Ethical Leadership, Organizational Commitment and Job Satisfaction in Local Colleges

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Abstract: The main purpose of this study is to determine the ethical leadership, organizational commitment, and job satisfaction of employees working on local colleges. The study was carried out with 235 participants working at the three local colleges in Batangas Province. Completing the research, it was found that organizational commitment in terms of emotional and continuous commitment, as well as ethical leadership, have a modestly favorable relationship, whereas normative commitment and ethical leadership have a significant positive relationship. Likewise, there is a modest to moderate positive relationship between ethical leadership and job satisfaction in terms of pay, benefits, and job pleasure. Furthermore, there is a significant strong positive relationship between ethical leadership and job satisfaction in terms of interpersonal relationships, policy, and administration, as well as a significant low to moderate positive relationship between organizational commitment and job satisfaction in terms of compensation, benefits, and working conditions; while moderate to strong positive relations exist between organizational commitment and job satisfaction in terms of compensation, benefits, and working conditions. The benefits of the suggested framework and its implications for the enhancement of organizational commitment and future research on it are discoursed.

Keywords – ethical leadership, organizational commitment, and job satisfaction

INTRODUCTION

In order to build a healthy organizational structure, leaders must set a positive example for their staff. Ethics plays a crucial role in the progress of moral traits among persons for the achievement and prosperity of both societies and their members. In a range of industries and organizations, ethical leadership is gaining appeal among executives, professionals, and employees. Furthermore, it is one thing to have a personal disagreement with management, but it is quite another to complain to someone who is acting unethically. This can be overt, such as changing data in a report or utilizing corporate funds for illegal activities; however, it can also be subtle, such as bullying, accepting illicit gifts from suppliers, or being asked to skip a normal procedure once.

Ethical leadership is regarded to be important because of the outcomes it is thought to impact. Followers model normatively proper behavior after ethical leaders because they are appealing and credible role models, which is consistent with a social learning perspective. Furthermore, ethical leaders emphasize the relevance of ethical values and hold employees accountable through the performance management system. Employees do not have to learn about incentives and discipline directly, according to social learning theory; instead, they might learn about them vicariously through the outcomes of others.

As a result, it is believed that ethical leaders can have a major impact on ethical behavior, such as employee decision-making and monotonous and unproductive behaviors, through modeling and vicarious learning processes. Employees will judge ethical leaders based on their social etiquette; thus they must be able to influence both positive and negative behavior.

What is culturally judged wrong or right, good, or evil [1], and what characteristics make up an ethical and virtuous lifestyle [2]. Leaders can influence and lead their employees, but those who are not ethical, honest, and reliable have a hard time maintaining them [3].

Managerial abuse of power is a sad truth, since studies reveal that managers are responsible for 60% of workplace wrongdoing. A poor work environment is more probable in organizations with unscrupulous leadership. Leaders that are willing to accept bribes, distort sales figures, or use data to manipulate employees or business associates for personal or financial gain will treat their personnel with contempt and bullying. Many companies' present goal is to constantly repopulate the company with like-minded people without poisonous mentalities, which can create a toxic culture. Worse, recruiting for cultural fit can be used as a cover for discrimination, resulting to further ethical and legal consequences.

Similarly, in today's economic climate, morally ambiguous corporate actions have resulted in a higher demand for ethical leadership, and it has become a more researched area [4]. A dedication to ethical values and objectives, as well as the dignity and rights of others, characterizes ethical leadership. It must deal with, among other things, trust, honesty, consideration, charisma, and fairness.

Organizational commitment is a psychological perspective on a member's relationship to the organization for which he or she works. Organizational commitment is critical in determining whether an employee will stay with the company for a long time and work tirelessly to achieve the company's goals.

In all types of businesses, organizational dedication and job satisfaction are necessary. Because leaders have the power and ability to lead and influence others, they have an impact on their mood (morale), motivation, performance, and behaviors. Because government personnel are accountable to the public, they must carry out their duties with the utmost responsibility, integrity, competence, and loyalty, as well as act with patriotism and fairness, live modestly, and put the public good ahead of personal gain. This ethical behavior is governed by the relevant parts of Republic Act No. 6713, generally known as the "Code of Conduct and Ethical Standards for Public Officials and Employees."

Job satisfaction refers to a person's sense of accomplishment at work, which acts as a drive to keep working. It is about job fulfillment, not self-satisfaction, happiness, or contentment. It also refers to a person's whole working connection with the company for which he gets paid. The simple experience of accomplishing any goal or objective is known as fulfilment. Hoppock [5] defines any combination of psychological, physiological, and environmental conditions that cause a person to honestly claim one is satisfied with the job as any combination of psychological, physiological, and environmental conditions that cause a person to honestly claim he is satisfied with the job.

A number of factors might influence employee job satisfaction and feelings about the organization's commitment. However, one of the most important elements is managerial leadership behavior. According to Siegal and Lance [6] employment satisfaction is an emotional response defining the degree to which people like their job. Work plays an important role in almost everyone's life. Professional development accounts for roughly 70% of all human developmental tasks, therefore adults spend virtually all their waking hours at work.

As a result, it is critical that people are satisfied with their jobs; otherwise, frustration, anger, and, in rare situations, despair may result. The need for a sense of fulfillment and the anticipation that the job would be interesting, demanding, and personally rewarding reflect perceived job satisfaction.

Job happiness is also a success indicator in career development initiatives. Inventory is fantastic, first-rate manufacturing lines are excellent, and cash-equivalent assets can make financial statements hum, but a company's most important asset. That is, provided, that the team is well-oiled, fine-tuned, high-performing, and highly satisfied. While job security, good salaries, and benefits are not easy to come by, they go a long way toward ensuring that people whistle while they work.

According to the research, pervasive leadership and ethical failings were documented in some of the most long-standing and financially lucrative corporate enterprises. Many well-educated and successful firms and individuals have faced difficulties and disputes because of a lack of ethical leadership. At this point, the

researcher wishes to pursue a study on ethical leadership to gain a deeper knowledge of how this type of leadership influences organizational commitment and job satisfaction among the employees. Similarly, the researcher seeks to know how ethical leadership at local government colleges influences work satisfaction and organizational commitment.

OBJECTIVES OF THE STUDY

This study examined the relationship among ethical leadership, organizational commitment, and work satisfaction in local colleges. Specifically, it determined ethical leadership concerning communicational ethical leadership, behavioural ethical leadership, ethical decision making and ethical climate leadership; evaluated organizational commitment in terms of affective, normative and continuance; determined job satisfaction in terms of compensation, benefits, working conditions, interpersonal relationships, and policy & administration; examined the major relationships between organizational commitment, employee job satisfaction, and ethical leadership of employees; tested the significant difference in responses on ethical leadership, organizational commitment, and job satisfaction when grouped according to demographic variables; and developed a framework for fostering high levels of organizational commitment.

MATERIALS AND METHODS
Research Design

The researcher used the descriptive research approach to accomplish the goals. This was used because this provides a snapshot of the situation that can be used to evaluate employee's organizational commitment.

Participants of the study

The study's participants were 340 employees (both teaching and non-teaching) from local colleges. Only 235 surveys were able to be recovered and analyzed.

Research Instrument

The survey approach was employed as a survey research tool. There were four sections to the survey questionnaire. The first component of the survey consisted of seven questions concerning employee demographics, including age, sex, marital status, educational attainment, job status, length of service, and salary. In the second segment, an adopted questionnaire from Yilmaz [7] was utilized to assess ethical leadership. Communicational Ethical Leadership (15

questions) was one of the four sub-variables, 9 questions about Behavioral ethical leadership. Ethical Decision Making is broken down into nine questions, while 4 Ethical Climate Leadership is broken down into eleven questions. The calculated alpha internal stability variable was 0. 95 for communicational ethic, 0.90 for behavioral ethic, 0.94 for ethic in decision making and 0.92 for ethical climate.

Similarly, three components were discovered in determining organizational commitment: Affective, Normative, and Continuance, each with seven questions [8]. Reliability is calculated using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) factors. Cronbach's alpha and PLS-based CR values are greater than 0.70 for all metrics, while AVE values are greater than 0.50. The final segment was dedicated to determining employee job satisfaction. The questionnaire was adapted from the Lyceum Human Resource Job Satisfaction Survey, with minor changes made to correspond with the requirements of the local colleges. The questionnaire was divided into sections: compensation (5 questions), benefits (6 questions), and working conditions (9 questions), Interpersonal Relationships, which has ten questions, and Policy and Administration, which also has ten questions.

The scoring system was created using the Likert scale such as 1 – strongly disagree to 4 strongly agree.

Data Gathering Procedure

The researcher created the questionnaire online using Google Forms after the questionnaire was approved. The researcher discreetly transmitted the link to the survey questionnaire created by the respondent's social media account and/or email account. One month was set up for the distribution and collection of survey questionnaires

Data Analysis

The data were tallied, encoded, and analyzed using descriptive analysis. The relationship between leadership, organizational commitment, and work satisfaction was investigated using different correlations in the current study. ANOVA was used to evaluate if there was a significant difference in ethical leadership, organizational commitment, and job satisfaction when groups were constructed based on demographic data. Factor analysis was used in data reduction that allows ideas that are difficult to quantify directly. Factor analysis produces easy-to-understand, actionable data

by distilling a huge number of variables into a few comprehensible underlying elements.

Ethical Consideration

The researcher took ethical concerns into account while conducting the study. The institution's President/Administrator/Head was requested for permission and kept informed about the study's purpose. The personal safety and interests of the participants, all of whom are professionals, shall be safeguarded. All the information regarding the participants was kept private and anonymous. The survey was completely optional

RESULTS AND DISCUSSION

Table 1. *Assessment on the Ethical Leadership, Organizational Climate and Job Satisfaction*

	CM	SD	VI	Rank
Ethical Leadership	3.27	0.65	A	
Communicational	3.28	0.65	A	2
Behavioral	3.24	0.65	A	3
Ethical Decision Making	3.21	0.62	A	4
Ethical Climate Leadership	3.34	0.67	A	1
Organizational Commitment	2.90	0.51	A	
Affective	2.78	0.45	A	2.5
Normative	3.14	0.55	A	1
Continuance	2.78	0.54	A	2.5
Job Satisfaction	3.11	0.76	A	
Compensation	2.98	0.73	A	4
Benefits	2.92	0.92	A	5
Working Condition	3.17	0.76	A	3
Interpersonal Relationship	3.25	0.65	A	1
Policy and Administration	3.22	0.68	A	2

Table 1 summarizes local colleges' ethical leadership, work satisfaction, and organizational commitment. Ethical climate leadership has the greatest weighted mean of 3.34 in terms of ethical leadership. To summarize, the local colleges' composite mean for ethical leadership is 3.27, indicating that employees agreed with the statement provided. Employees led by highly ethical executives reported higher work satisfaction and organizational engagement than employees led by less ethical leaders, according to Yates [9]. Employees indicated that ethical leadership had no discernible effect on their level of organizational citizenship behavior.

For organizational commitment, employees' normative commitment obtained a weighted mean of

3.14, while affective and continuation received a weighted mean of 2.78. The composite mean of organizational commitment is 2.90, indicating that employees agree or feel this dedication, but that it might be improved. Lastly, in terms of job satisfaction, employees valued interpersonal relationships with a mean of 3.25. Followed by policy and administration, working conditions, then compensation and benefits. Job satisfaction's composite mean is 3.11.

According to Yates' [9] research, employees led by highly ethical leaders reported higher work satisfaction and organizational commitment than employees led by less ethical leaders. Employees indicated that ethical leadership had no discernible effect on their level of organizational citizenship behavior. Furthermore, Kim and Vandenberghe [10] discovered that follower affective and normative commitment were linked to perceived organizational support. Furthermore, the link between ethical leadership and perceived organizational support was stronger at high levels of empowerment. This moderating effect also reduced the indirect relationship between ethical leadership and commitment components.

When the respondents are classified by age, Table 2 shows that there is no significant difference in ethical leadership. This indicates that the respondents' level of agreement on ethical leadership varies by age. Meanwhile, there is a significant difference in continuation commitment (f=2.737, p=0.044), with the result showing that respondents aged 30-39 years old had significantly lower continuance commitment than those aged 50 years and up. Furthermore, a significant difference exists in the level of satisfaction of respondents in terms of working conditions (f=3.699, p=0.013) where those respondents who belong to 20-39 years old have a significantly lower level of satisfaction on working condition than 40-49 years old.

Similar to the study of Eleswed, and Mohammed, [11], age as a demographic component was found to have an impact on organizational commitment. Furthermore, it was discovered that job satisfaction and organizational commitment had a favorable link. Brown and Trevio [12] found a link between having an ethical role model early in one's career and the perceptions of ethical leadership among subordinates.

Table 2. *Differences on Ethical Leadership, Organizational Commitment, and Job Satisfaction when the respondents were grouped according to Profile Variables*

	Age		Sex		Civil Status		Educational Background		Job Status		Length of Service		Salary	
	f-value	p-value	t-value	p-value	t-value	p-value	f-value	p-value	t-value	p-value	f-value	p-value	f-value	p-value
Ethical Leadership														
Communicational	0.703	0.551	-0.241	0.81	0.208	0.835	0.739	0.53	2.414*	0.017	3.945**	0.009	2.435	0.066
Behavioral	0.589	0.623	-0.416	0.678	0.104	0.917	0.414	0.743	2.045*	0.042	3.399*	0.019	1.936	0.125
Ethical Decision Making	1.249	0.293	0.067	0.946	-1.269	0.206	0.207	0.892	3.391**	0.001	1.437	0.233	2.881*	0.037
Ethical Climate Leadership	0.673	0.569	-0.369	0.713	0.801	0.424	0.746	0.526	1.793	0.074	3.035*	0.03	2.237	0.085
Organizational Commitment														
Affective	0.448	0.719	-0.669	0.504	-0.334	0.739	0.638	0.591	1.582	0.115	1.056	0.369	2.891*	0.036
Normative	0.236	0.872	-0.595	0.552	-0.393	0.695	0.286	0.836	1.897	0.059	1.927	0.126	0.698	0.554
Continuance	2.737*	0.044	-0.549	0.583	2.432*	0.016	1.318	0.269	-1.001	0.318	1.059	0.367	4.207**	0.006
Job Satisfaction														
Compensation	0.358	0.783	-2.142*	0.033	0.186	0.852	1.63	0.183	-2.475*	0.014	0.206	0.892	0.636	0.592
Benefits	0.825	0.481	-2.578*	0.011	1.158	0.248	1.037	0.377	-5.821**	0	0.157	0.925	2.427	0.066
Working Condition	3.699*	0.013	-2.994**	0.003	2.333*	0.02	1.372	0.252	-2.570*	0.011	0.709	0.548	2.886*	0.036
Interpersonal Relationship	1.427	0.236	-2.054*	0.041	0.443	0.658	1.203	0.309	-0.453	0.651	2.013	0.113	0.718	0.542
Policy and Administration	1.519	0.21	-2.617**	0.009	1.489	0.138	0.244	0.865	-0.202	0.84	3.495*	0.016	0.702	0.551

*Significant; ** Highly Significant*

This effect was mitigated by leader age, as expected, with older leaders having a higher link between career mentoring and ethical leadership. The relationship between childhood ethical role models and ethical leadership ratings was also moderated by leader age, with younger leaders' having had childhood ethical role models being more strongly and favorably linked to ethical leadership. According to the findings, top management ethical role models had little influence.

Table 2 also reveals that there is no significant difference in the responses for ethical leadership and organizational commitment when the respondents are grouped by sex with estimated p-values greater than 0.05 alpha level. This suggests that males and females have similar responses when it comes to ethical leadership and organizational commitment. Ertürk's [13] findings reveal that organizational commitment of teachers of various genders, branches, ages, and seniorities, ethical leadership behaviors of school principals, and trust perception of school principals are all similar. Teachers' views of school principal ethical leadership and trust; school principal ethical leadership actions and teachers' commitment revealed that teachers' perceptions of trust and organizational commitment had a positive and high level of relationship. Teachers' perceptions of school principals' ethical leadership behavior, teachers' perceptions of trust in the school principal, and a positive and highly significant relationship between teachers' commitment, according to the findings, school principals' behaviors should be ethical to increase teachers' trust and organizational commitment. School principals can receive comprehensive training in the areas of teaching and school administration, as well as leadership development.

In contrast to Chen, [14] found that subordinate job satisfaction, as well as trust and job satisfaction in relation to the subordinate's organizational commitment, are influenced by gender. Likewise, Karakus [15] found that the ethical leadership behaviors of their school principals had a favorable impact on both male and female teachers' organizational commitment levels. Ethical leadership practices, on the other hand, have a greater impact on female instructors' commitment levels. Furthermore, older male instructors hold a more unfavorable view of their principals' ethical leadership actions than their younger colleagues. According to Nisha [16], female instructors are more dedicated than male professors in this challenging situation of a pandemic. Both female and male teachers exhibited low levels of organizational engagement.

There was no significant difference in overall job satisfaction between male and female educators during the Covid-19 outbreak. During the Covid-19 pandemic, this research revealed a positive and strong link between organizational commitment and job satisfaction. Meanwhile, when respondents are sorted by sex, there is a considerable difference in job satisfaction. In terms of remuneration, benefits, working conditions, interpersonal relationship, policy and administration, female respondents report a considerably greater degree of job satisfaction. Employee attitudes are linked to ethical leadership, and psychological empowerment fully mediates the link between ethical leadership and emotional commitment while only partially mediating the link between ethical leadership and job satisfaction. Brown and Trevio [17] discovered no gender differences in ethical leadership [18].

Table 2 also shows that no significant differences in responses for ethical leadership exist when respondents are classified by civil status and computed p-values are more than 0.05 alpha level. As a result, single and married respondents' ethical leadership responses are almost equal. Meanwhile, there is a substantial difference in respondents' organizational commitment in terms of continuation commitment (t=2.432, p=0.016), with unmarried (2.84) respondents having significantly higher continuance commitment than married (t=2.432, p=0.016) respondents

(2.66). Furthermore, there is a significant difference in job satisfaction when it comes to working conditions (t=2.333, p=0.020). Unmarried respondents (M=3.25) were shown to be much happier with their working conditions than married respondents (M=3.01).

According to the computed p-values, which are all greater than 0.05 alpha levels, there is no significant difference in ethical leadership, organizational commitment, or job satisfaction among respondents' educational backgrounds, as shown in Table 2.

In contrast to the findings of Chen, [14] study, for both transformational and transactional leadership, the amount of education has an impact on subordinate work satisfaction. In terms of subordinate work satisfaction and organizational commitment, undergraduate and graduate education levels have an impact on trust. Gender has an impact on subordinate job happiness under transactional leadership, as well as trust and job satisfaction in relation to the subordinate's organizational commitment.

When respondents are classified by job status, there is a significant difference in terms of communication (t=2.414, p=0.017), behavioral (t=2.045, p=0.042), and ethical decision making (t=3.391, p=0.001). The findings revealed that respondents with a contractual job status observe communicational, behavioral, and ethical decision-making in ethical leadership practices at a considerably higher rate than those with a permanent position. In terms of affective (t=1.582, p=.115), normative (t=1.897, p=.059), and continuity (t=-1.001, p=.318) organizational commitment, there is no significant difference. This indicates that respondents with various employment statuses have varying levels of organizational commitment. In terms of remuneration (t=-2.475, p=.014), benefits (-5.821, p.01), and working conditions (t=-2.570, p=0.011), there is a significant difference in job satisfaction (t=-2.475, p=.014). Respondents who are already permanent have much higher satisfaction than those who are on a contract.

There is a substantial difference in communicational (f=3.945, p=0.009) and ethical climate leadership (f=3.035, p=0.030) ethical leadership. In comparison to those with more than nine (9) years in service (M=3.04), individuals with less than three (3) years in service (3.39) have a considerably higher level of agreement on communicational ethical leadership. At the same time, when compared to individuals with 6 to 9 years in service, they [less than 3 years] have a much higher level of agreement on ethical climate leadership (3.08). No significant difference exists on the organizational commitment in terms of affective (f=1.056, p=0.369), normative (f=1.927, p=0.126) and continuance (f=1.059, p=0.367) when the respondents are grouped according to length of service. This signifies that the level of

organizational commitment is considered diverse across respondents with different numbers of years in the service.

There is a substantial difference in work satisfaction between policy and administration (f=3.495, p=0.016). In terms of policy and administration, those with less than three years in the service had a significantly greater degree of satisfaction than those with six (6) or more years in the service.

When classified by salary, table 2 shows that there is a significant difference in ethical leadership in terms of ethical decision making (f=2.881, p=0.037). The findings revealed that those earning P 31,000 or more have a much higher level of agreement on ethical decision-making than those earning less than P 10,000.

There is a significant difference in affective commitment (f=2.891, p=0.036) and continuation commitment (f=4.207, p=.006) when it comes to organizational commitment. The findings revealed that individuals earning less than 10,000 have a significantly higher degree of affective commitment than those earning 11,000-20,000, while those earning 21,000-30,000 have a much higher level of continuation commitment than those earning less than 10,000.

When it comes to job satisfaction, a significant difference exists in working conditions, where those respondents who are receiving 11,000-20,000 as salary have a significantly higher level of satisfaction in terms of their working condition than those respondents who are receiving less than 10,000. Contrary to the findings of Ashraf, [19] demographic characteristics have an indirect impact on organizational commitment through the mediation of remuneration structure and faculty job satisfaction, even though they have no direct impact on organizational commitment. Furthermore, remuneration structure has an important mediation function in the relationship between job satisfaction and demographics.

This is related to the findings of Malik, et al. [20] that job satisfaction, supervision quality, and pay satisfaction all had a substantial positive impact on faculty members' organizational commitment. They were very committed to the organization and pleased with their jobs, supervisors, salaries, coworkers, and advancement chances.

Data reveals that job type, income satisfaction, and quality supervision are all significant drivers of organizational commitment. They were also found to be happy with their supervisors, coworkers, salary, job, and opportunities for promotion at their universities. Teachers in higher education are not immune to low job satisfaction and organizational commitment, which can have negative economic and noneconomic consequences such as high departure turnover, reduced teaching effectiveness, and student intellectual advancement.

Table 3.
Cross-Correlation Among Ethical Leadership, Organizational Commitment, and Job Satisfaction

		Communicational	Behavioral	Decision	Climate	Affective	Normative	Continuance
Affective	r-value	.436(**)	.411(**)	.417(**)	.425(**)	1	.555(**)	.015
	p-value	.000	.000	.000	.000		.000	.824
Normative	r-value	.727(**)	.733(**)	.740(**)	.765(**)	.555(**)	1	.405(**)
	p-value	.000	.000	.000	.000	.000		.000
Continuance	r-value	.434(**)	.463(**)	.401(**)	.475(**)	.015	.405(**)	1
	p-value	.000	.000	.000	.000	.824	.000	
Compensation	r-value	.425(**)	.391(**)	.392(**)	.427(**)	.177(**)	.505(**)	.461(**)
	p-value	.000	.000	.000	.000	.007	.000	.000
Benefits	r-value	.289(**)	.263(**)	.200(**)	.323(**)	.168(**)	.268(**)	.399(**)
	p-value	.000	.000	.002	.000	.010	.000	.000
Working Condition	r-value	.577(**)	.566(**)	.505(**)	.614(**)	.303(**)	.514(**)	.476(**)
	p-value	.000	.000	.000	.000	.000	.000	.000
Interpersonal Relationship	r-value	.759(**)	.765(**)	.705(**)	.787(**)	.448(**)	.780(**)	.496(**)
	p-value	.000	.000	.000	.000	.000	.000	.000
Policy & Admin	r-value	.694(**)	.705(**)	.647(**)	.729(**)	.424(**)	.722(**)	.443(**)
	p-value	.000	.000	.000	.000	.000	.000	.000

Table 3 reveals that organizational commitment in terms of affective and continuous commitment and ethical leadership have a somewhat good association, whereas normative commitment and ethical leadership have a substantial positive relationship. Perceived organizational support was positively connected to follower affective and normative commitment [10]. Furthermore, the relationship between ethical leadership and perceived organizational support was stronger at high levels of empowerment. This moderating effect extended to the indirect relationship between ethical leadership and commitment components.

Meanwhile, both positive and negative employee attitudes are linked to ethical leadership, and psychological empowerment fully mediates the relationship between ethical leadership and affective commitment while only partially mediating the relationship between ethical leadership and job satisfaction [18].

Likewise, according to Celik, et al. [21] ethical leadership improves organizational commitment and work satisfaction, and organizational commitment improves job satisfaction. It was also revealed that organizational commitment can operate as a partial mediator between ethical leadership and job satisfaction.

Meanwhile, ethical leadership and job satisfaction in terms of compensation, perks, and working conditions have a small to moderate positive association. Furthermore, in terms of interpersonal connections, policy, and administration, there is a considerable positive relationship between ethical leadership and job satisfaction.

In terms of compensation, benefits, and working conditions, there is a significant low to moderate positive

relationship between organizational commitment and job satisfaction, whereas in terms of interpersonal relationships and policy and administration, there is a moderate to strong positive relationship between organizational commitment and job satisfaction.

To establish a good organizational structure, job satisfaction and ethical leadership can help to increase organizational commitment. This is also consistent with the findings of Ullah et al [22], who found that ethical leadership improves staff innovation performance. Human and social capital, two types of intellectual capital, have been discovered to play a moderating influence in the ethical leadership – employee innovative performance link.

According to the findings of Madenoğlu, et al. [23] study school principals' ethical leadership behavior is the main predictor, while work satisfaction is the mediating variable on organizational commitment. Teachers' job happiness is influenced by school administrators' ethical leadership, and this instance helps to understand the level of organizational commitment.

According to a study by Bahadori et al. [24], there is a significant positive relationship between ethical leadership and organizational commitment among firefighters. Fire department managers can increase firefighters' organizational commitment, affective commitment, continuance commitment, and normative commitment and prevent them from quitting by using ethical leadership methods such as being a role model, improving management-employee relations, and establishing trust.

Also based on the results of the analysis of Ahad et al [25], there is a significant positive relationship between

work attitudes, organizational commitment, and emotional intelligence. Therefore, this study can be used as a guide to stakeholders in managing vocational colleges, teachers and organizations properly.

Based on the findings, the best leadership style is decided by the followers and the scenario in which the leader and followers interact. It is investigated that ethical leadership is a means for project managers to influence members of their teams. The findings suggest that ethical leadership is a powerful, context-specific tool that project managers may employ to boost project success [26]. Based on the findings of Abbas, and Kowang, [27], ethical leadership and Islamic work ethics have a favorable impact on employee commitment and job happiness.

According to a study by Jung, et al, [28], workplace loneliness reduced employee engagement with their occupations, which had a good association with organizational commitment. Furthermore, coworker exchange was found to mitigate the detrimental impact of workplace loneliness on job engagement, and employees' preservation of positive social exchange relationships with their coworkers was confirmed to be a crucial component in reducing the negative impact of workplace loneliness.

The outcome of the factor analysis employing the variables in the study is shown in Table 4. After simplifying the greatest common variation from all variables and putting them into a common score, these are the things that fall on the value of 0.8. This is a method for condensing many variables into a smaller number of parameters.

The best term to describe all the parts is inspirational leadership, which is about boosting employees' capacity to lead in a style that works for them while also encouraging others to push themselves, achieve more, and achieve that potential. Employees gain greater confidence in what they can do and apply that confidence to benefit the company they work for. The methods used to accomplish this vary from person to person and company to company, but the result is always the same: employees gain greater confidence in what they can do and apply that confidence to benefit the company they work for.

The key to inspiring leadership is awareness - both of oneself and of those around. An employee cannot inspire others unless he or she first inspire oneself, which means figuring out what inspires and using it to motivate others. Inspiring leadership is built on a foundation of principles and ensuring that those values are reflected in one's actions. By acting in line with own values, he can inspire others to behave in accordance with theirs. It is easier if the people leading share own ideals, but even if their values are not perfectly aligned, leaders can still be inspirational.

Table 4.
Inspirational Leadership the Proposed Variable

Motivational Atmosphere
My supervisor-
1. lead by example; sets an appropriate setting to show employees how creative they are.
2. knows what employee wants and makes it very clear to them as well by providing free discussion venues.
3. defines the size of the school work.
4. sets the school guidelines correctly
5. thoroughly approaches solutions generation by understanding what motivates each individual employee.
6. effectively executes collective decisions in schools.
7. recognizes that supporting employee motivation is a process and bravely behaves before the occurrences
8. does the activities in accordance with the reality principle and supports employee motivation by making it measurable

Professional values and behaviour
My supervisor-
1. recognizes staff can think differently.
2. does a sense of responsibility with his/her own work.
3. guards the rights of individuals.
4. is anxious to study.
5. respects the social values in which it lives.
6. carries out his/her professional duties with honesty.
7. honestly behaves.
8. knows his behavior's boundaries.
9. is gracious.
10. is treating everybody equally.
11. can assess himself.
12. deals fairly with employees.
13. is simple.
14. does not judge employees on their personal qualities.
15. has affirmation that is near to reality.

Motivational drive
My supervisor-
1. fairly rewards the success of her employees.
2. gives supervisors and colleagues recognition
3. creates a sense of gratitude to others for their services.
4. is striving to improve professional efficiency.
5. outlines specific future goals.
6. is concerned about the superior and co-workers – wellness employees
7. grants the position-proportionate authority
8. is encouraging staff.

Professional Relationship
My supervisor-
1. provides opportunities for employee social interaction
2. has a sense of belonging when working with a group
3. participates constructively and intelligently in talks.
4. maintains a cordial relationship with her bosses or superiors.
5. has a nice one Relations on or off campus between supervisors and employees
5. approaches teachers with compassion
6. makes staff aware of the problems
7. respects the people around him.

Those who actively seek to understand their own values, motivations, and inspirations, as well as the values, motivators, and inspirations of the people they lead, are more likely to succeed as inspirational leaders. Instead, four sub factors were created: motivating atmosphere, professional ideals and behavior, motivational drive, and professional relationship.

Creating a motivational environment for employees begins with encouraging oneself. Aligning organizational goals with employee goals through understanding what the employee's desire and making it obvious to them. Leaders must recognize that supporting employee motivation is a process and understanding what motivates them make employee motivation measurable to keep it up.

The qualities that many businesses desire in their employees are referred to as professional values. The character traits embraced and exhibited at work to signify success are professional values. Furthermore, these professional principles usually include the soft skills and behaviors that are necessary for growth in the workplace. People are compelled to take specific behaviors to relieve the internal tension generated by unfulfilled demands, according to the drive theory of motivation. A professional relationship is an interpersonal connection that exists between two or more persons in the workplace. Professional partnerships are more formal than personal relationships. Because workplace culture and professional expectations typically determine how employees should interact with one another, this is the case. When these expectations are met, personal challenges and situations are less likely to interrupt corporate operations.
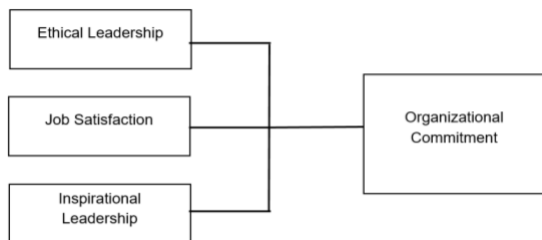

Fig 1. Proposed Framework to enhance Organizational Commitment (*ABPEREZ ORGANIZATIONAL COMMITMENT*)

The proposed Framework is shown in Figure 1. Employee commitment can be improved by having ethical and inspiring leaders. Employees will be satisfied with their jobs if they are completely satisfied with the leaders who lead them. Employees' organizational citizenship behavior is mediated by job satisfaction and organizational commitment, both of which are influenced by ethical leadership. Employee work satisfaction and organizational commitment are mediated by the ethical climate established by ethical leadership in Bosnia and Herzegovina's private universities, which increases organizational citizenship behavior [29].

CONCLUSION AND RECOMMENDATION

Among ethical leadership, climate leadership garnered the highest rank, communication comes next, followed by behavioral decision-making, and finally ethical decision-making. Employees place a high value on normative commitment, with both affective and continuance receiving the same value. Employees rated the interpersonal relationship with the highest weighted mean as the most important. Policy and administration come next, followed by working conditions, salary, and benefits. The composite mean of job satisfaction is agree, which suggests that all the variables listed can satisfy employees.

Organizational commitment in terms of affective and continuous commitment and ethical leadership have moderately good association, whereas normative commitment and ethical leadership have a substantial positive link. There is a modest to moderate positive relationship between ethical leadership and job satisfaction in terms of pay, benefits, and job pleasure. Furthermore, in terms of interpersonal relationships, policy, and administration, there is a significant strong positive relationship between ethical leadership and job satisfaction, as well as a significant low to moderate positive relationship between organizational commitment and job satisfaction in terms of compensation, benefits, and working conditions, and a moderate to strong positive relationship between organizational commitment and job satisfaction.

Age, sex, civil status, and educational attainment had no significant impact on ethical leadership, organizational commitment, or work satisfaction; but length of service, job position, and salary do. A proposed framework is prepared to improve job satisfaction and foster ethical leadership that can boost organizational commitment.

The Local Government Unit may allocate fund to their respective Local Colleges and Universities to improve ethical leadership, organizational dedication, and work satisfaction. The respective Local Colleges may enforce improvement on behaviors and address properly the ethical concerns within their jurisdiction. The Local Colleges may sustain job satisfaction among employees to promote affective commitment through long-term commitment, placement of suitable talents, credentials, and competence. The institution may develop interpersonal relationship-related activities and programs. The framework developed may be used as a tool to improve organizational commitment by focusing on job satisfaction, ethical and inspirational leadership. A comparable study could be undertaken in a different location in the future to compare the results.

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