

**AN ASSESSMENT ON THE COLLEGES OF TEACHER
EDUCATION STAFFS' PERCEPTION ON ETHICAL
LEADERSHIP BEHAVIOR AND PRACTICE OF
THEIR LEADERS IN OROMIA REGIONAL STATE**

BY

GETACHEW SOLOMON

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

June 2014

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A Thesis Submitted to:

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Addis Ababa University
School of Graduate Studies
College of Education and Behavioural Studies

This is to certify that the thesis prepared by Getachew Solomon, titled *An Assessment on the Colleges of Teacher Education Staffs' Perception on Ethical Leadership Behaviour and Practice of their Leaders in Oromia Regional State* and submitted in partial fulfilment of requirements for the degree of master of arts in educational leadership and management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

Examiner Seiyon Ameyu Signature [Signature] Date July 09, 2014

Examiner _____ Signature _____ Date _____

Advisor Damit M. Signature [Signature] Date _____

Chair of Department or Graduate program Coordinator

Abstract

The purpose of this study was to assess the extent to which CTE leaders demonstrate ethical leadership behaviour and practices . In an attempt to achieve the purpose of the study descriptive survey design was employed. To this end, standardized questionnaires (i.e ELS and LPI), were adapted to the Ethiopian college culture and utilized as instrument for data collection. Since the target population of the study was colleges of teacher education, 127 staffs and 17 leaders were participated in the study. Male Staffs were selected using simple random sampling and female staffs and leaders were selected using purposive sampling techniques. The data collected from the questionnaires was first edited, coded and feed into a computer for further analysis. In the analysis of the data, the SPSS 20 for Windows package program was used and out puts such as mean values and standard deviation were employed As a result, the following major findings were obtained: CTE Leaders performed high in communication ethics sub level and slightly good in climatic ethics than others. But leaders performed poorly in the “ethics in decision-making” and behavioural Ethics sub-levels . Moreover, female staffs and senior staffs didn't find the principals' ethical leadership adequate compared to their male counterparts and young staff respectively. Therefore, it was concluded that CTE leaders' have demonstrated less than satisfactory ethical leadership behaviours. Hence, it was recommended that Oromia education bureau needs to give due emphasis to bridge the observed behavioural gaps of the CTE leaders by organizing training on communicative ethics. In addition, CTE leaders' should be aware of the three dimensions of ethical leadership. In this regard, it is suggested that Oromia REB should organize a college context tailored workshop in the area of ethical leadership.

Key words:

Ethical leadership, exemplary leadership

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Abbreviations and Acronyms

CTE	College of Teacher Education
ELS	Ethical Leadership Scale
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GTP	Growth and Transformation Plan
LPI	Leadership Practice Inventory
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
REB	Regional Education Bureau
SET	Social Exchange Theory
SLT	Social Learning Theory
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education, Science and Culture Organization
UNICEF	United Nations Children Fund

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Leadership is one of the basic subjects of management. It may be for this reason that there are many definitions of leadership that vary depending on the scholars who have attempted to define the concept. It has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position (Yukl,2010). Most definitions of leadership reflect the assumption that involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization. For instance, leadership is defined as affecting the ideas and actions of the followers; being aware of the needs and requests of the group members and thus directing their energy to achieving these needs and requests (Celik, 2003 as cited in Karaköse2007: 465).

Essentially, leadership is influencing others and powerful leaders can have a substantial impact on the lives of followers and the fate of an organization. The primary issue is not whether leaders will use power, but whether they will use it wisely and well (Yukl,2010). 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, modelling ethical behaviour to set a visible example for others, including ethical behaviour in the assessment of performance, and criticizing or punishing unethical behaviour .

Ethical leadership is also related to a leader's personality traits and needs. Most of the individual traits that were found to be associated with effective leadership are also related to ethical leadership. Unethical and abusive leadership is more likely for a person who has low Conscientiousness, low emotional maturity, high neuroticism, high narcissism, an external locus of control orientation, and a personalized power orientation. (Yukl ,2010).

Though the study of ethical leadership remains in the domain of the business organizations for long, currently it has become the subject of educational leadership as well. For instance, the *Journal of Business Ethics* has been in publication since 1982 whereas ethical leadership as a theme seems a rare choice in school leadership journals thus far. As education, at all levels, becomes increasingly a market commodity, the need for more ethical leadership has become

one of the priorities. By the same argument schools have got a climate that has the business ethos in addition to academic ones. The study of how school principals survive ethical dilemmas in their daily routines, despite the national policy provisions, remains an issue.

Ethical leaders are expected to be honest and trustworthy, beyond that, they are seen as fair and principled decision-makers who care about people and the broader society, and who behave ethically in their personal and professional lives (Brown & Trevino, 2006). They are characterized as honest, caring, and principled individuals who make fair and balanced decisions.

Social Learning Theory (SLT) and Social Exchange Theory (SET) are the two theories that can be used to understand the influence of ethical leaders on their followers. SLT posits that individuals learn by witnessing and then striving to duplicate the values and behaviors of models deemed credible and attractive (Bandura, 1977). In organizations, leaders often serve as role models for determining acceptable and appropriate behavior. The role of leaders in conveying organizational ethics is particularly important because individuals come to understand what is expected of them and how to behave not only through direct experience, but also by observing others (Bandura, 1977).

According to Brown & Treviño (2006) consistent with SLT, ethical leaders influence their followers to act ethically in at least two ways. First, to the extent that the decision-making processes and actions of leaders are visible to others in the organization, by virtue of their position, leaders serve as legitimate models of behavior (ethical or otherwise) to followers. Leaders' behaviors are observed by subordinates and serve as cues for appropriate ethical behavior. In this context, leaders who demonstrate ethical behaviors provide examples of ethical behaviors that subordinates emulate. Likewise, leaders who display unethical behaviors are likely to have employees who also engage in unethical behaviors. Second, to the extent that leaders reward helpful behaviors and/or punish unethical behaviors, they influence their followers to behave in ethical (or unethical) ways. When subordinates learn over time that positive behaviors are valued and rewarded, and unethical behaviors are punished, they are more likely to engage in, or refrain from, such behaviors

Ethical leadership is also expected to affect subordinates through social exchange processes (i.e. transactional leadership). In transactional leadership, the leader motivates followers by

supplying lower level needs and setting up a series of transactions or exchanges so that both parties can reach to higher level needs (Ciulla,1998). Both approach complementary connected, and have moral implications that contribute to human purposes when employees know that they can count on ethical leaders and because ethical leaders treat employees in a fair manner, they are more likely to reciprocate such treatment by behaving in ways that benefit the entire work group and by refraining from behaviors that would be detrimental to the supervisor, work group, and/or organization.

Moreover, ethical values and behavior are important aspects of several currently prominent theories in the leadership literature, including servant leadership (Avolio & Gardner, 2005), spiritual leadership and authentic leadership (Avolio and Gardner,2005). Research on ethical leadership lagged behind other subjects for most of the past half century (Ciulla, 2003), but in the past decade, interest in studying the antecedents, outcomes, and processes of ethical leadership has been growing steadily.

With the increasing trend of commercial crimes, terrorism, wars, and financial uncertainty , globally, the question of ethical leadership has become a heated issue, gaining attention of academicians, managers, proprietors and even politicians (Zabid & Alsagoff, 1993), and began to bring to fore the need for ethical leadership more than ever before.

Besides, recently, ethical leadership has become prominent in the media due to public examples of corporate executives epitomizing corruption and wrong doing. This increasing interest and the desire to better understand ethical conduct and decision-making has led to much speculation about the nature of ethical leadership as well as its impact within an organization

Foster (1986) expressed the seriousness and importance of ethics in educational administration that each administrative decision carries with it a restructuring of human life: that is why administration at its heart is the resolution of moral dilemmas. In this paradoxical, unstable, and ethically polarized era, we began to think that there was a need to offer differing perspectives to help educational leaders solve real life dilemmas that they frequently face in their schools and in their communities.

The ongoing ethical formation and consciousness of educational leaders resides at the foundational core of authentic and effective ethical leadership. The ongoing development of

ethical awareness and knowledge are moral imperatives for contemporary educational leaders. These leaders, as agents of ethical change, possess strong conviction as they strive to honor the dignity of the individual, demonstrate courage to act justly, maintain dedication to social justice, sustain a deep desire to collaboratively develop the ethical leadership capabilities of all members of the school community and model an unwavering commitment to the common good (Starratt :1999).

In the 21st Century, as society becomes even more demographically diverse, educators will, more than ever, need to be able to develop ,foster, and lead schools ethically. Through the study of ethics, educational leaders of tomorrow will be better prepared to recognize, reflect on, and appreciate differences. This need for ethical preparation is perhaps best expressed by graduate students, many of whom are practitioners in schools and in colleges and universities (Poliner and Jacqueline ,2011).

The development of education Act or having a good anti-corruption guideline or establishing a tight controlling system is a good step but never ensures the presence of ethical leadership, unless the education system is contextually relevant in the process of creating a generation who internalize the expected level of ethics (values and beliefs). Ethical leaders are beyond producing an excess of profits or showing quantitative results. The Ethiopian Government, considering the global and local leadership ethical problems, has started taking different efforts towards creating and ensuring the presence of ethically anointed management system. As indicated in GTP (Federal Dmocratic Republic of Ethiopia,2011) under capacity development and good governance pillar, three key strategic directions are identified : establish government structure with strong implementing capacity, ensuring transparency and combating corruption from its source and ensure public participation. Issues discussed under ensuring transparency and combating corruption from its source more specifically underlined the creation of ethics oriented leaders as indicated below :

.. awareness will be created through education on ethics to encourage citizen to nurture zero tolerance for corruption and rent seeking behaviour. A system transparent disclosure and registration of assets owned by political leaders and public officials will be established .The system described will also deter activities involving and detect any asserts gained through illegal and improper activities, to educate the public at large to be proactive in challenging corrupt practices and officials and bring to justice those who are engaged improper acquisitions of asset, tax evasion indeed any illegal activities which aims at gaining any benefit (FDRE,2011:106)

Furthermore , The Ethiopian Education and Training Policy (TGE, 1994), in its section on educational Organization and Management, states that ...guidelines will be issued to ensure... proper professional relations (3.8.1) and the management of teachers... will be organized on the basis of professional principles including professional code of ethics...(3.8.5)

From the above reviews and discussions one can easily realize the role the education sector expected to play to objectify the vision of the Ethiopian government in creating and nurturing ethically prized generation

In addition, in all the ESDPs managerial problem at different levels of the education system was well recognized and improving management capacities was one of the major focus areas (MoE,2010). As part of addressing the managerial or leadership problem of the education system of Ethiopia, there is a good move towards developing education Act. As indicated in ESDP IV:

programs to improve management capacities need to be accompanied by legal instruments to clarify the rights, duties and responsibilities of all parties including government organs, citizens, communities, institutions etc. As a result, an Education Act shall be developed and promulgated to ensure the implementation of policies and sector programs, the enforcement of standards and the identification of responsibilities of all relevant actors (MoE,2010:14)

Moreover, wide spread existence of managerial defects at different level of the education system are evidenced by some documented facts that shows the system is suffering with unethical leadership. According to UNECSO(2008), one of the major reasons for high staff turnover are continuous reshuffling of staffs because of demotion and poor leadership and bad working environment. The paper further elaborates that:

...in many instances the education work is not considered as teamwork. The boss instructs and the subordinates do the work. It doesn't matter whether the instruction is correct or not. The boss feels that he/she knows everything. When the result of a certain action brings about a negative consequence, the boss holds responsible his/her subordinates. The subordinates are not heard but are responsible for the bad decisions of their boss. But if there are successes, they are not considered as part of the success. As a result there is no team spirit in the works that are accomplished. This in turn has created a work environment that is not inviting, and also, which may encourage them to leave their jobs (UNESCO,2008;9).

Furthermore, most of government policies and strategies boldly pointed out the leadership gaps in the existing system and a good level of initiation has been also in place to improve the situation (MoE,2010).

In light of the of the national framework , Oromia Education Bureau has put in place a revised regulations for organizing colleges of teacher education in the region (Oromia 2012). In this document, in the selection criteria of deans or academic commission members of CTE the following are the main : those who are disciplined in working and those who have the initiation and commitment to change and those who can be good exemplar and those whose job efficiency is high (Oromia Regional State ,2012).However, the practical implementation of these strategies and the presence of ethical leadership model is not yet evident and demands aggressive and critical further investigation. The need to address leaders ethical problems has been voiced by scholars like Kelley and Chang (2007), who claimed, researchers believe that improving ethical behavior in the education system is essential to the health of universities , colleges and all other educational institutions.

The initiative by the federal government and development of implementation guideline by Oromia education bureau seems to be evidenced how much the government is taking a step towards addressing the issue. As part of looking forward in the area of ethical leadership, this study attempts to empirically explore teachers and other CTE staffs perceptions regarding CTE leaders ethical leadership behavior in the Colleges of Teacher Education of Oromia regional state. The outcome of the research will support the implementation of the ongoing initiatives in the education system of the region, and fill in the research gap in the field.

1.2 Statement of the Problem

Educational institutions have held the special responsibility to promote the advancement of knowledge and uphold the highest scholarly and ethical standards as students are prepared for private and civic leadership responsibilities. Higher learning by its very nature entails the crucial need for an ethical foundation to academic life and effective academic leadership requires a high standard of ethics. Scholars have asserted that societies are eager for moral leaders with passion, vision, and integrity and that the call for strong, ethical leadership is greater than ever before (Ciulla, 2003)

A rigorous qualitative study completed by Plinio, Young and Lavery (2010) found that one of the most serious problem facing organizations today is impoverished ethical behavior and nonexistent of ethical leadership. Similarly, Darcy (2010) confirms that the current climate of organizations is skeptical regarding ethics. In a qualitative study completed by the author, it was discovered that 66 per cent of people question if ethics within leadership even exists. This is what the author refers to as “a crisis of trust” The conclusion of the study found that the biggest problem in organizations and individuals today is a lack of trust (p. 200). This lack of trust can be attributed to what Frank (2002) calls the “shadow side” of leadership. These shadows include the negative influences of “power, privilege, deception, inconsistency, irresponsibility, and misplaced loyalties”. Unfortunately, over time followers become exposed to the consequences these shadow behaviors cause, and lose trust in the integrity of their leader.

Existing literature confirms that although ethical leadership has been a concern for generations, the rigorous theory-based social scientific study of ethical leadership is relatively new (Brown and Trevino, 2006). In general the literature in the area of school leadership roughly focused on the following main themes. Some of literatures focused on the consequences of unethical leadership behavior in schools (Shapira-Lishchinsky & Rosenblatt, 2009) and the link between school ethical climate and how teachers react to the different dimensions of ethical leadership (Shapira-Lishchinsky, 2012). Others focuses on studying of ethical dilemmas school leaders faced with and how they usually address. For instance, there are reports that state ethical dilemmas are inevitable part of school leaders lives’ (Cranston Enrich & Kimber, 2006). Furthermore, some of the literatures emphasized on school leaders’ ethical leadership practice and the challenges they face. With regards to ethical leadership practices, the literature includes school leaders’ ethical practices in their day to day activities (Cueller & Giles, 2012); school leaders’ ethical consideration in their decision making process (Eyal, Berkovich & Schwartz, 2011) and how effective school leaders actually practices values in their leadership (Parker & Thomas, 2007). There are studies that have dealt with the challenges school leaders face while exercising ethical leadership. For instance, collusion between social justice and market orientation (Stevenson, 2007); and exercising ethical leadership in multi-ethnic schools (Walker, Haiyam and Shuangye, 2007) remain the major challenges.

In addition a couple of literature focuses on clarifying concepts such as the complexity of ethical leadership (Frick, 2009); defining ethical leadership contextually (Greenfield, 2004);

extending the traditional notion of ethical leadership by adding the concept of the ethic of community(Furman, 2004);

Moreover, there are studies focused on exploring teachers' views towards ethical leadership behaviors. For instance, Karakose(2007) studied teachers' perceptions regarding principals' ethical leadership behaviors and investigated the extent to which school principals demonstrate ethical behaviours in Turkey, Shirley (2009) on ethical perspective and leadership practice in the two years colleges of south Carolina.

Leadership literature in general stresses the need for additional research in leadership ethics and remarked that ethics is "neglected" (Sendjaya, 2005).Yukl (2006) described a "gap" between normative and contextual concepts and calls for "knowledge that strengthens both the theory and practice of ethical conduct in organizations" . Kelley and Chang (2007) noted the need for researching unethical behavior in higher education, calling for the generation of "robust conclusions" that help construct organizational designs to correct such behavior.

The Education and Training Policy of Ethiopia has also clearly underlined the importance of professional educational leaders and managers (TGE,1994) . As it is outlined in ESDP IV, in line with Ethiopia's vision to become a middle income country by 2025, the capacity for knowledge creation and technology transfer at advanced level, and in particular in the domain of science and technology will also need to be strengthened (MoE,2010).

Despite the efforts being undertaken by the government, to create ethically oriented generation through education, primary school teachers, the product of Colleges of Teacher Education who has taken the responsibility of creating the generation, are repeatedly criticized by the public because of unethical behavior. MOFED and UNICEF (2010) revealed that in some areas teachers are included as one of the perpetrators of sexual harassment both inside and outside the school. Moreover, violence in schools is perpetrated by teachers against children; children against children and children against teachers.

As indicated above, though ethical leadership is a recent area of concern, a considerable effort has been made in different countries to explore the status of ethical leadership perceptions and practice. However, in Ethiopia the level of emphasis given and the current focus towards the area is very young and seems overlooked subject, especially by scholars involved in the area of educational leadership. These and enlightening discussions which I had with my instructor

and classmates on ethical leadership, during my course on educational leadership, and other related ethical problems boarded by the public on the misbehaviour of primary school teachers has ignited the student researcher to see the situation at CTEs, where these teachers are expected to be equipped with the necessary knowledge, attitude and skills to create ethically equipped generation.

In this regard, this study may help in two ways. On one hand, the study will help to look into to what extent similar studies conducted in different countries will reveal the same findings in the context of Ethiopia. Secondly, as far as my search is concerned I couldn't come across a study in this specific area. Hence, it will pave the way for further studies in area of ethical leadership in CTE in particular and in the education system in general. The study tries to assess academic staffs' perceptions regarding the ethical leadership of CTE leaders and also see the leadership practice of CTE leaders in Oromia regional state.

The following basic research questions have been raised to guide the study:

1. How do CTE staffs perceive the ethical leadership behaviors of their institutional leaders?
2. What are the leadership practices of CTE leaders as measured by the Leadership Practices Inventory (LPI)?
3. Are there differences in staffs perception of leaders ethical behavior and practices as a function of sex, educational level and years of experience?
4. Are there significant differences between the perception of CTE academic staffs on ethical leadership behavior of their institutional leaders and the exemplary leadership practice of leaders?
5. What are the major administrative and institutional challenges in exercising the expected ethical leadership in the CTEs?

1.3 Objectives of the Study

The general objectives of this study was to describe the extent to which CTE leaders demonstrate ethical leadership behavior and exemplary leadership practices as perceived by staffs and leaders and to examine whether these perceptions vary depending on the CTE staffs' sex, educational level and experience and to forward possible suggestions so as to make a contribution for the improvement.

To this end, the study specifically intended:

- To examine CTE staffs' perceptions about the ethical leadership behaviors of their leaders
- To examine the extent of exemplary leadership practices of CTE leaders
- To examine whether staffs' perceptions on ethical leadership behavior and practice vary depending on sex, educational level and years of experience ?
- To examine the significant differences between the perception CTE academic staffs on ethical leadership behavior of their institutional leaders and the leadership practice of leaders
- To identify the major administrative and institutional environment challenges in exercising the expected ethical leadership in the CTEs
- To provide suggestions that may improve ethical leadership practices in CTEs alternative solutions based on the findings

1.4 Significance of the Study

As outlined above, the number of ethical concerns that exist in educational institutions has created a critical need for more research related to character development, moral reasoning, and leadership integrity (Harkins, 1998). This study will provide insight from Colleges of Teacher Education perspective about the perception of ethical leadership and its relationship with seniority, sex and educational background. The findings add to the body of knowledge about educational leadership, especially as it applies to the CTEs.

Similarly, educational experts who are involved in the scholarly debate and engaged in designing educational programs and curriculum assumed to be interested with the study objective and analytical findings to further explore untouched area of concerns in relation to ethical leadership. In addition, the results are of interest to those who recruit and hire leaders for institutions. The findings of the study may also be useful to employers who are concerned about the behaviors and practices of effective leaders who are potentially growing to leave inspiring and transferring legacy to the existing and coming generation and within its structured system and policies

1.5 Delimitation of the Study

Oromia region has 12 government owned colleges of teacher education located in different 12 zones of the region. This study, geographically delimited to five CTEs selected by simple random sampling technique (lottery method). In addition, though the presence or absence of ethical leadership in one-way or another affect all college community including students, academic staff, administrative staff, and others. This study, however, was delimited to the academic staffs' and leaders perception and practice on Ethical leadership behaviour and exemplary leadership practice. This is mainly because the academic staffs are the one better aware of the day today actions of leaders compared to others.

1.6 . Limitations of the Study

There were some limitations inherent in this study. The first limitation was the nature of the LPI : its ten point scoring and lack of compatibility with ELS in some items forced the student researcher to regroup the items from the original five group to four and to reduce the original 30 items to 26 for the purpose of easy analysis. Moreover, the ten scoring of LPI was regrouped to five. Hence, the researcher do not confidently claim that LPI questionnaires were used as per the original design, rather it was revised to fit with the purpose of the study.

The other limitation was the meaning the respondents associated with ethical leadership. Most of them interpreted the term along with corruption alone, though all possible effort was made to clarify the concepts in all occasion and in the process of data gathering. In addition, lack of employing a more complex statistical analysis (like T test , one way ANOVA and etc..) might have a compromise on the quality of the analysis. Therefore, these problems may have their own impact on the findings.

1.7 Definition of Terms

The focus of the study was drawn narrowly on the definitions used herein. The following terms will be used throughout the study.

CTE staffs (staffs): are academic staffs engaged in teaching students in college of teacher education.

CTE Leaders: are CTE staffs in charge of leadership of the college and shall have the following four members, Dean of the College ,Teachers and educational leaders Training

Process owner, Human resource management process owner, Material purchasing and financial administration process owner.

Ethical leadership, as defined by Brown, Treviño, and Harrison (2005), captures employees' perceptions of ethical behavior inferred from the leader's conduct. More specifically, ethical leadership is defined as "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" (p. 120)

Exemplary Leadership Practices : are defined and measured in terms of Kouzes and Posner's (2002) five exemplary practices. These five practices are: model the way , inspire a shared vision , challenge the process, enable others to act and encourage the heart .

1.8 Organization of the Study

This paper was organized in to five major chapters. The first chapter deals with the introduction of the study. Chapter two (Review of the Literature) includes a thorough review of the relevant studies and researches. A discussion of ethical failures and their consequence to the academic world will be highlighted and summarizes scholarly works and theories associated with the nature of ethical leadership practices that relate to the research questions in this study. In chapter three (Research Design and Methodology), the research design that was employed to conduct the study was described in detail. A review of the research questions, the sampling procedures, tools, data collection procedures, and the data analysis methods are described and discussed. Chapter four (Presentation, Analysis and Interpretation of the Data) presented the findings of the collected data. The results was presented as related to the research questions and the outcomes of the statistical analyses. Finally, chapter five (Summary, Conclusions, and Recommendations), was presented a discussion of the results and implications. The chapter includes an overview of the significant findings, conclusions, and recommendations for further research.

CHAPTER TWO

Review of Related Literature

The chapter provides a review of the literature linking ethics and leadership within organizations, and places it within a complexity-leadership-theory framework. In particular, the review examines those elements linked to educational institutions patterns of behavior involving institutional ethics and research related to the study. The review of literature focused on five areas and was organized in the following categories: (1) What is Ethical leadership? (2) Ethical leadership theories; (3) Ethical Decision making; (4) Challenges of Ethical leadership and (5) How Leadership Influence Student Learning

2.1 What is Ethical Leadership?

Given prominent ethical scandals almost in every type of organization, the importance of an ethical dimension of leadership seems obvious. However, in order to understand this leadership phenomenon we need first to know what ethics and ethical leadership is. And it seems logical to start with defining what Ethics is. It is so difficult to obtain agreement on the meaning of ethics, as there are many individual interpretations.

According to Rachels (1986) ethics is the attempt to influence agent conduct by reason within the context of giving equal consideration to those affected. It is a framework of principles and rules that channel agent thought and behavior toward acceptable collective standards. Similarly, Bawden (2000/2003) proposes that all agent interaction influences others both directly and indirectly, and that interactions inherently hold ethical implications (p. 175). As defined by two authors ethical behavior incorporates the concepts of fairness and respecting others.

Markkula Center for Applied Ethics (2001) as cited by Jeffrey (2002) tried to differentiate between ethics, feeling and religion. It pointed out that many people tend to equate ethics with their feelings, although this does not represent ethics. People have different feelings related to given situations. A person following his/her feelings may recoil from doing right if it requires something unpleasant of them. Ethics should not be identified with religion. While most religions do advocate high ethical standards, ethics are not limited to religious people.

According to Josephson (2001) ethics involves two things. First, it involves the ability to differentiate right from wrong. Second, it includes a commitment to do what is good and

proper. Ethical behavior requires action. McKerrow (1997) stated the following: The emphasis on solving moral dilemmas, analyzing cases and developing moral reasoning, while useful, misses the point. Ethics goes far beyond legal issues (which are often the major concern for administrators) and poses the questions: What is good? What is right? What ought one to do? (p. 218). Furthermore, Josephson (2001) referred to ethics as standards of conduct that tell individuals how they should behave based on moral duties and virtues that are derived from principles of right and wrong. He also further distinguished between morals, values, and ethics. Morals describe personal convictions of right and wrong based on religious beliefs, cultural roots, family background, and other contributing factors. Values, according to Josephson, are core beliefs or desires that guide or motivate attitudes and actions. Hence, the terms “ethics” and “values” are not interchangeable. Ethics refer to how a person behaves in different situations, while values entails the beliefs that decide how a person actually behaves.

Like ethics different authors and researchers define ethical leadership from different perspective, though they share commonalities. Some of them define from the point of influences on followers, whereas others focus on the leaders himself. Greenleaf (1977), who theorized servant leadership, states, “Service to followers is the primary responsibility of leaders and the essence of ethical leadership” (p. 20). Heifetz (2006) proposes that the primary responsibility of ethical leaders is to deal with conflict among followers, and instruct them in the right way. Likewise, Frank (2002) states that, transformational leadership is the outward display of ethical leadership. Though, slightly different definitions have been constructed, all of these authors agree that ethical leadership is focused on influencing followers to do the right thing.

Similarly, according to a study conducted by Treviño and colleagues' revealed that in addition to the moral person aspect of ethical leadership, representing observers' perceptions of the leader's personal traits, character, and altruistic motivation revealed another important aspect of ethical leadership that labeled the moral manager dimension. This aspect of ethical leadership represents the leader's proactive efforts to influence followers' ethical and unethical behavior. Moral managers make ethics an explicit part of their leadership agenda by communicating an ethics and values message, by visibly and intentionally role modeling ethical behavior, and by using the reward system (rewards and discipline) to hold followers accountable for ethical conduct. Such explicit behavior helps the ethical leader to make ethics

a leadership message that gets followers' attention by standing out as socially salient against an organizational backdrop that is often ethically neutral at best (Treviño et al., 2003).

Ciulla (2003) explains ethical leadership as a social construction shaped by the moral values and the cultural practices and beliefs of a society” (p. 229). This places leaders within an ethical role in organizations—one that is tied to the external social values and norms of society, the institution, and those within the group (Burns, 2003). This ethical leadership role cannot be one of neutrality (Burns, 2003;). Furthermore, Burns (2003) points out that moral leadership require the moral decisions and behavior by many agents rather than a singular leader; it permeates the collective organization..

According to Tyler (2005 a) in today’s environment, agents expect ethical leader behavior, beyond legal frameworks, they want leaders who are honest . Consequences of ethical leader behavior include agent trust, contentment, and retention, as well as the display of ethical behavior from themselves (Tyler, 2005a). Gini (2004) notes that leaders set an environmental “tone” and “shape the behavior of all those involved in organizational life” (26). Leader role modeling establishes ethical expectations and standards (Gini, 2004, p. 28). Citing Aristotle, Gini (2004) remarks that the moral *awareness* of agents only emerges through observation, or example (p. 27). This implies that role modeling, or leading by example, is one of the most effective ways of teaching others behavioral expectations.

In contrast, Cumbo (2009) focuses on the leader when defining ethical leadership. A leader is considered ethical when inward virtues direct the leader’s decision-making process. Followers simply are beneficiaries of a leader living a virtuous life. A leader is motivated not by influencing others but rather living by one’s own virtues. The author states that virtues are amplified when the leader exhibits “imagination, compassion, empathy, and discernment” (p. 726). Similarly ,according to (Freeman & Stewart, 2006, p. 2) as cited by Kelly (2012) ,executives at large organizations define ethical leadership as “simply a matter of leaders having good character and the right values or being a person of strong character”.

In support of the above definition a couple of research were conducted in relation to ethical leadership in different fields. Building on his qualitative research as well as the existing literature, as cited by Kelly (2012) Brown et al. (2005) , conducted a more formal construct development and validation process. They developed a ten-item instrument to measure

perceptions of ethical leadership, the Ethical Leadership Scale (ELS). They then conducted multiple construct validation studies, finding that supervisory ethical leadership was positively associated with, yet empirically distinct from leader consideration, interactional fairness, leader honesty, as well as the idealized influence dimension of transformational leadership. Ethical leadership is also positively related to affective trust in the leader and negatively related to abusive supervision. Perhaps most importantly, subordinates' perceptions of ethical leadership predict satisfaction with the leader, perceived leader effectiveness, willingness to exert extra effort on the job, and willingness to report problems to management. All of these effects were found to operate beyond the effect of the idealized influence dimension of transformational leadership, arguably the existing leadership construct that is conceptually closest to ethical leadership.

In summary, Ethical leadership is about “raising the bar,” helping people to realize their hopes and dreams, creating value for stakeholders, and doing these tasks with the intensity and importance that “ethics” connotes. The emerging research suggests that ethical leaders are characterized as honest, caring, and principled individuals who make fair and balanced decisions. Ethical leaders also frequently communicate with their followers about ethics, set clear ethical standards and use rewards and punishments to see that those standards are followed. Finally, ethical leaders do not just talk a good game—they practice what they preach and are proactive role models for ethical conduct. The next session will take our attention to the theoretical foundation of ethical leadership by examining it through the lens of social learning theory.

2.2 Ethics and Leadership Theories

To explain the antecedents and outcomes of ethical leadership we rely mainly on two primary theories that can be used to understand the influence of ethical leaders on their followers: Social Learning theory (SLT) and Social Exchange theory (SET). In addition, review of the literature in business ethics signifies that Frankena (1973) has outlined two of the major theoretical perspectives in the ethics field, which are referred to as deontological and teleological theories.

Social Learning Theory (SLT)

Social learning theory sheds light on why some individual characteristics of the leader and situational influences are related to followers' perceptions of a leader as an ethical leader. According to social learning theory, for leaders to be seen as ethical leaders by their followers, they must be attractive and credible role models. In addition, social learning theory helps to explain why and how ethical leaders influence their followers.

Social learning theory (Bandura, 1977) is based on the idea that individuals learn by paying attention to and emulating the attitudes, values and behaviours of attractive and credible models. Most individuals look outside themselves to other individuals for ethical guidance. Ethical leaders are likely sources of guidance because their attractiveness and credibility as role models draw attention to their modelled behaviour. Power and status are two characteristics of models that enhance their attractiveness (Bandura), thus making it more likely that followers will pay attention to ethical leaders' modelled behavior. Most leaders possess authority because they occupy positions of status relative to their followers. But attractiveness involves much more than authority and status.

Social Exchange Theory (SET)

Ethical leadership is also expected to affect subordinates through social exchange processes (Blau, 1964). Social exchange is based on the norm of reciprocity (Gouldner, 1960), which posits that if one exchange partner does something beneficial for the other, that generates an obligation to reciprocate good faith behaviour. Blau (1964) distinction between social exchange that is transactional (i.e., based on economic exchanges such as money and/or resources) or socio-emotional (i.e. based on the exchange of interpersonal treatment such as trust and fairness) is important for understanding how social exchange processes are relevant for ethical leadership. Ethical leadership is expected to affect the behaviours of employees in a work group through socio emotional exchange because ethical leaders are likely to engender high levels of trust and to be perceived as fair (Brown & Treviño, 2006a). Because employees know that they can count on ethical leaders and because ethical leaders treat employees in a fair manner, they are more likely to reciprocate such treatment by behaving in ways that benefit the entire work group and by refraining from behaviours that would be detrimental to the supervisor, work group, and/or organization.

They also use rewards and punishments to influence followers' ethical behaviour. Research shows that reinforcement plays an important role in modelling effectiveness because observers pay close attention to those who control important resources and to rewards and punishments. Finally, social learning theory assumes that much learning occurs vicariously(indirectly). Vicarious learning should be particularly important for learning about ethical and unethical behaviour in organizational contexts. Employees can learn about what is acceptable or unacceptable by paying attention to how other organizational members are rewarded or disciplined and regulate their own behaviour as a result.

On the other hand , Frankena (1973) has outlined two of the major theoretical perspectives in the ethics field, which are referred to as deontological and teleological theories.

Deontological Theory

Deontology may be described as the theory or study of moral obligation. The deontological perspective, according to Frankena (1973), states that what is morally right is not dependent upon producing the greatest level of good as opposed to evil, but rather is determined by characteristics of the behaviour itself. This perspective views it as our duty as human beings to do good to ourselves and to others.

Teleological Theory

To Frankena (1973), the teleological perspective for the criterion of what is ethically right is the non-moral value that is created. Therefore, an act is moral if it is judged to produce a greater good over evil than any other alternative, and is immoral if it does not do so. As compared to deontological the teleological perspective emphasizes the outcomes or consequences of an action when evaluating whether the act is moral.

In relation to deontological and teleological theories ,another perspective often discussed in organizational and behaviour and philosophy literature is the “justice” or fairness of a decision (Weiss, 2003). There are two types of organizational justice—distributive and procedural. Distributive justice refers to the fairness of a managerial decision based on the allocation of outcomes such as pay, rewards, recognition and promotion relative to an employee’s input as well as retribution. Procedural justice addresses the impartiality of the methods relative input from employees regarding the standards used to make and apply managerial decisions.

In terms of the teleological versus deontological categorization discussed above, distributive justice may best be thought of as a teleological theory of fairness due to its focus on outcomes, while procedural justice is best considered a deontological theory because of its focus on the means of making decisions. Nevertheless, employee's perception of one form of justice may spill over to their perceptions of the other form of justice [Lind (1992) and Lind, Kulik, Ambrose, and de Vera Park (1993) as cited in Zhu (2004)].

We need both deontological and teleological theories to account for the ethics of leaders. Just as a good leader has to be ethical and effective, he or she also has to act according to duty and with some notion of the greatest good in mind.

Moreover, ethical values and behavior are an important aspect of several currently prominent theories in the leadership literature. As cited by Kelly (2012) Plinio (2009) reviewed three commonly correlated leadership theories to ethical leadership. The first classical leadership theory that associates with ethical leadership is transforming leadership. "Transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both" (Burns, 1978, p. 134). The second is servant leadership, which emphasizes the need to serve followers and devote oneself to the ethical development of followers. Research on ethical leadership lagged behind other subjects for most of the past half century, but in the past decade, interest in studying the antecedents, outcomes, and processes of ethical leadership has been growing steadily.

In summary, from an applied management point of view, it is expected that ethical leaders will treat their employees fairly and in an unbiased and impartial manner, i.e. using both distributive and procedural justice to guide their leadership behaviours. Because empirical evidence from the organizational behaviour literature shows that followers' perception of being treated fairly affect both their job attitudes, such as satisfaction and commitment, and organizational outcomes (Dailey & Kirk, 1992; Koh & Boo, 2001)

2.3 Ethical Decision Making

People are faced with decisions every day. Greenfield (1991) pointed out that administrators often have to make decisions about what is good or right in particular situations. These decisions, no matter how small, have an ethical component and may pose an ethical dilemma.

Decisions are judgments to be rendered based upon personal, professional, and communal values and beliefs .

Similarly educational leaders face challenges in the 21st century, make numerous decisions daily, and have the choice to make decisions based on ethics. There will be consequences affecting students and their families. Educational leaders may follow a corporate model regarding expenses and revenues while ignoring the best interests of children and their academic achievement.

Beck and Murphy (1993) reported in their study of administrator training institutions that many of the problems facing administrators were either fundamentally ethical in nature or had ethical components. Gray (1996) asked the question, "Why do good people sometimes make bad ethical choices?" (p.112). She went on to suggest three reasons for which unethical decisions are made are pressure to meet expectations, inability to identify the problem as a moral one, and that the decision will never be found out.

As cited by Ellie (2013), Pipkin (2000) in her article, "A Call for Ethical Leadership," the leader is responsible for establishing the norms and ethics that direct the conduct of those working in the organization. Pipkin proposes a call for ethical leadership, specifically in education, to inspire leaders to make decisions based on ethics to gain the trust of their communities (P1).

According to S. K. Chakraborty and D. Chakraborty (2008), as cited by Ellie (2013), "Decision making involves choice from a set of options or variables with a purpose, be it individual or organizational" (p. 53). Ethical or unethical does not always manifest itself in every decision; the question of whether ethics are to be involved depends on whether another party is adversely affected.

Many administrators perceive themselves to be unprepared to address many of the moral dilemmas that they are facing (Cairns, 1995). In his 1995 study of Montana principals, he found that 68% of those who participated in the study indicated that knowledge of one's personal ethics in relationship to the ethical limits of the organization is either critical or very important to one's success. His study prompted universities to begin to address this need by including practical courses in ethics for school administrators

Russo and Schoemaker (1990) presented a conclusion by identifying the 10 most common decision traps that leaders face. Two of the traps relate to the individuals failure to properly

identify the problem and then to make a decision based on assumptions and opinions. This concern for lack of preparation was also expressed by administrators in Beck and Murphy's (1993) study. Several made comments in regard to making ethical decisions by stating that, "School leaders have no professional training in this, but they have to deal with the problems everyday" and "Administrators are faced with ethics issues all the time; how to approach them and giving some advanced thought to them will help them cope" (Beck and Murphy's (1993, ;12).

Greenfield (1991) suggested that the major ethical dilemmas that face most administrators are the need to choose between two moral values that each have merit. Crowson (1989) suggested that these dilemmas are grouped into three types:

1. A situation in which an organizational or professional norm provides clear guidance as to what ones decision ought to be, but circumstances surrounding the implementation are a problem.
2. Compliance with a formal organizational rule, policy, or directive conflicts with school-level concerns of students, parents, teachers, or perhaps good pedagogical practice.
3. Decision dilemma is rooted in the individual's concern that actions guided by one personal standard (value) may violate another personal standard (value). Crowson later concluded that school principals experience an average of one such ethical dilemma each day.

So how does one make an ethical decision? This is a question that has been asked for centuries and has been approached in many different ways. One is through the utilitarian approach, which was developed in the 19th century by Jeremy Bentham and John Stuart Mill. This method of decision-making is based on the concept that ethical actions are those that provide the greatest good for the greatest number (Josephson, 2001;)

The second method for making an ethical decision is using the Rights Approach. This approach is rooted in the philosophy of 18th century thinker Immanuel Kant and his theory that people have basic rights as human beings. To decide if a decision is ethical one must look to see if the action respects the moral rights of everyone involved. The more serious the violation of individual rights determines how wrongful the action is (Josephson, 2001;)

Fairness and justice is a third approach that derived from the teachings of Aristotle, Jesus, Confucius, and others (Josephson, 2001). This approach is sometimes referred to as the Golden

Rule". The key component to this line of decision-making is to determine the fairness of the action. One needs to ask the question "Does this action show favoritism or discriminate in any way?" in order to determine if the act is ethical (Josephson, 2001;)

According to (Josephson, 2001), the steps suggested to reasoning out a problem are:

1. Identify the problem- make a list of possible problems and narrow it down. Identify stakeholders in the problem
2. Evaluate the problem- evaluate the facts and assumptions involved with the problem. Evaluate the moral and ethical principles in the problem.
3. Generate potential courses of action- brainstorm as many courses of action as possible
4. Decide- after evaluating the information available and pondering the implications of each course of action, make a judgment.
5. Implement- develops a plan for implementing the decision in ways that maximize the benefits and minimizes the risks
6. Monitor and Modify- monitor the effects of decisions and be prepared and willing to revise as needed

According to Duignan (2006), as cited by Ellie (2013), "Effective educational leaders have an ethical responsibility to optimize learning opportunities and outcomes for their students by helping create organizational learning environments that are visionary, authentic, ethical, strategic, people-centered and motivational" (p. 7). Tensions between the good of the individual and that of society continue to exist as the educational leader considers what is best for the majority while determining what duty might determine the ethical action to take As cited by Ellie (2013), Fullan (2003) states: "At the school level... the moral imperative of the principal involves leading deep cultural change that mobilizes the passion and commitment of teachers, parents, and others to improve the learning of all students, including closing the achievement gap" (p. 41).

Before concluding the discussion about ethical decision making it seems imperative to discuss further about the relationship between ethical leadership and leadership effectiveness, though it is very clear and direct relationship. History defines successful leaders largely in terms of their ability to bring about change for better or worse. As a result, great leaders in history

include everyone from Gandhi to Hitler. Whereas leaders usually bring about change or are successful at doing something, the ethical questions waiting in the wings are the ones found in the various definitions mentioned earlier. What were the leader's intentions? How did the leader go about bringing change? And was the change itself good?

Ciulla (1998) argued that a good leader is an ethical and an effective leader. Whereas this may seem like stating the obvious, the problem we face is that we do not always find ethics and effectiveness in the same leader. Some leaders are highly ethical but not very effective. Others are very effective at serving the needs of their constituents or organizations but not very ethical

This distinction between ethics and effectiveness is not always a hard one. Sometimes being ethical is being effective and sometimes being effective is being ethical. In other words, ethics is effectiveness in certain instances. There are times when simply being regarded as ethical and trustworthy makes a leader effective and other times when being highly effective makes a leader ethical. Given the limited power and resources of the secretary-general of the United Nations, it would be very difficult for someone in this position to be effective in the job if he or she did not behave ethically. The criteria that we use to judge the effectiveness of a leader are also not morally neutral. In many business cases, the criteria for effectiveness are practically and morally limited.

Effective educational leaders, basing decisions on ethics, align with community values and promote effective schools. Ellie (2013) citing Caldwell's (2008) research suggested that when the community is involved, the result is a more highly effective school. When the principal or educational leader makes decisions based on ethics that align with the community, the community becomes involved and helps to increase student achievement. Effective educational leaders foster effective schools that promote greater student achievement and close the achievement gap between high and low achievers. If ethical decision making increases an educational leader's effectiveness, it will lead to high student achievement and a more effective school.

From a virtue or principle based ethical perspective, if leaders, executives, and managers adhered to the six pillars listed above in their day to day decision making, an ethical environment might likely be created, and in turn, employees might follow. Once an ethical environment is created, employees and management develop trust in one another. Trust can be developed in many ways but most fundamentally through leading by example. Leaders must

do ethical things on a consistent basis in plain and full view for their constituents to see. Transparency is critical in creating an ethical environment.

In conclusion, the research to date finds that effective educational ethical leaders must be honest, fair, reliable, competent, and demonstrate integrity. They must have a vision and impart their vision to the stakeholders at the school and the community. Ethical decision making is thoroughly thought out before any decision is made and the leader cares about the impact of his or her decisions on all parties involved. The leader will keep an open mind and be willing to dialogue. Trust is the key to successful leadership and bonds relationships. If the trust is broken, the bond is broken.

2.4 Ethical Climate

Victor and Cullen (1987, 1988) introduced the concept of ethical climate as a way to explain and predict ethical conduct in organizations. It is believed that different dimensions of ethical climate may provide different cues to members of a workgroup as to what is acceptable and unacceptable behavior .

Personal, situational, and positional variables may influence whether a covenantal relationship will develop between an employee and his or her organization. Since shared values and mutual concern for the other party's welfare are integral to covenants, the workplace values espoused by the organization may be of particular importance to the development of such a relationship. One important aspect of organizational values is the nature of the ethical work climate.

An ethical work climate is the prevailing perception of typical organizational policies, practices, and procedures that have ethical content. According to Victor and Cullen (1988), ethical work climates can be based on egoism, kindness, or principle. A covenantal relationship between an employee and his or her employer is more likely to develop and flourish in some ethical climates than in others. If this is true, organizations interested in fostering close relational ties with employees, and reaping the potential benefits of such ties, should be aware that their institutionalized ethical values may make this more or less likely. Within a single organization different dimensions of ethical climate may be found in different operating units.

2.5 Challenges of Ethical Leadership

Ethical leaders in their effort to implement ethics they have been facing different challenges (Alex,2013). Gini (1998), as cited by Kelly (2012) notes the tensions that occur when a leader tries

to implement ethics. The central tension, the author writes, is that one is naturally egotistical during decision-making, and ethics requires one to shed that natural tendency. The ethical leader must take into account others' consequences when making decisions. The author argues that the ethical decision will be the one that minimizes harm and maximizes the greatest outcome for all

Contrastingly, as cited by Kelly (2012), Ward (2006) examines the reason for ethical failures in leader. During the study, the author found that ethical failures do not occur because of selfishness, but rather out of ignorance. The author notes that often an individual who holds a role of leadership may feel excused from moral requirements that others follow. The reasoning behind this is because the leader senses the role of leader separate from his or her self. When this occurs, a leader is more likely to excuse oneself from acting ethically in the role.

There are also views that link challenges of ethical behaviors with the expansion of organizations. According to Alex (2013), as organization grows, it is possible for leaders to lose sight of what the company stands for. Leaders may become more focused on the goals of making profit and worry less about ethical standards. Growth can also make it difficult for the organization to ensure that all of the employees follow the rules and exemplify your company's mission, vision and values. Understanding how to overcome some of the challenges to ethical leadership will not only help you maintain goodwill with the public and stakeholders, but potentially saves the organization from serious problems in the future. The literature identified three issues as the major challenges: lack of consistency, policy gaps and work place Atmosphere(Alex,2013).

According to Frank (2004) there are four ethical challenges that consistently needed to be addressed with greater intensity and commitment by leadership. These includes lack of transparency, lack of trust, lack of accountability and lack of stewardship.

Lack of transparency

The organizational structures, decision making processes, policies and procedures in your organization should be clear and transparent, if we want people to believe and develop a sense of trust, transparency is a key (Frank,2004)

Lack of trust

According to Frank (2004), trust is the prerequisite of leadership. What's your word worth as leader? Is your word your bond? Why should they trust you?. We have a lot of those people in

our lives. You willfully trust because they have proven to be trustworthy over the course of the relationship.

Lack of accountability

Accountability is very crucial. How well does your organization do in its accountability for anticipating and responding to ethical challenges? Everyone's accountable, not just responsible. The difference between being responsible and being accountable is that: being responsible is just, I'm responsible so I'm doing what I'm supposed to be doing. Being accountable means, I'm accountable to everybody else that I interact with and that adds a whole lot more weight to leadership than just being a responsible leader (Franck,2004).

Lack of stewardship

Stewardship is what we do after we say we believe. It's how your people live out your mission statement, your values statement, you need to understand in living out that stewardship that people listen with their eyes, they do not listen with their ears. People will believe, people will trust, people will be accountable when they see the leader live the values they've been preaching, espousing, writing, incorporating in the mission statement, etc. They listen with their eyes.(Franck,2004)

So leaders have to be on the lookout for and attuned to any signs and signals that ethical misconduct is happening in their organizations. They have to be good diagnosticians about what's going on in the organizations that could be corrosive. In addition, leaders must establish a culture of ethics and bring out the best in their people.

In summary, there are ethical challenges in the use of authority and power. Among these are the destructive effects on the relationship between the leader and followers. Being a leader allows more influence and power over others' outcomes and events more broadly. So as the economy continues to recover, as we look forward to the new developments in the education system, the age of responsibility is now upon us now more than ever and it's up to all of us to answer these ethical challenges of leadership. The leader may have benefits and privileges, But these benefits come at the price of responsibility and accountability to followers. Where the leader is seen to be power-oriented, exploitative, and self-serving, especially in the face of failures, the goal of mutual identification is hardly attainable. Instead, followers may feel

alienated and ultimately take their loyalty elsewhere. That prospect poses an essential challenge today.

2.6 How Leadership Influence Student Learning?

Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about this idea. What's far less clear, even after several decades, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are?

Nowadays, the public expects education to play a role in the learning of values and morals. There are calls for improved leadership ethics in education. Within their responsibilities, leaders in higher education face daily situations where most decisions hold ethical consequence (Reimer et al., 1986), as cited by Shirley (2009)

Yet, educators may feel ethical and moral reflection and questions are far distant from daily life. Faculty members work among themselves and within institutional agencies, they have a significant role to play in the moral development of students (Reimer et al., 1986), as cited by Shirley (2009). College is an important time of student moral and character development. Not only that, but students want to understand and learn how deal with ethical challenges. Institutional members influence the character and behavior of students, as well as various aspects of the institution itself.

In higher education moral behavior is an important developmental goal in. Astin and Antonio (2004) look specifically at how student interaction with the institution over a four year period affects their character, measuring civic and social values, cultural awareness, volunteerism, raising a family as a goal, religious beliefs and convictions, and understanding of others. Character development generally falls upon faculty members who teach, advise, and counsel, in various capacities; whether it is in the form of an academic advisor or campus club leader. In addition, faculty members hold formal and informal leadership positions among peers in various campus roles and organizations.

A report by researchers from the Universities of Minnesota and Toronto (Kenneth, Karen, Steven and Kyla, 2004) examines the available evidence and offers educators, policymakers and all citizens interested in promoting successful schools, some answers to those vitally important questions: "how leadership matters?". It turns out that leadership not only matters

but also the impact of leadership tends to be greatest in schools where the learning needs of students are most acute

According to researchers Knneth, etal; (2004), the review of the evidence suggests that successful leadership can play a highly significant – and frequently underestimated – role in improving student learning. Specifically, the available evidence about the size and nature of the effects of successful leadership on student learning justifies two important claims: Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school and leadership effects are usually largest where and when they are needed most (Knneth, etal;2004)

CHAPTER THREE

Research Design and Methodology

This chapter deals with the research design and methodology. It includes the research design, source of data, sample size and sampling techniques, data gathering tools data collection procedures, techniques of data analysis, variables of the study and ethical considerations.

3.1 Research Design

This study employed a quantitative research, which focuses on statement of basic questions, collect data from sample respondents representing the total population, and provide answers for basic questions. A descriptive survey design was used to conduct this study. Moreover, the study was supported by qualitative data from open ended items in the questionnaire.

3.2. Sources of Data

Both primary and secondary source of data were used. College of teacher Education (CTE) leaders and staffs in Oromia regional state were the primary sources of data, they provided bits of information using questionnaire (open and close ended) set for this purpose whereas the data collected from policy documents , annual reports, and related materials were served as secondary sources of data.

3.3 Sample Size and Sampling Techniques

The sample respondents for the study was drawn from the total of 530 academic staffs and leaders (leaders 48) in the 12 CTEs of Oromia regional states for 2012/13 academic year (Oromia REB 2005 unpublished abstract). Both probability and non-probability sampling techniques were employed to select sample colleges, staffs and leader respondents for the research.

Selection of Sample Colleges

In order to select sample colleges for the study simple random sampling technique (lottery method) was employed, where all the 12 CTEs are recorded on a slip of paper and placed in a box and shuffled and a lucky five slips randomly picked by external person from the box.

The sample size accounts (41.6%) of the colleges under study, which is scientifically acceptable size. Accordingly, Adola, Bule Hora, Chiro, Asela and Robe colleges were selected from Guji, Borena, West Harerge, Arsi and Bale zones of the region respectively.

Selection of Sample Respondents

The selection of sample respondents for the study was carried out using simple random sampling and purposive sampling techniques. The selection of male staff respondent was carried out using simple random sampling techniques. This technique enables to select randomly the required number of sample staffs by giving equal and independent chances from a list of a sample frame. Moreover, purposive sampling technique was employed to select CTE female staffs and leaders. Since the number of female staff in all the sample colleges are small (only 7 out of 172 academic staffs) and leaders were appropriate persons by virtue of their professional roles and powers, the technique enables to get relevant information. Accordingly, a total of 147 (127 staffs and 20 leaders) were selected out of 192 (172 staffs and 20 leaders) from the five colleges. Glenn (1992 :3) argues that one has to consider not only the population size but also the confidence interval in order to determine the sample size for the probability sample. He suggested that a 95 percent confidence level and a 5 percent confidence interval as a conventional sampling. On the basis of this, a sample of 127 (74%) CTE staffs and 20 (100%) were selected from the sample population.

3.4 Data Gathering Tools

In order to gather firsthand information questionnaire (open and closed ended) were prepared and administered. Ethical Leadership Scale (ELS) questionnaire developed by Yilmaz (2006) and the Leadership Practice Inventory (LPI) developed by James and Barry (2003) were used to collect information for CTE staffs and leaders respectively .

Ethical Leadership Scale (ELS) developed by Yilmaz(2006), as cited by Karakose,2007), is found to be better than available standard tools such as Ethical Leadership Questionnaire (ELQ) developed by Yukl, Mahsud, Hassan, and Prussia (2013) in three important ways. First, ELQ has got very limited items (only 15 items) when compared to ELS that has 44 items under four dimensions of ethical leadership behavior. Secondly, ELS has been in use by researchers (Karakose, 2007; Yildirim, & Bastuga, 2010) since its development, hence, it can be regarded

as a standard tool in comparative terms. Finally, seen from specific items included in the questionnaire, ELS is better tailored to college leadership than other questionnaires.

Though the ELS is a standard instrument, still it requires some adaptation to the Ethiopian college culture. Accordingly, some items were revisited in such a way that it accommodates gender issues ;(items number 1,3,8,9,13,14,15,16, 17,20,21,24,25,26,31, and 35) and it replaces difficult vocabularies with easy ones (item number 11 and 35). In addition to this, some copies were tried out at one CTE near to Addis (Sebeta CTE) to see if respondents understand the items and it was learned that all the items are easy to comprehend.

The ELS contains 15, 11, 9, 9 items under the dimensions of communicative ethics, climatic ethics, behavioral ethics and ethics in decision-making respectively. ELS was graded as “totally agree”=5, “agree”=4, “no idea”=3, “disagree”=2, and “totally disagree”=1. Cronbach’s Alpha coefficient of reliability was calculated separately both for the whole scale and for each of sub-level and the total coefficient of reliability of the scale was found to be Alpha=0.89. According to Ozdamar (1997), if Cronbach’s alpha ranged from a low of 0.80 to a high of 1.00 questionnaires were quite reliable, so the reliability of the test prepared was considered to be sufficient.

Table 1: The dimensions and values associated with ethical leadership scale (ELS)

Sub-levels of Ethical leadership behavior	Number of the Items	Coefficient of Reliability (Alpha)	The Maximum and Minimum Points
Communicative Ethics	15	0.90	15-75
Climatic Ethics	11	0.88	11-55
Ethics in Decision-Making	9	0.83	9-45
Behavioral Ethics	9	0.90	9-45
Total	44	0.89	44-220

Similarly, the LPI (*Self*) instrument yielded scores on a number of variables associated with leadership and ethics. These instruments provided descriptive characterizations of the leadership practices and the ethical perspectives of those who participated in the study. Originally LPI is a questionnaire that contains 30 behavioral statements—six for each of the five practices of exemplary leadership. LPI standard questionnaire was graded as “always”=5, “very frequently”=4, “sometimes”=3, “rarely”=2, “almost never”=1

However, for the purpose of convenience and to concede with the ELS sub levels, the original five groups and 30 items of LPI were regrouped in to four sub levels and the questions also revised in to 26 by merging and/or excluding more similar items in a way that exemplary leadership practice can be compared along the sub-levels of ethical leadership scale.

3.5 Procedures of Data Collection

Primarily, the researcher made contact with the regional education bureau (REB) officials to introduce the objective of the study and to give the letter written from the department of educational Planning and Management , Addis Ababa, University, in order to develop mutual understanding and agreement. Based on the go ahead remark form REB the researcher made contact with the college deans and V/ deans by phone so as to arrange schedule for the administration of the questionnaires. As per the agreed schedule of each colleges the researcher distributed the questionnaires for randomly selected staffs and to all leaders in five colleges.

3.6. Techniques of Data Analysis

The data collected from the questionnaires was first edited, coded and feed into a computer for further analysis. ELS was handed to a total of 127 staffs and LPI for 20 leaders and a total of 121 staffs and 17 leaders were handed back. However, in the edition and data entry process the researcher excluded 8 ELS and one LPI forms due to a number of faults. In the analysis of the data, the SPSS 20 for Windows package program was used and out puts such as mean values and standard deviation were employed to describe the perception of staffs about the principals' ethical leadership behaviors and to examine the extent of exemplary leadership practice of leaders. Moreover, for closer and further scrutiny of the ethical leadership behaviors of CTE leaders under the four dimensions item by item so that specific points can be illuminated. Accordingly, mean values were calculated by items for the purpose of the analysis and the mean values are interpreted for each level depending on the number of items for each of the four sub levels to level the ethical leadership behavior and exemplary leadership practice of leaders as low performance, moderate performance, and high performance.

3.7. Ethical Considerations

As a researcher it is hardly possible to conduct our project successfully if we do not obtain the support of others. If we expect them to give us their valuable time to help us, it follows that we should offer them something in return. We need to make sure that we treat both the participant and the information they provide with honesty and respect. In this regard, ethical issues like voluntary participation, informed consent, risk of harm, confidentiality and anonymity were taken into consideration.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this chapter is to present, analyze and interpret data gathered through questionnaires. It comprises two sections. The first part discusses characteristics of the respondent while the second section deals with presentation, analysis and interpretation of the data. The primary purpose of the research study was to examine the ethical leadership behavior and exemplary leadership practices of leaders from five colleges in Oromia regional states. Hence the findings are presented in accordance with data on related questions.

Since the target population of the study was colleges of teacher education, staffs and leaders were included in the study. Ethical leadership scale was used to gather data from 127 staffs and LPI to collect data from 20 leaders. 95.3 % of staff and 85% of leader sample respondents submitted their response. However, 6.6 % of the staff and 5.9% of leaders responses were excluded due to invalid responses. Thus, 113 staff and 16 leaders were included in the analysis.

4.1 Characteristics of the Respondents

Data were collected from the participants regarding their sex, educational level , area of specialization and years of services . The demographic data are displayed in the frequency tables.

The participants indicated their sex on the survey. The survey data responses for gender are shown in Table 2

Table 2 : Frequency and percentage of participants by sex

Respondent	Sex	N	%
Staffs	Male	107	94.7
	Female	6	5.3
	Total	113	100.0
Leaders	Male	16	100.0
	Female	0	0
	Total	16	100.0

As shown in Table 2, out of a total of 113 participants, 107 of the participants (94.7%) were male, and only 6 participants (5.3%) were female. At a glance looking to the table one can say that the study lacks gender proportionality. However, the problem is not associated with sampling rather the overall female participation in CTE is very low, for this specific research six out of the seven female academic staffs in all the sample colleges were included.

Table 3: Frequency and percentage of participants by years of services

Respondent	Years of Services	N	%
Staffs	1-10	31	27.4
	11-20	59	52.2
	21 years & above	23	20.4
	Total	113	100.0
Leaders	1-10	2	12.5
	11-20	7	43.8
	21 years & above	7	43.8
	Total	16	100.0

Table 3 shows the survey data responses for years of services. Participants indicated their years of services group by selecting one of the categories provided in the survey. Almost half of the participants (57 or 50.4%) of the staffs and (7 or 43.8%) of the respondent were served between 11-21 years . The lowest number of participants (23 or 20.4% and 2 or 12.5 %) for staffs and leaders came from the older and youngest category, respectively. As can be seen from the analysis part the availability of respondent with long years (more than 10 years) was resulted in critically responding to the question than the younger group information pertaining to the study.

As indicated in Table 4 , Participants were asked to provide information related to their academic background in terms of diplomas, degrees , MAs and PhD held. The majority of the participants held Master’s degrees ($n = 74$, 65.5% of the staffs and $n=11$, 68.8% of the leaders). The composition of the respondent and the presence of more master’s degree holders seems good to obtain information from different background and perspectives.

Table 4 :Academic background of respondent

Respondent		N	%
Staffs	College	1	0.9
	BA/BSc	38	33.6
	MA/MSc	74	65.5
	Total	113	100.0
Leaders	BA/BSc	5	31.3
	MA/MSc	11	68.8
	Total	16	100.0

4.2 Analysis and Interpretation of ELS and LPI Data

Table 5-18 presents the analysis and interpretation of data obtained from CTE staffs and leaders in response to ELS and LIP questionnaires respectively.

Table 5 presents the perception of staffs about CTE leaders’ ethical leadership aggregated by sub-levels of ethical leadership . The data were presented in such a way that perceptions can be compared along the sub-levels of ethical leadership. For the purpose of the analysis the mean values were interpreted as follows. When the calculated mean value is less 30; the performance is considered low performance; when it is between 30-42 the performance is considered moderate performance; and when the calculated mean is 43 or better it is considered as a high performance. According to the staffs’ opinions about the first sublevel of ELS, “communicative ethics”, it can be claimed that leaders remarkably showed the ethical leadership behaviors in practice. The fact that the total sum of the points of this sublevel was so high ($M=45.57$) shows that the leaders demonstrate these behaviors at a very high level than the other levels.

Looking into the staffs’ opinions about the second sub-level “climatic ethics”, it was clearly seen that the leaders showed ethical leadership behaviors in practice at a moderate level ($M=29.51 \sim 30$). The fact that the staffs’ opinions regarding these were moderate signifies that the leaders demonstrate ethical leadership behaviors in practice. This implies that school leaders were perceived as creating and maintaining ethical school climate moderately

Table5: The level of the application of leaders' ethical leadership as perceived by CTE staffs

Sub-levels	No	Opinions The Principal of Your School	$\bar{X}$	SD
Communicative Ethics	1	accepts her/her faults	45.57	6.37
	2	doesn't demonstrate selfish behaviors		
	3	treats justly his/her staff		
	4	participates in discussion constructively and tactfully		
	5	is patient		
	6	is humble		
	7	behaves equally to everyone		
	8	behaves kindly to all his/her staff		
	9	behaves passionately to all his/her staff		
	10	shows respect to others		
	11	isn't disloyal among staffs		
	12	is compassionate		
	13	behaves sincerely to his/her staff		
	14	does not judge his/her staff because of their personal characteristics		
	15	has a feeling of gratitude for the services around him/her		
Climatic Ethics	16	encourages his/her staff	29.51	5.61
	17	tries to propagate his/her own ideas through an approach based on love		
	18	determines concrete objectives for the future		
	19	is willing to learn		
	20	accepts the different ideas of his/her staff		
	21	rewards the achievement of his/her staff justly		
	22	establishes the rules of the school accurately		
	23	creates free environment for discussion		
	24	strives to increase his/her professional efficiency		
	25	carries out his /her duty with a sense of responsibility		
	26	creates the appropriate environment to reveal the creativity of his/her staff		
Ethics in Decision-making	27	Is systematic in finding solutions	23.34	4.24
	28	never tries to take advantage of political issues		
	29	never tries to take advantage of religious issues		
	30	never tries to take advantage of fiscal matters		
	31	carries out his/her duties with honesty		
	32	applies the common decisions efficiently		
	33	determines the limits in school matters		
	34	does not have negatives habits		
	35	knows the limits of his/her actions		
Behavioral Ethics	36	can self-evaluate	24.39	4.64
	37	Is honest		
	38	behaves honestly		
	39	behaves courageously		
	40	always tells the truth in all conditions		
	41	Is knowledgeable		
	42	acts upon the principles of reality		
	43	protects individual rights		
	44	respects the values of the society		

Note. N=113, X= Mean, SD=Standard Deviation

In response to the third sub-level, “ethics in decision-making”, CTE leaders perceived to have practiced ethical leadership behaviors inadequately ($M=23.34$) while making decision as stated by the staffs’. Therefore, it can be argued that principals put the ethical leadership behaviors in “behavioral ethics” in practice poorly. The incongruence in response between the supervisee and the leadership in this regard might be because leaders may fail to consider the human and subjective dimensions, which is more visible to others in the organization. Hence decisions could end up in getting unrespected by followers.

With regard to teachers’ perceptions about the fourth sub-level “behavioral ethics”, as indicated in Table 2, the responses showed that the principals demonstrate ethical leadership behaviors inadequately ($M=24.39$). This signifies that principals put into practice the ethical leadership behaviors in “behavioral ethics” poorly. When college leaders do not behave ethically the unrest among the staff will increase and their efficiency will be damaged and negatively affects the teaching and learning process of the college as a whole.

Table 6, on the other hand, presents the exemplary leadership practice as measured by LPI of CTE leaders’ and aggregated by sub-levels of exemplary leadership practice. For the purpose of the analysis the mean values are interpreted as follows. When the calculated mean value is less 16.50; the performance is considered low performance; when it is between $< 16.51 - 26.50$ the performance is considered moderate performance; and when the calculated mean is 26. 51 or better it is considered as a high performance.

As can be seen from Table 6, the highest mean scores on the LPI for the participants were for communicative leadership practice” ($M = 32. 25$) and encouraging others or creating enabling environment ($M = 31.50$). In general, the participants of the study indicated that their leadership practice of Communicative Leadership and encouraging others or creating enabling environment were their most frequent leadership behaviour.

Similarly, the mean scores for the decision making practice ($M = 21.99$) and the practice of Leading by Modeling was slightly lower ($M = 19.56$). However, the overall response of the participants of the study indicated that the behaviors of communicative leadership, and creating conducive environment, Modeling, and Encouraging other as their most frequent practices as measured by the LPI.

Table 6 : The level of the application of exemplary leadership practice as rated by leaders'

Sub-levels	No	To what extent do you typically engage the following behaviors	$\bar{X}$	SD
Communicative Leadership	1	I talk about future trends that will influence how your works gets done	32.25	9.44
	2	I treat others with dignity and respect		
	3	I ask "what can we learn ?" when things do not go as expected		
	4	I publicly recognize people who exemplify commitment to shared values		
	5	I build consensus around a common set of values for running our organization		
	6	I paint" the big picture" of what we aspire to accomplish		
	7	I find ways to celebrate accomplishments		
	8	I gave the members of the team lots of appreciations and support for their contributions		
Encouraging others or creating enabling environment	9	I develop cooperative relationship among the people I work with	31.50	9.22
	10	I praise people for a job well done		
	11	I describe a compelling image of what our future could be like		
	12	I challenge people to try out new and innovative ways to do their work		
	13	I actively listen to diverse point of view		
	14	I make sure that people are creatively rewarded for their contributions to the success of our projects		
	15	I support the decisions that people make on their own		
	16	I make certain that we set achievable goals, make concrete plan, and establish measurable milestones for the project and programs that we work on		
Decision-making practice	17	I seek out challenging opportunities that test my own skills and abilities	21.00	6.89
	18	I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on		
	19	I follow through on the promises and commitments that I make		
	20	I ask for feedback on how my actions affect other people's performance		
	21	I gave people a great deal of freedom and choice in deciding how to do their work		
by Leading modeling	22	I set a personal example of trends that will influence how our works gets done	19.56	6.45
	23	I make it a point to let people about my confidence in their abilities		
	24	I'm clear about my philosophy of leadership		
	25	I speak with genuine conviction about the higher meaning and purpose of our work		
	26	I experiment and take risks , even when there is a chance of failure		

Note. N=16,X= Mean, SD=Standard Deviation

The comparison made with the response of the CTE staffs on similar sub levels revealed that, though there is difference, compared to other sub levels, both groups rated the practice of communicative leadership remarkably high. This indicates that leaders behavior and practice in this regard was recognized by followers.

Table 7: Summary of perception about the leaders’ ethical leadership by sex of respondents

Sub-levels	Sex	Mean	SD
Communicative Ethics	Female(n=6)	42.67	18.18
	Male(n=107)	45.73	14.60
	Total(n=113)	45.57	14.79
Climatic Ethics	Female(n=6)	25.00	11.30
	Male(n=107)	29.77	10.96
	Total(n=113)	29.51	11.03
Ethics in Decision-Making	Female(n=6)	22.83	8.06
	Male(n=107)	23.36	8.26
	Total(n=113)	23.34	8.25
Behavioral Ethics	Female(n=6)	24.17	8.58
	Male(n=107)	24.40	8.06
	Total(n=113)	24.39	8.06

Table 7 presents the findings regarding the differences in the CTE staffs’ perceptions of the their leaders’ ethical leadership behaviors in terms of sex of respondents. As can be depicted from the table below , male staffs have rated their leaders as performing communicative ethics at a very high level than female ,with the mean values of 45.73 and 42.67 for male and female staffs respectively. Alike communicative ethics , male staffs have similar views about leaders’ performance in the domains of climatic ethics , where female staffs rated lower than male staffs with mean values of 25.00 and 29.77 respectively. Moreover, though the difference is not major, in the domain of ethics in decision-making and behavioral ethics sub levels female staffs rated lower than their male counterpart. In all the sub levels, male staffs rated their leaders better than female staffs. The fact that there is a difference between female and male staffs’ perceptions about the ethical leadership of their leaders shows that the female staffs were more critical in their response than male counterparts. In summary, the female staffs didn’t find the leaders’ ethical leadership adequate as compared to male respondent.

As shown in table 8 below the perception of college staffs about the ethical leadership behavior of their leaders on the basis the educational levels is presented. In this regard, in three sub levels of ethical leadership (communicative, climatic and behavioral ethics) respondent with MA/MSc rated their leaders more favorably than BA/BSc degree holders.

Table 8: Summary of perception about the leaders' ethical leadership by educational level of respondents

Sub-levels	Educational level	Mean	SD
Communicative Ethics	College Diploma (n=1)	44.00	0.00
	BA/ BSc (n=39)	44.90	15.43
	MA/MSc (n=73)	45.95	14.48
	Total (n=113)	45.57	14.79
Climatic Ethics	College Diploma (n=1)	24.00	0.00
	BA/ BSc (n=39)	29.03	10.87
	MA/MSc (n=73)	29.85	11.08
	Total (n=113)	29.51	11.03
Ethics in Decision-making	College Diploma (n=1)	17.00	0.00
	BA/ BSc (n=39)	23.67	8.39
	MA/MSc (n=73)	23.25	8.14
	Total (n=113)	23.34	8.25
Behavioral Ethics	College Diploma (n=1)	22.00	0.00
	BA/ BSc (n=39)	23.82	8.24
	MA/MSc (n=73)	24.73	7.98
	Total (n=113)	24.39	8.06

However, in ethics in decision making sub level BA/ BSc degree holders rated their leaders slightly favorable than other groups with mean values of 35.5 and 34.25 for Ba/ BSC and MA/ MSC holders respectively. In summary, the finding indicates that educational levels has its own effect on perceptions of CTE staffs' on their leaders' ethical leadership behavior considerably. BA/ BSC holders are more critical than MA/MSc holder staffs.

Table 9, presented the findings about CTE staffs'' perception about their leaders' ethical leadership behaviors depending on their years of services. Accordingly, the finding revealed that staffs with low years of services (1-10 years) have rated their leaders' ethical leadership behaviors more favorably than the senior ones across the sub-levels as indicates by mean values disaggregated by seniority. In this regard, depending on the data, it could be said that as the

staffs years of service increased, they became more critical about their leaders’ ethical leadership.

Table 9: Summary of perception about the leaders’ ethical leadership by years of services of respondents

Sub-levels	Years of Service	Mean	SD
Communicative Ethics	1-10yrs(n= 31)	47.75	13.92
	11-20yrs (n=58)	44.88	15.12
	21yrs & above (n=24)	44.79	14.82
	Total	45.57	14.79
Climatic Ethics	1-10yrs(n= 31)	30.26	11.21
	11-20yrs (n=58)	29.24	10.94
	21yrs & above (n=24)	29.21	11.08
	Total	29.51	11.03
Ethics in Decision-making	1-10yrs(n= 31)	23.71	7.80
	11-20yrs (n=58)	23.50	8.27
	21yrs & above (n=24)	22.46	8.42
	Total	23.34	8.25
Behavioral Ethics	1-10yrs(n= 31)	25.13	8.09
	11-20yrs (n=58)	24.16	7.91
	21yrs & above (n=24)	24.00	8.24
	Total	24.39	8.06

Tables 10, 12, 14 and 16 disaggregate the data presented in Table 5 above for closer and further scrutiny of the ethical leadership behaviors of CTE leaders under the four dimensions item by item so that specific points can be illuminated. Mean values were calculated by items instead rather than by clusters as is the case in Table 5 and Table 6. For purpose of the analysis, the following criteria were used for mean values of the data in Tables 10:< 2.70 = inadequate performance; 2.71-3.10 = moderate performance, and above 3.11 =High performance.

Table 10 presents CTE staffs’ perception of their leaders “communicative ethics” performance along with 15 points. Compared to other ethical leadership dimensions CTE leaders by and large reported to have performed high in this dimension and particularly in relation to behaviors such as ;shows respect to others (M= 3.26, SD =.91), behaves kindly to all his/her staff (

M=3.18, SD= 1.08) ,treating the staff justly (M=3.17, SD= 0.99), behaves passionately to all his/her staff (M= 3.15, SD= 0.95) and patience (M=3.12 , SD= 1.01).

Table 10: Summary of level of the application of leaders' communicative ethics as perceived by staffs

No	Leaders' of Your College	Sum	Mean	SD
1	accepts his/her faults	314.00	2.78	1.10
2	doesn't demonstrate selfish behaviors	331.00	2.93	0.95
3	treats justly his/her staff	358.00	3.17	0.99
4	participates in discussion constructively and tactfully	340.00	3.01	1.00
5	is patient	352.00	3.12	1.01
6	is humble	339.00	3.00	0.99
7	behaves equally to everyone	351.00	3.11	0.99
8	behaves kindly to all his/her staff	359.00	3.18	1.08
9	behaves passionately to all his/her staff	356.00	3.15	0.95
10	shows respect to others	368.00	3.26	0.91
11	isn't disloyal among staffs	343.00	3.04	0.92
12	is compassionate	340.00	3.01	0.92
13	behaves sincerely to his/her staff	314.00	2.78	0.96
14	does not judge his/her staff because of their personal characteristics	335.00	2.96	1.06
15	has a feeling of gratitude for the services around him/her	349.00	3.09	0.97

However, in some of the major behaviors ,CTE leaders shown moderate practice when it comes to ; accepts his/her faults (M= 2.78, SD= 1.01) , behaves sincerely to his/her staff (M=2.78, SD 0.96), doesn't demonstrate selfish behaviors (M= 2.93, SD= 0.95) and on not judging the staff on the basis of their personal characteristics (M=2.96, SD=1.06).

It is only possible through quality of human interactions, including being sincerely and not judging the staff on the basis of their personal characteristics, in CTEs to guide the staffs

towards mutual objectives. Leaders should aware that the precise application of communicative ethics is also paved the way towards building ethical values in CTEs.

Table 11, 13, 15 and 17 disaggregate the data presented in Table 6 above for better and additional analysis of the exemplary leadership behaviors practice of CTE leaders under the four dimensions item by item so that specific points can be illuminated. Mean values are calculated by items. For purpose of the analysis the mean values of the data in Tables 11,13,15 and 17: < 3.00 = inadequate performance; 3.01-4.00 = moderate performance, and above 4.01 = High performance.

Table 11 : The extent CTE leaders' engaged in the communicative leadership behavior

No	To what extent do you typically engage the following behaviors	Sum	$\bar{X}$	SD
1	I talk about future trends that will influence how your works gets done	36	4.50	0.71
2	I treat others with dignity and respect	34	4.25	0.97
3	I ask "what can we learn ?" when things do not go as expected	33	4.13	0.60
4	I publicly recognize people who exemplify commitment to shared values	31	3.88	0.60
5	I build consensus around a common set of values for running our organization	32	4.00	1.00
6	I paint" the big picture" of what we aspire to accomplish	34	4.25	0.43
7	I find ways to celebrate accomplishments	33	4.13	0.78
8	I gave the members of the team lots of appreciations and support for their contributions	30	3.75	0.83

As can be seen from the table (Table 11), CTE leaders' claimed their engagement in exemplary communicative leadership behavior as the most frequently practiced behaviour. CTE leaders stated high performance ($M= 4.13 -4.50$) on the majority of the items except 3 items as moderately exhibited behaviors such as ; giving the members of the team lots of appreciations and support for their contributions ($M= 3.75$, $SD= 0.83$) and publicly recognizing people who exemplify commitment to shared values ($M=3.88$, $SD= 0.60$) .

In general , from the analysis of the groups response ,though it is not well-matched with what was reported by their staffs' , compared to the other sub levels, CTE leaders' are performing better in communicative leadership behavior .

Table 12 presents data on the level of application of leaders' climatic ethics as perceived by teacher respondents along 11 points. In comparison with the first sub-level (communicative ethics) of ethical leadership behaviors“ climatic ethics” was rated as moderately performed with mean value of 29.51 (see Table 5). This will be further analyzed by items. For purpose of the analysis, the following criteria were used for the mean values :< 2. 65 = inadequate performance; 2.66 -3.00 = moderate performance, and above 3.00 =High performance.

Table 12: Summary of the level application of leaders' climatic ethics as perceived by staffs'

No	Leaders' of Your College	Sum	Mean	SD
16	encourages his/her staff	311.00	2.75	1.09
17	tries to propagate his/her own ideas through an approach based on love	295.00	2.61	1.03
18	determines concrete objectives for the future	322.00	2.85	0.97
19	is willing to learn	290.00	2.57	0.98
20	accepts the different ideas of his/her staff	319.00	2.82	1.05
21	rewards the achievement of his/her staff justly	297.00	2.63	1.05
22	establishes the rules of the school accurately	302.00	2.67	0.97
23	creates free environment for discussion	269.00	2.38	0.98
24	strives to increase his/her professional efficiency	344.00	3.04	0.98
25	carries out his/her duty with a sense of responsibility	301.00	2.66	0.99
26	creates the appropriate environment to reveal the creativity of his/her staff	285.00	2.52	0.96

As depicted from the table (Table 12) , from all the points, leaders have performed high only on his effort to strive to increase his/her professional efficiency (M=3.04, SD=0.98). In contrary CTE leaders are performing poorly on creating free environment for discussion (M= 2.38, SD 0.98), in creating the appropriate environment to reveal the creativity of his/her staff (M= 2.52, SD = 0.96), willingness to learn (M=2.57, SD= 0.98) and on trying to propagate

his/her own ideas through an approach based on love. However, in all the remaining 5 behaviors CTE leaders are performing moderately.

Table 13 shows the extent in which CTE leaders’ engaged in the behavior and practice of creating conducive environment as rated by the leader respondents in conjunction with 8 items identified under the sub level . Similar to exemplary communicative leadership behavior, the extent CTE leaders’ engaged in the behavior of creating conducive environment generally claimed by the leaders as the most frequently exhibited behavior. As described in the table, CTE leaders scored mean value above 4.01 for six items out of the total eight items for the sub level, which means they affirmed that they are highly demonstrating the behavior practice. However , for the remaining two items i’e in describing a compelling image of what the future could be like and on setting achievable goals, making concrete plan, and establishing measurable milestones for the project and programs they reported as performed moderately (M=3.63, SD= 0.70) .

Table 13 : The extent CTE leaders’ engaged in the behavior of creating conducive environment

No	To what extent do you typically engage the following behaviors	Sum	— X	SD
9	I develop cooperative relationship among the people I work with	33	4.13	0.60
10	I praise people for a job well done	33	4.13	0.60
11	I describe a compelling image of what our future could be like	29	3.63	0.70
12	I challenge people to try out new and innovative ways to do their work	35	4.38	0.48
13	I actively listen to diverse point of view	33	4.13	0.93
14	I make sure that people are creatively rewarded for their contributions to the success of our projects	32	4.00	0.50
15	I support the decisions that people make on their own	32	4.00	0.71
16	I make certain that we set achievable goals, make concrete plan, and establish measurable milestones for the project and programs that we work on	29	3.63	0.70

On this specific sub level the two groups reported differently. The CTE staffs, perceived that the behavior was moderately practiced by their leaders’ whereas the leaders claimed they are practicing the behavior very frequently.

Table 14 presents CTE leaders' level of application of ' Ethics in Decision-making in terms of 9 points identified in the ELS. As can be seen from Table 14, leaders generally perform "ethics in decision making" inadequately, and this will be further analyzed by items. For the purpose of the analysis, the following criteria were used for the mean values :< 2.50= inadequate performance; 2.51-3.00= moderate performance, and above 3.01 =High performance

Table 14: Summary of level of the application of leaders' ethics in decision-making as perceived by staffs

No	Leaders' of Your College	Sum	Mean	SD
27	is systematic in finding solutions	278.00	2.46	0.95
28	never tries to take advantage of political issues	245.00	2.17	0.84
29	never tries to take advantage of religious issues	290.00	2.57	0.98
30	never tries to take advantage of fiscal matters	318.00	2.81	0.88
31	carries out his/her duty honestly	281.00	2.49	0.92
32	applies the common decisions efficiently	275.00	2.43	0.85
33	determines the limits in school matters	297.00	2.63	0.93
34	does not have negatives habits	342.00	3.03	0.92
35	knows the limits of his/her actions	311.00	2.75	0.97

As presented in the table above (Table 14), CTE leaders performed well on one item, "does not have negatives habits (M=3.03, SD= 0.92). However, CTE leaders' performance on the rest of the items (almost for 50 % of the item) was reported as inadequately performed and for the remaining 50 % of the items (4 items) adequately performed was stated. CTE leaders exhibits inadequate behaviors on trying to take advantage of political issues (M=2.17), in applying the common decisions efficiently (M=2.43, SD= 0. 85), on systematically finding solutions (M=2.46, SD= 0.95) and on carrying out their duties honestly (M= 2.49, SD=0.92) in their decision making practice. On the other hand, CTE leaders exhibits adequate behavior in terms of; trying to take advantage of fiscal matters (M=2.81, SD= 0.88), on knowing the limits of his/her actions (M=2.75, SD=0.97), on determining the limits in school matters (M= 2.63, SD= 0.93) and on trying to take advantage of religious issues (M= 2.57, SD= 0.98),

carrying out their duties honestly ($M=4.05$, $SD=1.01$) and on systematically findings solutions ($M=4.02$, $SD=0.99$) in their decision making process.

Table 15 shows the extent CTE leaders' engaged in the behavior of exemplary decision making practice in terms of 5 points identified in the LPI as responded by the leaders. As it can be seen from Table 15, CTE leaders' generally rated their engagement in the behavior of exemplary decision making Practice so high. CTE leaders claimed as they have performed the behavior most frequently almost for the majority of the items (in four out of the five items). The only item CTE leaders' stated as moderately performed was on giving people a great deal of freedom and choice in deciding how to do their work ($M=4.00$, $SD 0.63$).

The comparison of data reported by the two groups revealed more of a contradictory result. CTE staffs confirmed as the behavior and practice was inadequately practiced and for some items adequately performed but leaders reported as they are performing best than other sub levels.

Table 15: The extent CTE leaders' engaged in the behavior of exemplary decision making practice.

No	To what extent do you typically engage the following behaviors	Sum	$\bar{X}$	SD
17	I seek out challenging opportunities that test my own skills and abilities	21	4.20	0.75
18	I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on	22	4.40	0.49
19	I follow through on the promises and commitments that I make	21	4.20	0.75
20	I ask for feedback on how my actions affect other people's performance	21	4.20	0.40
21	I gave people a great deal of freedom and choice in deciding how to do their work	20	4.00	0.63

Table 16 shows the level of the application of behavioral ethics by CTE leaders' along 9 items of ELS, as responded by CTE staffs'. Generally, leaders, were perceived by their staffs as performing inadequately in the behavioral ethics as indicated in Table 2 above. To see the pattern within the sub-level the data will be further scrutinized at items level. For the purpose of the analysis, the following criteria were used for the mean values :< 2.50= inadequate performance; 2.51-3.00= moderate performance, and above 3.01 =High performance.

As indicated in the table, the only item CTE leaders performed so good on respecting the values of the society ($M=3.67$, $SD=0.81$). Leaders' have performed moderately on some of the items while they have performed inadequately on others. CTE staffs indicated that leaders performed moderately in relation to being knowledgeable professionals ($M=2.90$, $SD=0.91$), behaving courageously ($M=2.63$, $SD=0.92$) and on making self-evaluation ($M=2.56$, $SD=1.02$). CTE leaders were perceived as performing inadequately on issues such as behaving honestly ($M=2.42$, $SD=0.91$), telling the truth in all conditions ($M=2.49$, $SD=0.85$); being honest ($M=2.56$, $SD=0.93$) and acting upon the principles of reality ($M=2.50$, $SD=0.85$).

Table 16: Summary of level of the application of leaders' behavioral ethics as perceived by staffs

No	The Leader of Your College	Sum	Mean	SD
36	can self-evaluate	289.00	2.56	1.02
37	is honest	283.00	2.50	0.93
38	behaves honestly	274.00	2.42	0.91
39	behaves courageously	304.00	2.69	0.92
40	always tells the truth in all conditions	281.00	2.49	0.85
41	is knowledgeable	328.00	2.90	0.91
42	acts upon the principles of reality	282.00	2.50	0.85
43	protects individual rights	300.00	2.65	0.88
44	respects the values of the society	415.00	3.67	0.81

Table 17 shows the extent of the application of behavioral ethics by CTE leaders' along with 5 items of LIP , as responded by CTE leaders. As opposed to the data obtained from staffs' CTE leaders' generally judged themselves as they have been practicing the behavior more frequently and rated as moderately performing. As depicted in the table, CTE leaders performed high on speaking with genuine conviction about the higher meaning and purpose of the work ($M=4.2$, $SD=0.75$). in the remaining four items leaders stated that they have performed moderately.

Alike ethics in decision making the response obtained from the two groups as regard to behavioral ethics placed at different corners. CTE staffs confirmed as the behavior and practice was inadequately practiced while leaders reported as they are performing better.

Table 17 : The extent CTE leaders' engaged in the behavior of leading by modelling.

No	To what extent do you typically engage the following behaviors	Sum	$\bar{X}$	SD
22	I set a personal example of trends that will influence how our works gets done	20	4.0	0.89
23	I make it a point to let people about my confidence in their abilities	19	3.8	0.75
24	I'm clear about my philosophy of leadership	19	3.8	0.98
25	I speak with genuine conviction about the higher meaning and purpose of our work	21	4.2	0.75
26	I experiment and take risks , even when there is a chance of failure	18	3.6	1.02

4.3 Analysis and Interpretations of open-ended Responses

Finally open ended question was presented for both group of respondents to express their opinion and list out major administrative and institutional challenges in exercising the expected ethical leadership in the CTEs. Though the majority of the respondent were not replied for the item , response obtained from 31 CTE staffs and 4 leaders was summarized as follows .

Out of the 31 respondent 14 of them (12 staffs and 2 leaders) stated that political and ethnic interference in decisions made as the major challenges in exercising ethical leadership in their respective colleges. The other group of respondent, 9 staffs and a leader, described that issues related to project fund utilization as the major area of concern in exercising ethical leadership in CTEs. The third group of respondent 5 staffs and a leader listed out that; the area of extension classes assignment and exam administration as one of the area that CTE leaders unethical behaviors are observed. In addition, two staff stated that:

The major problem to exercise ethical leadership with our college is leaders selfish behaviour in their decision and lack of clear vision of their role and responsibilities.

Moreover, one staff responded that:

The interference of the bureau is the major bottleneck for the leaders to exercise ethical leadership behaviour within the college.

From, these points, the deduction can be made was that CTE leaders are rounded with diversified problems in exercising ethical leadership within the college and dealing with these challenges requires the attention of all key stakeholders.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary of major findings, conclusions and makes recommendations to improve the ethical leadership behavior and practice of colleges of teacher education in Oromia regional state.

The objective of this study was to describe the extent to which CTE leaders demonstrate ethical leadership behavior and exemplary leadership practices as perceived by staffs and leaders and to examine whether these perceptions vary depending on the CTE staffs' sex, educational level and seniority and to forward possible suggestions so as to make a contribution for the improvement.

To this end, the study specifically intended:

- To identify the level of CTE staffs' perceptions about the ethical leadership behaviors of their leaders
- To examine the extent of exemplary leadership practices of CTE leaders
- To examine whether perceptions and practice show differences according to sex, educational level and years of experience?
- To examine the significant differences between the perception CTE academic staffs on ethical leadership behavior of their institutional leaders and the leadership practice of leaders
- To identify the major administrative and institutional environment challenges in exercising the expected ethical leadership in the CTEs
- To recommend alternative solutions based on the findings

In the course of addressing these objectives the following basic questions were employed:

1. What is the level of CTE staffs' perceptions about the ethical leadership behaviors of their institutional leaders as measured by Ethical Leadership Scale (ELS)?
2. What are the leadership practices of CTE leaders as measured by the Leadership Practices Inventory (LPI)?

3. Do these perceptions and practice show differences according to (a) sex, (b) educational level and (c) years of experience ?
4. Are there significant differences between the perception CTE academic staffs on ethical leadership behavior of their institutional leaders and the exemplary leadership practice of leaders?
5. What are the major administrative and institutional challenges in exercising the expected ethical leadership in the CTEs?

In an attempt to answer these basic research questions, descriptive survey design was employed for detail analysis of the existing ethical leadership behavior and practice of leaders in 5 college of teacher education in Oromia regional state. To this end, standardized questionnaires (i.e ELS and LPI), were utilized as instrument for data collection.

Since the target population of the study was colleges of teacher education, 127 staffs and 17 leaders were participated in the study. To this effect staffs were selected using simple random sampling and leaders were selected using purposive sampling techniques. In the course of data collection, a total of 127 ELS and 17 were handed to staffs and leaders respectively. Out of the total 121 staffs and 17 leaders were handed back. However, due to a number of faults, 8 ELS and one LPI forms were excluded and the total number became 113 for staffs and 16 for leaders.

The data obtained from the standardized questionnaire were organized and analyzed as per the instrument scoring methods and processed using SPSS version 21 for Windows package program and outputs such as mean values and standard deviation were employed to describe the perception of staffs about the leaders' ethical leadership behaviors.

5.1. Summary of Major Findings

The analysis of the data obtained from CTE staffs and leaders shows that leaders demonstrate mixed performance on the ELS, i.e., high, moderate and low performances and better performance on LIP as claimed by the leaders i.e moderate and high performance, along with the four sublevels of ethical leadership and exemplary leadership behaviors as precisely presented below.

1. CTE Leaders performed high in communicate ethics

CTE leaders, as reported by staffs, in general have performed high in communicative ethics sub level dimension (M=45.57) particularly in relation to carrying out their responsibilities

such as; on showing respect to others, behaves kindly to all his/her staff, treating the staff justly, behaves passionately to all his/her staff and patience. However, in some of the major behaviours, CTE leaders shown moderate practice when it comes to; accepting his/her faults, behaving sincerely to his/her staff, demonstrating selfish behaviours and on judging the staff on the basis of their personal characteristics. Likewise, though it is not congruent, CTE leaders also claimed that their leadership practice of communicative Leadership as their most frequent leadership behaviour (M = 32.5)

The fact that colleges have to create an environment of frequent consultations and dialogues to solve institutional matters and issues that emanate from higher echelons might be the reason for leaders to exhibit communicative leadership more often than the sub-levels.

In a study by Karakose(2007) on teachers' perceptions regarding principals ethical leadership behaviour found out that principals generally performed well on such behaviours as being understanding, patient, and humble that fall within the communicative ethics sub-level. This implies that, yet not perfectly matched, the finding of this study irrespective of other determinant is consistent with other similar studies' findings.

2. CTE Leaders performed slightly good in climatic ethics

Contrary to the good leadership practice to communicative ethics, CTE staffs' clearly stated that leaders performed such ethical behaviors as moderately performed with mean value of 29.51. CTE leaders' have performed high only on his effort to strive to increase his/her professional efficiency and in contrary they are performing poorly on creating free environment for discussion, on creating the appropriate environment to reveal the creativity of his/her staff, on willingness to learn and on trying to propagate his/her own ideas through an approach based on love. However, in all the remaining five items CTE leaders are performing moderately, as reported by the staffs. With a remarkable difference with their staff rating, CTE leaders, generally claimed about their behavior on climatic ethics behavior as they are highly demonstrating the behavior in practice. The report from leaders seems consistent with the study conducted by Shirley (2009) on Ethical Perspective and leadership practice in the two years colleges of South Carolina. The presidents and institutional officers of the South Carolina technical college displayed levels of leadership behavior above the norm in all the exemplary practices, as rated by the Leadership Practices Inventory (LPI). On the other hand the study conducted by Karakose(2007) partially shares the opinion of the staffs.

In this regards , the student researcher highly inclined to the opinion of the staffs i.e CTE leaders performed in climatic ethics insufficiently as some of the crucial items were rated poorly by the leaders themselves ; like on creating free environment for discussion and on creating the appropriate environment to reveal the creativity of his/her staff. From this one can easily imagine the disquiet that will be exist in a place where there is no conducive environment to work. In support of this, Victor and Cullen (1988) introduced the concept of ethical climate as a way to explain and predict ethical conduct in organizations. According to Duignan (2006), as cited by Ellie (2013 :7), "Effective educational leaders have an ethical responsibility to create organizational learning environments that are visionary, authentic, ethical, strategic, people-centered and motivational"

3. CTE leaders performed poorly in the “ethics in decision-making” and behavioral ethics.

Data obtained from CTE staffs’ showed that leaders performed poorly in “ethics in decision-making” (M=23.34) and “behavioral ethics” (M=24.39). This finding is partly in consistent with other similar studies’. For instance, Karakose(2007) found that teachers rated their leaders as performing the “ethics in decision-making” moderately and “behavioral ethics” inadequately. The minor difference on the finding can partly related to the context where the study conducted and the kind of schools studied, i.e., while the current study focuses on CTEs whereas study by Karakose took public schools as its subject.

In contrary, the CTE leaders claimed for both sub levels as the most frequently exhibited behavior and rated as highly performed. For the student researcher it is very difficult to take a middle ground rather it looks imperative to see the response form the literature point of view. According to S. K. Chakraborty and D. Chakraborty (2008), as cited by Ellie (2013), "Decision making involves choice from a set of options or variables with a purpose, be it individual or organizational" (p. 53). Ethical or unethical does not always manifest itself in every decision; the question of whether ethics are to be involved depends on whether another party is adversely affected (p. 53). This literature and others more confirmed that the ethical level of a decision is more vibrant for the one affected by the decision than who made the decision. In this regard CTE staffs’ opinion about their leaders behavior and practice on ethics in decision making is more important than CTE leaders’ self-evaluation report. Similarly, according to Frankena (1973), what is morally right is not dependent upon producing the greatest level of good as

opposed to evil, but rather is determined by characteristics of the behavior itself. This perspective views it as our duty as human beings to do good to ourselves and to others. In addition, Cumbo (2009) focuses on the leader when defining ethical leadership. A leader is considered ethical when inward virtues direct the leader's decision-making process. Followers simply are beneficiaries of a leader living a virtuous life. In summary, whatever ethical behavior claimed by a leader unless reaffirmed by the followers the existence of the behavior is highly questionable. In this regard, the objectivity of the response by CTE leaders seems highly exposed for critics.

4. There is difference in CTE staffs perception about the leaders' ethical leadership behaviors depending on sex , years of experience and educational level

Male staffs' have rated their CTE leaders as performing communicative ethics and climatic ethics higher than female counterpart. Moreover, though the difference is not major, in the domain of ethics in decision-making and behavioral ethics sub levels female staffs rated similarly lower than their male counterpart. The fact that there is a difference between female and male staffs' perceptions about the ethical leadership of their leaders shows that the female teachers were more critical in their response than male counterparts. In summary, the female staffs didn't find the leaders' ethical leadership adequate as compared to male staffs.

Though it is not major, there is difference in CTE staffs' perception regarding their leaders' ethical leadership behaviors based on the qualification .In this regard, in three sub levels of ethical leadership (communicative, climatic and behavioral ethics) respondent with MA/MSc rated their leaders more favorably than BA/BSc degree holders. However, in ethics in decision making sub level BA/ BSc degree holders rated their leaders slightly favorable than other groups In summary, the finding indicates that educational levels has its own effect on perceptions of CTE staffs' on their leaders' ethical leadership behavior, BA/ BSC holders are more critical than MA/MSc holder staffs. In this regard, the study is partly in consistent with other studies. For example Karakose(2007) found that the difference in the teachers' perceptions about ethical leadership behavior depending on sex is insignificant except in the "climatic ethics "sub-level whereby female staffs held the opinion that principals did not perform well.

With regard to years of services, staffs with low years of services (1-10 years) have rated their leaders' ethical leadership behaviors more favorably than the senior ones across the sub-

levels. In this regard, it could be said that as the staffs years of service increased, they became more critical about their leaders' ethical leadership behavior. This implies that through long years of experience staffs have the opportunity to be exposed to different leadership which enable them to easily judge the level of ethical leadership behavior that leaders are practicing adequately and inadequately than staffs with few years of services.

5. There are major differences between the perception CTE staffs on ethical leadership behavior of their institutional leaders and the exemplary leadership practice of leaders

Data obtained from the two groups revealed that there is a major difference on what was perceived by the staffs about the ethical leadership behavior and practice of leaders and the self-evaluation response of leaders on their exemplary leadership practice . Except in communicative ethical leadership where staffs relatively rate their leader high in all the other sub levels they were rated as the behavior and the practice of leaders are inadequate. On the other hand leaders claimed that they are practicing exemplary leadership behaviors always and/or very frequently.

The gap may have two major reasons. The first associated with the human nature to objectively evaluate himself to give lower grade for the work he is responsible and/or the behavior he exhibited, though it differs from individuals maturity level and from culture to culture.. The second reason was linked with the experience of CTE leaders to accept comments and inputs from the staffs on the fault they are doing and nonexistence of self-evaluation system of leaders as revealed from the study. As explained in the previous sections and taking into account the closed room of leaders for accepting faults and poor self-evaluation system what is claimed by the leaders unless complemented by the staffs was not taken as an important subject that the study revealed.

6. Lack of vision and selfishness behavior of the leaders, Political and ethnic interference in decisions made, project fund utilization and the area of extension classes assignment identified as the major challenges in exercising ethical leadership,

Response obtained from open ended question revealed that political and ethnic interference in decisions made, issues related to project fund utilization , the area of extension classes

assignment and exam administration and lack of vision and selfishness behavior of the leaders was ranked from the most serious to the list as the major challenges in exercising ethical leadership in their respective colleges. This implies that the area of concern for improving the ethical leadership problems of CTEs in Oromia are very diverse that requires the attention of all involved in the system.

6.2. **Conclusions**

The objective of this study was to describe the extent to which CTE leaders demonstrate ethical leadership behavior and exemplary leadership practices as perceived by staffs and leaders and to examine whether these perceptions vary depending on the staffs' sex, educational level and seniority. To this end, relevant data were collected, analyzed and based on the findings the following conclusions are drawn.

Colleges of teacher education are institutions that have ethical values and where students are taught some precious values like justice, loyalty, honesty, and respect. During their administration, ethical principles should be considered and an ethical leadership concept should be applied. It is important for the reputation of the colleges that they have an ethical culture. When viewed from the perspective of staffs, their satisfaction and motivation will indisputably be enhanced when they feel that they are working at a college that is run with an ethical approach. Therefore, leaders should mind their ethical responsibilities for their teachers; should respect their individual rights and should be just (Karakose, 2007)

In a study by Nolan (1993), as cited by Karakose (2007) it was determined that there is a close relation between the ethical climate of the school and the leadership application of the principal. The fact that school leaders fulfill their professional responsibilities properly is evidence that they work ethically at school. Those leaders who behave on the basis of ethical principles will be regarded highly in the society and among his staff. Without doubt, the leaders' ethical leadership is of great importance regarding the educational institution. When the leaders demonstrate ethical behaviors in and out of the school, they will both contribute to institutionalizing the ethical principles at school and lead the staff to behave ethically. Therefore, it is hoped that studies on the level of CTE leaders' ethical leadership behaviors will contribute to the solution of the problems at CTEs arising from ethical problems

In light of this and based on the findings it is possible to conclude that CTE leaders' in five colleges were not practicing ethical leadership behavior as expected in three sub levels: "climatic ethics", "ethics in decision making" and "behavioral ethics" of ethical leadership dimensions. Though CTE leaders have performed least on some items of communicative ethics yet it is possible to conclude that CTE leaders have performed ethical leadership practice moderately in the dimensions of "communicative ethics" sub level than others.

More importantly, CTE leaders have performed least on those items relating to accepting faults, behaving sincerely, demonstrating selfish behaviors and on judging the staff on the basis of their personal characteristics. In addition they were not ready to do self-evaluation, this further strengthen their dearth of interest to improve their ethical leadership behavior from the input they obtained from followers as well as signals from their self-evaluation indications. From this it is possible to conclude that the room of ethical leadership practice improvement at CTEs is highly questionable.

Unlike Ryncarz's finding cited in Karakose (2007) which could not see any gender based difference for leaders to exhibit ethical behavior, it is found out that female staff respondents didn't see sufficient engagement of CTE leaders in the four ethical leadership behavior sub levels, contrary to what the male respondents perception. Yet, the result of the study may serve as an indication for lack of equality and justice perception among leaders and it calls for further research and consideration. Moreover, this is partly also related to the less attention given by REB to assign female teacher in CTEs and to bring competent females to the leadership positions. Hence, it is possible to conclude that the current CTE leadership environment and REB are not creating conducive environment for female staffs.

There are major differences between the perception of staffs on ethical leadership behavior of their leaders and the exemplary leadership practice of leaders. The reason may be different, but from the data obtained we can conclude that leaders behavior and practice on accepting faults and absence of self-evaluation system of leaders were the major bottlenecks for improving the ethical leadership practice within the CTE system.

CTE leaders are facing challenges in exercising ethical leadership behaviors. It can be possible to conclude that CTE leaders are influenced by both internal and external contexts of their college (political and ethnic interference in decisions made). As principals can and/or expected to change the schools, they can also be changed by the school (Smith and Andrew, 1990).

5.3. Recommendations

Based on the findings of the study and conclusions arrived at, the following recommendations are forwarded:

1. CTE leaders exhibited sufficiently in dimensions of “communicative ethics” in general. However, they need to further improve their practice and behavior related to accepting faults, behaving sincerely, and treating staffs. Hence, as the implication of the non-existent of these behavior will have impact on the overall teaching and learning process of the CTEs and more importantly to obtain the best result from this specific ethical leadership component Oromia education bureau needs to give due emphasis to bridge the observed behavioral gaps of the CTE leaders by organizing training that best suits to the college context.
2. Literature indicates that ethical leaders are thought to be honest and trustworthy, beyond that, they are seen as fair and principled decision-makers who care about people and the broader society, and who behave ethically in their personal and professional lives. However, the findings revealed that CTE leaders’ were not practicing ethical leadership behavior as expected in three sub levels of ethical leadership : “climatic ethics”, “ethics in decision making” and “behavioral ethics”. It is important that CTE leaders’ should be aware of ethical leadership in general and the three dimensions in particular. In this regard, it is suggested that Oromia REB should organize a college tailored workshop in the area of ethical leadership for instance; the meaning and importance of ethical leadership, its dimensions and how it directly related to creating favorable environment for better performance including improving the quality of teaching and learning, and paving the way for the would be teachers to be ethically oriented teachers. Moreover, as regard to the existing college leaders selection criteria Oromia Education Bureau needs to focus on two subsequent issues/actions. The first thing is to strictly follow the application of the already stipulated selection criteria whenever the selection of college leaders is undertaken. This will creat a consistent and transparent system of leaders assignment in the colleges and at the same time confidence, acceptance and friendly environment among staffs and leaders. The second issue is implementing the existing selection criteria side by side there is a need to revise the existing criteria to accommodate more the issue of ethical leadership and exemplary leadership and to align with rapidly changing leadership (introducing distributive leadership)

3. The findings of this study in respect to lower perception of female respondent on CTE leaders' ethical leadership practice and behavior than male counterpart calls for consideration. In this regard, the equality and justice perceptions of CTE leaders' will also affect how much the staff accepts these ethical behaviors. Hence, in compliance with these ethical principles, leaders should be open-minded and impartial towards their whole staffs. In addition, REB is expected to increase the awareness of CTE leaders in the area of gender equity. Moreover, to revert the existing very low female participation in CTE staffs and non-existent of female leaders in leadership position Oromia REB is expected to take positive measures to assign female teachers at CTECs and to bring competent female to the leadership position including application of affirmative actions. More importantly, as the case in point is more complicated, REB is advised to conduct further research in the area.
4. To improve the observed low level of ethical leadership behavior and practice CTE leaders need to take major steps towards opening room to communicate with their staffs about their practices and accepting faults and in establishing consistent and objective self-evaluation system based on agreed standards. Moreover, they are expected to be an open mind and be willing to dialogue and to lead by example. Leading by example and being open minded develop trust and trust is the key to successful leadership and bonds relationships. In this regard, Oromia REB needs to establish, strengthen and ensure that the monthly, quarterly, biannually and annual system of evaluations are a free stage that staffs are expressing their feeling and the comments and inputs given are taken seriously for the betterment of the college system.
5. Ethical leadership is a recent area of concern and the current focus towards the area is very young and seems overlooked subject by scholars involved in the area of educational leadership. This study tried to see only a single segment at CTEs. Hence, it is highly recommended for more research including with larger sample group in the same area in a more multifaceted way and in other educational institutions as well.

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Appendix A

**Addis Ababa University,
College of Education and Behavioural Studies,
Department of Educational Planning and Management**

**Ethical Leadership Scale (ELS) Questionnaire to be filled by Teacher
Education College Leaders**

Dear Sir/ Madam,

Thank you for agreeing to fill this questionnaire. The questionnaire is prepared for an academic purpose for the fulfilment of MA degree in Educational Leadership and Management. The Objectives of the study is to assess the ethical leadership behaviors and practices of leaders in Colleges of Teacher Education in Oromia regional state . Hence, your genuine response is critical for the success of the research.

Your individual responses to this voluntary survey will be kept anonymous and be used solely for data analysis.

Thank you again in advance for your cooperation

Part One

General Information

1. Gender: a. ☐ Female

b. ☐ Male

2. Education Level: a. ☐ College

b. ☐ Bachelor's Degree

c. ☐ Master Degree

d. ☐ PhD

e. ☐ other , Specify _____

3. Years of Services : a. ☐ 1-10 years

b. ☐ 11-20 years

c. ☐ 21 years and more

Part Two

Instructions :

Write your name in the space provided at the top of next page (not mandatory) . Below you will find 30 statements describing various leadership behaviours.

Please read each statement carefully, and using the rating scale on the right ask yourself :
"How frequently do I engage in the behaviour described ?"

- Be realistic about the extent to which you actually engage in the behaviour .
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave.
- DO answers in terms of how you typically behave on most days , on most projects and with most people.
- Be thoughtful about your responses. For example giving yourself 5 s on all items is most likely not an accurate description of your behaviour. Similarly giving yourself all is or all 1s is most likely not an accurate description either. most people will do some things more or less than they do other things.
- For each statement decide on a response and then tick () the corresponding number in the box to the right of the statement.

Rating Scale

Totally agree	5
Agree	4
No idea	3
Disagree	2
Totally disagree	1

To what extent do you typically engage the following behaviours ? Chose the response that best applies to each statement and record it in the box to the right of the statement.		5	4	3	2	1
1	I set a personal example of trends that will influence how our works gets done					
2	I talk about future trends that will influence how your works gets done					
3	I seek out challenging opportunities that test my own skills and abilities					
4	I develop cooperative relationship among the people I work with					
5	I praise people for a job well done					
6	I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on					
7	I describe a compelling image of what our future could be like					
8	I challenge people to try out new and innovative ways to do their work					
9	I actively listen to diverse point of view					
10	I make it a point to let people about my confidence in their abilities					
11	I follow through on the promises and commitments that I make					
12	I appeal to others to share on exciting dream of the future					
13	I search outside the formal boundaries of my organization for innovative ways to improve what we do					
14	I treat others with dignity and respect					
15	I make sure that people are creatively rewarded for their contributions to the success of our projects					
16	I ask for feedback om how my actions affect other people's performance					
17	I show others how their long term interest can be realized by enlisting in a common vision					
18	I ask "what can we learn ?" when things do not go as expected					
19	I support the decisions that people make on their own					
20	I publicly recognize people who exemplify commitment to shared values					
21	I build consensus around a common set of values for running our organization					
22	I paint" the big picture" of what we aspire to accomplish					
23	I make certain that we set achievable goals, make concrete plan, and establish measurable milestones for the project and programs that we work on					
24	I gave people a great deal of freedom and choice in deciding how to do their work					
25	I find ways to celebrate accomplishments					
26	I'm clear about my philosophy of leadership					
27	I speak with genuine conviction about the higher meaning and purpose of our work					
28	I experiment and take risks , even when there is a chance of failure					

29	I ensure that people grow in their jobs by learning new skills and developing themselves						
30	I gave the members of the team lots of appreciations and support for their contributions						

Part Three

1. The following are some of the areas , where unethical leadership behaviors and practice are mainly observed in CTE , kindly give rank according to the extent and level of unethical behavior witnessed .(starting from one for least critical and 5 for the most critical unethical behavior)

- Utilization of Project fund -----
- Assignment of subject and extension classes -----
- Exam administration, grading and Certification -----
- Student harassment (girls harassment) -----
- Ethnic, religious and relative favoritism in the decisions made. -----

2. In your opinion what are the major administrative and institutional environment challenges in exercising the expected ethical leadership in the CTEs?

Appendix B
Addis Ababa University,
College of Education and Behavioural Studies,
Department of Educational Planning and Management

Leadership Practice Inventory (LPI) Questionnaire to be filled by
Teacher Education College Leaders

Dear Sir/ Madam,

Thank you for agreeing to fill this questionnaire. The questionnaire is prepared for an academic purpose for the fulfilment of MA degree in Educational Leadership and Management. The Objectives of the study is to assess the ethical leadership behaviors and practices of leaders in Colleges of Teacher Education in Oromia regional state . Hence, your genuine response is critical for the success of the research.

Your individual responses to this voluntary survey will be kept anonymous and be used solely for data analysis.

Thank you again in advance for your cooperation

Part One

General Information

1. Gender: a. ☐ Female

b. ☐ Male

2. Education Level: a. ☐ College

b. ☐ Bachelor's Degree

c. ☐ Master Degree

d. ☐ PhD

e. ☐ other , Specify _____

. Years of Services : a. ☐ 1-10 years

b. ☐ 11-20 years

c. ☐ 21 years and more

Part Two

Instruction:

Please read each statement carefully, and using the rating scale on the right assess ethical leadership behavior of your manager:

- ✓ Be as honest and accurate as you can be.
- ✓ DO NOT answer in terms of how you would like your manager to behave but in terms of the actual behavior he/she demonstrated
- ✓ DO answers in terms of how your managers typically behave on most days, on most projects and with most people.
- ✓ Be thoughtful about your responses. For example giving yourself 5s on all items is most likely not an accurate description. Similarly giving yourself all is or all 1s is most likely not an accurate description either. Most people will do some things more or less than they do other things.
- ✓ For each statement decide on a response and tick () under each corresponding number in the box to the right of the statement.

Rating Scale

Always	5
Very frequently	4
Sometimes	3
Rarely	2
Almost never	1

Opinions

Leaders of your College (deans and work process owners)		5	4	3	2	1
1	accepts her/her faults					
2	doesn't demonstrate selfish behaviors					
3	treats justly his/her staff					
4	participates in discussion constructively and tactfully					
5	is patient					
6	is humble					
7	behaves equally to everyone					
8	behaves kindly to all his/her staff					

9	behaves passionately to all his/her staff								
10	shows respect to others								
11	isn't disloyal among staffs								
12	is compassionate								
13	behaves sincerely to his/her staff								
14	does not judge his/her staff because of their personal characteristics								
15	has a feeling of gratitude for the services around him/her								
16	encourages his/her staff								
17	tries to propagate his/her own ideas through an approach based on love								
18	determines concrete objectives for the future								
19	is willing to learn								
20	accepts the different ideas of his/her staff								
21	rewards the achievement of his/her staff justly								
22	establishes the rules of the school accurately								
23	creates free environment for discussion								
24	strives to increase his/her professional efficiency								
25	carries out his /her duty with a sense of responsibility								
26	creates the appropriate environment to reveal the creativity of his/her staff								
27	Is systematic in finding solutions								
28	never tries to take advantage of political issues								
29	never tries to take advantage of religious issues								
30	never tries to take advantage of fiscal matters								
31	carries out his/her duties with honesty								
32	applies the common decisions efficiently								
33	determines the limits in school matters								
34	does not have negative habits								
35	knows the limits of his/her actions								
36	can self-evaluate								
37	Is honest								
38	behaves honestly								
39	behaves courageously								
40	always tells the truth in all conditions								

Declaration

I hereby declare that this is my original, and has not been presented for a degree to any university and that all relevant sources used are duly acknowledged.

Name _____

Signature _____

Date _____

This thesis has been submitted for examination with my approval as a university advisor.

Name _____

Signature _____

Date _____