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**Ethical leadership in the eyes of teachers: A comparative study of
selected private and government secondary schools in Addis Ababa**

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Declaration

I the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and all sources of materials used for the thesis have been duly acknowledged.

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ADDIS ABABA UNIVERSITY

**SCHOOL OF GRADUATE STUDIES DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT**

**SCHOOL LEADERSHIP EFFECTIVENESS OF STUDENTS ACADEMIC
ACHIEVEMENT IN SECONDARY SCHOOLS OF JIMMA ZONE**

By: **WoynshetAyele**

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Abstract

The purpose of this study was to determine the nature and level of ethical leadership as perceived by teachers in a sample of private and government secondary schools in Addis Ababa. The purpose was also to determine the role of dimensions of ethical leadership and teacher and school factors in explaining ethical leadership. A descriptive survey research design was adopted as it suitably describes data and characteristics about the population of interest and construct of ethical leadership being studied. The study was also correlational/explanatory because it sought to see relationships among constructs of ethical leadership. Using a piloted valid and reliable ethical leadership scale and multiple regression five constructs and school and teacher factors are used to predict ethical leadership assessments and the role of the individual predictors such as the scale dimensions and teacher factors (age, gender, work experience and qualification) and school factors (school individuality and school ownership). Based on findings from 210 valid questionnaires the ethical leadership scores while in general positive were in individual schools different at a level of statistical significance. The study further showed there was a systematic difference based on ownership with school leaders in private schools receiving more generous ratings. Besides demonstrating significant inter-factor relationships the four factors of behavioral ethics, decision-making ethics, communication ethics and climate ethics were important predictors of ethical leadership perceptions. The study considered school and teacher factors (gender, age, qualification and teaching experience) to find out their contribution but this was limited. Recommendations for further research are indicated.

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CHAPTER ONE: 1. INTRODUICTIOMN

1.1 Background of Study

There is growing recognition of the centrality of ethical issues in educational leadership roles and an attendant realization that the ethical factor transcends and spills over into teachers in the classroom affecting fundamentally how they feel and act as professionals. As studies have demonstrated Ethical educational leadership is one of the major predictors of job outcomes and attitudes, as it has an important effect on pedagogical workers. Ethical leaders may enhance the job satisfaction of teachers. If the teachers perceive their school leadership as ethical, there they may be positively influenced in their work which is often not a very easy one and not very rewarding. This requires that school leaders of today should “move beyond ... notions of technical efficiency to seeing it [i.e.: leadership] as a moral activity that engages the full humanity of the school community” (Starrat2004: 9).

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-making”. The effect of ethical leadership is suggested in this definition as being multiple.

Boyce, 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 studies 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.

Additionally the theoretical frameworks may be complicated when a study addresses both modalities of private and public schools in terms of ethical stance as the two have differencing models of doing business and different philosophies but with significant mutual focus on preparation of the youth for civic roles and responsibilities.

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 (eg 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. Therefore what the literature reports are fragmentary studies of measurement reliability and validity.

In this research the private/public educational system binary is based on defining characteristics that relate to degree of public attention and visibility, and includes political control (eg by a ministry), how the school is financed, and the level of independence in terms of operational details and goal achievement expectations.

The study relates the binary of education systems to the nature of the school systems in Ethiopia and considers the forms of ownership and managerial philosophy and the implications of this on ethical leadership and in particular how it is perceived by teachers.

Ethiopia has had a long tradition of public secondary education but the private system of schooling is more recent but definitely growing fast. According to the Ministry of Education () in Addis Ababa alone there are 73 public and 108 private high schools. There are also different in terms of the number of school teachers and leaders. For instance the number of secondary private high school teachers is 1154 while the same figure for public schools is 1722.

The private schools employ 458 numbers of directors but in the system of public schools in the city the figure 260.

These schools need to be studied in terms of how they are ethically run as perceived by teachers. To date no local study has addressed ethical leadership in either private or public schools. This study studies both and in comparative perspective.

Since most ethical leadership studies were reported by scholars in developed countries the need to explore contexts of school leadership in developing countries whose attributes substantially differ from those of developed countries is a clearer search gap that has to be addressed.

1.2 Statement of Problem

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 Addis Ababa .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)..

Apart from schoolownership type the problem also extends to whether gender and seniority 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 female teachers have a different perspective from that of males 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 practice of ethical educational leadership in the Ethiopian context.

1.3 Research Questions

- The study will answer the following research questions:
- What is the perception of teachers regarding their principals' ethical leadership ?
- Are the factors of gender, age, and professional seniority related to ethical leadership perceptions?
- Are the factors of ethical leadership significantly and positively correlated ?
- Is ethical leadership related to school type i.e. private vs. government?
- What is the contribution of the dimensions of communication ethics, ethical decision-making, behavioral ethics and climate ethics to explaining ethical leadership What are the most important predictors of ethical leadership?

1.4 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.

1.5 Scope of the study

The study addresses ethical educational leadership 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 male and female secondary school teachers as well as teachers of varied seniority in selected private and government high schools in Addis Ababa (three state and three private schools).

1.6 Limitations

The limitations that relate to self-report measures may also apply to this study. Thus social desirability may play a role in affecting responses to items in the measures.

Another issue concerns generalizability of the findings reported. The study sample is limited to school teachers in a limited number of settings and this may not be generalizable to the school system at the city level. Bigger budget studies with more samples are needed to produce confidence of a representative citywide picture of the subject of ethical leadership and the selected correlates.

Additionally the views of ethical leadership are limited to perceptions of classroom teachers.

Future studies maybe conducted that address the picture more holistically

1.7 Definition of key terms

Standard deviation (SD). This is a commonly used figure that measures how close observations or data points are to the mean. It is therefore a measure of variability.

Normality of data: This is a feature of statistical distribution measuring how close data points are to the mean. Graphically it looks like a bell shape but it can also be shown using statistical tests. In a normal distribution 99.7 % of all observations are within three deviation points from the mean. The Shapiro Wilk test is normally the test for normality decision. Statistically significant results indicate data are not normally distributed. In this study the data were not found to be normal as the test gave a below below significance level.

Parametric test: This is a family of statistical tests that are based on the assumption data normality

Nonparametric test: This is a group of alternative testis that are based on suitable for data that are non-normal or deviate from normality

Man –Whitney test: This is an equivalent to the ANOVA test but is limited to two groups.

Kruskal-Walis Test. This is a nonparametric test which compress scores of more than two groups on a variable of interest such as job satisfaction

Multiple regression; this test determines which factors among a set of independent/predictor variables explain the variance or contribution in outcome/dependent variable such as perceived school leadership effectiveness

1.8 Organization of the thesis

The research consists of five main chapters, Chapter one deals with the introduction part that includes background of the study, statement of the problems, objectives, and significances of the study, delimitation, limitation and operational definitions. Chapter two deals with the review of related Literature to the study, The third chapter presents the research design and methodology, Chapter four comes up with presentation, analysis and interpretation of the data. Finally the last chapter comprises the summary, conclusions and recommendations.

Chapter Two:

2 Literature review

2.1 Introduction

There is an emerging literature addressing the important construct of ethical leadership in general and educational leadership in particular. Central to the literature is the need to reorient schools and their leadership along ethical lines. It identifies and addresses the need for a moral compass for all educational actors but more importantly educational leaders as their behavior can influence followers. But the issue of ethics in leadership is more than straightforward and has diverse dimensions and tensions (Shapiro & Stefkovich, 2007; Whitton, 2010). As stated by Brown and Trevino (2006), “ethical leadership has two facets: the moral person aspect and the moral manager aspect. The moral person aspect relates to the leader's personality, to their moral characteristics and traits. The moral manager aspect relates to the leader as a moral person as it manifests itself in his or her professional life”. These dimensions require ethical sensitivity and competence as well as compromise to resolve the moral tensions encountered in schools as organizations.

The focus on ethical educational leadership is a reflection of the moral nature of schools more than any other but perhaps in similar ways as in institutions of justice and human wellbeing. But schools need to shine ethically (Starratt 1991) because of the radiating effect on all other institutions that depend on the school as guides and inspiration for all that is ethical. According to Starratt (1991) there is growing focus on ethical education and practice. The focus on ethics can help schools regain any public trust they have lost or strengthen the trust that exists in the as citizen preparation organizations. In this regard Strike (2007) says that “ethical educational leadership is the foundation on which to build, maintain, and sustain trust in schools” (p. 15-17).

The literature in this chapter first addresses the theoretical literature of ethics followed by literature on ethical leadership and schools as well as teachers.

2.2 Conceptions of ethics

The definitional literature relating to ethics is vast and characterized by interdisciplinary complexity although there are essentially similar fundamentals of ethics. However there are also intercultural and contextual factors affecting the understanding and significance of ethics. However essentially it pertains to a system of evaluations of right and wrong in matters of process and outcome. (Gross, 1993).The area of ethics has literature that is conceptually rich given the centrality of ethics in public life and education in particular.These are generally grouped under deontological. Consequentiality and virtue ethics and the roots are basically western but have been embraced by non-western cultures through education(Vallor2016)

2.3 Deontological Ethics:

The **term** "deontology" originated from the Greek "deon" which means "obligation" or "duty", and "logos" which relates to study. The dimension of deontological ethics addresses moralconventions, rights, expectations and obligations. Its essence is rule of behavior in terms of right and wrong rather than consequence-based evaluation of ethics. Therefore the parameters of morality are tied to rules of conduct such as in professional behavior and in relationship with execution of duties as in school context including.

In this line of moral philosophy Kant is in the center. He puts in the center the idea of duty in the examination of ethics. He adds that the motive of the actor is more important ethically than the outcomes of the action. This can relate to the motives of educational managers and whether the mean to help or to harm . Deontological ethics is often expressed in such terms as Duty for dutyssake,“Virtue is its own reward,” and “Let justice be done though the heavens fall.” These descriptions indicate that consequence is not the I Matter.In Kant’s understanding morality is unconditional i.e. not consequence dependent and can be achieved by humanity based reasoning. His principle is universal and based purely on human ethical excellence. He stated that the "highest good "must be both intrinsically good (good "in itself"), and good without qualification “(when the addition of that thing **never** makes a situation ethically worse) (Basics of Philosophy 2018).

He advises “So act that you treat humanity in your own person and in the person of everyone else

always at the same time as an end and never merely as means.” He rejects an understanding of ethics based on calculation of consequences. Not surprisingly deontological ethics is often described as duty based or obligation based which is based on the moral philosophy that moral rules arise from duty or a sense of duty.

This may again be described as ethics of duty and ethics of rights and obligations. They are also universally applicable and based on a universalist understanding that indicates that rights and wrongs are essentially universally understood similarly..

In school leadership there are duties that can be seen through deontological lenses / Some are positive such as treating all teachers equally and negative such as the duty not to fire teachers without a due process or based on ulterior motives. Deontological driven leaders embrace the idea of rights, fairness, transparency and consistency.

There is also the issue of teachers’ rights which can be viewed as a deontological matter. As Traer (2009 p. 103) explains, 'the most widely accepted justification for moral rights relies on Kant's deontological argument that we have a duty to treat every person as an end, and not as a means to our ends, because every person is autonomous and rational, and thus has intrinsic worth'. Thus an educational leader must respect teacher rights not because this can help him stay in power or be popular but because it is innately good to protect others rights. A number of other issues such as teacher autonomy, workplace justice ‘fairness or impartiality of promotion procedures may raise ethical questions related to de-ontology.

2.4 Consequentiality ethics

The consequentiality philosophy is based on the idea that consequences of an action determine its ethical quality. It is not determined by a set of rules as every case can be calculated to be beneficially different. Thus a morally justified act is measured by the benefits that result.

Utilitarian calculations characterize consequentiality ethics. Thus, based on John Stuart Mill (1806-1873) and his idea that happiness can be employed as a measure of ethical quality of an act and in fact the idea of pain is also an important factor in assessments of ethics. Therefore, the questions

would be “**did the action lead to pain in others?**” This is a clear focus on outcomes as criteria of ethical evaluation.

There are two principles of consequentiality ethics: The two differ based on whether the act in question has

1. The outcomes of an act
2. The better the consequentness of an act, the more ethical it is

Consequentiality theories have focus different outcomes. Thus while **utilitarianism** claims that decisions should primarily address human welfare ; hedonists focus on maximization of happiness.

But a more detailed understanding of consequentialist ethics would include among others (Sinnott-Armstrong, 2015;p 79). Actual Consequentialism = whether an act is morally right depends only on the *actual* consequences (as opposed to foreseen, foreseeable, intended, or likely consequences). Direct Consequentialism = whether an act is morally right depends only on the consequences of *that act itself* (as opposed to the consequences of the agent's motive, of a rule or practice that covers other acts of the same kind, and so on) Evaluative Consequentialism = moral rightness depends only on the *value* of the consequences (as opposed to non-evaluative features of the consequences). Hedonism = the value of the consequences depends only on the *pleasures* and *pains* in the consequences (as opposed to other supposed goods, such as freedom, knowledge, life, and so on).

2.5 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.

2.6 Ethics 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.

2.6.1 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 schools 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 complaints 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 (Rest 1986). 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).

2.6.2 Ethical leadership in private and public school systems

Many studies on ethical educational leadership assume that school types matters little and that there can be a normative principle applicable to all school systems (Martin et al., 2009; Resick et al. 2006).

But the assumptions could hold that ownership is ethically deterministic. For instance public schools may follow certain principles that reflect high ethical standards. As they are not there for profit making they may instead focus on service quality to the citizen. Indeed this is supported by the public service motivation model which claims that many citizens in such public organizations are drawn by the motive to serve the public and consider self-centered motives such as financial rewards to be less important.

An important dimension has been the private/public divide and implied ethical manifestations for leadership. Research has attempted to find out whether directors in both school modalities differ perceptually i.e. whether their conceptions of school ethical leadership differ systematically. Studies have also addressed in addition to conception aspects of operationalization of ethical leadership along the continuum of private-public education systems.

Studies show that generally public service motivation is higher among public service employees than among private sector functionaries (Steijn, 2008; Vandenabeele, 2008). The higher level of public service motivation is reflected in higher citizen commitment to social organizations, other citizens, and nation. They are also more likely to be involved in citizen watch reporting any ethical or legal trespasses to authorities Interest (Brewer & Selden, 1998). The public service

motivation has relevance to school leaders who may be accordingly more ethically oriented but evidence is lacking.

Thus school principals in the public education sector may be more ethically aware and sensitive and reflect this in their work processes and decisions. They may be more concerned with ethical reasoning than mechanistic adherence to operational and bureaucratic correctness. Contrariwise school leaders in the private sector may be more interested in the economic performance of the school and pay less heed to how the economic performance is made possible. Achieving business success is more important as there is also the need to pay heed to market conditions and owner pressures to stay in the business irrespective of ethical standards. There is also the issue of stakeholder pressure and elevated standards

To date there is empirical shortage in regard to how comparatively schools of private and public categories perform ethically. But the conceptual background seems to suggest that public school leadership could be more ethical in view of the mission of public school system and its agenda.

3. 7 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.

2.7.1 Difference and Similarities between Ethical Leadership and other Leadership Types

Table 1 presents the similarities and differences involving authentic, spiritual and tran

Similarities and Differences of Authentic, Spiritual and Transformational Leadership with Ethical Leadership (Brown & Trevino, 2006 cited in Kang 200, p. 21)

	Similarities to ethical leadership	Differences from ethical leadership
Authentic leadership	<ul style="list-style-type: none"> • Concern for others (Altruism) • Ethical decision-making • Truthfulness • Serving as role model 	<ul style="list-style-type: none"> • Ethical leaders emphasize moral management (more transactional) and other mindedness • Authentic leaders emphasize being authentic/genuine and self-realization
Spiritual leadership	<ul style="list-style-type: none"> • Concern for others (Altruism) • Ethical decision-making • Truthfulness • Serving as role model 	<ul style="list-style-type: none"> • Ethical leaders emphasize management • Spiritual managers focus on ideals/vision, optimism and faith
Transformational leadership	<ul style="list-style-type: none"> • Concern for others (Altruism) • Ethical decision-making • Truthfulness • Serving as role model 	<ul style="list-style-type: none"> • Ethical leaders put emphasis on moral standards, and ethical management • Transformational leaders put focus on organizational vision, and values

2.8 Conceptual framework

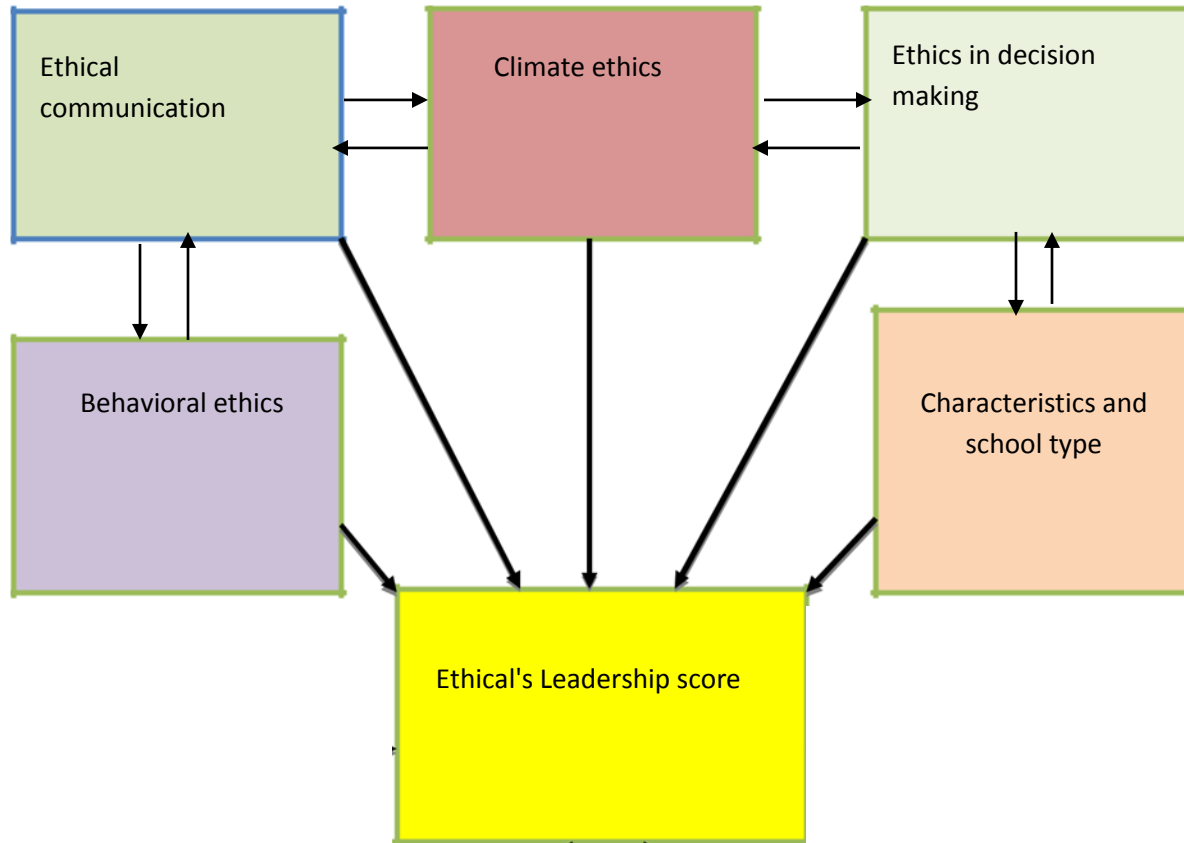


Figure 2 : Conceptual Model

The above framework clearly shows that the following factors contribute to ethical leadership: ethical communication, climate ethics, and ethics in decision-making and behavioral ethics as well as background factors. They are conceptually interrelated to explain the totality of ethical educational leadership. The framework does not claim one factor causes another but states that the factors are conceptually related. The framework helps to explain and predict the ethical leadership phenomenon under study.

CHAPTER THREE:

3 RESEARCH DESIGN and METHODOLOGY

3.1 Design

A research design is a blue print that decides what data is needed, how it is collected and analyzed in a particular method or set of methods. Research design is also taken as a master plan for the detailed procedures of data collection and analysis. In this study a descriptive research design was adopted as it suitably describes data and characteristics about the population of interest and construct of ethical leadership being studied. Descriptive designs help to find answers to questions of who, what, where, when and how. These are suitably related to ethical educational leadership in the school system of private and government. The study is also correlational/explanatory because it seeks to see relationships among constructs of ethical leadership. It further compares groups of teachers from private and government schools which require establishing a relationship or a pattern that makes it necessary to go beyond description. Further the study employed multiple regressions as the interest was to also identify the factors that would contribute to understanding of the ethical educational leadership construct or concept. Thus five constructs and school and teacher factors are used to predict ethical leadership assessments and role of the individual predictors such as the scale dimensions and teacher factors (age, gender, work experience and qualification) and school factors (school individuality and school ownership).

3.2 Methodology

The study is purely quantitative and its assumptions are based on the scientific methods of acquiring knowledge, It is based on description and inference as key strategies of data handling.

3.3 POPULATION OF THE STUDY

The target population included highschool teachers in Addis Ababa, while the accessible population is the private and government teachers in -three sub cities, as these were the teachers sampled by the researcher. The total sample of teachers who returned usable questionnaire copies was a clean 210 from both government and private schools.

Table 2: The population of the private and government high schools in the three sub cities were as follows

No	Subcity	Private	Government
1	Kirkos	Dandiboru High School	Abiyotkirs High School
2	Bole	Addis Global High School	Bole preparatory
3	Arada	Radical High School	MenilikPerparatory

As can be shown in Table Two six schools took part in the study representing three sub cities. Three were government and three others were private schools.

Table 3: The population of the private and government high school teachers in the three subcities were as follows

No	Subcity	Private	No of Teachers	Government	NO of Teachers
1	Kirkos	DandiBoru	44	AbiyotKirs	144
2	Bole	Addis Global	40	Bole Preparatory	144
3	Arada	Radical	40	MinilikPreparatory	140

As depicted in Table three Kirkos, Bole and Arada had 44, 40 and 40 private school teachers respectively. On the other hand the figure of government high school teachers was 144, 144 and 140 respectively. It is clear from the figures that the government school teacher population is much bigger.

3.4 SAMPLE

The sample may be decided considering several issues. This study being a student work was not able to do city wide coverage. Therefore it was necessary to have a manageable sample. A sample of 230 was considered adequate. But the final usable data came from 210 participants.

3.4.1 SAMPLES and TECHNIQUES

Both probability and non-probability techniques were employed. The subcities were selected randomly as indeed were the schools. However teachers were selected for reasons of convenience to ensure high return rate.

3.5 Methods employed

The study used the following statistical methods to analyze the survey data collected from teachers in the selected government and private schools.

Descriptive methods that included visual methods of showing statistics such as charts, histograms, scatter figures and pie charts.

Statistical method frequencies that presented simple means and percentages

More advanced statistical methods that included non-parametric ANOVA equivalents and regression methods were also employed.

The Mann-Whitney test and Kruskal-Wallis test were used in place of ANOVA because the data deviated from normal distribution. As methodologists recommend when data are non-normally nonparametric methods have to be used.

The Mann-Whitney test is used to compare groups of teachers from the private and government schools on their assessment of ethical leadership as well as men and women, and government and private schools.

Kruskal-Wallis test was used to compare age based groupings, qualification levels of teachers, and seniority categories.

Regression on the other hand was used to establish the contribution of the different factors of the instrument in explaining their respective amount of value in explaining ethical leadership

Software

SPSS (version 24) was the software of choice as it is friendly and suitable to analyse statistical

Data both in statistical and graphical ways.

3.6 Pilotstudy result

A pilot study is a necessary preliminary testing of an instrument and determination of relevant test conditions and requirements such as level of cooperation. In matters of quality measurement it helps to determine the quality (understandability and reliability) of the measurement tool. . This study conducted a pilot on 20 teachers in one school who had similar characteristics as the main study sample. They pilot participants were oriented to comment on the items, their suitability, understand ability, redundancy etc. The pilot was also subjected to reliability tests. Based on the SPS\ test data it was found the instrument had a high reliability of .91, which was encouraging that it was indeed good enough for the study. However based on the feedback from the pilot participants there were also necessary revisions at the word level requiring use of simpler words. The feedback from the pilot teachers was used to modify the questionnaire but data were not actually used as part of data of the main study.

3.6.1 Reliability

Reliability as the internal consistency of items of the instrument was checked using cronbachsalphaThe following table summarizes the reliability scores

Table 3.1 Reliability

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.982	.983	49

As Table 3.1 shows the overall alpha value for the questionnaire items is. 98, which is very good showing very good internal consistency of the items in the instrument. This shows the very high internal consistency of the items of the questionnaire. This means that the items are good measures and they measure reliably.

3.6.2 Validity:

Validity in this study refers to face validity which is surface level judgment of whether the items seem to measure the construct of ethical leadership (McBurney 1994:123). It was assured by three MA students who all agreed that they feel the instrument captures ethical leadership.

Validity is also related to content and whether the content reflects ethical leadership. This was assured at two levels; one the instrument was developed by professionals of educational research who went through several steps to develop the instrument. Two academics of education were approached to also judge the content and they generally felt that the instrument had appropriate content that reflects leadership ethics.

3.7 Ethical considerations

Based on Hay (2003) the study adhered to ethical considerations that have to be observed in graduate research. At the outset permission was requested and obtained through proper intuitional means following a letter of introduction and request for cooperation from AAU Department of EDPM College of Education and Behavioral Studies. It was made clear that the research would conduct a survey of ethical leadership in the schools selected. Informed consent was also obtained from teachers to be surveyed based on information made available to them and their voluntary participation. Because information can be sensitive they were assured that the information they supply would be treated anonymously and confidentially and no other party than the researcher would have access. The possibility of harm was minimal and participants were assured that no harm would arise for them due to their participation in an open and officially endorsed academic study. No deception was involved. Subjects were encouraged to air any doubts or concerns before they took part in the study.

Chapter Four:

4 Data Analysis and Results

4.1 Introduction

This chapter presents analysis of instrument data results obtained from teachers in six different schools that fell under private and government systems.

The survey instrument consisted of forty seven questions. The questions ranged from three questions that asked demographical information, and forty four questions that requested a participant's views on educational ethical leadership in their school system. The questions were plain and asked such straightforward items as gender, educational level and over all seniority as measured by total number of years in teaching. The remaining questions were all related to the concept of ethical leadership and the various dimensions of the concept that included communication ethics, climate ethics, decision-making ethics and behavioral ethics.

Using SPSS version 24 variables were coded. These included gender, school type, age, total experience,.The questionnaire items / questions and responses were also coded and entered in the computer. Once the data were entered cleaning was done to ensure data were correctly coded and entered. Subsequently simple and advanced statistical methods were usedon the data of ethical leadership perceptions..The procedures used for the analysis of the research questions of this study are described below.

The different tests were related appropriately to the nature of research questions. Thus simple SPSS tests were for basic questions and more advanced tests involved comparing group means as well as deciding on factor contribution as used in regression.

The results are meant to answer the research questions posed in the study under chapter One. The research questions were:

1. What is the perception of teachers regarding their principals' ethical leadership ?
2. Are the factors of gender, age, and pedagogical seniority related to ethical leadership perceptions?
3. Are the factors of ethical leadership significantly and positively correlated ?

4. Is ethical leadership related to school ownership i.e. private vs. government?
5. What is the contribution of the dimensions of communication ethics, ethical decision-making, behavioral ethics and climate ethics to explaining ethical leadership?
6. What are the most important predictors of ethical leadership?

4.2 Background information of participants

The participants of this study were teachers in private and government schools in sub-cities of Addis Ababa. Of the initial 210 fully completed questionnaires received, 73 were from – private schools and 135 from government schools.

Table 3.1: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	34	16.2	16.2	16.2
	Male	176	83.8	83.8	100.0
	Total	210	100.0	100.0	

As can be seen from Table 3.1 there were 210 valid observations of which 176 (84 %) were male and 34 (16 %) female teachers. The imbalance indicates the general picture in secondary and postsecondary staff profiles where the number of females tends to drop with every additional level upwards. Thus while there is a higher concentration of female teachers in lower levels that pictures changes in upper level schools.

Table 3.2 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	3	1.4	1.4	1.4
	25-29	44	21.0	21.0	22.4
	30-39	103	49.0	49.0	71.4
	40-49	36	17.1	17.1	88.6
	50-60	24	11.4	11.4	100.0
	Total	210	100.0	100.0	

As Table 3.2 shows, of the total sample of teachers, 103 (49 %) were in the 30-39 age bracket, followed by the 25-29 (44%), 40-49 (36 %), and 50-60 (11 %) age categories. In terms of qualifications, 122 (58 %), reported having a BA/BS, followed by 86 (41 %) who said they had a master's degree. Only 1 % reported having a diploma.

Table 3.3 Educational Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	1.0	1.0	1.0
	BA/BS	122	58.1	58.1	59.0
	MA/MS	86	41.0	41.0	100.0
	Total	210	100.0	100.0	

Table 3.3 presents information about teacher qualifications. Accordingly 86 teachers or 41% reported having an MA or MS and 122 teachers or 58 % had a bachelor’s degree. Only one percent of the subjects had a diploma .

Table 3.4 Global Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid more than 20 years	37	17.6	17.6	17.6
16-20 years	22	10.5	10.5	28.1
11-15 years	56	26.7	26.7	54.8
6-10 years	69	32.9	32.9	87.6
3-5 years	20	9.5	9.5	97.1
1-2 years	6	2.9	2.9	100.0
Total	210	100.0	100.0	

As Table 3.4 depicts In regard to teaching experience, the majority i.e. 69 (33 %) reported having an experience spanning 6-10 years. These were followed by 56 teachers (27 %) who had a record of 11-15 years. Others reported having longer experience i.e. 16-20 years (22 teachers),

more than 20 years (37 teachers i.e. 18 %). At the bottom of experience were 20 teachers (10 %) with 3-5 years' experience.

Scores for the four dimensions of ethical leadership were: communication ethics (3.81, SD=.81), climate ethics (3.73, SD=.88), ethical decision-making (3.86, SD=.80) and behavioral ethics (3.88, SD=.89). These are generally above average measured on a liker scale but not impressive in any way.

Ethical leadership by school ownership type produced interesting results.

Median scores of ethical leadership were as follows. As can be seen from the table the private school leaders have received more positive ethical assessments than the government schools.

Table 3.5 Ranks

Ranks

School type	N	Mean Rank
AbiotKirs	46	111.07
Bole Preparatory	43	85.71
Menelik preparatory	47	61.78
Addis global	16	151.28
DandiBoru	35	158.84
Radical	22	105.18
Total	209	

4.2.1 Ethical leadership outcomes

A Kruskal-Wallis test showed (Table 3.5) the different school principals studied received significantly different ratings of their ethical leadership $H(2)=60.59, p=.000$. Follow up analysis showed that private school principals received better ethical evaluations. Thus individual-school specific received ranks are DandiBoru (Mean Rank= 158), Addis Global (Mean Rank =151) and Radical (Mean Rank=105) followed by AbiotKirs (Mean Rank=104), Bole Preparatory (Mean Rank=85) and Menelik Preparatory (Mean Rank=69).

A related Mann Whitney test showed ethical leadership was significantly different based on school ownership type. Ratings were higher for private schools (Mdn=140), $U=2379, p=.000$. Further post hoc tests showed pair wise comparisons showed significant differences among the three pairs of schools. There was substantial evidence ($p<.0001$) of difference in ethical leadership scores among all the pairs of private and government schools. This is in agreement with the studies reported showing school ownership does affect the ethical climate of schools (Katranci, Sungi and Saglam 2015) as well as Aydi (2010) and Bastug (2009). .

A Kruskal-Wallis test also showed educational background of respondents was statistically significantly related to ethical leadership evaluation scores. There was strong evidence ($p<.005$) that the educational background factor was related to the way respondents gave ethical educational leadership assessments. A follow up test however showed only the pair of MA-BA category is significantly different ($p<.05$). The diploma population was too small to be of any comparative significance. However, the effect of teaching experience or seniority had no association with ethical leadership assessments ($p>.05$). This was similar to earlier findings in Turkey on factors affecting ethical leadership assessments (Katranci, Sungi and Saglam 2015) .

Table 3.6 Inter factor correlations

Spearman's rho	GrandMean	ComEthics
GrandMean	Correlation Coefficient	1.000
	Sig. (2-tailed)	.
	N	209
ComEthics	Correlation Coefficient	.955**
	Sig. (2-tailed)	.000
	N	209
Climate Ethics	Correlation Coefficient	.948**
	Sig. (2-tailed)	.000
	N	209
DecisionMakingEthics	Correlation Coefficient	.909**
	Sig. (2-tailed)	.000
	N	209
Behavioral Ethics	Correlation Coefficient	.945**
	Sig. (2-tailed)	.000
	N	209

An inspection of the correlations table 3.6 would show that the dimensions of ethical leadership are significantly correlated. The following could be taken as examples of the high correlations. : The correlations between factors are indications of the good quality of the measure of a central construct and its dimensions.

- Climate ethics and ethics grand mean .95Grand mean and comethics .95Climate ethics and comethics.87Decision-making ethics and communication ethics .82Behavioral ethics and communication ethics .86

These correlations are also in agreement with the findings of Katranci, Sungi and Saglam (2015) reporting inter correlations between the factors.

Table 3.7 Model ANOVA

Model ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	134.245	4	33.561	117306.974	.000 ^b
Residual	.058	204	.000		
Total	134.303	208			

a. Dependent Variable: GrandMean

b. Predictors: (Constant), Behavioral Ethics, DecisionMakingEthics, Communication Ethics, Climate Ethics

The model above in Table 3. 7 shows that the regression was fitting the data significantly ($p < .0001$) showing that the preliminary requirement of a model significance test has been done successfully and giving green lights for multiple regression to proceed.

Table 3.8 Multiple regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.000	.012		-.009	.992
	Communication Ethics	.338	.003	.345	102.062	.000
	Climate Ethics	.257	.003	.283	80.476	.000
	DecisionMaking Ethics	.181	.003	.182	62.646	.000
	Behavioral Ethics	.226	.003	.252	70.883	.000
	Gender of the Respondent	.003	.003	.001	.972	.332
	Age of the Respondent	-.003	.002	-.003	-1.366	.173
	What is your highest level of formal education?	-.004	.003	-.003	-1.517	.131
	General Teaching Experience	.002	.002	.003	1.009	.314
	School Ownership Type	.011	.006	-.007	-1.963	.051
	School type	.003	.001	.006	2.056	.041

As shown in Table 3.8 a multiple regression was run to determine the contribution of the identified construct sub-factors and demographic and school factors to explaining ethical leadership perceptions. First to test the model estimated it was necessary to run a model ANOVA to find out if the model was correctly specified. The model ANOVA showed the model was indeed strong at $p < .001$. As the model summary indicates the regression model adequately explained the variance. An r squared of nearly 1 as presented in the model summary table shows the study data perfectly fits the model. More specifically communication ethics explained 33 % of the variance followed by climate ethics (25 %), behavioral ethics (22 %), decision-making ethics (18 %) and other factors explaining much less.

Chapter 5:

5 Summary, Conclusion and Recommendations

5.1 Summary

The study commenced with multiple goals in regard to ethical education leadership in the Addis Ababa city school system namely to find out levels of ethical leadership as perceived by teachers in both private and government secondary schools. It found that ethical leadership levels were generally above average but schools did differ.

The study also established the ethical leadership measurement instrument was valid and highly reliable with more than .90 alpha levels.

The inter-factor relationships were also high showing they measure a unified concept of ethical leadership through the different but related dimensions. Thus the four factors of behavioralethics, decision-making ethics, communication ethics and climate ethics as well as overall ethics. Correlations were strong or very strong.

The study considered these dimensions together with school and teacher factors (gender, age, qualification and teaching experience) to find out their contributions. They seemed to lead to a perfectly fitting model of ethical leadership having explained fully the variance. There was little unexplained variance.

5.2 Conclusion

The findings of the study were related to the limited literature on ethical educational leadership at the international level (e.g. Turkish schools).

Thus scores in individual schools were different at a level of statistical significance. The study further showed there was a systematic difference based on ownership with school leaders in private schools receiving more generous ratings. The higher ratings for private school principals could mean the school category was aware of the effect of ethics on school image and market effect. The meaning is that teachers in the private sector were probably under owner pressure to retain teachers through ethical administration and treatment of teachers.

While ethical leadership was assessed positively in private and government schools, it was interesting that such systematic factors as age , academic qualification and seniority of teachers did not produce a differential effect on how teachers perceived ethical leadership. This disagrees with other studies (Katranci, Sungar and Gurbuz 2014, Karakose 2007; Saglam 2015) that reported gender was systematically significantly related to perceptions of ethical leadership. Yilmaz (2005) found as in the present study gender was not important but the place of work was which refers to school type. On the other hand Ulker (2007) found seniority affected ethical evaluation unlike the present study.

5.3 Recommendations

The present study addressed an issue of educational leadership not addressed in previous studies in the Addis Ababa educational context and perhaps at the national level. The concept and practice of ethical educational leadership has a lot of relevance for Ethiopian schools as it has far reaching implications. Recommendations are forwarded as they relate to key stakeholders.

In light of the difference in perceived ethical leadership in favor of private school administrators, it may be important for the government sector to look at relevant leadership practices and bridge the perception gap through appropriate interventions.

It may be necessary as part of a set of broad reform initiatives to pay strategic attention to ethical aspects of leadership in schools given the radiating influence of educational leadership over teachers, support staff and the broad student community that is being shaped in critically decisive and formative ways. Thus educational reform must consider the centrality of ethics and ethical educational leadership. Thus reform conversations need to begin to seriously consider ethical leadership as a subject of critical strategic importance.

At the more practical level period refreshers in ethical leadership may be offered as there is a continuous need to remind educational leaders about ethical challenges arising from social change which can affect the full spectrum of the school population in varied ways. More prominence should be attached to codes of conduct for school personnel and observance of any such codes. Enforcement mechanisms must be present and periodically monitored.

Educational policy may have to be revisited in terms of ethical focus and the role of schools, teachers and above all leaders in light of ethical considerations and the need to reorient school administration along ethical lines.. Leadership ethics is too critical to ignore.

At the level of research the study employed advanced analytical methods but was impacted by issues of sampling magnitude as a student research.

Thus it is necessary to conduct large sample studies to have bigger confidence levels and more impact on policy, research and practice in ethical leadership. Further studies may involve more schools, more teachers, alternative instrumentation to address the sampling limitations of the present Endeavour. It may also be necessary to have a different research design that incorporates mixed methods.

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1 Diploma

2 BA/BS

3 MA/MS

2. How long have you been working as a teacher in general?

This is my

Firs year s1-2 years 3-5years 6-10 years 11-15 years **16-20years**

More than 20 years

1 2 3 4 5 6 7

3. How long have you been working as a teacher at this school?

s is myfirstyear 1-2 years 3-5years 6-10 years 11-15 years 16-20years More than 20
years

Totally Agree 5

Agree 4

No Idea 3

Disagree 2

Totally Disagree 1

N

u

m

OPINIONS

b

e

The Principal of Your School;

		4	3	2	1	
1	accepts his faults.	5	4	3	2	1
2	doesn't demonstrate selfish behaviors.	5	4	3	2	1
3	behaves justly to his staff.	5	4	3	2	1
4	participates in discussions constructively and tactfully.	5	4	3	2	1
5	is patient.	5	4	3	2	1
6	is humble.	5	4	3	2	1
7	behaves equally to everyone.	5	4	3	2	1
8	behaves kindly to all his staff.	5	4	3	2	1
9	behaves passionately to all his staff.	5	4	3	2	1
10	shows respect to others.	5	4	3	2	1
11	doesn't cause deliberate disagreement among teachers.	5	4	3	2	1
12	is compassionate.	5	4	3	2	1
13	behaves sincerely to his staff.	5	4	3	2	1
14	doesn't judge his staff because of their personal characteristics.	5	4	3	2	1
15	has a feeling of gratitude for the services around him.	5	4	3	2	1
16	encourages his staff.	5	4	3	2	1
17	tries to propagate his own ideas through an approach based on love.	5	4	3	2	1

Principals' Ethical Leadership

18	determines concrete objectives for the future.	5	4	3	2	1
19	is willing to learn.	5	4	3	2	1
20	accepts the different ideas of his staff.	5	4	3	2	1
21	rewards the achievements of his staff justly.	5	4	3	2	1
22	establishes the rules of the school accurately.	5	4	3	2	1
23	creates free environment for discussion.	5	4	3	2	1
24	strives to increase his professional efficiency.	5	4	3	2	1
25	carries out his duty with a sense of responsibility.	5	4	3	2	1
26	creates the appropriate environment to reveal the5 creativity of his staff.	5	4	3	2	1
27	is systematic in finding solutions.	5	4	3	2	1
28	never tries to take advantage of political issues.	5	4	3	2	1
29	never tries to take advantage of religious issues.	5	4	3	2	1
30	never tries to misuse budget matters.	5	4	3	2	1
31	carries out his duties with honesty.	5	4	3	2	1
32	applies the common decisions efficiently.	5	4	3	2	1
33	determines the limits in school matters.	5	4	3	2	1
34	doesn't have negative habits.	5	4	3	2	1
35	knows the limits of his deeds.	5	4	3	2	1
28	never tries to take advantage of political issues.	5	4	3	2	1
29	never tries to take advantage of religious issues.	5	4	3	2	1
36	can self-evaluate.	5	4	3	2	1
37	is honest.	5	4	3	2	1
38	behaves honestly.	5	4	3	2	1
39	behaves courageously.	5	4	3	2	1

40	always tells the truth in all conditions.	5	4	3	2	1
41	is knowledgeable.	5	4	3	2	1
42	acts upon the principle of reality.	5	4	3	2	1
43	protects individual rights.	5	4	3	2	1
44	respects the values of the society.	5	4	3	2	1

Annexure II Table 1. Sample size for 3%, 5%, 7% and 10% Precision Levels Where Confidence Level is 95% and P=.5.

Size of Population	Sample Size (n) for Precision (e) of:			
	3%	5%	7%	10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100

100,000	1,099	398	204	100
>100,000	1,111	400	204	100
a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.				

Table 2. Sample size for $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Precision Levels Where Confidence Level is 95% and $P=.5$.

Size of Population	Sample Size (n) for Precision (e) of:		
	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

