

# Sustainable Professional Development and Its Relationship to Leadership Ethics among School Principals in the Directorate of Education for the Karak Region

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## ABSTRACT

The aim of the current research is to know the level of sustainable professional development and its relationship to leadership ethics among school principals in the Directorate of Education for the Karak region. The research sample consisted of (116) principals in the Directorate of Education for the Karak region for the academic year 2021/2022. In order to achieve the research objectives, two scales were developed: the sustainable professional development scale, and the leadership ethics scale. Their psychometric characteristics were verified and applied to the research sample. The results of the research showed that the level of professional development and leadership ethics among school principals was high. The results also showed a positive, statistically significant relationship between professional development and leadership ethics. It also showed that there are statistically significant differences in the level of sustainable professional development and leadership ethics according to gender and educational qualification. Also, there were no statistically significant differences between them due to years of experience. Based on the results of the research, several recommendations were made, the most important of which are: the necessity of holding more courses and training workshops for sustainable professional development, and leadership ethics, to maintain the high level reached by the results.

**KEYWORDS:** PROFESSIONAL DEVELOPMENT PROGRAMS, ETHICS OF LEADERSHIP, SCHOOL PRINCIPALS

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## INTRODUCTION

Recent years have witnessed many developments in various fields of knowledge, accompanied by the growing need to remove the obstacles that hinder the preparation and growth of the modern educational system, especially those concerned with developing the performance of the school staff, to keep pace with the various changes and developments, the overlapping tasks and the process of implementation in accordance with the educational goals and instruction set for that, in light of Diversity in the tasks of school administration, which is an integrated system.

The school principal is seen as the most important element of effective management, as he is the facilitator, guide and supervisor of all aspects of school administration, through his work as an educational leader who seeks to achieve the goals of the educational institution, and has the ability to coordinate between the various elements to achieve integration between them (Al-Shdeifat, 2016). The interest in educational leadership began at the beginning of the twenty-first century, due to the widespread belief that the quality of effective leadership makes a big difference in the results of school students. Schools need trained and committed teachers, who in turn need leadership by highly competent principals, and the support of senior management and other principals. While the need for competent leaders is widely emphasized, there is less certainty about the leadership behaviors that it is more likely to produce positive results (Bush, 2007).

The professional development of school principals is one of the basics of improving the educational process, due to its great importance in developing teaching performance, and developing academic and professional skills, whether through direct activities in formal training programs or using self-education, and this has become a global trend (Azza, 2011). The urgent need for professional development for workers inside the school comes with the purpose of optimizing the use of educational technology at all levels, and developing and improving the performance of workers in the school through continuous training programs aimed at developing their skills, which will help them keep pace with the changes taking place inside and outside the school (Beetham & Baily, 2002). Professional development has an active role in developing the behavior of employees within the school through deepening their professional content and developing their skills, so that they are able to carry out the responsibilities that fall upon them.

Professional development programs for principals are the oxygen that ensures that school principals remain as educated and trained professionals. Guided by a coherent long-term plan, it should be on-going, provide additional support for further learning, and should be evaluated on its impact on school development and effectiveness. Thus, development programs take several forms, including a variety of programs such as training

and networks, which is the traditional form that is still prevalent in professional development programs, and training includes direct instruction, presentation of skills, and includes workshops and presentations, in addition to that includes instructions by An expert or staff member skilled in the functional processes of the school (Grobleret et al., 2002:323).

Management is an ethical process at work, as it represents behavior and an inherent characteristic in the manager's administrative practices. The importance of management ethics is due to its role in self-management processes, directing the leader's behavior within his organization, and achieving ethical principles such as equality, justice and honesty in the treatment of employees (Daft, 2003). There is broad agreement that ethics is the essence of society, and it should be a vision for twenty-first century schools since the Dewey era (1897/1972), where the ethical goals of education have been the impetus for the moral principles underpinning education and leadership, and have challenged the educational workforce to look at themselves and their motives and personalities as a mainstay of teaching and learning organizations, and society has come to expect school leaders to make ethical decisions for the greater good, that their actions proceed from a commitment to moral and academic excellence, and that principals preparing for school management positions receive a systematic education in the ethics of leadership (Bowen, Bessette & Cham, 2006).

According to Starratt (2004), ethics is "the study of the underlying beliefs, assumptions, principles, and values that support an ethical lifestyle in accordance with standards of correct behavior," and Starratt expands on this definition by describing ethics as the investigation of standards created and chosen by members of a pluralistic society. and democratic, which are pragmatic standards to guide the conduct of people's lives, standards which correspond to the fundamental virtues that fully and deeply promote the humanity of society, whose framework for building an ethical school includes the moral triad: the ethics of justice, the ethics of criticism, and the ethics of care, perhaps the most famous Inclusive of all frameworks. Starratt's assumption, called "constrained shift", may be misunderstood, as ethics is synonymous with values, so educators in teaching ethics should focus on providing a framework for moral decision-making and not merely displaying values, where educating potential leaders is a step The first important task in lifting this restriction is (Bowen, Bessette & Cham, 2006).

Shapiro &Stefkovich (2005) have expanded the concept of ethics to include professional ethics and community ethics, in order to place ethics in the societal processes that are essential to the pursuit of ethical purposes in today's schools. The ethical dimension in educational leadership is of special importance, because educational leadership is nothing but an ethical message that the school principal leads, directing work and employees towards achieving its mission. The values and principles of this leadership (Al-Otaibi, 2013).

According to Brown and Treviño (2006), ethical leadership is based on two foundations:

1. The moral component of the individual, which refers to honesty, trustworthiness, fairness, principled decision-making, care, and concern for employees and society at a larger level.
2. The ethical manager component is about intentionally influencing employee behavior by presenting intended and visible role models for ethical actions, and by using organizational reward and punishment to hold individuals accountable for their actions.

### **RESEARCH PROBLEM:**

School principals need to develop a multi-strategic approach to enable teachers to perform their roles effectively, given the lack of necessary skills and knowledge among teachers. For the potential of teachers, given that quality in education contributes to the development of effective management of the school, so the pursuit of quality in education requires that school principals be constantly aware of developments in the areas of education and training (Terry, 1999).

Given the school principal's role in influencing all school personnel, especially teachers and students, the moral director's role in the school cannot be ignored, as the moral values and leadership demonstrated by the principal have become a critical indicator of the success of education programs in schools. If we want students to have morals, Principal and teachers must demonstrate moral values in character first, the teacher is a role model for students, and students' character development will be effective when the principal and teachers work together, the principal as an educational leader and teacher always shows good behavior, and the principal sets an example for students (Gunawan&Gunawan, 2019, p, 23). In the light of the global development, school principals are faced with multiple ethical decisions every day, and there is a need to exercise leadership ethics for the smooth passage of the school in accordance with the goals that have been planned, because it is a very important factor in the school, and given the researcher's work in the educational field, he noticed that the need to know The impact of sustainable professional development courses on improving leadership ethics positively affects the performance of school principals, and therefore the study problem is to answer the main question: What is the level of sustainable professional development and its relationship to leadership ethics among school principals in the Karak Directorate of Education?

### RESEARCH QUESTIONS:

1. What is the level of sustainable professional development for school principals in the Directorate of Education of Karak from their point of view?
2. What is the level of leadership ethics for school principals in the Directorate of Education of Karak from their point of view?
3. Is there a statistically significant relationship at the significance level ( $\alpha \leq 0.05$ ) between sustainable professional development and leadership ethics among school principals in the Directorate of Education of Karak Region?
4. Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the level of sustainable professional development and leadership ethics among school principals due to the variables: gender, educational qualification, and years of experience?

### RESEARCH AIMS:

The aim of the current research is to know the level of sustainable professional development and its relationship to leadership ethics among school principals in the Directorate of Education for the Karak region, and to reveal the differences in the average degrees of sustainable professional development and leadership ethics according to gender, educational qualification, and years of experience.

### RESEARCH IMPORTANCE:

**THEORETICAL IMPORTANCE:** the importance of the current research stems from its focus on school principals, their contribution to building society and their role in improving the educational process.

- **APPLIED IMPORTANCE:** The applied importance arises in the current research by providing research that sheds light on school principals, knowledge of the level of sustainable professional development and leadership ethics, and it can provide a scope for other research, whether through the idea of research, and the results of this research can be used to reach solutions.

### CONCEPTUAL AND PROCEDURAL TERMS:

- **Sustainable professional development:** It is an organized, continuous and long-term process that starts from the beginning of the service to its end with the aim of improving the educational staff and keeping pace with everything that is new, and it is represented in a group of local and international experiences and various activities planned by specialists from the educational authorities, which provide the educational staff with knowledge and skills Professionalism that enables them to integrate with the emerging requirements (Omar, 2021, p. 536). The researcher defines sustainable professional development procedurally: it is a variety of programs and training aimed at developing managers' knowledge capabilities and providing them with skills and professional strategy. It is procedurally measured: the total score obtained by the study sample members on the scale of sustainable professional development for school principals in the Karak Directorate of Education.

**LEADERSHIP ETHICS:** which is leadership represented in behavior that respects the rights and dignity of others and its impact on the decisions taken by the leader, the actions in which he participates, and the ways in which he influences others (Robert, Parris & Leiserowitz, 2005, p. 80). The researcher defines leadership ethics procedurally: it is the values and behavioral ethics shown by the principals through their leadership actions, which appear through their decisions and management of the school, and whenever the principals' behavior is characterized by morals, this leads to the achievement of the desired goals of the school. It is measured procedurally: the total score obtained by the study sample on the leadership ethics scale among school principals in the Karak Directorate of Education.

**SCHOOL PRINCIPALS:** they are the principals of public schools who are regular in their work in the Directorate of Education for the Karak Region (Directorate of Education for the Karak Region, 2022).

**LIMITATIONS OF THE SEARCH:** The results of the search are determined by the following:

- **HUMAN LIMITS:** the research is limited to school principals in the Karak Directorate of Education.

- **SPATIAL LIMITS:** the research was applied to school principals in the Karak Directorate of Education.

- **TEMPORAL LIMITS:** The research application was started in the second semester of the academic year in April of the year 2021/2022.

- **OBJECTIVE LIMITS:** the study is determined by the nature of the two tools used in the study (the sustainable professional development scale, and the leadership ethics scale) and their psychometric properties.

### RESEARCH PARAMETERS:

- Determined by the ability to generalize the results in a way that reflects the response of the sample members to the items of the two tools prepared for research purposes, which are two measures (sustainable professional development and leadership ethics).

- The semantics of the concepts mentioned in the research are limited to the procedural and conceptual definitions

specified in it.

### **PREVIOUS STUDIES AND RESEARCH:**

Below is a review of previous studies dealing with sustainable professional development and leadership ethics, arranged in descending order from oldest to newest.

Al-Toukhi, Al-Harbi, and Awadallah (2016) conducted a study aimed at identifying the level of professional development and administrative creativity among principals of public education schools, and identifying the relationship between professional development and administrative creativity. The study sample consisted of (131) principals of general education schools in the Qassim administration. The study tool was a questionnaire to measure the professional development of the school principal. The results of the study indicated that there was a high level of professional development and administrative creativity among the study sample, and that there were no statistically significant differences due to the educational qualification variable. management, from their point of view.

The study of Al-Khasawneh (2019) aimed to determine the degree of professional development for leaders of public education schools in Najran in light of the requirements of the knowledge society. The study sample consisted of (151) male and female teachers, including (72) male and (79) female teachers. To achieve the objectives of the study, a questionnaire was used to collect data. The most important results indicated that the degree of professional development of the leaders of public education schools in Najran over the tool as a whole came to a large degree, and the study also revealed that there were no statistically significant differences in the degree of professional development of leaders of public education schools in Najran due to the following variables: gender, educational qualification, teaching experience.

Al-Saedi and Hariri (2021) conducted a study aimed at identifying the reality of the application of professional development programs for secondary school leaders in the city of Jeddah, and ways to develop them in the light of the 2030 vision. The study sample. The mixed approach was followed and the questionnaire was used as a tool for data collection. The results of the study showed that secondary school leaders apply professional development programs related to decision-making and strategic planning to a medium degree.

Eranil&Özbilen (2017) also conducted a study that aimed to identify the level of ethical leadership practice and its relationship to positive organizational climate practices among school principals. The research sample consisted of (383) teachers working in schools affiliated with the Ministry of Education in Turkey. To achieve the objectives of the study, two scales were used: the ethical leadership scale, and the organizational climate scale. The results indicated that the level of practicing moral leadership among school principals came at a high level, and there is a positive relationship between the practice of moral leadership and the practices of the positive organizational climate. Ethical leadership and organizational climate due to the variables of years of experience and age.

Al-Shehri (2020) conducted a study that aimed to reveal the degree of moral leadership practiced by school leaders in Dammam from the teachers' point of view, and to identify the level of job satisfaction among teachers from their point of view. It also aimed to reveal the relationship between the degree of school leaders' practice of moral leadership and job satisfaction. among teachers, as well as verifying the existence of statistically significant differences in the average scores of teachers' estimates of their level of job satisfaction due to the following variables: educational qualification, years of experience, and school stage. For job satisfaction, and the results indicated that the degree of moral leadership practice among the school leaders in Dammam city from the teachers' point of view came to a medium degree.

In the study of Daradkeh, Dajani, and Daoud (2020), which aimed to identify the degree of moral leadership practice among private secondary school principals in the capital Amman governorate and its relationship to teachers' organizational commitment from their point of view, the study sample consisted of (370) male and female teachers in private secondary schools, and to achieve the objectives of the study. Two questionnaires were used: ethical leadership and organizational commitment. The results of the study showed that the degree of moral leadership practice came to a medium degree, and there was a positive statistically significant relationship between the degree between moral leadership and organizational commitment, and there were statistically significant differences to the degree of moral leadership practice and organizational commitment according to the experience variable in favor of the category 10 years and over, and there were no significant differences. Statistical significance attributed to the variable of gender and educational qualification.

As for Al-Ajmi's study (2021), it aimed to reveal the degree of moral leadership practiced by secondary school history teachers in Farwaniya Governorate in the State of Kuwait and its relationship to organizational and teaching values. The study sample was randomly selected from the study population, which numbered (90), and the researcher used the descriptive analytical method as the most appropriate in describing and analyzing the phenomenon.

### COMMENTING ON PREVIOUS STUDIES:

By reviewing previous studies, it is noted that these studies were diverse in terms of objective, sample, statistical and methodological methods and tools; In terms of the goal, some studies came with the aim of identifying the level of professional development and leadership ethics, such as the study of Al-Toukhi, Al-Harbi and Awadallah (2016) and the study of Eranil&Özbilen (2017). As for the study tools, previous studies used the questionnaire: such as the Daradkha, Al-Dajani and Daoud (2020) and Al-Shahri (2020), and it is noted through the review of previous studies the importance of sustainable professional development and leadership ethics as one of the important topics in the school community, and the development of the positive aspects of school principals, as well as It is noted that the previous studies dealt with the study variables individually, and according to the researcher's knowledge there are no studies that dealt with the study variables as a whole, so the current study is expected to help researchers for later studies, fill the void, and address the shortfall in previous studies, and what distinguishes The current study is that it links the two variables together in a direct way among school principals.

### STUDY METHODOLOGY AND PROCEDURES

This part includes a description of the study population, its sample, the methodology adopted by the study, its tools, methods of verifying its validity and reliability, the statistical methods used to extract its results, and the suggested recommendations based on the results that have been reached.

### STUDY APPROACH:

The study relied on the descriptive correlative approach to achieve its objectives.

### STUDY POPULATION AND SAMPLE:

The study population consisted of all school principals in the Karak Kasbah Education Directorate, during the second semester of the academic year (2021/2022), and their number was (116) principals, including (44) principals, and (72) principals. The study also has a sample, and the researcher distributed the two study tools to the sample electronically, and they were all retrieved, and subjected to statistical analysis, and Table (1) shows the distribution of the study sample on its variables:

**TABLE (1): DISTRIBUTION OF THE CHARACTERISTICS OF THE STUDY SAMPLE MEMBERS ACCORDING TO THEIR FUNCTIONAL AND PERSONAL VARIABLES**

Variable	Categories	Frequencies	Percentage
Gender	Male	44	37.9%
	Female	72	62.1%
	Total	116	100.0%
Qualification	High Diploma	82	70.7%
	Master	20	17.2%
	Doctorate	14	12.1%
Experience	Total	116	100.0%
	Less than 6 years	46	39.7%
	Less than 12 years	40	34.5%
	More than 12 years	30	25.9%
	Total	116	100.0%

### STUDY TOOLS:

To measure sustainable professional development and leadership ethics among school principals in the Karak Kasbah Education Directorate, the researcher has developed two tools, after reviewing the theoretical literature, and the following previous studies: Al-Amoush (2020), Al-Sarayra (2020), and Bouqris (2018), which dealt with the development variable The sustainable professionalism, and the following previous studies that dealt with the ethics of leadership Al-Mikhlafi and Al-Tayeb (2020), the Dajani study (2018), the Momni study (2020), and the Al-Subaiy study (2020). Gender, educational qualification, years of experience) As for the second section, it consisted of (37) items to measure distributed over the following four areas: (self-professional development, management, professional growth for teachers, evaluation). As for the leadership ethics scale, it consisted of (29) items It was divided into the following three areas (ethical personal qualities, ethical administrative qualities, and human relations).

### VALIDITY AND RELIABILITY OF THE STUDY TOOLS:

The validity of the two study tools was verified using the following two methods:

**THE VALIDITY OF THE ARBITRATORS:** The two study tools were presented to (10) arbitrators from faculty members at the University of (Mutah, the University of Jordan, Yarmouk University and Al-Balqa

Applied University) and specialists in educational administration and leadership, to show the accuracy of the phrases, the soundness of their linguistic formulation, and their suitability for measuring what they were built to measure. The proposed amendments were made by the arbitrators, as their suggestions were taken and the necessary amendments were made in light of them, with an agreement rate of (80%).

**THE VALIDITY OF THE INTERNAL CONSTRUCTION :**The validity of the internal structure of the two study tools was verified by applying them to a pilot sample of school principals in a community similar to the characteristics of the current study community (school principals in the Southern Mazar Education Directorate). And the total degree, and the correlation of the field with the total degree as well, as follows:

**TABLE (2): PEARSON COEFFICIENTS BETWEEN ITEM, DOMAIN AND TOTAL SCORE, AND BETWEEN DOMAIN AND TOTAL SCORE FOR THE SUSTAINABLE PROFESSIONAL DEVELOPMENT SCALE**

Item Number	Item Correlation With field		Correlation of the paragraph with the total score		Correlation of the field with the total score	
	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance
<b>Domain one: professional self-development</b>					**0.97	0.000
1	**0.88	0.000	**0.87	0.000		
2	**0.85	0.000	**0.86	0.000		
3	**0.86	0.000	**0.88	0.000		
4	**0.79	0.000	**0.75	0.000		
5	**0.71	0.000	**0.64	0.000		
6	**0.53	0.001	**0.47	0.001		
7	**0.75	0.000	**0.71	0.000		
8	**0.74	0.000	**0.69	0.000		
9	**0.67	0.000	**0.65	0.000		
<b>The second domain: management</b>					**0.93	0.000
10	**0.83	0.000	**0.77	0.000		
11	**0.84	0.000	**0.76	0.000		
12	**0.81	0.000	**0.72	0.000		
13	**0.69	0.000	**0.74	0.000		
14	**0.70	0.000	**0.69	0.000		
15	**0.78	0.001	**0.73	0.000		
16	**0.84	0.000	**0.75	0.000		
17	**0.87	0.000	**0.75	0.000		
18	**0.75	0.000	**0.68	0.000		
<b>Domain Three: Professional growth for teachers</b>					**0.95	0.000
19	**0.90	0.000	**0.91	0.000		
20	**0.88	0.000	**0.86	0.000		
21	**0.69	0.000	**0.66	0.000		
22	**0.84	0.000	**0.89	0.000		
23	**0.77	0.000	**0.69	0.000		
24	**0.71	0.001	**0.60	0.001		
25	**0.68	0.000	**0.67	0.000		
26	**0.88	0.000	**0.78	0.000		
27	**0.89	0.000	**0.81	0.000		
<b>Fourth Domain: Evaluation</b>					**0.96	0.000
28	**0.84	0.000	**0.82	0.000		
29	**0.83	0.000	**0.81	0.000		
30	**0.77	0.000	**0.80	0.000		
31	**0.78	0.000	**0.77	0.000		
32	**0.69	0.000	**0.68	0.000		
33	**0.88	0.001	**0.87	0.001		
34	**0.83	0.000	**0.86	0.000		
35	**0.85	0.000	**0.88	0.000		
36	**0.62	0.000	**0.72	0.000		
37	**0.61	0.000	**0.50	0.000		

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ ).

It is clear from the data in Table (2) that the correlation coefficients between the paragraph and the domains ranged between (0.53-0.90), and between the paragraph and the total score and for all domains ranged between (0.47-0.91) and between the domains and the total score (0.93-0.97), all of which are statistically significant at Significance level ( $\alpha \leq 0.05$ ), and this indicates the validity of the tool and its suitability for conducting the study. The stability of the scale of sustainable professional development: The stability of the scale was verified, using Cronbach's alpha coefficient, and it reached to the total score (0.97), for the fields ranging between (0.86-0.93), which are high degrees and indicate the stability of the tool and its suitability for conducting the study, and table (3) presents the results

**TABLE (3): CRONBACH ALPHA STABILITY COEFFICIENTS FOR THE SUSTAINABLE PROFESSIONAL DEVELOPMENT SCALE**

Number	Domain	Items	The values of the stability coefficients
1	<b>professional self-development</b>	9	0.89
2	<b>Management</b>	9	0.92
3	<b>Professional growth for teachers</b>	9	0.93
4	<b>Evaluation</b>	10	0.86
	<b>Total (sustainable professional development)</b>	<b>37</b>	<b>0.97</b>

**TABLE (4): PEARSON COEFFICIENTS BETWEEN ITEM, DOMAIN AND TOTAL SCORE, AND BETWEEN DOMAIN AND TOTAL SCORE FOR THE LEADERSHIP ETHICS SCALE.**

Item Number	Item Correlation With field		Correlation of the paragraph with the total score		Correlation of the field with the total score	
	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance
<b>Domain One: Moral Characteristic</b>					**0.94	0.000
1	**0.74	0.000	**0.75	0.000		
2	**0.74	0.000	**0.64	0.000		
3	**0.54	0.000	**0.47	0.000		
4	**0.76	0.000	**0.72	0.000		
5	**0.77	0.000	**0.71	0.000		
6	**0.73	0.001	**0.67	0.001		
7	**0.82	0.000	**0.78	0.000		
8	**0.75	0.000	**0.77	0.000		
9	**0.73	0.000	**0.70	0.000		
10	**0.78	0.000	**0.73	0.000		
<b>The second domain: ethical administrative qualities</b>					**0.97	0.000
11	**0.71	0.000	**0.69	0.000		
12	**0.79	0.000	**0.68	0.000		
13	**0.76	0.000	**0.72	0.000		
14	**0.83	0.000	**0.77	0.000		
15	**0.74	0.000	**0.71	0.000		
16	**0.93	0.001	**0.62	0.000		
17	**0.84	0.000	**0.87	0.000		
18	**0.67	0.000	**0.68	0.000		
19	**0.88	0.000	**0.87	0.000		
20	**0.70	0.000	**0.68	0.000		
<b>Domain Three: Human relations</b>					**0.94	0.000
21	**0.71	0.000	**0.66	0.000		
22	**0.79	0.000	**0.70	0.000		
23	**0.82	0.000	**0.78	0.000		
24	**0.86	0.000	**0.81	0.000		
25	**0.83	0.000	**0.80	0.000		
26	**0.90	0.001	**0.83	0.001		
27	**0.88	0.000	**0.83	0.000		
28	**0.77	0.000	**0.75	0.000		
29	**0.71	0.000	**0.69	0.000		

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ ).

\*\* Statistically significant at the significance level ( $\alpha \leq 0.01$ ).

It is clear from the data in Table (4) that the correlation coefficients between the paragraph and the domains ranged between (0.54-0.93), and between the paragraph and the total score and for all fields ranged between (0.47-0.87) and between the domains and the total score (0.94-0.97), all of which are statistically significant at Significance level ( $\alpha \leq 0.05$ ), which indicates the validity of the tool and its suitability for conducting the study.

The stability of the scale of sustainable professional development: The stability of the scale was verified, using Cronbach's alpha coefficient, and it reached a total score of (0.97), for the domains ranging between (0.90-0.93), which are high degrees and indicate the stability of the tool and its suitability for conducting the study, and table (5) presents the results

**TABLE (5): CRONBACH ALPHA STABILITY COEFFICIENTS FOR THE LEADERSHIP ETHICS SCALE**

Number	Domain	Items	The values of the stability coefficients
1	<b>Moral Characteristic</b>	10	0.90
2	<b>ethical administrative qualities</b>	10	0.93
3	<b>Human relations</b>	9	0.93
	<b>Total (Leadership Ethics)</b>	<b>29</b>	<b>0.97</b>

**Relative weight:** the response of the sample members was distributed on the study tool, according to the five-point Likert scale, where the response was always given (5) degrees, often (4) degrees, sometimes (3) degrees, rarely (2) two degrees, and absolutely (1) one degree, And to explain the estimates of the sample members on the total score and the domains, the arithmetic averages were used, according to the equation of the range, where the range = the highest degree of response - the lowest degree of response divided into 3 categories,  $5-1 = 4$ ,  $4/3 = 1.33$ , and Table (6) explains:

**TABLE (6): THE RELATIVE WEIGHT OF THE INTERPRETATION OF THE ESTIMATES OF THE STUDY SAMPLE MEMBERS ON THE TOTAL SCORE AND DOMAINS**

Arithmetic Mean	Level
Less than 2.33	Low
Less than 3.67	Medium
From 3.67 to 5	High

Statistical methods used to extract the results: The statistical package for social sciences program was used to analyze the study data, where the Pearson coefficient and Alpha Cronbach were used to verify the validity and reliability of the two study tools, the arithmetic averages and standard deviations to answer the first two questions of the study. And the second, the Pearson coefficient to answer the third study question, and one-way analysis of variance - 3Way ANOVA to answer the two questions of the fourth study.

## PRESENTATION AND DISCUSSION OF THE RESULTS OF THE STUDY:

### RESULTS RELATED TO THE FIRST STUDY QUESTION: WHAT IS THE LEVEL OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION OF KARAK REGION?

To answer this question, the arithmetic means, standard deviations, order and level of the domains and the total score were extracted. Table (6) presents the results:

**TABLE (7): MEANS, STANDARD DEVIATIONS, ORDER AND LEVEL OF THE LEVEL OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FOR SCHOOL PRINCIPALS IN THE KARAK DISTRICT EDUCATION DEPARTMENT, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN.**

NO.	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
2	Administration	4.41	0.612	1	High
1	professional self-development	4.36	0.620	2	High
3	Professional growth for teachers	4.33	0.680	3	High
4	Evaluation	4.20	0.629	4	High
	Total (Sustainable Professional Development)	<b>4.32</b>	<b>0.606</b>	-	High

The results of Table (7) show that the general arithmetic mean of the study sample's estimates of the level of sustainable development, from their point of view, reached (4.32) with a standard deviation (0.606), and this represents a high degree of estimation, and the management field ranked first with an arithmetic mean (4.41) and a standard deviation (0.612). ) at a high level, followed in the second place by the field of professional self-development with an arithmetic mean (4.36) and a standard deviation (0.620) and at a high level, followed in the third place by the field of professional growth for teachers with an arithmetic mean (4.33) and a standard deviation (0.680), and at a high level, and in the fourth place The last was the evaluation domain with an



arithmetic level (4.20) and a standard deviation (0.629), and a high level. The researcher believes that this result is attributed to the rehabilitation of principals and the development of their capabilities by intensifying administrative courses, educational leadership, which is one of the products of educational development, and raising the motivation of principals to work by creating material and moral incentives such as the distinguished principal. The result, as the researcher can explain this result based on the managers' possession of administrative and technical competencies, and this result agreed with the results of the study of Al-Toukhi, Al-Harbi and Awad Allah (2016), and the results of the Al-Khasawneh study (2019).  
 Results related to the second study question:

**WHAT IS THE LEVEL OF LEADERSHIP ETHICS FOR SCHOOL principals in the Directorate of Education of Karak Region from their point of view?**

To answer this question, the arithmetic means, standard deviations, the order and the level for the domains and the total score were extracted. Table (8) presents the results:

**TABLE (8): MEANS, STANDARD DEVIATIONS, ORDER AND LEVEL OF LEADERSHIP ETHICS FOR SCHOOL PRINCIPALS IN THE KARAK DISTRICT EDUCATION DIRECTORATE ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN**

NO.	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
1	Moral character traits	4.45	0.545	1	High
2	Ethical managerial qualities	4.36	0.661	2	High
3	Human relationships	4.31	0.699	3	High
	Total (Leadership Ethics)	<b>4.37</b>	<b>0.609</b>	-	High

The results of Table (8) show that the general arithmetic mean of the study sample's estimates of the level of leadership ethics from their point of view, amounted to (4.37) with a standard deviation (0.609), and this represents a high degree of appreciation, and the field of moral character traits ranked first with an arithmetic mean (4.45) and a standard deviation (0.645) at a high level, followed in the second place by the field of ethical administrative qualities with an arithmetic mean (4.36) and a standard deviation (0.661) at a high level, followed in the third place by the field of human relations with an arithmetic mean (4.31) and a standard deviation (0.699), and at a high level.

The researcher attributes this result to the effective administrative leadership of school principals, and their quest to improve the performance of their schools, and the implementation of leadership ethics may be explained based on the principals' efforts to develop their management methods for schools, and to achieve the mission of the Ministry of Education, and to job satisfaction with their work. The technical and managerial possessions of managers have a role in instilling leadership ethics in them, and this result can also be attributed to the ethical and moral commitment of managers, as they are traits instilled in their moral and religious education. (2021)

Results related to the third study question:

**IS THERE A STATISTICALLY SIGNIFICANT RELATIONSHIP AT THE SIGNIFICANCE LEVEL ( $\alpha \leq 0.05$ ) BETWEEN SUSTAINABLE PROFESSIONAL DEVELOPMENT AND LEADERSHIP ETHICS AMONG SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION OF KARAK REGION?**

To answer this question, the correlation coefficients (Pearson Coefficient) were extracted, which represent the relationship between the domains and the total score for sustainable professional development and leadership ethics, and table (9) summarizes the results:

**TABLE (9): MATRIX OF PEARSON COEFFICIENTS TO SHOW THE SIGNIFICANCE OF THE RELATIONSHIP BETWEEN THE FIELDS OF SUSTAINABLE PROFESSIONAL DEVELOPMENT AND ITS TOTAL DEGREE AND THE FIELDS OF LEADERSHIP ETHICS AND ITS TOTAL DEGREE**

Variable		Moral Characteristic	ethical administrative qualities	Human relations	Leadership Ethics
Administration	correlation coefficient	**0.94	**0.91	**0.90	**0.95
	Statistical significance	0.000	0.000	0.000	0.000
professional self-development	correlation coefficient	**0.91	**0.96	**0.83	**0.94
	Statistical significance	0.000	0.000	0.000	0.000
Professional growth for teachers	correlation coefficient	**0.89	**0.94	**0.96	**0.97
	Statistical significance	0.000	0.000	0.000	0.000
Evaluation	correlation coefficient	**0.81	**0.86	**0.92	**0.90
	Statistical significance	0.000	0.000	0.000	0.000
(Sustainable Professional Development)	correlation coefficient	**0.93	**0.96	**0.95	**0.98
	Statistical significance	0.000	0.000	0.000	0.000

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ ).

\*\* Statistically significant at the significance level ( $\alpha \leq 0.01$ ).

The results of Table (9) show that there is a direct (positive) statistically significant relationship between the domains of sustainable professional development and its total degree and between the ethics of leadership on the domains and the total degree, depending on the values of the calculated correlation coefficients appearing in Table (9) and the corresponding level of significance, all of which are statistically significant when Significance level ( $\alpha \leq 0.05$ ).

The researcher believes that the concerned development may increase the principals' confidence in their educational leaders and increase their loyalty and organizational affiliation. This is reflected in work ethics, as possessing administrative and technical skills is a result of insatiable development, whether it is for the principal or by the principal to the teacher, which is one of the basics of improving the educational process, and this relationship Between the two variables may be a result of merging professional development programs with the educational objectives of the managers, and that the managers' evaluation based on them may increase the correlation between them, and this result agreed with the results of the study of Al-Toukhi, Al-Harbi and Awad Allah (2016)

Results related to the fourth study question:

**ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ( $\alpha \leq 0.05$ ) IN THE LEVEL OF SUSTAINABLE PROFESSIONAL DEVELOPMENT AND LEADERSHIP ETHICS DUE TO THE VARIABLES: GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE?**

To answer this question, one-way three-way variance (3 Way-ANOVA) was used, as follows:

First: the differences in sustainable professional development.

**TABLE (10): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS IN THE LEVEL OF SUSTAINABLE PROFESSIONAL DEVELOPMENT ACCORDING TO THE VARIABLES (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)**

Variable	Categories	Number	Arithmetic Mean	Standard Deviation
Gender	Male	44	4.10	0.642
	Female	72	4.46	0.543
Qualification	High Diploma	82	4.47	0.564
	Master	20	3.93	0.422
Experience	Doctorate	14	3.99	0.707
	Less than 6 years	46	4.31	0.679
	Less than 12 years	40	4.36	0.561
	More than 12 years	30	4.29	0.560

The results of Table (10) show that there are apparent differences between the arithmetic averages of the responses of the study sample at the level of sustainable professional development, attributable to (gender, academic qualification, and number of years of experience), and to ascertain whether the differences are statistically significant; The three-way analysis of variance (3 Way-ANOVA) was applied, and Table (11) presents the results:

**TABLE (11) :RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE (3-WAY-ANOVA) TO SHOW THE SIGNIFICANCE OF THE DIFFERENCES IN THE LEVEL OF SUSTAINABLE PROFESSIONAL DEVELOPMENT, DUE TO THE VARIABLES: (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)**

Contrast Source	Sum of Squares	Freedom Degree	mean squares	F Value	Statistical Significance
<b>Gender</b>	1.656	1	1.656	5.388*	0.022
<b>Qualification</b>	4.869	2	2.434	7.919*	0.001
<b>Experience</b>	.170	2	0.085	0.277	0.759
<b>Error</b>	33.815	110	0.307		
<b>Total</b>	2209.253	116			
<b>Corrected Total</b>	42.181	115			

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ ).

**THE RESULTS OF TABLE (11) SHOW THE FOLLOWING:**

1. There are statistically significant differences in the level of sustainable professional development, due to the gender variable, depending on the calculated (F) values of (5.388) at the significance level ( $\alpha = 0.022$ ), which is statistically significant at the significance level ( $\alpha \leq 0.05$ ). The differences were in favor of females, whose mean arithmetic average (4.46) is greater than that of males (4.10).  
 The research can explain this result, that the females are more observant of the instructions, the application of the skills they have learned on the ground, and the more motivated towards work.
2. There are no statistically significant differences in the level of sustainable professional development, due to the variable years of experience, depending on the calculated (F) values of (0.277) at the significance level ( $\alpha = 0.759$ ), which are not statistically significant at the significance level ( $\alpha \leq 0.05$ ). . Everyone, regardless of experience, has positive attitudes towards sustainable professional development, and this result is consistent with the results of the Khasawneh study (2019).
3. There are statistically significant differences in sustainable professional development, due to the educational qualification variable, depending on the calculated (7.919) values of (F) at the significance level ( $\alpha=0.001$ ), which is statistically significant at the significance level ( $\alpha \leq 0.05$ ). To determine the differences, the Scheffe test was used for dimensional comparisons, as shown in Table (12):

**TABLE (12): RESULTS OF THE SCHEFFE TEST TO DETERMINE THE DIRECTION OF DIFFERENCES IN THE LEVEL OF PROFESSIONAL DEVELOPMENT ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE**

Variable	Arithmetic Mean	High Diploma	Master	Doctorate
High Diploma	4.47	-	<b>*0.54</b>	<b>*0.48</b>
Master	3.93	<b>*0.54-</b>	-	0.06-
Doctorate	3.99	<b>*0.48</b>	0.06	-

The results of Table (12) show that the differences were in favor of those holding a post-bachelor's diploma at the expense of a master's and doctorate. This result may be due to the post-bachelor diploma's pursuit of self-development and obtaining sufficient knowledge of management methods, as well as their quest for promotion and obtaining incentives, and this result differed with the results of the study of Al-Toukhi, Al-Harbi and Awad Allah (2016).

**SECOND: THE DIFFERENCES IN THE ETHICS OF LEADERSHIP**

**TABLE (13): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS IN THE LEVEL OF LEADERSHIP ETHICS ACCORDING TO THE VARIABLES (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)**

Variable	Categories	Number	Arithmetic Mean	Standard Deviation
Gender	Male	44	4.14	0.651
	Female	72	4.52	0.537
Qualification	High Diploma	82	4.53	0.567
	Master	20	3.98	0.421
Experience	Doctorate	14	4.03	0.708
	Less than 6 years	46	4.37	0.698
	Less than 12 years	40	4.42	0.537
	More than 12 years	30	4.32	0.566

The results of Table (13) show that there are apparent differences between the arithmetic averages for the level of leadership ethics, attributable to (gender, educational qualification, and number of years of experience), and to ascertain whether the differences are statistically significant; A one-way three-way ANOVA test was applied, and Table (14) presents the results:

**TABLE (14): THE RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE (3 WAY-ANOVA) TO SHOW THE SIGNIFICANCE OF THE DIFFERENCES IN THE LEVEL OF LEADERSHIP ETHICS, ATTRIBUTABLE TO (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)**

Contrast Source	Sum of Squares	Freedom Degree	mean squares	F Value	Statistical Significance
Gender	1.937	1	1.937	<b>6.296*</b>	<b>0.014</b>
Qualification	4.834	2	2.417	<b>7.858*</b>	<b>0.001</b>
Experience	0.086	2	0.043	0.139	0.870
Error	33.833	110	0.308		
Total	2261.924	116			
Corrected Total	42.667	115			

\* Statistically significant at the significance level ( $\alpha \leq 0.05$ ).

**THE RESULTS OF TABLE (14) SHOW THE FOLLOWING:**

1. There are statistically significant differences in the level of leadership ethics, due to the gender variable, depending on the calculated (F) values of (6.296) at the significance level ( $\alpha = 0.014$ ), which is statistically significant at the significance level ( $\alpha \leq 0.05$ ). The differences were in favor of females, whose mean arithmetic average (4.52) is greater than that of males of (4.14). This result may be explained based on the fact that female principals are more sensitive to achieving justice among female teachers. This result agrees with the results of the Eranil and Özbilen study (Eranil&Özbilen, 2017).
2. There are no statistically significant differences in the level of leadership ethics, due to the variable years of experience, depending on the calculated (F) values of (0.139) at the significance level ( $\alpha = 0.870$ ), and it is not statistically significant at the significance level ( $\alpha \leq 0.05$ ). All managers, regardless of their experience, adhere to leadership ethics, and it may be due to the similarity of the training environment. The courses that deal with this may be similar, and they agree with the results of the study of Eranil&Özbilen

(2017) in the absence of differences due to years of experience. It differed with the results of the study of Daradkeh, Dajani and Daoud (2020) in this regard.

- There are statistically significant differences in the ethics of leadership, due to the educational qualification variable, depending on the calculated (F) values of (7.858) at the significance level ( $\alpha = 0.001$ ), and it is statistically significant at the significance level ( $\alpha \leq 0.05$ ). To determine the differences, the Scheffe test was used for dimensional comparisons, as shown in Table (15):

**TABLE (15) :RESULTS OF THE SCHEFFE TEST TO DETERMINE THE DIRECTION OF DIFFERENCES IN LEADERSHIP ETHICS ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE**

Variable	Arithmetic Mean	High Diploma	Master	Doctorate
High Diploma	4.53	-	<b>*0.55</b>	<b>*0.50</b>
Master	3.98	<b>*0.55-</b>	-	0.05-
Doctorate	4.03	<b>*0.55</b>	0.05	-

The results of Table (15) show that the differences were in favor of those holding a post-bachelor's diploma at the expense of a master's and doctorate. This result may be attributed to the fact that this category is more satisfied with the work, and they have a tendency to prove their good management and may be for promotion purposes, and it differed with the results of the study of Daradkeh, Dajani and Dawud (2020) in this aspect.

### RECOMMENDATIONS:

In light of the results of the study, the researcher recommends the following:

- The necessity of holding more courses and training workshops in the field of sustainable professional development and leadership ethics for school principals to maintain their high level.
- The necessity of providing material and moral incentives to managers who implement the dimensions of sustainable professional development and leadership ethics.
- Conducting more studies on the variables of this study in societies other than the current study community (other Education Directorate), to benefit from the results of the current study and its generalizations.

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