

Ethical Leadership Behaviors of School Principals from Teachers' in Hafr Al Batin Perspectives

Dr.Refah Ahmed Aldawsari *

Abstract

The purpose of this study is to highlight the significance of ethical leadership in educational institutions and explore the teachers' perception concerning the ethical leadership behaviors of school principals. This study is conducted with a quantitative approach using a survey method and was limited to (437) teachers who worked at public and private schools in Hafr Al Batin city in Saudi Arabia. The survey consisting of 36 items was used to investigate teachers' perceptions about their principals' ethical leadership behaviors. Data were analyzed using descriptive statistics, such as percentage, mean, and standard deviation. The results have shown that the level of ethical leadership, including justice, power-sharing, clarity of roles, people orientation, integrity, and ethical guidance, is high at the significance level of $\alpha < 0.05$ from the teachers' perspective in Hafr Al Batin. The results are discussed, and the recommendations are made based upon the data analysis and conclusion.

Keywords: Leadership, school principals, ethical leadership.

القيادة الأخلاقية لقادة المدارس من وجهة نظر المعلمين في مدينة حفر الباطن
درفهة أحمد الدوسري
المستخلص

هدفت هذه الدراسة إلى تسليط الضوء على أهمية القيادة الأخلاقية في المؤسسات التربوية، بالإضافة إلى معرفة مدى تطبيق قادة المدارس للقيادة الأخلاقية من وجهة نظر المعلمين. استخدمت الدراسة المنهج الوصفي، وتكونت عينة الدراسة من (437) من معلمين ومعلمات التعليم العام بمدينة حفر الباطن. استخدمت الباحثة استبانة مكونة من 36 فقرة لمعرفة درجة ممارسة قادة المدارس للقيادة الأخلاقية من وجهة نظر المعلمين. تم تحليل البيانات باستخدام البرنامج (SPSS) الإحصائي وذلك من خلال بعض الأساليب الإحصائية مثل التكرارات، النسب المئوية، المتوسطات الحسابية، والانحرافات المعيارية. أظهرت النتائج أن مستوى ممارسة قادة المدارس للقيادة الأخلاقية بأبعادها الستة: العدالة، المشاركة في السلطة، وضوح الأدوار، التوجه بالأشخاص، النزاهة، والتوجيه الأخلاقي مرتفع بدرجة كبيرة عند مستوى دلالة ($\alpha < 0.05$). تمت مناقشة النتائج وتقديم التوصيات بناءً على تحليل البيانات والاستنتاجات.

الكلمات المفتاحية: القيادة، مدراء المدارس، القيادة الأخلاقية.

introduction

Educational leadership has witnessed consistent progress in recent decades. Ethical leadership is an aspect of leadership that has recently attracted the attention of researchers, educators, and policymakers. Ethical behavior is significant to educational leadership because it shapes the visions and practices in the school environment. The concept of ethical leadership requires a sophisticated balance between the integration of the values of principals and teachers with their professional behaviors. Therefore, educational leaders must analyze and estimate the impact of their actions and decisions (Roberts, 2019). With ethical leadership, leaders must foster ways that consistently involve learning and thinking about

*University of Hafr Al Batin, Saudi Arabia Raldawsari@uhb.edu.sa

what is ethically correct, and what suits all stakeholders, in order to adapt ethical behaviors in a work environment (Branson & Gross, 2014). Therefore, principals, as role models, should sustain ethics in their practice and exhibit professional conduct.

Fostering ethics in a workplace will impact the ethical practices of employees in a positive way (Fox, Crigger, Bottrell & Bauck, 2007; Karakose, 2007). Principals possess advanced communication skills that help them to effectively interact with school community members (Ellington & Wang, 2020). Furthermore, educational leaders must create an environment that observes justice in their institutions by engaging teachers and stakeholders in the decision-making process (Eraniil & Ozbilen, 2017; Moss, 2002). Educational leaders should conduct themselves ethically and respect their employee's rights by treating them fairly. Therefore, moral behavior covers what is appropriate for any given situation even when there is no clear law to follow. Consequently, educational leaders should set the tone that would define the institution's overall culture. Leaders should understand their role in articulating the vision of their institutions and reinforce their commitment to ethical standards which should remain visible and clear to all employees. With principals adopting the proper moral behaviors, other members of the school community will adopt similar standards. Such an environment that fosters ethical practices and behaviors will be instrumental in providing teachers with the opportunity to prepare students for challenging situations while utilizing ethical standards and values.

The Purpose of the Study

The ethical behavior of educational leaders serves as motivation for the institution, persuading each member of an organization to embrace ethical decision-making for the common good. Thus, educational leaders can influence the insights from the topic of ethical leadership with the aim of creating learning environments that assume constant open communication with all stakeholders. This topic is important for school leaders because it provides insight on how to integrate leadership abilities with ethical behaviors, which enables leaders and other staff to work in a more disciplined way (Rizvi, 2020). Working in a diverse environment encourages school leaders to learn how to work with groups from various backgrounds, and to implement the rules of ethics to solve problems that arise in their daily interactions with others in the workplace.

Educational leaders make decisions daily that affect others around them which makes their actions a moral issue. Thus, each element of an administrative decision involves the shaping of human life which fosters educational leadership and a resolution of ethical dilemmas. Leadership requires purposive decision-making to create an environment in which employees feel they belong. Educational leaders can utilize their values and beliefs to develop a vision that shapes every interaction point and plays a role in making the school mission a reality. The impact of a leader on the individuals that he or she mentors illuminates the significance of morals, particularly in an autonomous society where leaders should epitomize and demonstrate the shared values of those they lead (Cherkowski, Walker & Kutsyuruba, 2015). The primary purpose of this study is to highlight the significance of ethical leadership in educational institutions, and to explore the perception of teachers concerning the ethical leadership behaviors of school principals.

Theoretical Framework & Literature Review

Social learning theory

Because the purpose of the study was to examine the perceptions of teachers regarding the ethical leadership behaviors and practices of their principals, an exploration of Bandura's social learning theory was appropriate. This theory was used because it asserts that leaders influence the ethical behaviors of others by modeling, observation, and imitation. The social learning perspective offers a platform for the conceptual understanding of ethical educational leadership. The theory is relevant, particularly where principals must provide a proper example of their ethical actions. According to Bandura (1986), all learning phenomena that can be learned from direct experience can also be learned by observing the behaviors of others. Employees can learn the behaviors expected of them through their principals acting as role models. A leader who guides by example concerning what to expect of ethical actions provides standards to his or her followers for learning ethical behaviors. As in the social learning model, leaders can integrate an inclusive framework of ethical practices where leaders and employees influence ethical behaviors (Ayodele, Haron & Ismail, 2019). According to the social learning theory, principals must appropriately exemplify moral behavior in a workplace.

Ethical leadership

In the workplace, leaders must create an environment that respects the freedom and rights of others. Leaders must ensure that all moral practices and values are established in an environment. Ethics refers to the code of behavior that enables people to interact in an environment without violating with the rights of others (Romious, Thompson & Thompson, 2016). The primary goal of ethics is to assess human behaviors and their effects on organizations or society in general. Ethical leaders show high levels of respect for employees, and they are willing to support them and provide them with the assistance they need. Organizations, including academic institutions, require leaders who can manage diversity in the workplace effectively. Effective leadership not only includes competence and high performance but also ethical standards that change the lives of organizations and employees for the better (Kalshoven et al., 2011).

Ethical leadership focuses on the ethics, values, rights, and dignity of others. Ethical leadership involves a person having the ability to lead others in a way that acknowledges their rights and dignity. Ethical leadership is defined as "conduct through personal actions and interpersonal relationships that followers consider to be "normatively appropriate," such as honesty, trustworthiness, fairness, and caring (Brown et al., 2005, p. 120). Freeman & Stewart (2006, p. 2) defined ethical leadership as "simply a matter of leaders having good character and the right values or being a person of strong character." Ghanem (2018) defined ethics as guidelines, values, beliefs, standards, people, social behavior, and principles that are widely accepted within an institution, organization, or society. Ethics involves what a community or group of people consider to be right or wrong (Ghanem, 2018). The principles of ethical leadership include respect, honesty, justice, trust, and fairness. Manz and Sims (1993, p. 15) identified the major values of successful ethical leaders which are "to act with integrity," "to be fair," "to have fun," and "to be socially responsible."

Ethical leadership ensures that students, staff members, and the learning institution benefit. According to Staats (2016), the presence of moral and ethical standards promotes servant leadership in an institution. Staats (2016) highlighted that ethical leaders play a critical role in enhancing the success of organizations and the well-being of their followers. Katranci et al. (2016) claimed that ethical

leadership is essential in schools that seek to achieve success. The modern world is characterized by numerous changes due to the rise of new technologies and globalization. As a result, leaders must apply ethical standards to meet the needs and expectations of people in the current evolving world. Ethical values allow school leaders to direct and motivate all people in an institution. Ethical leadership strengthens the intellectual and emotional connection between leaders and employees, allowing both parties to be highly committed in the pursuit of common shared goals (Mitonga-Monga, Flotman & Cilliers, 2016). Lee and Chuang (2009) asserted that a successful leader inspires his or her followers and works with them to achieve the goals of the organization. Ethical leaders can easily inspire and motivate their employees as well as transform their organization. King (2008, p. 719) highlighted eight common values among managers which are honesty, loyalty, dedication to purpose, benevolence, social justice, strength of character, humility, and patience. According to Moss (2002), organizations which demonstrated unethical behaviors failed and a review of their strategic plans was required. Studies have shown that ethical leadership generates profitability and success (Moss, 2002). Ethical leaders train people and provide them with a sense of individual and specialized competence that enables them to succeed while demonstrating high levels of resilience, loyalty, and profitability. Staats (2016) outlined that ethical leaders play a critical role in enhancing the success of organizations and the well-being of their followers.

Ethical leaders control institutions based on morality, equality, and equity. According to Ostwal (2017), organizations are increasingly recognizing the importance of ethics in decision-making. Dinc (2018) noted that ethical training of school personnel allows education institutions to operate effectively and efficiently. As a result, schools focus on formal ethical training of their workforce. However, there are various challenges associated with creating an ethical work environment. Some of the major challenges encountered by educational institutions include environmental issues, poor working conditions, wage and labor safety issues, political instability, and changing employee behavior. Ostwal (2017) added that ethical leadership has become important in contemporary learning institutions. It allows administrators to fulfill their professional duties with honesty and transparency, as well as protect the rights of teachers and students in educational institutions. Teachers perceive an ethical leader to be a person who can implement

managerial policies, regulations, and guidelines. Ethical leaders pursue suitable measures that rectify dubious laws, regulations, and procedures which are inconsistent with feasible academic goals. School principals should avoid using their power and authority to gain social, economic, or political influence.

Ethical leaders guide their institutions with integrity, respect, and fairness. Kouzes and Posner (1992) queried employees around the world about the most important value they looked for in a leader and honesty was first on the list. According to Tschannen-Moran (2004), principals who engage with others in an honest manner are perceived as capable of competent decision-making. Leaders in academic institutions must conduct administrative operations ethically to develop a learning environment that is characterized by equality, integrity, and fairness. Ethical leaders set examples for teachers, students, and stakeholders. They serve people with support and empathy; therefore, they must communicate respectfully and interact effectively with all people that they lead. The presence of conflict and ethical experience creates an environment where leaders must practice patience. Ethical leaders must work effectively with diverse groups and acknowledge cultural diversity in a school community.

Research question

The major research question that guided this study is given below:

What is the principals' ethical leadership level from teachers' perspectives at the significance level of $\alpha < 0.05$?

Methodology

The purpose of the study is to investigate the teachers' perceptions about their principals' ethical leadership behaviors. This study is conducted with a quantitative approach using a survey method, and it was limited to teachers who worked at public and private schools in Hafr Al Batin city in Saudi Arabia. This city was selected as a research site because of its accessibility to the researcher. The survey consisting of 36 items was used to investigate the teachers' perceptions about their principals' ethical leadership behaviors. The questionnaire was divided into two parts. The first part consisted of the demographic data, while the second

part was concerning six principles of ethical leadership, including justice, power-sharing, clarity of roles, people orientation, honesty, and moral guidance. Each principle consists of five-items. The data were gathered and analyzed with SPSS. Percentages and frequencies were used to analyze demographic variables. Data were analyzed using descriptive statistics, such as percentage, mean, and standard deviation. The descriptive analytical approach was used to interpret data and identify their implications.

The population of the study consisted of 3716 male teachers and 3179 female teachers, so the total population included 6895 teachers in the city of Hafr Al Batin. The random sample selection method was used to collect data. A sample of 437 male and female teachers was selected. The questionnaire was sent by e-mail to all members of the sample. The participants of the study were able to express the extent to which they agreed or disagreed with the offered statements on a five-point Likert scale. The scale included statements with 5-point Likert-scale responses, such as (1) Strongly disagree; (2) Disagree; (3) Partly agree; (4) Agree; and (5) Completely agree. The research was approved by the district director of education in Hafr Al Batin. The data were collected voluntarily from the respondents who were not provided with any benefit for their participation. Table 1 shows the sample characteristics of the respondents in the study.

Table 1: Distribution of respondents in study sample

Variable	Category	Repetition	Percentage%
Gender	Male	73	16.7
	Female	364	83.3
Age	22-30 years	52	11.9
	31-40 years	260	59.5
	41-50 years	114	26.1
	51-60 years	11	2.5
School's stage	Primary	142	32.5
	Intermediate	100	22.9
	Secondary	195	44.6
Type of the school	Governmental	394	90.2
	Private	43	9.8

Reliability and consistency of the questionnaire

The internal consistency of the questionnaire with 30 items was analyzed by calculating the correlation coefficients of each item and its relevance to the general principle of ethical leadership. Table 2 shows the correlation coefficients of each item regarding the principle and the overall score of its items. It shows that correlation coefficient is statistically significant at the significance level of 0.05 and hence the p value of each item is less than 0.05. Therefore, the questionnaire items are accurate as was intended.

Table 2: Correlation coefficient of survey items regarding principles of ethical leadership

Item No.	Correlation coefficient	P value	Item No.	Correlation coefficient	P value	Item No.	Correlation coefficient	P value
Justice			Power-sharing			Role clarification		
1	.951**	0.000	1	.893**	0.000	1	.944**	0.000
2	.902**	0.000	2	.934**	0.000	2	.951**	0.000
3	.941**	0.000	3	.926**	0.000	3	.925**	0.000
4	.889**	0.000	4	.863**	0.000	4	.939**	0.000
5	.914**	0.000	5	.939**	0.000	5	.863**	0.000
People orientation			Integrity			Ethical guidance		
1	.922**	0.000	1	.937**	0.000	1	.935**	0.000
2	.951**	0.000	2	.974**	0.000	2	.958**	0.000
3	.878**	0.000	3	.942**	0.000	3	.942**	0.000
4	.909**	0.000	4	.976**	0.000	4	.960**	0.000
5	.966**	0.000	5	.965**	0.000	5	.886**	0.000

**Correlation coefficient: 0.01

Structural consistency

Table 3 shows the correlation coefficient between the ratio of each principle of ethical leadership and the overall score of the questionnaire, indicating that the correlation coefficient is statistically significant at the level of 0.05. Therefore, p value of each item is less than 0.05, and the calculated value of t exceeds the tabulated t value of 0.361.

Table 3: Correlation coefficient of each section with overall rate of survey items

No.	Principles of ethical leadership	Correlation coefficient	P value
1st	Justice	0.941	0.000
2nd	Power-sharing	0.951	0.000
3rd	Role clarification	0.965	0.000
4th	People orientation	0.97	0.000
5th	Integrity	0.985	0.000
6th	Ethical guidance	0.981	0.000

**correlation coefficient is significant at 0.01 level

Reliability of the questionnaire

Split-half coefficient and Cronbach's alpha coefficient methods were used to measure the reliability of questionnaire items.

1. Split-half coefficient

Pearson's correlation coefficient was found between the average of all questions in each section. Correlation coefficients were corrected by using the Spearman-Brown coefficient for correction. The Pearson correlation coefficient is given by the following equation:

$$\text{Reliability coefficient} = \frac{R^2}{R + 1} \text{ where } R \text{ is the correlation coefficient.}$$

Table 4 shows that the reliability coefficient for all items of the questionnaire is 0.982.

Table 4: Split-half reliability coefficient

No.	Principles of ethical leadership	Correlation coefficient	Adjusted correlation coefficient
1st	Justice	0.883	0.938
2nd	Power-sharing	0.902	0.948
3rd	Role clarification	0.896	0.945
4th	People orientation	0.956	0.978
5th	Integrity	0.960	0.980
6th	Ethical guidance	0.936	0.967
All principles of ethical leadership		0.964	0.982

2. Cronbach's alpha coefficient

Table 5: Cronbach's alpha reliability coefficient

No.	Principle of ethical leadership	Item no.	Cronbach's alpha
1 st	Justice	5	0.954
2 nd	Power-sharing	5	0.948
3 rd	Role clarification	5	0.955
4 th	People orientation	5	0.956
5 th	Integrity	5	0.977
6 th	Ethical guidance	5	0.961
	All principles of ethical leadership	30	0.991

Cronbach's alpha coefficient was used to measure the reliability of the questionnaire items. Table 5 shows that the reliability coefficient for all items of the questionnaire is 0.991.

Results

To answer the main research question (What is the principals' ethical leadership level from teachers' perspective at the significance level of <0.05 ?) the researcher, as shown in the questionnaire, analyzed the data of each principle of ethical leadership, including justice, power-sharing, role clarification, people orientation, integrity, and ethical guidance.

A. Justice

To answer this question regarding the principals' ethical leadership level in terms of justice from the teachers' perspective at the significance level of <0.05 , a sample *t*-test was used. The results in Table 6 show the level of justice as a principle of ethical leadership from teachers' perspectives.

Table 6: Item analysis of the first principle, justice

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
4	The principal uses ethical practices to increase productivity.	4.17	1.04	83.43	23.637	0.000	1
1	He/She is a role model of an ethical behavior in administrative decisions and procedures.	4.14	1.01	82.75	23.566	0.000	2
3	He/She is honest and objective when evaluating teachers' performance.	4.12	1.09	82.38	21.423	0.000	3
2	He/She is unbiased when assigning tasks to teachers.	4.06	1.12	81.19	19.712	0.000	4
5	Justice is at the core of his/her decision-making, rewarding or punishment.	4.04	1.05	80.78	20.606	0.000	5
All items		4.11	0.92	82.11	25.085	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

The arithmetic mean of all items of the first principle of ethical leadership is shown in Table 6. It shows that the mean is 4.11, the standard deviation 0.92, and the relative average is 82.11%, which is more than the average mean (60%). Moreover, the calculated value of t is 25.085, which is more than the tabular value (1.96). The p value is also 0.000, which is less than 0.05, indicating that the level of ethical leadership related to justice of principals, as assessed by teachers, is high at the significance level of $\alpha < 0.05$.

B. Power-sharing

One sample t -test was used that shows the level of power-sharing of principals as a principle of ethical leadership. The results showed that from the teachers' perspective the level of ethical leadership related to power-sharing of principals is high at the significance level of $\alpha < 0.05$.

Table 7: Item analysis of the second principle, power-sharing

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
1	The principal encourages collaboration.	4.28	0.93	85.63	28.832	0.000	1
5	He/She provides teachers with information they need to get the job done.	4.21	0.91	84.12	27.764	0.000	2
3	He/She encourages teachers to express their views and gives suggestions to improve work.	4.14	1.07	82.75	22.296	0.000	3
2	He/She involves teachers in the decision-making process.	3.95	1.20	78.95	16.531	0.000	4
4	He/She delegate tasks to teachers to enhance their leadership skills.	3.83	1.12	76.57	15.473	0.000	5
All items		4.08	0.93	81.60	24.258	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

Table 7 shows that the mean of all the second principle item (power-sharing) is 4.08, standard deviation is 0.93, and the relative average is 81.60%, which is more than the average mean (60%). Moreover, the calculated value t is 24.258, which is more than the tabular value (1.96). The p value is also 0.000, which is less than 0.05, indicating that the level of the ethical leadership in terms of power-sharing by principals, as assessed by teachers, is high at the significance level of $\alpha < 0.05$.

C. Role clarification

One sample t -test was used, the results of which are shown in Table 8. The table shows principals' ethical leadership level related to role clarification as perceived by teachers.

Table 8: Item analysis of the third principle, role clarification

No.	Items	Mean	Standard deviation	Relative average	Calculated Value of t	P value	Frequency
2	The principal explains the roles and responsibilities of each teacher in the school.	4.28	0.87	85.68	30.809	0.000	1
4	He/She discusses with teachers the values and ethics of work.	4.16	0.94	83.20	25.817	0.000	2
1	He/She sets clear ethical standards for teachers.	4.14	0.97	82.84	24.580	0.000	3
3	He/She draws the attention of employees who violate ethical standards.	4.13	0.92	82.56	25.503	0.000	4
5	For him/her, success is not only determined by the result but also by the way that leads to success.	3.97	1.07	79.50	18.978	0.000	5
All items		4.14	0.86	82.76	27.547	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

Table 8 shows that the mean of all the items of the third principle, role clarification, is 4.14, standard deviation is 0.86, and relative average is 82.76 %, which is more than the average mean 60%. Moreover, the calculated value of t is 27.547 and is more than tabular value that equals to 1.96. The p value is 0.000, which is less than 0.05, indicating that from the teachers' viewpoint the level of role clarification as an ethical leadership principle for principals in schools in Hafr Al Batin is high at the significance level of $\alpha < 0.05$.

D. People orientation

One sample t-test was used to determine the level of the principals' ethical leadership related to people orientation from the teachers' perspective. The results in Table 9 show the following:

Table 9: Item analysis of the fourth principle, people orientation

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
1	The principal respects the rights of others.	4.21	1.04	84.21	24.305	0.000	1
4	He/She cares about the development of teachers.	4.13	1.02	82.61	23.118	0.000	2
3	He/She listens carefully to what employees are saying.	4.11	1.11	82.11	20.855	0.000	3
5	He/She is flexible when communicating with others.	4.07	1.17	81.42	19.135	0.000	4
2	He/She takes responsibility of his/her own mistakes.	3.82	1.21	76.43	14.218	0.000	5
All items		4.07	1.02	81.35	21.943	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

Data analysis shows that the mean of all the items of the fourth principle, people orientation, is 4.07, standard deviation is 1.02, and the relative average is 81.35%, which is more than the relative average (60%). Moreover, the calculated value of t is 21.943 which is more than the tabular value (1.96). The p value is 0.000, which is less than 0.05, indicating that the level of ethical leadership related to people orientation of principals, as perceived by teachers, is high at the significance level of $\alpha < 0.05$.

E. Integrity

One sample t -test was used to estimate the level of principals' ethical leadership related to the integrity as perceived by teachers. The results in Table 10 show the level of ethical leadership related to the integrity of principals in Hafr Al Batin's public and private schools from the teachers' perspective. The results indicate that the level of ethical leadership related to principals' integrity, as perceived by teachers, is high at the significance level of $\alpha < 0.05$.

Table 10: Item analysis of the fifth principle, integrity

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
2	The principal behavior is consistent with his/her declared ethical values.	4.21	1.04	84.12	24.347	0.000	1
1	Honesty and integrity are important values to him/her.	4.19	1.04	83.84	23.856	0.000	2
3	He/She keeps promises and commitments.	4.11	1.08	82.20	21.436	0.000	3
4	He/She insists on doing what is fair and ethical, even if it is not easy.	4.04	1.09	80.82	19.944	0.000	4
5	When making decisions, he/she asks: "What should I do right?"	3.96	1.11	79.22	18.048	0.000	5
All items		4.10	1.00	82.04	23.079	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

Table 10 shows that the mean of all the items of the fifth principle, integrity, is 4.10, the standard deviation is 1.00, and the relative average is 82.04%, which is more than the relative average (60%). Moreover, the calculated value of t is 23.079 and is more than the tabular value (1.96). The p value is 0.000, which is less than 0.05, indicating that the level of integrity of principals, as assessed by teachers, is high at the significance level of $\alpha < 0.05$.

F. Ethical guidance

One sample t -test was used to assess the level of the principals' ethical leadership related to ethical guidance in terms of teachers' perspective. Table 11 shows the level of the ethical guidance of principals in public and private schools in Hafr Al Batin, as assessed by teachers. The results show that the level of ethical

leadership in terms of the ethical guidance of principals is high at the significance level of $\alpha < 0.05$.

Table 11: Item analysis of the sixth principle, ethical guidance

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
1	The principal has a positive relationship with teachers.	4.14	1.09	82.88	21.903	0.000	1
4	He/She makes the decisions based on ethical standards.	4.09	1.03	81.83	22.207	0.000	2
3	He/She creates an appropriate school environment to increase the teachers' motivation.	3.96	1.16	79.13	17.275	0.000	3
2	He/She rewards employees who are honest.	3.91	1.13	78.26	16.891	0.000	4
5	He/She allows the employees personal interests take precedence over his/her interests.	3.72	1.27	74.32	11.827	0.000	5
All items		3.9643	1.04487	79.29	19.293	0.000	

The tabular value of t at 436 at the significance level of 0.05 is 1.96.

The mean of the items of the sixth principle, ethical guidance, is 3.96, the standard deviation is 1.04, and the relative average is 79.29%, which is more than the relative average (60%). Moreover, the calculated value of t is 19.293, which is more than the tabular value (1.96), and the p value is 0.000, which is less than 0.05, indicating that the level of ethical guidance by principals, as assessed by teachers, is high at the significance level of $\alpha < 0.05$.

Answering the major research question

One sample *t*-test was used to answer the research question. Table 12 shows the level of the ethical leadership of principals of schools in Hafr Al Batin from the perspective of their teachers.

Table 12: Analysis of the principles of ethical leadership

No.	Items	Mean	Standard deviation	Relative average	Calculated value of t	P value	Frequency
3	Justice	4.14	0.86	82.76	27.547	0.000	1
1	Power-sharing	4.11	0.92	82.11	25.085	0.000	2
5	Role clarification	4.10	1.00	82.04	23.079	0.000	3
2	People orientation	4.08	0.93	81.60	24.258	0.000	4
4	Integrity	4.07	1.02	81.35	21.943	0.000	5
6	Ethical guidance	3.96	1.04	79.29	19.293	0.000	6
All principles of ethical leadership		4.08	0.91	81.52	24.815	0.000	

The tabular value of *t* at 436 at the significance level of 0.05 is 1.96.

In general, the mean of all six principles of ethical leadership for principals in schools, as assessed by teachers, is 4.08, the standard deviation is 0.91, and the relative average is 81.52%, which is more than the relative average (60%). Moreover, the calculated value of *t* is 24.815 which is more than the tabular value (1.96). The *p* value is also 0.000, which is less than 0.05, indicating that the level of ethical leadership is high at the significance level of $\alpha < 0.05$ as perceived by teachers in Hafr Al Batin.

Discussion

The results of the study showed that principals' ownership of ethical leadership in terms of teachers' viewpoint is high concerning six principles of ethical leadership: justice, power-sharing, role clarification, people orientation, integrity, and ethical guidance. The results of this study agreed with the study by King (2008). However, they differed from the results of Karakose (2007) which indicated that ethical leadership level of high school principals ranged from medium to high in terms of teachers' viewpoint.

Ethical leadership requires a leader to be fair, and justice is the foundation and essence of leadership. A leader must set an example for other teachers, students, and the community as a whole. The leader must be ethical who values and treats everyone fairly and with integrity so that a positive working environment prevails among employees that motivates them to achieve and benefit the organization (Karakose, 2007; Fox, Crigger, Bottrell & Bauck, 2007). The principle of justice signifies that a leader should be impartial in assessing the employees' performance, awarding them rewards, and opposing the use of unethical practices to increase productivity or attain certain goals. The results of this study agreed with a study by Moss (2002). From this perspective, justice is at the center of ethical leadership without which it is difficult to achieve equality and equal employment opportunities and job satisfaction for staff.

A characteristic of an ethical leader is his delegation of responsibilities and the encouragement of employees to cooperate and work in a team spirit. The results show that teachers believe that principals have shown a great deal of humanity and concern for the staff to improve work performance. The results of this study also agree with the study of Kalshoven, K., Den Hartog, D. N., and De Hoogh, A. H. (2011) on the need for teachers to express their opinions and suggestions for improving and developing work. A moral leader considers the values and principles that are recognized and derived from laws, regulations, and religion as a primary reference to morality. A leader is not ethical if he violates any of these criteria. The purpose of this study is the need to raise awareness of the importance of ethical leadership as a criterion for the appointment of leaders in educational institutions to achieve positive results at a personal or organizational level.

Conclusion and Recommendations

To sum up, ethical leadership is a necessity in today's changing world of organizations. Organizations need to focus on raising productivity and job satisfaction for employees, and this will not be achieved without an ethical leader who treats employees fairly and with integrity. When a leader applies ethical leadership in principle, the organization benefits from the reduction in conflicts, and employees benefit through confidence in their leader; this leads to the reflection in their performance and motivation levels.

Based on the results of the study, the following recommendations are suggested: (1) Educational leaders should focus on implementing the principles of ethical leadership within the organizations' culture. (2) Leaders should set a tone that would define the institution's culture promoting ethical behaviors. (3) Principals should be selected based on how ethical they are as a key criterion for holding the leadership position. (4) Promoting ethical leadership among principals should be part of their annual evaluation or promotion. (5) There should be focus on training programs for principals that contribute to the development of level of knowledge of ethical leadership requirements and their role in achieving justice and integrity. (6) Further studies should be conducted on the significance of ethical leadership.

References

1. Ayodele, F. O., Haron, H. B., & Ismail, I. (2019). Ethical Leadership, Ethical Leadership Climate and Employee Moral Effectiveness: A Social Learning Perspective. *KnE Social Sciences*, 189-205.
2. Branson, C. M., & Gross, S. J. (2014). *Handbook of ethical educational leadership*. New York: Routledge.
3. Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ, 1986*, 23-28.
4. Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, 97(2), 117-134.
5. Cherkowski, S., Walker, K. D., & Kutsyuruba, B. (2015). Principals' Moral Agency and Ethical Decision-Making: Toward a Transformational Ethics. *International Journal of Education Policy and Leadership*, 10(5), n5.
6. Dinc, M. S. (2018). Direct and indirect effect of ethical leadership on employee behaviours in higher education. *International Journal of Management in Education*, 12(3), 201-222.
7. Ellington, L., & Wang, V. (2020). Leadership: Ethical Architects in Higher Education. In *Handbook of Research on Ethical Challenges in Higher Education Leadership and Administration* (pp. 18-34). *IGI Global*.
8. Erani, A. K., & Ozbilen, F. M. (2017). Relationship between School Principals' Ethical Leadership Behaviours and Positive Climate Practices. *Journal of Education and Learning*, 6(4), 100.
9. Fox, E., Crigger, B. J., Bottrell, M., & Bauck, P. (2007). Ethical leadership: Fostering an ethical environment and culture. *National Center for Ethics, Veterans Health Administration, Washington DC*.
10. Freeman, R. E., & Stewart, L. (2006). Developing ethical leadership. *Business Roundtable Institute for Corporate Ethics*, 9.
11. Ghanem, B. M. (2018). Ethical leadership in education and its relation to education management ethics. *European Journal of Education Studies*, 4(6), 243-256.
12. Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. (2011). Ethical leadership at work questionnaire (ELW): Development and validation of a multidimensional measure. *The leadership quarterly*, 22(1), 51-69.

13. Karakose, T. (2007). High school teachers' perceptions regarding principals' ethical leadership in Turkey. *Asia Pacific Education Review*, 8(3), 464-477.
14. Katranci, I., Sungu, H., & Saglam, M. (2015). Teachers' Perceptions about the School Principals' Ethical Leadership Behaviours: A Study from Turkish Vocational High Schools. *Universal Journal of Educational Research*, 3(8), 546-554.
15. King, M. (2008). Robert Audi, Practical reasoning and ethical decision [Book review]. *Ethics*, 118, 717-721. doi:10.1086/590540
16. Kouzes, J. M., & Posner, B. Z. (1992). Ethical leaders: An essay about being in love. *Journal of Business Ethics*, 11(5-6), 479-484.
17. Lee, M., & Chuang, L. (2009). The Impact of Leadership Styles on Job Stress and Turnover Intention.
18. Manz C. C, Sims H. P. 1993. Business without bosses: How self-managing teams are building high-performance companies. New York: *Wiley*.
19. Mitonga-Monga, J., Flotman, A. P., & Cilliers, F. (2016). Workplace ethics culture and work engagement: The mediating effect of ethical leadership in a developing world context. *Journal of Psychology in Africa*, 26(4), 326-333.
20. Moss, M. (2002). Spreading the ethical word. *Information Management Journal*, 36(4), 42.
21. Ostwal, P. (2017). Major Challenges of Ethical Leadership. *Asian Journal of Management*, 8(2), 181-186.
22. Rizvi, F. (2020). Ethics in Educational Administration. *Educational Administration*, 81-96.
23. Roberts, C. (2019). Ethical Leadership for a Better Education System: What Kind of People Are We?. *Routledge*.
24. Romious, T. S., Thompson, R., & Thompson, E. (2016). Ethics Training and Workplace Ethical Decisions of MBA Professionals. *Journal of Education and Learning*, 5(1), 190-198.
25. Staats, C. (2016). The adaptable emphasis leadership model: A more full range of leadership.
26. Tschannen-Moran, M., & Gareis, C. R. (2004). Principals' sense of efficacy. *Journal of Educational administration*.