

Mediating Effect of Moral Sensitivity on the Relationship between Appreciative Leadership of School Principals and Comprehensive Teaching Approach of Teachers

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Abstract:- The current study aimed to evaluate whether moral sensitivity mediates the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers. In this study, the researcher selected the 201 secondary school teachers in Governor Generoso South District in Davao Oriental as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation, and Sobel z-Test. Findings revealed that appreciative leadership of school principals, comprehensive teaching approach, and moral sensitivity of teachers in Governor Generoso South District in Davao Oriental were rated as moderately extensive. Further, correlation analysis demonstrated that there is significant relationship among appreciative leadership of school principals, comprehensive teaching approach, and moral sensitivity of teachers in Governor Generoso South District in Davao Oriental. Evidently, Sobel z-test proved that moral sensitivity partially mediated the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers in Governor Generoso South District in Davao Oriental. In other words, moral sensitivity is a significant mediator on the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers.

Keywords:- Educational Management, Appreciative Leadership of School Principals, Comprehensive Teaching Approach, Moral Sensitivity of Teachers.

I. INTRODUCTION

A. The Problem and Its Scope

The role of moral sensitivity as a mediator between appreciative leadership by school principals and the comprehensive teaching approach of teachers can significantly enhance educational practices. Specifically, moral sensitivity encourages teachers to incorporate ethical values and character education into their teaching, thereby

creating a learning environment that prioritizes moral and ethical development. This, in turn, promotes inclusivity and respect for diversity among both teachers and students, leading to a more ethical and inclusive educational atmosphere. Consequently, this ethical, inclusive, and values-driven environment improves educational practices by fostering ethical decision-making, character development, and a positive school culture, ultimately benefiting both teachers and students.

As Mariona (2016) highlights, appreciative leadership fosters a positive and ethical school climate. When teachers view their principals as appreciative leaders, they are more likely to consider the ethical aspects of their teaching, thereby enhancing their moral sensitivity. This ethical climate, in turn, motivates teachers to align their teaching methods with the school's values and ethical standards, which are integral to the comprehensive teaching approach. Furthermore, Ineichen et al. (2017) noted that moral sensitivity involves reflecting on the ethical dimensions of decisions and actions. Appreciative leadership encourages open communication and self-reflection, with teachers who receive positive feedback from principals more likely to engage in ethical reflection, ensuring their practices align with the school's values.

Additionally, Nelson et al. (2010) found that appreciative school leadership boosts teacher and student engagement, thereby improving learning outcomes and educational experiences. By focusing on strengths and positive experiences, appreciative leadership inspires innovation and creative problem-solving in educational practices. Pulakos et al. (2010) affirmed that appreciative leadership enhances relationships between school leaders, staff, and students, leading to better communication and trust. It also supports continuous professional development. Moreover, Holtkamp (2016) added that it fosters resilience and a positive mindset, encouraging diversity and inclusivity within the school community.

However, there is a noticeable research gap regarding the mediating role of moral sensitivity on the relationship between appreciative leadership and comprehensive teaching. Existing literature often examines these components in isolation, thereby lacking a comprehensive

understanding of their intersection in teaching practices. Addressing this gap, the researcher conducted a study in Governor Generoso South District, Davao Oriental, using a quantitative research design and a correlational approach to explore the relationship between moral sensitivity and comprehensive teaching, mediated by appreciative leadership. This study aims to provide valuable insights for educational leaders, policymakers, and educators, thereby enhancing ethical, inclusive, and effective learning environments.

B. Theoretical/Conceptual Framework

This research expands upon Mariona's (2016) assertion that appreciative leadership cultivates an ethical and positive school environment. Teachers' moral sensitivity is increased when they perceive their principals as appreciative leaders, which increases their awareness of the ethical implications of their teaching. It is essential for the comprehensive teaching approach that instructors match their methods with the school's values and ethical standards, which is fostered by this ethical climate. Ineichen et al. (2017) observed that moral sensitivity entails contemplating the ethical implications of decisions and actions. Consequently, appreciative leadership, which encourages self-reflection and open communication, may encourage educators to engage in a greater degree of ethical reflection. This was corroborated by Branch et al. (2012), who observed that instructors' morale and motivation are

enhanced by recognition from appreciative leaders. In the same vein, Goldring et al. (2015) discovered that the significance of ethics in the school community is further emphasized by acknowledging ethical behavior. Nazari et al. (2022) further stated that educators who exhibit a high level of moral sensitivity are more likely to make ethical decisions, thereby ensuring that their instruction is consistent with moral principles.

The conceptual framework of this study is illustrated in Figure 1, which summarizes its fundamental concepts. The independent variable is appreciative leadership, which is characterized by the emphasis of school principals on the positive aspects and characteristics of their school community. Inspiration, integrity, service orientation, and excellence are among the indicators of appreciative leadership, as per Young (2021). The comprehensive teaching approach, which incorporates strategies and practices to address diverse student needs, is the dependent variable. Encouragement, feedback, behavior management, and active participation comprise the measures. Moral sensitivity, as defined by Ineichen et al. (2017), is the capacity to identify, comprehend, and react to the moral and ethical components of teaching and learning. This framework facilitates comprehension of the interdependence of comprehensive teaching, moral sensitivity, and appreciative leadership in the establishment of an ethical and positive educational environment.

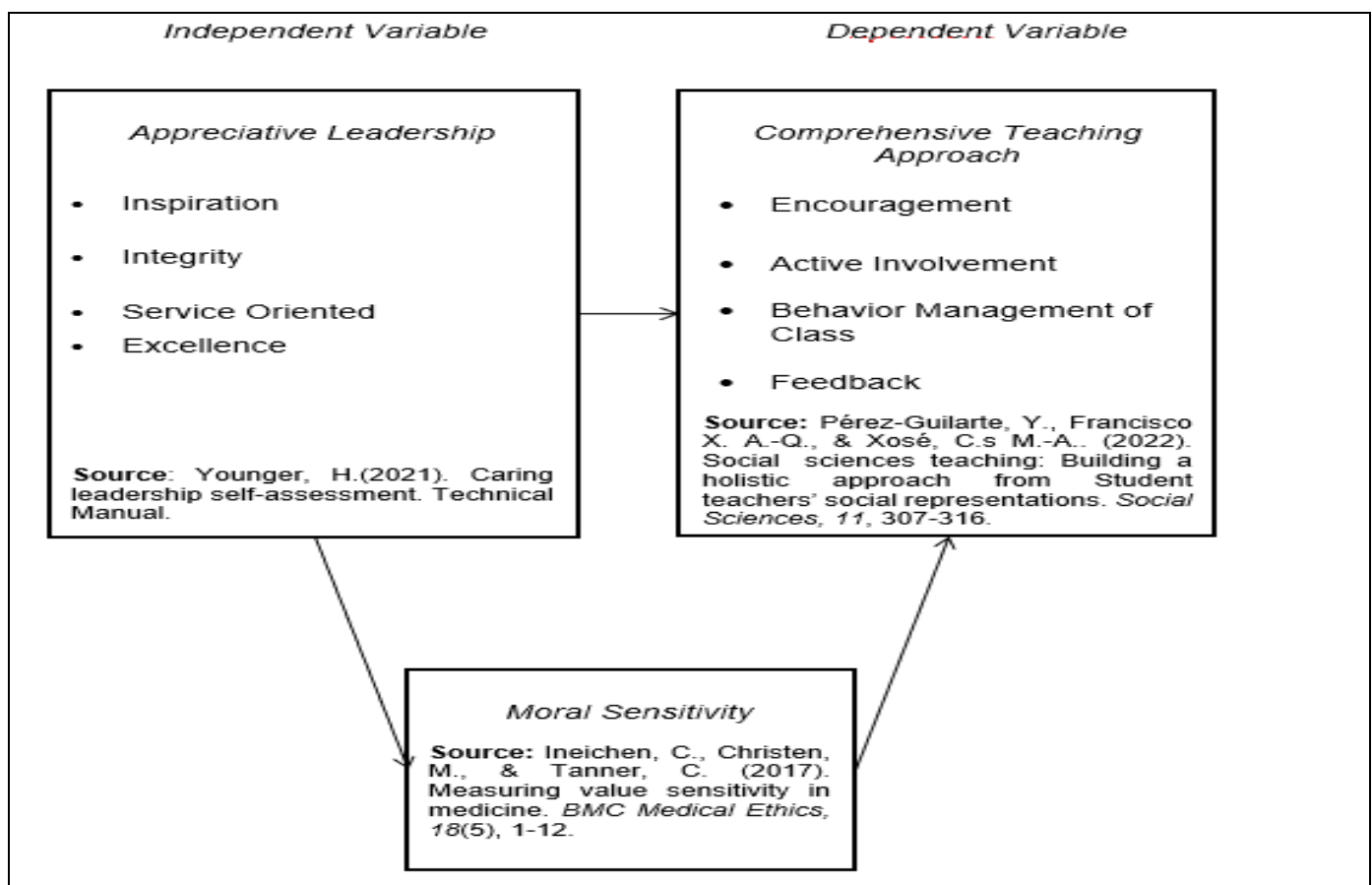


Fig 1: The Conceptual Framework of the Study

C. Statement of the Problem

The primary objective of this study was to determine the mediating effect of moral sensitivity on the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers in Governor Generoso South District, Davao Oriental. Thus, the result of the study sought the answer to the following questions:

➤ *What is the Extent of Appreciative Leadership of School Principals in Terms of:*

- Inspiration;
- Integrity;
- Service Oriented; And
- Excellence?

➤ *What is the Extent of Comprehensive Teaching Approach of Teachers in Terms of:*

- Encouragement;
- Active Involvement;
- Behavior Management Of Class; And
- Feedback?

➤ *What is the extent of moral sensitivity of teachers?*

➤ *Is there significant relationship among appreciative leadership of school principals, comprehensive teaching approach, and moral sensitivity of teachers in Governor Generoso South District, Davao Oriental?*

➤ *Does moral sensitivity have significant mediating effect on the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers in Governor Generoso South District, Davao Oriental?*

D. Hypothesis

➤ *The Following Hypotheses were Tested at 0.05 level of Significance:*

- H₀₁: There is no significant relationship among appreciative leadership of school principals, comprehensive teaching approach, and moral sensitivity of teachers in Governor Generoso South District, Davao Oriental.
- H₀₂: Moral sensitivity do not have significant mediating effect on the relationship between appreciative leadership of school principals and comprehensive teaching approach of teachers in Governor Generoso South District, Davao Oriental.

II. METHOD

A. Research Design

In order to acquire data and insights pertinent to the investigation, the researcher implemented a quantitative non-experimental design that employed a correlational technique. According to Bhandari (2020), quantitative research emphasizes theory testing through a deductive approach influenced by empiricist and positivist

philosophies, with a particular emphasis on quantifying data acquisition and analysis. The measurement of variables as they naturally occur in the real world is a component of non-experimental research, which does not entail the manipulation of an independent variable. Mediation analysis, a statistical technique utilized to quantify causal sequences, was implemented to ascertain the mediating impact of moral sensitivity on the relationship between the comprehensive teaching approach of teachers and the appreciative leadership of school principals (Mackinnon, 2019). Using linear regression coefficients, this analysis delineates direct, indirect, and total effects, offering a comprehensive understanding of the ways in which an independent variable affects a dependent variable through a mediating variable.

B. Research Respondents

The study's respondents were 201 secondary public school teachers from Governor Generoso South District, Davao Oriental, selected through stratified random sampling. This method, as described by Shi (2015), involves dividing a population into sub-groups, or strata, based on shared attributes or characteristics, making it suitable for heterogeneous populations. Inclusion criteria for the respondents included a minimum of three years of teaching experience in K-12 or higher education settings, current employment as full-time or part-time teachers at recognized educational institutions, no history of administrative or criminal cases, and voluntary consent to participate. The study focused solely on the research questions and did not consider the gender or socio-economic status of the teachers.

C. Research Instrument

The study utilized adapted questionnaires tailored to fit the respondents' context, divided into three parts. The first part focused on the appreciative leadership of school principals, covering indicators such as inspiration, integrity, service orientation, and excellence. The instrument demonstrated excellent reliability with a Cronbach's alpha of 0.982. Respondents rated the items on a 5-point Likert scale with interpretations ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), indicating how frequently appreciative leadership was observed.

The second part assessed the comprehensive teaching approach of teachers, including indicators like encouragement, active involvement, behavior management, and feedback. This scale also proved reliable, with a Cronbach's alpha of 0.910. Respondents used a 5-point Likert scale, with descriptive levels ranging from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), reflecting the frequency with which comprehensive teaching practices were manifested.

The third part evaluated the moral sensitivity of teachers, utilizing a 5-point Likert scale. This instrument achieved a Cronbach's alpha of 0.766, indicating high reliability. The range of means described the extent of moral sensitivity from "Very Extensive" (4.20-5.00) to "Not Extensive" (1.00-1.79), showing how often moral

sensitivity was evident among teachers in Governor Generoso South District, Davao Oriental.

D. Data Analysis

The researcher employed several statistical tools to process the gathered data. The mean was used to characterize the appreciative leadership of school principals, the comprehensive teaching approach, and the moral sensitivity of teachers, addressing objectives 1, 2, and 3. The Pearson Product Moment Correlation assessed the significant relationships among these variables, providing a measure of the strength of their linear relationships and addressing objective 4. Additionally, the Sobel z-Test evaluated the mediating effect of moral sensitivity on the relationship between appreciative leadership and the comprehensive teaching approach, addressing objective 5.

III. RESULTS AND DISCUSSION

A. Appreciative Leadership of School Principals

➤ *Inspiration*

The appreciating leadership of school principals in Davao Oriental's Governor Generoso South District obtained a moderately extensive mean grade of 3.32 in terms of inspiration, meaning that instructors occasionally notice it. Particular ratings varied from 3.22 to 3.45. For example, "Thinks that my school principal's appreciative leadership inspires our school's teaching staff" was rated 3.22 (moderately extensive), and "My school principal's appreciative leadership positively affects my teaching enthusiasm" was rated 3.45 (extensive). This implies that although the efforts of leaders to acknowledge accomplishments and cultivate a supportive environment are valued, their motivating influence is not always great.

According to Diamond and Spillane (2016), teachers' motivation and excitement can be somewhat increased by positive reinforcement. These results support their theory. Teachers appreciate the growth-oriented, encouraging environment that balanced feedback fosters, but they are not particularly inspired. This is further supported by Mohr et al. (2011), who show that while not very inspiring, principals do offer continuous guidance and a feeling of purpose. There is occasionally evidence of this dedication to encouraging positivity and support, which suggests a moderate but variable influence on the school community.

➤ *Integrity*

The appreciating leadership of school principals in Davao Oriental's Governor Generoso South District has a mean integrity rating of 3.35, which is characterized as somewhat extensive and suggests that teachers occasionally witness it. "The integrity demonstrated by my school principal contributes to a more ethical and trustworthy school environment" is rated at 3.20, and "Feeling confident that my school principal upholds high standards of integrity in all aspects of their leadership" is rated at 3.56. The ratings for individual items range from 3.20 to 3.56. This implies that although principals are

acknowledged for maintaining moral principles and being reliable, there are variations in the way they exhibit integrity.

This research backs up Wana's (2019) assertion that, however with some variations in intensity, moderate degrees of appreciative leadership in terms of integrity contribute to the development of a school culture that values truthfulness and moral behavior. Comparably, albeit not necessarily to the fullest extent, Lewis et al. (2006) observed that a moderate emphasis on integrity contributes to the development of trust within the school community. This suggests that while honesty and moral conduct are important to school principals, there may be variations in the degree to which these are upheld, resulting in a generally beneficial but not consistently significant influence.

➤ *Service Oriented*

With a category mean of 3.49, instructors often observe the comprehensive dimension of service-oriented leadership exhibited by school principals in Davao Oriental's Governor Generoso South District. For certain goods, the mean scores varied from 3.09 to 3.77. The item "Believing that my school's principal puts the needs of the students and the school community first when making decisions" received a mean grade of 3.09, which is considered moderately extensive, meaning it is sometimes observed. With a mean score of 3.77, the item "Feeling confident that my school principal is dedicated to providing excellent service to students and the community" was found to be more prevalent and often observed.

The data implies that principals are generally viewed by teachers as placing a high priority on the needs of the community and of the pupils, demonstrating a strong service-oriented approach. Particularly, statements like "Thinks my school principal constantly exemplifies a service-oriented approach in their leadership" (mean 3.66) and "My school principal's service-oriented approach contributes to a more community-centered and student-focused school environment" (mean 3.44) highlight the principals' dedication to supporting their local communities. This supports the findings of Lewis et al. (2006) and Wana (2019), which highlight the value of service-oriented leadership in creating a helpful learning environment and establishing trust.

➤ *Excellence*

With a category mean of 3.43, teachers in Davao Oriental's Governor Generoso South District evaluated the aspect of appreciating leadership that emphasizes excellence, indicating it is often observed. The items' mean ratings varied, ranging from 3.03 to 3.88. For example, the item "My school principal's leadership sets a positive example for our teaching staff in striving for excellence" received a mean rating of 3.03, indicating that it is moderately extensive, suggesting that it is observed occasionally. Teachers rated "Trusting that my school principal prioritizes high standards of excellence in all

aspects of school management and leadership" as extensive and often observed, yet it obtained a mean rating of 3.88.

This indicates that Governor Generoso South District principals regularly highlight leadership excellence, encouraging a culture of ongoing development and accomplishment recognition. Appreciative leadership, according to Klar et al. (2016), celebrates and acknowledges accomplishments, even when they don't always receive the greatest degree of recognition. It promotes slow but consistent improvements in academic performance and other areas. In particular, the principals' commitment to upholding high standards within the school community is demonstrated by items like "Believing that my school principal consistently fosters a culture of excellence in our school" (mean 3.67) and "The school principal's commitment to excellence positively influences the overall quality of education at our school" (mean 3.13).

Table 1: Summary on Appreciative Leadership of School Principals in Governor Generoso South District, Davao Oriental

Indicators	Mean	Descriptive Rating
Inspiration	3.32	Extensive
Integrity	3.35	Extensive
Service Oriented	3.49	Extensive
Excellence	3.43	Extensive
Mean	3.40	Extensive

The level of appreciating leadership exhibited by Davao Oriental's Governor Generoso South District school principals is listed in Table 1. The total mean, which teachers frequently observe, is 3.40. This is considered extensive. With a mean score of 3.49, the service-oriented dimension was found to be the highest, whereas inspiration had the lowest mean score of 3.32, indicating that it was moderately extensive and sometimes observed.

This suggests that principals of schools are often seen concentrating on recognizing and enhancing the good qualities and attributes of their institution, employees, and pupils. This result is consistent with the findings of Khan et al. (2015), who pointed out that an inclusive and empowering school atmosphere is created by appreciating leadership, which encourages cooperation, shared decision-making, and open communication. Furthermore, Houston (2021) discovered that through creating a positive and encouraging learning environment, appreciating leadership can raise student success and school performance. This is further supported by Grissom et al. (2021), who claim that appreciative leadership empowers all stakeholders, promotes active involvement in decision-making, and cultivates a sense of shared responsibility and ownership.

B. Comprehensive Teaching Approach of Teachers

➤ Encouragement

With a category mean of 3.36 for encouragement, the comprehensive teaching approach is characterized as somewhat extensive and is interpreted as sometimes observed in Davao Oriental's Governor Generoso South

District. The goods have mean ratings ranging from 3.24 to 3.51. The item "Creating a positive and encouraging learning environment in my classroom to inspire my students" has a mean rating of 3.24, whereas the item "Believing that encouragement is a fundamental aspect of effective teaching" has a score of 3.51, indicating that teachers often observed this aspect.

These findings suggest that teachers assist students in developing a growth mindset, taking responsibility for their education, and boosting their confidence by offering positive reinforcement, support, and direction. This bolsters the claims made by Koopmans (2014), who states that while encouragement may not always be high, a comprehensive teaching method generally creates a good and supportive classroom environment. Additionally, Biggs et al. (2014) discovered that students see modest gains in self-worth and confidence, which have a favorable effect on their academic performance and motivation to learn.

➤ Active Involvement

The comprehensive teaching approach in terms of active involvement has a category mean of 3.45, described as extensive and oftentimes manifested by teachers in Governor Generoso South District, Davao Oriental. The mean ratings for various items range from 3.03 to 3.66. Specifically, "Being committed to fostering a sense of ownership and responsibility among my students for their own learning through active involvement" has a mean rating of 3.03, described as moderately extensive and sometimes manifested. In contrast, "Engaging students in my teaching approach to promote their active involvement in the learning process" received a mean of 3.66, described as extensive and oftentimes manifested by teachers.

These results suggest that teachers design lessons requiring students to be actively involved in discussions, problem-solving, critical thinking, and hands-on activities. This aligns with Schleicher's (2021) assertion that a comprehensive teaching approach emphasizing active involvement leads to high student engagement, active participation in class discussions, activities, and projects. There is a strong emphasis on collaborative learning, with students working together to solve problems and achieve common goals. Additionally, Hilaire and Kosinski (2015) noted that this approach fosters critical thinking and problem-solving skills as students are consistently challenged to analyze, evaluate, and apply knowledge.

➤ Behavior Management of Class

Examining the domain of behavior management of class reveals a category mean of 3.44, described as extensive, indicating this aspect of the comprehensive teaching approach is oftentimes manifested by teachers in Governor Generoso South District, Davao Oriental. The mean ratings for various items range from 3.21 to 3.80. Notably, "Finding my approach to be effective in creating a positive classroom climate and managing student behavior" has a mean rating of 3.21, described as moderately extensive and sometimes observed, while "Employing positive reinforcement and consequences to manage student

behavior and encourage a culture of respect and responsibility" has a mean rating of 3.80, described as extensive and oftentimes observed.

These findings suggest that teachers effectively set clear expectations, use appropriate classroom management strategies, and foster a positive and respectful classroom culture. This supports Simonson et al.'s (2017) assertion that a comprehensive teaching approach with a strong emphasis on behavior management leads to clear and consistent behavior expectations, promoting a structured and predictable classroom environment. There is a strong focus on positive reinforcement, with teachers actively acknowledging and rewarding appropriate behavior and achievements.

➤ Feedback

In the domain of comprehensive teaching approach, the category mean is 3.38, characterized as moderately extensive, suggesting that this aspect of teaching is occasionally implemented by teachers in Governor Generoso South District, Davao Oriental. Mean ratings for specific items range from 3.08 to 4.11. For example, "Providing timely and constructive feedback to my students to support their learning and growth" received a mean of 3.08, indicating it is moderately extensive and sometimes observed and practiced. Conversely, "Encouraging students to reflect on their feedback and use it as a tool for self-improvement and growth" scored 4.11, signifying it is extensive and frequently observed and integrated into teaching practices.

These findings imply that teachers in the district utilize instructional methods that emphasize continuous feedback to students on their performance, progress, and comprehension. This approach is aligned with Jones and Dexter's (2016) view that teachers, through a comprehensive teaching approach, regularly assess student understanding and progress, albeit not at a consistently high frequency. This approach also supports Tanang and Abu's (2014) assertion that teachers provide balanced feedback, offering both praise for achievements and constructive criticism for areas needing improvement. Students are encouraged to engage in reflection on their work and utilize feedback as a means for enhancement, although the depth of this reflection may vary.

Table 2: Summary on Appreciative Leadership of School Principals in Governor Generoso South District, Davao Oriental

Indicators	Mean	Descriptive Rating
Encouragement	3.36	Moderately Extensive
Active Involvement	3.45	Extensive
Behavior Management of Class	3.44	Extensive
Feedback	3.38	Moderately Extensive
Mean	3.41	Extensive

Table 2 provides an overview of how teachers in Governor Generoso South District, Davao Oriental implement a comprehensive teaching approach. The overall mean score for this approach is 3.41, indicating its extensive application. Specifically, active involvement received the highest mean score of 3.45, categorized as extensive and frequently practiced, while encouragement received the lowest mean score of 3.36, classified as moderately extensive and occasionally observed.

These results underscore that teachers in the district utilize diverse instructional strategies aimed at meeting the varied needs of students. This approach, as highlighted by Mahmoudi et al. (2017), acknowledges the uniqueness of each student and aims not only for academic progress but also for the development of critical thinking, problem-solving skills, creativity, and social-emotional well-being. It aligns with Obot's (2010) view that comprehensive teaching nurtures students' social and emotional growth, fostering attributes such as self-awareness, empathy, and emotional intelligence. Students actively engage in their learning through collaborative activities, discussions, hands-on tasks, and interactive lessons, which enhance their understanding and retention of knowledge.

C. Moral Sensitivity of Teachers

The overall mean score for moral sensitivity is 3.47, indicating it is extensive and interpreted as oftentimes observed. The ratings for individual items range from 3.29 to 3.88. For instance, "understanding the considerations needed when discussing challenging topics with learners and stakeholders" received a mean rating of 3.29, categorized as moderately extensive and occasionally evident. Conversely, "the belief that providing quality education is the teacher's responsibility" received a mean rating of 3.88, classified as extensive and frequently evident.

These findings illustrate that teachers in the district demonstrate a strong awareness of ethical considerations in their teaching practices. This aligns with the observations of educators such as Smith (2015), who emphasize the importance of educators' moral awareness in fostering a supportive and inclusive learning environment. The results also support the idea that teachers play a pivotal role not only in imparting knowledge but also in nurturing students' ethical and moral development (Williams, 2018). Teachers' sensitivity to moral issues enables them to effectively address the diverse needs of students while upholding ethical standards in their professional practice.

D. Relationship among Appreciative Leadership of School Principals, Comprehensive Teaching Approach, and Moral Sensitivity of Teachers in Governor Generoso South District, Davao Oriental

The study looked at the connections between teachers' moral sensitivity, the comprehensive teaching method, and the appreciating leadership of school administrators in Davao Oriental's Governor Generoso South District. To investigate these associations, bivariate correlation analysis with Pearson Product Moment Correlation was used.

Table 3 shows a strong positive association ($r = .953$, $p < 0.05$) between teachers' comprehensive teaching methods and school principals' appreciating leadership. This suggests that comprehensive teaching methodologies used by teachers likely to increase in tandem with an increase in appreciating leadership. This result validates the claim made by Branch et al. (2012) that appreciative leaders, who recognize and honor teachers' work, create a school climate that is supportive of comprehensive teaching methods.

Additionally, the data demonstrates a strong positive association ($r = 0.972$, $p < 0.05$) between teachers' moral sensitivity and school principals' appreciating leadership. This implies that instructors with higher levels of appreciating leadership have greater moral sensitivity. This is consistent with Goldring et al. (2015)'s findings, which show that moral sensitivity among educators is reinforced when school administrators acknowledge and value moral behavior.

Furthermore, a noteworthy positive association ($r = 0.974$, $p < 0.05$) has been seen between the comprehensive teaching style and the moral sensitivity of teachers. This suggests that comprehensive teaching approaches are more likely to be adopted by educators who exhibit strong moral sensitivity. This is corroborated by the viewpoint of Nazari et al. (2022), which contends that educators who possess a high degree of moral sensitivity are more likely to integrate moral principles into their lesson plans and make moral decisions. The aforementioned results emphasize the significance of moral sensitivity and appreciating leadership in promoting efficient and moral teaching methods in educational settings.

Table 3: Relationship among Appreciative Leadership of School Principals, Comprehensive Teaching Approach, and Moral Sensitivity of Teachers in Governor Generoso South District, Davao Oriental

Variables	Comprehensive Teaching Approach	Moral Sensitivity
Appreciative Leadership of School Principals	0.953** 0.000	0.972** 0.000
Comprehensive Teaching Approach	1	0.974** 0.000

**Significant @ $p < 0.05$

E. Mediating Effect of Moral Sensitivity on the Relationship Between Appreciative Leadership of School Principals and Comprehensive Teaching Approach of Teachers in Governor Generoso South District, Davao Oriental

Using mediation analysis carried out in JASP software, the study investigated the mediating role of moral sensitivity (MS) in the relationship between appreciative leadership of school principals (AL) and comprehensive teaching approach of teachers (CTA) in Governor Generoso South District, Davao Oriental. The results showing the important findings are shown in Table 4. First off, there was a substantial overall impact of school principals' appreciative leadership (AL) on teachers' comprehensive teaching approaches (CTA) (estimate = 0.963, $p < 0.05$). Furthermore, there was a significant direct influence of AL on CTA (estimate = 0.124, $p < 0.05$). Finally, there was a significant indirect effect via moral sensitivity (MS) as a mediator (estimate = 0.839, $p < 0.05$). Hence, the null hypothesis that MS does not act as a mediator in the link between CTA and AL is rejected.

Additionally, the table presents the effect size computation in the mediation model, indicating that moral sensitivity (MS) mediates about 87.10% of the overall effect of AL on CTA, with other unexplained factors accounting for 12.90% of the effect. This emphasizes how important a mediating role MS plays in helping teachers improve their all-encompassing teaching strategies in response to appreciative leadership. This result supports the claim made by Mariona (2016) that appreciating leadership fosters a morally sensitive and pleasant school climate, which may help instructors become more sensitive to moral issues. Similarly, Ineichen et al. (2017) emphasized that moral sensitivity necessitates in-depth consideration of ethical issues, which appreciative leadership can foster by encouraging candid dialogue and introspection among educators.

Table 4: Mediating Effect of Moral Sensitivity on the Relationship Between Appreciative Leadership of School Principals and Comprehensive Teaching Approach of Teachers in Governor Generoso South District, Davao Oriental

Effect Type	Path	Estimate	Std. Error	z-value	p-value
Indirect Effect Components	AL → MS → CTA	0.839	0.052	16.281	0.000
Direct Effect	AL → CTA	0.124	0.052	2.390	0.000
Total Effect	AL → CTA	0.963	0.026	58.786	0.000

Ratio Index = 0.871

Legend: AL=Appreciative Leadership; CTA=Comprehensive Teaching Approach, MS=Moral Sensitivity

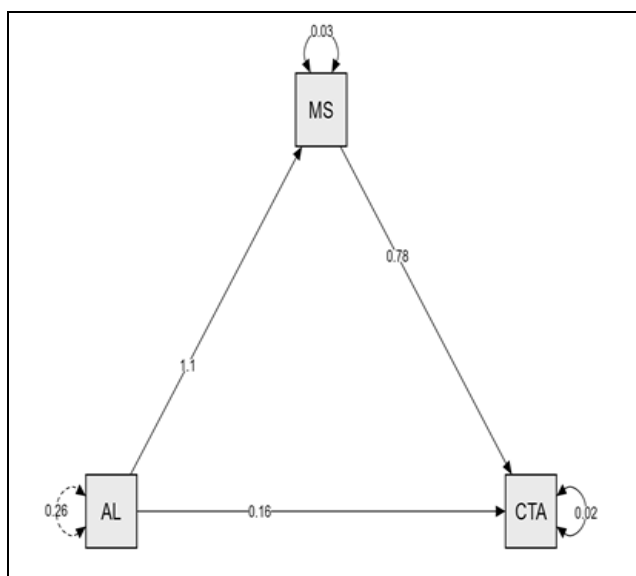


Fig 2: The Mediation Model

IV. CONCLUSION AND RECOMMENDATIONS

A. Summary of Findings

This study aimed to explore how moral sensitivity mediates the relationship between appreciative leadership of school principals and the comprehensive teaching approach of teachers in Governor Generoso South District, Davao Oriental, using a non-experimental quantitative design with structural equation modeling and mediation analysis. The sample comprised 201 secondary school teachers selected through random sampling, and survey questionnaires were carefully adapted and pilot-tested to ensure reliability and internal consistency.

The findings indicated that appreciative leadership of school principals in the district exhibited an extensive overall mean rating of 3.40. Specifically, appreciative leadership in terms of inspiration, integrity, service orientation, and excellence scored means of 3.32, 3.35, 3.49, and 3.43 respectively. Meanwhile, comprehensive teaching approaches among teachers also received an extensive overall mean of 3.41, with mean scores of 3.36, 3.45, 3.44, and 3.38 in encouragement, active involvement, behavior management of class, and feedback, respectively. Furthermore, teachers' moral sensitivity in the district was rated extensively with an overall mean of 3.47.

The analysis revealed significant positive relationships: appreciative leadership of school principals was positively correlated with both the comprehensive teaching approach ($r = .953$, $p < 0.05$) and moral sensitivity of teachers ($r = .972$, $p < 0.05$). Additionally, moral sensitivity positively correlated with the comprehensive teaching approach ($r = .974$, $p < 0.05$). Moreover, moral sensitivity was found to mediate the relationship between appreciative leadership and comprehensive teaching approach, with indirect, direct, and total effects significant at $p < 0.05$, yielding estimates of 0.839, 0.124, and 0.963, respectively. The ratio index of 0.871 indicated that approximately 87.10% of the total effect between

appreciative leadership and comprehensive teaching approach was mediated by moral sensitivity, highlighting its crucial role in enhancing educational practices in the district.

B. Conclusion

Based on the study's findings and considering the methodological limitations, several conclusions emerge. Appreciative leadership among school principals in Governor Generoso South District, Davao Oriental, was found to be extensive. Specifically, their emphasis on service orientation and excellence received high ratings, while aspects related to inspiration and integrity were moderately extensive. This indicates that principals in the district are frequently observed by teachers for their ability to identify and cultivate strengths within their school community.

Similarly, the comprehensive teaching approach adopted by teachers in the district was rated as extensive overall. Notably, their strategies in fostering active student involvement and managing classroom behavior were highly extensive, whereas approaches focusing on encouragement and feedback were moderately extensive. This suggests that teachers implement a diverse range of instructional methods aimed at meeting the varied educational needs of their students.

Moreover, the moral sensitivity exhibited by teachers in Governor Generoso South District was extensive, reflecting their capacity to navigate ethical challenges, uphold moral standards, and cultivate a values-driven learning environment. Furthermore, the analysis demonstrated significant positive relationships: appreciative leadership of school principals correlated positively with both the comprehensive teaching approach and moral sensitivity of teachers. Additionally, moral sensitivity was identified as a significant mediator in the relationship between appreciative leadership of school principals and the comprehensive teaching approach of teachers in the district, underscoring its pivotal role in shaping educational practices and ethical decision-making.

C. Recommendations

The Department of Education (DepEd) should prioritize allocating resources for leadership development programs aimed at school principals, with a specific focus on cultivating appreciative leadership practices and modeling ethical behavior. These initiatives should emphasize recognizing and supporting teachers, thereby fostering a positive school climate and integrating moral sensitivity into leadership roles. Concurrently, DepEd should invest in professional development opportunities for teachers centered on values-based education and character development, equipping educators to effectively instill ethical awareness and decision-making skills in students.

School principals play a crucial role in shaping school culture and should adopt appreciative leadership styles that nurture a supportive and inclusive environment. By exemplifying ethical behavior and promoting high

standards, principals can cultivate a school climate that values ethics, inclusivity, and moral awareness, ultimately fostering an environment where students thrive academically and socially. Meanwhile, teachers should critically reflect on their teaching practices through an ethical lens, integrating moral sensitivity into curriculum and classroom management. Embracing ethics in education enhances character development and reinforces ethical decision-making among students, ensuring a holistic approach to their educational experience.

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