/H
5. Said good things about your school in the community outside the school	3.66	A/H
6. Give up meals and other breaks to complete the Work	3.60	A/H
7. Offered suggestions for improving the work environment	3.67	A/H
8. came in early or stayed late without pay to complete a project or task	3.71	A/H
9. Volunteer to share new job knowledge or skills with other employees	3.63	A/H
Composite Mean	3.65	A/H

Source: Fox and Specter (2002).

The data indicate that, overall, employees' **organizational citizenship behavior (OCB) toward the organization** received a composite mean rating of **3.65**, which is interpreted as *high (Agree)*. This suggests that employees display a notable level of citizenship behavior—not extremely high, but clearly above moderate. All individual indicators were consistently rated as

high. Employees agreed that they help orient new colleagues to the job (3.67), offer suggestions to improve work processes (3.65), volunteer for extra assignments (3.61), speak positively about their employers in front of others (3.64) and about the institution in the wider community (3.66), stay beyond work hours to finish tasks (3.60), suggest improvements to the work environment (3.67), come in early or leave late to get work done (3.71), and willingly share new knowledge with peers (3.63).

A high level of OCB toward the organization means employees consistently go beyond their formal job descriptions to benefit the institution. These actions are voluntary—not mandated—but reflect a strong commitment to contributing to a positive and productive workplace (Fan et al., 2023; Wilhelm et al., 2024).

Table 11: The extent of the organizational citizenship behavior toward a person

Indicators	Mean	DR
1. Lent a compassionate ear when someone had a work problem	3.71	A/H
2. Lent a compassionate ear when someone has a personal problem	3.75	A/H
3. Change vacation schedules, workdays, or shifts to accommodate coworkers' needs	3.68	A/H
4. Help a less capable coworker lift a heavy box or other objects	3.77	A/H
5. Went out of the way to encourage coworkers or express appreciation	3.73	A/H
6. Defended a coworker who was being 'put down' or spoken ill of by other coworkers or supervisors	3.68	A/H
7. Help coworkers with personal matters, such as sharing food or drinks	3.75	A/H
8. Lent money or personal property to a coworker	3.64	A/H
Composite Mean	3.71	A/H

Source: Fox and Specter (2002).

The data show that, overall, employees' **organizational citizenship behavior toward their coworkers** received a composite mean rating of **3.71**, which is considered *high* (*Agree*). This suggests that employees demonstrate a generally strong level of helpfulness toward their colleagues—not extremely high, but definitely above moderate. Even when each indicator is reviewed individually, all items remain within the *high* range. Employees agreed that they lend a compassionate ear to coworkers facing work-related or personal problems (3.71; 3.75), sacrifice their time to assist coworkers (3.68), help employees who are less capable (3.77), express appreciation to coworkers (3.73), defend coworkers when others or supervisors put them down (3.68), and even share food, drinks, or money when needed (3.75; 3.64).

A high level of OCB toward coworkers reflects employees' willingness to go beyond their assigned roles to support and uplift their peers. These actions are voluntary and not mandated by the organization, yet they contribute significantly to a supportive, collaborative, and productive work environment (Grego-Planer, 2019; Ballados & Ballados, 2025).

Problem 4: Is there a relationship between transformational leadership style and work ethics?

Table 12: Relationship between transformational leadership style and work ethics

Transformational leadership	Pearson's r	Interpretation	p-value/ Significance	Decision (Ha)
Work ethics	0.067	+Weak Relationship	0.394/Not Significant	Not Supported

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Source: SPSS

Based on the correlational result, it reveals that *transformational leadership* had no significant influence on work ethics ($r = -0.067$, $p < 0.394$), thus *the hypothesis is not supported*. It suggests that transformational leadership did not necessarily cause a high rating on work ethics, but rather, it might be caused by other factors not included in the study.

Problem 5: Is there a relationship between transformational leadership style and organizational citizenship behavior?

Table 13: Relationship between employee treatment and work engagement

Relationship between transformational leadership style and work ethics

Transformational leadership	Pearson's r	Interpretation	p-value/ Significance	Decision (Ha)
OCBO	-0.076	+Weak Relationship	0.336/Not Significant	Not Supported
OCBP	-0.107	+Weak Relationship	0.175/Not Significant	Not Supported
OCB as a whole	-0.096	+Weak Relationship	0.224/Not Significant	Not Supported

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Source: SPSS

According to the Pearson r correlation analysis, transformational *leadership* has no significant influence on organizational citizenship behavior ($r = -0.096$, $p < 0.224$), specifically on the two dimensions, OCBO and OCBP. Therefore, the *hypothesis is not supported*. Such a result implies that a high rating of employees' organizational citizenship behavior is not directly influenced by transformational leadership, but rather by other organizational factors not covered by the current study.

Results and discussion

The findings reveal an interesting pattern: the administrators at Divine Word College of Laoag were perceived to exhibit a high level of transformational leadership, and employees likewise showed high levels of work ethics and organizational citizenship behavior. The administrators were seen as role models—articulating a clear vision, engaging employees in thoughtful discussions, and valuing them as individuals. In return, employees demonstrated a strong dedication to their work, anchored in moral principles and intrinsic motivation, and were willing to go beyond their assigned duties to help the organization and their co-workers (Kang & Hwang, 2023; Fan et al., 2023; Rizaie et al., 2023).

However, a closer look at the correlation analysis reveals that transformational leadership did not actually relate to employees' work ethics or organizational citizenship behavior. This suggests that although transformational leadership is present, other factors might be influencing employees' attitudes and behaviors. In the case of work ethics, it is possible that personal values, upbringing, or even organizational culture and other leadership styles—such as humanistic or servant leadership—play a more decisive role (Hayat & Suliman, 2013; Barnes et al., 2024; Douglas et al., 2001; Lan et al., 2008). Similarly, the strong organizational citizenship behavior of employees may be driven more by job satisfaction, relationships with colleagues, personal motivation, or shared organizational norms rather than leadership style alone (Tsai, 2011; Bismala, 2018; Jigiddorj et al., 2021).

These results call for a rethinking of transformational leadership theory. They remind us that leadership cannot be evaluated in isolation from context or individual differences. While transformational leadership may foster positive outcomes in many settings, its impact is not universal. For practitioners, this means that relying solely on transformational leadership may not be enough. Leaders may need to explore other factors—such as organizational culture, employee needs, recognition, or alternative leadership styles—to truly enhance work ethics and voluntary citizenship behaviors. For future research, it becomes important to include more variables as mediators or moderators, so that the complex interplay of leadership and employee behavior can be understood more fully.

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