

**TEACHER PERCEPTION OF ETHICAL LEADERSHIP IN THE PUBLIC SECONDARY  
SCHOOL OF EASTERN HARARGE ZONE, OROMIA.**

**M.A THESIS**

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**TEACHER PERCEPTION OF ETHICAL LEADERSHIP IN THE PUBLIC SECONDARY  
SCHOOL OF EASTERN HARARGE ZONE, OROMIA.**

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**By**

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## **DEDICATION**

I dedicate this piece of work to my Father Mohammed Edris, my Brothers Abdi and Ahmednur and my beloved friend Ahmednasir.

## **STATEMENT OF THE AUTHOR**

First, I declared that this thesis is the result of my own work and that all sources of materials used for this thesis have been duly acknowledged. This is submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership and Management, Haramaya University and to be made available at the University's library under the rule of the library. I assertively declare that this thesis has not been submitted to any other institution anywhere for award of any academic degree, diploma, or certificate.

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## **BIOGRAPHICAL SKETCH**

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## Abbreviation

<b>CSA</b>	Central Statics Authority
<b>ESDP</b>	Education Sector Development Plan
<b>FDRE</b>	Federal Democratic Republic of Ethiopia
<b>MoE</b>	Ministry of Education
<b>B. A</b>	Batchelor art degree
<b>NGOs</b>	Non-Governmental Organizations
<b>M.A</b>	Master Art degree
<b>SPSS</b>	Statistical package for Social Science
<b>UNDHR</b>	United Nations Declaration of Human Rights
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>GFDRE</b>	Government of the Federal Democratic Republic of Ethiopia
<b>MoE</b>	Minister of Education
<b>EDPM</b>	Education palnning and management

## LIST OF TABLES

<b>Table title</b>	<b>Page</b>
<b>Table 4- 1</b> Respondents Sex and Age .....	26
<b>Table 4- 2</b> Respondents Educational Background .....	27
<b>Table 4- 3</b> Respondents Work Experiences .....	28
<b>Table 4- 4</b> F-Test (ANOVA) of Leadership Accountability among 3 Groups of Schools Teachers with significant mean difference .....	29
<b>Table 4- 5</b> F-Test (ANOVA) of Leadership Accountability among 3 Groups of Schools Teachers .....	32
<b>Table 4- 6</b> F- Test (ANOVA) of Respondents Perception toward Ethical Leadership with significant mean difference. ....	36
<b>Table 4- 7</b> F-Test (ANOVA) of Ethical Leadership among 3 Groups of Schools Teachers .....	38
<b>Table 4- 8</b> F-Test (ANOVA) of Respondents Perception toward Leadership Network among 3 Groups of Schools Teachers .....	42
<b>Table 4- 9</b> F-Test (ANOVA) of Leadership Network among 3 Groups of Schools Teachers .....	45
<b>Table 4- 10</b> F-Test (ANOVA) Response Rate on Leadership Lawfulness of among 2 Groups of Schools Teachers .....	47
<b>Table 4- 11</b> F-Test (ANOVA) of Response Rate on Leadership Political Loyalty among 2 Groups of Schools Teachers .....	49
<b>Table 4- 12</b> F-Test (ANOVA) of Perception of teachers towards Ethical Leadership among 3 Groups of Schools Teachers .....	51

## Table of Contents

<b>APPROVAL SHEET</b> .....	<b>II</b>
<b>DEDICATION</b> .....	<b>III</b>
<b>STATEMENT OF THE AUTHOR</b> .....	<b>IV</b>
<b>BIOGRAPHICAL SKETCH</b> .....	<b>V</b>
<b>Abbreviation</b> .....	<b>VII</b>
<b>ABSTRACT</b> .....	<b>XI</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the study .....	1
1.2 Statement of Problem .....	3
1.3 Research Questions .....	4
<i>1.4.1 General Objective of study</i> .....	<i>4</i>
<i>1.4.2 Specific objectives of the study</i> .....	<i>4</i>
1.5 Significance of the study .....	5
1.6 Scope of the study .....	6
1.7. Limitation of the study .....	7
1.8. Definition of Key Terms .....	8
<b>2 Literature review</b> .....	<b>9</b>
2. 3 Ethical leadership and other types of leadership: Spiritual, Authentic and Transformational .....	11
2.6 Ethics and school administration .....	15
2.7 Ethical leadership and School Administration .....	16
<i>2.7.1 Characteristics of ethical educational leaders</i> .....	<i>17</i>
<b>3 RESEARCH DESIGN and METHODOLOGY</b> .....	<b>20</b>
3.1 Description of the Study Area .....	20
3.2 Research Design .....	20
3.3 Sources of Data .....	21
<i>3.3.1 Primary Sources</i> .....	<i>21</i>
<i>3.3.2 Secondary Sources</i> .....	<i>21</i>
3.4 Population, Sample Size and Sampling Techniques .....	21

3.5 Data Collection Instruments .....	22
<i>3.5.1 Questionnaire</i> .....	22
<i>3.5.2 Interview Guide</i> .....	23
3.6 Data Collection Procedures .....	24
3.7 Methods of Data Analysis .....	24
3.8 Ethical Considerations .....	25
<b>CHAPTER FOUR</b> .....	<b>26</b>
<b>DATA PRESENTATION ANALYSIS AND INTERPRETATION</b> .....	<b>26</b>
4.1 Response Rate .....	26
4.1 Demography of Respondents .....	26
4.2 Analysis and Interpretation of Questionary Item .....	28
4.3 Analysis and Interpretations of Interview Items .....	52
<b>CHAPTER FIVE</b> .....	<b>55</b>
<b>SUMMARY, CONCLUSIONS &amp; RECOMMENDATIONS</b> .....	<b>55</b>
5.1 Summary .....	55
5.2 Conclusion .....	57
5.3 Recommendation .....	58
REFERENCE .....	59

## ABSTRACT

*The main objective of the study was to assess teachers' perception toward ethical leadership in public secondary school of East hararge zone. The research design applied in the study was a descriptive survey and explanatory. Data for the study was collected from a total of 160 respondents. The instruments of data collection were questionnaire and interviews. All the data gathered through these instruments were analyzed along with the specific objectives and research questions of the study. The quantitative data were analyzed and interpreted using mean values, standard deviation, frequencies and ANOVA. The qualitative data were analyzed and interpreted across the themes. The findings provided key elements of the perception of teacher toward ethical leadership expected from the schools that showed the future direction. It is widely acknowledged that ethical leadership is at great importance to school leaders. In vivid way, the perception and attitude of teachers towards ethical leadership in public secondary school of east hararge was negative and leaders were not concerned cooperatively with teachers. The result of the study generally revealed that the critical need of changing the negative perception and attitudes of teachers, create good communication and conducive atmosphere between ethical leadership of school and teacher members, maximize the accountability of leaders, and the strivings of ethical leadership to formulate equal opportunities. Eventually, the findings and recommendations of the study is used to create smooth relationship among teachers and show future direction. The study advances the mutual relationship between ethical leadership of public secondary school in the east hararge zone and the member of the teacher in the schools, progresses and action of honesty and willingness to perform the tasks cooperatively. This research calls for priority to be given to the encouragement and development of ethical leadership especially for educational institution.*

**Key Words:** *Ethical Leadership, Perception, section head, department head and classroom teachers.*

## INTRODUCTION

This chapter deals with the background of the study that shows the vivid description of the study. It also comprises the statement of the problem, with basic research questions, the significance of the study and objectives. In addition to this, it reveals an overall organization of the study.

### 1.1 Background of the study

Ethical leadership is believed to have numerous desirable outcomes in the school environment and far beyond as the impact transcends the narrow confines of a school environment. Within the education industry itself the outcomes and associations that revolve around ethical educational leadership are of tremendous import. They are too important to ignore as several studies seem to indicate. As defined by Brown et al (2005, p 120) Ethical Leadership is: “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement and decision. The effect of ethical leadership is suggested in this definition as being multiple.

Boyce et al G. (2008). The social relevance of ethics education in a globalizing era: From individual dilemmas to systemic crises. *Critical Perspectives on Accounting*, 19 (2), 255–290. The variety of studies investigating ethics of educational leaders was based on a diverse set of conceptual or theoretical frameworks. They also addressed broad modalities including conceptions of positive leadership or spiritual leadership which are definitely in essence ethical forms of leadership despite the fact that they claim more in terms of additional leadership attributes (Fullan 2003a; Bello 2012; Boyce, 2008).

However, the general picture is that they study so far have not had adequate and established theoretical frameworks that I find in other leadership domains. Therefore, the theoretical segment of ethical leadership studies is limited in its explicitness and potential in terms of explaining ethical leadership adequately. Further, the studies that addressed ethical educational leadership in the school systems of different countries employed a variety of methods and method combinations. Some studies were qualitative (e.g. Lane 2013; Klenke, 2016). employing both interviews and focus groups but the majority were surveys that used questionnaires measuring ethical leadership in principals. There are different instruments but these have not been evaluated collectively in terms of their measuring capabilities.

In an Ethiopian context, Amsale, Bekele, and Tafesse (2016) have highlighted that most of the teachers are considering that their leaders are not ethical in the sense that they do not treat them fairly and equitably. It is hardly considered the education institutions' diversity when they are not altruistic and not ethical models. Besides, Arar et al. (2016) have conducted research on ethical leadership in education and its relation to ethical decision-making. The findings reveal that to shape the ethical behavior of school leaders. It suggests paying attention to ethical aspects in the educational arena from all possible angles. Amsale, Bekele, and Tafesse (2016) have found out that those leaders are perceived as moderately ethical. Surprisingly, their findings indicate that leaders who are not trusted by their teachers could only end up with poor performance, or failure if worst. Unless it leads institutions or schools to unnecessary dimensions like a small wound on one's body caused by cancer cells, if a person is not aware of the causes to be cancer and simply treats the wound alone, the whole body will gradually come to its end or dysfunctional (Amsale, Bekele, & Tafesse, 2016).

Therefore, the present research is worth studying due to the following justifications; first, almost no research studies have been directed to examine the ethical leadership practices of school leaders in secondary schools. Second, if the over mentioned problems remain unsolved, schools cannot meet their mission and could not equip and build exemplar ethical citizens for the future. To strengthen this, Kocabas and Karakouml (2009) have conducted research on ethics in school administration. It reveals that school leaders have a key role in managing schools because they are the main decision-makers, school leaders, and have more responsibilities than the other staff. In such an ethical school environment, success is a definite outcome of the educational process, and conducting this research on the area is paramount important.

The second, Ethiopian government gives due emphasis to secondary school improvement and leadership reforms. The rationale behind giving due prominence to secondary school leadership is the educational quality, access, and enrolment patterns in school, and higher education. It depends largely on the evolution of enrollment in the improvement and application of the middle grade of ethical leadership in schools (MoE, 2015). This implies that secondary education remains the highest priority for the Government of the Federal Democratic Republic of Ethiopia (GFDRE) and receives the highest share from the education sector's total estimated expenditure (MoE, 2015). Therefore, this research was to examine the views of the teacher towards ethical leadership in secondary schools of Eastern Hararge Zone.

## 1.2 Statement of Problem

The basic theoretical foundations to this study are Ethical Leadership in secondary school. As indicated in the background, leadership by its nature is dynamic; it is dependable on which sector or organizations that the approaches have been implemented. Academic leaders are academically-inclined and concerned with “academic business”. Leadership of learning – teaching in the middle and higher education sector is a complex and underexplored concept. It is interpreted and practiced in multiple ways depending on the level and role within the organization (Jeremy, 2005).

The mission of schools in essence is moral of a higher kind and a critical function of educational leaders should be creating an ethically responsive environment helping both teachers and students flourish in a humanity of the highest moral value. Such values as trust, sacrifice, honesty, compassion, loyalty, sharing and caring (Strike 2007, p. 15-16) are important desiderata of an ethical leadership environment. These ethical values in an educational leader may impact the professional and personal lives of teachers in more ways than one.

Studies have addressed the ethical leadership construct and antecedents and outcomes in limited educational context (Brown&Treviño, 2006). These studies shed an important light on ethical leadership to key school issues. However, as in much of the research effort, the contexts are western and as such these may have limited utility in the context of schools in developing countries. To the best of the researcher’s knowledge no study has addressed the subject of ethical leadership in the context of the city of east hararge zone. It is less known as to how or to what extent ethical educational leadership is related to school type for instance.

By way of addressing the research gap, the present study intends to find dimensions of ethical leadership and their associations with important teacher factors such as gender and school type variables. The assumption that, the different forms of school ownership can have implications for leadership philosophy in general, and perceptions and applications of ethics, in particular, needs to be investigated.

The schools in this study being both publicly owned and private businesses makes it necessary that they are investigated for ethical leadership qualities or features resulting from the nature and character they individually possess as a result of their ownership structure (Yıldırım&Baştuğ 2010).

levels can have implications on how principals are judged in terms of their ethical managerial standards. That is to say it is necessary to find out whether teachers have a different perspective from that of other teacher and whether seniority will affect how ethical leadership assessments are made. This important gap in relation to gender and seniority as related to ethical leadership perceptions in our knowledge and understanding needs to be bridged.

The study responds to the calls for more research in ethics in educational leadership to address the missing link between normative ideas of ethics and contextual realities as they relate to school systems (Sendjaya 2005) By addressing the knowledge gap it helps to consolidate the theory and perception of ethical educational leadership in the Ethiopian specially in the eastern hararge zone context.

### **1.3 Research Questions**

The studies were answered the following research questions

1. How the teachers perceived about ethical leadership in the secondary school at east hararge zone?
2. How the teacher's perception affects the practice of ethical leadership in the school?
3. What are the challenges to improve the perception of teacher toward ethical leadership in the school?

#### **1.4.1 General Objective of study**

The general objective of this study was to assess the teacher perception of the ethical leadership in secondary school of east hararge zone.

#### **1.4.2 Specific objectives of the study**

Specific objectives of the study were included:

- ✓ To know the teacher perception toward ethical leadership in secondary school of east hararge zone.
- ✓ To understand how teacher's perceptions affect the practice of ethical leadership in the secondary school.
- ✓ To know the challenges for practices ethical leadership in the school and their predictor.

## **1.5 Significance of the study**

In fact, the topic of ethics is a subject of national conversation in Ethiopia. It is raised as a societal and organizational concern all along. An important part of the ethical concern is related to leadership of organizations especially educational institutions as the pressures for more ethical institutions and functionaries has been felt across the school system. Since the study explores ethical educational leadership, it opens new research frontiers as the area has been barely addressed. Thus, the study is significant in view of its novelty and value. It is also significant in terms of contribution to the educational administration syllabus since it adds more importance to the ethical dimension of the curriculum. In addition to enriching the leadership curriculum, it also has implications for the on- the- job training of educational administrators who can be helped to seek for themselves new ethical leadership roles.

The study therefore has research, curricular, managerial and professional development contributions. In other words, the study can benefit curriculum planners, policy makers, school leaders, consultants, and researchers in their respective concerns. Curriculum planners can see the need for inclusion as important ingredient the subject of ethical educational leadership as a component of undergraduate or graduate level training in school leadership, Policy makers can also be interested in the policy implications of ethical leadership training and education as an important intervention in the endeavor to improve schools as ethical setting preparing citizens for important societal roles.

School leaders may also be drawn in by attention to ethics and its effect on the betterment of school administration and the important outcomes related to ethical administration, such as improved staff morale, higher job satisfaction and lower intention to leave, on their part consultants and researchers can take up the subject to make further enquiries and come up with better ideas and practices to enhance ethical leadership as an area of research and training.

## 1.6 Scope of the study

The study was delimited to public secondary schools of East Hararghe Zone, Oromia Regional State. It was delimited to six selected Districts and one administrative town in the zone. They are, Chinaksen, Kombolcha, Haramaya, Kersa and Gela Oda , meyo Districts and Awaday administrative town. In the selected Districts, there were ten secondary schools. It was unaffordable and unmanageable to consider all schools for the study due to the reason of finance and time constraint. To make the study more manageable and consistent, six public secondary schools were selected by the researcher through using simple random sampling techniques. These schools are Adele, Kombolcha, chinaksen, keransa, kersa, Burqa and Awaday secondary schools.

The subject of the study were teachers (department head, section head and others teachers). Because, the researcher considers them as they have more information about the Ethical leadership perception in their school. The study merely focused on variables such as, perception and problems of exercising ethical leadership. To make the study more manageable, frequency, percentage, mean, weighted mean, standard deviation and stepwise regression analysis were used. Questionnaire and interview were used as an instrument of data collection. In relation to sampling techniques, simple random and availability sampling techniques were employed for teachers.

Generally, the study was addresses ethical leadership in the school and does not seek to treat other similar forms of leadership such as transformational or spiritual leadership. It seeks to explore perceptions of ethical leadership as a multidimensional construct held by positions, male and female secondary school teachers as well as teachers of varied seniority in secondary schools at east hararge zone.

### **1.7. Limitation of the study**

Whatever an immense output was expected from this research, the study came through several constraints. Among these constraints the scarcity or shortage of time is its most hindrance. That, carrying office responsibility and simultaneously conducting the research is very difficult. Eventually, the resistance of the respondents limiting themselves to respond only the close-end items had, created an adverse situation. In addition the researcher encountered a number of limitations in his study. Among other things one teachers, did not show willingness to give information and become half-hearted to deliver right information. Although this resulted in wastage of time to organize fragmented information as the research demands quality work, the researcher solved the problem in designing several strategies. The researchers reacted with officials wherever the environment was conducive for the respondents. As far as the organization of the fragmented information was concerned, the researcher took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research.

## 1.8. Definition of Key Terms

**Ethics:** Concerned with the kinds of values and morals an individual or society finds desirable or appropriate. (Starratt; 2004)

**Ethical leadership:** the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making (Brown, Treviño, and Harrison, 2005; p. 120).

**Leadership style:** Leaders' typical way of behaving group members or subordinates (Hicks and Gullet, 1981)

**Teacher:** Educated mankind that teach students in the different subjects of teaching learning process.

**Perception:** An idea, a belief or an image you have as a result of how you see or understand something (Oxford Dictionary, 1948:938)

**Other teacher:** instructor who taught the subjects in the schools

**Department head;** a teacher who taught the subject and also coordinate the department issue

**Section head;** a teacher who monitor the student's activity like, class attend us and student mark etc.

## 2 Literature review

In this section, leadership theories which are related to ethical leadership in general and leadership perception particularly are discussed. The theories under this section have given attention for clear understanding of the research problem investigated.

### 2.1 The Concept of Leadership

Leadership is the process that influences the behavior and daily activities of others' effort towards the achievement of goals in a given situation. According to Hersey, Blanchard and Jonson, (2006), leadership is the process of influencing the activities of an individual or a group in efforts towards goal achievement in a given situation. There are a number of ways to influence the activities of individuals. To mention some of them, leaders have to be honest for their followers, motivate and inspire their followers, strive for the benefit of the group, lead their followers with their heart and lead themselves with their mind, acquire good and expected disposition and be the figure head or the role model of their followers.

From the above definitions, we can understand that leadership is thus inseparable from the followers' needs and goals as it occurs in a group. Like other human activities, leadership is difficult to pin down. In this regard, leadership is a concept that does not have yet universally accepted definition; rather it is agreeable in working definition by scholars who work in the field. Similarly, Yukl (2006) said that the term leadership is taken from the common vocabulary and incorporated in the technical vocabulary of a scientific discipline without being precisely refined which resulted confusion in its meaning. However, working definition may help us to have a common understanding. (Leithwood and Riehl; 2006) noted that at the core of most definitions of leadership are two functions; these are providing direction and exercising influence.

Most writers underlined the following points to explain leadership: Be in charge or command of, organize and direct, set a process in motion, be a reason or motivate others to act for change. The last two points broaden the scope of leadership to anyone, or any collective of people, who inspires or motivates other people to act in some way towards some sort of aim or task or outcome. From the point of view the researcher leadership can be defined as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more successful. This definition is similar to that of Northouse (2002). This shows that there is slight difference in the way leadership is exercised according to the context.

## 2.2 Ethical Leadership

Ethical leadership is a moral activity that is grounded in the moral foundations of the leader. Fundamentally, it is “the attempt to act from the principles, beliefs, assumptions, and values in the leader’s espoused system of ethics” (Starratt, 2004:5). Considering ethical leadership as the act of leading in line with one’s beliefs and values raises the idea that ethical leadership is more than expertise, skills and competency. It is more than an ethical conduct that is applied in a particular situation. Lashaway (1996:4) suggests, ethical leadership is a “constant companion” that is, a way of being in life and this is expressed in all that an ethical leader does (West-Burnham, 2008). Hence, ethical leadership implies the engagement of the leader as a whole.

Ethical leadership draws on principled decision making (Shapiro & Stefkovich, 2005). As ethical leaders are aware of the impact of their actions on others, they see the decision-making process as a fully ethical task and therefore are determined to do “the right thing” (Lash away, 1996:1). In doing so, ethical leaders always take into consideration the question “leading to what ends, and by what means?”(Greenfield, 2004). Ethical leadership is inclusive of other personal qualities such as responsibility, authenticity and presence. Starratt (2004) proposes that these three virtues frame the idea of ethical leadership. The author suggests that responsibility calls leaders to be proactive in assuming responsibility for their organizations and stakeholders, whilst authenticity calls leaders to be true to themselves and to their relationships. Presence, in turn, involves looking carefully at people and circumstances in order to assume responsibility for them. It is the link that connects the two previous traits. Thus, an ethical leader is responsible, is authentic, and is present.

## **2.3 Ethical leadership and other types of leadership: Spiritual, Authentic and Transformational**

While ethical leadership is a leadership category in its own right independently it is however a type that also shares similarities with other modern types of leadership that have a concern with ethics such as authentic, transformational and spiritual, servant leadership styles (Trevino, Brown, & Hartman, 2003). It is certainly not possible nor necessary to have all leadership types discussed but it is important to consider those that are closely related to ethical leadership on important attributes. Perhaps it may be important to start with spiritual leadership. Fry and Slocum (2007) stated that “spiritual leadership involves motivating and inspiring workers through a transcendent vision and a corporate culture based on altruistic values to produce a highly motivated, committed, and productive workforce” (p.90).

Spirituality is more concerned with qualities such as love, compassion, patience, tolerance, forgiveness, contentment, personal responsibility, and harmony (Fry & Slocum, 2007). Spiritual leadership involves “motivating and inspiring workers through a transcendent vision and a corporate culture based on altruistic values to produce a highly motivated, committed, and productive workforce” (p.90). It is much relevant for school context because it has qualities that include empathy, tolerance, patience, pity, happiness, personal responsibility, and social agreement (Fry & Slocum, 2007). Its values focus integrity, humility, and justice that are necessary for administration. Spiritual leaders are also ethical managers because of their practice of ethical values such as integrity.

Yet there is also authentic leadership. In the words of Northouse (2013) “Authentic leadership is a complex process that emphasizes the development of qualities that help leaders to be perceived as trustworthy and believable by their followers” (p. 267). It is also Walumbwa et al. (2008, p. 94) “a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development” (Walumbwa et al. 2008, p. 94).

Authentic leadership is about being aware of oneself and others as leader and followers (Ridley, 2012). It is integrity centered and so puts emphasis on ethics. It is also follower centered and thus ethical in its concern for subordinates. The requirements of authentic leadership are very many and often not easy to achieve for individual leaders. Ethical leadership is focused over much on ethical qualities and actions but authentic leadership is more. Lastly there is transformational leadership.

Transformational leadership is another leadership model that through role modeling seeks to safeguard the follower/worker through paying attention to their motivation needs as well as sharing their feelings of identity. According to Bass (1997) it raises followers' moral understanding and values thorough the creation of high moral workplace environment. Transformational leadership is a leadership style that involves "a manager who attempts to change his or her company's corporate values to reflect a more humane standard of fairness and justice" (Northouse, 2016). It is one that is ethically grounded as it looks after followers and addresses their needs and motivations. It is rooted in ethics of concern for both the worker and the organizational that it seeks to transform.

#### **2.4 Perception related to Ethical leadership**

Ethical leadership has been defined in different ways, and definitions may include values, traits and behaviors. When asked to describe ethical leaders, executives identified several aspects of behavior and motives (e.g., honest, trustworthy, altruistic, air), but they also identified aspects of behavior involving attempts to influence the ethical behavior of others (Trevino, Brown, & Hartman, 2003). Several types of influence may be used by the leader, including statements about the importance of ethics, dissemination of ethical guidelines for members of the organization, modeling ethical behavior to set a visible example for others, including ethical behavior in the assessment of performance, and criticizing or punishing unethical behavior.

It might be argued that ethical leadership is built on two central elements. The first one is the autonomy of the leader to operate from the strength of his or her values. Ethical leadership is based on the notion that the leader is an autonomous agent. Starratt (2004) has this to say about ethical leaders as autonomous individual ethical leaders.

*They are independent agents who act out of an intuition of what is right or appropriate in a given situation. Their autonomy is in contrast to those who act out of a mindless routine, or simply because others tell them to act that way, or who act out of a feeling of obligation to or fear of those in authority. Autonomy implies a sense of personal choice, of taking responsibility for one's actions, of claiming ownership of one's actions.*

Starratt (2004) observes that the actions of ethical leaders are deliberate and chosen and that this is the result of a certain autonomy that is shaped by a deep commitment to one's own meaning and values. Furthermore, the autonomy of ethical leaders entails a definition of one's self that provides leaders with the courage to stand up for what they believe is right.

The second element of ethical leadership is the genuine concern the leader shows for others. The ethical approach is people-oriented. This means that ethical leaders care about people and therefore relationships are at the very center of their work (Greenfield, 2004). They encourage high-quality interactions based on respect and trust, rather than agreement. In addition, ethical leaders relate to others in ways that transcend self-interest (Strike, 2007). They engage in actions that benefit others, putting aside ego and personal interests. As Bass (2002:7) describes, an ethical leader is "a leader whose effort is to be a benefit to others and avoid harming others".

However, ethical leadership is not only about working for others but also with others. Dufresne and McKenzie (2009) note that leading from an ethical perspective is about working interdependently to construct a collective good for an organization. To encourage people to work together towards the common good, ethical leadership focuses on values and vision. Ethical leaders claim their core values, develop a vision and deliberately align their beliefs with their behavior's and actions (Dufresne & McKenzie, 2009).

Furthermore, ethical leaders understand and respect others' values and, in turn, seek to reconcile the potential tensions between personal values and people or organizational values (Stefkovich & Begley, 2007). In the process, they create open and reflective conversations about ethics; they create spaces where people's values can be expressed and heard. (Freeman and Stewart, 2006,5) affirm that "bringing such a conversation to life means that people must have knowledge of alternatives, must choose every day to stay with the organization and its purpose because it is important and inspires them". Moreover, by promoting discussion of ethical issues, ethical leaders

facilitate the creation of an ethical culture within organizations (Dufresne & McKenzie, 2009; Zubay & Soltis, 2005).

Ethical leadership draws on principled decision making (Shapiro & Stefkovich, 2005). As ethical leaders are aware of the impact of their actions on others, they see the decision-making process as a fully ethical task and therefore are determined to do “the right thing” (Lash away, 1996:1). In doing so, ethical leaders always take into consideration the question “leading to what ends, and by what means?” (Greenfield, 2004).

## **2.5 Ethical Leadership and Teachers Teaching Performance**

Teachers are the most important assets in school, which without, the goals and objectives of school may not be attained. Several studies have been conducted on the roles that ethical leaders can play in achieving increase employee job performance. A study by Toor & Ofori (2009) revealed that ethical leadership may play a mediating role in the relationship between organizational culture and employee outcomes. The study shows that ethical leadership is more likely to bring about leader’s effectiveness, willingness of employees to put in extra efforts, employees’ job satisfaction, and an atmosphere for ethical leadership to flourish; which will ultimately leads to increased teachers’ job performance.

Ethical leadership is associated with positive influence on employee performance (Resick et al., 2011), intrinsic motivation (Piccolo, et al., 2010), job responses (Ruiz, Ruiz & Martinez, 2011) and willingness of employee to reports problems (Brown et al., 2005). Piccolo, et al. (2010) suggest that leaders with strong ethical commitments can have impact on “task significance” and “autonomy” of the Job Characteristic model; and the willingness of employee to put extra effort on task performance. If followers perceived top manager’s good moral image, ethics may be viewed as an important issue within the organization, and this perception may be a translated into a strong appreciation of top management by employees within an organization (Ruiz, & Martinez, 2011).

In organizations where leadership is perceived to be unethical is manifested in the failure of the leader to follow rules, failing to take responsibility for unethical behaviors, and failing to avoid even the appearance of impropriety (O’Connell & Bligh, 2009). Two important variables are crucial to the issue of ethical leadership in improving employee job performance; trust and

employee commitment. As evident in the assertion of some researchers (Hosmer, 1994; Jones, 1995 cited in Berrone et al., 2007) that good ethics is good for school and business because it generates positive externalities like trust and commitment to all stakeholders, which in turn assures long term performance of firms.

## **2.6 Ethics and school administration**

Ethics is able to exert a permanent institutional effect. It can decide an institution's public acceptance and survival (Marrella (2001). The effect can extend to the livelihoods of management and staff. Sendjaya (2005, p 75) rightly observes that "it is insufficient for leaders to be effective but unethical" . The school system that overlooks ethics may resort to summary firings, disregard of procedures, concern for the humanity of teachers, and introduce a system of management that is highly divisive and manipulative destabilizing the school system and engendering high turnover, while schools in essence deserve to be ethical environments where the highest human values are cherished and celebrated.

The education industry in general and schools in particular are ethics-intensive institutions. Much of what goes on in the classroom or the management premises involves complex ethical issues. There will often be debates about decisions being right or wrong as they relate to the lives of students or teachers or the family and even the society given the far-reaching impact of the school.

Although schools have a different character as organizations, they are nonetheless impacted by society, its changing values and expectations. They are under pressure from the taxpayer and the state to do more and often with less resource-which will have ethical implications. How much can society ask of teachers it does not pay well or whose circumstances it does not appreciate? In all of these at the center is the principal (Dempster and Berry, 2003). He has to grapple every day with the morality of his decisions or the pressures he has to face from other stakeholders such as parents accusing teachers of this or that malpractice. Or an information environment or school climate that is characterized by fear, tension, ill-will, and open hostility due to the scarcity of resources and rewards.

Schools may be violent unruly places as extensions of social breakdown where drugs and other negative inputs can impact the ethicality of education and schools as unique mission institutions.

Teachers have ethical lapses as they have to do more even work for multiple employers to make ends meet at the expense of the quality of their pedagogical performance. This will raise legal and ethical tension on both the school and the teacher. Workplace harassment can also introduce ethical issues in personnel decisions as does disability. In short schools are sites of ethical tension involving teachers, school leaders and parents.

## **2.7 Ethical leadership and School Administration**

School leadership has four elements (Karri et al., 2005).

1. Performance and accountability Management
2. Values and goals
3. Organizational relationships
4. Leadership application

While all actors in the system have ethical duties and expectations the leader has the most obligations in addressing the managerial needs of the environment guided by a code of ethics. Ethics has to be at the center of all school life academic, social, and emotional. But assuring ethical standards and adherence to these falls on the school leader and his team. These include observance of pedagogical performance, examination and follow-up and assurance that ethical violations are monitored, reported and acted upon. Schools have a special ethical mission of citizen preparation based on the highest values society upholds. The inculcation of values will depend on the school itself becoming a model of ethical excellence. The excellence should be demonstrated in pedagogy, and leadership and support activities. The mission of schools has to be at the center ( (Starrat,1991).

As a result, in part of ethical crisis in society schools have become affected ethically. They thus require more than ever before renewed commitment to ethical leadership. The burden on school leaders is to do more with less as teachers are often less well paid than their industry counter parts. They have to grapple with a demoralized or dissatisfied teaching force and demanding students and complaining teachers. Ethical leadership in a near permanent school crisis situation can be hard but the other option of a school being a model of unethical conduct can be disastrous, Leaders will therefore need to be models themselves in spite of the challenges so schools live up to societal expectation for national ethical healing.

### 2.7.1 Characteristics of ethical educational leaders

The literature on ethics and leadership is generally reflective what are universally considered ethical values. These universal values however need to be contextualized. In this light it is important to identify and discuss the ethical values of educational leadership.

According to Heslep (1997), an educational leader is an educational administrator “who leads educational followers (students, support staff, other teachers) to reach a common goal or vision by interaction based on philosophy, behavior, influence, or mandate” (p. 73). From the definition it becomes clear that educational leaders set an example of ethical behavior through professional engagement and exert ethical behavioral influence on all those that follow them. In other words they role model ethical excellence-in practice. Strike Strike (2007) mentions that integrity, empathy, and trustworthiness are essential marks of ethical leaders while Meine and Dunn (2013) state that the moral traits are complex and multiple requiring contextual reading of a moral tension. They demonstrate the complexity by noting that often educational leaders have to address discrimination of all forms, violations of norms of fairness, and justice of all dimensions relating to teachers as employees and schools as employers.

Ethical leaders are self-aware about their quality of decisions and the effect on the personal and professional lives of teachers. They are also reflective of ethical decisions that they make after careful back and forth ethical processing. They realize that what is considered morally right can be complex and require careful pondering and therefore realize that the moral dimension is more than technically reading school rules and protocols. Therefore, ethical educational leaders constantly monitor their decisions and maintain an open door policy for follower feedback even if they do not necessarily find it agreeable. They will of course behave ethically considering the best interests of students, teachers, schools, parents and relevant other stakeholders.

Ethical educational leaders are **ethical communicators**. Ethical communication means that the leader is truthful, frank and sensitive. Thus interaction is characterized by concern for subordinates and all other stakeholders ( e.g. parents of children with behavioral issues). The competence to treat all in communication and relationship equitably is important and that no teachers are favored over others for whatever reason (Begley & Wong, 2001). In ethically led school’s educational leaders are

culturally sensitive in their communication as matters of right and wrong may be related to culture. Furthermore there could be ethical issues arising from certain teachers feeling excluded on account of cultural differences ( Begley& Wong, 2001). An element of ethical leadership is also respectful communication with teachers in a climate of trust and mutual concern and freedom from administrative intimidation.

**Climate ethics** is another important issue in the ethical leadership literature. Victor and Cullen (1987) state that ethical climate is “the shared perception of what is correct behavior, and how ethical situations should be handled in an organization” (p. 51). These perceptions include situations in the school context that can raise moral concerns such as corruption or abuse of power or the system school justice. The school community conversations and the extent of ethical complains in the discussions can point to the climate of ethics. Items can include the severity ethical violations and how they are addressed by the leadership which also informs teachers about the ethical resolve of the school leadership.

The effect of the leadership can be tremendous in terms of socially learned ethical behaviors by teachers and students. As Weaver and colleagues showed “ethical role models are well known by their daily conduct and interactions — the way they behave and the way they treat other people” (Weaver et al., 2005, p. 12). Morally aware followers try to make sense of the ethical environment and can face numerous internal struggles. They may be pressed to seek alternative work place if the moral climate is incompatible with the moral nature of teaching.

**Ethics in decision making** is also important to the lives of teachers as a leadership function. Thus teachers will consider whether an educational leader is principles and just. This will consider how equally teachers are treated. And in case there is a different kind of distribution of resources or any tension or anomaly it should be made transparent and dully explained. The principle should be that opportunities are equally shared and that teacher rights are equally protected. Also required is demonstrable assurance that individual effort is recognized and merit is the key organizational performance monitoring systems.

**Behavioral Ethics** is the fourth dimension of ethical leadership, Leadership behavior has been an important subject of ethical evaluation. At the heart of behavioral ethics is moral awareness (st1986). This means that the leader first has to recognize there is a leadership issue with a moral dimension for which he has to seek a reference of institutional relevance. The identification of the moral subject is an important departure for a moral resolve.

The moral issue is often linked to evoke by perceptions of justice. The behavioral dimension will address school relevant aspects of conformity or deviance, misbehavior and counterproductive behavior (Martinko,Gundlach,&Douglas,2002) that interfere with their normal functioning of the school or its members or its legitimate interests. School misbehavior may be taken as “any intentional action by members....that violates core organizational and/or societal norms” (Verdi &Wiener, 1996; 151). Leadership behavior is often on the radar for such scrutiny. The context of the school as an organization may impinge on behavior (such context include social norms, ethical climate, ethical leadership) (Greenberg, 2002; Robinson &Greenberg, 1998).

### **3 RESEARCH DESIGN and METHODOLOGY**

#### **3.1 Description of the Study Area**

This study was conducted in East Hararghe zone, Oromia Regional State, which is geographically located in eastern part of Ethiopia and it is one of the 19 zones in the Oromia Regional State. In the zone, there are twenty Districts and four administrative towns. Out of them six Districts and one administrative town was selected for the study; chinaksen, Kombolcha, Haramaya, Gola Oda and kersa Districts and Awaday administrative town. It lies between 8° 29' to 59.99" north latitudes and 40° 39' to 59.99" east longitudes. It shares boundaries to the southwest by Shebelle River which separates from Bale, to the West by West Hararghe, to the North by Dire Dawa and to the North and East by Somali region. Harari Regional State is entirely surrounded by East Hararghe zone. The zone capital is Harar, which is 526 km far away from the Ethiopian capital, Addis Abeba.

Based on the census conducted by the central statistical agency of Ethiopia 2007 (CSA), East Hararghe zone has a total population of 2,723,850, of whom 1,383,198 are men and 1,340,652 women with an area of 17,935.40km<sup>2</sup>. In the zone there were three largest ethnic groups, Oromo (93.69%), Amhara (4.16%), and Somali (1.84%); all other ethnic groups made up 0.31% of the population. Afan Oromo was spoken as a first language by 92.57%, 4.02% spoke Amharic, and 3.05% spoke Somali; the remaining 0.36% spoke all other primary languages. The majority of the inhabitants were Muslim, with 95.28% of the population, while 4.51% professed Ethiopian Orthodox Christianity. In terms of weather conditions, the zone contains three agro-ecological zones, Dega (highlands–elevations above 2,300m), woina Dega (midlands – elevations between 1,500 and 2,300m) and kolla (lowlands – below 1,500m).

#### **3.2 Research Design**

For this study, explanatory sequential and descriptive study design was employed, because an explanatory sequential mixed method design also called a two-phase model consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. Both, quantitative and qualitative approach were employed, because, both approach is suitable for social and behavioral sciences as distinct research which is used to cover a basic deficiencies and description of the study. In addition, this approach considered as a tool to triangulate the result of single approach through multiple methods. Quantitative approach is selected because it is viewed as an effective to gather large data and comprehensive issues at a

specified period of time. While the qualitative approach is selected based on the assumption that it enables the researcher generate meanings and phenomena within the real context of the research participants and to fill the gap left by the quantitative one. Therefore, both quantitative and qualitative approaches were employed for this study in order to make the study more reliable.

### **3.3 Sources of Data**

In this study both primary and secondary sources of data were employed to get valid and reliable information about teacher perception toward ethical leadership in public secondary schools of East Hararge Zone, Oromia Regional State.

#### **3.3.1 Primary Sources**

A primary source were used to get first-hand information concerning teacher perception toward ethical leadership in the study area. Accordingly, the primary data were collected from teachers.

#### **3.3.2 Secondary Sources**

The secondary sources of data were used to strengthen the primary sources, which is obtained from written minutes that show what leadership decision made, discussed documents, and annual reports available in schools.

### **3.4 Population, Sample Size and Sampling Techniques**

According to East Hararge Zone Education Departments first quarter report of 2018, there were twenty Districts, four Administrative Town and fifty-eight secondary schools in the Zone. Since the scope of the research and number of the population is wide and large in numbers. Therefore, the researcher were selected five Districts and one administrative town by using simple random sampling techniques. Accordingly, the selected districts and administrative town were, Gola Oda, chinaksen, Kombolcha, Kersa and Haramaya districts and Awaday Administrative Town. In the selected districts and administrative town, there were eleven secondary schools of which seven schools were selected using simple random sampling techniques, because the area of the study is very wide and number of populations is large. Therefore, Adele, Kombolcha, Chinaksen, keransa, kersa, Burqa and Awaday secondary schools were selected. In the selected schools, there are 264 teachers. In order to decide upon sample size of respective subjects, Yamane formula of sample size were used. Accordingly,

$$n = \frac{N}{1 + N(e)^2}$$

where

N=population

n=sample

$e \leq (0.5)$

Accordingly, sample size for teachers was decided as;

$$n = \frac{264}{1 + \frac{264(0.5)^2}{264}} = \frac{264}{1 + 0.0025} = \frac{264}{1.0025} = 160$$

Therefore sample of teacher were 160.

In this way, the respondents were selected from respective schools through different sampling methods. Accordingly, data were collected from categories of respondents including one hundred sixty-three teachers. As a result, simple random sampling technique were used to select teachers from each school on the basis of their experiences in their school. This is because; teachers are very close to the overall ethical leadership activities of schools. Similarly, from the teachers, 21 most experienced department head, most experienced section head and most experienced teachers were selected from each school purposively.

### 3.5 Data Collection Instruments

To obtain the data, which answers the stated research questions and achieve the objective of the study, questionnaires and interview were used by the researcher as an instrument of data collection. So, using different types of instruments, the researcher was got reliable and suitable data to minimize error.

#### 3.5.1 Questionnaire

Questionnaires is a valuable tool for gathering data which helps save time, encourage objectivity, provide rapid analysis, obtain information about certain conditions, practice inquiry in to opinion and attitude of individuals, groups and feedback to the researcher. The questionnaire has contained two parts that designed to address the basic question of the study. The first part was background of the respondents which includes, sex, age, work experiences, academic qualification and their position in school; part two encompasses a closed-ended and open-ended question which contains 79 items regarding ethical leadership perception, and major problems for effective practices of exercising ethical leadership under study area.

In order to get relevant information about the perception of teacher assessing Ethical leadership under study area, the researcher was used both open-ended and closed-ended questionnaires for 160(100) teachers. This closed-ended questionnaire was in five-point Likert scale ranging from strongly disagree to strongly agree and very low to very high while open ended questionnaire was designed for respondents to gather valuable additional information about the research problem. (Kumar,2016) suggested that, using open-ended and closed-ended questionnaire minimizes the risk instead of using one of them depending up on the type of question items.

Pilot study were conducted for all data collection instruments to test their validity and reliability before the real field work is undertaken. It was conducted on 30 teachers in the chinaksen secondary school which were selected purposively out of the sample schools. The reliability was checked by using Cronbach Alpha. A reliability coefficient (alpha) of 0.70 and above is considered acceptable reliability. Therefore, the Cronbach's alpha reliability coefficient were obtained to check for internal consistency for all items. Accordingly, the calculated Cronbach's Alpha coefficient for this study were 0.74, 0.78, and 0.76 for the first; second and third sections of the questionnaire. In addition to this, face, content and language validity were checked by major advisor and co-advisor. As a result of pilot study minor modification, we made in terms of language, format or style and content.

### **3.5.2 Interview Guide**

The other instrument was used for the collection of primary data for the study is an interview. It is helpful to supplement the information gathered through other instruments, as well as for the clarification of some unforeseen information. It is also were used to cross-check the responses obtained through questionnaire and it let the interviewee to express his or her feeling freely and knowledge of people in a program in depth.

In order to obtain deeper information related to the perception of teacher toward ethical leadership, Semi-structured interview was prepared and employed to 21 teacher, department head and section head to collect factual and detail information from study area. From each sampled school one teacher, one department head and one section head were selected. Thus, a total of seven teacher were involved in the interview at different times and places. fourteen interview questions were prepared for selected department head and section head participants of the sample schools.

Regarding the process of interview, it was conducted by Afan Oromo language in order to make the interview questions easy to understand for the respondents and to obtain more reliable and valid information regarding the study and supported by Audio (tape recorders). For each interviewee, 30 minutes were given. The recorded data were categorized based on similarities of responses and then transcribed into English language.

### **3.6 Data Collection Procedures**

In order to get better picture of the study, first, the researcher was visiting the zonal education office to discuss the purpose of research and showing the letter of cooperation from Haramaya University and ask the zonal education office to write a letter to the study area. Then the researcher was visited the school principal and vice-principal to discuss the purpose of the research with them via showing the letter of permission from the university and the zonal education office. Then, in order to make sure the suitability of the instruments, pilot test was conducted for instructors in the study area who was not include in the sample of the study. Second, after improving the data gathering instruments on the basis of the results of the pilot test, the final questionnaires were administered to sample teachers in the selected schools. The participants may allow to give their own answers to each item independently and the data collectors may closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaire was collected and data analysis was made by the researcher.

### **3.7 Methods of Data Analysis**

The data were analyzed both quantitatively and qualitatively. The analysis of data was used based on the responses collected through closed-ended questionnaires, interview and open-ended questionnaire. The data were collected through closed-ended questionnaire were organized, tabulated, tallied, and filled in to SPSS version 20 to assess the teacher perception toward ethical leadership. Both descriptive and inferential statistics were used to analyze the data. From descriptive statistics, frequency count and percentages were employed to analyze the demographic characteristics of the respondents whereas the mean scores, weighted mean and standard deviation were computed for quantitative variables against each item score so as to describe dispersion or variability and to identify the extent of school leaders and teachers in exercising ethical leadership. In addition, Regression analysis were conducted to know by how much the independent variable explains the dependent variable.

The stepwise regression analysis is an analysis of association in which the effects of two or more independent variables on a single interval scaled dependent variable are investigated simultaneously. The result of this analysis indicates how well a set of variables is able to predict the dependent variable. Furthermore, it shows how much unique variance in the dependent variable is explained by each of independent variables.

The interpretation is made for all five-point scale measurements based on the following mean score results: [1.00-1.50) as strongly disagree/very low, [1.50-2.50) as Disagree/ low, [2.50-3.50) as undecided/ medium, [3.50-4.50) as Agree / high and [4.50-5.00] as strongly agree/ very high. In addition to the above methods of data analysis, data obtained through interview and open-ended questionnaire were analyzed and interpreted qualitatively by narrating the ideas provided by the respondents based on ideas raised and the result were triangulated with quantitative findings. Finally, the findings were summarized; concluded and suggested recommendations were forwarded.

### **3.8 Ethical Considerations**

To make the research process professional, ethical consideration were made. The researcher were informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study may also introduce in the introduction part of the questionnaire and interview guide to the respondents and confirm that subject's confidentiality protected. In addition to this, the anonymity of the participants of the study is protected and inform that their participation in the study is based on their consent. From very beginning the researcher were informed the respondent about the purpose of the study via considering research ethics in data collection, analysis and recommendations. Furthermore, all the materials were used for this research have been acknowledged. Finally, a copy of the final report can be given to the organization if necessary.

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND INTERPRETATION

In this chapter, both the quantitative and qualitative data were presented and discussed. As stated in the research methodology, both approaches have been analyzed independently. The findings of both approaches were, also triangulated to generate conclusion from them and forward recommendations.

#### 4.1 Response Rate

#### 4.1 Demography of Respondents

**Table 4- 1 Respondents Sex and Age**

Item		No of Respondents	Percent
Sex	Male	151	92.82
	Female	9	7.18
<b>Total</b>		<b>160</b>	<b>100</b>
Age	20-25	13	7.18
	26-30	60	44.75
	31-40	63	34.81
	>41	24	13.26
<b>Total</b>		<b>160</b>	<b>100</b>

According to the data drawn from the self-administered questionnaire, participants of this study were males and females. Table 4.1 shows that the majority of participants were males with one hundred sixty-eight (92.82 percent) and thirteen (7.18 percent) were females. The age of the majority of the other teachers was between 26 and 30 which eighty-one (44.75 percent) among the total number of respondents. This revealed that the schools have young teachers and with less experience.

Therefore, this can be taken as an opportunity for the schools. On the other hand, it implies that the schools had got a shortage of expertise which is equally derived from vast experience. Since the school age is very old but the school has less experience, it means teachers are change their teaching profession in to other sectors.

**Table 4-2 Respondents Educational Background**

Items		No of respondents	Percentage
1. Educational background	Diploma	6	3.75
	First degree	133	83.125
	Second degree	14	8.75
	Terminal degree	0	0
	Others	7	4.37
	Total	160	100

According to the data in the table 4.2, the vast majority of the respondents were teachers with bachelor degree holders. This indicates that the schools have not equipped itself with well qualified teachers that are a few numbers of master degree and no PhD degree holders.

This can be seen as a challenge for the schools. Moreover, the technical assistants who participated in this study were not at the required level of qualifications. Form this one can learn that the schools have limitations which can even contaminate the level of educational quality destined to be achieved

**Table 4- 3 Respondents Work Experiences**

Items			Number of respondents	Percentage
	Department heads		23	14.37
	section heads		46	28.75
	Others teachers		91	56.87
<b>Total</b>			<b>160</b>	<b>100</b>
1. General experience	Teaching Experience	1-5	72	45
		6-10	32	20
		11-15	35	21.85
		16-20	15	9.37
		>21	5	3.12
	<b>Total</b>			<b>160</b>

Table 4.3. Shows that most participants of this study had general work experiences especially in teaching- experience respondents >21 years. This can be seen as an opportunity for the schools for that reason the teacher's members have adequate experience of leading teachers-unit and student- units which can be applied in schools. This could be seen as challenge for the schools.

#### **4.2 Analysis and Interpretation of Questionary Item**

The following different rates of mean value show that the variation of scales. Different group of respondents rated different Likert scales and resulted in different mean values. In addition, this different Likert scales and caused different results of mean values. The scales of mean value these listed below are used to disclose the ideas or responses of all groups of respondents in all tables. Whatever this is the standard scale, this there is no international convention to limit the scale, this one is applicable for this study.

***0-1.49 very low, 1.50-2.49 low, 2.50-3.49 average, 3.50-4.49 high and 4.50-5.00 very high.***

**Table 4- 4F-Test (ANOVA) of Leadership Accountability among 3 Groups of Schools Teachers with significant mean difference**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads			Other teachers			Section head				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	Solve the problem of command chain.	23	2.3043	.76484	91	2.3125	.68537	46	2.2391	.56509	10.407	.000
2.	Has the role of personal (employees) development.	23	2.5217	.99405	91	1.8229	.72540	46	1.7826	.62939	9.119	.000
3.	Intensify the hierarchical problem.	23	2.4783	.73048	91	1.9271	.84908	46	1.6304	.74113	8.513	.000
4.	Minimize the number of manpower i.e., in using a few numbers of teachers accomplishing an immense deed.	23	2.4348	1.16096	91	1.8646	.78967	46	1.6957	.66230	6.426	.002
5.	Facilitates educational program and continuous training.	23	2.6522	1.02730	91	2.1354	.92475	46	2.0217	.88164	3.757	.025
6.	Satisfies students in its directives and instructions.	23	2.1304	.69442	91	2.5417	.76663	46	2.3696	.71051	3.109	.047

As the presented data in the above table 4.4; shows the ANOVA result indicated statistically significant mean differences in six items among the three groups of respondents with less than  $P < 0.05$   $\alpha$  levels since the  $P < 0.05$  revealed significant difference.

As it is shown on item one; department heads, other teachers and section head respectively replied with 2.30, 2.31 and 2.23 about the leadership activities solve the problem of command chain. The nature and the quality of student- teachers relies on the hierarchy of command chain conversely, what is observed in this schools are the violated from of command chain.

To the second item department heads with 2.52 other teachers 1.82 and section head with 1.78 depicted the leadership accountability of the schools has the role of personnel (employees) development. This means, the development of individuals contributes to the development of instruction- keeping the fertility of employee's mind will bring an individual return and social return.

The third item of this table; department heads, other teachers and section heads revealed with 2.47, 1.92 and with 1.63 respectively ensured that as the hierarchical problems were aggravated. In such cases, it is impossible to have good communication among top officials or management teachers. Without an expected agreement among managers, it is difficult to transmit and receive instructions, directives and command.

This table rose about minimizing the amount of manpower in the schools. Then department heads, other teachers and section heads replied with 1.16, 1.86 and 1.69 respectively. Using a few numbers of employees and performing a huge task is the means of increasing outputs and reducing the cost. From this perspective, one of the main goals of organization is limiting the number of manpower and increase productivity. This schools also should revise its goal accordingly.

Department heads, other teachers and section heads consecutively with 2.65, 2.13 and 1.02 replied that how much the leadership accountability concerned in facilitating educational program and preparing continues training. This shows personal development is also an organizational development facilitating educational program and arranging continuous training for all employees are the way in which promoting and changing the low standards of the institution to the higher one.

In the item five of this table; department heads, other teachers and section heads respectively replied with 2.08, 2.37 and 2.34 mean values as the leaders of the schools ensure the mission and objectives of the schools in having good communication and implementing proper evaluation. Creating good communication and evaluating employees based up on their performance are tools that ensure the mission and objectives of institutions. Conversely, without communication and evaluating works in relation to personal contact, friendliness, proximity, blood relationship demotivates well performers. This intern creates hindrances to success the mission.

The last item of this table showed that; Department heads with with 2.13, other teachers with 2.54 and section heads with 2.36 conformed that as leaders in their instruction and directives. It is difficult to instruct others without instructing self. In addition to this, clear instruction and directives increase responsibilities. In other hand uncertain instruction and directives weaken responsibilities.

To summarize an overall concept of table 4.4 respondents (department heads and academic units, other teachers and section heads) didn't get positive attitude and perception towards the leadership accountability of the schools. The reason behind this issue where the leadership teachers doesn't encourage employees, hasn't significant role to maximize the capacities of employees, couldn't arrange educational program, satisfy subordinates by their own directives and command.

*Table 4- 5F-Test (ANOVA) of Leadership Accountability among 3 Groups of Schools Teachers*

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads			Other teachers			Section head				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	The Leadership Accountability encourages the employees.	23	2.1304	.75705	91	2.3125	.74428	46	2.3478	.76645	.689	.503
2.	It has the role in maximizing the capacities of employees.	23	2.8261	.71682	91	2.0521	.93324	46	1.8043	.85945	2.351	.099
3.	Has contribution of instructional development.	23	1.9130	.79275	91	1.8542	.82052	46	1.5870	.54062	.194	.824
4.	Increases productivity.	23	2.3478	.77511	91	2.1354	.82869	46	2.0000	.84327	1.372	.257
5.	Inspires the sense of working hard and belongings.	23	2.3043	.82212	91	2.1667	.73509	46	2.2826	.62050	.598	.551
6.	Maximizes effectiveness and efficiencies.	23	2.0435	.82453	91	2.0417	.83246	46	1.9130	.75502	.420	.658
7.	Provides incentives for employees.	23	2.1304	.75705	91	2.3125	.74428	46	2.3478	.76645	.689	.503
8.	Develops the sense of transparency.	23	1.8696	.75705	91	1.9167	.84189	46	1.7609	.63892	.622	.538
9.	Ensures the mission and objectives of the schools in having good communication and implementing proper evaluation.	23	2.0870	.79275	91	2.3750	.79802	46	2.3478	.76645	1.259	.287
10	Creates smooth relationship and command chain of top-down hierarchy.	23	2.0870	.51461	91	2.1563	.93277	46	1.9783	.85607	.659	.519

For the examination of the data showed in the above table statistically with no significant difference of mean values.

In the first item of table 4.4: department heads, other teachers and section heads consecutively replied with 2.13, 2.31 and 2.34 mean value about the leadership accountability encourages the employees. The respondents showed the progressive absence of encouragement in the schools. Whatever all respondents expressed the scarcity of encouragement, the idea become stronger and strongest from department heads and academic units to section head. Based on this point the lack of encouragement leads employees as the will become earless and this results in obstructing an overall plan of the schools.

As indicated in item two of this table; department heads, other teachers and section heads conformed that the role of leadership accountability in maximizing the capacities of employees with 2.82, 2.05 and 1.80 respectively. Among the respondents, academic units more revealed the absence of leadership in maximizing the capacities of employees. But empowering teacher is empowering the schools and the nation. So, the schools should investigate such an immense wrong to take corrective measure in the future.

In their response of item three; department heads with 1.91, other teachers with 1.85 and section heads with 1.58 confirmed that the leadership system has contribution of instructional development. The enhancement of the schools, the competencies and competent of teachers rely on instructional quality. Based up on this view revising instructional materials are mandatory.

As dies shown on item four; concerning leadership accountability of the schools in increasing productivity, department heads other teachers and section heads consecutively forwarded their views with 2.34, 2.13 and 2.00 mean values. As it is observed from this response, the department heads tried to hide the fact whereas the remains respondents explained clearly. Whatever the case, the leadership accountability of this schools did not contribute significant outputs to maximize productivity. The deliberate similar action this kind leads the schools to be incompetent and incompetency.

Regarding item five; department heads, other teachers and section heads revealed with 2.30, 2.16 and 2.28 respectively about the role of leadership of the schools in inspiring the sense of working hard and belongings. Leaders should touch the heart before they ask for a hand; this means they should inspire subordinates by using different mechanisms to increase the sense of working hard and belongings. A belonging implies accomplishing the common or group goals. But, clearly, the leadership teachers of the schools should revise its activities on this issue.

As indicated on item six; about the way of maximizing effectiveness and efficiencies, department heads, other teachers and section heads conformed to 2.04, 2.04 and 1.91 respectively. Among respondents, section heads explicitly showed the happen situation about this deeds. In any organization effectiveness and efficiencies are the cause for the enhancement of the organization. Therefore, the schools had to add its own self endeavor to maximize effectiveness and efficiencies.

In the seven items of this table; department heads with 2.13, other teachers with 2.31, and section heads with 2.34 confirmed that the scarcity of incentive. Without proper incentives, it is impossible to motivate employees for better performance. As the principle of the world that relies on “give and take” in order to obtain the maximum product and surplus output either in type or kind incentive is the pertinent element for all employees.

To the eight items of this table; department heads with 1.86, other teachers with 1.91 and section heads with 1.76 ensured as leaders of the schools develop the sense of transparency. Transparency is rather than creating good communication, it develops trust. On the other hands trust energizes employees as they accomplish their tasks with confidence. Then the schools should revise the practices of its transparency among top, middle and line managers, personnel’s ... and subordinates. Transparency is the give which bring change in any organization.

In the item ninth of this table; department heads, other teachers and section heads respectively replied with 2.08, 2.37 and 2.34 mean values as the leaders of the schools ensure the mission and objectives of the schools in having good communication and implementing proper evaluation. Creating good communication and evaluating employees based up on their performance are tools that ensure the mission and objectives of institutions. Conversely, without communication and evaluating works in relation to personal contact, friendliness, proximity, blood relationship

demotivates well performers. This intern creates hindrances to success the mission.

According to (Sarji, 1995) accountability is therefore an ethical virtue, since ethics concern principles and rules that govern the moral value of people's behavior. Improving ethics is crucial to enhancing accountability and vice-versa. As such when we talk about "accountability" in the public service, we cannot but consider the question of bureaucratic responsibility.

To summarize an overall concept of table 4.5 respondents (department heads and academic units, other teachers and section heads) didn't get positive attitude and perception towards the leadership accountability of the schools. The reason behind this issue where the leadership teachers doesn't encourage employees, hasn't significant role to maximize the capacities of employees, couldn't arrange educational program, satisfy subordinates by their own directives and command.

**Table 4- 6F- Test (ANOVA) of Respondents Perception toward Ethical Leadership with significant mean difference.**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads			Other teachers			Section heads				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	Clarifies integrity, guidelines, rules and regulations to the employees.	23	3.0435	.63806	91	2.8750	.92053	46	2.4565	.93587	4.573	.012
2.	Strives to ensure and follow codes of integrity.	23	2.1739	.83406	91	1.8542	.82052	46	1.5870	.54062	4.810	.009
3.	Stimulates panel discussion.	23	2.4783	.66535	91	2.3125	.68537	46	2.2391	.56509	1.035	.357
4.	Develops transparency.	23	2.5217	.99405	91	1.8229	.72540	46	1.7826	.62939	9.119	.000
5.	Discusses the issues of the functional principles of super action.	23	2.6087	.72232	91	1.9271	.84908	46	1.6304	.74113	11.381	.000

As data presented in table 4.6; shows, the ANOVA result indicated statistically significant mean differences in five items among the three groups of respondents with  $p < 0.05$   $\alpha$  level.

As indicated on item one department heads with 3.04, other teachers with 2.87 and section heads with 2.45 mean value replayed as ethical leadership practice clarifies integrity, guidelines, rules and regulations to teachers and employees. Understanding guidelines, rules and regulations inspire employees to the point of effectiveness with efficiency. Integrity itself facilitates communication and must. So, the ethical leadership of the schools should improve to clarify a number of information's and notices.

Regarding item two; department heads, other teachers and section heads consecutively ensured with 2.17, 1.85 and 1.58 mean values as the ethical leadership strives to ensure and follow codes of integrity. In student- teachers, the absence of integrity causes great destruction. Then, to develop the concept of code of integrity, leaders should do a lot and schedule time for it.

The third item of this table rose about transparency, department heads and 2.52 other teachers with 1.82 and section heads with 1.78 conformed the practice of the schools is transparency. This is used to avoid unexpected arguments and conflicting views.

To the four items; department heads, other teachers and section heads with 2.60, 1.92 and 1.63 respond the practice of discussion about the issues of functional principals of super action. Developing a sense of super action in student- teachers enhances the courage of performing different tasks and helps to keep command chain. It is also used to change self-image and avoid interiority complex.

In the last item of this table; department heads, other teachers and section head consecutively forwarded their views with 2.43, 1.86 and 1.69 as open discussion about ethical codes of conduct. Among the principle of super action, ethics and code of conducts are the foundation for the remains principles. Making significant factor to upload the schools.

**Table 4- 7F-Test (ANOVA) of Ethical Leadership among 3 Groups of Schools Teachers**

No	Questions	01			02			03			Summary of ANOVA	
		Department Heads			Other teachers			Section heads				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	It reveals ethical code of conduct.	23	2.7826	.59974	91	2.8333	.76319	46	2.8478	.78789	.060	.942
2.	Behaves and follows the guidelines, values and principles of integrity.	23	2.3478	.77511	91	2.1354	.82869	46	2.0000	.84327	1.372	.257
3.	Attains an expected outcome of ethical leadership practices.	23	2.3043	.82212	91	2.1667	.73509	46	2.2826	.62050	.598	.551
4.	Manage challenges and problems of ethical leadership practices.	23	2.0435	.82453	91	2.0417	.83246	46	1.9130	.75502	.420	.658
5.	Implements open discussion about ethical codes of conduct.	23	2.4348	1.16096	91	1.8646	.78967	46	1.6957	.66230	6.426	.002
6.	Fulfill the mission and goals of the schools.	23	2.3478	.83168	91	2.3854	.75908	46	2.3478	.82239	.046	.955
7.	Investigates the current situations of the schools timely.	23	2.0000	.79772	91	1.9688	.81374	46	2.0217	.77428	.071	.931
8	Molds the opinion of teacher's and trainees rather than following the familiar one.	23	1.6087	.58303	91	1.6458	.63211	46	1.5652	.58318	.273	.762
9	Diverts the feelings of the employees and trainees to positive thinking.	23	2.1304	.81488	91	1.9271	.82392	46	2.1739	.79734	1.652	.195
8.	Maximizes the passion and interests of the employees.	23	1.8696	.75705	91	1.6667	.69079	46	1.7609	.73590	.850	.429
9.	Develops team-sprit among the leaders of the schools.	23	2.0000	.67420	91	2.1250	.68441	46	2.0870	.66084	.324	.724
10.	Designs and reforms the ethical leadership style of the schools.	23	1.8696	.69442	91	1.7813	.72842	46	1.8043	.68701	.144	.866

11	Solves ethical leadership problems of the schools automatically.	23	1.8696	.69442	91	1.7083	.66359	46	1.8043	.71863	.666	.515
12	Has school development program.	23	1.6522	.64728	91	1.6458	.69554	46	1.5870	.65238	.131	.877
13	Increases the number of skilled manpower.	23	2.3043	.70290	91	2.2604	.74332	46	2.2391	.73590	.060	.942
14	Improves an overall activity of the schools.	23	2.0000	.73855	91	2.1979	.81589	46	1.9783	.85607	1.361	.259
15	Maximizes and becomes role model of integrity for employees and trainees.	23	2.2174	.85048	91	2.2604	1.02849	46	2.1304	.71829	.305	.738
16	Shapes and gives proper motivation to employees.	23	2.2609	.75181	91	2.0313	.68753	46	2.0652	.67994	1.018	.364
17	Becomes role model for other unit organization.	23	2.2174	.67126	91	2.0833	.72062	46	2.1522	.75916	.375	.688
18	Becomes role model for other schools.	23	1.9565	.63806	91	2.0208	.75365	46	1.8478	.69817	.890	.413
19	It provides benefit for student- leaders.	23	2.3478	.77511	91	2.1563	.85012	46	2.2174	.78636	.517	.597
20	It provides benefits for the state.	23	2.3478	.98205	91	2.1146	.80616	46	2.1739	.99564	.645	.526
21	It provides benefits for communities.	23	2.3913	1.19617	91	2.2813	1.07315	46	2.1304	.88465	.555	.575
22	It provides benefits for trainees/ students	23	2.0435	.70571	91	2.0104	.80125	46	1.9348	.77179	.200	.819
23	Shapes and gives proper motivation to employees.	23	2.2609	.75181	91	2.0313	.68753	46	2.0652	.67994	1.018	.364
24	Becomes role model for other unit organization.	23	2.2174	.67126	91	2.0833	.72062	46	2.1522	.75916	.375	.688

As data presented in table 4.7 above shows, the ANOVA result indicated statistically no significant mean differences in twenty-four items among the three groups of respondents. To formulate the next findings the rating scales of department heads mean values indicated in item one up to twenty-four showed that low mean values.

Generally, when we see the respondents' view, it shows a strong response go from the high positioned /authorized/ individuals to the section head. In rare case the authorized persons tried to flatter the responses. But other teachers and section heads explicitly revealed the realities.

According to Piccolo (2010) Ethical standards, ethical leaders may be more likely to find ways to promote employee well-being and quality of work life. Rather than solely focusing on bottom-line outcomes, extant research suggests that ethical leaders affect the task design of jobs in a way that allows employees to experience autonomy and task significance in their work as a result of experiencing more meaningfulness in their jobs, employees of ethical leaders exhibit higher levels of effort, which then contributes to higher levels of task performance and organizational citizenship behaviors. Thus, when leaders expand their thinking beyond a sole focus on bottom-line outcomes by attempting to improve employee well-being, they may inadvertently realize higher bottom-line returns because employees are more engaged and ultimately productive.”

According to Field Manual 6-22, “... found that ethical leadership can spread through an organization all the way to the front lines. Front-line workers behaved more ethically and cooperatively when their immediate supervisors ranked high in ethical leadership. Even more interesting, ethical leadership in top management and leader teams predicted ethical and cooperative behavior of front-line employees and lower-level supervisors. This indicates that high (or low) ethical leadership from leaders at the very highest levels influenced leaders at lower levels, who in turn influenced the ethical behavior of everyone else.”

Concerning ethics leaders' disposition is not compatible with mission and the goal of the schools, doesn't run on timely (un appropriate schedule), take the familiar opinion rather than molding them, insignificant role in designing and reforming the ethical leadership style of the schools, maximize the passion and interests of employees, bring employees' feeling to positive, and couldn't investigate the current situation of the schools as well as develop team-spirit among leaders of the schools.

Most respondents are low mean values. Based on this idea leaders should revise their own ethics and investigate again the structure of institution.

In addition, this an ethical leadership teacher has the deficiencies of solving ethical leadership problems, in becoming model, providing benefit for the state and communities, increasing the number of skilled manpower, becoming role model for other institutions, etc.

**Table 4-8F-Test (ANOVA) of Respondents Perception toward Leadership Network among 3 Groups of Schools Teachers**

No	Item	Position									Summary of ANOVA	
		Department Heads			Other teachers			Support Teachers				
		N	Mean	Std. De	N	Mean	Std. D	N	Mean	Std. De	F	Sig.
1.	The schools support teacher to introduce others to contact its network.	23	3.3913	1.07615	91	2.4167	.94776	46	2.2174	.86700	12.663	.000
2.	Creates a good linkage among different organization.	23	3.4783	1.03877	91	2.5625	.91551	46	2.5435	.72131	10.756	.000
3.	Develops the sense of advertising its network.	23	2.7826	.90235	91	2.2500	.83351	46	2.1739	.79734	4.554	.012
4.	Has a good and well-organized networking system.	23	3.1304	.69442	91	2.3750	.79802	46	2.1522	.69817	13.147	.000
5.	The network of the schools plays the vital role for progressive of the schools.	23	2.7826	.85048	91	2.3021	.72721	46	2.2609	.61227	4.762	.010
6.	Allocates time for student and trainers as they create multiple contacts with teachers and organizations.	23	2.5217	.89796	91	2.0104	.83973	46	1.7391	.68101	7.207	.001

As data presented in table four-six shown above, the ANOVA result indicated statically significant mean differences for in six of the items among the three groups of respondents which showed that  $p < 0.05$   $\alpha$  level. While the remaining six items from the total items of twelve, statistically there were no significant differences in the mean rating of three groups of respondents.

For the examination of the data showed in the above table an observed statically significance difference mean values. The first item of table four-six; revealed about the schools supports employees to introduce to others to contact its schools. On the bases of this idea respondents replied with 3.39, 2.41 and 2.21 respectively. As mentioned in the above items having relationship with many institutions help the schools to investigate its sociability.

As indicated on item two; respondents showed their outlook with 3.47, 2.56 and 2.54 consecutively about the purpose of leadership network creates a good linkage among different organization. Linkage is not a simple contact; it is the right follows information and confidential relationship. In student- teachers it should be selective rather than inclusive.

The third item of table 4.8; respondents replied with 2.78, 2.25 and 2.17 mean values respectively as leadership of the schools develops the sense of advertising its network. The prime target of advertising the student- network is to show what it has done to gate social acceptance form mass societies.

As can be seen on item four; respondents ensured with 3.13, 2.37 and 2.15 mean value as schools is network has well organized networking system. Improving the quality of network is the sign of advertising the institution and developing transparency. In their respondents of item five; respondents showed with 2.78, 2.30 and 2.26 respectively about the network of the schools plays the vital role for progressive of the schools. This shows network is one of the sources of emanating the financial resource. For example, obtaining sponsorship, donators.

The last item of table 4.8; respondents confirmed with 2.52, 2.01 and 1.73 mean values as item is allocated for subordinates and trainees as they create multiple contacts with other teachers and organization. Only for the benefit of the schools wisely some subordinates and trainees have the chance of creating more contact and others do not have similar opportunities.

To conclude this table, the significant analysis of variance had depicted the difference among respondents because of the controversial ideas of the three groups of respondents. Whatever the respondents replied with different mean values, they should poor networking system internal and externally with low and very low mean values. An existed significant difference happen do to one group of respondents had average and high mean values, and others with average and low mean values.

**Table 4-9F-Test (ANOVA) of Leadership Network among 3 Groups of Schools Teachers**

No	Items	01			02			03			Summary of ANOVA	
		Department Heads			Other teachers			Section heads				
		N	Mean	Std. Dev.	N	Mean	Std.	N	Mean	Std.	F	Sig.
1.	Maintain many contacts with other organizations.	23	2.3913	1.1961	91	2.2813	1.07315	46	2.1304	.8846	.555	.575
2.	Invests employees in substantial energy in the development of new contact.	23	2.0435	.7057	91	2.0104	.80125	46	1.9348	.7717	.200	.819
3.	Instigates employees regularly working together with people.	23	2.2609	1.0538	91	2.2188	.88500	46	2.1087	.9713	.285	.753
4.	Induces employees working in team spirit.	23	2.4783	.9472	91	2.1042	.74663	46	2.1957	.8849	1.958	.144
5.	Motivates employees to develop many contacts with people outside of the department.	23	2.4783	.9472	91	2.1250	.75742	46	2.2174	.8670	1.750	.177
6.	The schools spends a lot of time on maintaining its contact.	23	2.7826	.9980	91	2.5208	.89418	46	2.5652	.6880	.865	.423

As indicated in table 4.9 the presented data showed on item one to five, with low mean values and only item six with average mean value.

Like the responses of other teacher, Section heads rated that item one to five, with low mean values and only item six indicate an average mean value. Three groups of respondents were not rated with very low, high and very high mean values in table 4.9.

According to Hannah & Lester, (2009). Leadership network governance leadership is then defined as encouraging employees to actively connect with stakeholders (outside their own department). A supervisor would score high on network governance leadership when he/she encourages encouraged employees to spend time connecting to other stakeholders, to stimulate them to spend a lot of time maintaining contacts and to encourage employees to introduce their colleagues to their own contacts.

To wind up the condensed idea of this table the leadership network of this school's incapable of making proper contact with other organization, invests employees in substantial energy in the development of new contact, instigate employees regularly working with people, develop time- spirit, and create good linkage among different organizations, hindered good working desire.

The summarized ANOVA result indicates as respondents depicted without much conflicting ideas. They showed an extreme weakness of the school's leadership network. In such case it is impossible to get new ideas that emanate from different groups of societies with many experiences. The result was low mean values has been seen as no significant differences.

**Table 4- 10F-Test (ANOVA) Response Rate on Leadership Lawfulness of among 2 Groups of Schools Teachers**

No	Item	01			02			Summary Of ANOVA	
		Department heads			Other teachers				
		N	Mean	S.D	N	Mean	S.D	F	Sig
1.	Following the law	23	1.9000	.73786	91	2.1667	1.32916	6.000	.010
2.	Obey for the rule, regulation & Procedure	23	2.0000	.81650	91	2.3333	1.21106	.706	.567
3.	Carry out government policies Properly	23	1.9000	.99443	91	2.6667	.51640	2.537	.106
4.	The sense of ensuring to follow up the rules, regulations & Procedures	23	1.6000	.84327	91	2.3333	.81650	.828	.504
5.	Being becoming the role model for the rest of schools in following rules	23	1.6000	1.17379	91	2.3333	1.03280	1.071	.398
6.	Correctives are given to law Breakers	23	1.7000	1.15950	91	2.0000	.63246	1.801	.201
7.	The practices of rule violating Activities	23	1.6000	1.07497	91	2.1667	1.16905	.818	.509

As the presented data shows in the above table four-seven; the ANOVA result indicated statistically significant mean differences in one of seven items between the two groups of respondents with  $p < 0.05$   $\alpha$  levels. While the remaining six items statistically with no significant differences in mean ratings of between two groups of respondents.

For the examination of the data showed in the above table on observed significant difference of mean value was on item one, however, item two to seven rated with no significant differences of mean values. The mean ratings showed by teachers and department heads in item one, and two to seven were with low mean values, whereas only item two with average mean value.

As the presented data; department head and other teachers rated with low mean values items one, two, four, five, six and seven whereas item two with average mean value. Two groups of respondents were not rated with very low, high and very high mean values in table four- seven.

According to Terry (2003:77), who notes that administrative leaders should be conservators, where one important task of leaders is that they prevent or reduce violations of laws? Hence, leaders should stimulate their followers to follow governmental rules and regulations, and prevent them from rule-breaking.

In summarizing table four-seven; respondents confirmed with more similar ideas about the practices of leadership in the schools diverted in some way from the line of law.

On this table the leadership style impeded from following law, obey for the regulation, rule and procedures, and the practices of rule violating activities. In addition to this, there is less sense of ensuring to follow up the rules, regulations and procedures didn't carry out government policies, correctives were not given to law breakers and couldn't become the role model for the subordinates.

**Table 4- 11F-Test (ANOVA) of Response Rate on Leadership Political Loyalty among 2 Groups of Schools Teachers**

No	Items	01			02			Summary of	
		Department Heads			Other teachers			ANOVA	
		N	Mean	Std. D	N	Mean	Std. D	F	Sig.
1.	Encourage employees as they implement political decisions Properly.	23	2.1000	.73786	91	3.0000	.89443	5.335	.037
2.	Instigate employees as they support political Decision	23	2.1000	.73786	91	2.6667	1.03280	.347	.565
3.	The schools encourage leaders not to jeopardize the relationship with political heads at risk	23	2.4000	.69921	91	2.1667	.75277	.395	.540
4.	Induce to implement political responsibilities.	23	2.3000	.87560	91	2.1667	.75277	.651	.433
5.	Encourages defending political choices.	23	2.0000	.70711	91	2.3333	.81650	.347	.565

As the presented data in table four-eight above shows, that the ANOVA result indicated statically significant mean differences in item one of the items between the two groups of respondents with  $P < 0.05$   $\alpha$  level. Whereas, remaining four items statically with no significant difference of mean values rating between two respondents.

For the examination of the data in the above item showed statistically significant difference mean value observed on the first item of the table while items two to five rated with no significant differences of mean values.

As can be seen on the table; department heads confirmed with low mean values all items. other teachers were rated items three, four and five with low mean values, while item one and two with average mean values. Two groups of respondents were not rated with very low, high and very high mean values in table four- eight.

According to Kleinig (2007) “this among else depends on the degree to which these employees are loyal towards their political principals argues that loyalty is shown when people continue to show commitment to others, even if such commitment is costly.”

The leadership’s political loyalty of the schools encourages defending political choices. This is used to build fixed and stable firm stand with the employees. In order to reveal table four-eight; precisely (in short) about the insignificant practices of the school’s leadership political loyalty. When it assessed thoroughly, it seemed people living under the same sky with different horizon. The leadership of the schools didn’t encourage employees as they implement political decisions properly, instigate subordinates as they support political deeds, induce to implement political responsibilities and encourage defending political choices. The direction and the graphic ideas of the respondents indicated weakness.

**Table 4- 12F-Test (ANOVA) of Perception of teachers towards Ethical Leadership among 3 Groups of Schools Teachers**

No	Items	01			02			Summary of ANOVA	
		Department Heads			Other teachers			F	Sig.
		N	Mean	Std. D	N	Mean	Std. De.		
1.	Most other teachers have the same perceptions.	23	2.4000	.51640	91	2.0000	.63246	1.909	.189
2.	Most other teachers have different perceptions.	23	2.1000	.87560	91	2.0000	.00000	.076	.787
3.	The perceptions of other teachers towards ethical leadership are positive.	23	2.6000	.69921	91	2.5000	.54772	.089	.770
4.	The perceptions of other teachers towards ethical leadership of the schools are negative.	23	2.7000	3.02030	91	2.5000	.83666	.025	.878
5.	Other teacher perception contributes its own progressive factor.	23	2.3000	.67495	91	2.1667	.75277	.135	.719
6.	Perception of other teachers plays destructive role.	23	2.0000	.81650	91	2.0000	.00000	.000	1.000
7.	There are no significant factors due to the variation of other teacher perception.	23	2.4000	.84327	91	2.1667	.40825	.395	.540
8.	teacher perception ways on the students' attitude.	23	2.4000	.84327	91	2.5000	.54772	.066	.800
9.	School's employees are inspired by other teacher perception.	23	2.5000	.84984	91	2.5000	.83666	.000	1.000
10.	Management teacher's covers and molds other teacher Perception	23	2.3000	.48305	91	2.6667	1.03280	.950	.346

As the presented data in the above table four-nine shows, the ANOVA result indicated, statistically significant mean differences were not observed between two groups of respondents.

Department heads rated that item five, six, seven, eight and ten with low mean values, while item, three, four and nine, with average mean values. Other teachers rated with low mean values whereas, item three, four, eight, nine and ten with average mean values. Two groups of respondents were not rated with very low, high and very high mean values in table four- nine.

The research on perceptions of teachers on ethical leadership can be traced back to Yıldırım, A., &Baştuğ, İ. (2010) influential works on the constructive nature of cognition, which argues that schematic thinking dominates human perception in ways that human generic beliefs about the world influence and shape information processes.

In summarizing table four-nine; the perception of teachers was negative towards ethical leadership of the schools. Points that convince others are most teachers didn't get the unity of mind, the perception of other teachers towards leadership was negative, opinion of other teachers couldn't bring change, there were significant impact that obstruct progressive due to variations of other teacher interest, desire and idea. The management teachers hadn't power to divert other teacher perception, other teachers got the ability of changing the ideas of the remains subordinates exceed than leaders and leader show careless incidents in many things.

### **4.3 Analysis and Interpretations of Interview Items**

For the qualitative data, interview has been employed. Key informants were participated throughout the interview session. The participants were department heads, section head and other teachers. On the first item of an interview; twenty-one respondents were participated. There were controversial ideas were forwarded from these twenty one respondents about an expression of ethical leadership the schools. It is vivid that, the level of understanding of the respondents varied from individuals.

Therefore, some of them didn't get potential to express their opinion. For instance respondents SC OCD.2 said that No answer. Others tried to explain in a detail. Although the realities lay in one direction, some respondents flattered the item. On item two; similar to item one there were twenty one respondents that expressed about the common challenges of ethical leadership in schools with conflicting ideas, they contributed an input and overcome the persistent challenges. Because respondents sorted out a number of challenges like that of lack of motivation, limitation of skilled manpower, problem of management, scarcity of resources (material, financial and human), rigidity of rules, in other case flexibility of rules and regulations, lack of the principals of supper action (honesty, transparency, obey for the rule, fairness.) lack of communication. As indicated on item three; among twenty one respondents eight of them ensured and convinced the researcher as there was no transparency of leadership in the schools. In contrary to this, ten respondents replied as leaders in the schools had transparency. The remains three respondents didn't replay the clear response. They were in the middle ground, in doubt, and were not sure. They begin ensuring the phrase "I' am not sure... means undecided respondents.

As far as item four concerned about fair administration in the schools, ten respondents explained in detail about the absence of fair administration in the schools. But, six respondents replied as there was fair administration. The remains five respondents did not decide to bring their clear idea.

Those who said no fair administration in the schools, the rule, regulation and procedures of the schools, biased, partialities, privilege for some not for all etc. As could be seen on item five about how much the schools equipped with competent and competency of manpower except two respondents, nineteen of them replied as the schools hadn't the right competent and competency manpower. Without visitation, the respondents enumerated leaders, managers, teachers and academic units in addition to this they advised to fill this wide gap, the schools should arrange educational program, plan personnel and organizational development, and prepare continues training.

Eventually, the response showed that, academically skill hadn't significant role except student- service. Respondents noted this issue as a big assignment for the schools and should seek especial attention and revision.

As indicated on item seven, how much the corrective measures had implemented to improve mismanagement of ethical leadership? The respondents conformed that there were correctives measures but, they were not timely, proportional with an existed wrongs and a little bit biased some respondents for warded their opinion as there was no corrective measures and few of them advise as it was an assignment or the schools.

The last item of this interview seeks personal suggestion to solve the existed and problems that were mentioned in items one to, seven. Then, respondents suggested in different ways by raising different issues. For example, as the schools should practice the rule and regulation, create good communication, follow the moral community, train teachers, arrange educational program, understanding environment, assigns well skilled leaders.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS & RECOMMENDATIONS

This chapter begins with a brief summary of the findings. Subsequently, it provides a discussion regarding the contributions of the study to our understandings of ethical leadership. Finally, the limitations of the research are addressed and areas for further exploration are offered.

#### 5.1 Summary

The ultimate objectives of the study were assessed teacher perception towards ethical leadership at the secondary schools of East Hararge zone, Oromia region, investigate the common perception of its ethical leadership, the leadership network of the schools, its political loyalty, low fullness and to show the possible direction for the future. To this effect special emphasis was given to get answers to the following stem questions:

What is the perception of the teachers toward ethical leadership at schools? Is their significance difference in the perception of ethical leadership between Department heads, other teachers and section heads of the schools? And what challenges does the schools face Sin ethical leadership practices? What are the challenges to improve the practice of ethical leadership?

As an indicated data on table 4.5; showed the three groups of respondents repaid with significant difference of mean values about their perception toward ethical leadership accountability. Furthermore, on table 4.4; three groups of respondents reveled the accountabilities of leaders with the low mean values except department heads on item two of average mean value.

The study disclosed significance difference in perception of ethical leadership between department heads, other teachers and section heads. As it come be observed on table 4.4, 4.5, 4.6 and 4.7 the three groups of respondents unveiled the significance difference.

A total of 79 close ended items and 8 open ended items were distributed to a total of one hundred sixty respondents (department heads, other teachers and section heads), out of this, one hundred sixty (100%) questionnaires from department heads, (100%) questionnaires from other teachers and (100%) questionnaires from section head were returned. Based on the analysis and interpretation of the data the following findings were obtained:

The perception of teachers towards the ethical leadership of school was not smooth. Leaders of the schools had very little concern to work cooperatively with teachers and community. That is revealed us: Leaders were not willing to accept comments and constructive criticism, Teachers and community were deprived of the opportunity to participate in administrative work, Leaders did not take the advantages of solving problems and didn't design school's vision after thorough discussion, Leaders communicated with teachers most of the time through meeting and notice board, Leaders had little accountability, From the perspective of leader, they didn't respect for the rules and laws, Relatively leaders of schools had more political loyalty, Although, schools should widen its network, leaders of the schools couldn't improve the network. Leaders' perception and attitude towards other teachers and section heads can be stated as Teachers and section heads laced opportunities of solving problems through discussion and consensus. Teachers and section heads were not willing to work cooperatively with leaders on educational activities. Leaders perceived that all positions should be given for teachers.

## 5.2 Conclusion

Generally, there are many factors that affect the perception of ethical leadership in the schools: lack of positive attitude, absence of cooperativeness, unfriendly approach among leaders, department heads, teachers and section heads. This intern has a negative impact up on students. However, the result of the study confirmed that there was no healthy relationship and mutual understanding among the employees specially, teachers of the schools, in explored its problem and assessed the research findings as well as tried to provide points of pragmatic.

But the study /this research/ depicted that ethical leadership regardless of hierarchical level or institutional setting was closely linked to the exhibition of authoritative powers towards subordinates and there for bears the risk of potential misuse. It tried to show the direction how leaders can be thoughtful, caring subordinates, and be responsible. From the perspectives of leadership impact, this study stated how ethical leadership develops trust and institutional justice. Thus why, these adhere (affix) the relationship of ethical leadership with institutional outcomes specially the school institution. When leaders couldn't implement the principle of "walk your talk", between leaders and subordinates a like (teacher, student, other employee): barrier of communication, misunderstanding, disagreement and unproductively will easily exist.

As the finding asserted ethical leadership couldn't entertain group involvement in decision making process and couldn't enhance the acceptance of the final decision. It also couldn't serve as a forum for representing group interest and facilitates coordination of schools plans and activities. However, the finding confirmed that subordinates didn't participate in the planning activities and solving school problems. These could hinder the effective communication in the schools. Moreover, it made teachers not to be committed and willing to take responsibility. As the finding asserted less accountability of leadership, had low political loyalty, not fully obedience for the law, poor networked system and had wrong perception towards other teachers and section heads. In relation to this, there were a number of issues such as personal problems, work related problems, and school (environmental) problems that dealt with employees which had been undermined by leaders. This could be one of the potential factors to reduce productivity.

### 5.3 Recommendation

The following recommendations are forwarded based on the finding's conclusions drawn. Accordingly, leaders should not only attempt to lead, but also understand the perception and attitude of the teacher and employees.

The finding disclosed as the leaders had little accountability, didn't fully respect for the laws and the rules, had more political loyalty and couldn't improve the network internally and externally. In addition to this, the chance and the position that were given to student teachers excluded community around the school. Some activities were related to boss activities rather than leader's action. As the fact that, ethical leadership evokes love, says we, depends on good will, shows what is wrong, shows how to do, and commands respect. Conversely, the boss evokes fear, says, I, depends on authority, shows who is wrong, shows how it is done and demands respect. Such gaps couldn't investigate teachers(employees) as they strive for common goals.

Ethical leadership promotes as leadership depend on good will rather than depending on authority. Whatever, it is the student of the had good will and character have pivotal role in leading authority and power are shadow, but character is a tree, character is the foundation of truly success. In order to get the right success, leaders should rely on good will and character specially in the educational institutions. Effective leadership is a function of empowering others, creates effective communication, strives for the benefit of the groups, and can't put him /herself about others except caring the responsibilities. Many operations have failed because of unclear instruction, misunderstood the interest of others, in adequate communication in order to school's leaders and employees are effective.

As the findings asserted, there is no health relationship and mutual understanding among leaders, department heads and teacher which would in turn, aggravate the lack of confidence, trust and reduce productivity. Therefore, in order to solve this problem and create health relationship and mutual understanding, leaders should provide compute message and information.

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