



College of SPEAR Graduate Studies Students Ethical Decision Making: A Foundation for a Potential-Edifice Strategy

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This descriptive-normative study assessed the graduate studies students' extent of ethical decision-making practices and the various ethical decision-making frameworks. The respondents of this study were the Master of Science in Physical Education students enrolled in the College of Sports, Physical Education, and Recreation program in Mindanao State University, Marawi with a total of 95 respondents. The principal instrument was a verified researcher-created questionnaire. Weighted mean ranking and frequency were used to treat the data. Graduate studies students used diverse ethical decision-making frameworks, according to the research. Ethical decision-making frameworks, charity principles, moral language theory, and stewardship principles were deemed problematic. The researchers concluded that the graduate studies students possess the necessary knowledge and understanding in the practice of their ethical duties and responsibilities along with the various ethical decision-making frameworks. When realized, the proposed formulation Potential-Edifice Strategy can effectively improve the extent of ethical decision-making practices of graduate studies students.

Keywords: *Ethical decision-making practices; ethical decision-making frameworks; graduate studies students; problems encountered; potential edifice strategy.*

ABBREVIATION

<i>CSPEAR</i>	: <i>College of Sports, Physical Education and Recreation</i>
<i>MSPE</i>	: <i>Master of Science in Physical Education</i>
<i>WM</i>	: <i>Weighted Mean</i>
<i>DE</i>	: <i>Descriptive Equivalent</i>

1. INTRODUCTION

Ethics makes the human person distinct from lower animals. The human being acts in accordance with his nature through ethics. Ethics is what makes a human being human. It makes him a moral agent, a person responsible for his choices, and he must make those choices in a morally responsible way.

Furthermore, ethics is an essential element in all human relations. It determines whether our actions are congruent with how we deal with our fellow human beings. Every action, choice, or decision reflects our sense of moral responsibility towards others. Therefore, ethics is needed in all aspects of relationships, such as in the administration and management of schools, wherein making generic or moral decisions is endemic in the daily running of their work. Hence, making decisions, especially moral or ethical ones, is crucial for school leadership and administration [1].

School leaders and administrators are the organization's primary decision-makers in the school setting. School administrators play an essential role in the organization's management. As a result, an ethical or unethical choice influences the school atmosphere favorably or adversely. According to [1,2] the causes of poor moral judgments are frequently the same as the causes of poor decisions in general; decisions may be based on incorrect assumptions about the world, other people, or ourselves. Decision-making can improve results, and school managers must consider how their planned actions will affect the organization's overall health [2].

Educational leaders and administrators are expected to lead an organization and an educational organization, with educational administration ethics focusing on administrators creating an ethical atmosphere [3]. As a result, school administrators should be held to high moral and ethical standards. Also, school administrators should be aware of the many ethical decision-making principles to balance

their judgment in honest circumstances. More so, he should familiarize himself with the basic steps of making moral decisions. Philosophically, there is a seven-step guide to ethical decision-making, namely: a) state the problem; b) check the facts; c) identify relevant factors; d) develop a list of options; e) test the options; and f) make a choice [4]. Practicing the basic steps of ethical decision-making leads to a systematic result of decisions made. Herewith, school administrators must have training and apprenticeships in ethical decision-making.

Furthermore, in a study of [5], 187 superintendent-respondents in Pennsylvania, just 13 (6.95) percent said they received a lot of ethics training, 87 (46.52) percent said they had some, the remainder had a little, and none said they had none. According to the research, superintendents have little or no ethical training before their appointment; instead, they rely on defining events and religious beliefs, politics, or the morality and personal values earned via a hard life. This clarifies that ethical judgment training and apprenticeships are only available when a school administrator takes on a specific post. Others can only get it via their pre-service or postgraduate education.

The Philippines also experiences the same scenario. In the study of [6], they pointed up that the level of deans' expertise and skill in ethical decision making is attributed to their age, years of work experience, and level of education. In addition, the deans' decision-making processes could also have been influenced by their knowledge of ethics acquired through courses in philosophy in their postgraduate studies or through similar subjects given as part of professional development courses. This means, therefore, that there is no formal training or apprenticeship intended for ethical decision-making for school administrators before they assume office. Hence, the study of [7] recommended that since school administrators began their careers as teachers, a review of teacher education ethical preparation was necessary to develop background knowledge of school administrators' moral practice.

In 1999, the College of Sports, Physical Education and Recreation (CSPEAR), introduced the Management course for their graduate studies students. The management course aimed to enable the next generation of leaders in the college to examine their most basic assumptions about school management and leadership and to ascend them to refine their

judgment or ethical decision-making skills and enhance their managerial skills. It is so that the college implementation and equips its graduates with the needed knowledge and skills that school sports directors and administrators should possess.

The Master of Science in Physical Education course is designed to prepare the students to become efficient and effective school sports directors/administrators quickly. Students enrolled in the said course train and equipped themselves with the basic assumptions about various school management and leadership roles in their different schools, providing them with the opportunity for self-reflection and personal discovery to help them become ascending educational leaders someday [8].

This study aims to broaden graduate studies students' knowledge and skills, especially in ethical decision-making, since it is one of the crucial elements of being a school leader and administrator. Furthermore, it will familiarize them with the array of ethical decision-making frameworks essential in managing and administering their duties and responsibilities as school leaders, managers, and administrators.

2. THEORETICAL UNDERPINNING

This study is supported by the following theories: Duty-Based (Deontology) Approach, Justice as Fairness, and Virtue Ethics.

The duty-based (deontology) approach contends that doing what is right is about having the proper intention when acting rather than the consequences of our actions [9]. Ethical action is taken from duty; it is done because we must work. Hence, the movement must be made because the right deed must be performed at the given instance. This idea is relevant to the research because school administrators are duty-bound to create decisions for their institutions. Hence, they have first to weigh the morality of specific actions as the basis of their decision. Further, in performing their duty, school administrators have to make the right or moral decisions not because somebody is looking at them but because it is the right choice in that given situation.

Another theory that supports this study is Justice as Fairness [10], which starts with the premise that all equals should be treated equally. Those who are unequal due to relevant differences should be treated differently in a fair and

proportionate manner to, or commensurate with, their difference. In this approach, the central moral issue is: how fair is an action? Is everyone treated equally, or is there favoritism and discrimination? This method is linked to the research because a school administrator should be consistent in how he handles his employees, or, in Aristotle's words, "equals should be treated equally and unequal unfairly." Herewith, school administrators need to be objective in their ethical decisions for them to be constant in their judgment and action to avoid prejudice and discrimination.

Further, the Virtue Approach [10] assumes certain ideals we should strive to achieve. These values are discovered through deliberate meditation on the sort of individuals we can become, and they provide for the complete development of our humanity. Virtues are character traits or attitudes that allow us to be and act in ways that help us reach our full potential. They enable us to live up to the ideas we've chosen. This approach is relevant to the study since it addresses the person who makes ethical decisions. As ethical decision-makers, school administrators have to be virtuous; they should be men of character and manifest their moral choices. Hence, school administrators have to embody ethical principles and standards.

2.1 The Charity Principle

Refers to the ethical decision-making theory that stresses the role of sports directors or managers in aiding the less fortunate members of their institution and the members of their team.

2.2 The Stewardship Principle

Refers to the ethical decision-making theory that reminds a sports director of his role as a selfless steward concerned primarily with attaining and upholding the integrity of sports activities.

2.3 Social Responsiveness Theory

Refers to the ethical decision-making theory that focuses on sports directors' corporate social responsibility to their community and institution or the societal problems.

2.4 Social Performance Theory

Refers to the ethical decision-making theory that encompasses institution principles, processes, and policies about sports activities.

2.5 Ethics of Care Theory

Refers to the ethical decision-making theory that reminds sports directors or managers of their moral responses in human relations; hence, it focuses on relational values trust, loyalty, and self-worth.

3. METHODOLOGY

This study used a descriptive-normative research design and used a descriptive approach to describe contemporary events. The formulated research questions are according to the problems rooted in the present situation; they are rooted in the past and may affect the future. On the other hand, normative research design tries to define how things should be. The population of this study is composed of graduate studies students who enrolled in the Master Science in Physical Education at the College of SPEAR, Mindanao State University (Main) Marawi, for the first semester of the school year 2021-2022. There were 107 graduate studies students enrolled in the program. Twelve (12) newly enrolled students were excluded as they were fresh entrants into the program, and they were exempted because they had not yet fully started classes with the college. A total of 95 students participated in the research study as respondents. Thus, a 100% retrieval rate was achieved; the primary data gathering tool utilized in the study was a validated researcher-made questionnaire. A researcher-made questionnaire was used from various studies, including practices among administrators and ethical decision-making frameworks. It consisted of questions that were directed at ethical decision-making practices.

The data gathered was processed using the following statistical tools and techniques: Problems that dealt with the level of practices of graduate studies students in ethical decision-making frameworks, weighted mean, and ranking were utilized. Further, to determine the problems encountered by the graduate students in ethical decision-making frameworks, frequency count was utilized.

3.1 Formulation and Validation of Potential-Edifice Strategy on Ethical Decision-Making

The proposed Potential-Edifice Strategy was based on the identified problems in the evaluation results by the respondents. The formulated outcome contains the needs

assessment and extension program proposal and extension project proposal, which are cumulative activities of the webinar on the different ethical decision-making frameworks and practices. The proposed Potential-Edifice Strategy will serve as a curriculum extension of the Master of Science in Physical Education in the Graduate Studies of the College of SPEAR, Mindanao State University (Main), Marawi City, Lanao del Sur.

4. FINDINGS AND DISCUSSION

4.1 Extent of Ethical Decision-Making Practices of Graduate Studies Students

Tables 1 – 6 present the extent of ethical decision-making practices of graduate students along charity principle, stewardship principle, social responsiveness theory, social performance theory, ethical language theory and ethics of care theory.

4.2 Charity Principle

Table 1 presents the extent of ethical decision-making practices of graduate studies students along charity principle. The table shows an overall mean of 4.05, interpreted as highly practiced. This means that the respondents are cognizant in their ethical decision-making practices pertaining to moral growth and technical development of their personnel. This means also that the respondents as school administrators invigorate their personnel's will through motivating and encouraging them to pursue further studies and continuous learning for their personal and professional advancement.

Among the given indicators, the respondents ranked ethical decision-making framework along charity principle the highest mean of 4.22 described as very highly practiced in the item, "supporting teachers.

In their efforts to improve the environment for learning through innovative and creative teaching." This means that the respondents are aware of their role as compassionate and emphatic leaders. They constantly assist their teaching personnel in their academic needs and enhance their skills to reach their full potentials. This is very evident in the various activities of the respondents and their colleagues in their schools wherein they are sent for advance degrees, seminars, trainings, and workshops. They also

served as coaches, advisers, panels, trainers, resource speakers, and facilitators in various events. Their exposure to these said activities broaden their ingenuity which are beneficial to their classrooms or in their designations and in their organizations in general. This supports the claim of [11] that to provide the teachers with the greatest chance of success and progress, they need to have completed a teacher preparation program that provides them with knowledge, experience, and guidance. Therefore, a moral responsibility of school administrators to direct, provide, and expose their teaching personnel to a variety of possibilities to improve, advance and disclose further their academic capabilities.

4.3 Stewardship Principle

Table 2 presents the extent of ethical decision-making practices of graduate studies students along stewardship principle. The table shows an overall mean of 4.13, interpreted as highly practiced. This infers that the respondents are conscious in their ethical decision-making practices concerning transparency and accountability. This also means that the respondents as school sports directors are aware of their duties to stakeholders which is to provide accessible and readily available information regarding the sports activities, healthy life style and daily operations of the organization they belong.

Among the given indicators, the respondents' ranked ethical decision-making framework along stewardship principle, the highest mean of 4.24, described as highly practiced in the item, "realizing that effective management is accountable to the public and other stakeholders of the organization". This means that the respondents are mindful of their role as responsible and liable sport managers. They are legally and morally responsible to the duties and obligations assigned unto them. Hence, for it to be effective, they must have a culture of integrity, validity, and trust [12]. These values could be gleaned from the respondents' practices in their organization such as in the hiring and selection of non-teaching and teaching personnel, in the conduct of their performance evaluations, classroom observations, personnel efficiency, dissemination and posting of information through school's website and strategic places, student and faculty forum, delegation of authority and responsibility, promotions, and financial auditing. These practices ensure organizational development and quality assurance that strengthens accountability and transparency

mechanisms of their school. Further, with these practices, the respondents are really committed to the call of their school's philosophy, vision-mission and core values which are symbols of good governance in the management of their organizations. Therefore, a moral obligation of school administrators to disclose reliable and factual information related to school functions for stakeholders' proper knowledge and attention.

Contrary, the respondents ranked ethical decision-making framework along stewardship principle the lowest mean of 3.93, described as highly practiced in the item, "conducting proper job placement for happier employees to achieve successful results and greater accomplishments through most effective use of available skills." This means that the respondents follow procedures and guidelines in terms of professional accountability most especially in appointing appropriate personnel in a particular position. This is to ensure the quality of work, safeguard school standards and to produce worthwhile decisions which are beneficial to the organization. However, despite of following these policies, respondents do still experience biases in terms of job placement and promotions in their schools such as the interference of local politicians, nepotism, *padrino* system and seniority.

4.4 Social Responsiveness Theory

Table 3 presents the extent of ethical decision-making practices of graduate students along social responsiveness theory. The table shows an overall mean of 4.07, interpreted as highly practiced. This infers that the respondents are aware in their ethical decision-making practices concerning corporate social responsibility. This also means that the respondents as school administrators are receptive in providing support and assistance to the needs of their community.

Among the given indicators, the respondents' ranked ethical decision-making framework along social responsive theory, the highest mean of 4.24, described as highly practiced in the item, "acknowledging that managing a school's social responsibility should become a strategic priority in order to protect its reputation, market share and operate in a way, which satisfies stakeholders." This means that the respondents are attentive to their roles as school executives who operates, manages, protects, and sustains the status quo of their organization. This also means that they serve as providers and contributors to the needs of their stakeholders.

This is very apparent in the practices of respondents in their schools such as industry immersion activities; student/teacher exchange programs; on-the-job trainings; exposure to different leadership camps and competitions; involvement in developing robotic and scientific projects; scholarship programs; teacher's training and development; industry-academe interface; business and literacy assistance to partner schools and civic societies; and partnership with local, national and international groups. More so, [13] shows these mechanisms such as involvement of all students and staff in community activities, strong partnership with the community, establishment of community service department, and production of action research among others. Through these, stakeholders, most especially the learners are open to possibilities and opportunities which could be beneficial in their future.

4.5 Social Performance Theory

Table 4 presents the extent of ethical decision-making practices of graduate students along social performance theory. The table shows an overall mean of 4.13, interpreted as highly practiced. This means that the respondents are aware of their ethical decision-making practices regarding their school's culture and identity. This also means that the respondents as school administrators are familiar and perform the distinct characters, values, and policies of their school.

Among the given indicators, the respondents ranked ethical decision-making framework along social performance theory, the highest mean of 4.22, described as highly practiced in the item, "monitoring how well the organization is doing vis-à-vis its plans and programs." This infers that the respondents are aware of their duties and responsibilities as policy makers. As policy makers, they see to it that their planned programs, projects, and activities correspond to the national standards as well as with their school's philosophy, vision-mission, and core values.

This planned programs and activities could be gleaned in their activities in school such as infrastructure investment, personnel qualifications, teaching methodologies, curricular contents, graduation requirements and the values that their school is expected to represent and advocate. [14] substantiates these practices in his study that planning sets a level of minimum

standard to be observed to guarantee a certain level of minimum quality performance and such standard should cover school plants, facilities, and faculty and staff but more importantly student qualification and performance, curricular content, methodology, utilization of space and time, evaluation procedures, and financing schemes.

4.6 Ethical Language Theory

Table 5 presents the extent of ethical decision-making practices of graduate students along ethical language theory. The table shows an overall mean of 4.12, interpreted as highly practiced. This means that the respondents are conscious of their ethical decision-making practices with regard to professionalism. This also means that the respondents as school administrators are mindfully aware of their conduct may it be inside or outside the school premises.

Further, [15] also stresses that professionalism includes personal appearance and proper dressing and how you talk and act both inside and outside of school. Herewith, school administrators have to remind themselves that they always serve as role models everywhere and anywhere they go.

Among the given indicators, the respondents ranked ethical decision-making framework along ethical language theory, the highest mean of 4.22, described as highly practiced in the item, "recognizing that employees have particular rights and duties, which aid them to perform to their maximum limits". This means that the respondents revere and respect their personnel's human and labor rights. This also means that the respondents uphold and safeguards their personnel's work against any kind of prejudices and discrimination.

4.7 Ethics of Care Theory

Table 6 presents the extent of ethical decision-making practices of graduate students along ethics of care theory. The table shows an overall mean of 4.10, interpreted as highly practiced. This means that the respondents are conscious of their ethical decision-making regarding human relations in the school setting. This also means that the respondents as school administrators are good in interaction and works effectively with people in their organization.

Table 1. Extent of ethical decision-making practices of graduate students along charity principle

Indicator	WM	DE	Rank
1. Working for the provision of employee security, pleasant working conditions, a sense of belonging, fair treatment, and a sense of achievement and growth.	4.21	HP	2
2. Assisting in the development of a good evaluation program where employees can feel a sense of progress and success in their work.	4.07	HP	4
3. Allowing employee group spirit by increasing the number of social occasions on which workers get together and get to know each other well.	3.98	HP	7.5
4. Supporting teachers to grow intellectually through orientation programs, effective in-service education, and create a cordial democratic atmosphere.	4.12	HP	3
5. Supporting teachers in their efforts to improve the environment for learning through innovative and creative teaching.	4.22	HP	1
6. Stimulating employees to develop a desire to venture for new opportunities and innovative ideas.	3.98	HP	7.5
7. Being concerned with employees' problems and needs and offering means to overcome them.	3.91	HP	10
8. Assisting in developing better relationships and empathy with students, parents and with other members of the organization.	4.02	HP	5.5
9. Implementing plans effectively and efficiently by giving considerable improvement in the attitude, morale and productivity of employees.	4.02	HP	5.5
10. Developing the necessary time to personal conferences with employees.	3.97	HP	9
Overall Mean	4.05	HP	

Legend: HP – Highly Practiced

Table 2. Extent of ethical decision-making practices of graduate students along stewardship principle

Indicator	WM	DE	Rank
1. Realizing that effective management is accountable to the public and other stakeholders of the organization.	4.24	HP	1
2. Viewing oneself as a caretaker of the job entrusted to him and realizing that power begets responsibility.	4.22	HP	2
3. Recognizing the need for good human relations to generate consensus and building that support.	4.21	HP	3
4. Realizing that employees will be very much a part of top-level decision-making including curriculum development, in-service planning and other pertinent matters.	4.16	HP	5.5
5. Seeking to place the best person for performing a task in position to execute properly.	4.07	HP	8.5
6. Giving every employee the opportunity to engage in meaningful, creative work and developing greater self-respect.	4.19	HP	4
7. Recognizing that employee involvement in decision making usually results in personal satisfaction as well as personal and social identification.	4.07	HP	8.5
8. Realizing that employee empowerment influences learning and personality development fostering strength of purpose, social skills, human understanding and self-confidence.	4.16	HP	5.5
9. Devising unique and exciting ways of creating the best possible work environment among employees.	4.09	HP	7
10. Conducting proper job placement for happier employees to achieve successful results and greater accomplishments through most effective use of available skills.	3.93	HP	10
Overall Mean	4.13	HP	

Legend: HP – Highly Practiced

Table 3. Extent of ethical decision-making practices of graduate students along social responsiveness theory

Indicator	WM	DE	Rank
1. Recognizing that employees should be as free to point out factors that limit their effectiveness as the administration.	3.93	HP	9
2. Encouraging employees that they are making real contribution to society through their job.	4.09	HP	4.5
3. Focusing on ensuring that social policies, institutions and environments on which we depend are beneficial to all members of the organization.	3.98	HP	8
4. Committing to improve impact on areas of organizational social responsibility such as interaction with regional community groups.	3.91	HP	10
5. Discussing the inclusion of social responsibility in the core curriculum of the school.	4.17	HP	3
6. Recognizing that good organizational management results in enhancing social and financial performance.	4.05	HP	6
7. Acknowledging that managing a school's social responsibility should become a strategic priority in order to protect its reputation, market share and operate in a way, which satisfies stakeholders.	4.24	HP	1
8. Being in constant state of scanning and analyzing the organization's changing environment and getting feedback about its services in order to make adjustments and improvements as needed.	4.00	HP	7
9. One's organization is customer-driven by offering quality services to its clients.	4.09	HP	4.5
10. Being committed to help promote the welfare of the communities where the organization's presence is felt.	4.21	HP	2
Overall Mean	4.07	HP	

Legend: HP – Highly Practiced

Table 4. Extent of ethical decision-making practices along social performance theory

Indicator	WM	DE	Rank
1. Institutionalizing ethics and modeling in order to push the organization beyond what it can be.	4.05	HP	9
2. Ensuring that school policies should reflect on organizational goals.	4.19	HP	2
3. Developing a core, which involves all employees in the organization who will work together in multi-disciplinary and multi-cultural teams.	4.09	HP	8
4. Initiating equitable policies for egalitarian distribution of resources in the organization.	4.02	HP	10
5. Considering collaborations and partnerships with other organizations to improve efficiency and better delivery of benefits and services.	4.17	HP	3.5
6. Monitoring how well the organization is doing vis-à-vis its plans and programs.	4.22	HP	1
7. Adopting and evolving performance measures in my organization in the implementation of strategies, policies and other significant indicators of a quality organization provider.	4.14	HP	6.5
8. Being in constant state of looking for the better way of doing things.	4.16	HP	5
9. Having a good planning process in order to define the organization's desired future and moving towards the future.	4.17	HP	3.5
10. Leading a balanced and principled life guided by the ideals of proactiveness, sincerity, cooperation, open two-way communication, interdependence and mutual trust and respect.	4.14	HP	6.5
Overall Mean	4.13	HP	

Legend: HP – Highly Practiced

Table 5. Extent of ethical decision-making practices of graduate students along ethical language theory

Indicator	WM	DE	Rank
1. Recognizing that employees have particular rights and duties, which aid them to perform to their maximum limits.	4.22	HP	1
2. Realizing that where competing interests collide, there are moral rules, which serve as guidelines in resolving disagreements among members of the organization.	4.17	HP	3
3. Providing possibilities of maintaining and nurturing human relations in the organization by dealing ethically with both conflict and opportunity.	4.10	HP	8
4. Recognizing that employees working in a social responsible organization are much more likely to be able to resist pressures to behave ethically.	4.00	HP	9
5. Acknowledging that in learning organizations, what top management does and the culture that they establish and reinforce can influence the organization as a whole to act when faced with ethical dilemmas.	3.98	HP	10
6. Establishing an ethical code which can sensitize employees to the ethical dimension of their work.	4.16	HP	4
7. Being a dynamic leader who influence, inspire or motivate employees to achieve the fullest transforming an organization into a quality organization.	4.12	HP	6.5
8. Committing to uphold and pursue what is morally right in the conduct of educational activities and relations with various stakeholders in organization.	4.14	HP	5
9. Acting as a model by creating caring relations with employees.	4.19	HP	2
10. Promote dialogue, which leads to a common search for understanding, empathy, and appreciation of every member of the organization.	4.12	HP	6.5
Overall Mean	4.12	HP	

Legend: HP – Highly Practiced

Table 6. Extent of ethical decision-making practices of graduate students along ethics of care theory

Indicator	WM	DE	Rank
1. Establishing a public concern at work, which allows any employees who has a worry to discuss how best to raise a concern without breaching any duty of confidence or loyalty they may owe their employer.	4.12	HP	4
2. Treating all employees with respect and trust.	4.22	HP	1
3. Abolishing the distinction between managers and workers so that all employees are empowered to use their unique human intellectual skills to become knowledge workers.	4.00	HP	10
4. Strengthening the collegial culture in school so that all members can contribute for the advantage of the organization.	4.09	HP	7
5. Understanding own people well by managing their human resources with excellence so they can turn themselves into a powerful, high achieving quality organization.	4.10	HP	5.5
6. Respecting the dignity, rights and well-being of the people in the organization and recognizing that each employee can contribute optimally to the organization according to his potentials.	4.16	HP	2.5
7. Removing all possible constraints so those employees will do their work, which is what they are supposed to.	4.02	HP	9
8. Motivating employees by bringing them to the family and treating them like respected members of it.	4.10	HP	5.5
9. Initiating ways on how to affirm and encourage the best in others.	4.05	HP	8
10. Realizing that care, compassion, and feelings balances cognition, principles, and objectivity.	4.16	HP	2.5
Overall Mean	4.10	HP	

Legend: HP – Highly Practiced

Among the given indicators, the respondents' ranked ethical decision-making framework along ethics of care theory, the highest mean of 4.22, described as highly practiced in the item, "treating all employees with respect and trust." This means that the respondents know the basic element of human relations in organization and that is, to look at the other as themselves.

Therefore, reminds the respondents that they should see and treat their personnel as human beings. This could be seen in their school practices such as in the conduct of team building activities, teacher's day celebrations, foundation days, and in their immersion, extension, and outreach programs. More so, they are also involved in the planning and managing of the school through their active involvement during accreditations, demonstration teachings, action and program planning, and curriculum mappings. Herewith, they promote relations between members of the organizations that are mutually satisfying. Indeed, human relations in the school means investing the human resource with the right to participate in the determination of school goals and policies and to exercise professional judgment about what to do and how to do to empower the school environment [16]. Hence, school administrators have the moral stand to involve their personnel to help in the determination of school goals and policies.

4.8 Overall Summary of Extent of Ethical Decision-Making Practices of Graduate Studies Students

Table 7 presents the summarized data relative to ethical decision-making practices of graduate studies students along the various ethical decision-making frameworks.

Table 7. Summary of extent of ethical decision-making practices of graduate students along ethical decision-making frameworks

Indicator	WM	DE
Charity Principle	4.05	HP
Stewardship Principle	4.13	HP
Social Responsiveness Theory	4.07	HP
Social Performance Theory	4.13	HP
Ethical Language Theory	4.12	HP
Ethics of Care Theory	4.10	HP
Overall Mean	4.10	HP

Legend: HP – Highly Practiced

In general, the graduate studies students obtained an over-all mean of 4.10, interpreted as highly practiced. This means that the graduate students have enough knowledge and understanding regarding their moral duties and responsibilities as school personnel, teachers and school managers.

They greatly possess the essential competencies, skills, attitudes, and personal qualities in making general and ethical decisions that will help them perform well their school functions and obligations. They also demonstrate moral disposition and character which is expected from a school administrator.

Specifically, the results show that the ethical decision-making frameworks namely, stewardship principle and social performance theories were the highest in terms of graduate students' extent of ethical decision-making practices with a mean of 4.13. This manifests that the respondents are stringent with the keeping and disclosing of school records and information as well as in practicing their school's philosophy, core values, and objectives.

Meanwhile, the data reveals that there is still a need to strengthen the graduate studies students' extent of ethical decision-making practices along charity principle most especially in responding to the needs and overall development of their teaching and non-teaching personnel.

4.9 Strengths and Weaknesses of Ethical Decision-Making Practices of Graduate Studies Students along Ethical Decision-Making Frameworks

Table 8 shows the strengths and weaknesses of ethical decision-making practices of graduate studies students along charity principle, stewardship principle, social responsiveness theory, social performance theory, ethical language theory, and ethics of care theory. To determine the strengths and weaknesses of graduate studies students, researchers looked at the areas where they had strengths and weaknesses in the below tables. It is shown from the table that all indicators along various ethical decision-making frameworks are considered strengths which could be gleaned in its over-all mean of 4.10. This means that the graduate studies students are aware of their function as providers of growth and development to their personnel; of being transparent and accountable; of being receptive to the needs of their community; of propagators of their school's

values and principles; of serving as role models; and of working well with their people.

Herewith, the graduate studies students are somewhat knowledgeable, equipped, and prepared to become moral agents and responsible sports directors/ managers in their organizations in general. Hence, the graduate studies students need to continuously enhance and sustain their ethical decision-making practices for them to be all ready to encounter and unravel ethical problems and challenges that their professions may face in the present and soon.

4.10 Problems Encountered on Ethical Decision-Making Practices of Graduate Studies Students along Ethical Decision-Making Frameworks

The graduate studies students as school personnel, teachers, and school sports directors/managers meet some problems in the performance of their ethical or moral responsibilities in their organizations. These problems which involves the over-all school sports directors and managers. The respondents are found along the various ethical decision-making frameworks namely, charity principle, stewardship principle, social responsiveness theory, social performance theory, ethical language theory, and ethics of care theory.

Table 9 reveals the problems encountered by the graduate studies students on ethical decision-making practices. Generally, the problems encountered by the graduate students provide them an initial picture on what is to be expected ones they assume greater responsibility in their school or job placement.

It prepares and awakens them of possible ethical predicaments that they meet along the way. The table also reveals that in every school organization, there are numerous ethical problems that need to be resolved and to be decided upon. "Some sports directors/managers do not want to embrace the idea of innovation and critical thinking/some of them are passive to the different sports developmental programs offered by the school", ranked the highest with a frequency of 14.32%. This means that the graduate studies students' organizations provide them variety of technical and academic assistance for their personal and professional growth and development. However, some of them are still hesitant to grab the opportunity because of the possible demand or return of

service after finishing the program. These reasons, therefore, justifies the claim of this study that the respondents have to strengthen and work well on the ethical decision-making framework along charity principle.

Further, the statements, "it is hard to be concern with employees for they are too independent wherein they misinterpreted guiding from controlling" and "job placements of employees were not followed (it is based on whose department has vacancy, regardless of expertise and specialization)", obtained 10.71% apiece. These indicators justify the lowest means in ethical decision-making frameworks along ethical language theory which pertains to top management decisions in terms of organizational problems and along stewardship principle which concerns decisions in terms of proper job placement and appointment.

The former, which concerns ethical language theory, reminds the graduate studies students to really practice well their problem solving and ethical decision-making skills to elucidate that making ethical or moral judgment is necessary in an organization. Ethical or moral judgment is there not to mislead the people in the organization, but it is there to guide and lead everyone to the right direction and aspirations of their respective schools.

On the other hand, the latter, which concerns stewardship principle, continuously reminds the graduate studies students to intensify their moral functions as transparent and accountable beings most especially in choosing the right personnel in a certain position in the organization. They have to be fair, free from biases, and should always align their decisions through the mandates of legal and moral authority as well as their school's directives.

Though, ethical decision-making frameworks along charity principle, ethical language theory, and stewardship principle were perceives as strengths in the study, they are still identified as problems by the graduate students since they are evidently practiced in their workplace. Herewith, the graduate studies students have to be reminded always of their ethical duties and responsibilities as supportive, responsible, and professional school personnel, teachers, and administrators. This also means that in every ethical judgment and pronouncement they make and in every ethical challenge and problem they meet, they have to consider all ways and means to arrive into a holistic and accountable decision.

Table 8. Strengths and weaknesses of ethical decision-making practices of graduate students along ethical decision-making frameworks

CHARITY PRINCIPLE		
Indicator	WM	Remarks
1. Working for the provision of employee security, pleasant working conditions, a sense of belonging, fair treatment, and a sense of achievement and growth.	4.21	S
2. Assisting in the development of a good evaluation program where employees can feel a sense of progress and success in their work.	4.07	S
3. Allowing employee group spirit by increasing the number of social occasions on which workers get together and get to know each other well.	3.98	S
4. Supporting teachers to grow intellectually through orientation programs, effective in-service education, and create a cordial democratic atmosphere.	4.12	S
5. Supporting teachers in their efforts to improve the environment for learning through innovative and creative teaching.	4.22	S
6. Stimulating employees to develop a desire to venture for new opportunities and innovative ideas.	3.98	S
7. Being concerned with employees' problems and needs and offering means to overcome them.	3.91	S
8. Assisting in developing better relationships and empathy with students, parents and with other members of the organization.	4.02	S
9. Implementing plans effectively and efficiently by giving considerable improvement in the attitude, morale and productivity of employees.	4.02	S
10. Developing the necessary time to personal conferences with employee	3.97	S
STEWARDSHIP PRINCIPLE		
1. Realizing that effective management is accountable to the public and other stakeholders of the organization.	4.22	S
2. Viewing oneself as a caretaker of the job entrusted to him and realizing that power begets responsibility.	4.24	S
3. Recognizing the need for good human relations to generate consensus and building that support.	4.21	S
4. Realizing that employees will be very much a part of top-level decision-making including curriculum development, in-service planning, and other pertinent matters.	4.16	S
5. Seeking to place the best person for performing a task in position to execute properly.	4.07	S
6. Giving every employee the opportunity to engage in meaningful, creative work and developing greater self-respect.	4.19	S
7. Recognizing that employee involvement in decision making usually results in personal satisfaction as well as personal and social identification.	4.07	S
8. Realizing that employee empowerment influences learning and personality development fostering strength of purpose, social skills, human understanding and self-confidence.	4.16	S
9. Devising unique and exciting ways of creating the best possible work environment among employees.	4.09	S
10. Conducting proper job placement for happier employees to achieve successful results and greater accomplishments through most effective use of available skills.	3.93	S
SOCIAL RESPONSIVENESS THEORY		
1. Recognizing that employees should be as free to point out factors that limit their effectiveness as the administration.	3.93	S
2. Encouraging employees that they are making real contribution to society through their job.	4.09	S
3. Focusing on ensuring that social policies, institutions and environments on which we depend are beneficial to all members of the organization.	3.98	S
4. Committing to improve impact on areas of organizational social responsibility such as interaction with regional community groups.	3.91	S
5. Discussing the inclusion of social responsibility in the core curriculum of the school.	4.17	S
6. Recognizing that good organizational management results in enhancing social and financial performance.	4.05	S
7. Acknowledging that managing a school's social responsibility should become a strategic priority in order to protect its reputation, market share and operate in a way, which satisfies stakeholders.	4.24	S

8. Being in constant state of scanning and analyzing the organization's changing environment and getting feedback about its services in order to make adjustments and improvements as needed.	4.00	S
9. One's organization is customer-driven by offering quality services to its clients.	4.09	S
10. Being committed to help promote the welfare of the communities where the organization's presence is felt.	4.21	S
SOCIAL PERFORMANCE THEORY		
1. Institutionalizing ethics and modeling in order to push the organization beyond what it can be.	4.05	S
2. Ensuring that school policies should reflect on organizational goals.	4.19	S
3. Developing a core, which involves all employees in the organization who will work together in multi-disciplinary and multi-cultural teams.	4.09	S
4. Initiating equitable policies for egalitarian distribution of resources in the organization.	4.02	S
5. Considering collaborations and partnerships with other organizations to improve efficiency and better delivery of benefits and services.	4.17	S
6. Monitoring how well the organization is doing vis-à-vis its plans and programs.	4.22	S
7. Adopting and evolving performance measures in my organization in the implementation of strategies, policies, and other significant indicators of a quality organization provider.	4.14	S
8. Being in constant state of looking for the better way of doing things.	4.16	S
9. Having a good planning process in order to define the organization's desired future and moving towards the future.	4.17	S
10. Leading a balanced and principled life guided by the ideals of proactiveness, sincerity, cooperation, open two-way communication, interdependence and mutual trust and respect.	4.14	S
ETHICAL LANGUAGE THEORY		
1. Recognizing that employees have particular rights and duties, which aid them to perform to their maximum limits.	4.22	S
2. Realizing that where competing interests collide, there are moral rules, which serve as guidelines in resolving disagreements among members of the organization.	4.17	S
3. Providing possibilities of maintaining and nurturing human relations in the organization by dealing ethically with both conflict and opportunity.	4.10	S
4. Recognizing that employees working in a social responsible organization are much more likely to be able to resist pressures to behave ethically.	4.00	S
5. Acknowledging that in learning organizations, what top management does and the culture that they establish and reinforce can influence the organization as a whole to act when faced with ethical dilemmas.	3.98	S
6. Establishing an ethical code which can sensitize employees to the ethical dimension of their work.	4.16	S
7. Being a dynamic leader who influence, inspire or motivate employees to achieve the fullest transforming an organization into a quality organization.	4.12	S
8. Committing to uphold and pursue what is morally right in the conduct of educational activities and relations with various stakeholders in organization.	4.14	S
9. Acting as a model by creating caring relations with employees.	4.19	S
10. Promote dialogue, which leads to a common search for understanding, empathy, and appreciation of every member of the organization.	4.12	S
ETHICS OF CARE THEORY		
1. Establishing a public concern at work, which allows any employees who has a worry to discuss how best to raise a concern without breaching any duty of confidence or loyalty they may owe their employer.	4.12	S
2. Treating all employees with respect and trust.	4.22	S
3. Abolishing the distinction between managers and workers so that all employees are empowered to use their unique human intellectual skills to become knowledge workers.	4.00	S
4. Strengthening the collegial culture in school so that all members can contribute for the advantage of the organization.	4.09	S

5. Understanding own people well by managing their human resources with excellence so they can turn themselves into a powerful, high achieving quality organization.	4.10	S
6. Respecting the dignity, rights and well-being of the people in the organization and recognizing that each employee can contribute optimally to the organization according to his potentials.	4.16	S
7. Removing all possible constraints so those employees will do their work, which is what they are supposed to.	4.02	S
8. Motivating employees by bringing them to the family and treating them like respected members of it.	4.10	S
9. Initiating ways on how to affirm and encourage the best in others.	4.05	S
10. Realizing that care, compassion, and feelings balances cognition, principles, and objectivity.	4.16	S
Overall Mean	4.10	S

Legend: S – Strength

Table 9. Problems encountered by the graduate studies students on ethical decision-making practices along ethical decision-making frameworks

Statement	f	%
1. Some sports managers do not want to embrace the idea of innovation and critical thinking/some of them are passive to the different sports developmental programs offered by the school.	4	14.32
2. It is hard to be concerned with colleagues for they are too independent wherein they misinterpret guiding from controlling.	3	10.71
3. Job placements of sports directors/managers were not followed	2	7.14
4. To give ample time for personal conferences and problem-solving activities.	2	7.14
5. Rare opportunity to practice greater collaboration with regional sports community groups.	2	7.14
6. Unawareness on social issues leads to different opinions thus, conflict arises in sports program.	2	7.14
7. The need to own and to witness the school's sports core values by the newly hired sports officer.	2	7.14
8. Some school policies are not helpful in achieving sports program.	3	10.71
9. The ethical ideals are hardly seen in real situation especially in dealing with other colleagues in different sports area.	3	10.71
10. The employees sometimes do not want to be treated as family in the organization.	3	10.71
11. Sports directors and managers are seen themselves as higher authority more than others.	2	7.14
Total	28	100

5. CONCLUSION

This study was to investigate the extent of graduate studies students' ethical decision-making practices on various ethical decision-making frameworks, the students' problems when using these frameworks, and validate the strategy that can be an effective tool for the Graduate Studies department.

Graduate Studies students have the information and understanding necessary to carry out their ethical obligations and responsibilities within diverse ethical decision-making frameworks. Students are typically competent when it comes to making ethical decisions. They still need to build on their ethical decision-making framework, charity principle, moral language theory, and stewardship principle, among other things. The Graduate Studies department can use the framework to plan, formulate, and implement sports activities in their academic programs.

The potential-edifice strategy for graduate studies students is to enable the Dean, chairman of graduate studies, and professors in the College to have an adequate system in planning curriculum that will suit the graduate studies students in their ethical decision making. Also, it enhances a tool in formulating and implementing curricular activities in their academic programs.

6. RECOMMENDATIONS

1. The Graduate studies department should adopt the edifice strategy and regularly conduct extension activities for students enrolled in the MSPE.
2. The graduate studies department to provide more strategy programs for the graduate studies students to supplement and complement the theories they learned from their classroom discussions.
3. The graduate studies department extends the output of this study to school administrators in private and government schools, colleges, and universities.
4. The extension program of the graduate studies department should focus on charity principles, ethical language theory, and stewardship principles as an ethical decision-making framework.
5. The Dean and Chairman's graduate studies department should design a research-based curriculum to include different disciplines offered in the graduate studies.

6. The Graduate studies department professors should encourage and require their learners to create more research relevant to their subject or teaching load.
7. The Graduate studies department should allow their students to produce more relevant research to relate and enhance the principles and theories learned in their curriculum.

7. LIMITATION

This study was limited to only the graduate studies students who had been in the college for the whole three years of their graduate studies; the researchers excluded the newly enrolled graduate studies students that had no experience in sports management.

CONSENT

The researchers obtained the consent from each of the study respondent and informing them the goal of this study.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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