

# THE MODERATING EFFECT OF WORK ETHICS OF PUBLIC SECONDARY SCHOOL TEACHERS ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CHANGE

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**Abstract:** The main objective of the study was to determine the moderating effect of work ethics of public secondary school teachers on the relationship between transformational leadership and organizational change. Quantitative non-experimental research using correlational techniques was the design of the study. Four hundred public secondary school teachers in Davao Region, Philippines for the school year 2017-2018 were the samples selected through stratified random sampling. Adapted questionnaires served as the survey tools. Research findings showed that school heads as perceived by their teachers have very high level of transformational leadership and teachers have very high level of work ethics. Further, findings revealed that transformational leadership and work ethics are significantly related to organizational change. Hierarchical regression as the statistical tool revealed that significant moderating effect of work ethics on the relationship between transformational leadership and organizational change does not exist. The findings did not support the alternative hypothesis of significant moderating effect of work ethics on the relationship between the two variables but did support previous research that separately transformational leadership and work ethics are important drivers of organizational change.

**Keywords:** educational management, moderating effect, work ethics, transformational leadership, organizational change, Philippines.

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## 1. INTRODUCTION

Organizational change is unavoidable, persistent and indispensable. It is a need for organizations to survive and succeed. In fact, most organizations contend by changing constantly (Carter, 2010). In a contemporary review of more than 3,000 corporate administrators, 66% revealed that their organizations neglected to accomplish planned execution enhancements following hierarchical change activities (Meany and Pung, 2008). Also, Grady and Grady (2013) finished up from a review of the writing that 68% of authoritative change endeavors come up short or experience genuine difficulties. Numerous workers oppose authoritative changes since they feel less in charge, the planning is poor, correspondence is hazy or basically because they don't confide in upper administration choices. This example of disappointment in hierarchical change endeavors has gotten serious concentration from researchers lately (Burnes, 2011). Accordingly, it is pivotal to get associated with the change procedure and to actualize techniques that assistance smooths the change (Repischak, 2016).

Most endeavors rolled out by leaders to essentially improve the organization they lead do not grow. By "change significantly" intends to turn the organization toward another path, to basically innovate the way we adjust things to be

done, to update the structure - the outline of the association for basic leadership and responsibility – and to give hierarchical individuals a radical new vision for what's to come. To survive, particularly as long as possible, organizations must change and adjust to their surroundings (Burke, 2017).

Recognizing the importance of organizational change as discussed previously, the researcher conducted an extensive review for possible variables that may affect or moderate transformational leadership. Several literatures showed the link between transformational leadership and organizational change. Among various leadership perspectives, transformational leadership is often linked with organizational change (Bass & Riggio, 2006;). Transformational frontrunners professed the necessity for change (Brown & Eisenhardt, 1997; Burke, 2002). Additionally, Ravangard et al. (2014) upheld the association of work ethics and organizational change. Work ethics directly and positively influence various dimensions of organizational change (Yousef, 2000). Managers should have a set of values and ethical guidelines for their administrative and organizational functions (Ravangard et al., 2014). Other researchers have also explored the possibility that the association of work ethics and organizational change are mediated by intervening factors.

It is on the above context that the researcher decided to conduct the study with the intention of determining which of the above-mentioned variables may have direct effect or may moderate the effect of one variable to the organizational change. Although there are already existing literature of the association between transformational leadership and organizational change and so with work ethics and organizational change, those studies dealt only with bivariate relationships and did not cover the three variables in a single study. This study dealt with the three variables with one variable as the moderating construct, making this study a contribution to new knowledge.

The main purpose of the study was to determine the significance of the moderating effect of work ethics of Public Secondary School Teachers on the relationship between transformational leadership and organizational change. Specifically, the study deals with the following (1) to assess the level of transformational leadership in terms of idealized Influence, inspirational motivation, intellectual stimulation and individual consideration; (2) to ascertain the level organizational change in terms of process of change, climate of change or internal context and readiness for change; (3) to describe the level of work ethics of public secondary school teachers; (4) to determine the significance of relationship between transformational leadership and organizational change and work ethics and organizational change; and (5) to find out the significance of the moderating effect of work ethics of Public Secondary School Teachers on the relationship between transformational leadership and organizational change.

The following null hypotheses were tested at 0.05 level of significance stating (1) there is no significant relationship between the level of transformational leadership and organizational change; (2) there is no significant relationship between the level of work ethics of Public Secondary School Teachers and organizational change; and there is no significant moderating effect of work ethics of Public Secondary School Teachers on the relationship between transformational leadership and organizational.

## 2. THEORETICAL FRAMEWORK

This study is anchored on the proposition of Bass and Riggio (2006), Pawar and Eastman (1997) which states that transformational leaders influenced organizational change. A strong, positive correlation exist between transformational leadership, organizational culture, and organizational change outcomes (Jordan, 2015).

Transformational leadership is identified as the leadership style that can lead to change, guide good decision-making, encourage innovation, enhance customer-centred care and ultimately lead to organizational effectiveness and change (Jordan, 2015). Conversely, transformational leadership can assist in pioneering change and establishing positive change outcomes. Caldwell, Chatman, O'Reilly, Ormiston and Lapiz (2008) concur that effective leadership that focuses on transformation contributes to positive change outcomes. Hence, it can be concluded that transformational leadership contributes to organizational change.

Ravangard et al. (2014) supported the association of work ethics and organizational change. Work ethics directly and positively influences various dimensions of organizational change (Yousef, 2000). Managers should have a set of values and ethical guidelines for their administrative and organizational functions (Ravangard et al, 2014).

This is supported also by the findings of Carter (2012) which states that transformational leaders recognize the need for change, create and share compelling visions with employees, guide them through adaptations, and inspire them to accomplish the challenging goal of institutionalizing change. These findings are significant because they supported the link between transformational leadership and organizational change.

### 3. METHOD

This chapter presents the methods and procedure used in this study.

#### Research Design

This study used the non-experimental quantitative research design employing descriptive correlational technique. In non-experimental research, researchers collect the data without making changes or introducing treatments (Gehle, 2013). Initially, the variables were not manipulated and the setting was not controlled in this study. Correlational technique endeavors to find relationships between two covariates, or independent behaviors, situations, or events. A correlation can be positive or negative (Keegan et al. 2009). Secondly, a causal-comparative research design was used to establish a link on transformational leadership and organizational change.

The present study aimed to determine the relationship between transformational leadership and the level of organizational change, hence, the descriptive correlational and causal-comparative methods of research were the most appropriate to utilize.

#### Population and Sample

The research participants of the study were the 400 public secondary school teachers in the ten divisions of Davao Region chosen randomly. The participation of the respondents was voluntary and an Informed Consent Form was given to each participant. The researcher valued the participation of the respondents and placed their welfare in the highest priority.

Moreover, this study used stratified random sampling as a tool in determining an appropriate sample size from the given population. As inclusion criteria used in determining the subject of the study, the researcher considered all public secondary school teachers in Davao Region since the study aims to determine the significance of the moderating effect of work ethics of public secondary school teachers on the relationship between transformational leadership and organizational change. Teachers from public elementary schools and all levels from private institutions, fall under the exclusion criteria and were not included in this study. They were treated as separate work environment, and another study is needed to administer the context of the learning environment. Further, inclusion of specimen hazards was deemed not necessary and was not included in the manuscript.

#### Research Instrument

The research instrument used in gathering the data was adapted from various authors with some modifications. The questionnaire was composed of 60 items and the pilot testing was conducted to thirty public secondary school teachers of Calumpang High School. The instrument obtained a Cronbach alpha of 0.8.

The instrument used in measuring the transformational leadership of school heads was adapted from Bass and Avolio (1995) which was modified to contextualize to the school setting following the Five-Point Likert's Scale categorized into four indicators namely; *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individual consideration*.

The instrument used in measuring the dependent variable was adapted from Bouckennooghe et al. (2009) categorized into three indicators; *process of change*, *climate of change or internal context*, and *readiness for change*. For the moderating variable, the survey instrument used was adapted from Miller and Woehr (1997). Both instruments were modified to make the respondents' options parallel with the Five-Point Likert's Scale.

#### Statistical Tools

The following statistical tools were used in the analysis and interpretation of data:

**Frequency Count and Percentage.** These descriptive statistics were used to describe the distribution of respondents according to the area of the region.

**Mean.** This was used to determine the level of importance of transformational leadership and organizational change.

**Pearson product-moment correlation (Pearson r).** This was used to determine if there is a significant relationship between transformational leadership and organizational change.

**Hierarchical Logistic Regression and Modgraph.** This was used to identify the extent of the moderating effect of work ethics of Public Secondary School Teachers on respondent satisfaction according to Vallerand (2011). It is a statistical tool that measures the relationship among variables and testing hypotheses about one dependent variable in number form and the independent variables are either numeric or categorical. In hierarchical regression, the independent variables are not entered into the regression simultaneously but in steps.

## 4. RESULTS

### Level of transformational leadership

Table 1 shows the level of *transformational leadership* with an overall mean of 4.26 having a descriptive level of Very High. As presented, Inspirational Motivation obtained the highest mean score of 4.37 described as Very High level. This is followed by Idealized influence and Individual consideration with a mean score of 4.26 which yielded a Very High descriptive level. Among the four indicators, intellectual stimulation obtained the lowest mean score of 4.15 with a high descriptive level.

**Table 1: Level of Transformational Leadership**

Indicator	SD	Mean	Descriptive Level
Idealized Influence	0.46	4.26	Very High
Inspirational Motivation	0.52	4.37	Very High
Intellectual Stimulation	0.49	4.15	High
Individual Consideration	0.57	4.26	Very High
<b>Overall</b>	<b>0.43</b>	<b>4.26</b>	<b>Very High</b>

Inspirational Motivation as the indicator of Transformational Leadership with the highest mean score can be explained by the following items with Very High means. These are: displaying optimism and enthusiasm, Expressing a strong vision for the future, and Exhibiting confidence that goals will be met. Among the four indicators of transformational leadership, Intellectual stimulation obtained the lowest mean rating of 4.15, described as high level.

### Level of Organizational Change

Illustrated in Table 2 is the level of organizational change which obtained an overall mean score of 3.75 or described as High level. The three indicators of organizational change are the following arranged from highest to lowest mean scores: Process of change, 4.00 or High; Readiness for change, 3.84 or High; and Climate of change or Internal context, 3.40 or High.

Process of change is an indicator of organizational change which obtained the highest mean score. Furthermore, Readiness for change, another construct, obtained the second highest mean. In addition, it can be viewed that the indicator Climate of change or Internal context has the lowest mean.

**Table 2: Level of Organizational Change**

Item	SD	Mean	Descriptive Level
Process of Change	0.55	4.00	High
Climate of Change or Internal Context	0.62	3.40	High
Readiness of Change	0.52	3.84	High
<b>Overall</b>	<b>0.45</b>	<b>3.75</b>	<b>High</b>

### Level of Work Ethics of Public Secondary School Teachers

Displayed in Table 3 is the analysis on the level of work ethics of public secondary school teachers. The overall mean score is 4.34 with a description of very high. It can be viewed that almost all items obtained a very high descriptive level except for items 4, 5 and 13 which posted a high descriptive mark.

**Table 3: Level of Work Ethics**

Item	SD	Mean	Descriptive Level
1. Thinking it is important to stay busy at work and not waste time	0.67	4.24	VH
2. Believing that to be truly successful, a person should be self- reliant	0.68	4.24	VH
3. Thinking that one should always take responsibility for one's actions.	0.64	4.36	VH
4. Getting more fulfillment from getting items a little later	0.69	4.13	H
5. Scheduling day in advance to avoid wasting time	0.67	4.11	H
6. Believing should always do what is right and just.	0.60	4.43	VH
7. Thinking that nothing is impossible if you work hard enough.	0.63	4.45	VH
8. Believing that one should not pass judgment until one has heard all of the facts.	0.66	4.34	VH
9. Thinking that one should live one's own life independent of others as much as possible.	0.74	4.21	VH
10. Trying to plan out work so as not to waste time.	0.63	4.31	VH
11. Believing that one should never tell lies about other people.	0.64	4.38	VH
12. Believing that how a person spends their time is as important as how they spend their money.	0.63	4.35	VH
13. Thinking that life without work is boring	0.86	4.13	H
14. Believing that anyone who is able and willing to work hard has a good chance of succeeding.	0.63	4.44	VH
15. Thinking that It is important to treat others as you would like to be treated.	0.65	4.52	VH
16. Believing that a person should always do the best job possible.	0.64	4.52	VH
17. Thinking it is never appropriate to take something that does not belong to you.	0.64	4.56	VH
<b>OVERALL</b>	0.43	4.34	<b>VH</b>

The rest of the items as presented in Table 3, obtained means below 4.45, ranging from 4.21 to 4.44, but are still interpreted as very high. All the items except items 4, 5, and 13 obtained very high-level ratings, which means that work ethics are always practiced.

### Correlations between transformational leadership and organizational change

Exhibited in Table 4 is the significance on the relationship between the levels of transformational leadership and organizational change. Results show the overall r-value of 0.430 with  $p < 0.01$ . This denotes a significant relationship between the two variables since p-value is less than 0.05. When the indicators of transformational leadership were correlated with the overall means of organizational change, idealized influence had an overall correlation coefficient of 0.384, inspirational motivation had a correlation coefficient of 0.313, intellectual stimulation had a correlation coefficient of 0.388, and individual consideration had a correlation coefficient of 0.377. Also, data showed that r-values displayed p-values of less than 0.01 which indicate that significant correlations exist between these variables and the overall organizational change.

**Table 4: Correlations between Transformational Leadership and Organizational Change**

Transformational Leadership	<i>Organizational Change</i>			
	<i>Work Ethics</i>			
	Process of Change	Climate of Change	Readiness of Change	Overall
Idealized Influences	.502*	.051	.395*	.384*
	.000	.312	.000	.000
Inspirational Motivation	.501*	-.044	.329*	.313*
	.000	.376	.000	.000
Intellectual Stimulation	.541*	.068	.346*	.388*
	.000	.175	.000	.000
Individual Consideration	.490**	.080	.358*	.377*
	.000	.111	.000	.000
<b>Overall</b>	<b>.598*</b>	<b>.046</b>	<b>.419*</b>	<b>.430*</b>
	.000	.362	.000	.000

More so, when the indicators of organizational change were singularly correlated with the overall level of transformational leadership likewise revealed individual p-values of less than 0.01, except for climate of change, whose p-value is 0.362. Additionally, when the indicators of transformational leadership were singularly correlated with the individual indicators of organizational change, data showed p-values less than 0.01. Therefore, all correlational values suggested significant relationships between transformational leadership and organizational change, except for the climate of change.

**Table 5: Correlations between Work Ethics and Organizational Change**

Organizational Change	Work Ethics
Process of Change	.448*
	.000
Climate of Change of Internal Context	.117*
	.019
Readiness of Change	.437*
	.000
<b>Overall</b>	<b>.408*</b>
	.000

#### Correlations between the level of work ethics and organizational change

Reflected in Table 5 is the relationship between work ethics and organizational change. The overall r-value is 0.408 with a p-value of less than 0.01. This shows that work ethics has significant relationship with organizational change. This leads to the rejection of the null hypothesis which states that there is no significant relationship between work ethics of public secondary school teachers and organizational change.

#### Moderating Effect of Work Ethics of Public Secondary School Teachers on the Relationship between Transformational Leadership and Organizational Change

To determine the significance of the moderating effect of Work Ethics of Public Secondary School Teachers on the relationship between Transformational Leadership and Organizational Change, hierarchical regression analysis was conducted for this purpose. This is reflected in Table 6 as the source of data for Tables 7 and 8, which are both needed for the modgraph in Figure 3.



Hierarchical regression analysis was conducted to test the hypothesis on moderating effect. The independent variable, transformational leadership, was entered into hierarchical procedure as step one. The results of the regression are presented in Table 6. When regressing transformational leadership ( $B = .298, p < .001$ ) and the moderating variable, work ethics ( $B = .243, p < .001$ ) in step 2, they were found to be significant predictors of organizational change, in their capacities as separate variables.

The 3rd step in the regression analysis was to determine the interaction effect of work ethics of public secondary school teachers on the relationship between transformational leadership and organizational change, as proposed in hypothesis 2, so that the higher level of work ethics of public secondary school teachers does not increase nor decrease the relationship between transformational leadership and organizational change. When the effect of one variable differs based on the level of magnitude of another variable (a moderator variable), then an interaction occurs. The interaction effect ( $B = .056, p > 0.05$ ), which is the product of transformational leadership and work ethics of public secondary school teachers was not significant,

**Table 6: Hierarchical Regression to Assess the Moderating Effect of Work Ethics on Transformational Leadership-to-Organizational Change Relationship**

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	R Square Change
		B	Std. Error	Beta				
1	(Constant)	2.396	.200			9.312	.000	.185
	Transformational Leadership	.443	.047	.430		9.494	.000	
2	(Constant)	1.423	.221			6.440	.000	.035
	Transformational Leadership	.298	.057	.289		5.214	.000	
	Work Ethics	.243	.057	.235		4.245	.000	
3	(Constant)	2.396	1.366			1.755	.080	.001
	Transformational Leadership	.056	.339	.055		.167	.868	
	Work Ethics	.017	.319	.017		.054	.957	
	Transformational Leadership by Work Ethics	.056	.077	.406		.722	.471	

hence the acceptance of the null hypothesis that work ethics of public secondary school teachers does not moderate the relationship between transformational leadership and organizational change. This suggests that the interaction effect was not a contributor to the model variance.

**Table 7: Summary of Means on the Main Effects of Transformational Leadership and Organizational Change on Work Ethics**

Transformational Leadership	Work Ethics		
	Low	Medium	High
High	3.0192	3.0862	3.1532
Medium	2.9196	2.9762	3.0328
Low	2.8200	2.8661	2.9123

**Table 8: Statistical Output Necessary to Graph the Main Effects of Transformational Leadership and Work Ethics and the Interaction on Organizational Change**

Variable	B	Mean	SD
Transformational Leadership	.056	4.2605	.43247
Work Ethics	.017	1.3365	.43044
Interaction Term	.056		
Constant	2.396		

of 4% to the variance of 19% in Step 1 of the hierarchical regression. This shows that 4% of the variance in organizational change is due to their transformational leadership. The interaction term (transformational leadership X work ethics) registered 0.001 contribution to the dependent variable.

## 5. DISCUSSION

This chapter presents the discussion derived from the findings and results of the data gathered and analyzed.

### Level of Transformational Leadership

For many reasons, transformational leadership is an important factor at both individual level and organizational level. The very high level of Inspirational motivation is attributed to the ability of the school heads to display optimism and enthusiasm, express a strong vision for the future, and exhibit confidence that goals will be met. As advanced by Hughes (2014), inspirational motivation encourages a team spirit, creating general enthusiasm-especially towards difficult challenges. Transformational leaders provide motivation in which subordinates view goals, expectations, and mission accomplishments as obtainable.

Moreover, a very high level of idealized influence, often connoted or synonymous to charisma, is attributed to the leader's ability to think that actions develop respect, act morally and ethically, and share values and beliefs. Avolio and Bass as cited by Hughes (2014) emphasized that, leaders with too little charisma affect organizational climate. Conversely, leaders with too much charisma set their own goal agenda and subordinates will view them as idols. Leaders resist empowering subordinates because it is a threat to their own leadership.

On individual consideration, a very high-level means that school leaders act as a teacher and coach to others, recognize individual characteristics of staff and help faculty and staff build upon their strengths. This is congruent to the study of Hughes (2014) which states that transformational leaders who display individualized consideration spend time coaching and teaching their followers, and in doing so, promote self-development. They treat others as individuals, rather than simply group members, and identify the differing needs, abilities, and aspirations for those individuals. Additionally, Hayatti, Charkhabi, and Naami (2014) affirmed that transformational leaders stimulate the sense of self-value, self-motivation, eligibility, internal motivation and achievement and success among their followers.

### Level of Organizational change

The level of organizational change obtained an overall descriptive level of high. This means that organizational change in public secondary schools in Davao Region is oftentimes observed. This is attributed to the high level of the schools' Process of change, Change of climate or Internal context, and Readiness for change. The high level of process of change has been identified as major contributor to employees' readiness for change (Holt et al, 2007).

Furthermore, readiness for change achieved a high descriptive level. This is parallel with the study of Vakola (2013) which yielded an expanded understanding of change readiness to include the organizational climate for change, change processes, and employee reactions to change. Employees who are prepared and ready for change are more likely to support the change initiative.

More so, the finding supports Armenakis, Harris, and Mossholder (1993) who stated that when readiness for change exists, the organization is primed to embrace and resistance is reduced. If organizational members are not ready, the change maybe rejected, and organizational members may initiate negative reactions such as sabotage, absenteeism, and output restriction. In totality, readiness for change reflects beliefs, feelings, and intentions regarding the extent to which changes are needed and perceptions of individual and organizational capacity to successfully enact those changes.

Climate of change or internal context also generated a high descriptive level. The result was attributed to some factors indicated in the study. A framework from which the climate dimensions and process factors were tapped as antecedents of readiness for change is delineated. This deductively driven selection process resulted in a parsimonious delineation of the content of the battery that describes the essential process or context of change factors of organizational change in terms of interpersonal relationships. Apart from the tridimensional measurement of readiness for change (i. e., emotional, cognitive, and intentional readiness for change), climate of change encompasses the following seven dimensions namely: quality of change communication, participation, attitude of top management toward organizational change, support by supervisors, trust in leadership, cohesion, and politicking (Holt et al, 2007).



### **Level of Work Ethics of Public Secondary School Teachers**

The level of work ethics of public secondary teachers exhibited an overall descriptive level of very high. This was attributed to the very high level of teachers' application of moral principles, standards of behavior or set of values regarding proper conduct in the workplace as individuals or in a group setting like thinking it is never appropriate to take something that does not belong to you; believing that a person should always do the best job possible; and, thinking that it is important to treat others as you would like to be treated.

The result is aligned with the idea of Smith (2005) who emphasized that work ethics of teachers are aptly demonstrated by the variety of expectations such as being to work or school on time, performing quality work, being self-directed, having self-initiative, or being positive to both fellow teachers and learners. Work ethics should be a core value. Another literature congruent to this findings is that of Payscale (2009) who indicated that aside from doing the right thing, conducting ourselves ethically has great rewards and returns.

Conversely, Wheeler (2007) posited that poor work ethics eventually result to stricter rules, fewer privileges, undesirable work environment, stunted growth and productivity, domino effect among other colleagues, potential job loss, and potential closing of the organization. The findings of Payscale (2009) validated that work ethics is needed to establish baseline measures and increase efficiencies. It is important to have strong working relationships with other people. Covering up unethical behavior impedes our ability to grow as leaders, as workers and as people.

### **Correlation between Transformational Leadership and Organizational Change**

The overall result on the correlation of the constructs revealed that transformational leadership is significantly related to organizational change. Leadership and change are two phenomena that are inextricably woven into the very fabric of today's rapidly accelerating pace of the global business environment (Ahn, Adamson & Dornbusch, 2004). This also matches the findings of Tucker and Russel (2004) who stated that transformational leaders concentrate on the development and influence of their employees as they transform organization with new and dramatic changes and processes. As a result, the need for understanding the direct relationship between leader's behaviors and the effects of organizational change proves vital in this hyper-competitive global business environment.

Moreover, Tucker and Russel (2004) pronounced that transformational leaders concentrate on the development and influence of their employees as they transform their organization with new and dramatic changes and processes. Transformational leadership is a foundational cornerstone within any organizational structure, especially while fostering an organizational change initiative. This manifested that there is a direct relationship between leader's behaviors and the effects of organizational change.

Additionally, similar findings are also revealed by the study of Uddin (2013) which states that there is significant relationship between transformational leadership and organizational change. This result is also similar to the findings of Carter (2010) who states that transformational leadership and organizational change are significantly and positively correlated. Transformational leaders recognize the need for change, create and share compelling visions with employees, guide them through adaptations, and inspire them to accomplish the challenging goal of institutionalizing change (Bass, 1999).

### **Correlation between Work ethics and Organizational Change**

Overall result demonstrated that work ethics and organizational change are positively correlated. This indicates a significant relationship between the two constructs. Also, this portrays rejection of the null hypothesis which states that there is no significant relationship between work ethics and organizational change.

The study of Yousef (2000) has congruence to the findings of this study indicating that work ethics directly and positively influences organizational change. This suggests that those who strongly support work ethics would be more likely to embrace change. Moreover, this result is also consistent with the findings of prior researches which demonstrated a direct relationship between work ethics and organizational change (Oliver, 1990; Saks et al., 1996).

Furthermore, findings that work ethics significantly correlated to organizational change support the notion that employees who strongly support work ethics are more committed to their organizations and subsequently more likely to embrace change as far as such a change has no potential to alter the basic values and goals of the organization (Yousef, 2000).

### **Moderating Effect of Work Ethics on Transformational Leadership-to- Organizational Change Relationship**

Hierarchical regression analysis was conducted to test the hypothesis on moderating effect of work ethics of public secondary school teachers on the relationship between transformational leadership and organizational change. The results of the regression revealed that transformational leadership and work ethics found to be predictors of organizational change in their capacities as separate variables. However, the interaction effect or the product of transformational leadership and work ethics was not contributor to the model variance. This implies that work ethics does not moderate the relationship between transformational leadership and organizational change.

A modgraph was provided to visually verify the result of the regression. It indicates that there is no interaction effect of transformational leadership and organizational change since according to Jose (2013), a graph having three parallel lines implies no interaction of the main effect with the moderator. This means that changes in the level of work ethics do not significantly affect the variation in transformational leadership in an attempt to influence organizational change. Further interpretation of the graph in terms of low, medium and high levels of the main effects and the moderator (Jose, 2013) is that the levels vary from one standard deviation below the mean (low), the mean level (medium), and one standard deviation above the mean (high). An interaction occurs if the variation in the levels of the main effects depends on the variation in the levels of the moderator. This condition was not met in the study since the lines are parallel suggesting non-interaction.

A number of authors confirmed upon the concept between the relationships of the two variables in which they stated that transformational leadership influenced organizational change (Carter, 2012; Jordan, 2015; and Caldwell et al., 2008) and work ethics to organizational change (Ravangard et al., 2014; Yousef, 2000). Although significant moderating effect of work ethics on the relationship between transformational leadership and organizational change was not proven, results revealed that separately transformational leadership and work ethics are important contributors to organizational change.

## **6. CONCLUSION**

The result of the study proved that the level of transformational leadership of school heads as perceived by the public secondary school teachers is very high. More so, the level of organizational change of the schools involved exhibits a high indication. Work ethics of public secondary school teachers, another construct, also demonstrated a very high implication. Further, the correlation between transformational leadership and organizational change revealed a significant relationship thus rejecting the null hypothesis. This is in consonance to the proposition of Bass and Riggio (2006) who revealed a unique link between transformational leadership and organizational change. This finding is also congruent to the study of Jordan (2015) who stated that there is a strong, positive correlation between the two constructs.

Likewise, transformational leaders recognized the need for change, create and share compelling visions with employees, guide them through adaptations, and inspire them to accomplish the challenging goal of institutionalizing change (Carter, 2010). As cited by Uddin (2013), the theory of transformational leadership elucidates the role and importance of leadership and explains the infant theory of transformational leadership and its ultimate effect on organizational change.

Furthermore, results of this study revealed that significant relationship exists when work ethics and organizational change are correlated. This result is affirmed by the proposition of Ravangard et al. (2014) which presented a unique association between work ethics and organizational change. Work ethics directly and positively influences various dimensions of organizational change (Yousef, 2000.).

However, this study revealed that significant moderating effect of work ethics on the relationship between transformational leadership and organizational change does not exist. The findings did not support the alternative hypothesis of significant moderating effect of work ethics on the relationship between the two variables but did support previous research that separately transformational leadership and work ethics are important drivers of organizational change.

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