

The Relationship between Ethical Leadership and Organizational Health among Jordanian School Principals'

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Abstract: This study aimed to determine the ethical leadership of Jordanian School principals' and its relation to organizational health as perceived by teachers, surveyed a convenience sample of 393 Jordanian teachers. Ethical leadership and organizational health for Jordanian principals as perceived by their teachers were in high level. No significant differences among participants related to their academic qualification. There were significant differences in “ethical administrative traits” related to their gender in favor for female. There are significant differences in the teachers perceived the “*principal influence*”, and “*Morale*” dimensions of organizational health in favor of female. There were significant differences in the “*institutional integrity*”, “*Morale*”, and “*academic emphasis*” dimensions perceived by teachers according to their teaching experience in favor to “Less 5 years” compared with teachers who have “5 to 10 years” and “more than 10 years”. There is a positive relationship between ethical leadership and organizational health.

Keywords: Ethical leadership; organizational health; Jordanian schools, teachers, principals.

1. Introduction

A great deal has been written about the importance of leadership, in general and in relation to organizational performance in particular. The duties of educational leaders have become less structured as leaders confront conflicts during their daily functions, also maintained value awareness and ethical practices could aid in helping leaders manage conflict issues facing their organizations (Begley and Wong, 2001).

Academics, practitioners, and reviewers from every field of study have concluded that leadership is a central variable that defines organizational success (Murphy, Elliott, Goldring, & Porter, 2007). In education, school leadership serves as a vital ingredient and is often the key element in school districts success or failure (Leithwood, 2005; Marzano, 2005).

It is an ongoing challenge to maintain consistent ethical behavior by all staff in any organization, not just within schools (Russell, 2005). According to Bateman and Snell (2002) there are several different factors that create a culture ripe for unethical behavior. This includes -but is not limited to- an emphasis on short-term goals and successes, the failure to write a code of ethics, the desire for simple and quick solutions to ethical problems, and a lack of clear procedures for handling ethical problems (Batemen & Snell, 2002). Although there is no single model for an integrity-based ethics program for schools and its leaders, leadership that is personally committed to the values and willing to take action on them goes a long way (Russell, 2005). Brown, Harrison, & Trevino (2005) commented that ethical Leadership refers to the observable behavior of a leader rather than a theoretical perception of what ethical leadership is and/or response tendencies to the

Ethical Leadership Scale. Essentially, it is the act of doing what is right versus doing what is wrong. It is the demonstration of normatively appropriate conduct through behavior.

An understanding of the importance of ethical competence and perceptions by school leaders is necessary to appreciate the dilemma faced by school superintendents as they attempt to provide effective school district leadership. The lack of agreement between the superintendent and school district employees over what constitutes ethical leadership is especially important considering that in many cases the decisions and actions of school leaders (such as superintendents) have direct ethical implications on their respective school district and corresponding stakeholders such as the students, staff, parents, and community (Calabrese & Roberts, 2001). Blumer and King (2000) reported that school leaders bring to their jobs values and vision, the authority of their position, and their reputation and accomplishments. The school leader's behavior, decision-making, and actions have an impact on the perception of that school leader by their followers and corresponding stakeholders. A school leader acts with integrity based on sound ethical principles is determined by large extent on the school leader's ethical competence and his or her own perspectives (Calabrese & Roberts, 2001).

The health of organizations is critical in the establishment of strong relationships among employees, students, and local communities when provided with positive working environments where people feel comfortable, trusted, and empowered. Research studies reveal a strong linkage between school culture and school effectiveness (MacNeil, Prater, & Busch, 2009). The convergence of theories, knowledge bases, and strategies help shape beliefs and expectations of a changing school culture (Fullan, 2001). Gruenert (2008) describes a culture as having unwritten rules where members of a group conform to and passed on for years; these developed expectations form a desired culture. Culture in its milieu can be unique in every school with distinct commonalities in which the organization in each educational institution bonds together. Organizational culture has not been clearly defined although some have defined it as a system held together by shared orientations in which a distinct identity is established (Hoy et al., 1991). Organizational Health (OH), originally defined by Matthew Miles as cited by Organizational Health Diagnostic and Development Corporation [OHDDC] (2011) "is an organization's ability to function effectively, to cope adequately, to change appropriately, and to grow from within."

2. Literature Review

Regarding to literature about ethical leadership and organizational health, there is no study consider the two variable in the same study. Al-Jabouri (2018) study aimed to identify the degree of practicing the ethical leadership and its relation to the administrative accountability by the principals of the schools of basic education from the perspective of teachers. The study sample was 400 teachers. The results concluded that there was a high level of administrative accountability and a high level of practicing ethical leadership of principals of basic education schools from teachers' perspective, and no significant differences were found due to teachers' gender, academic qualification, and years of experience.

The findings of Aldajani (2018) study showed that the degree of practicing ethical leadership by the principals and organizational commitments of teachers was moderate, and there is a positive relationship significant between the ethical leadership and organizational commitment due to teachers' experience variable in favor of 10 years and above, and no significant difference was found due to gender and scientific qualification variables. Alshaer (2017) study main results shows that there is significant strong direct correlation between ethical practices of leadership and the administrative creativity in the Palestinian universities in the Gaza Strip, and there are no significant differences between the sample estimation on ethical leadership and relation to

administrative creativity attributed to gender, age, academic qualification, job title, and years of experience. Perez-Brandon (2016) study showed that no significant differences between the leadership styles and organizational health and climate constructs were found as perceived by teachers in small rural high schools in South Texas.

Daradkeh and Al-Mutairi (2017) conducted a study aimed at identifying the practices of primary school principals of ethical leadership and their role in enhancing organizational confidence. The study sample consisted of 432 teachers, who were randomly selected, and the questionnaire was used, and the results showed that all dimensions of the ethical leadership practiced by primary school principals in The city of Taif -Saudi Arabia-from the teachers' point of view is very high, and there are no statistically significant differences between the averages of the study sample individuals in the level of ethical leadership and organizational confidence practiced by primary school principals due to variables of specialization, academic qualification and years of experience.

Al-Omari (2012) study revealed that the highest mean of dimensions of OHI as perceived by teachers was for "Academic Emphasis" dimension in high level, and the other dimensions (Institutional integrity, Initiating structure, consideration, principal influence, resource support, and morale) were in moderate levels. Female teachers were more perceived school health than male. Teachers with medium experience in teaching perceived school health more than their colleague with low and high experience, teachers who work in school with size less 600 students perceived school health better than teachers in 600 and more.

While there is increasing attention in leadership, there remains a rarity of research that deals in such ethical leadership and its relationship with organizational health. This study will examine the ethical leadership among Jordanian public school principals and its relation to organizational health from their teachers' perspective. Then, to determine if ethical leadership and organizational health vary according to teachers'.

The ethical leadership behavior of the organization's leader plays an important role in developing a culture that fosters the beliefs, values, and ideas of the leader and the behavior of its subordinates. The leader of the organization sets the tone and develops the necessary tools to guide the organization health to success This research study goal was to investigate the ethical leadership among Jordanian public school principals and its relation to organizational health from their teachers' perspective. Then, to determine if ethical leadership and organizational health vary according to teachers' demographics.

In order to investigate the ethical leadership among Jordanian public school principals and its relation to organizational health from their teachers' perspective, and if these perspectives vary according to schools' teachers' demographics, this study proposed to answer the following questions:

- 1- How do teachers at Zarqa Governorate perceive the ethical leadership of Schools Principal's?
- 2- How do teachers at Zarqa Governorate perceive organizational health of schools?
- 3- Do the ethical leadership of Schools Principal's differ based on teachers' gender, education, and teaching experience?
- 4- Does organizational health of Schools Principal's differ based on teachers' gender, education, and teaching experience?
- 5- Are there significant relationships between the ethical leadership of Schools Principal's and organizational health of schools as perceived their teachers?

3. Significance of Study

This study is important for several reasons. Ethical leadership behavior influences the organizational health of any given organization. The findings of this study will contribute to the knowledge of ethical leadership behavior, organizational health, revealing strategies that will help leaders establish a healthy school.

This data will further help leaders recognize how leadership may have an effect on school and school health. The study may also suggest areas where additional research in ethical leadership and organizational health is needed. It is likewise anticipated that these findings could improve the way educational organizations operate and leaders lead.

4. Research Methodology

4.1 Research Design

This study used a survey to collect data as a quantitative methodology.

4.2 Population and Sample

The population consisted of 10200 male and female teachers in Zarqa governorate, Jordan. The sample included 393 male and female teachers randomly selected participated in this research. 227, 57.8% were male, and 166, 42.2% were female, regarding to academic qualification; 243, 61.8% were Bachelor degree, and 150, 38.2% were graduate degree, while to teaching experience; 142, 36.1% were less than 5 years, 131, 33.3% were 5 to 10 years, and 120, 30.5% were more than 10 years.

4.3 Instrument

The Ethical Leadership Scale (ELS) was developed to gather the ethical leadership of public school principals in Jordan. The instrument included three dimensions: "Moral personality traits", "Ethical administrative qualities", and "human relationships" dimensions. The researcher revisits the efforts of researchers in this field as Craig & Gustafson (1998), Brown, Trevino, & Harrison (2005), Riggio, Zhu, & Reina (2010), Kalshoven, Den Hartog, & De Hoogh (2011), Yukl, Mahsud, Hassan, & Prussia (2013).

For the examining the validity of the instrument (face validity evidence) it was presented to six experts in educational administration, research and evaluation and educational measurement. They were asked to check whether the statements in the instrument are clear and linked appropriately with the problem of study. Based on the experts' comments, some revisions regarding to the language were done to the instrument.

Regarding the reliability of the instrument, an internal consistency procedure (to estimate the consistency across the items) was used. A pilot study of 30 participants had been conducted. Those participants did not participate in the final study. The instructions were clear and all of the items of instrument functioning in appropriate manner. The values of alpha (the internal consistency coefficient) for dimensions of "*The Ethical Leadership Scale*" were as follows: "Moral personality traits" dimension, 11 items, with Cronbach alpha= 0.82; "Ethical administrative traits", 13 items, Cronbach alpha= 0.85; and "human relationships" dimension, 11 items, Cronbach alpha= 0.79.

The Organizational Health Scale (OHS) was used to measure the organizational health of public school in Jordan, developed by Hoy, Tarter, and Kottkamp (1991). The instrument included seven subtest scores in the following areas: Institutional Integrity (II), Principal Influence (PI), Consideration (C), Initiating Structure (IS), Resource Support (RS), Morale (M), and Academic Emphasis (AE).

Based on the experts' comments, for the examining validity of the instrument, some revisions regarding to the language were done to the instrument. According to reliability, the values of alpha for *The Organizational Health Scale* dimensions: institutional integrity=0.81, 7 items; initiating structure=0.77, 5 items; Consideration=.86, 5 items; principal influence=.82, 5 items; resource support=.76, 5 items; Morale=0.87, 9 items; and academic emphasis=0.79, 8 items.

The researchers followed Brislin's (1970) backwards translation method for converting the survey from English to Arabic. The original English version was first translated into Arabic by a professional translator. Then the Arabic version was translated back into English by a second native speaker who was unfamiliar with the original version. The two version was then compared discrepancies identified and discussed, and refinements made to the Arabic version.

Statistical Package for Social Sciences was used to analyze the data. Means, standard deviations, MANOVA and ANOVA analysis were calculated for the research questions. Regarding to the cut points, the response scale of each item that ranged from 1 (Never) to 5 (Very often) will be determine as follows: 1-2.33 = low, 2.34 to 3.67 = moderate, and 3.68-5.00 = high.

5. Results

In order to answer the question: How do teachers at Zarqa Governorate perceive the ethical leadership of Schools Principal's? Means and Standard Deviation of dimensions of Ethical Leadership of school principals as perceived by teachers in Zarqa Governorate were measured.

Table 1 clearly shows that all dimensions of ethical leadership perceived by Jordanian teachers in high level; In ascending order; the first dimension is the "Moral personality traits" (M=4.18, SD=0.434), the second dimension is the "human relationship" (M=3.80, SD=0.633), and the third dimension is the "ethical administrative traits" (M=3.63, SD=0.766), and the total dimensions are at high level (M=3.87, SD=0.495).

Table 1

Means and Standard Deviation of dimensions of Ethical Leadership of school principals as perceived by teachers in Zarqa Governorate

Ethical Leadership Dimensions	Means	SD	Perceived level
Moral personality traits	4.18	0.434	High
ethical administrative traits	3.63	0.766	High
human relationship	3.80	0.633	High
Total	3.87	0.495	High

In order to answering question: How do teachers at Zarqa Governorate perceive organizational health of schools? Means and Standard Deviation of dimensions of Organizational Health of school as perceived by teachers in Zarqa Governorate were measured.

Table 2 clearly indicates that four dimensions of organizational health of schools perceived by Jordanian teachers in high level; In ascending order; the first dimension is the Institutional integrity (M=3.81, SD=.704), consideration (M=3.80, SD=.775), initiating structure (M=3.75, SD= .822), and principle influence (M=3.74, SD=.738). While three dimensions of organizational health of schools perceived by Jordanian teachers are in moderate level; academic emphasis (M=3.67, SD=.811), resource support (M=3.59, SD=.803), and morale (M=3.58, SD=.719), and the total dimensions are at high level (M=3.71, SD=0.657).

Table 2

Means and Standard Deviation of dimensions of Organizational Health of school as perceived by teachers in Zarqa Governorate

Organizational Health Dimensions	Means	SD	Perceived level
institutional integrity	3.81	0.704	High
initiating structure	3.75	0.822	High
Consideration	3.80	0.775	High
principal influence	3.74	0.738	High
resource support	3.59	0.803	Moderate
Morale	3.58	0.719	Moderate
academic emphasis	3.67	0.811	Moderate
Total	3.71	0.657	High

Do the ethical leadership of Schools Principal's differ based on teachers' gender, academic qualification, and teaching experience? To answer this question, descriptive statistics includes means and standard dev were used. Table 3 indicates that there are differences in the means and standard deviations in school principals' ethical leadership in terms of teachers' gender, academic qualification, and teaching experience.

Table 3

Means and Standard deviation for perceived the ethical leadership as perceived by teachers based on their gender, academic qualification, and teaching experience

Variables	Level	Moral personality traits		ethical administrative traits		human relationship		Total		N
		M	SD	M	SD	M	SD	M	SD	
Gender	Male	4.14	.638	3.47	.879	3.64	.784	3.75	.677	227
	Female	4.25	.896	3.88	.895	4.01	.920	4.00	.851	166
Academic Qualification	Bachelor	4.17	.852	3.65	.932	3.82	.914	3.88	.832	243
	Graduate	4.22	.560	3.71	.852	3.84	.748	3.92	.634	150
Teaching experience	Less 5 year	4.29	.704	3.97	.821	4.18	.772	4.15	.692	142
	5-10 year	4.05	.719	3.43	.838	3.82	.810	3.77	.713	131
	More than 10 year	4.23	.870	3.65	.979	3.49	.934	3.79	.860	120

To achieve the significant differences in the teachers perceived ethical leadership of school principals as related to their gender, academic qualification, and teaching experience. Multivariate analysis of variance (Three-Way MANOVA) were used, the results of MANOVA presented in table 4.

Table 4 shows that no significant differences in teachers perceived the three dimensions of ethical leadership of school principals as related to their academic qualifications. There are significant differences in the perception among teachers that the three dimensions of ethical leadership of school principals relate to their gender, teaching experience, and interaction between gender and teaching experience.

Table 4

Three-Way MANOVA tests the teachers perceived the three dimensions of ethical leadership of school principals as related to their gender, education, and teaching experience.

Effect	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.
Intercept	.007	12541.360	4	378	.000
Gender	.886	12.211	4	378	.000
Academic Qualification	.995	.451	4	378	.771
Teaching experience	.629	24.662	8	756	.000
Gender * teaching experience	.928	3.592	8	756	.000

To achieve the significant differences in the teachers perceived the three dimensions of ethical leadership of school principals as related to their gender, teaching experience, and interaction between gender and teaching experience, ANOVA were used, the results of ANOVA presented in table 5.

By utilizing ANOVA, as can be observed in Table 5, shows that there were significant differences in ethical leadership in all dimensions related to their gender in favor for female.

Table 5

ANOVA result of perceived the Ethical Leadership of school principals as related to their gender, teaching experience, and interaction between gender and teaching experience.

Source	Dependent variable	Sum of squares	df	Mean of squares	F	Sig
Gender	Moral personality traits	.931	1	.931	5.281	.022
	ethical administrative traits	14.422	1	14.422	30.181	.000
	human relationship	11.614	1	11.614	43.382	.000
	Total	7.374	1	7.374	40.741	.000
Teaching experience	Moral personality traits	3.675	2	1.838	10.423	.000
	ethical administrative traits	17.433	2	8.717	18.241	.000
	human relationship	27.931	2	13.965	52.164	.000
	Total	11.238	2	5.619	31.045	.000
Gender * teaching experience	Moral personality traits	.504	2	.252	1.430	.241
	ethical administrative traits	5.707	2	2.853	5.971	.003
	human relationship	1.712	2	.856	3.197	.042
	Total	1.210	2	.605	3.343	.036

Regarding to teaching experience, the results showed in table 5 that there are significant differences in the teachers perceived the ethical leadership in all dimensions. To achieve the significant differences perceived by teachers according to their teaching experience variable, post hoc test (LSD) were used, the results of LSD test presented in table 6.

Table (6) indicates that there are significant differences in the "Moral personality traits", "ethical administrative traits", and "human relationship" dimensions perceived by teachers related to their teaching experience in favor of "Less 5 years" compared with teachers who have "5 to 10 years" and "more than 10 years".

Table 6

LSD result of perceive the EL "Moral personality traits", "ethical administrative traits", and "human relationship" based on teaching experience

Dependent Variable	Teaching Experience level	Mean	Less than 5	5 to 10	More than 10
Moral personality traits	Less than 5 years	4.29		.26*	.11*
	5-10 years	4.05	-.26*		-.15*
	More than 10 years	4.23	-.11*	.15*	
ethical administrative traits	Less than 5 years	3.97		.58*	.48*
	5-10 years	3.43	-.58		-.10*
	More than 10 years	3.65	-.48*	.10*	
human relationship	Less than 5 years	4.18		.47*	.80*
	5-10 years	3.82	-.47*		.33*
	More than 10 years	3.49	-.80	-.33*	

* sig=.05

Regarding to gender and teaching experience interaction, the findings in table 5 showed that there are significant differences in the "ethical administrative traits", and "human relationship" of EL perceived by teachers, the means and standard error for interactions shown in Table 7.

Table 7

*Means and Standard error for interaction between gender * teaching experience variables regarding to "ethical administrative traits", and "human relationship" dimensions of EL as perceived by teachers*

EL dimensions	gender	Teaching experience	Mean	Std. Error
ethical administrative traits	male	less 5	3.85	.093
		5 to 10	3.32	.080
		more 10	3.25	.077
	female	less 5	4.09	.077
		5 to 10	3.53	.109
		more 10	4.04	.114
human relationship	male	less 5	4.09	.070
		5 to 10	3.58	.060
		more 10	3.25	.058
	female	less 5	4.27	.058
		5 to 10	4.05	.082
		more 10	3.72	.085

Figure 1 and figure 2 show that female teachers in all levels of teaching experience have "ethical administrative traits" and "human relationship" higher than male teachers.

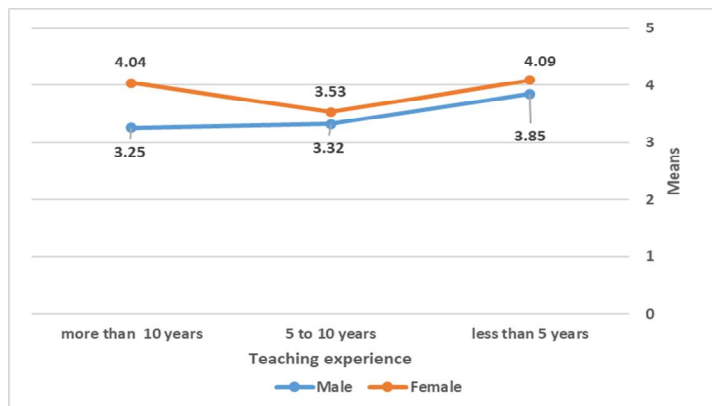


Figure 1: Means of Interaction between gender * teaching experience variables regarding to "ethical administrative traits " dimension of EL as perceived by teachers

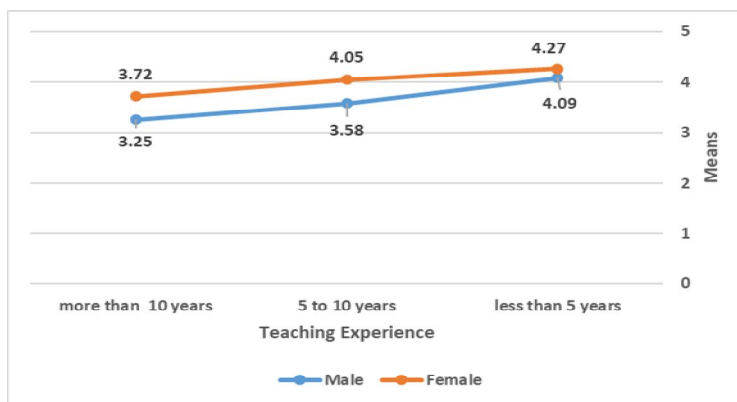


Figure 2: Means of Interaction between gender * teaching experience variables regarding to "human relationship " dimension of EL as perceived by teachers

Does organizational health of Schools Principal's differ based on teachers' gender, academic qualification, and teaching experience? Descriptive statistics include means and standard deviations were used to answer this question. Table 8 points out the mean and standard deviations for the perception of the organizational health of Schools, depending on the gender of teachers, academic qualification, and teaching experience.

Table 8

Means and Standard deviation for perceived the OH as perceived by teachers based study variables

Variables	Category	institutional integrity	initiating structure	consideration	principal influence	resource support	Morale	academic emphasis	Total	N
Gender	Male	3.66* (.704)**	3.55 (.813)	3.62 (.752)	3.61 (.695)	3.39 (.827)	.3.35 (.715)	3.41 (.806)	3.51 (.651)	227
	Female	4.01 (.654)	4.03 (.754)	4.06 (.738)	3.93 (.755)	3.87 (.681)	3.91 (.591)	4.04 (.667)	3.98 (.566)	166
Academic Qualification	Bachelor	3.79 (.705)	3.75 (.830)	3.77 (.786)	3.70 (.703)	3.54 (.802)	3.58 (.719)	3.65 (.800)	3.68 (.651)	243
	Graduate	3.84 (.704)	3.76 (.813)	3.86 (.758)	3.81 (.790)	3.69 (.801)	3.58 (.724)	3.73 (.832)	3.75 (.669)	150
Teaching experience	Less 5 year	4.17 (.734)	4.18 (.644)	4.02 (.798)	4.05 (.833)	3.94 (.778)	3.98 (.698)	4.19 (.656)	4.08 (.666)	142
	5-10 year	3.66 (.546)	3.41 (.762)	3.59 (.773)	3.58 (.596)	3.29 (.632)	3.52 (.851)	3.56 (.737)	3.52 (.458)	131
	More than 10 year	3.55 (.652)	3.62 (.858)	3.77 (.684)	3.57 (.644)	3.53 (.851)	3.18 (.639)	3.19 (.709)	3.49 (.648)	120

*=Mean (M), **=Standard Deviation (SD)

A Three-Way MANOVA was used to test the teachers perceived the seven dimensions of organizational health of school as related to their gender, academic qualification, and teaching experience.

Table 9 shows that no significant differences in teachers perceived the seven dimensions of the organizational health of the school as related to their academic qualifications. There are significant differences in teachers' perceptions in the seven dimensions of school organizational health relate to their gender, teaching experience, and interaction between gender and teaching experience.

Table 9

Three-Way MANOVA tests the teachers perceived the seven dimensions of organizational health of school as related to their gender, academic qualification, and teaching experience.

Effect	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.
Intercept	.024	2177.036	7	375	.000
Gender	.867	8.251	7	375	.000
Academic qualification	.977	1.287	7	375	.255
Teaching experience	.441	27.058	14	750	.000
Gender * teaching experience	.879	3.560	14	750	.000

The findings of ANOVA presented in table 10 were used to measure the significant differences in the teachers perceived the seven dimensions of the school's organizational health as related to their gender, teaching experience, and interaction between gender and teaching experience.

As for gender, Table 10 indicates that there are significant differences in teachers perceived in favor of female in all dimensions of the schools' organizational health. The results of the post hoc test (LSD) presented in table 11 were used to achieve the significant differences in the level of OH dimensions perceived by teachers according to their teaching experience.

Table 10

ANOVA result of perceived the OH of school as related to their gender, teaching experience, and gender and teaching experience interaction.

Source	Dependent variable	Sum of squares	df	Mean of squares	F	Sig
Gender	institutional integrity	4.766	1	4.766	11.794	.001
	initiating structure	9.657	1	9.657	18.255	.000
	Consideration	12.475	1	12.475	22.982	.000
	principal influence	4.254	1	4.254	8.781	.003
	resource support	12.853	1	12.853	24.114	.000
	Morale	16.714	1	16.714	44.783	.000
	academic emphasis	19.748	1	19.748	44.839	.000
	Total	10.798	1	10.798	32.793	.000
Teaching experience	institutional integrity	19.048	2	9.524	23.568	.000
	initiating structure	35.027	2	17.514	33.107	.000
	Consideration	7.557	2	3.779	6.961	.001
	principal influence	15.272	2	7.636	15.763	.000
	resource support	20.518	2	10.259	19.247	.000
	Morale	25.915	2	12.958	34.718	.000
	academic emphasis	44.700	2	22.350	50.746	.000
	Total	18.853	2	9.427	28.627	.000
Gender * Teaching experience	institutional integrity	6.274	2	3.137	7.763	.000
	initiating structure	9.137	2	4.568	8.636	.000
	Consideration	2.085	2	1.043	1.921	.148
	principal influence	2.042	2	1.021	2.108	.123
	resource support	5.659	2	2.829	5.308	.005
	Morale	1.391	2	.695	1.863	.157
	academic emphasis	3.142	2	1.571	3.567	.029
	Total	2.910	2	1.455	4.419	.013

Table (11) reveals that there are significant differences in the dimensions of “*institutional integrity*”, “*initiating structure*”, “*consideration*”, “*principal influence*”, “*resource support*”, “*Morale*”, and “*academic emphasis*” perceived by teachers upon on their teaching experience in favor of “Less 5 years” relative to teachers “5 to 10 years” and “more than 10 years”.

Table 11

LSD result of perceived the OH “institutional integrity”, “initiating structure”, “consideration”, “principal influence”, “resource support”, “Morale”, and “academic emphasis”, based on teaching experience

Dependent Variable	Teaching Experience Level	Mean	Less 5	5 to 10	More 10
	institutional integrity	less 5 years	4.17		.51*
	5 to 10 years	3.66	-.51*		.11*
	more 10 years	3.55	-.61*	-.11*	
initiating structure	less 5 years	4.18		.77*	.56*
	5 to 10 years	3.41	-.77*		-.20*
	more 10 years	3.62	-.56*	.20*	
consideration	less 5 years	4.02		.43*	.25*
	5 to 10 years	3.59	-.43*		-.18*
	more 10 years	3.77	-.25*	.18*	
principal influence	less 5 years	4.05		.46*	.48*
	5 to 10 years	3.58	-.46*		.01*
	more 10 years	3.57	-.48*	-.01*	
resource support	less 5 years	3.94		.65*	.41*
	5 to 10 years	3.29	-.65*		-.24*
	more 10 years	3.53	-.41*	.24*	
Morale	less 5 years	3.98		.47*	.81*
	5 to 10 years	3.52	-.47*		.34*
	more 10 years	3.18	-.81*	-.34*	
academic emphasis	less 5 years	4.19		.63*	1.0*
	5 to 10 years	3.56	-.63*		.37*
	more 10 years	3.19	-1.0*	-.37*	

As regards interaction between gender and teaching experience, the findings in Table 10 showed that there are significant differences in the dimensions of organizational health “institutional integrity”, “initiating structure”, “resource support”, and “academic emphasis” perceived by teachers. Means and standard error for interactions perceived by teachers in “institutional integrity,” “initiating structure,” “resource support,” and “academic emphasis,” shown in Table 12.

Table 12

Means and Standard error for gender*teaching experience interaction regarding to “institutional integrity”, “initiating structure”, “resource support”, and “academic emphasis” dimensions of OH as perceived by teachers

OH dimension	gender	Teaching experience	Mean	Std. Error
institutional integrity	male	Less than 5 years	4.113	.086
		5 to 10 years	3.669	.073
		more than 10 years	3.358	.071
	female	Less than 5 years	4.204	.071
		5 to 10 years	3.661	.100
		more than 10 years	3.994	.104
initiating structure	male	Less than 5 years	4.048	.098
		5 to 10 years	3.394	.084
		more than 10 years	3.361	.081
	female	Less than 5 years	4.276	.081
		5 to 10 years	3.382	.115
		more than 10 years	4.167	.119
resource support	male	Less than 5 years	3.887	.099
		5 to 10 years	3.192	.084
		more than 10 years	3.302	.082
	female	Less than 5 years	4.005	.081
		5 to 10 years	3.512	.115
		more than 10 years	4.044	.120
academic emphasis	male	Less than 5 years	4.073	.090
		5 to 10 years	3.373	.077
		more than 10 years	2.993	.074
	female	Less than 5 years	4.297	.074
		5 to 10 years	3.974	.105
		more than 10 years	3.631	.109

Figure 1, 2, 3, and 4 show that female teachers with “less than 5 years” and “more than 10 years” of teaching experience have “institutional integrity”, “initiating structure”, “resource support”, and “academic emphasis” higher level than male teachers, while male teachers with “5 to 10 years” teaching experience have a higher level of “institutional integrity” than female teachers.

Figure 1

*Means of Interaction between gender*teaching experience variables regarding to "institutional integrity" dimension of OH as perceived by teachers*

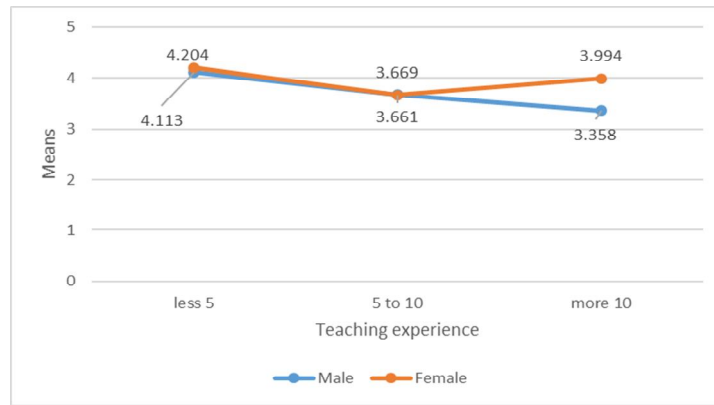


Figure 2

*Means of Interaction between gender * teaching experience variables regarding to "initiating structure" dimension of OH as perceived by teachers*

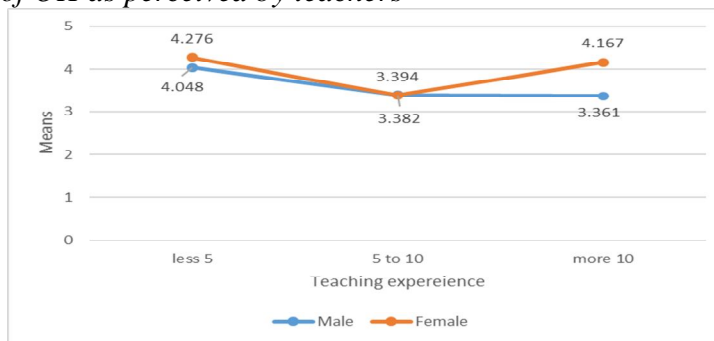


Figure 3

*Means of Interaction between gender * teaching experience variables regarding to "resource support" dimension of OH as perceived by teachers*

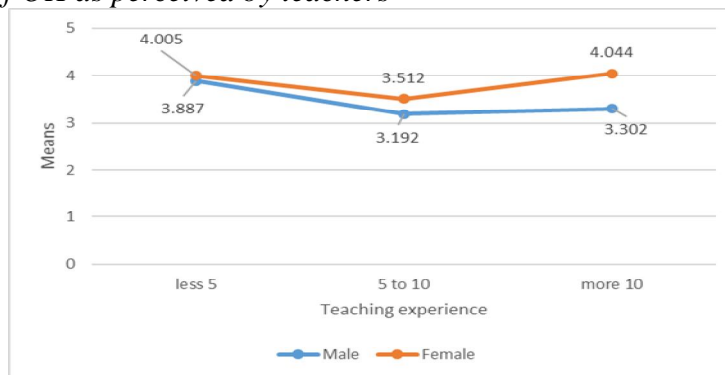
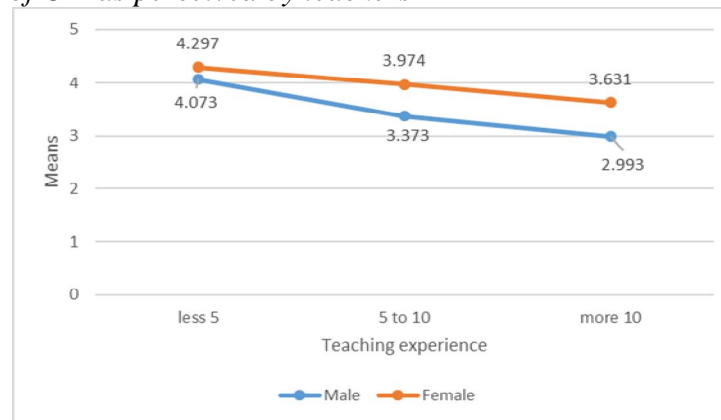


Figure 4

Means of Interaction between gender * teaching experience variables regarding to "academic emphasis" dimension of OH as perceived by teachers



Are there significant relationships between the ethical leadership of Schools Principal's and organizational health of schools as perceived their teachers? To address this question, the Person correlation between ethical leadership and organizational health has been used. Table 13 includes the value of Person correlation.

Table 13 shows that there is a positive relationship between ethical leadership and organizational health "total" as perceived by teachers ($r=0.963$). Table 13 also shows that there is a positive relationship between the ethical leadership dimensions and the organizational health dimensions perceived by teachers in Zarqa governorate schools ranging from ($r= 0.291$) to ($r= 0.961$).

Table 13

Person correlation between ethical leadership and organizational health as perceived by teachers.

	Moral personality traits	ethical administrative traits	human relationship	Total
institutional integrity	.312*	.773*	.752*	.810*
initiating structure	.422*	.843*	.561*	.796*
Consideration	.470*	.807*	.573*	.796*
principal influence	.362*	.806*	.595*	.774*
resource support	.291*	.892*	.754*	.865*
Morale	.298*	.858*	.912*	.918*
academic emphasis	.073*	.780*	.921*	.815*
Total	.371*	.961*	.844*	.963*

*. Correlation is significant at the 0.01 level

6. Conclusion and Discussion

The purpose of this study was to better understand the ethical leadership among Jordanian public school principals in Zarqa governorate, and its relation to organizational health from their teachers' perspective, and to determine if ethical leadership and organizational health vary according to teachers' demographic variables.

The results of this study will be considered in view of relevant delimitations and limitations. There are limited generalized statements in this study; the research study involves Jordanian schools

in Zaqra governorate, limited to teachers, and the results of study reflects the perceptions of teachers. The delimitations and generalizations of this study through instruments that used in this study to measure ethical leadership, and organizational health, may not be representative of other instruments measuring dependent and independent variables of other studies. In addition, data obtained from the study is limited to Jordanian schools' teachers; consequently, outcomes of this study may not be generalized to other schools.

However, a literature searches on the ethical leadership yielded only few articles with organizational health relating to education. This study surveyed a convenience sample of 393 Jordanian teachers. Participants provided demographic data and completed ethical leadership instrument and organizational health constructed for this study.

All dimensions of ethical leadership for Jordanian principals as perceived by their teachers were in high level. All dimensions of organizational health for Jordanian schools were in high level. No significant differences in the teachers perceived the three dimensions of ethical leadership of school principals as related to their academic qualification. There were significant differences in "ethical administrative traits" related to their gender in favor for female. No significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their academic qualification. There are significant differences in the teachers perceived the "*principal influence*", and "*Morale*" dimensions of organizational health of school in favor of female, that result consisted with Al-Omari (2012) results that revealed female teachers were more perceived school health than male. There were significant differences in the "*institutional integrity*", "*Morale*", and "*academic emphasis*" dimensions perceived by teachers according to their teaching experience in favor to "Less 5 years" compared with teachers who have "5 to 10 years" and "more than 10 years", that result did not consist with Al-Omari (2012) findings that teachers with medium teaching experience perceived school health more than their colleagues with low and high teaching experiences.

There is a positive relationship between ethical leadership and organizational health "total" as perceived by Jordanian teachers. Also, the results revealed that there is a positive relationship between ethical leadership dimensions and organizational health dimensions that perceived by Jordanian teachers. This result is understandable as these subscales of ethical leadership represent administrator behaviors that might most enlist organizational health among schools. Interestingly, ethical leadership was positively correlated with organizational health, and this ethical leadership among principals of Jordanian schools would be expected to elicit the organizational health through their schools.

6.1 Managerial Implications

The implications of this study determined that gender is the strongest predictor of the ethical leadership and organizational health perspectives of teachers. Furthermore, this study determined that the female teachers were, the slightly more positive ethical leadership and organizational health perspectives were. If this result is a representation of the schools in Jordan, this could be an item of concern, as there is an anticipated exodus by school leaders from their respective educational districts in Jordan.

The second strongest predictor of the ethical leadership and organizational health was teaching experience. The results of this study showed that teachers with "Less 5 years" of teaching experience rating had more strongly positive ethical leadership perspectives' than that of "5 to 10 years" and "more than 10 years".

Furthermore, this outcome may suggest that individuals preparing future principals should look at standards within accreditation and pay closer attention to the standards that address ethical

leadership and organizational health and how they are taught, reinforced, and cultivated within existing courses.

6.2 Recommendations

As this was the first study to explore the ethical leadership and organizational health as perceived by the teachers' in Jordanian schools, this study is important for several reasons; ethical leadership behavior influences the organizational health of any given organization. The findings of this study will contribute to the knowledge of ethical leadership behavior, organizational health, revealing strategies that will help leaders establish a healthy school. This data will further help leaders recognize how leadership may have an effect on school and school health. The study may also suggest areas where additional research in ethical leadership and organizational health is needed. It is likewise anticipated that these findings could improve the way educational organizations operate and leaders lead.

In this regard, there are a number of recommendations for future research. This study was operationalized by asking the participants to provide their perceptions of their school principals ethical leadership and organizational health. It may be useful to also understand how their principals perceived their own ethical leadership by applying a version of the ethical leadership scale, and organizational health. Thus, studying this relationship from both sides might be able to provide further light on ethical leadership and organizational health.

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