



Ethical Leadership and Work Life Challenges among Filipino Teachers in Qatar

Towards a Policy Framework for Work Life Balance

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Abstract: The focus of this study was three-fold: one was what coerces Filipinos to pursue their job in the State of Qatar utilizing their maximum potential as agents of change; the second was that the security measures done by the Philippine government as it explores the need for migrant workers, and the vulnerability of Filipino workers who did not have adequate work opportunities in the Philippines; finally, this study asserted the work life disputes of Filipino teachers in Qatar which influence their living and working conditions, thus, it offered solutions to improve working. true for skilled and professional. Most of the Filipino teachers in the study were female validating previous studies that the teaching profession is mostly dominated by female. Respondents perceived their leaders to have moderate level of ethical leadership, but they demonstrate high level of selflessness in service. Perceived ethical leadership vary when respondents were grouped according to age, sex, civil status, nature of work, and monthly income. Work challenges varies when grouped according to age, gender, civil status and monthly income. Respondents were prepared in for reintegration in terms of socio-economic aspect and work-related factors.

Index Terms - Ethical Leadership, work life balance, challenges, Filipino teachers, policy framework

I. INTRODUCTION

Globalization had led to increase competition in the global market, and countries have adopted different strategies to maintain their competitive edge. Some countries have focused on developing their technology and innovation capabilities to create new products and services that can compete globally. Others have focused on reducing costs and improving efficiency in their production processes to offer lower prices to consumers. Some countries have also focused on developing their infrastructure to make it easier for businesses to operate and to attract foreign investment. The strategies that countries have adapted to compete in the global market depend on a variety of factors, including their natural resources, their level of economic development, their political systems and their labor force. For many developing countries, the labor force that they possess was a significant resource that may be utilized in order to pursue economic and social growth and development within their countries. The Philippines is one of the major countries that rely heavily on its workforce for economic stability and social advancement. Indeed, the Philippine experience of dispersion is a sad and happy story to tell. The fact is that Filipinos working outside of the country brings the bacon home-the dollars that supports the economic activities in the country.

As the world population continues to grow, new problems and challenges were ushered in. Faced with the prospect of low wages and few job opportunities, many Filipinos view working abroad as a better option than staying in the Philippines. The State of Qatar, a country with economic prosperity fueled by oil revenues, has more jobs than their own citizens could ever fill. As a result, this kingdom employs many workers from overseas, including Filipinos.

The rising flow of OFWs was unavoidable because Filipinos need to survive, even if this would mean separation from their families. Stopping the rising flow of OFWs would require measures that would effectively address the issues on unemployment as well as poverty. There was no alternative for the government but to allow the Filipinos to work abroad and to strengthen the policies concerning their safety and security. But then, knowing there was a huge demand for overseas workers, there was a need to evaluate the data/information on OFWs being released by different agencies, whether the number was increasing every year or remaining at the same level. Most often the number and other relevant information on OFWs confused the data users and researchers due to the different purposes and methodologies of generating such data.

Since 2006 this target had been met. The high number of Filipinos abroad, and the promotion and regulation of migration by the government, had directed attention and curiosity from other countries (see e.g., Bakunda & Walusimbi Mpanga 2011). Cortez pointed out that “Philippine migration management was considered by other sending countries as the best practices model.” (2007: 10) The promotion of migration was reflected in the way Philippines migrants were addressed in campaigns. They were called bagong bayani, the new heroes. Every year, the government (Department of Labor and Employment) gives the Bagong Bayani Award to an ‘outstanding OFW’. Overseas Workers like OFW’s take a considerable amount of risk when they travel and work abroad.

Philippine schools overseas (PSOs) are duly registered educational institutions operating outside the Philippines and implementing the basic education curriculum of the Department of Education. PSOs are required to comply with the requirements and regulations of the government of the Philippines and the host countries. A valid permit to operate from the host country is required before applying for accreditation from the Philippine Department of Education. PSOs are established to address the educational needs of children of Filipinos overseas, and eventually facilitate their reintegration into the Philippine educational system upon their return to the Philippines. The schools also provide a venue for the teaching and propagation of the Filipino culture and heritage among Filipino youth overseas and serve as a locus for Filipino community activity. As of May 2011, there are forty-one (41) PSOs in ten (10) countries – Bahrain, China, East Timor, Greece, Kuwait, Libya, Oman, Qatar, Kingdom of Saudi Arabia, and the United Arab Emirates. Of these schools, thirty-five (35) have Certificates of Recognition or Government Permits issued by the Philippine Department of Education and six (6) have provisional permits.

There are an estimated 27,500 students currently enrolled in PSOs at various levels, from pre-elementary, elementary, and high school. The vital role of these schools in the education of children of Filipinos overseas calls for certain standards of management and operation. The IACPSO formulates the policies and procedures governing the establishment, management, and operation of such schools. The IACPSO was established in February 1995 and strengthened through Executive Order No. 252 dated 05 May 2000. It is co-chaired by the Department of Education and the Department of Foreign Affairs (DFA). Other members of the IACPSO are the Department of Labor and Employment (DOLE), the Overseas Workers Welfare Administration (OWWA), and the Commission on Filipinos Overseas.

The PISQ envisions itself as a learning institution manned by competent leaders and mentors who are committed to the holistic growth of every student, under a tradition of excellence, in a safe and caring environment. Equip every learner with knowledge, skills, values, and motivation for productive and successful involvement in a humane and fast-evolving society. Education shall contribute to the development of God-loving, nationalistic, and globally competitive citizens who will actively participate in building a just and humane society.

Being in an educational institutions and as educational leaders, they should understand and maintain a clear focus on the many different aspects of ethics, including the concepts and ideas to help develop their own ethical leadership perspectives, including their ethical decision-making and behavior. This idea of developing a personal approach to ethics will aid in helping educational leaders develop their own personal ethical system, essentially like their own code of conduct (Fowler, 2010).

II. Background of the Study

The focus of this study was three-fold: one was what coerces Filipinos to pursue their job in the State of Qatar utilizing their maximum potential as agents of change; the second was that the security measures done by the Philippine government as it explores the need for migrant workers, and the vulnerability of Filipino workers who did not have adequate work opportunities in the Philippines; finally, this study asserted the work life disputes of Filipino teachers in Qatar which influence their living and working conditions, thus, it offered solutions to improve working, true for skilled and professional.

In the conduct of this study, data was obtained from experiences of selected Filipino teachers who left their country and were currently living in the State of Qatar. These were Filipinos came from various parts of the Philippines, educated and trained in the Philippines, and worked or were currently working as teachers. there were hundreds of challenges an expatriate might face when he went on a foreign assignment. Though the career of an expatriate sounds really lucrative and adventurous, most of the real expats or expatriates would simply disagree with them. Moving into a new country took the expats far away from their families, relatives and friends. Initially the idea of working abroad sounded very appealing. But a high percentage of teachers found it challenging to adjust to their new way of life. These difficulties compromised the international assignment on adjustments to a new country could be difficult especially when familiar things the expatriate have come to know his/her life were no longer the same in the host country.

Being an OFW teacher himself, the researcher personally learned from the experiences of people, friends, and acquaintances whom he encountered in his journey as he works abroad for so long. The role of ethics in leadership studies is very important for organizations. Leadership without ethics and integrity can be harmful both for the organizational stakeholders and society. The high-profiled scandals and the leadership involvement in unethical activities caused increase attention of the scholars and mainstream media in the leadership ethics (Hartog, 2015). This resulted growing research in the field of ethical leadership behavior.

According to Trevino and colleagues, ethical leadership must include the characteristics of both the “moral person” and “moral manager” (Brown & Treviño, 2006; Treviño et al., 2000). Moral person facet of ethical leadership discusses the traits and/or character of the leader. Ethical leaders personify certain traits such as honesty, integrity, truthfulness, openness to input, respect and principled in decision making, and concerns for others (Trevino et al., 2000). While moral manager aspect of ethical leadership behaviour deals with how leaders use their managerial power and leadership position to encourage and promote ethical standards and ethical behaviours in the workplace specifically in an educational setting.

It was at this point that the researcher opted to make this study about ethical leaderships of their subordinate and work challenges to help developed viable work life balanced programs that would pave way to an empowered, happy, productive, and quality life that every Filipino teacher deserves.

The present study’s main objective was to determine the perceived the ethical leadership and work-life challenges of Filipino teachers.

2.1 Review of Related Literature

Filipino Migrant Workers

The COVID-19 epidemic has had such an abrupt and drastic negative impact on people's quality of life. The homecoming of hundreds of thousands of OFWs is a wonderful reminder of the necessity for social safety and dependable sources of income for a country like the Philippines, which heavily depends on foreign remittances to increase family spending. The study demonstrates that the advantages that OFWs most frequently acquire during their initial migrating experience are those that serve local needs more immediately than those that are thought of as safety nets that enable them to stabilize consumption through shocks. Less frequently offered are fundamental employee benefits including health insurance, overtime pay, paid sick leave, and work accident benefits. Government organizations tasked with advancing migrant workers' welfare must take more assertive actions to include OFWs in social insurance. The ability of the present procedures for obtaining an overseas job certificate and other procedures to facilitate access to social insurance may be evaluated by these procedures. In the endeavor to strengthen the motivation and commitment of migrant workers to consistently contribute to insurance schemes for their own safety, other activities such as education programs connected to financial literacy are also crucial (Tabuga et al., 2021).

The Philippine government has lauded overseas Filipino workers (OFWs) as its "New Heroes" (Uy-Tioco, 2007). Many Overseas Filipino Workers (OFW) who are working in other areas of the world sometimes possess large homes, farms, vehicles, jewelry, and other symbols of wealth. Working as an OFW isn't always as ideal as one would like. The fact is that, in addition to leaving their families behind in the Philippines in order to pursue greater opportunities, they are also dealing with other difficulties. They face several problems, including those related to communication, money, and their personal and professional environments. The purpose of this study was to assess the difficulties faced by a sample of foreign migrant workers. It was determined that overseas Filipino employees had several difficulties while doing their specific jobs abroad. However, they can guarantee that even if they were not in the Philippines, the Philippine government would still support and defend them (Bautista and Tamayo, 2020).

Significant structural, language, financial, and cultural hurdles to accessing healthcare were identified by domestic workers, along with physical (such as hypertension, chronic pain, diabetes, and poor sleep), mental (such as melancholy and anxiety), and addictive behaviors (such as gambling and alcohol abuse). Adverse working circumstances include mistreatment and abuse by employers, a lack of privacy and cramped sleeping quarters at employers' homes or boarding houses, language problems, insufficient labor rights, and discrimination. Exorbitant agency fees and remittances were also highlighted by domestic employees as major sources of stress. Kinship network relationships with relatives back home were complicated by adultery, trouble parenting, misusing remittances, and family misunderstandings about the predicament of domestic workers overseas. Peer social networks and a lack of supportive social networks made these problems worse (Hall et al., 2019).

Results showed that ethical leadership is regarded to reduce employee stress at work in the Philippines. Additionally, it was verified that stress at work had a negative impact on employees' dedication to the business. Through moral leadership, this effect might be considerably mitigated. To encourage favorable behavioral results from employees and avoid the detrimental impacts of work-related stress, it is advised that businesses mandate and implement ethical leadership practices (Lantican, 2020).

Unexpectedly, there are overseas Filipino workers (OFWs) throughout Europe, Asia, Australia, and the Pacific, as well as in other nations that Filipino tourists have never heard of or visited. As a result, it is not unexpected that Filipinos are described as world travelers (Perdon 2014) and almost wanderers (San Juan 2009) given how frequently they appear in the language of the global diaspora (Tugano, 2020).

The results demonstrate that the majority of interviewees, OFWs with educational backgrounds in Taiwan, felt personally empowered by their educational experiences. However, relational empowerment was restricted to the participant groups they already knew, such as their family and coworkers. Participants acknowledged a tenuous connection between their educational background and the development of new social networks, particularly with Taiwanese individuals. Economic and political factors fall under the collective level of empowerment category. Although some participants saw their school experience as economically liberating, Taiwanese society only had a small space for their political and economic emancipation (Song, 2021).

Ethical Leadership

The findings of the experiential study, which was built on primary information acquired from 200 teachers, show that instructors desired ethical leadership and that there was a strong positive correlation between the two (teachers and managers). Similarly, neither staff members' gender nor age affected their ethical leadership actions; nevertheless, perceptions of such actions were influenced by seniority. Additionally, it was discovered that ethical leadership had a favorable impact on two of the four characteristics of a teacher's commitment, namely, dedication to teaching and commitment to the work. By investigating the relationship between ethical leadership performance and organizational commitment—which was previously theorized as teacher commitment—this study also strengthens another theoretical influence. The hands-on suggestion of this study is that operational ethical leadership behavior that motivates employee commitment requirements should be adopted in organizations to ensure efficient enactment (Dawa, 2022).

The findings of this empirical study, which is based on primary data gathered from 320 teachers, show that the instructors judged their leaders to be fairly ethical and that there was a strong positive association between the two. Employees' gender, age, and employment status had little bearing on their opinions of ethical leadership conduct; however, seniority of the employee did. Additionally, commitment to teaching and commitment to the profession, two of the four characteristics of teacher commitment, were found to be positively impacted by ethical leadership. By examining the connection between moral leadership practices and organizational commitment—which is conceptualized in this study as teacher commitment—it contributes to theory. The study's practical application is that businesses must cultivate successful ethical leadership conduct that increases employee engagement in order to promote effective performance (Sabir, 2021).

This study sought to understand how teachers' perceptions of organizational dissent were affected by educational administrators' ethical leadership skills. A relational survey design, one of the descriptive survey techniques, was used to assess the connection between teachers' views of organizational dissent and school administrators' ethical competence. Data on the variables were gathered using the Organizational Dissent Scale and the Ethical Leadership Competencies Scale. 387 teachers employed by public schools in Istanbul's Pendik, Maltepe, Sultanbeyli, and Kartal districts during the academic year 2020–2021 make up the study's sample. Teachers believe that school administrators have a high level of ethical competence, according to the Ethical Leadership Competencies Scale. According to the organizational dissent scale, instructors perceive organizational dissent at a moderate level. It

was shown that there was a weakly positive correlation between teachers' perceptions of ethical leadership and organizational disagreement. According to this study's results, there is no correlation between managers' ethical leadership behaviors and a decrease in teachers' organizational dissent behaviors in schools (Baydar et al., 2023).

According to the findings of the OLS regression-based path analysis, ethical leadership was positively correlated with perceived leader integrity, perceived leader integrity was positively correlated with ethical climate, ethical leadership was positively correlated with ethical climate, and perceived leader integrity was the mediator of the positive relationship between ethical leadership and ethical climate. By pointing out perceived leader integrity as a mechanism underlying the connection between ethical leadership and ethical atmosphere, the current study advances the social learning theory. The findings have some consequences for hiring, particularly in terms of choosing moral leaders (Enwereuzor, et al., 2020).

The study found a moderately favorable link between teacher motivation and what the teachers believed to be the administrators' moral leadership conduct. The personal, external, and administrative aspects sub-dimensions of the teacher motivation scale were found to somewhat positively correlate with ethical leadership. The information on the moral leadership stances chosen by school administration would assist encourage the instructors and may be provided in meetings, training sessions, and official circulars together with the findings of this and related studies. As a result, school principals may exercise stronger degrees of moral leadership, which would increase teacher motivation (Arisory and Comert, 2021).

Due to the factors of gender and experience, there were statistically significant variations in the research sample's opinions regarding how secondary school administrators in the State of Kuwait exercise moral leadership from the perspective of the teachers. While the educational region variable did not result in any statistically significant changes. The study made a number of recommendations, the most crucial of which are: (A) conducting more research on ethical leadership generally; (B) establishing a specialized center for training and performance assessment, where school principals in the educational stages generally and leaders are trained to develop their ethical leadership practices with continuous examination to assess the degree of their commitment to ethical leadership behaviors; and (C) The connection between ethical leadership and the improvement of student achievement (Alanzi, 2021).

Employee satisfaction (ES) is greatly impacted by ethical leadership (EL), a critical element driving organizations' practices. The goal of this study was to look at the connection between EL and work satisfaction among employees. The study also looks into how media richness (MR), perceived organizational transparency (OT), and EL and ES interact. Additionally, the study employed a practical sample approach to gather information from 276 workers in Macau's service industry. Basically, questionnaires were utilized as the main instrument directing the data gathering process. The results show a strong and positive correlation between EL, ES, MR, and perceived OT. Between EL and ES, the MR and perceived OT significantly mediate the relationship. The research helps Macau's service industry prepare strategies for its staff in terms of organizational sustainability and success. The study aids the researcher in their hunt for information and the government in understanding EL (Guo, 2022).

This study utilized a qualitative, phenomenological design with an autoethnographic method to investigate how a group of connected high school administrators in one school system came to conceptualize ethical leadership. These leaders were asked in semi-structured interviews about their beliefs of ethical leadership, how they came to understand ethical leadership and decision making, and the district-specific elements that shaped this knowledge. The findings showed that this group of administrators utilized a framework created by one of the participants to direct thinking and comprehend the consequences of making ethical decisions. The participants' knowledge of ethical leadership and its impact on their decisions was influenced by this thought process, experiences, other leaders, and reflective interactions (McLain, 2022).

By looking at a highly educated, professional working population—the faculty of colleges and universities in North and South Carolina—the researcher expanded the relevance of earlier findings. The study used a survey approach with trustworthy and accurate tools created by others in earlier studies. The results show that, regardless of age, gender, or work position (full- or part-time), managers' ethical leadership conduct mediates the impact of corporate culture on the study population. The results indicate that firms may use the development of ethical leadership as a behavioral model, even though other elements that were not considered in the study may have an impact on employee engagement. The study reveals that ethical managers may be more likely to foster better levels of job engagement and a greater employee connection and dedication to the company, especially among college and university staff (Lange, 2019).

Despite the overt theme of women's empowerment, many types of injustice are still prominent and concealed. These have a detrimental effect on the Saudi female faculty members and have an adverse effect on their ability to grow in their careers and get work experience. In light of these findings, this thesis focuses on certain fundamental, although sometimes overlooked, aspects of gender and power in the co-construction of "masculine ethics" in female leadership settings and practices. It also sheds light on the viewpoints including the essential development of social and relational ethics to provide more chances for social fairness and cohesiveness in those Saudi women's workplaces (Almarshd, 2021).

It also develops and experimentally examines a moderated mediation model that accounts for the link between ethical leadership and employee outcomes by using psychological empowerment as a mediator and ethical atmosphere, power distance orientation, and leaders' social distance as moderators. Overarching support is provided by social exchange theory, while dyadic connections are explained using LMX theory. In order to quantify ethical leadership behavior in the context of South Asia, this study explores ethical leadership using an unusual but more thorough scale. This study also looks at a number of concepts, such as psychological empowerment, power distance orientation, leader's social distance, and work embeddedness, which are rarely looked at in relation to ethical leadership (Karim, 2021).

Work-Life Balance

The findings show that participants' work-life balance suffers when they are given little content to work with. As a result, they are forced to stop producing and are confused about whether they will need to put in extra hours. When material comes in, employees feel as though they must work more to make up for what was not created. This causes them to become more pressured, which negatively impacts their wellbeing at work. (Engman, 2022).

Couples try to reconcile the responsibilities of job and family as the number of dual-career couples increases. A positive work-life balance for employees may be supported by a healthy work environment. Positive workplace cultures boost morale, job satisfaction, retention, productivity, and a happy family life. A company's employees and the entire business run the danger of losing a pleasant work environment if they aren't helped discover a work-life balance. In order to help employers, discover work-life balance for their telework workers, this human capital study aims to expand on recent studies in the area. The study found no statistically significant difference in work-life balance between teleworkers and non-teleworkers. It is suggested that this study be carried out with a bigger population and that more demographic information be included as independent variables (Lagarde, 2020).

Those interested in the quality of working life and how it relates to overall quality of life have long been concerned about work-life balance. The purpose of this study was to determine how aspects of work-life balance affected teachers' job satisfaction ratings in public secondary schools in Nairobi County, Kenya. The goal of this study was to ascertain how gender and supervisor support affected the work satisfaction of instructors. The equity hypothesis of Stacy Adams, which states that people evaluate their input-outcome ratio to that of other people, was applied in the study. The administrators were supportive of their teachers, especially in terms of quickly granting them permission to respond to their personal needs and professional development opportunities, according to the main results. In terms of work satisfaction, there was no statistically significant difference between male and female instructors. According to the report, the Teachers Service Commission should create regulations that are expressly designed to improve the work-life balance of teachers. Rural regions should be the focus of comparative investigations (Matthews et al., 2021).

Teachers' opinions of the quality of their work are weak when it comes to self-control over their workload, which is higher than their general well-being, and moderate overall in terms of career satisfaction, stress at work, working conditions, and work-family life balance. The fact that instructors lack sufficient self-control in their profession is noteworthy. Although teacher turnover intentions are not high, it should be taken into account that instructors' assessments of their jobs' satisfaction and intents should be modest. The dimensions of stress in work life and job satisfaction, with the exception of the entire scale of teachers' quality of work, are strongly positively correlated. The dimensions of stress in work life and job satisfaction are moderately negatively correlated. The scale of quality of work is negatively correlated with all other dimensions, with the exception of the dimensions of stress in work life and turnover intention. Job satisfaction and the likelihood of leaving the company are both predicted by the caliber of the work and all other factors (Ertürk, 2022).

Working parents play a variety of responsibilities. There is frequently a perception of imbalance when one role's obligations collide with another role's demands. As a result, working parents frequently see value in striking a balance between work and personal life that meets their needs and ideals. Due to the nature of their career, parents who are teachers may experience particular difficulties juggling work and family responsibilities. The global shift in schooling brought on by the COVID-19 epidemic made this problem more difficult. (Owens-Horton, 2022).

The diversity in teachers' productivity as shown in the Philippines' public secondary schools is still largely unaccounted for by measures of teachers' work-life balance. According to the survey, instructors mostly maintained a balance between their personal lives outside of work and their job in schools. Along with being very personal, scholarly, designing curriculum and instruction, controlling the classroom, and social, they were also extremely productive. However, there was little to no correlation between instructors' work-life balancing practices and productivity. Conclusion: The teachers have defined quality professional learning and investigated professional practice standards to provide developmental pathways for them to enhance their productivity and improve their practice. They are at a comfortable state of equilibrium between the primary priorities of their employment position and their lifestyle. Additionally, there was no correlation between instructors' productivity and their work-life balancing approaches (Ramos and Galleto, 2020).

The impression of work-life balance and school dedication among teachers is modest across multiple dimensions, and there is no statistically significant correlation between the two variables. For a policy review, the top three most important factors were the compensation of teachers, medical support, hospitalization, and retirement age (Kids Education, 2019).

Work Challenges of Filipino Educators in Qatar

Qatar is employing foreign academics and leaders as a result of internationalization to share their experience with their nation. Filipinos are mostly employed as domestic assistants, although they also hold leadership positions in several educational institutions, notably in the capital city of Doha. The research aims to describe the actual experiences of Filipino school managers working in international schools in Doha, Qatar, with a focus on: 1) their planning, organizing, leading, and controlling processes. 2) The difficulties faced by school administrators at Doha's foreign schools. The study revealed four (4) main themes, each of which included subthemes that illustrated the struggles and successes of Filipino school administrators. The first theme describes how Filipino school administrators follow regulations and rules. The second theme examines the cultural appropriation of Filipino school administrators. The Filipino school leaders who follow the programs are described in theme 3. The fourth theme shows Filipino school leaders who are resource-conforming. The study is beneficial to the aspiring and current school leaders not only to Filipinos, but also to other nationalities interested in or are presently managing international schools in Doha (Del Rosario and Ancho, 2020).

A Filipino national who resides and works abroad is referred to as an OFW. The researchers spoke with numerous Filipino teachers who operate in various contexts, such as international schools where the student body is largely made up of pupils from other countries. The study focused on the various behaviors that Filipino teachers saw while teaching in a multicultural setting. The study demonstrated the many coping techniques that Filipino educators had to employ in order to adapt to their working environments, including issues with not only their pupils but also their coworkers and the parents of their students who were of other nationalities (Reyes et al., 2020).

The study's findings demonstrated that instructors define leadership in terms of official leadership positions like topic coordinators. To encourage other teachers professionally and socially, Qatari teachers, however, take up a variety of unofficial leadership positions. Despite interviewees' claims that school level influenced teacher leadership practices, earlier research has shown that school level (preschool, primary, preparatory, secondary, or complex) was not a significant variable in the quantitative phase. The results of the qualitative phase identified a number of factors that support teacher leadership, such as support from other staff members, the principal, and family members, as well as factors that inhibit it, such as dealing with challenging individuals, a lack of team support, linguistic and cultural differences, and ongoing Ministry of Education changes. (Rania, 2019).

The likelihood of experiencing reverse culture shock increases when students return home. They may face a variety of challenges in their social, cultural, environmental, and educational lives. Findings have revealed the typical adaptations challenges graduates face, illuminated the variety of challenges PSD alumni face while pursued their studies in the Philippines. Numerous difficulties and pressure points students face affect their ability to adapt to life at their host institution (Vallesteros et al., 2018).

They look at how teachers, preservice teachers, professors of teacher education, and representatives from the Ministries of Education and Higher Education identify what they view as the major difficulties that the nation's teacher education is facing. The main goal is to give a general overview of Qatari teacher education and the difficulties in enhancing policies and procedures. The findings reveal that the participants' perspectives lay along a spectrum of different viewpoints in which there is little agreement. The burden of teachers, the obligations and duties of educational stakeholders, the frustration with college-based teacher education, and the influence of culture on teacher education were nevertheless determined to be the four areas of agreement among the emerging opinions. They contend that the major issues affecting teacher education in Qatar are represented by these consensus points based on the findings of this study (Alkhateeb et al., 2022).

Synthesis of Related Literature

The present study which is about determining the perceived ethical leadership and work-life challenges and of Filipino teachers is enriched the previous studies and literatures both from the local and international perspectives.

The research showed that the benefits that OFWs typically gain during their initial migration experience are those that satisfy local requirements more instantly than those that are conceived of as safety nets that help them to sustain consumption despite shocks. It was found that Filipinos working abroad had a number of challenges while doing their particular vocations.

It was shown that ethical leadership had a positive effect on two of the four factors that make up a teacher's commitment, namely dedication to teaching and commitment to the job. As a key factor guiding firms' activities, ethical leadership (EL) has a significant influence on employee satisfaction (ES). The findings showed that, particularly among college and university workers, ethical managers may be more likely to promote stronger levels of job engagement and a greater employee connection and loyalty to the business.

Teachers' perceptions of the quality of their job are generally moderate in terms of career satisfaction, workplace stress, working conditions, and work-family balance, but they are poor when it comes to self-control over their workload, which is greater than their overall well-being. Teachers' perceptions of work-life balance and commitment to their students' education are minimal across a number of dimensions, and there is no statistically significant relationship between the two variables.

Lastly, studies divulged several challenges that Filipino teachers who abroad especially in Qatar experienced difficulties. These challenges were constantly needed solutions or mitigations.

2.2 Theoretical Framework

The present study was premised to the social learning theory as cited by Usman et al. (2018).

They claimed that firms may obtain a long-term competitive edge through organizational learning. Organizations and their members, however, do not always develop positive, moral, and legal practices and behaviors. Illegal and damaging actions that obstruct organizational learning and performance, such as biased judgments, fraud, bribery, embezzlement, nepotism, and resource manipulation. Similar to individuals, businesses may create cultures and institutions that impede organizational learning and knowledge sharing as well as the co-creation of knowledge. Hierarchical arrangements, for instance, hinder free communication, debate, and information exchange amongst organizational members operating at various levels of an organization. The attainment of organizational goals is often hampered by the employment of outdated tools, machinery, and organizational procedures. Additionally, they made the case that unlearning is a requirement for organizational learning. Learning new information that is consistent with the quickly transforming market dynamics requires people and organizations to unlearn incorrect and out-of-date attitudes and practices. However, it may be difficult for firms to make employees relearn harmful and improper behaviors and practices since doing so might run counter to their established habits, routines, and standards.

Effective leaders motivate others around them to strive for excellence. Schools may set an example for their team by having a healthy work-life balance. Maintaining a clear separation between productivity and stress shows your staff that they are valued and enhances the standard of the work produced.

Indeed, the necessity to explore ethical leadership and work challenges among Filipino teachers in Qatar is vital. Through this theory, the researcher maximized the results or findings gained can be utilized in the formulation of a policy framework for work life balance.

2.3 Conceptual Framework

In this section of the study, the researcher establishes their objectives and goals for the duration of this investigation. The study flow provided a clear direction of the research by providing an explanation of how the variable are interrelated.

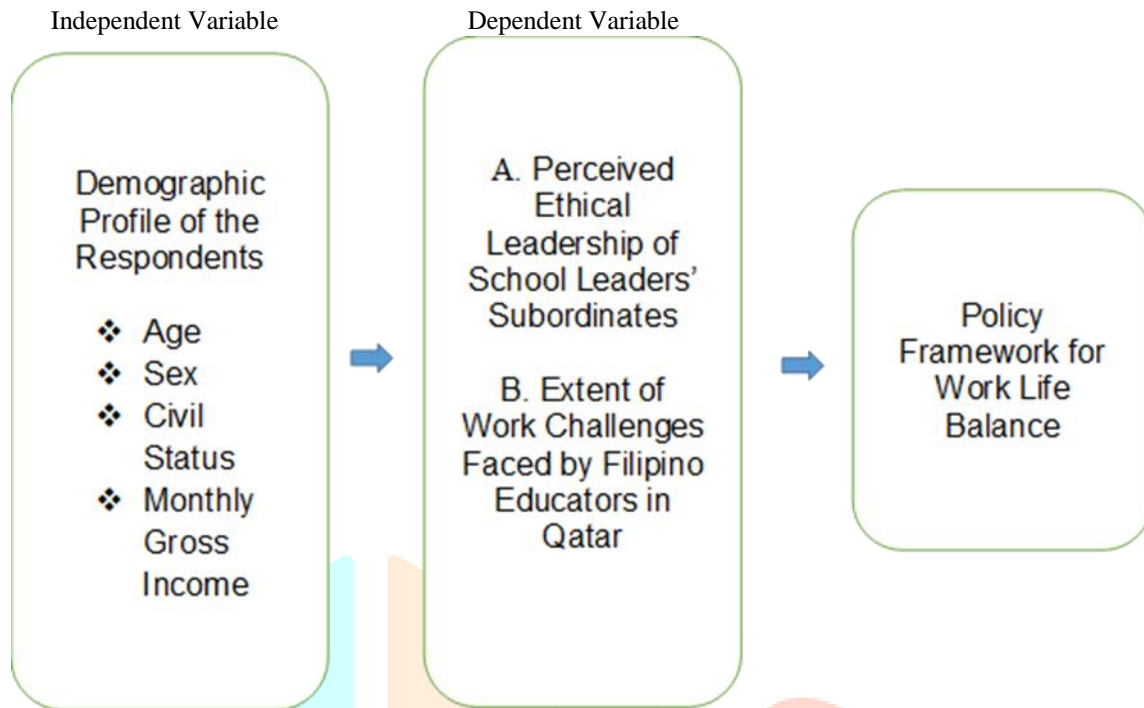


Figure 1

Research Paradigm on Ethical Leadership and Work Life Challenges Among Filipino Teachers in Qatar: Towards a Policy Framework for Work Life Balance

The first frame refers to the independent variable, which comprises the age, sex, civil status and monthly gross income of the respondents. The following frame show the perceived ethical leadership of the school leaders subordinates in terms of selflessness in service, appropriateness in conduct through personal actions and interpersonal relationships. It also discloses the extent of work challenges faced by Filipino educators in Qatar in terms of work-responsibilities such as emotional stability and acculturation and work-environment. The last frame is the recommendation of a policy framework for work life balance for teachers.

Statement of the Problem

This study determined the perceived ethical leadership and work-life challenges and of Filipino teachers. Specifically, this study sought to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status; and
 - 1.4 monthly gross income?
2. What is the perceived ethical leadership of their subordinates in terms of selflessness in service, appropriateness in conduct through personal actions and interpersonal relationships?
3. What is the extent of work challenges faced by Filipino educators in Qatar in terms of work-responsibilities:
 - 3.1 Emotional Stability; and
 - 3.2 Acculturation and Work-Environment?
4. How does the respondents' profile such as age, sex, civil status, educational qualification, length of service, and gross income singly or in combination moderate the relationships between the perceived level of work challenges of Filipino educators in Qatar?

Hypothesis

The following hypotheses will be tested at 0.05 alpha.

H01: The respondents' profile such as age, sex, civil status, educational qualification, length of service, and gross income singly or in combination does not moderate the relationships between the perceived level of work challenges of Filipino educators in Qatar.

Significance of the Study

Time and again, OFWs all over the globe have proven their invaluable economic contributions to the Philippines by bringing in millions of dollars in the country that supports the economy at large. These economic contributions have been translated into social contributions by ensuring that households receiving remittances were investing more in education and health. Overall, receiving households have been experiencing an increase in the quality of life because of the stability brought about by the monthly remittances from family members working abroad. As a result of this new economic and social empowerment the so-called "middle class" of the Philippine society were increasing in number. However, the political contribution of this newly emerging middle class if mobilized to its maximum potential was something that political scientists and social researchers should further explore.

This study had significance in several areas of interest. First and foremost, the study contributed to existing literature regarding understanding the status of Filipino teachers in the State of Qatar from a humanist perspective

In this study, the Filipinos were described as self-actualizing and self-directing beings who were motivated by human needs that provide the job satisfaction and fulfilment in their chosen career as teachers.

Scope and Limitations

The focus of this study was three-fold: one was what coerces Filipinos to pursue their job in the State of Qatar utilizing their maximum potential as agents of change; the second was that the security measures done by the Philippine government as it explores the need for migrant workers, and the vulnerability of Filipino workers who did not have adequate work opportunities in the Philippines; finally, this study asserted the work life disputes of Filipino teachers in Qatar which influence their living and working conditions, thus, it offered solutions to improve working, true for skilled and professional. It employed qualitative -quantitative type of research in which researcher's made questionnaire and interview questions were used in the gathering of data. The study was conducted among the Filipino teachers in Doha, State of Qatar, for purposes of confidentiality, that it was not disclosed. There was a total of 293 Filipino teachers and their total population was the target. Data were analyzed using frequency and percentage, weighted mean, and ANOVA. The sample size was determined using online sample size calculator and random simple sampling was utilized as the its sampling techniques. The study took 3 to 4 months to be completed.

Definition of Terms

In order to have a better understanding and grasp of the contents of the paper, the researcher has provided the following list of terms and variables with operational definitions.

Appropriateness in Conduct. It implies that experts and others working in this sector would find instructors' workplace conduct appropriate and proper in their dealings with their families, their coworkers, and other employees.

Ethical Leadership. It denotes that people act in accordance with a set of beliefs and ideas that are widely accepted as providing a solid foundation for the common good. Integrity, respect, trust, fairness, transparency, and honesty are a few of them. Leadership that is ethical must be chosen intentionally. **Filipino Educators.** These refer to teachers in Qatar who manage learning programs and have strategies that promote learning based on the learning needs of their students.

Interpersonal Relationships. These skills have to do with the capacity to establish and sustain strong bonds with others, relate effectively to individuals from all backgrounds and in various settings, and exhibit understanding, decorum, tact, empathy, compassion, and civility. Maintain an honest, cordial, and professional relationship with everyone.

Personal Actions. These are civil law enforcement actions that must be launched against the party that is subject to the duty in order to enforce it.

Selflessness in Service. According to Sant Rajinder Singh, it is not only a work or activity that needs to be completed but also a healing, heart-opening, and love-radiating deed. Serving others is one of the finest things a person can do. Giving without expecting anything in return is the purest kind of unselfish service.

Work Challenges. These allude to challenges that educators must overcome in order to accomplish a task. When these are used in the workplace, an issue arises that prevents them from succeeding at work or in their careers.

Work Life Balance. When someone decides to prioritize both the responsibilities of their personal life and their professional obligations equally, they are said to be in this condition. A person who lacks this balance has more duties at work and at home, works longer hours, and has less free time.

Work Responsibilities. These speak to the obligations and responsibilities of their specific jobs. The work description is another name for this. However, roles relate to a person's place within a team. Depending on the company or industry, different individuals play different responsibilities in a team.

Research Methodology

This chapter presented the overall design and methodology used in the conduct of this study. This included research methods, research design, locale, respondents of the study, sampling technique, instrumentation, and procedure of investigation, and the statistical tools used.

Research Design

This research study quantitative and qualitative research method to disclose and address the research objectives emphasized above. The paradigm of 'quantitative' or 'positivist' research (Guba& Lincoln, 2006) was based on the belief that there was an external reality, governed by universal laws, which apply at all times and in all places (the ontological answer) and because knowledge consists of such laws, researchers could be totally objective and their beliefs did not influence the results of their research (Coolican, 2006).

The research made use of descriptive correlation in determining the impact of groupings according to achievement performance among the Filipino teachers in the State of Qatar.

According to Samo (2010), descriptive method was a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical methods. On the other hand, Travers (1978) as stated by Rivera (2007) stated that it refers to a design which describes the nature of a situation as it existed at the time of the study and explores the course of a particular phenomenon.

Locale of the Study

Doha, State of Qatar

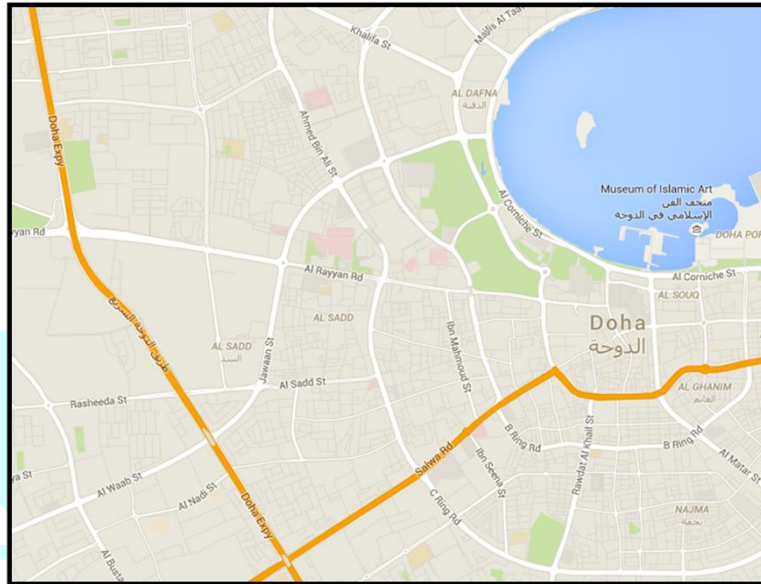


Figure 2. The location map of the researcher in Doha, Qatar

Sample and Sampling Technique

The study was conducted among the Filipino teachers in Doha, State of Qatar, for purposes of confidentiality, that it was not disclosed. There was a total of 293 Filipino teachers and their total population was the target.

Instrument

A complete enumeration was used in seeking the Filipino teachers here in the State of Qatar, the major tool to gather the data was survey questionnaire via google form and a written interview to add additional for the said study. There were four parts questionnaires.

The first part was intended to elicit the profile of the teachers in terms of the following age, gender, civil status, highest educational attainment and years of teaching experience. The second part aimed to determine the ethical leadership of their department heads and the work-life challenges among Filipino teachers

Validation of the Instrument

The instrument of the study was the survey questionnaire and written interview. It was expected that a well-prepared and administered survey questionnaire and written interview were expected to collect basic information and provide valid reason to determine the ethical leadership and work life challenges of Filipino teachers. The researcher prepared a self-made questionnaire which was used to assess the responses. It was submitted to various experts in the field for validation (e.g. content, face), correction, modification, and enrichment of it. Based on the constructive criticisms made, the final draft to the said questionnaire was made. The researcher followed several steps for the purpose of using a valid instrument.

STEP 1 – Content Validation

In this stage, pre-survey was conducted to get the necessary data which were included in the questionnaire. The adviser, then by the authorities and experts represented by the panelists, checked the first draft. The questionnaire was revised based on the recommendations of the expert.

STEP 2 Face Validations

The test items were inspected and evaluated superficially if they were valid enough to measure the variable being measured.

STEP 3 Second Run or Final Administration

The questionnaire and interview were conducted to the chosen respondents.

Data Gathering Procedure

The data were gathered in the following manner. First was the current number of Filipino teachers in Qatar. Likewise, permission from the different respondents were requested. The second step was the actual administration of the developed instrument to the respondents followed by its retrieval. Finally, the researcher gave out written interviews to some Filipino teachers to add more valid experiences which highlighted the various variables mentioned from this study. The data gathered, both quantitatively and qualitatively were analyzed and interpreted.

Statistical Analysis of Data

This study employed the following statistical tools for the interpretation of data:

Frequency and Percentage. These were used to establish the profile of the respondents along age, gender, educational attainment, and length of service,

$$P = f/n \times 100\%$$

Where:

- P = percentage
- f = frequency of responses
- n = total number of respondents

Weighted Mean. This was used to determine the ethical leadership and work life challenges.

$$WM = (5f+4f+3f+2f+f)/n$$

Where:

- WM = weighted mean
- f = frequency
- n = total number of respondents

A multiple regression was run to associate a demographic profile of the respondents with their perceptions on ethical leadership and, challenges, It exposes the estimated regression coefficients with their corresponding t statistics and p-values.

In general, the multiple regression equation of Y on X1, X2, ..., Xk is given by:

$$Y = b_0 + b_1 X_1 + b_2 X_2 + \dots + b_k X_k$$

ANOVA Analysis of Variance (ANOVA) is a statistical formula used to compare variances across the means (or average) of different groups. A range of scenarios use it to determine if there is any difference between the means of different groups.

Ethical Considerations

Through a letter of consent that will be included with the survey questionnaire, the researcher will guarantee that each respondent in the study has provided their free and informed consent. The study's participants won't be forced to take part. If they decide against continuing, there will be no damage. To guarantee objective replies, there will be no financial incentives. Prior to floating the questionnaire, permission will be requested with the appropriate authorities' consent. The researcher will additionally guarantee that the participant's information and data will be handled in the strictest confidence. No one will ask seafarers for their full name or the name of the shipping firm they work for.

IV. RESULTS AND DISCUSSION

This chapter covered the presentation, analysis and interpretation of the data in the light of the research questions formulated in the study.

1. Profile of the Respondents

The following tables illustrated the demographic profile of the respondents.

1.1 Age

Table 1.1 displayed the demographic profile of the respondents in terms of age.

Table 1.1
Teachers Profile as to Age

Age	f	%
56- 60	17	6
49-55	29	10
42-48	43	15
35-41	136	46
28-34	48	16
27-below	20	7
Total	293	100

Data on Table 1.1 show that there were 46% respondents whose ages range from 35 – 41 years old followed by 16% whose age was within 28 – 34 years old while 6% falls within the bracket of 56-60 years old while 7% of them whose ages were from 27 years old and below. Results show that majority of the respondents fell above 35 years old.

Stated results confirm the study of Ismail et al. (2018) who found out that those in the middle age dominated the teaching profession.

1.2 Gender

Table 2 indicated the demographic profile of the respondents in terms of gender

Table 1.2
Respondents' Profile as to Gender

Gender	f	%
Male	89	30
Female	204	70
Total	293	100

It could be seen from table 1.2 that 89 or 30 percent of the respondents were males, while 204 or 70 percent were Females. Majority of the Filipino teachers who participated in this study were female. This implies that gender is also an important consideration for people who intend to work. The data simply denotes that more females are into the teaching profession.

The findings above somehow affirm the study of Beibert et al. (2022) who included 101 teachers from different school tracks in Germany and the researchers noted most of the teachers are females.

1.3 Civil Status

Table 1.3 cascades the teachers' profile as to civil status.

Table 1.3
Teachers Profile as to Civil Status

Civil Status	f	%
Single	69	24
Married	174	59
Widow/er	12	4
Separated	38	13
Total	293	100

Data shows that 174 or 59 percent of the Filipino teachers in Qatar were married, followed by 69 or 24 percent were single, while 38 or 13 percent of them were separated. This an implication that teaching abroad is often influenced by having a family to support financially. They often resort teaching abroad due to some factors. One of which to be able to support their spouses and children.

Stated results affirm the study of Oselumese et al. (2019) who studied about marital status and teacher's job performance in public secondary schools in EDO state. Moreover, it was ratified by them that majority of the teachers are married.

2. Ethical Leadership

The following tables presents the ethical leadership of Filipino teachers in terms of selflessness in service, appropriateness in conduct through personal actions and interpersonal relationships.

2.1 Selflessness in Service (Care)

Table 2.1
Ethical Leadership in terms of Selflessness in Service (Care)

Selflessness in Service (Care)	Weighted Mean	Verbal Interpretation	Rank
1. I establish trust in my relationships with others	3.65	Always	3
2. I try to ensure harmony in the organization	3.67	Always	2
3. I try to preserve everyone's safety and well-being	3.67	Always	1
4. I seek to protect everyone's dignity	3.54	Always	8
5. I expect people to make mistakes (it's human nature)	3.51	Always	9
6. I take time to listen to the people involved in a situation	3.59	Always	6
7. I seek to preserve bonds and harmony within the organization	3.61	Always	5
8. I avoid hurting people's feelings by maintaining their dignity	3.57	Always	7
9. I pay attention to individual differences	3.62	Always	4
10. I promote dialogue about controversial issues	3.47	Often	10
Composite Mean	3.59	Always	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

Table 2.1 presents the ethical leadership in terms of selflessness in service (Care). The composite mean of 3.59 signifies that the teachers rated their superiors to have high level of ethical leadership in terms of selflessness in service (Care) as they always try to preserve everyone's safety and well-being (3.67), try to ensure harmony in the university or organization (3.67), establish trust in my relationships with others (3.65) and pay attention to individual differences (3.62).

The leaders in this higher education institution in Qatar, as a safe place to work with and to study. The safety and security on university campuses means they are free from forms of violent acts as for them it is a crucial concern. Part of the safety observed by the department heads begins with the building, the halls, improving the lighting system on campus, and installing emergency phones across campus, intensifying security presence on campus as well as controlling the number of people that enter the campus specifically during this pandemic.

Respondents claimed that schools understand how to operationalize with sense of care and selflessness. They have the heart to the differences of every member as they embrace to care for others selflessly as they touch with humanity. The result is also a manifestation on how an ethical leader should be mirror as a credible and legitimate role model who engages in normatively appropriate behavior in a university; he, himself, convey an ethical message. For the researcher he also observed that ethical leadership was when there is very clear moral vision of the school to employees so that their inspiration behaves in a moral and ethical manner.

Stated results attest the study of Mozumder (2022) who found out that being a moral person, an ethical political leader sets good examples of behaviour, sets the tone at the top and challenges those who do not behave ethically, as well as encourages, supports and rewards those who perform and conduct themselves well. As a result, the level of public trust in political leaders is likely to increase gradually.

2.2 Appropriateness in Conduct Through Personal Actions (Critique)

Table 2.2
Ethical Leadership in terms of Appropriateness in Conduct through Personal Actions (Critique)

Appropriateness in Conduct through Personal Actions (Critique)	Weighted Mean	Verbal Interpretation	Rank
1. I do not tolerate arrogance in the organization	3.49	Often	3
2. I try to make people aware that some situations disproportionately privilege some groups	3.50	Always	2
3. I speak out against unfair practices	3.36	Often	7
4. I speak out against injustice	3.37	Often	6
5. I am concerned when individuals or groups have advantages compared to others	3.42	Often	4
6. I try to oppose injustice	3.38	Often	5
7. I merit the importance of greater social justice.	3.61	Always	1
Composite Mean	3.45	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

Table 2.2 presents the ethical leadership in terms of appropriateness in conduct through personal actions (Critique). The composite mean of 3.45 signifies that the respondents have an average level of ethical leadership in terms of appropriateness in conduct through personal actions (Critique). Respondents often merit the importance of greater social justice with their leader which obtained the highest weighted mean score of 3.61 followed by trying to make people aware that some situations disproportionately privilege some groups (3.50).

For teachers, their leaders possessed social justice in their university presented and embedded in various ways throughout critical-humanist perspective, focus on educational leaders and their social and moral obligation to foster equitable school practices, processes, and outcomes for learners regardless of race, socioeconomic, gender, cultural, disability and sexual preferences. Such also explained how leaders pay attention on the moral purposes of leadership in schools and how to achieve these purposes

They also do not tolerate arrogance in the organization (3.49), concerned when individuals or groups have advantages compared to others (3.42), try to oppose injustice (3.38), speak out against injustice (3.37) and against unfair practices (3.36) got a verbal interpretation of often.

The findings back up the research of Grigoropoulos (2019), who claimed that while leaders must keep up with a variety of internal tasks and practices, such as the alignment of mission and vision with organizational culture, strategies developed, and goals pursued for their own organization, they also must keep up with a variety of external tasks and practices that present opportunities and threats, such as keeping up with technological advancements, the results of globalization, and competition threats. While a leader's work is complicated and diverse, it also requires that they include ethical standards into their businesses' rules.

2.3 Interpersonal Relationships (Justice)

Table 2.3
Ethical Leadership in terms of Interpersonal Relationships (Justice)

Interpersonal Relationships (Justice)	Weighted Mean	Verbal Interpretation	Rank
1. I follow procedures and rules	3.70	Always	1
2. I check the legal and regulatory clauses that might apply to the organization	3.42	Often	3
3. I check my organization's unwritten rules	3.36	Often	5
4. I investigate to ensure fairness	3.40	Often	4
5. I sanction mistakes in proportion to their seriousness	3.35	Often	6
6. I value the statutory and legal framework. of the organization	3.58	Always	2
Composite Mean	3.47	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

Table 2.3 presents the ethical leadership in terms of interpersonal relationships (Justice).m The composite mean of 3.47 signifies that the teachers rated their leaders to have an average level of ethical leadership in terms of interpersonal relationships (Justice). Respondents believed that their schools follow procedures and rules (3.70) and value the statutory and legal framework of the organization.

For the respondents it is very essential that your principal- leader set examples of in compliance to the mandate of Qatar education. Commission on Higher Education or regulating bodies where they are located. Respondents as they value the image of the University when rules and procedures are followed. This is also creating an ethical environment provided by moral leaders, the reason for recognition of these leaders as ethical leaders is because of the compassion, justice, loyalty, and honesty, they showed towards their organization.

As university leaders, they were tasked to maintain very honest relationships with their teachers. As a result, the subordinates idealize their university leaders who make ethical decisions, and they strive to perform well for the success of the organization. This is evidence that ethical leadership encourages the job performance of employees and decreases their turnover in tension while increasing their job satisfaction and employee work engagement.

On the other hand, items such as checking the legal and regulatory clauses that might apply to the organization (3.42), investigate to ensure fairness (3.40), check my organization's unwritten rules (3.36) and sanction mistakes in proportion to their seriousness (3.35) got a verbal interpretation of often. This kind of ethical leaders have an adaptive nature to follow the moral decision rules in their personal and professional lives and, thus, behave accordingly.

The results support Perez's research (2019), which found that normative commitment and ethical leadership have a significant positive relationship while organizational commitment in terms of emotional and continuous commitment have a modestly favorable relationship. The same is true for the link between ethical leadership and job satisfaction in terms of compensation, perks, and enjoyment of the work. Additionally, there is a significant low to moderately strong positive relationship between organizational commitment and job satisfaction in terms of pay, benefits, and working conditions, while there is a significant moderate to strong positive relationship between organizational commitment and job satisfaction in terms of interpersonal relationships, policy, and administration.

2.4 Summary of Ethical Leadership

Table 2.4 presents the summary table on ethical leadership. The composite mean of 3.45 signifies that the respondents have an average level of ethical leadership. The item "Interpersonal Relationships" obtained the highest weighted mean score of 3.54 followed by appropriateness in conduct through personal actions and selflessness in service. Interpersonal relationship is built when your leader set examples of in compliance to Qatar educational policy.

Table 2.4
Summary Table of Ethical Leadership

Ethical Leadership	Weighted Mean	Verbal Interpretation	Rank
1. Selflessness in Service	3.45	Often	2.5
2. Appropriateness in Conduct through Personal Actions	3.45	Often	2.5
3. Interpersonal Relationships	3.47	Often	1
Composite Mean	3.45	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 – 1.49 = Never

The teachers believed that universities faced problems and difficulties because of un-ethical practices and unfair decisions of their leaders. For them, they discovered that leaders have the personal, which influences employees within the organization. If a leader manages to enhance its working abilities based on ethical practices, eventually makes teachers responsible and caring to their students.

In the organizational university context, ethical leadership is a far more complex reality and it is a challenge for the leaders to work ethically. An ethical leader is a person with strong character and right values who can withstand temptations and choose the right path to carry out their work. They use different strategies to achieve the strategic goals, values, vision, and purpose of an organization the ethical leaders need to follow and focus on four strategic values, which include being socially responsible, being fair and just, act with integrity, and be understanding and fun to work with. It is their responsibility to take fair decisions for the betterment of employees and for the development of the organizations they served.

The research by Vikaraman et al. (2021), which emphasized that integrating values in managing a school is vital to balance the function of school leaders as leaders and managers under one roof, supports the general conclusion made above. Principals all throughout the nation engaged in strong ethical leadership. Teachers have a high degree of trust in the principals. Teachers' trust in their principals and ethical leadership were revealed to be strongly correlated by inference analysis.

3. Work Challenges of the Filipino Teachers

3.1 Socio-Economic Aspects

Data revealed that the respondents were always challenged and not being able to save based from the mean score of 3.97, followed immediately that they were always challenged with the pay that does not match job performance as seen from the mean score of 3.94, and that the company provides unfair compensation as indicated from the mean score of 3.90. The respondents' lowest assessment was that the often challenged with the poor working conditions as described from the mean score of 3.25, as the needs of the family such as paying for house rentals, sibling's education, and other necessities as reflected from the mean score of 3.15.

Table 3.1
Work challenges of the Filipino Teachers in terms of Socio-Economic Aspects

Socio-Economic Aspects	Mean	Verbal Interpretation
Poor working conditions	3.20	Often
Receiving low income	3.61	Always
Unstable pay and benefits package	3.28	Often
Work's pay policy does not helps attract and retain high performing teachers	3.90	Always
Work abroad cannot support the needs of my family such as paying for house rentals, sibling's education, and other necessities	3.15	Often
Pay does not match job performance	3.93	Always
Inequality among other teachers	3.48	Often
Unsatisfied with the increases in pay and benefits	3.67	Always
University provides unfair compensation	3.90	Always
No recognition/rewards given to good performance	3.80	Always
Working with irresponsible and immature employers	3.25	Often
Not able to save	3.97	Always
Friends not paying debts	3.94	Always
Over-all Mean Score	3.71	Always

Socio-Economic Aspects	Mean	Verbal Interpretation
Poor working conditions	3.20	Often
Receiving low income	3.61	Always
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Work abroad cannot support the needs of my family such as paying for house rentals, sibling's education, and other necessities	3.15	Often
Pay does not match job performance	3.93	Always
Inequality among other teachers	3.48	Often
Unsatisfied with the increases in pay and benefits	3.67	Always
University provides unfair compensation	3.90	Always
No recognition/rewards given to good performance	3.80	Always
Working with irresponsible and immature employers	3.25	Often
Not able to save	3.97	Always
Friends not paying debts	3.94	Always
Over-all Mean Score	3.71	Always

Working as overseas teachers, did not always solve the problems a family have. While the chance to earn more than one could have back home was a good thing, other issues would arise. Homesickness was one of the issues verbalized but because of the advance means of communication, some may have solutions – such as her children having Facebook messenger to keep in touch. Others were more complex. In an interview with the respondents, three of them narrated that,

“I find difficulty in providing basic necessities to my families whether in cash or through actual goods.”

A teacher remarked,

“Yes, regrets for living my other relatives in Philippines and missing the important occasions in Philippines. But you know I have to do some sacrifices for them to be supported. Without me here how can I give them the things they want and pay for our debts.”

Respondents admitted that this problem is a primary problem Some can send packages home only every six months due to shipping high costs. A visiting relative also can't carry a lot with them, due to baggage fees.

Another group of five respondents stated that,

“We are not able to save money. We may have been working for three months or three years but the result is still be the same – we have no idea where our salary goes.”

Careful planning and budgeting can solve this as claimed by one respondent refraining in buying the latest gadgets or clothing but sometimes because you are far from the children you have to give them the needs they requested.

In another focus group interview, five of the respondents said,

“Friends not paying debts.”

When in a foreign country, OFWs seek out fellow Filipinos and build a circle of friends from there. Sometimes, a friend would urgently need money. Filipinos were naturally helpful, so they’re not likely to say ‘no’. Learning to do so was a must, though, to avoid this kind of issue.

The results support a study by Ashraf et al. (2019) that claimed a number of factors, including free housing, weekly duty allowances, advance payments from the school in the event of financial difficulties, the provision of prizes, the provision of free medical care, and a satisfactory standard of living, affected teachers' performance. The outcome also shown that teachers' performance is significantly impacted by their pay and perks. The findings revealed a strong influence of socioeconomic traits on teachers' performance.

3.2 Culture-Related Factors

Table 3.2 shows the teachers challenges on culture-related in their university. They are always having such kind of challenges with composite mean score is 3.56.

The respondents’ lowest assessment was that they were often challenged with the organizational culture that do not enhance teamwork as described from the mean score of 3.34, and that they often challenged with their difficulty to adapt to new norms and standards as reflected from the mean score of 3.30.

Table 3.2
Work challenges of the Filipino teachers in terms of Culture-related Factors

Culture-related Challenges	Mean	Verbal Interpretation
Difficulty to adapt to new norms and standards	3.30	Often
Difficulty in speaking and learning Arabic language	3.81	Always
Working in a strange environment with an extreme weather condition	3.62	Always
Difficulty to communicate freely with co-workers	3.71	Always
Organizational culture in do not enhance teamwork	3.34	Often
Difficulty to exercise religious practices	3.58	Always
Not eating the right food	3.83	Always
Over-all Mean Score	3.56	Always

Results of the of the interview from the respondents reveals that,

“Since I’ve been here since 1985, I can say the difficulties that we have encountered in Qatar are the rise of house rents, foods, tuition fee and the basic commodities. These things are used to be free and cheap those days and now everything has a high price.”

A teacher who has been working in Qatar since 1995 said that,
“Homesick. Yun ang kalaban mo ang HOMESICK. Di ko kaya yun.”

Another teacher said,
“Working in a strange environment with an extreme weather condition is indeed very challenging.”

Another group of respondents remarked,
“I find difficulty to communicate freely with co-workers.”

A respondent recalled that,
“I find difficulty to exercise religious practices.”

Another teacher stated,

“Ahmm, cultural differences and mostly language warriors. These are my usual battles here. I encountered a lot of indifferences. I can’t understand their tongue. I don’t know when they are mad or not. You know it’s some kind a strange to have a conversation doing sign language just to let them understand what I’m trying to say. The culture is very much different compared to the hospitals in the Philippines. Most of the Arabs are short tempered and very demanding.”

The findings support Tan's (2019) research, which found that the societal expectations of teachers as information transmitters and the belief that critical thinking is fundamentally antagonistic are the two key cultural difficulties. The use of cooperative learning techniques and the provision of a secure learning environment are the suggested strategies. The results of this study have two main consequences. The first is the requirement that educators and policymakers be aware of cultural limitations in the instruction of critical thinking. The need of teacher effectiveness to foster student engagement and good learning within sociocultural restrictions is the second important point.

4. Difference of Responses on Ethical Leadership and Work Challenges When Grouped According to Profile

Table 4.1 shows the comparison of responses on ethical leadership when grouped according to profile. In terms of selflessness in service, there were significant difference observed when grouped age (0.018), sex (0.000), civil status (0.000), nature of work (0.026), and monthly income. This was observed since the obtained p-values were less than 0.05 alpha level. This means that the responses differ significantly.

In terms of appropriateness in conduct through personal actions, according to civil status (0.000), monthly income (0.015). The result reveals that the responses differ statistically

With regards to interpersonal relationships, there were significant difference observed on civil status (0.000), and monthly income (0.046). This was observed since the computed p-values were less than the significance level of 0.05.

Table 4.1

Difference of Responses on Ethical Leadership When Grouped According to Profile			
Selflessness in Service	F-value	p-value	Interpretation
Age	2.370	0.018	Significant
Sex	3.622	0.000	Highly Significant
Civil status	8.065	0.000	Highly Significant
Monthly Income			
Appropriateness in Conduct through Personal Actions			
Age	0.575	0.566	Not Significant
Sex	0.262	0.794	Not Significant
Civil Status	12.601	0.000	Highly Significant
Monthly Income	2.440	0.015	Significant
Interpersonal Relationships			
Age	0.735	0.463	Not Significant
Sex	0.360	0.719	Not Significant
Civil Status	8.336	0.000	Highly Significant
Monthly Income	2.004	0.046	Significant

Legend: Significant at p-value < 0.05

The findings affirm research by Goswami et al. (2020) that found perceptions of ethical leadership in terms of selflessness in service varied across age, work experience, management level, industry, and sector rather than across gender and member qualifications. On the other hand, Thakur et al. (2020) refutes the findings as they accentuated that there is no difference in study variables with respect to gender, qualification and marital status. Ethical leadership and employee performance varies according to age and experience respectively.

Table 4.2 illustrates the significant difference in the work challenges when grouped according to profile

Age. Using ANOVA, the hypothesis was rejected and concluded that there was a significant difference in the work challenges when grouped according to age since the computed F-value of 3.12 was greater than the tabular F-value of 2.99 with degrees of freedom of 5 and 288 using 0.05 level of significance. Data implied that the work challenges vary when grouped according to age.

Gender. The hypothesis was rejected and concluded that there was a significant difference in the work challenges when grouped according to gender since the computed F-value of 3.56 was greater than the tabular F-value of 2.99 with degrees of freedom of 2 and 291 using 0.05 level of significance. Findings showed that the work challenges vary when grouped according to gender.

Civil status. There was a significant difference in the work challenges when grouped according to civil status since the computed F-value of 3.74 was greater than the tabular F-value of 2.99 with degrees of freedom of 3 and 290 using 0.05 level of significance. It could be deduced from the table that the work challenges vary when grouped according to civil status.

Table 4.2
Significant difference in the work challenges when grouped according to profile

Profile		Sum of Squares	df	Mean Square	F-com	F-tab	Decision	Remarks
Age	Between Groups	9.54	5	4.77	3.12	2.99	Reject	Significant
	Within Groups	301.41	288	1.53				
	Total	310.95	293					
Gender	Between Groups	9.26	2	4.63	3.56	2.99	Reject	Significant
	Within Groups	585.09	291	2.97				
	Total	594.35	293					
Civil status	Between Groups	11.08	3	3.69	3.74	2.99	Reject	Significant
	Within Groups	36.58	290	1.18				
	Total	47.66	293					
Monthly income	Between Groups	9.93	3	3.31	3.38	2.99	Reject	Significant
	Within Groups	52.08	290	1.68				
	Total	62.01	293					

Monthly income. Since the computed F-value of 3.38 was greater than the tabular F-value of 2.99 with degrees of freedom of 3 and 290 using 0.05 level of significance, the hypothesis was rejected and concludes that there was a significant difference in the work challenges when grouped according to monthly income. Data implied that the work challenges vary when grouped according to monthly income.

In terms of learning quality transfer, module distribution and retrieval, students' difficulty following instructions, power outages, internet connectivity, and health hazards caused by the epidemic, teachers face significant challenges. However, these educators overcame these challenges by using their own coping mechanisms. Teaching may be difficult and stressful, especially in these trying times, but everything is possible, as these instructors proved. Therefore, instructors need to be prepared for every circumstance that could occur. Teachers will need to embrace this reality and make necessary adjustments because it is doubtful that the situation will improve very soon. However, when profile characteristics are included as a test factor, no appreciable variation is seen in the job problems faced by instructors. Therefore, the research by Pentang et al. (2022) contradicts the conclusions of the present study.

5. Re-integration preparations of the Filipino teachers in Qatar undertake

Table 5.1 shows that Filipino teachers were prepared in terms of socio-economic integration as shown in the composite mean of 3.23. They claimed to have invested in stocks in the Philippines with a mean of 3.42. Data revealed that they were least prepared when it comes to reducing debt to an affordable level.

Table 5.1
Re-integration preparations do the Filipino TEACHERS in Qatar undertake as to Socio-Economic Integrations

Re-integration preparations	Mean	Verbal Interpretation
I have participated in my employer's pension program	3.11	Prepared
I have joined in cooperative.	3.25	Prepared
I have availed life insurance.	3.16	Prepared
I have invested in stocks in the Philippines.	3.42	Prepared
I have secured my social Security and other government security programs such as PAGIBIG, GSIS or veterans' benefits.	3.37	Prepared
I have acquired personal savings and investment that are not in a work-related retirement plan.	3.20	Prepared
I have reduced debt to an affordable level.	3.06	Prepared
I have bought franchise or set-up business	3.28	Prepared
Over-all Mean Score	3.23	Prepared

In an interview with the respondents,

One teacher said,

"My plans to my family are let our youngest son finish his schooling until he finds work then we will retire in Philippines and start a small business. Enjoy life in simple and healthy way."

Another teacher said,

"Maybe after working here, I will Build a little small business in Philippines and travel abroad. I will travel a lot to enjoy. At least I won't be seeing any blood anymore and the fact that I will be travelling with my family it makes me more motivated."

A teacher remarked,

“I plan on providing for them until my kids are able to work and provide for themselves. Plan on business soon for my family para if we decided to go home we have a fallback.”

Another teacher stated,

“We have a simple retirement plan; we just want to be with the family.”

A teacher remarked,

“As I say, soon I’ll be a senior citizen and I don’t have any plans to shift to another job as long as the Ministry needs my service, I will stay.”

Being an overseas Filipino worker, or OFW, doesn’t solve all the problems a family may have. While the chance to earn more than one could have back home is a good thing, other issues may arise.

Table 5.2 indicated the re-integration preparations do the Filipino teachers in Qatar undertake before deciding to return to the Philippines as to work-related factors.

It was found out that the respondents were prepared for re-integration as they perform better to assure the security of tenure as indicated from the mean score of 3.56, followed immediately that they were working for their promotions to receive higher gratuity based from the mean score of 3.51.

Table 5.2

Re-integration preparations do the Filipino Teachers in Qatar undertake as to Work-Related Factors

Work-Related Factors	Mean	Verbal Interpretation
I am working for my promotions to receive higher gratuity.	3.51	Fully Prepared
I will continue my graduate studies to attain higher salary rank and greater opportunity back in the Philippines.	3.46	Prepared
I will perform better to assure the security of tenure.	3.56	Prepared
I am sticking on my career goals for self-fulfillment.	3.39	Prepared
I have prepared a long-term personal development plan to be assured of the attainment of my objectives in life.	3.40	Prepared
I will continue attending seminars & training to upgrade my skills	3.37	Prepared
I will continue develop and implement a modernize career strategy to maximize my capabilities	3.50	Fully Prepared
I have a career planning chart to develop a wider network and links with people and join professional organization.	3.45	Prepared
Over-all Mean Score	3.46	Prepared

The respondents’ lowest assessment was that they were prepared for re-integration since they were sticking on their career goals as teachers for self-fulfillment as indicated from the mean score of 3.39, and that they were prepared to continue attending seminars and training to upgrade their skills as reflected from the mean score of 3.37.

Reintegration, to be successful, needed to be considered within the whole migration cycle. Contrary to common impression, reintegration did not start when the Filipinos teacher had returned to his origin country. Reintegration policies should cover all the stages of the migration cycle. Understanding that labor migration follows a cycle of phase helped in effective decision making. Return and reintegration referred to the process of going back to one’s country of origin including preparation and implementation. Return maybe voluntary or forced.

6. Policy Framework for Reintegration of Filipino Teachers Towards Work-Life Balance

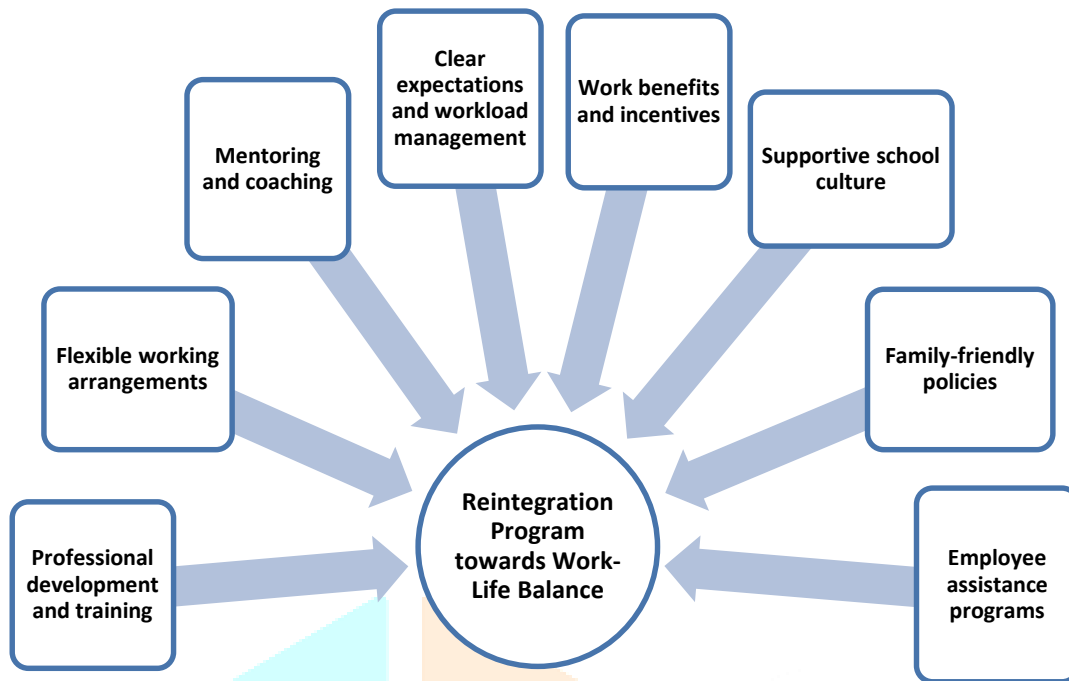


Figure 3
Policy Framework for Reintegration of Filipino Teachers Towards Work-Life Balance

Reintegrating into the workforce after working abroad can be a challenging experience for teachers. A policy framework for work-life balance for reintegration of overseas teachers should aim to support them in their transition back into the workforce and ensure a smooth re-entry into their home country. Here are some key components that could be included in such a framework:

Professional development and training

Schools should offer professional development and training programs that aid Filipino teachers in adjusting to their new workplace, comprehending the local educational system, and learning about any new teaching techniques or technology that may have been adopted in their absence. Moreover, skills enhancing training program may also be offered to give retired teachers the chance to grow professionally by offering them options for training and development. This might involve instruction in innovative teaching techniques, technological integration, and other pertinent abilities that could make them more marketable on the local labor market.

Mentoring and coaching

To assist teachers in adjusting to their new roles and responsibilities and to offer them assistance and direction as they navigate their new work environments, schools should offer mentoring and coaching programs.

Flexible working arrangements

Flexible work schedules that enable international teachers to successfully manage their workload and balance their professional and personal commitments should be made available by schools. Schools might, for instance, provide choices like flexible scheduling, telecommuting, job sharing, and shortened workweeks.

Clear expectations and workload management

Schools should make sure that foreign instructors understand exactly what is expected of them in terms of workload and responsibility. In order to prevent instructors from becoming overworked and burned out, they should also offer support for managing workload and deadlines.

Benefits and Incentives

Overseas teachers should be granted adequate paid time off, including sick leave, personal leave, and holidays, to manage their personal and family commitments, recharge their batteries, and pursue their hobbies and interests.

Supportive school culture

For Filipino teachers, schools should encourage a culture that encourages work-life balance. This entails honoring and rewarding educators who put their health and wellbeing first, promoting a supportive workplace, and providing chances for social interaction and community development.

Family-friendly policies

Schools should implement family-friendly policies to assist international teachers who are responsible for taking care of children or other family members. These can include lactation rooms, on-site childcare, maternity leave, and flexible scheduling to take into account family obligations.

Employee assistance programs

Schools should provide employee assistance programs that offer mental health counselling, financial counselling, and other resources to help Filipino teachers manage stress, anxiety, and other personal or family issues. Teachers who have retired may want assistance with budgeting and retirement planning. The initiative might offer courses on retirement planning, financial literacy training, and other resources to assist retired teachers in better managing their funds.

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