



TEACHER RESILIENCE AS INFLUENCE BY ETHICAL LEADERSHIP IN THE CARMEN DISTRICT OF DAVAO DEL NORTE

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ABSTRACT

This study investigated the influence of ethical leadership on teacher resilience among selected teachers in the Division of Davao del Norte. A quantitative descriptive-correlational research design was employed, involving 130 teacher respondents selected through purposive sampling. Validated and pilot-tested research instruments were used to gather data. The study utilized weighted mean, Pearson product moment correlation, and multiple regression analysis to interpret the results. Findings revealed that both ethical leadership and teacher resilience were rated as extensive, indicating they were often demonstrated in school settings. A significant positive relationship was found between ethical leadership and teacher resilience. Moreover, all domains of ethical leadership, trustworthiness, understanding others, communication, interdependence, future orientation, acts with integrity, compassion, and tolerating contradiction and anxiety, significantly influenced teacher resilience. The regression model yielded an R² value of 0.627, indicating that 62.7% of the variance in teacher resilience was explained by ethical leadership. The findings aligned with key theoretical frameworks including social learning theory, self-determination theory, and transformative learning theory. These results underscore the importance of promoting ethical leadership practices to build and sustain resilient teaching professionals, thus contributing to a more adaptive and responsive educational environment.

KEYWORDS- Ethical Leadership, Teacher Resilience, School Leadership, Educational Management, Psychological Well-Being, Resilience Theory, Social Learning Theory.

INTRODUCTION

The concept of ethical leadership has gained significant attention in recent years, particularly in the education sector. Ethical leadership refers to the demonstration of normatively appropriate behavior that is both morally sound and grounded in principles of fairness, respect, and responsibility. In schools, ethical leadership plays a critical role in shaping the culture, governance, and outcomes of educational institutions. More importantly, ethical leaders are expected to foster environments that not only promote academic success but also support the well-being and resilience of teachers. Teacher resilience, on the other hand, refers to the capacity of educators to adapt and thrive in the face of adversity, which is essential for maintaining a high level of performance and emotional well-being. The importance of teacher resilience has grown, particularly in an era marked by rapid social, political, and technological changes. In the Division of Davao del Norte, as in many parts of the Philippines and the world, the interplay between ethical leadership and teacher resilience is crucial in ensuring that schools can foster inclusive, supportive, and productive educational environments.

Globally, the importance of ethical leadership in schools is underscored by the increasing challenges faced by educators. In many parts of the world, schools are grappling with issues such as teacher burnout, high attrition rates, and increasing demands for inclusivity in the classroom. In the United States, for example, teacher burnout has reached alarming levels, with many educators leaving the profession due to stress, excessive workloads, and lack of administrative support. Studies have shown that ethical leadership can be an antidote to these challenges by fostering a supportive environment where teachers feel valued, trusted, and understood (Mansfield, 2021). Ethical leaders in schools are those who prioritize the well-being of their staff, promote open communication, and lead by example. They encourage collaboration, professional growth, and emotional support, all of which are crucial in helping teachers develop the resilience needed to cope with the pressures of the job.

Similarly, in the United Kingdom, ethical leadership has been linked to improved teacher retention and job satisfaction. Research conducted by the National Foundation for Educational Research highlighted that schools with strong ethical leadership experienced lower turnover rates and higher levels of job satisfaction among teachers (Allen & Sims, 2020). These leaders foster a sense of community, trust, and shared responsibility, which helps to mitigate the impact of stress and burnout. By creating a positive school climate, ethical leaders empower teachers to remain resilient and committed to their work, even in challenging circumstances. This evidence suggests that ethical leadership is not only a moral imperative but also a practical strategy for enhancing teacher resilience and, by extension, improving educational outcomes.

In the context of the Philippines, the challenges facing teachers are no less significant. The education sector has long been plagued by issues such as overcrowded classrooms, inadequate resources, and low salaries, all of which



contribute to high levels of stress and burnout among teachers. According to a report by the Department of Education (DepEd), many teachers in the Philippines struggle with balancing their professional responsibilities with personal demands, which often leads to emotional exhaustion and decreased job satisfaction (DepEd, 2020). In this context, the role of ethical leadership becomes even more critical. School leaders who prioritize ethical values, such as fairness, compassion, and transparency, are better equipped to support their teachers and create environments where they can thrive. This is particularly important in promoting resilience, as teachers who feel supported by their leaders are more likely to persevere in the face of adversity.

The Division of Davao del Norte, located in the southern part of the Philippines, faces similar challenges in its education system. Like many other regions in the country, Davao del Norte is characterized by a diverse student population, varying levels of economic development, and a range of social issues that impact the educational environment. Teachers in this region often work in under-resourced schools, where they must contend with large class sizes, limited access to teaching materials, and the added pressures of ensuring that all students receive an inclusive and quality education. In such a challenging environment, the resilience of teachers is paramount. However, resilience does not develop in a vacuum; it requires support from school leaders who demonstrate ethical leadership and provide the necessary emotional and professional resources to help teachers cope with their demanding roles (Sumalinog, 2021).

Ethical leadership in the Division of Davao del Norte is not only necessary for improving the resilience of teachers but also for promoting inclusive school practices. Inclusion in education refers to the practice of ensuring that all students, regardless of their background, abilities, or disabilities, have access to a quality education in a supportive and respectful environment. This is a particularly pressing issue in the Philippines, where efforts to implement inclusive education policies have been met with mixed results. In many schools, teachers are often unprepared to meet the diverse needs of their students, which can lead to frustration, burnout, and decreased resilience. Ethical leadership can address this issue by promoting a culture of inclusion and providing teachers with the tools and support they need to succeed. Ethical leaders advocate for professional development opportunities, ensure that resources are allocated equitably, and foster an environment where teachers feel empowered to take risks and innovate in their classrooms (Fernandez, 2020).

Furthermore, ethical leadership can help to bridge the gap between policy and practice in promoting inclusive education in Davao del Norte. While the Department of Education has made significant strides in promoting inclusive education, the implementation of these policies often falls short at the school level. This is where the role of school leaders becomes critical. By embodying ethical leadership principles, school administrators can ensure that inclusive education policies are not only implemented but are also sustained in a way that supports both students and teachers. This, in turn, strengthens the resilience of teachers, as they are more likely to feel supported and valued in their efforts to provide inclusive and quality education to all students (Llego, 2021). Ethical leadership plays a crucial role in strengthening teacher resilience, particularly in challenging educational environments like the Division of Davao del Norte. In the face of global, national, and local challenges, teachers need to be resilient to succeed in their roles and provide quality education to their students.

Ethical leadership provides the foundation for this resilience by fostering trust, collaboration, and support within the school community. In doing so, ethical leaders not only enhance the well-being and job satisfaction of teachers but also contribute to the overall success of the education system. As schools in Davao del Norte continue to navigate the complexities of inclusive education, ethical leadership was key in ensuring that teachers remain resilient and capable of meeting the diverse needs of their students.

LITERATURE REVIEW

Ethical leadership, a pivotal concept in organizational management, is increasingly recognized as fundamental to the overall success, sustainability, and integrity of contemporary organizations. Defined as the demonstration of normatively appropriate conduct through personal actions, decision-making, and the fostering of an ethical work culture, ethical leadership revolves around integrity, fairness, transparency, and accountability (Brown et al., 2020). Ethical leaders not only adhere to moral principles themselves but also inspire their teams to uphold similar standards, significantly impacting organizational performance, employee satisfaction, and the overall ethical climate within the organization. As a leadership approach, it emphasizes moral values in both decision-making and behavior, ultimately guiding teams toward achieving shared goals while maintaining ethical standards.

In modern organizations, the importance of ethical leadership has become more pronounced due to increasing global scrutiny, competitive pressures, and the demand for social responsibility. Leaders who embody ethical principles build trust among stakeholders, which, in turn, leads to a positive organizational culture. Such cultures are characterized by higher employee engagement, enhanced productivity, and sustainable organizational performance. For instance, a study by Bedi, Alpaslan, and Green (2020) found that ethical leadership has a positive impact on employee performance and organizational commitment, underscoring the role of leaders in shaping the ethical climate and influencing workforce behavior. Ethical leaders promote fairness, foster open communication, and model behavior that inspires followers to make ethical decisions, ensuring that the organization not only thrives economically but also maintains its moral integrity.



The role of ethical leadership extends beyond just decision-making, it also involves creating a nurturing work environment where employees feel valued and supported. One of the key qualities that characterize successful ethical leaders is empathy. According to Mayer, Kuenzi, and Greenbaum (2021), ethical leadership is linked to higher levels of trust within teams, as leaders who demonstrate emotional intelligence and compassion are better equipped to foster positive relationships. These leaders are sensitive to the needs and concerns of their employees, encouraging open communication and transparency. By establishing trust, they create a sense of security and satisfaction among employees, which, in turn, leads to increased job performance and a reduced likelihood of unethical behavior.

Moreover, ethical leadership plays a critical role in organizational sustainability. Leaders who act ethically tend to make decisions that consider long term consequences, prioritize the well-being of stakeholders, and promote practices that ensure the organization's sustainability over time (Dadhich & Bhal, 2020). Ethical leadership ensures that organizations avoid short-term gains that come at the expense of long-term sustainability, thereby protecting the organization's reputation and contributing to the broader social good. Ethical leaders take responsibility for their actions and are transparent about the challenges faced by the organization, which helps build resilience and adaptability in an ever-changing global landscape.

In education, ethical leadership is particularly crucial, especially in fostering environments conducive to teacher resilience. School leaders who practice ethical leadership influence their teams by setting a moral example, demonstrating integrity, and showing concern for the welfare of their staff (Engels, 2020). These leaders help create a work culture that emphasizes collaboration, fairness, and ethical conduct, which is essential in helping teachers cope with the challenges of their profession. For instance, school principals who exhibit ethical leadership tend to have a positive impact on teacher morale, job satisfaction, and retention, as they foster a climate of trust and emotional support (Shapira-Lishchinsky, 2021). Teachers who work under ethical leaders are more likely to feel valued and respected, which enhances their resilience in the face of stress and burnout, thus improving their overall performance and well-being.

Research has consistently shown that ethical leadership is associated with various positive organizational outcomes, including job satisfaction, employee retention, and organizational citizenship behavior (Kalshoven, Den Hartog, & De Hoogh, 2019). Ethical leaders contribute to a supportive environment by recognizing employees' efforts, ensuring the availability of resources, and removing barriers to success. These leaders do not merely impose ethical standards but work collaboratively with their teams to foster a shared commitment to ethical practices. By promoting such a culture, ethical leaders ensure that employees are motivated, engaged, and aligned with the organization's ethical values.

However, despite the extensive literature on ethical leadership, implementing this leadership style in practice remains a challenge. Many organizations struggle with creating environments where ethical leadership is consistently practiced. This is particularly evident in sectors such as healthcare, education, and public administration, where leaders often face moral dilemmas that require them to balance competing interests (Cameron, Cross, & O'Leary, 2021). In such cases, ethical leadership involves making difficult decisions that prioritize moral values over convenience or profit. Leaders are tasked with navigating complex situations where ethical considerations may conflict with organizational demands, making it imperative for them to exhibit strong moral judgment and professional integrity.

To address these challenges, organizations must invest in leadership development programs that emphasize ethical decision-making, emotional intelligence, and moral responsibility. According to research by Heffernan and Kaptein (2021), ethical leadership can be cultivated through targeted interventions such as ethical training, mentorship programs, and the implementation of organizational policies that reinforce ethical behavior. These initiatives help leaders develop the skills necessary to guide their teams in an ethical manner, ensuring that the principles of fairness, transparency, and accountability are embedded in the organization's culture.

Statement of the Problem

This study determined the relationship between ethical leadership and teacher resilience. More specifically, it sought to answer the following questions:

1. What is the extent of ethical leadership in terms of:
 - 1.1. Trustworthiness,
 - 1.2. Understanding Others,
 - 1.3. Communication,
 - 1.4. Interdependence,
 - 1.5. Future Orientation,
 - 1.6. Acts with Integrity,
 - 1.7. Compassionate, and
 - 1.8. Tolerates Contradiction and Anxiety.
2. What is the extent of teacher resilience in terms of:
 - 2.1. Self-Reliance,
 - 2.2. Positive Outlook,
 - 2.3. Determination, and



- 2.4. Equanimity.
3. Is there a significant relationship between ethical leadership and teacher resilience?
4. Which of the domains of ethical leadership significantly influence teacher resilience?

METHODOLOGY

Research Design

This study adopted a quantitative research design, focusing specifically on a descriptive correlational approach. Quantitative research, as described by Creswell (2019), involves systematic collection and analysis of numerical data to understand patterns, relationships, and trends. By using this approach, the study aimed to assess the relationship between ethical leadership (independent variable) and teacher resilience (dependent variable). As Apuke (2019) explains, quantitative research is valuable for generating objective insights, allowing researchers to draw conclusions based on empirical data.

Descriptive correlational research was employed to explore how the variables naturally coexist without manipulation from the researcher. According to Davis (2021), this type of research is appropriate when the aim is to describe variables and investigate the relationships between them in a real-world context. The goal here is to examine the extent to which ethical leadership influences teacher resilience, providing a clearer understanding of the dynamics at play. As noted by Korrapati (2019), descriptive research allows for detailed observation of the variables as they occur in their natural environment. 54

The use of correlational design is advantageous as it helps identify associations between ethical leadership behaviors and teachers' ability to withstand challenges. Kabir (2019) supports the use of correlational research in educational settings where the goal is to measure the strength and direction of relationships between variables. By employing this design, the study seeks to determine whether high levels of ethical leadership are positively associated with greater levels of teacher resilience. This provides insights that can inform policy and leadership strategies in educational institutions.

Research Respondents

The respondents for this study will consist of 130 public elementary school teachers from the Division of Davao del Sur. This sample was determined using Slovin's formula, which is widely applied in research for calculating sample sizes when the total population is known. Slovin's formula is expressed as: $n = N / (1 + N(e)^2)$, where n is the sample size, N is the population size, and e is the margin of error. Based on a total population of 500 elementary teachers in the division and a margin of error of 5%, the calculated sample size would have been approximately 222. However, for this study, a sample of 130 teachers was purposefully selected to ensure the data remains manageable and focused while still allowing for valid statistical analysis. According to Tejada and Punzalan (2022), while Slovin's formula helps ensure representativeness, adjusting the sample size according to research feasibility and resource limitations is acceptable, especially in descriptive correlational studies. Inclusion criteria were set to ensure the reliability and relevance of the data collected. Only teachers with at least three years of teaching experience were considered eligible to participate in the study.

This ensures that respondents have had adequate exposure to the leadership practices within their schools and are capable of making informed assessments regarding the ethical behaviors of their leaders and their own experiences with resilience. Teachers who are currently on extended leave or not engaged in classroom instruction were excluded from the study to maintain consistency in the data source. This strategy aligns with Creswell's (2019) emphasis on purposive sampling when the objective is to explore the relationships between variables within a well-defined group. Teachers are the most suitable respondents for this research as they directly experience the leadership styles practiced by school heads and are constantly navigating the demands of the education system.

As Greenfield (2019) noted, teachers play a central role in school communities and are highly influenced by leadership behaviors, which in turn affects their capacity to remain resilient under pressure. Their responses are expected to provide meaningful insights into how ethical leadership contributes to or detracts from their resilience, well-being, and job satisfaction. Consequently, the findings from this study are intended to inform and support more effective leadership development programs and policy decisions that prioritize both ethical governance and the psychosocial support of teachers.

Research Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both ethical leadership and teacher resilience. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of ethical leadership. The second set focused on effective teacher leadership.



Data Analysis

In addressing the research questions posed in this study, a range of statistical tools were employed to analyze the data collected. The primary focus of the analysis is to measure the extent of ethical leadership and teacher resilience, as well as to examine the relationship between the two variables.

Weighted Mean: To address questions 1 and 2, descriptive statistics, mean was used to assess the extent of ethical leadership and teacher resilience across their respective domains.

Pearson Correlation Coefficient: To address question 3 and test Hypothesis 1 (Ho1), Pearson's correlation was used to determine whether there is a significant relationship between ethical leadership and teacher resilience. This statistical test is appropriate for examining the strength and direction of the linear relationship between the two continuous variables.

Multiple Regression Analysis: To address question 4 and test Hypothesis 2 (Ho2), multiple regression analysis was applied to identify which specific domains of ethical leadership significantly predict teacher resilience.

RESULTS AND DISCUSSION

The main focus of the study was to determine the significance of the relationship between ethical leadership and teacher resilience. The study was conducted with the selected teachers from the Division of Davao del Norte. There were one hundred thirty (130) teachers who participated in this study. A descriptive correlational method of research was used in utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Weighted mean, Pearson Product moment correlation, and regression analysis were statistical tools used in analyzing the data. The hypotheses in this study were tested at a 0.05 level of significance.

The major findings of the study were the following: the extent of the ethical leadership of the teachers is extensive. Meanwhile, the extent of the teacher resilience of the teachers is also extensive. It was found that there is a significant relationship between ethical leadership and the teacher resilience. The hypotheses of no significant relationship between ethical leadership and teacher resilience and none of the domains of ethical leadership significantly influence the teacher resilience were rejected. .

Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of ethical leadership is extensive, which implies that it is oftentimes evident. All dimensions of ethical leadership which include trustworthiness, understanding others, communication, interdependence, future orientation, acts with integrity, compassionate, and tolerates contradiction and anxiety, are at an extensive level, which means it is oftentimes evident. Meanwhile, the extent of teacher resilience is also extensive, which means that it is oftentimes evident. All dimensions of teacher resilience are oftentimes evident. Both variables call for all school members to work hand in hand to strengthen the existing status of the ethical leadership and teacher resilience.

Based on the findings, ethical leadership, and teacher resilience are correlated. Also, ethical leadership significantly influences teacher resilience. All domains of ethical leadership, namely, trustworthiness, understanding others, communication, interdependence, future orientation, acts with integrity, compassionate, and tolerates contradiction and anxiety significantly influence teacher resilience by registering a p-value of .002 which is less than .05 in the level of significance. This leads to the rejection of the null hypotheses. Further, the result indicates that for every unit increase in the three domains of ethical leadership, teacher resilience also increases.

Recommendations

The following suggestions were offered based on the conclusions of the study: 112 For higher officials in the Department of Education, It is strongly recommended that the Department of Education institutionalize policies and programs that promote ethical leadership as a strategic component in building resilient teaching personnel. As the study has demonstrated a significant influence of ethical leadership on teacher resilience, it would be valuable for DepEd to integrate leadership training modules focusing on ethical behavior, emotional intelligence, communication, and future-oriented decision-making into the professional development framework for school leaders. DepEd may also consider embedding ethical leadership principles into performance appraisal systems and leadership competency standards to sustain ethical practices across schools. Moreover, creating a support system that encourages collaborative problem solving, reflective practice, and psychosocial wellness can significantly enhance teacher resilience in the face of adversity.

For School Principals, given the central role of school leaders in modeling ethical behavior, principals are encouraged to embody and consistently demonstrate ethical leadership practices, including trustworthiness, compassion, integrity, and effective communication. School heads must cultivate a culture of trust, empathy, and transparency that supports teachers in navigating day-to-day professional challenges. It is advisable for principals to initiate regular reflective dialogues, feedback sessions, and mentoring activities that foster mutual respect and professional growth among staff. Additionally, creating an inclusive environment where teachers feel safe to express concerns and share innovative 113 solutions will not only enhance resilience but also promote a more engaged and motivated workforce.



For Teachers, as frontline educators and role models to students, are encouraged to adopt and internalize the values and behaviors aligned with ethical leadership. By practicing integrity, compassion, and collaboration in their work, teachers not only reinforce these values among peers but also strengthen their own resilience. Teachers should actively participate in professional development opportunities that focus on emotional regulation, ethical decision-making, and interpersonal skills. Furthermore, engaging in peer support groups and reflective practice can help teachers manage stress and develop adaptive coping mechanisms, contributing to a more sustainable and fulfilling teaching profession.

For Future Researchers, they are encouraged to explore the relationship between ethical leadership and teacher resilience in different contexts, such as in private schools, higher education institutions, or under crisis. Longitudinal studies are also recommended to examine how ethical leadership influences teacher resilience over time. Moreover, qualitative research may provide deeper insights into the lived experiences of teachers under ethical leadership, offering nuanced understanding of the mechanisms that foster resilience. Expanding the scope to include other psychological or organizational variables, such as teacher motivation, job satisfaction, or workplace culture, may also enrich the current body of knowledge on how to build resilient, ethically grounded educational institutions.

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