



QUANTUM LEADERSHIP, ETHICAL CLIMATE AND COMMITMENT OF SCHOOL ADMINISTRATORS: A CONVERGENT DESIGN

Maria Lorena M. Abangan, Ph.D.

MLIS/BLIS Program Head/Reader's Services Librarian, Cor Jesu College

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ABSTRACT

Background. Evidently, findings of previous studies conducted were either qualitative or quantitative in nature. There were only few literature relating to the association of the three variables namely; quantum leadership, ethical climate and commitment of school administrators in the local Philippine context.

Objectives. This study determined the influence of quantum leadership and ethical climate on the commitment of school administrators of private HEIs in Region XI, as conceptualized through the pragmatic philosophical worldview.

Methods. Mixed methods research approach specifically the convergent design was employed. There were 300 school administrators who served as respondents, purposively chosen for the quantitative phase and 17 as participants for the focus group discussion and in-depth interview for the qualitative phase. An adopted questionnaires and validated interview guide were utilized as basis for the data gathered. Statistical tools like mean, standard deviation, Pearson-r and multiple linear regressions were used to analyze the quantitative data while thematic analysis was applied in the qualitative phase.

Results. Findings revealed that the status of quantum leadership was always evident while ethical climate was oftentimes manifested. Moreover, commitment was always observed among the school administrators. Major themes emerged from the thematic analysis on the participants' lived experiences such as possessing a decisive frame of mind, displaying notable leadership practices, experiencing administrative failures and having personal battles on the views and challenges or struggles of school administrators. Further, four themes emerged on the role of experiences in shaping up the attitude and commitment namely; being optimistic and empowered, being relational and reflective, practicing faithfulness on moral principles and doing high quality work. Interestingly, mixing the salient quantitative and qualitative findings revealed the merging-converging nature and function of data integration

Conclusion/Recommendation. The status of quantum leadership, ethical climate and commitment of school administrators in the private HEIs in Region XI was rated very high. This means that quantum leadership is always evident, the ethical climate is always manifested and commitment is always observed among the school administrators in Region XI; both quantum leadership and ethical climate significantly influenced the commitment of school administrators in the private HEIs in Region XI. Finally, this study was relevant in the sense that it generated significant information useful in school policies, and identifies areas for evaluation on the effect of quantum leadership and ethical climate to the commitment of school leaders, coupled with the decrease of commitment among schools administrators. Hence, the private HEIs may apply the principles of quantum leadership skills and continue the ethical practices that contributed to the attainment of the school goals and objectives.

KEYWORDS: Commitment, education, ethical climate, leadership style, quantum leadership, school administrators

INTRODUCTION

The problematic commitment of leaders remains high, resulting in lack of creativity, connectivity and collaboration at all levels of the organization (Schneider & Macey, 2018). In the United States, Tsao and Laszlo (2019) argued that 75% of current approaches to leadership fail to produce positive commitment of the leaders and high productivity for the organizations they serve. In Europe, according to Powell (2017), the problem is that 86% of organizational leaders are experiencing very low commitment endemic to the times and are not aware of the transformative work that redefines their role as school leaders (Tsao, & Laszlo, 2019).

As mentioned by Lloyd, (2013), school leaders should also keep in mind several guidelines for change leadership such as the need to realize that change is a continuous process that requires ethical climate to enhance organizational commitment of the human capital within the organization. Moreover, the traditional leadership model must be replaced with one that reflects the new realities of our workforces and our stakeholder needs (Porter-O'Grady & Malloch, 2017). Also, 80% of global organizations experienced disruptive innovations that are changing the rules of competition for today's higher educational institutions at breakneck speed so with leaders' commitment and ethical climate in the organization (Giles, 2018).



One type of leadership is quantum leadership. Tsao and Laszlo (2019) defined quantum leadership as a leadership informed by quantum thinking and guided by the defining principles of quantum physics. Quantum leaders think ahead by formulating many scenarios (Schaff and Johnson, 2012). Moreover, quantum leadership is the process of leading from the future. It is based upon the achievement of a future perfect organization, which is the prototype high-performance organization of the 21st century, (Banks, 2018). This occurs by projecting one's mind-set and behaviors into the future perfect paradigm and literally pulling the organization into that future state. A future perfect organization is defined as exceptional in terms of productivity, performance, and profitability, one to three years into the future (Porter-O'Grady and Malloch, 2017).

From deconstructing infrastructure to confronting new age leaders, a new set of complex environment emerge where things are constantly changing that have not fully prepared school leaders to address in the 21st century newer model of leadership that are based on new ideas about organizational structure, managing people, systems and processes (Ferrell, 2019). The leader's role must change with changing times (Giles, 2018). Change leadership means adopting new ways of doing things, solving conflicts, searching for new markets, develop new practices, outperform competitors, new strategic solutions to chaotic situations and a learning process to see the bigger picture of the intelligent school organization, (Powell, 2017).

On the other context, it has been argued that unethical behavior in the organization is increasing (Wyld and Jones, 2017). A sound ethical practices among employees is vital to the organization and society as a whole, (Brodnick, 2018). Recent impacts from the revelations of previous findings, ethical climate at school organizations lend support to the school leader's commitment (Haris, Budihan and Haris, 2016). These ethical climate, perceptions, commitment, and practices are often viewed in composite as the organization's overall performance (Victor and Cullen, 1987, 1990, 2009).

Ethical climate is when workers perceive that organization is concerned about their well-being through its emphasis on fairness, diversity, ethics, trust, and so forth, they are more amenable to the efforts of management to focus on strategic outcomes of value to the organization (Schneider, White and Paul, 2017). An appropriate ethical climate increases the desire to become emotionally involved, and enhances commitment of school leaders (Arias and Tejada, 2014). An understanding of the ethical work climate aids in obtaining a fuller appreciation regarding the decisions made by school managers and leaders (Meyer, Stanley, Jackson, McInnis, Maltin, and Sheppard, 2012). Literature affirms that people tend to accept and internalize the ethical climate to which they belong and that the perception of climate influences their behavior and increase their commitment (Aldazabal, Espinosa-Pike, and Martin-Arroyuelo, 2017).

According to Mills and Spittle, (2016) leadership and ethical climate have bearings towards commitment of school leaders. The leaders' role changes with changing times (Giles, 2018). School leaders and their organizations are to thrive in the new era, a whole new mind-set and skill-set must emerge in the school leader (Porter-O'Grady and Malloch, 2017). School leaders face the need for a quantum leap in their thinking about the structure and leadership of organizations that have bearing on their commitment (Giles, 2018) and encounter the greatest technological upheaval, need for creative restructuring, challenged by external forces to build a radically new leadership culture from the ground up, (Zohar, 2016).

Evidently, findings of previous studies conducted were either qualitative or quantitative in nature. Moreover, mostly were focused on corporate and health care professionals (Dargahi, 2013). Further, most of the studies found were bivariate in nature (Haris, Budiman, and Haris, 2016) and there were only few literature relating to the association of the three variables namely; quantum leadership, ethical climate and commitment of school administrators (Giles, 2018). The literatures seemed insufficient regarding the linkage of these three variables in the local setting (Dargahi, 2013). With all of these scenarios, the researcher was intensely interested in working with this study.

LITERATURE REVIEW

This section discusses literature and related studies on quantum leadership, the ethical climate and commitment of school administrators which comprises information, ideas, concepts both local and foreign sources that serve as background and framework of the components of the study.

Quantum Leadership

Quantum leadership is an approach that leads organization to the future and modifies organization to future perfect ones (Busemeyer, Wang, and Townsend, 2016). Further, quantum leadership is a process which makes everyone participates in the organization, which school leaders are leaders who can motivate the employees and reach the future perfect organization to high level of performance that is defined as an exceptional organization in terms of productivity, performance and profitability.

Readings revealed that quantum leadership affects commitment of school administrators (Giles, 2018; Powell, 2017; Porter-O'Grady, 2017; Tsao and Laszlo, 2019; Dargahi, 2013; Haris, Budihan, and Haris, 2016). A quantum leader applies the central insights and ideas of quantum physics to improve and enhance the quality of thinking, increase commitment, and provide learning in strategic planning processes. It means that trying to hold ideas in an open-minded manner in order to expand options and possibilities. The what if questions is beneficial when making plans and visualizing and thinking of future decisions that makes quantum leader helps create innovative strategic options for any quantum organization and further increase the commitment of school administrators in the organization, (Harris, 2018).



Moreover, quantum leadership is based upon three principles that explain the human thought function. These principles are mind that established perspectives, thought is based on systems and processes and consciousness that influence and affects commitment of leaders (Banks, 2018). This requires the ability of school leaders to create a relationship and atmosphere of transformational leadership and dynamic leader-follower that affects leader commitment, (Okpara, 2014). Quantum leaders perspectives focuses on innovation, involves interaction, commitment of leaders and supporting staff members for self-direction, rather than giving direction for a future perfect organization, (Zohar, 2016).

Additionally, according to previous research on quantum leadership and its bearing to commitment (Dikko, Abdul, Mutalib and Ghazali (2017), quantum thinking and skills of school administrators is a mechanism that is the backbone in understanding how this leadership style works and functions within the organization (Avolio and Gardner, 2015). The study of Ekpe and Adelaiye (2017) found out that there was a positive significant relationship between quantum leadership style and school leader's commitment.

Furthermore, quantum leadership is not a traditional leadership; it is a new paradigm of advanced organizational stewardship. As in physics and the theory of quantum mechanics; quantum leadership provides a path through the unpredictable, the non-linear and the highly complex nature of organizations. This requires the ability to create a relationship and atmosphere of transformational leadership and dynamic leader-follower that affects leader commitment, (Okpara, 2014). The aim of quantum leadership is to unify both manager and employee together so that they can pursue a self-leadership role which encourages others to exercise leadership utilizing stewardship, Giles, (2018). The most important issue is that leaders explore the pursuit for more dynamism that captures the unpredictable, chaotic aspects of transformation confronted by today's organizations and establish the paradigm adjustments that would illustrate adaptive structures and processes, increase high level of leader commitment for constructive transformation, (Kotter, 2018). Moreover, quantum leader applies the central insights and ideas of quantum physics to improve and enhance the quality of thinking, commitment, and learning in strategic planning processes, (Agrawal and Sharda, 2013). Also, Tsao and Laszlo (2019) further stated that leaders should know how to apply the dynamics of the quantum field that allows beneficial application in harmonious energy access, holistic perspective, organizational restoration, and much more based on the leader's perspectives, organizational design, motivation and needs of a specific organization (Kanter, 2020).

Finally, Hassan & Umar (2016) found out on their study stated that leadership style was more strongly correlated with commitment that shows school heads should endeavor to communicate, inspire and motivate employees by respecting and commending individual contribution to the goal of the organization (Haris, Budihan, and Haris, 2016). Once the leader

commitment increases, the willingness of employees to achieve the vision is influenced by the extent to which the leader is able to build a shared, desired picture of the organization or unit (Banks, 2018).

Ethical Climate. Ethical climate is the shared perceptions of employees what is considered to be an ethically correct behavior that are the expected norms, standards and moral practice within a specific organization Huang and Lin, (2014). Further, Mills and Spittle, (2016) described that leadership and ethical climate have bearings towards commitment of school leaders. In the same manner, Moore, (2012) defined ethical climate as the prevailing perceptions of typical organizational practices and procedures that have ethical content. Furthermore, ethical climate therefore influences the commitment of leaders, the decision making and subsequent behavior in response to ethical dilemmas. Martin & Cullen, (2016).

In addition, a substantial body of research addresses organizations' ethical climate, and their influence on leaders' commitment (Cullen, Parboteeah and Victor, 2003; Peterson, 2012; Wimbush and Shepard, 2014). Literature affirms that people tend to accept and internalize the organizational ethical climate to which they belong, and that the perception of climate influences their commitment (Tauginiené, 2016). The private universities link their mission to ethics and morality, and this could be why these school leaders most strongly perceive the laws and codes ethical climate. This ethical climate is conducive to ethical behavior and can increase leader's commitment to one's organization, (Larrán and Andrades, 2015; Madison and Schmidt, 2006). These universities promote an ethical climate that fosters ethical behavior that greatly influences the commitment of school administrators (Weber, 2018).

Along this context, ethical climate has become an area of increasing interest and have bearings on the increase of commitment because a leader's ethical or unethical behavior can influence the commitment of the human capital within the organization (Mendonca and Kanungo, 2017). Also, Guerci, Boyer-Kassem, and S'Ebastien, (2015) added their findings which stated that the aspect of reinforcement of ethical behavior, specifically the way that an organization supports and rewards employees, which might be considered organizational practice on its own affects the increase of commitment of school administrators within the school organization. School leaders' guidance and unconditional support affects employee commitment (Weber, 2018).

Further, Mills & Spittle, (2016) described that leadership and ethical climate have bearings towards commitment of school leaders. Also, ethical climate therefore influence the commitment of leaders, the decision making and subsequent behavior in response to ethical dilemmas. Martin and Cullen, (2016) states that ethical climate are shared organizational ethics as a type of cultural control which results from an accumulation of organizational rituals, stories, and norms of interaction that



affects the commitment of human capital within the organization. When a climate is created where ethical values and behaviors are fostered, supported and shared, an increase of commitment occurs, Malloy and Agarwal (2013).

Commitment. Commitment is the perception which an employee develops toward the organization he is working a psychological state that characterizes the employee's relationship with the organization, and has implications for the decision to continue or discontinue membership in the organization, (Van Der Wal, DeGraaf, and Lasthuizen, (2008).

As globalization is increasing in the 21st century fourth industrial revolution, 80% of global organizations experienced disruptive innovations that are changing the rules of competition for today's higher educational institutions at breakneck speed so with leaders' commitment and ethical climate in the organization (Giles, 2018). The most important issue is that leaders explore the pursuit for more dynamism that captures the unpredictable, chaotic aspects of transformation confronted by today's organizations and establish the paradigm adjustments that would illustrate adaptive structures and processes, increase high level of leader commitment for constructive transformation, (Kotter, 2018).

Furthermore, this new culture must define a new leadership paradigm that can deal creatively with rapid change, increase leader commitment, face uncertainty, meet global interconnectivity, de-centralization, and greater demands for ethics and meaning from both employees and customers (Mills, and Spittle, 2016). The employee commitment is seen as the key factor in achieving competitive performance (Sahnawaz and Juyal, 2016) towards organizational productivity (Samad, 2017).

In addition, school leaders need to tune into the new environment, challenge the prevailing organizational wisdom, communicate a compelling aspiration, build coalitions, strive to increase commitment, transfer ownership to a working team, learn to persevere, and make everyone a hero (Solinger, Van Olffen, and Roe, 2018). As far as management of human affairs is concerned, therefore, the right path will emerge that increase leader commitment from the interaction of entities and their contexts can motivate school leaders to embrace quantum thinking (Fris and Lazaridou, 2016).

Along this line, school administrators should also keep in mind several guidelines for change leadership, apply quantum thinking such as the need to realize that change is a continuous process that requires leader's commitment (Amusa, Iyoro, and Olabisi., 2013; Crook, 2010; Ogunjinmi, 2014). The digital age now calls for leaders to perceive their role differently and to express it in ways that best fit the characteristics of the future perfect quantum organization (Powell, 2017). Finally, low commitment could be a major issue in the success of organizations, (Mayowa-Adebara, and Aina, 2018). Several studies have also identified factors that constitute low level of affective commitment among employees

in various organizations leads to lower performance and productivity. (Eisenbeiss, and Knippenberg, 2018; Mayowa-Adebara, and Aina, 2018; (Colquit, LePine and Wesson, 2019; Baba and Ghazali, 2017).

By conducting the literature review, the researcher was able to discover new insights and deepened her understanding on the topic being studied. It also helps the researcher to contextualize the different variables. In addition, the researcher was able to find validated instruments that measured the quantum leadership, ethical climate and commitment of school administrators which were very significant in the conduct and success of this study.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study was anchored on Quantum Theory of Porter-O'Grady and Malloch (2010) the development of a new paradigm that can appreciably impact the effectiveness of school administrators' leadership function. This theory is widely used to examine the quantum leadership of administrators in managing organization. The theory states that quantum leadership operates with a quantum lens that views human relationships and environmental elements as interconnected and dynamically moving that greatly influences the commitment of school leaders in the organization. Basically, the relationship between school administrators and their working environment can be described as follows: individuals are important in the world, and their collective relationships are even more important as higher level of commitment exist in their school environments. With the move to local school management, decision making patterns of school administration, leadership and management have changed. Contextually, the theory is a useful basis for school administrators in the private HEIs in Region XI to discuss their own progress in the evolution of leadership and management in their workplace that affects their commitment of being a quantum leader.

In addition, this study was anchored on the Ethical Climate Theory (Victor and Cullen, 1987). The theory states that ethical climate consists of two dimensions and is considered to be an important aspect in the management of ethics within the organizations that influence the commitment of school administrators in higher educational institutions. Further, the theory pointed out that the first dimension relates to the ethical criteria used for decision making purposes and the second relates to the locus of analysis as a referent in ethical decisions of the human capital within the organizations that affects the level of commitment of school administrators in private higher educational institutions that results to higher overall organizational performance (Mayer, 2009).

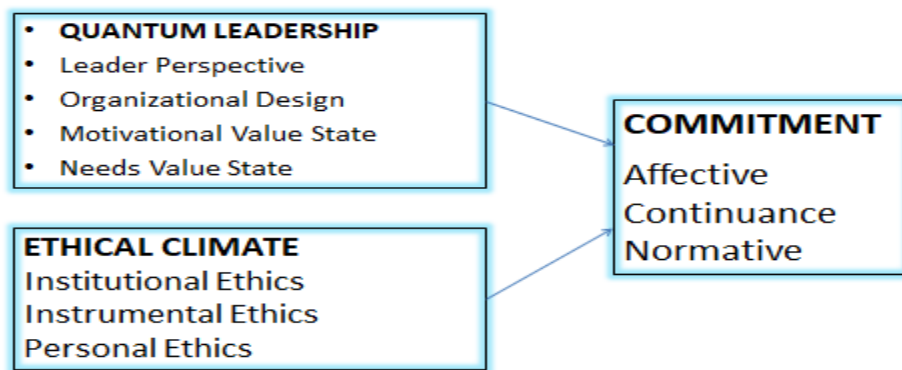
On the other hand, commitment of school administrator was anchored on the theory of organizational commitment by Perreira, (2016). The theory of organizational commitment utilized the exchange and investment approaches of organization commitment. Further, the exchange approach stated that the school administrators' commitment depends on his or her

perceived balance of reward utilities over input utilities in the private educational institutions. This approach emphasized the current exchange of relations between school administrator's commitment and the organization (Colquit, LePine, and Wesson, 2019).

The theories above were vital in the conduct of this study because they shed light to the researcher the concepts, and propositions that explain situations or events by determining the relationship of the variables in the study. These theories helped the researcher in systematically understand the behavior of a particular group. Through these theories, the researcher could determine whether the claim of the study confirms or contradicts.

Presented in Figure 1 is the schematic diagram of the conceptual framework of the study. The independent variables include **quantum leadership** and **ethical climate**, while the dependent variable refers to the **commitment** of the school administrators. Figure 1 postulated the interrelationship of quantum leadership, ethical climate and its effect on the commitment of school administrators. **Quantum leadership** has four indicators, namely: **leaders' perspective**, **organizational design or structure**; **motivational state value**, and **needs value state** of school leaders that may affect school administrator's **commitment** which includes **affective**, **continuous** and **normative** commitment.

Figure 1. Conceptual Framework



PURPOSE OF THE STUDY

This study determined the influence of quantum leadership and ethical climate on the commitment of school administrators of private HEIs in Region XI. A convergent design was used. It is a type of design in which different but complementary data were collected on the same topic. In the quantitative phase of the study, survey questionnaires were used to gather data from the school administrators of private HEIs in Region XI, to determine the significance of relationship that may exist between quantum leadership and ethical climate to the commitment of school administrators. The qualitative phase was conducted in order to generate the insights, feedback on attitudes, and lived experiences of school administrators with regard to their commitment as a quantum leader. This is to go deeper with the findings in the quantitative phase to look into the corroboration with the personal experiences shared by the school administrators of the private HEIs in Region XI.

STATEMENT OF THE PROBLEM

This study determined the influence of quantum leadership and ethical climate on the commitment of school administrators of private HEIs in Region XI. Specifically, it sought answers to the following questions:

1. What is the status of quantum leadership, ethical climate and commitment of school administrators?
2. Do quantum leadership and ethical climate significantly influence the commitment of school administrators in Region XI?

3. What are the lived experiences of the participants pertaining to their commitment as school administrators?
4. How do these experiences shape the attitude and commitment of the participants as school administrators?
5. How do the qualitative data corroborate the quantitative findings?

HYPOTHESIS

To set focus on the study, the researcher tested the null hypothesis:

HO1 The predictors does not significantly influence the commitment of school administrators.

SCOPE AND DELIMITATION

The study was conducted in private higher educational institutions (HEIs) in Region XI covering the Davao Region. Region XI consists of five provinces such as Compostela Valley, Davao del Norte, Davao del Sur, Davao Occidental and Davao Oriental. program in education. The researcher preferred to conduct the study in Region XI since the region is consist of lots of private higher educational institutions being run by many school administrators having different perspectives and personalities who can provide authentic responses which may be useful in this study. In this manner, the researcher may contribute meaningful insights to the development of quantum leadership approach in the local context, where she belongs or to the community (Region XI) at large.



In addition, the researcher was motivated to conduct the study since this field is in relation to her profession as an educator and school leader for more than twenty years in practice and the researcher have a first-hand experience with abrupt changes in the private higher educational institution with the advent of technology and changes in the Philippine educational system. Lastly, the researcher selected Region XI to be the site for this study because it has a number of respondents with different personalities who could share credible responses. Region XI has plenty of private HEIs, and that findings of this study could provide relevant ideas on quantum leadership which would be useful by the school administrators for them that they may be able to provide innovative programs and services to the stakeholders of the private HEIs.

METHODOLOGY

This study utilized the mixed methods approach specifically the convergent design. This approach measures two or more relevant variables and assess a relationship between or among them (Schmitz, 2012). The mixed methods design is the sibling of multi-method research in which either solely multiple quantitative or solely multiple qualitative approaches were combined. The convergent design both gave equal emphasis on the analysis and interpretation of the collected data (Mertens, 2018). Convergent design simultaneously gathered the quantitative and qualitative data collection and analysis (Creswell, 2017).

Meanwhile, in the qualitative phase, the researcher used phenomenological approach. A phenomenological study described the common meaning for several individuals of their lived experiences of a concept or phenomenon. It focuses on the commonality of a lived experience within a particular group (Creswell, 2013). The study was conducted in private higher educational institutions (HEIs) in Region XI covering the Davao Region. These private HEIs were selected due to its nature as privately owned sectarian and non-sectarian higher educational institutions (HEIs) that met the minimum requirements of the Commission of Higher Education in Region XI.

Moving on, the researcher employed purposive sampling in selecting the 300 respondents and 17 participants of the study. Parreno and Jimenez, (2014) defined purposive sampling as the process of choosing the respondents of the study based on their knowledge of the information required by the researcher. Further, purposive sampling was used in selecting participants in order to achieve a homogeneous sample whose units share the same characteristics or traits (Creswell, 2017). For the succeeding

phase, 10 participants were invited for the in-depth interview (IDI), and seven participants for the focus group discussion (FGD). The following criteria were set; each participant was a full-time school administrator in the private higher educational institution, and has at least active three years of experience in leading the school from the middle managerial scope specifically the college deans, program heads, program coordinators and unit heads within the school organization. Those school administrators having an experience of two years and below were not qualified to participate in the study.

For the measures, prior to the conduct of the study, the questionnaires were validated by experts in order to assess the credibility of the items suited to the participants' norms and situations. Reliability is the consistency of an instrument. The validity of a measure is directly related to reliability. The researcher used the validity of the measure to assess whether the instrument consistently measures what is intended to measure or perform what is intended to perform of (MacInnes, 2017). The Cronbach's alpha is a convenient test that was used to test the reliability, or internal consistency, that is, how closely related a set of items are as a group. Cronbach's alpha gave the researcher a simple way to measure whether or not a score is reliable.

The results were statistically analyzed using numeric data as product using mean, standard deviation, Pearson-r, and multiple regression analysis and Thematic analysis was employed which has six phases, starting with the researcher transcribing, reading, and re-reading the data, then initial codes or features of data were created. The next phase involved searching for the themes, and collating the codes. A comparison was made when presenting the results of the study in passages organized by major topics. The trustworthiness of a qualitative thematic content analysis is frequently presented by using terms such as credibility, transferability, dependability and confirmability (Creswell, 2017; Guba and Lincoln, 1985). To ensure that the study was conducted in an ethical manner, the study was reviewed by the Research Ethics Committee of the of the school before the conduct of the study. Thus, participants' full consent was obtained before the survey questionnaires were administered, interview and FGD were done, and their privacy protection was ensured and was assured with the confidentiality of their answers.

RESULTS AND DISCUSSION

Findings revealed that the status of quantum leadership was always evident while ethical climate was oftentimes manifested. Moreover, commitment was always observed among the school administrators.



Table 1.1. Status of Quantum Leadership of School Leaders

Indicators	Mean	Standard Deviation	Description
Leader's Perspective	4.50	0.48	Very High
Organizational Design or Structure	4.47	0.46	Very High
Motivational Value State	4.47	0.39	Very High
Needs Value State	4.52	0.43	Very High
OVERALL MEAN	4.49	0.36	Very High

Table 1.1 presents the computed average mean scores on the extent of quantum leadership of school administrators in terms of leader's perspective, organizational design or structure, motivational value state and needs value state as a leader in private HEIs. It has an overall mean score of 4.49 which is described as very high. It has an overall standard deviation coefficient of .36 which denotes the values tend to be close to the mean of the data set. Further, this showed consistency. The status of quantum leadership of school administrators in the private HEIs in Region XI is always evident. This means that quantum leadership perspective of school administrators with regards to leader's perspective, organizational design or structure,

motivational value state and needs value state is always evident in the workplace and contributes to the success of the operations of the private HEIs in Region XI. This implication has affirmed the findings of Malloch and Porter-O'Grady (2017) that quantum leadership perspective views and sees the organization and its members as interconnected energetic beings, enhanced by collaboration and interaction; Giles (2018), supported that the aim of quantum leadership is to unify both manager and subordinates together so that they can exercise leadership utilizing stewardship through the lens of shared values that can influence the commitment of leaders.

Table 1.2. Status of Ethical Climate of School Leaders

Indicators	Mean	Standard Deviation	Description
Institutional Ethics	4.40	0.47	Very High
Instrumental ethics	4.08	0.57	High
Personal Ethics	4.11	0.62	High
OVERALL MEAN	4.11	0.62	High

Presented in Table 1.2 are the computed average mean scores on the extent of ethical climate of school administrators in terms of institutional ethics, instrumental ethics and personal morality as school administrators in private higher educational institution in Region XI. Ethical climate is shown as oftentimes manifested among school leaders. It implies that school administrators practiced high ethical working conditions in the private HEIs in Region XI. This result has confirmed the findings of Guerci, Boyyer-Kssem & S'ebastein (2015) which stated that

reinforcement of ethical behavior, specifically the way that an organization supports and rewards employees affects the leader's commitment. Thus the role of ethical climate as Aldazabal, Espinosa-Pike and Arroyuelo, (2017), stated on their study that universities and school organizations are social change institutions and their ethical climate could influence commitment of school leaders and increase the production and performance of its leaders.

Table 1.3. Status of Commitment of School Leaders

Indicators	Mean	Standard Deviation	Description
Affective commitment	4.19	0.46	High
Continuance Commitment	4.36	0.51	Very High
Normative Commitment	4.23	0.47	Very High
OVERALL MEAN	4.26	0.39	Very High

Data on table 1.3 presents the status of commitment among school leaders in the private HEIs in Region XI, with an overall mean score of 4.26, having a descriptive rating of very high. It has low overall standard deviation coefficient of 0.39 which shows the values tend to be close to the mean of the data set. The status of commitment of school administrators in private HEIs of region XI is always observed. This variable has an overall mean score of

4.26 with a descriptive rating of high. It indicates that school administrators in the private HEIs in Region XI is emotionally attached, reflected willingness to stay and have sense of obligation in ensuring excellent organizational performance and productivity in leading the school organization. This finding is congruent with Dey (2018) who found out that employee commitment plays a major role in the success of any organization



due to its very high level of attachment that employees feel towards the organization, their willingness to perform tasks on behalf of the organization and their tendency to remain members of the organization. Schneider, White, and Paul, (2017) affirmed the findings of Dey (2018) that committed employees are dedicated and would work assiduously, conscientiously, provide value, promote the organization’s services or products and solicit continuous advancement.

Significance of the Influence of Quantum Leadership and Ethical Climate on the Commitment of School Administrators

Table 2 presents the influence of quantum leadership and ethical climate on the commitment of school administrators on private higher educational institution (HEIs) in Region XI.

Table 2. Significance of the Influence of Quantum Leadership and Ethical Climate on the Commitment of School Administrators

Predictors	Standardized Coefficients Beta	t	p-value	Remarks
(Constant)		5.912	.000	
Quantum Leadership	.403	7.813	.000	Significant
Ethical Climate	.261	5.065	.000	Significant

Note: R=.519, R-square=.270, F=52.419, P<.05

Specifically, it shows that the influence of quantum leadership on the school administrators’ commitment had a p-value that has less than .05 and a positive standardized beta value of 0.403. This implies that for every unit increase in the quantum leadership, there is a corresponding .403 increase in the commitment of school administrators in the private HEIs in Region XI.

Similarly, the influence of ethical climate, when treated solely, is also found to be significant with p-value of less than .05 and positive standardized beta value of .261. Thus, in every unit increase of ethical climate, there is a corresponding .261 increase in the commitment of school administrators. Among the two variables, quantum leadership found to be the most influential on the commitment of school administrators in the private HEIs in Region XI. Moreover, the table explains 27 percent of commitment as revealed in the R-squared value of 27. This suggests the 73 percent of the variance can be attributed to other factors aside from quantum leadership and ethical climate. The quantitative findings explaining that the variance of the commitment significantly influenced by the two independent variables.

Further, quantum leadership has positively influenced the commitment of school administrators. Data implied that the higher the quantum leadership perspective the higher is the commitment of school administrators in the private HEIs in Region XI. This result supports the findings of Akinyemi, and Ifijeh, (2017) which revealed that there is a positive relationship among leadership styles and commitment. Further, findings suggest that the positive relationship is an insight into employees’ loyalty to organization and it is a continuous process regarding employee participation in corporate decisions, their attention to it, and leads to the success and well-being of the organization. Additionally, ethical climate positively influence the commitment of school leaders which means that there is a very high manifestation of ethical practices within the organization that

increases the commitment of school leaders. These findings corroborate with the study of Agarwal, and Malloy, (2015), who stated that ethical climate is important for the overall performance of the organization. Good ethics have a beneficial effect on organizational well-being and commitment of workers. It helps in productivity improvement, risk reduction, better relations with customers and clients and an increasing flow of communication (Ciulla, 2015). Additionally, it is also a principle in the ethical advantage of work and its capacity to improve one’s character (Guerci, Boyer-Kassem, and S’ebastein, 2015). Further, Lozano (2017) confirmed that work ethics can be improved by inculcating the feeling of love among employers and employees, creating strong work culture through appropriate systems, rewards and penalties and involving the employees in more challenging jobs, in decision making process and in giving suggestions thus increasing their work commitment.

Adding on, major themes emerged from the thematic analysis on the participants’ lived experiences such as possessing a decisive frame of mind; the finding is congruent to the findings of (Brenya, 2016) that committed quantum leaders possess the quantum skills that make leaders capable to examine their mental models and make sound judgments thus promote their capacity to learn and decide, have the ability to see deliberately, quantum thinking, the ability to think adversely, quantum feeling: the ability to feel actively, quantum knowing: the ability to know intuitively, quantum acting: the ability to act accountably, quantum trusting: the ability to trust life’s process, and quantum being: the ability to be in association and they see the organizations as a complex structures., displaying notable leadership practices, this affirms Agrawal and Sharda (2013) that quantum leader applies the central insights and ideas of quantum physics to improve and enhance quality of thinking, commitment and learning in strategic planning processes, value teamwork in order to expand options and possibilities. On the third theme experiencing administrative



failures and having personal battles on the views and challenges or struggles of school administrators.

Moreover, four themes emerged on the role of experiences in shaping up the attitude and commitment namely; being optimistic and empowered, being relational and reflective, practicing faithfulness on moral principles and doing high quality work. This finding supports what Dikko, Abdul, Mutalib and Ghazali (2017) found out that commitment is the main key to the development of interpersonal relationships and sense of empowerment among school leaders in the school organization. Further, this finding reinforces with Romzek (2019) words that the workers' loyalty towards the organization is impacted by a closer attachment to the organization, a bigger sense of ownership and the more the organization's values match the worker's values are all indications of a person's commitment that positively contribute toward enhancing employees' behaviors and attitudes which ultimately increase their productivity and performance

Interestingly, mixing the salient quantitative and qualitative findings revealed the merging-converging nature and function of data integration in the following aspects:

The findings on the experiences of quantum leadership of school administrators indicating, possessing a decisive frame of mind has a parallel result with a descriptive high rating in the status of quantum leadership of school administrators in the private HEIs in Region XI. Findings affirm that quality interaction between school leader and teachers can be established because they are encouraged to communicate and this parallel structure helps them feel they are partners in the organization (Wyld and Jones, 2017). This finding implied that the school leaders in the private HEIs in Region XI encourage their teachers and subordinates to envision a future perfect school organization resulting in an increased commitment (Banks, 2018). Thus, leadership and various associated styles have an immense impact on how employees perform and grow. Additionally, quantum leaders think ahead by formulating many scenarios (Schaff and Johnson, 2012).

Furthermore, the converging nature of the qualitative and quantitative findings on ethical climate suggests that, practicing faithfulness on moral principles highlighting the following manifestations of obedience to school rules; policies are ethically

grounded and independence on personal interests; participation of the employees on institutional activities; and the structured administrative system is followed; formed the category obedience to school policies. A sound ethical practices among employees is vital to the school organization and society as a whole, (Brodnick, 2018). Strategic directions are consistent with the school policies. Decisions made are grounded on organizational policies. Thus, findings imply that quantum school leaders have great awareness of the ethical working environment of what is going on and they are consultative and participative in leading the school organization (Wyld and Jones, 2017).

Similarly, the converging nature on the focal points of commitment of school administrators in private HEIs in Region XI shows that a very high status of commitment enhances interest in working environment. The findings indicate that school administrators of private HEIs in Region XI believe doing quality work is important and that teachers always manifest the execution of remarkable teaching practices. This has a parallel result to quantitative findings under highlighting the idea that commitment is seen to employees who embraces the company's value and culture and is reflected on the established sense of loyalty through longer years of service. This finding is congruent to the statements of Park (2019) that an individual would develop an emotional attachment to an organization when he or she identifies with the goals of the organization and is willing to assist the organization in achieving these goals.

Furthermore, Hassan and Umar (2016) found out in their study that leadership style was more strongly correlated with affective commitment that shows school heads endeavor to communicate, inspire and motivate employees by respecting and commending individual contribution to the goal of the organization. This implies that school organizations that meet the needs of the school administrators and its subordinates and help them to become the best that they can be are more likely to have employees who are content and motivated in doing quality work and who in turn can be more committed to the school organizations. This finding is consistent with that of Ponnu and Chuah (2018) who reported that fairness in organization offers opportunity for workers to have a sense of belongingness which means higher continuance commitment on the part of employees.


Table 3. Joint Display of Salient Quantitative and Qualitative Findings

Focal Point	Quantitative Findings	Qualitative Findings	Nature of Data Integration	Axiological Implication
Status of Quantum Leadership	Table 1 reflects status of quantum leadership of the school administrators. The status is described as very high with an over-all average of 4.49 (SD=.361). Specifically, 4.50 (SD=.483) for leader's perspective, 4.47 (SD=.468) for organizational design, 4.47 (SD=.399) for organizational value state and 4.52 (SD=.435) for needs value state.	Table 3.2 shows categories such as positive leadership characteristics, remarkable leadership practices and value of teamwork. These categories formed the essential themes, <i>possessing a decisive frame of mind</i> and <i>displaying notable leadership practices</i> .	Merging-Converging	School administrator configure innovative solutions, explore ideas and make sound strategic decisions for the betterment of the organization.
	For leader's perspective, items 3 and 6 have equally the same level with a mean score of 4.61 (SD=.58) described as very high. Item 3 stated "Considering that the solution to solve complex problems will always be found through conscious exploration of ideas"	A core idea formed under positive characteristics stated "An idea that transformation is optimum over change is always set in place Furthermore, on attitude presented in table 4 formed the core ideas such as openness to accept challenges, develop decision making skills, Innovate to address lack of school support, develop I can attitude, take risks and strategized what is best	Merging-Converging	School administrators practice participatory decision making and value teamwork and belongingness among their teachers and subordinates.
	"Item 6 with a mean score of 4.61 (SD=0.58) stated <i>Believing that due to the interconnectivity of consciousness and the physical world around us, the relationships should be built on trust and shared values</i> "respectively. In terms of motivational value state Item 20 with a mean score of 4.45 (SD=0.64) stated that <i>having faith in the individuals within my organizational extended team to find solutions to obstacles even when it seems hopeless</i>	Core idea such as <i>Sense of Belongingness and trust are always empowered and established in the organization</i> is formulated under positive characteristics category. Furthermore, <i>the idea of that employees trust and hard work</i> will always generate profit are internalized. Core ideas culled out from table 4 such as: Learn to appreciate and respect one another, Support one's another leadership, develop appropriate interpersonal skills in dealing one's behavior, Develop maturity and flexibility in terms of individual differences and Fosters camaraderie, trust and caring behavior formed the category professionalism towards others.	Merging-Converging	School administrator practices trust and empowerment towards their subordinates generates high productivity and performance.
	In terms of organizational design and structure item 1 stated <i>Seeing the organization as symbiotic system including all stakeholders</i>	Core ideas under <i>value of teamwork category</i> stated <i>There is sense of collaboration rather than individualism</i> and Participatory	Merging-Converging	



	<i>who have an influence on molding or forming the future perfect organization</i> also reflected an average of 4.51 described as very high.	approach has been practiced within the organization”.		
Status on Ethical Climate	Table 2 shows the high status of ethical climate. Generally, the average is 4.11 (SD=.625) described as high. Specifically an average of 4.40 (SD=.477) very high for institutional ethics, 4.08 (SD=.578) for instrumental ethics and 4.11 (SD=.625) for personal ethics.	Table 3.2 shows categories such as obedience to school rules, policies are ethically grounded and independence on personal interests . These categories formed the essential theme, <i>practicing faithfulness on moral principle</i> . The following core ideas converge with the quantitative figures.	Merging-Converging	School administrators strive to provide healthy, and ethical working environment to enhance engagement and commitment.
	Item 1 stated that <i>our major concern is always what is best for everyone</i> and item 6 <i>People are expected to comply with the law and professional standards over and above other considerations</i> with an average of 4.52 (SD=.641) and 4.50 (SD=.636) respectively.	Core ideas include <i>participation of the employees on institutional activities and the structured administrative system is followed</i> formed the category obedience to school policies. Furthermore, strategic directions are consistent with the school policies. Decisions made are grounded on organizational policies.	Merging-Converging	
	Item 1 for instrumental ethics stated “1. <i>In this organization, people protect their own interests above all else</i> ” has an average of 4.13 (SD=.736) Item 1 for personal ethics stated that “ <i>In this organization, people are guided by their own personal ethics and beliefs</i> ” has an average of 4.14 (SD=.711).	Core ideas such as working environment is independent on personal interests and prefer to follow organizational rules rather than personal intentions.	Merging-Converging	
Status of Commitment	Table 3 shows very high status of commitment. Generally, the average is 4.26 (SD=.399). Specifically an average of 4.19 (SD=.463) for affective commitment, 4.36 (SD=.515) for continuance commitment and 4.23 (SD=.473) for normative commitment.	Table 3.2 extracted the following codes: notable teaching practice, positive disposition, faithfulness and meanings of commitment. These formed the essential themes: doing quality work and displaying context of commitment. The following core ideas converge with the quantitative figures.	Merging-Converging	Well-being of the teachers is considered to increase productivity and have excellent performance within the school organization.



	Item number 1 for affective commitment stated that “willingness to put in a great deal of effort, beyond that is normally expected in order to help this organization be successful” has an average of 4.54 (SD=.526) described as very high.	Core Ideas such as “Employees reflect exceptional outputs, Execution of remarkable teaching practices and Faithful practice of positive students approach formed the category notable teaching practice. On attitude reflected in table 4 formed the category continued loyalty characterized by the following core ideas: top give justice from the compensation, continued commitment to provide quality work and consistent display of positive behavior over circumstance.	Merging- Converging	
	Item number 1 for continuance commitment stated that “I am proud to tell others that I am part of this organization has an average of 4.49 (SD=.619) described as very high.	Core idea reflected “Established sense of loyalty through longer years of service”.	Merging- Converging	
	Item number 7 for normative commitment stated that “finding that my values and the organization’s values are very similar has an average if 4.33 (SD=.678) described as very high.	Core idea stated that Commitment is seen to employees who embrace company’s value and culture.	Merging- Converging	
Quantum leadership and commitment	Table 2 affirmed that the relationship between quantum leadership and commitment is significant with a p-value of .000 and magnitude of -.705. Higher level of grit means lower level of burn-out.	Table 3.2 shows the formulated essential theme “enhancing interest in working environment”. This is characterized by the categories: Trust fosters commitment, benevolence propels commitment and favorable relationship sustained commitment	Merging- Converging	Quantum leadership empowers subordinates in the attainment of the strategic goals of the institution.
Ethical climate and Commitment	Table 2 affirmed that ethical climate influence commitment significantly (t=5.065; p=.000) A level increase of ethical climate is .167 increase in the level of commitment	Table 3.2 formed the essential theme moral leanings deepen commitment.	Merging- Converging	School leaders have to value the personal beliefs of their subordinates to sustain commitment to the school for higher productivity.

Status of Ethical Climate. The high status of ethical climate is observed. Generally, the average is 4.11 (SD=.625) described as high. Specifically an average of 4.40 (SD=.477) very high for institutional ethics, 4.08 (SD=.578) for instrumental ethics and 4.11 (SD=.625) for personal ethics. Further, Item 1 stated that *our major concern is always what is best for everyone* and item

6People are expected to comply with the law and professional standards over and above other consideration with an average of 4.52 (SD=.641) and 4.50 (SD=.636) respectively. Also, Item 1 for instrumental ethics stated *In this organization, people protect their own interests above all else* has an average of 4.13 (SD=.736) and Item 1 for personal ethics stated that *In this*



organization, people are guided by their own personal ethics and beliefs has an average of 4.14 (SD=.711).

Also, it reveals the qualitative findings on Table 5 extracted the following codes: notable teaching practice, positive disposition, faithfulness and meanings of commitment. These formed the essential themes: doing quality of work and displaying context of commitment. The following core ideas converge with the quantitative figures. Core Ideas such as *Employees reflect exceptional outputs*, *Execution of remarkable teaching practices* and *Faithful practice of positive students approach* formed the category notable teaching practice. Core idea reflected *Established sense of loyalty through longer years of service* and Core idea stated that Commitment is seen to employees who embrace company's value and culture. It resulted to merging as the nature of data integration and converging as the functional integration. This explains its axiological implications that school administrators strive to provide healthy and ethical working environment to enhance engagement and commitment of teachers for increase of productivity and excellent performance of the school organization.

Status of Commitment. Result shows very high status of commitment. Generally, the average is 4.26 (SD=.399). Specifically an average of 4.19 (SD=.463) for affective commitment, 4.36 (SD=.515) for continuance commitment and 4.23 (SD=.473) for normative commitment. Further in item number 1 for affective commitment stated that *willingness to put in a great deal of effort, beyond that is normally expected in order to help this organization be successful* has an average of 4.54 (SD=.526) described as very high. Also, Item number 1 for continuance commitment stated that *I am proud to tell others that I am part of this organization* has an average of 4.49 (SD=.619) described as very high. Lastly, Item number 7 for normative commitment stated that *I find that my values and the organization's values are very similar* has an average of 4.33 (SD=.678) described as very high respectively.

In terms of its qualitative findings on the status of commitment, Table 3 extracted the following codes: notable teaching practice, positive disposition, faithfulness and meanings of commitment. These formed the essential themes: doing quality of work and displaying context of commitment. The following core ideas converge with the quantitative figures. Further, Core Ideas such as *Employees reflect exceptional outputs*, *Execution of remarkable teaching practices* and *Faithful practice of positive students approach* formed the category notable teaching practice. Another Core idea reflected *Established sense of loyalty through longer years of service*, and core idea stated that *Commitment is seen to employees who embrace company's value and culture*. It resulted to merging as the nature of data integration and converging as the functional integration. The axiological implications of this aspect is that the well-being of the teachers is considered to increase productivity and have excellent performance within the school organization

Quantum Leadership and Commitment. In terms of the significant influence of quantum leadership on the commitment of school administrators Table 2 affirmed that the relationship between quantum leadership and commitment is significant with a p-value of .000 and magnitude of -.705. Higher level of quantum leadership means higher level of commitment. Further, Table 7 shows the formulated essential theme *enhancing interest in working environment*. This is characterized by the categories: Trust fosters commitment, benevolence propels commitment and favorable relationship sustained commitment. With this result, merging is the nature of data integration while converging is the function of integration. The axiological implications entails that transformative leadership empowers subordinates in the attainment of the strategic goals of the institution.

Ethical Climate and Commitment. Lastly, on the significant influence of ethical climate to the commitment of school administrators in the private HEIs in region XI, Table 2 affirmed that ethical climate influence commitment significantly ($t=5.065$; $p=.000$) A level increase of ethical climate is .167 increase in the level of commitment. Also, qualitative findings from Table 4 formed the essential theme cultivating moral learning deepen commitment. It resulted to merging as the nature of data integration and converging as the functional integration. It explains its axiological implications on this aspect that school leaders have to value the personal beliefs of their subordinates to sustain commitment to the school organization for higher productivity. In this aspect, the majority of the results show that there is a significance of the findings of both quantitative and qualitative data.

The joint display of salient quantitative and qualitative findings shows the nature and function of data integration of the study. The salient qualitative findings corroborate with the quantitative data, showing a merging-converging nature in the following aspects:

CONCLUSIONS AND RECOMMENDATION

The following paragraphs are the conclusions gleaned from the findings and recommendations:

The status of quantum leadership, ethical climate and commitment of school administrators in the private HEIs in Region XI was rated very high. This means that quantum leadership is always evident, the ethical climate is always manifested and commitment is always observed among the school administrators in Region XI; both quantum leadership and ethical climate significantly influenced the commitment of school administrators in the private HEIs in Region XI; five emerging themes captured from the lived experiences of school administrators in the private HEIs in Region XI with regard to their views, challenges and struggles in relation to their commitment. Thus, the essential themes included possessing a decisive frame of mind, displaying notable leadership practices, practicing faithfulness on the moral principles, experiencing administrative failures, and having personal battles influence school leader's commitment as they performed their duties and responsibilities in the school organization. Further, two themes emerged on the influence of commitment on the ethical climate



of school administrators namely, enhancing interest in working conditions and cultivate moral learning within the private HEIs in Region XI; there were four emerging themes which described the role of experiences in shaping the attitude and commitment of school administrators. These essential themes included being optimistic and empowered, being relational and reflective, doing high quality work and enhancing interest on working conditions have bearing on school leaders' commitment as they execute tasks as school administrators in the private HEIs in Region XI.

The quantitative data corroborate the qualitative findings of this study. The nature and function of the data integration of the salient quantitative and qualitative findings were merging-converging.

Since the results showed that the status of quantum leadership, ethical climate and commitment of school administrators are high, it is recommended for the school administrators that their leadership skills may be sustained and enhanced through designing relevant trainings and workshops on coping mechanisms or strategies on facing changes brought about by fourth industrial revolution (FIRe) technology; the combined influence of quantum leadership and ethical climate significantly influenced the commitment of school administrators of the private HEIs in Region XI, hence the application of quantum leadership style and providing ethical climate in the school organization may be highly endorsed to be applied in the workplace to increase commitment; it was revealed that school leaders were experiencing administrative failure, hence, continuous evaluation and long term planning may be strengthened for the implementation of goals of the organization to the extent that the organization may have the necessary and sufficient preparation to overcome the changes and uncertainty of the modern times; the nature of data integration of the salient quantitative and qualitative findings is converging, the private HEIs may apply the principles of quantum leadership skills and continue the ethical practices that contributed to the attainment of the school goals and objectives and for the future researchers, they may venture on the emerging themes from the qualitative findings.

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