

## THE DEGREE OF ETHICAL LEADERSHIP PRACTICE AMONG ARAB SECONDARY SCHOOL PRINCIPALS IN THE TRIANGLE AREA IN ISRAEL FROM THE POINT OF VIEW OF TEACHERS

**Jamal ZAID**<sup>1</sup>

Dr, Palestine

### Abstract

This study aimed to identify the degree of ethical leadership practiced by Arab secondary school principals in the Triangle area in Israel from the point of view of teachers. The study adopted the descriptive approach as it is more suitable for this type of studies, and the study population consisted of all Arab secondary school teachers in the Triangle area in Israel, who numbered (2191) male and female teachers, the study sample consisted of (378) male and female teachers. The results showed that the degree of ethical leadership practice among Arab secondary school principals in the Triangle area in Israel was highly appreciated, where the "human relations" dimension came in the first place, followed by the "teamwork" dimension, the "administrative" dimension, and in the last place the "personal" dimension. The results showed that there were statistically significant differences attributed to the variable "years of experience" and came in all dimensions of ethical leadership and the overall degree, and the differences came in favor of the "more than 10 years" category, and there were statistically significant differences attributed to the variable "Educational Qualification" in all dimensions of ethical leadership and the total degree, and the differences came in favor of the "graduate studies" category. In light of the findings of the study, the researcher recommends a number of recommendations, the most important of which are: Work to strengthen ethical leadership, through the adoption of an administrative philosophy and organizational methods that support the application of the dimensions of ethical leadership, and the adoption of an educational policy for Arab secondary school principals at the level of schools in Israel, on the importance of implementing the dimensions of ethical leadership, paying attention to developing leadership competencies and training them in the field of ethical leadership through high quality training and development programs.

**Key words:** Dimensions of Ethical Leadership, Secondary Schools, The Triangle Area.

---

 <http://dx.doi.org/10.47832/2757-5403.17.15>

<sup>1</sup>  [jamal\\_zaid@hotmail.com](mailto:jamal_zaid@hotmail.com), <https://orcid.org/0000-0002-3422-7364>

## Introduction

The view on the issue of educational leadership has evolved towards paying attention to workers, their needs and aspirations, considering leadership as the art of influencing human behavior, and directing individuals towards a specific goal that guarantees their obedience, trust, respect and cooperation in educational organizations and institutions alike, which focused attention towards modern theories that work to gain confidence for workers, and their loyalty through their participation in decision-making and (Al-Qahtani, 2001).

With the development of managerial thought in the twenty-first century, new trends emerged in management theory, such as ethical management, to replace traditional theories such as trait theory and the great man theory. This modern leadership style is characterized by the leader's high ability to confront various changes and modern developments, by influencing the behavior of workers and developing their capabilities, and pushing their enthusiasm to do their work voluntarily without using official authority, and solving their problems in scientific and systematic ways, which helps in raising the productivity and development of institutions and achieving their goals. and its strategic and future plans (Ismail & Daud, 2014).

Values and ethics are at the core of organizational and leadership behavior. Incorporating ethical values and standards into the practice of education has become the ideal solution for building an educational institution in the long term. (Karanci, Sungy & Saglam, 2015) believes that ethical leadership requires the leader's commitment to public values and morals, the willingness to take responsibility, and the eagerness and initiative to learn and benefit from the experiences of others. Therefore, it is the responsibility of the school leader to deepen and enhance ethical principles and personal values through his leadership role, and to enable his employees to achieve their dreams and aspirations. Establishing a principle and basis for accountability among employees, evaluating their ethical performance, and directing them to follow the best methods and methods in treating other employees.

## The first axis: the general framework of the study Study

### Problem

Many previous studies, such as: the study of Eranil & Ozbilen (2017), the study of Al-Ahmari (2018), and the study of Al-Zahrani & Sharif (2020)), have emphasized the importance of ethical leadership in schools and the need to pay attention to the practice of ethical leadership at Arab secondary school because of its impact on teachers' confidence and their level of morale. Given the lack of studies that dealt with the practice of ethical leadership in Arab secondary schools in Israel, the problem of the study is to identify the degree of practice of ethical leadership by Arab secondary school principals in the Triangle area in Israel from the point of view of teachers.

### Study Questions

- 1 -What is the degree of ethical leadership practiced by Arab secondary school principals in the Triangle area from the teachers' point of view?
- 2- Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the response averages of the study sample members of teachers about the degree of ethical leadership practice among Arab secondary school principals in the Triangle area in Israel due to the difference in the variables of gender, experience and qualification?

### Objectives of the study

- 1 -A statement of the degree of ethical leadership practiced by Arab secondary school principals in the Triangle area in the Palestinian territories from the teachers' point of view.

2- To reveal the differences in the responses of the study sample members about the degree of ethical leadership practiced by Arab secondary school principals in the Triangle area in Israel due to gender, years of experience and educational qualification.

### **The importance of the study**

The importance of this study lies in two aspects, a scientific (theoretical) and a practical (applied) aspect.

**Theoretical importance:** The importance of the study stems from the importance of its subject. There is an importance in studying the subject of the practice of ethical leadership by secondary school principals, especially since this stage is sensitive and has a great impact on students' academic self-determination.

### **Practical importance: It lies in the following:**

- To identify some administrative and demographic variables related and predictive of the degree of practice of Arab secondary school principals in the Triangle area Israel.
- It is hoped that this study will contribute to increasing the awareness of school leaders, educational leaders, and decision makers of the foundations and positive aspects of ethical leadership, which leads them to pay attention to employing it in a way that will reflect positively on the educational process.
- It is hoped that the results of this study will contribute to setting clear and specific criteria when selecting school leaders, especially at the secondary level.

### **Method and Procedure**

The study's methodology and procedures are considered a major axis through which the applied aspect of the study was accomplished, and through it the data required to conduct the statistical analysis were obtained to reach the results that were interpreted in the light of the literature of studies related to the subject of the study.

### **Study Method**

The study adopted the descriptive survey method to answer the questions of the study, due to its relevance, the nature of this study and its objectives.

#### **study community**

The study population consisted of all male and female Arab secondary school teachers in the Triangle area in Israel, who numbered (2191) male and female teachers, for the academic year 2021/2022.

#### **The study sample**

A random sample (simple randomization) of (378) male and female teachers was selected.

#### **Study tools**

The study questionnaire was developed to collect data by referring to the theoretical literature and previous studies related to the problem of the study such as Al-Ahmari study (2018), Al-Harthy study (2019), Al-Mikhlafi and Ibrahim (2020) study, and conducting an exploratory study to find out the most important areas that should be included in the questionnaire. The questionnaire included paragraphs that measure the degree of practice of the dimensions of ethical leadership by Arab secondary school principals in the Triangle area in Israel, and it consisted of (38) items distributed on four dimensions, namely: the personal

dimension, the administrative dimension, the human relations dimension, and the teamwork dimension. The five-point Likert scale was used in the questionnaire.

## **The second axis: the theoretical framework**

### **The concept of ethical leadership**

Ethical leadership differs from other administrative concepts, as it focuses on the ethical dimension directly to achieve the desired goals, by paying attention to ethical traits and behaviors, and encouraging them among subordinates to improve the quality of work. It also discusses ethical issues and behaviors, and supports ethical decision-making (AlAhmari, 2018). It is defined as the principles and behaviors that school principals embody in their dealings with teachers, students and the local community. It is also based on a set of values, norms and traditions that members of a community agree or recognize about what is best in organization (Dradakah and Al-Mutairi, 2017).

It is the influence on others to achieve the goals of the organization, and to contribute to the development and prosperity of society, through the leader's distinction of traits, skills, leadership styles and positional capabilities, and his success in achieving balance in achieving the interests of the various parties, and careful consideration of the ethical and legal dimensions so as to achieve the legal and specific controls of the moral commitment of the organization on the one hand, and these controls are compatible with the moral controls of society on the other hand (Turhan & Celike, 2011).

### **The importance of ethical leadership**

The importance of ethical leadership emerges when there are no laws, regulations, and instructions, and the leader needs diligence and conscience in any decision that may be issued by the management, and knowing that this decision may help in the dedication of workers to work, and obtain from them the best possible achievement, and this It will not come from a vacuum, but by treating workers well, working to understand their feelings, understanding their problems, working to contribute to solving them, and working to achieve intimacy between workers, and all of this strongly requires moral leadership (Al-Harthy, 2019).

The ethical dimension has its own importance in educational systems as systems concerned with crystallizing, enriching and supporting the ethical dimension of their human input, as well as confirming this dimension in the practice of its multiple operations and embodying the dimension of its internal effectiveness as well as the dimension of its external effectiveness (Makhamara, 2019).

Abdeen, Shuaibat and Halabiya (2012) have pointed out the importance of ethical leadership with the following:

- It reduces the losses that can be incurred by the organization as a result of ignoring adherence to ethical standards.
- It works to enhance the reputation of the institution at the local and international levels.
- Ignoring ethics at work leads to the reactions of other parties, which are certainly negative, which is harmful to the institution.

Al-Ahmari (2018) believes that the importance of ethical leadership is due to several important aspects, including: its ability to reduce and prevent friction between management and teachers, reduce the phenomenon of leaving work in institutions, and work to increase teacher loyalty, encourage workers to increase productivity, and saturate social needs of workers.

## Leadership Dimensions

Karanci, Sungu & Saglam (2015) point out that there are four dimensions that describe the characteristics and qualities that a school leader must have as an ethical leader:

**Personal dimension:** It is a set of characteristics and attributes that a leader or ethical leader must possess and qualify him for positive interaction with teachers and increase their confidence in him. Criticism is open-minded, fulfills its promises to himself, and is a leader who sets an example for others in his behavior and dealings.

**The administrative dimension:** It is a set of attributes that the ethical school leader must possess, which is represented in his keenness to achieve the school's vision and objectives, and encourage him for the workers to be creative and innovative, involve them in planning and making decisions, and distribute tasks to them according to their abilities and desires, and provide them with all facilities to perform. He is also keen on developing teachers professionally and upgrading their competencies, so we find that he rewards the diligent and holds the negligent accountable after clarifying their shortcomings. He is a leader who adopts clear criteria for evaluating the performance of teachers, and takes fair and balanced decisions.

**Human relations dimension:** the ethical leader is keen to build human relations with workers, parents, students and officials, so we find him dealing with his teachers with humility and respect, listening to them with interest, taking into account their needs and feelings, appreciating their circumstances, helping them solve their problems, keeping their secrets, gaining their friendship, and reassuring. He is the human leader who represents the meanings of humanity in his dealings with his students, gaining their love, trust and appreciation of their parents and society.

**working in a team spirit dimension:** the ethical leader is keen to enhance the workers' confidence in themselves and their abilities, and develop them in the spirit of collective responsibility and commitment, and enhance their spirit of cooperation and harmony, and is keen to provide the appropriate environment for communication and coordination of teamwork, and instills in them the skill of collective decision-making, appreciating their opinions and ideas, and invests their energies for the benefit of the students, and he attributes the successes that have been achieved to them to their cooperation and diligence.

**The importance of ethical leadership in educational institutions:** the leadership leads the educational process, as the school, is an ethical institution that aims to form the personalities of students during their developmental stages in accordance with the ethical standards urged by the monotheistic religions and defined by society, and since the school director is the main guide of the educational institution, he must exercise his authority in an ethical manner that represents the core of his authority, and to abide by the ethical values of work that lead to a decrease in unfair practices, provide equal opportunities for individuals, manage the available resources in a more beneficial manner, and increase the confidence of individuals in themselves, their principal, their school and their community, thus reducing the level of stress and anxiety within the school.

The importance of ethical leadership as mentioned by Eranil & Özbilen (2017) is highlighted in the leader's reliance on ethical standards in evaluating the school and teachers and building an ethical culture that spreads the values of humility, integrity and virtue in the school environment, which leads to the achievement of an ethical climate. In addition to its importance in increasing the teacher's confidence in himself, his manager, and the school in which he works, which leads to a decrease in anxiety and tension and achieve stability and

job satisfaction for teachers in the school. While ethical leadership helps to provide an appropriate school environment that works in a team spirit within an ethical framework, which increases the productivity of teachers in the school and reduces the occurrence of disputes and conflicts between teachers within the school by adhering to the laws and work ethics.

### The third axis: the results of the study and its discussion

To answer the first question: which states, "**To what degree do Arab secondary school principals in the Triangle area practice the dimensions of ethical leadership from the teachers' point of view?**" Arithmetic averages and standard deviations of the responses of the study sample members were used to determine the degree to which Arab secondary school principals in the Triangle area in Israel practice the dimensions of ethical leadership, and **Table (1)** illustrates this.

No'	Leadership dimensions	Arithmetic averages	Standard deviations	Rank	Degree
1	Human relations	3.67	1.03	1	High
2	Working in a team spirit	3.56	1.02	2	High
3	Administrative	3.42	0.82	3	High
4	Personal	3.41	0.91	4	High
	<b>Total Degree</b>	<b>3.50</b>	<b>0.95</b>		

**Table (1) shows that the degree of practicing the dimensions of ethical leadership was (high), and the first was the dimension of human relations (3.67), and in the last place was the personal dimension (3.35).**

**Human relations Dimension****Table (2) Arithmetic averages and standard deviations of the estimates of the study sample for the dimension of human relations from the dimensions of ethical leadership, arranged in descending order**

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
18	Teachers participate in their social events	4.15	0.79	1	High
19	Respects the feelings of all students	3.90	0.86	2	High
17	Treat teachers with humility and respect	3.90	1.04	3	High
22	He invests his relationships with the local community for the benefit of the school	3.79	1.10	4	High
20	Motivates outstanding teachers and students It strengthens the bonds of friendship between him and the teachers	3.68	1.17	5	High
21	It strengthens the bonds of friendship between him and the teachers	3.64	1.22	6	High
23	It considers the personal needs of teachers	3.56	1.12	7	High
24	He likes for teachers what he likes for himself	2.96	0.70	8	Medium
<b>Total degree</b>		<b>3.70</b>	<b>1.00</b>		<b>High</b>

Table (2) shows that the arithmetic averages in the human relations dimension ranged between (2.96-4.15), with a (high) evaluation level of the degree of appreciation on all items, except item no. (24), while the field as a whole got an arithmetic average (3.70), with a high evaluation degree. Item no. (18), which states: “teachers participate in their social events,” came in the first place with an arithmetic average of (4.15), and with a high rating, and came in the last item no. (24) which states: “he likes for teachers what he likes for himself”, with an arithmetic average (2.96) and a medium rating.

**Working in a team spirit dimension****Table (3) Arithmetic averages and standard deviations of the estimates of the study sample members for the teamwork dimension of the dimensions of ethical leadership arranged in descending order**

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
29	It develops a sense of responsibility and commitment among teachers	3.88	0.90	1	High
28	Encourages teachers to share experiences with each other	3.81	1.21	2	High
30	It provides the appropriate conditions for coordinating work between teachers	3.76	1.09	3	High
31	Promotes the spirit of cooperation and harmony among teachers	3.63	1.24	4	High
32	Investing teachers' opinions and ideas for the benefit of work	3.45	1.22	5	High
27	It enhances teachers' trust in their colleagues and leaders	3.29	1.32	6	Medium
25	Involve teachers in preparing the school's vision and mission	3.16	1.27	7	Medium
26	Involve teachers in school decisions	3.12	1.20	8	Medium
<b>Total degree</b>		<b>3.50</b>	<b>1.18</b>		<b>High</b>



Table (3) shows that the arithmetic averages in the team work dimension ranged between (3.12-3.88), with a high level of evaluation degree on some items and medium level of evaluation on some of them, while the field as a whole got an arithmetic average (3.50) and a high rating. (29), which states: “It develops a sense of responsibility and commitment among teachers” came in the first place with an arithmetic average of (3.88), and with a high rating, and came in the last item no. (26) which states: “involve teachers in school decisions”, with an arithmetic average (3.12) and a medium rating.

### The administrative dimension

**Table (4) Arithmetic averages and standard deviations of the estimates of the study sample for the administrative dimension of the dimensions of ethical leadership, arranged in descending order**

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
9	He works hard to achieve the school's vision and mission	3.93	0.88	1	High
13	Makes decisions for the benefit of the school	3.85	0.88	2	High
12	Allocates tasks to all teachers according to their abilities and desires	3.68	0.90	3	High
10	Involve teachers in developing the school plan	3.47	1.37	4	High
14	Encourages teachers to innovate	3.44	1.18	5	High
16	The teachers work according to reliable standards	2.98	0.98	6	Medium
15	Professional development of teachers	2.89	0.98	7	Medium
11	Invests financial resources for the benefit of the school	2.88	0.87	8	Medium
<b>Total degree</b>		<b>3.42</b>	<b>1.01</b>		<b>High</b>

Table (4) shows that the arithmetic averages in the administrative dimension ranged between (2.88-3.93), with a (high) evaluation level of the degree of appreciation on some items and medium level of evaluation on some of them, and while the field as a whole obtained an arithmetic average (3.42), and a high evaluation degree. Item no. (9) came in the first place, which states: “he works hard to achieve the school’s vision and mission,” with an arithmetic

average (3.93), and a high evaluation degree, and item no. (11) came in the last place, which states: "He invests financial resources for the benefit of the School" with an arithmetic average (2.88) and a medium rating.

### personal dimension

**Table (5) Arithmetic averages and standard deviations of the estimates of the study sample for the personal dimension of the dimensions of moral leadership, arranged in descending order**

No.	Item	Arithmetic average	Standard deviation	Rank	Degree
2	Represents integrity and honesty in his actions	3.93	0.88	1	High
3	He performs his duties and responsibilities with honesty and sincerity	3.85	0.88	2	High
7	Have patience when getting things done	3.68	0.90	3	High
5	Respect teachers and students in all circumstances	3.47	1.37	4	High
1	Being honest in dealing with teachers	3.44	1.18	5	High
6	He trusts the subordinates who work with him	2.98	0.98	6	Medium
4	Accept constructive criticism with open arms	2.89	0.98	7	Medium
8	He takes responsibility for his mistakes	2.88	0.87	8	Medium
<b>Total degree</b>		<b>3.42</b>	<b>1.01</b>		<b>High</b>

Table (5) shows that the arithmetic averages in the personal dimension ranged between (2.93-3.69), with a (high) evaluation level of the degree of evaluation on some items, and a medium level on some of them, while the field as a whole obtained an arithmetic average (3.41), and a high evaluation degree. Item no. (2) came in the first place, which states: "Represents integrity and honesty in his actions" with an arithmetic average (3.69), and a high rating score, and item no. (8) came in the last place, which states: "He bears responsibility for his mistakes", with an arithmetic average (2.93) and a medium evaluation degree.

**First: Discussing the results related to the first research question, which states:**

**To what degree do Arab secondary school principals in the Triangle area practice the dimensions of ethical leadership from the teachers' point of view?**

The results of the question in table (1) revealed that the degree to which Arab secondary school principals in the Triangle area in Israel practice the dimensions of ethical leadership from the teachers' point of view, came with a high degree of appreciation on the tool as a whole, and the arithmetic averages ranged between (3.41-3.67). The results of this question showed that the degree of practicing ethical leadership in all its dimensions was highly appreciated. This can be explained by the fact that the principals of secondary schools in the Triangle area are aware of the importance of ethical leadership in their schools, as they are in the circle of concerns and priorities of institutions. surrounding them, and that the principals' awareness of this pioneering role of the school made it imperative for them to start their administrative practices and their commitment to the principles and systems of ethical leadership in accordance with a system with a clear vision and goal, which reflected positively on their behavior.

The dimension of human relations came in the first rank with a high degree of appreciation, and this can be explained by the interconnected relationship that prevails in the nature of love, respect and mutual appreciation between the principal and teachers, which has a great impact in achieving the goals within the educational institution, and contributes constructively and effectively to making the double effort in order to provide the best and meet the ambition he seeks. The reason for the school principals' commitment to ethical leadership within the educational institution is due to the achievement of its administrative objectives, and the ethical leadership bestows respect and acceptance on its behavior among teachers in the school, which in turn leads to the administration's success in its educational leadership.

The dimension of teamwork came in the second rank with a high degree of appreciation, and this can be explained to motivate and encourage their outstanding performance by making the teacher positive and having high self-confidence, creating a spirit of competition and perseverance to excel in the spirit of work within an effective and committed team with deep and interconnected relationships to achieve the best results, and this comes by focusing on strengths and advantages, instead of focusing on weaknesses and shortcomings, teachers feel appreciated and motivated to give more, self-confidence increases, and thus productivity and positivity increase and influence others and inspire them to take initiatives and implementation and take an analytical method to plan strategies and make appropriate decisions and have to share information with them and appropriate reports consistently, clarity and transparency.

The administrative dimension came in the third rank with a high degree of appreciation, and this can be explained by the tasks that fall on the head of the school from many educational functions, including administrative and technical, all of which are intertwined with each other. Which contributes to highlighting teachers under the experimental period to implement some modern trends in the new educational policy, through which it seeks to achieve the goal of the process of guidance and technical supervision. That is, developing and renewing educational work, while raising the efficiency of teachers, and proper guidance is usually carried out with a generous human spirit that highlights the merits and then treats weaknesses with kindness, wisdom and vision.

The personal dimension came in the last (fourth) rank with a high degree of appreciation, and this is due to the keenness of secondary school principals on the success of work and the achievement of school plans, so they have many qualities that make them role models inside and outside work, and push teachers to do their best to perform the tasks

assigned to them. The success of the educational process and the achievement of educational goals.

**Second: Discussing the results related to the second research question, which states:**

**Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the response averages of the study sample members of teachers about the degree of moral leadership practice among Arab secondary school principals in the Triangle area in the Palestinian interior due to the difference in the variables of gender, experience and qualification?**

The results related to this question showed that there were statistically significant differences attributable to the two variables (educational qualification and years of experience), where the differences were in favor of the postgraduate category, and the differences were for owners of "more than 10 years", while there were no statistically significant differences for the variable (sex) in the practice of managers Secondary schools for the dimensions of ethical leadership, on all dimensions of ethical leadership and the overall score.

**Regarding the variable years of experience**

The results showed that there were statistically significant differences in the degree of moral leadership practiced by secondary school principals in the Triangle area in Israel in all dimensions of moral leadership and the overall degree, where the difference was in favor of (more than 10 years). Perhaps the reason is that the teachers, as for those with long service, due to their service and exposure to many ideas, personalities and trends, may have formed an image of moral leadership that they saw in their principals in Arab secondary schools, while teachers with short experience (less than 5 years) may still be dominated by theories. The pedagogical and ethical they studied, they describe the ideal image of their manager.

This result agreed with the result of the study of Al-Zahrani and Sharif (2020) and the study of Al-Majlani and Ibrahim (2020), which showed that there are statistically significant differences for the variable years of experience in favor of (10 years or more). This result differed with the result of Daradkah and Al-Mutairi study (2017) and Al-Harthy study (2019), which showed no statistically significant differences due to the variable years of experience.

**Regarding the educational qualification variable**

The results showed that there were statistically significant differences in the degree of moral leadership practiced by Arab secondary school principals in the Triangle area in Israel in all dimensions of ethical leadership and the overall degree, where the difference was in favor of the (higher studies) category.

**Recommendations**

- Work to strengthen ethical leadership, by adopting an administrative philosophy and organizational methods that support the application of the dimensions of ethical leadership.
- Adopting an educational policy for Arab secondary school principals at the school level in Israel, on the importance of applying the dimensions of ethical leadership.
- Attention to developing leadership competencies and training them in the field of ethical leadership through high quality training and development programs.

## References

- Abdeen, M. and Shuaibat, M. and Halabiya, L. (2012). The degree to which principals practice ethical leadership as estimated by public school teachers in Jerusalem governorate. *Al-Quds Open University Journal for Research and Studies*, 28, (2), 327-363.
- Al-Ahmari, A. (2018). The reality of the practice of moral leadership by secondary school leaders in Riyadh. *Journal of Scientific Research in Education*, 19, 291-342.
- Daradka, A. and Al-Mutairi, H. (2017). The role of ethical leadership in enhancing organizational confidence among principals of primary schools in Taif from the point of view of teachers. *The Jordanian Journal of Educational Science*, 13 (2), 223-237.
- Eranil, K. and Özbilen, M. (2017). Relationship between School Principals' Ethical Leadership Behaviors and Positive Climate Practices. *Journal of Education and Learning*, 6 (4), 100-112.
- Al-Harthy, S. (2019). The moral leadership of the leaders of public secondary schools in Riyadh and its relationship to the organizational commitment of teachers. *Journal of Scientific Studies in Education*, 5 (20), 1-35.
- Ismail, I. and Daud, Y. (2014). Influence of Ethical Leadership Towards Organizational Commitment in Schools. *International Journal of Scientific and Research Publications*, 4 (9), 1-6.
- Katrancı, I., Sungu, H., & Sağlam, M. (2015). Teachers' Perceptions about the School Principals' Ethical Leadership Behaviors: A Study from Turkish Vocational High Schools. *Universal Journal of Educational Research*, 59(16). 546-554.
- Al-Majlani, S. and Al-Tayeb, I. (2020). The degree to which leaders of general education schools in the Asir educational region practice the dimensions of ethical leadership from the point of view of teachers. *Journal of Educational Sciences and Human Studies*, 5 (10), 276-311.
- Makhmara, K. (2019). The degree to which primary school principals in Jericho and Al-Aghwar governorates practice ethical leadership from the teachers' point of view. *Journal of the College of Basic Education for Educational and Psychological Sciences*, 43, 323-333.
- Al-Qahtani, S. (2001). *Administrative leadership: the shift towards the global leadership model*. King Saud University, Riyadh, Saudi Arabia.
- Turhan, M. and Celişke, V. (2011). The Effect of Ethical Leadership Behaviors of School Principals on Social Justice in School. *Educational Science*, 6, (1), 438-452.
- Al-Zahrani, S. and Sharif, S. (2020). The degree of practicing moral leadership by Qilwah governorate school leaders and its relationship to female teachers' job satisfaction from their point of view. *Journal of the College of Education*, 185 (2), 673723.