The Extent of Practicing Ethical Leadership by Public Secondary School Principals in Amman

Dr. Hatem Rateb Ameen Aljbour
Assistant professor
Online lecturer at the Islamic university of Minnesota / United States of America
The educational administration department, The educational sciences faculty

Abstract
The present study aimed to identify the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective. A descriptive analytical approach was adopted. Through the random sampling method, the researcher selected a sample consisting from 80 teachers. Those teachers were selected from 10 public secondary schools located in Amman, Jordan. Questionnaire forms were distributed to those teachers by hand. All the forms were retrieved. However, three forms included missing data. Thus, 77 forms were analyzed statistically. SPSS program was used. It was found that the extent of practicing ethical leadership by public secondary school principals in Amman is high from the teachers' perspective. It was found that those principals are honest and deal kindly with others. It was found that those principals keep their promises and support teachers. However, they do not engage the teachers in the decision making process. The researcher recommend developing a code of ethics by the Jordanian Ministry of Education for regulating the conduct of the administrative staff at schools
Keywords: Leadership, ethical leadership, public secondary schools, principals
DOI: 10.7176/JEP/11-15-07
Publication date: May 31st 2020

1. Introduction

Ethics-related issues were addressed by Plato (427-347 B. C.) & Aristotle (384-322 B.C.). The word (ethics) is derived from the Greek word (ethos). Ethos can be translated as conduct, customs or character (Northouse 2010, p. 378). Ethics refer to rules, beliefs, assumptions and values that determine the acts that are considered moral and things that are not so. If leaders in school comply much with ethics, teachers shall comply with rules, and adopt positive values (Starrat, 2004, p. 5).

It's necessary for all people to comply with ethics. That applies especially to teachers and principals in educational institutions. That's because education is highly connected with ethics and morals. Education is considered so, because it aims at developing humans and promoting positive interaction between people (Zubay and Soltis, 2005). It's necessary for teachers and principals to comply with ethics because complying with ethics shall positively affect one's life and society. It shall guide one in terms of what to act and decide (Vogel, 2012

It's necessary for educational leaders to comply with ethics because educational leaders are responsible for making decisions every day and developing visions. Such decisions must be based on ethics, because they affect the lives of others (i.e. the lives of students and teachers) (Vogel, 2012). Due to the significance of complying with ethics in educational institutions, the term (ethical leadership) emerged. Since the mid1990s, this term has been receiving much attention by scholars (Northouse, 2010). Ethical leadership may be defined as the demonstration of normatively appropriate conduct through interpersonal relationships, and personal actions. It also involves promoting such conduct among followers through two-way communication, decision-making and reinforcement (Brown et al., 2005: 120).

The ethics that educational leaders should comply with may be classified into various types. They may be classified into ethics of critique, ethics of justice, ethics of care and ethics of profession (Shapiro and Stefkovich, 2005). They may be classified into ethics related to loyalty, tolerance, integrity, fairness and consultancy (Al-Otaibi, 2013).

Regarding the ethical leaders, they aim at complying with ethics along with meeting the organizational goals (Freeman & Stewart, 2006). They are characterized by several traits. For instance, they are characterized with being honest, and caring. They make fair and wise decisions. They communicate frequently with their followers about ethics. They also set clear ethical standards. They enforce punishments on the ones who violate these standards and reward the ones who comply with them (Brown & Trevino, 2006).

They treat people equally, kindly, respectfully, and fairly. They are humble, patient, and compassionate. They refrain from carrying out selfish behaviors. They are willing to learn. They seek carrying out their duties with having a sense of responsibility. They encourage their subordinates to work hard and reward them when making achievements. They set rules for the school. They seek creating a suitable work environment to promote creativity (Karaköse, 2007). They seek carrying out a modeled behavior and guiding subordinates (Bandura, 1986). They practice what they preach, and serve as role models through their ethical conduct (Kar, 2013).

Ethical leaders play a significant role in institutions, including in education institutions. For instance, they positively affect their subordinates' prosocial and citizenship behaviors (Bandura, 1986). They increase their subordinates' productivity, satisfaction and motivation to make achievements at work. They seek creating an ethical organizational climate. They positively affect the ethical quality of their subordinates' decisions (Brown, and Treviño, 2006). They participate in making the world a better place (Mohiuddin, 2016). Due to the significance of ethical leadership, the present study aimed to explore the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective.

2. Objective
The present study aimed to:
-Identify the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective

3. Question
The present study aimed to answer the following question:
What is the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective?

4. Significance
The results of the present study shall provide policy makers and officials at the Jordanian Ministry of Education with knowledge about the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective. Such knowledge shall enable those policy makers and officials to develop policies and make decisions for promoting an ethical conduct among those principals. The present study shall provide public secondary school principals in Amman with knowledge about the significance of practicing ethical leadership. The results of the present study shall be positively reflected on the leadership practices and the work environment in the public secondary schools in Jordan. Thus, they shall positively affect the quality of the education delivered in these schools.

5. The Study's Limits
The study's limits are shown below:
- Spatial limits: This study was conducted in public secondary schools located in Amman, Jordan
- Temporal limits: This study was conducted during the first semester of the academic year 2019/2020
- Human limits: This study sampled several teachers working in public secondary schools in Amman, Jordan.
- Thematic limits: This study aimed to identify the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective

6. Definition of Terms
6.1. Theoretical definitions
-Leadership: It's the art of persuading a follower to do the things, and the activities that meet the leader's goals (Mihelič et al., 2010). It involves the intentional decision-making process that aims at making changes. It involves determining the things that must be changed and the means to be used for making the required changes (Vogel, 2012).
-Ethical leadership: It may be defined as the demonstration of normatively appropriate conduct through interpersonal relationships, personal actions. It also involves promoting such conduct among followers through two-way communication, decision-making and reinforcement (Brown et al., 2005: 120).

6.2. Operational definition
Ethical leadership: The extent of complying with ethics by public secondary school principals in Amman when practicing leadership. It's measured from the teachers' perspective. It includes: honesty, accepting criticism, engaging teachers in the decision making and etc..

7. Theoretical Framework
7.1. Significance of ethical leadership
Ethical leadership is very significant in institutions. For instance, it plays a vital role in guiding the staff. It enables the institution to fulfil its mission, goal and vision (Kanungo & Mendonca, 1996). It enables employees to acquire new skills and work-related knowledge (Zhu et al., 2004). It raises the subordinates' job dedication levels. It promotes satisfaction among subordinates with their leaders' performance (Brown et al., 2005).
   Practicing ethical leadership positively affects the subordinates' compliance with ethics. It promotes positive behaviors among employees. It provides the subordinates with opportunities to learn how to make ethical decisions.

It positively affects the quality of the relationship between the leaders and their subordinates. It plays a significant role in fighting against the subordinates' deviance, misbehavior, and antisocial and counterproductive behaviors (Brown and Treviño, 2006). It increases the degree to which the employees trust the leader. It increases the employees' commitment (Berrone et al., 2007).

Practicing ethical leadership enables employees to realize their impact on the institution. It positively affects the employees' work behaviors and performance. It raises the employees' intrinsic motivation and willingness to report problems. It raises the employees' willingness to exert more effort and promotes autonomy among the employees. It makes the employees value and appreciate their leaders. It positively affects the long term performance of the institution (Mohiuddin, 2016).

Practicing ethical leadership promotes ethical conduct among the employees. It encourages the employees to collaborate with their leaders. It promotes respect for the leader. It adds credibility to the leader. It promotes ethical conduct in society (Mohiuddin, 2016). It promotes creativity among subordinates and meets the best interest of the employees. It raises the employees' affective commitment and job satisfaction levels (Elqassaby, 2018).

7.2. Traits and Acts of Ethical Leaders

Ethical leaders are tolerant, accountable, honest, loyal and fair. They seek achieving perfection, and showing respect to others. They adopt citizenship values and keep their promises (Guy, 1990). They serve as sources of guidance for their subordinates. That is because they serve as role models, and enjoy much attractiveness and credibility. In addition, their power and status attracts their subordinates' attention to their modeled behavior (Bandura, 1986). Ethical leaders seek holding discussions with subordinates about their identity and who they are. They seek holding discussions with subordinates about their future, the way they live and the way they could live better (Freeman & Stewart, 2006).

They seek utilizing their job to make the life of other better and enable others to pursue their dreams and hopes. They seek achieving the organizational goals and success rather than showing off. They seek developing the staff and recruiting the ones who are highly qualified. They take responsibility for their own actions and mistakes. They seek making the world a better place. They are open to learning new things (Freeman & Stewart, 2006). They aim at serving subordinates, showing respect and promoting justice. They are honest and seek developing their community (Northouse. 2010).

Ethical leaders are objective and adopt citizenship values. They seek achieving social justice and adopt democratic values. They seek serving the public. They also seek developing the staff professionally. That is because they want to achieve national development. They comply with the legislation, policies and laws. Thus, they make their decisions based on the relevant policies, laws and their own expertise. They take responsibility for the mistakes they commit (Vogel, 2012).

Ethical leaders seek providing support to subordinates and seek making their subordinates trust them. They seek building good relationship with their subordinates. They are optimistic and loyal. They forgive themselves and others. They adopt a life-long learning approach. That's because they want to develop themselves professionally. Ethical leaders realize that they can't carry out the work alone. Thus, they are highly cooperative with others. They seek communicating with subordinates and providing them with care. They treat people with dignity. In crisis, they are calm and in control (Vogel, 2012).

8.   Review of Empirical Studies

Karaköse (2007) aimed to explore the extent of practicing ethical leadership by high school principals in Turkey from the teachers' perspective. The sample consists from 339 high school teachers in Kütahya, Turkey. Data was collected from those teachers through using a questionnaire. The latter researcher found that high school principals are honest and protects their teachers' rights. In addition those principals behave courageously and accept the ideas of the subordinates. They also seek evaluating themselves (Karaköse, 2007).

Al-Otaibi (2013) aimed to explore the extent of practicing ethical leadership and adopting organizational values by secondary school principals in Kuwait from the teachers' perspective. He conducted the study during the academic year (2013/2012). He used a questionnaire. He distributed the questionnaire forms to 275 teachers who were randomly selected. 260 forms were retrieved. However, 256 questionnaire forms are valid for statistical analysis. SPSS program was used. It was found that the extent of practicing ethical leadership and the extent of adopting organizational values by those principals are high (Al-Otaibi, 2013).

It was found that the principals make administrative decisions in an objective manner. Those principals treat teachers fairly. They have good social relationships with the school staff. They are democratic, tolerant and patient. They assess their subordinates in an objective manner. They engage teachers in the decision making process. They allocate tasks to subordinate in a fair manner. They accept criticism and hold the ones who show negligence accountable. They keep the work-related information confidential. They provide teachers with opportunity to express their opinions. They promote cooperation in school and forgive the ones who apologize. They provide help and support to teachers. In addition, there isn't any statistically significant difference between the respondents'

attitudes which can be attributed to gender (Al-Otaibi, 2013).

Al-Ejaithny (2017) aimed to explore the extent of practicing ethical leadership and the extent of carrying out organizational citizenship behaviors by primary school principals. The sample consists from 450 female and male teachers working in primary schools in Gaza. Those teachers were selected through using the simple random sampling method. A questionnaire was used. It was found that the extent of practicing ethical leadership and the extent of carrying out organizational citizenship behaviors by primary school principals are very high. It was found that there is a positive relationship between the extent of practicing ethical leadership and the extent of carrying out organizational citizenship behaviors by primary school principals. In addition, principals take responsibility for their mistakes and keep their promises. They deal kindly with others and serve as a good model for others. They adopt clear standards for assessing teachers and develop teachers professionally (Al-Ejaithny, 2017).

It was found that the principals engage teachers in the planning and decision making processes. Those principals seek providing teachers with the resources they need. They encourage teachers to show creativity. They benefit from others' comments to raise their performance. They comply with the laws and work-related regulations. They allocate tasks to teachers based on their capabilities. They seek resolving the problems between teachers. They promote a sense of responsibility and commitment among teachers (Al-Ejaithny, 2017).

Al-Khresha (2018) aimed to explore the extent of practicing ethical leadership and the extent of adopting organizational values by secondary school principals. He aimed to explore the relationship between these variables. The sample consists from 300 academic supervisors who were selected through using the random stratified sampling method. Data was collected from the sample through using a questionnaire. It was found that the extent of practicing ethical leadership and the extent of adopting organizational values by those principals are moderate. It was found that there is a positive relationship between the extent of practicing ethical leadership and the extent of adopting organizational values by those principals. It was found that the principals' honesty, and integrity are moderate. The extent of principals' objectivity when making decisions is moderate. The degree to which principals engage teachers in the decision making process is moderate. Principals accept others' criticism and aren't bias. They are clam and in control over their emotions (Al-Khresha, 2018).

9. Methodology

9.1. Approach
The researcher adopted a descriptive analytical approach.

9.2. Instrument
The researcher developed a five point Likert questionnaire. This questionnaire includes a cover page. The cover page identifies the goals of the questionnaire. It suggests that the collected data shall remain confidential and used for researcher-related goals only. The questionnaire consists from two sections. The first section collects data about gender. The second section collects data about the extent of practicing ethical leadership by public secondary school principals in Amman. It consists from fourteen statements. It was developed based on the works of the following researchers: Al-Ejaithny (2017), Al-Khresha (2018), Al-Otaibi (2013), Karaköse (2007), and Freeman & Stewart (2006).

9.3. Validity of the Instrument
The validity of the instrument was measured through passing the initial version of the questionnaire to several experts. To be specific, the initial version of the questionnaire was passed to two faculty members working at Jordanian universities. Those faculty members are specialized in educational sciences. They were asked to provide a full assessment for the questionnaire in terms of its language, relevancy and clarity. After conducting such assessment, the experts suggested that the questionnaire is relevant to the study's goal. They suggested that the questionnaire is clear and free from language mistakes. However, they recommended re-drafting two statements. Changes were made in the light of their recommendations to produce the final version of the questionnaire.

9.4. Reliability of the Instrument
The reliability of the instrument was measured through calculating Cronbach alpha coefficient value. The latter value is 0.81. This value indicates that the questionnaire is highly reliable.

9.5. Population
The population consists from all the teachers who work in public secondary schools in Amman, Jordan

9.6. Sample
Through using the random sampling method, the researcher selected a sample consisting from 80 teachers. Those teachers were selected from 10 public secondary schools located in Amman, Jordan. Questionnaire forms were distributed to those teachers by hand. All the forms were retrieved. However, there is missing data in three forms.

Thus, 77 forms were analyzed statistically.

Table (1): The distribution of the sample in accordance with gender

Variable	Category	Frequency	Percentage
Gender	Male	47	61.03
	Female	30	38.96

N=77

Based on table (1), 61.03 % of the respondents are males, whereas 38.96% of the respondents are females.

9.7. Data collection methods:

Two types of data were collected. These types are displayed below:

-Primary data: It was collected through using the questionnaire which is developed by the researcher.

- Secondary data: It was collected through reviewing the relevant studies

9.8. Statistical analysis and criteria

SPSS program was used. The researcher used descriptive statistics. For instance, he calculated standard deviations, percentages, and frequencies, and means. He presented the ranks and the levels of the means. The criteria adopted for classifying means are shown below:

Table (2): The criteria that were adopted for having the means classified

Range	Level	Attitude
2.33 or less	Low	Negative attitude
2.34-3.66	Moderate	Neutral attitude
3.67 or more	High	Positive attitude

Regarding the five point Likert scale, it involves 5 rating categories. Those categories are shown below:

Table 3: The categories and scores of the five point Likert scale

Category	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The score it represents	5	4	3	2	1

10. Discussion and Results Related to the Study's Question

The study's question: What is the extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective?

Table (4): The extent of practicing ethical leadership by public secondary school principals in Amman from the teachers' perspective

No.	Statement	Mean	Std.	Attitude	Level
1.	My principal seeks providing teachers with the resources they need	2.22	0.14	Negative	Low
2.	My principal accepts the criticism made by teachers	4.57	0.26	Positive	High
3.	My principal is objective when making decision	2.16	0.77	Negative	Low
4.	My principal seeks resolving the problems between teachers	4.89	0.38	Positive	High
5.	My principal forgives the ones who apologize	4.63	0.64	Positive	High
6.	My principal provides help and support to the teachers	4.75	0.52	Positive	High
7.	My principal engages in discussions with the teachers	4.69	0.29	Positive	High
8.	My principal protects the teachers' rights	4.51	0.87	Positive	High
9.	My principal deals kindly with others	4.57	0.60	Positive	High
10.	My principal keeps his/her promises	4.64	0.19	Positive	High
11.	My principal engages the teachers in the decision making process	2.21	0.78	Negative	Low
12.	My principal benefits from others' comments to raise his/her performance level.	4.81	0.95	Positive	High
13.	My principal complies with the laws and work-related regulations.	4.93	0.39	Positive	High
14.	My principal is honest	4.47	0.28	Positive	High
	Total	4.14	0.50	Positive	High

Based on table (4), it was found that the extent of practicing ethical leadership by public secondary school principals in Amman is high. That is because the overall mean is 4.14. The overall standard deviation is 0.52. It was found that principals don't seek providing teachers with the resources they need, because the mean is 2.22 which is low. The latter result is inconsistent with the result concluded by Al-Ejaithny (2017). It may be attributed to the poor budget of public schools.

It was found that principals accept the criticism made by teachers, because the relevant mean is 4.57 which is high. The latter result is consistent with the result concluded by Al-Khresha (2018). It indicates that those principals are open minded and have willingness to change themselves. It was found that principals aren't objective when making decisions, because the relevant mean is 2.16 which is low. The latter result is inconsistent with the result concluded by Al-Khresha (2018).

It was found that principals seek resolving the problems between teachers, because the relevant mean is 4.89 which is high. The latter result is consistent with the result concluded by Al-Ejaithny (2017). It indicates that principals seek creating a positive work environment. It indicates that principals want teachers to have good social relationships with each other. It was found that principals forgive the ones who apologize to them, because the relevant mean is 4.63 which is high. The latter result is consistent with the result concluded by Al-Otaibi (2013). It indicates that those principals are forgiving and willing to give chances to the ones who commit mistakes.

It was found that principals provide help and support to teachers because the relevant mean is 4.75 which is high. The latter result is consistent with the result concluded by Al-Otaibi (2013). It indicates that principals want to improve the quality of the education delivered in Jordanian schools. It was found that principals engage in discussions with the teachers, because the relevant mean is 4.69, which is high. The latter result indicates that principals would like to listen to the ideas of teachers.

It was found that principals seeks protecting the teachers' rights, because the relevant mean is 4.51. The latter result is consistent with the result concluded by Karaköse (2007). It indicates that principals want teachers to enjoy a high job satisfaction level in order to deliver education of high quality. It was found that principals deal kindly with others, because the relevant mean is 4.57. The latter result is consistent with the result concluded Al-Ejaithny (2017). It indicates that principals have good social skills and enjoy a high emotional intelligence level. For instance, if the principals don't deal kindly with others, they shall be rejected socially. In such a case, it shall be difficult for them to convince teachers to comply with the rules.

It was found that principals keep their promises, because the relevant mean is 4.64 which is high. The latter result is consistent with the result concluded Al-Ejaithny (2017). It may be attributed to the fact that principals' refrainment from keeping their promises shall negatively affect the degree to which the teachers trust them. It was found that principals don't engage the teachers in the decision making process, because the relevant mean is 2.21. The latter result is inconsistent with the result concluded Al-Khresha (2018). It indicates that principals don't take the teachers' opinions into consideration when making decisions.

It was found that principals benefit from others' comments to raise their performance level, because the relevant mean is 4.81. The latter result is consistent with the result concluded by Al-Ejaithny (2017). It indicates that principals are willing to develop themselves and address their weaknesses. It was found that principals comply with the laws and work-related regulations, because the relevant mean is 4.93. The latter result is consistent with the result concluded by Al-Ejaithny (2017). It may be attributed to the principals' fear of being punished by the Ministry of Education or getting prosecuted in case of violating the laws or work-related regulations. It was found that principals are honest, because the relevant mean is 4.47. The latter result is consistent with the result concluded by Karaköse (2007). It indicates that principals are keen to acquiring the trust of teachers.

11. Conclusion
Through analyzing the collected data statistically, several results were reached after analyzing data. It was found that public secondary school principals in Amman accept the criticism made by teachers. That indicates that those principals are open minded and willing to change themselves. In addition, those principals seek resolving the problems between teachers in order to promote a positive environment. That indicates that teachers want

Those principals forgive the ones who apologize, and seek providing help and support to teachers. They keep their promises. That's because they don't want to lose the teachers' trust in them. However, those principals don't seek providing teachers with the resources they need. That may be attributed to the poor budget. The latter principals are not objective when making decision.

12. Recommendations
In the light of the study's results, the researcher recommend the following:
1) Providing principals in Jordanian schools with courses that develop them professionally.
2) Developing a code of ethics by the Jordanian Ministry of Education for regulating the conduct of the administrative staff at schools
3) Holding courses and workshops for principals in Jordanian schools in order to provide them with knowledge about the significance of complying with ethics
4) Conducting similar studies in Jordan with having a bigger sample size.

References
Al-Ejaithny, K. (2017). Degree of practicing ethical leadership by elementary school principals and its relationship

with organizational citizenship behavior of their teachers. Published MA thesis. The Islamic University-Gaza, Palestine

Al-Khresha, S. (2018). The degree of practicing moral leadership by secondary school principals and its relation to their organizational as perceived by educational supervisors. 45(4).270-286

Al-Otaibi, A. (2013). The degree of practicing moral leadership by secondary school principals and its relation to their organizational values as perceived by teachers. Published MA thesis. Middle East University. Jordan

Bandura, A. (1986). Social foundations of thought and action. Englewood Cliffs, NJ: Prentice–Hall.

Berrone, P., Surroca, J. &Tribo, J. A. (2007).Corporate ethical identity as a determinant of firm performance: A test of the mediating role of stakeholder satisfaction. *Journal of Business Ethics, 76*(1), 35 –53.

Brown, M. E., Treviño, L. K., & Harrison, D. (2005). Ethical leadership: A social learning perspective for construct development and testing. Organizational Behavior and Human Decision Processes, 97, 117−134.

Brown, M. E., & Trevino, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, *17*, 595–616.

Elqassaby, H. (2018). The effect of ethical leadership on employee creativity. *International Journal of Economics & Management Sciences*, 7(5). 1-13

Freeman, R. E., & Stewart, L. (2006). Developing ethical leadership. Business Roundtable Institute for Corporate Ethics. United States.

Guy, M.E. (1990). Ethical decision making in everyday work situations. Westport: Greenwood Press.

Kanungo, R. N., & Mendonca, M. (1996). Ethical dimensions of leadership: Sage Publications, Inc.

Karaköse, T. (2007). High school teachers' perceptions regarding principals' ethical leadership in Turkey. *Asia Pacific Education Review*. 8(3).

Kar, S. (2013). Ethical leadership: best practice for success. *Journal of Business and Management* (IOSR-JBM).112-116

Mihelič, K.; Lipičnik, B. and Tekavčič, M. (2010). Ethical leadership. *International Journal of Management & Information Systems.* 14(5).31-42

Mohiuddin, G. (2016). Ethical Leadership: Its Issues and Impacts in Organization. *International Journal of Islamic Management and Business*, 2(2).

Northouse, P. G. (2010). *Leadership:* theory and practice (5th edition). Thousand Oaks, CA: SAGE.

Shapiro, J. P., & Stefkovich, J. A. (2005). Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Starratt, R.J. (2004). Ethical leadership. San Francisco, CA: Jossey-Bass

Vogel, L. (2012) Values and ethics in educational administration. *The Journal of the Center for the Study of Leadership and Ethics*. 10(1)

Zhu W, May DR, Avolio BJ (2004). The impact of ethical leadership behavior on employee outcomes: The roles of psychological empowerment and authenticity. *Journal of Leadership & Organizational Studies* 11: 16-26.

Zubay, B., & Soltis, J. F. (2005). Creating the ethical school: A book of case studies. New York, NY: Teachers College Press.