

The guidelines to develop Ethical Leadership of the school administrators

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Abstract

This academic article aims to present “The guidelines to develop Ethical Leadership of the school administrators” in order to inspire and enhance the leadership of administrator can intergrade the guidelines how to implement and develop the ethical leadership skills with teachers, students, teamwork and any followers to achieve the school goals following the strategic and operational plans. The author study, analyze, synthesis and make solutions the body of knowledge from the research results by documentary study; 1. Effects of Ethical Leadership and Emotional Intelligence on Organization Commitment by Jumana Ahmed Al-Mualm (2023), 2. Impact of Ethical Leadership on Creative Work Performance: The Empirical Mediating Roles of Work Engagement and Attitude Toward Performing Wells in Construction Organizations in Pakistan by Fahad Saddique (2023), 3. Ethical leadership and workplace behavior in the education sector: The implications of employees ethical work behavior by Fengrui Guo, Zhongyi Xue, Jiaxu He and Fakhra Yasmin (2023), 4. Ethical Leadership Influencing Buddhist Administration of Educational Administrator of Schools Under The Secondary Educational Service Area Office 2 in Bangkok by Wirat Thammahorn and Apitee Songbandit (2021) and 5. Ethical Leadership and Ethical Climate at Educational Organizations in Europe: Depicting the “Value” of Values by Evangelia Papaloi, Aikaterini Balasi and Georgios Iordanidis (2024). From the studies found that: The guidelines to develop Ethical Leadership of the school administrators were as followings:

1. Effects of Ethical Leadership and Emotional Intelligence on Organization Commitment. The ethical administrators should manage emotional intelligence to improve their effects on the teachers organizational commitment respectively. Therefore, emotionally intelligent leaders boost selfawareness, encourage motivation, and use empathy and social skills. Finally, administrators who display integrity, trust, and respect might improve teacher and followers’ favorable outcomes in the schools.

2. The ethical leadership is an effective leadership style for school commitment in Thailand on any Further, it recommended that the more leaders understand their emotions and others’ emotions can, be more influential on the staff.

3. The administration should create an ethical leadership atmosphere, acting as a role model, honesty Incentives based on reward and punishment principles, empathy and decision making. The leader should manage the schools by management of equality, social responsibility, the support of

decentralization of management, democratic governance, building unity and mutual respect, and communication and interaction. All aspects of ethical leadership predicted Buddhist administration of educational institution administrators at 84%, while ethical leadership was the highest predictor, followed by biosocial factors, respectively.

4. The educational leaders should attach a great importance to all dimensions of ethical climate while, they are perceived as having to a great extent almost all traits of ethical leadership because ethical leadership traits are positively related to all ethical climate's dimensions, except the instrumental ethical climate, which reveals a significant negative correlation with ethical leadership.

Keywords: The guidelines to develop; Ethical Leadership; The school administrators

Introduction

Ethical leadership is one of the most critical factors for the organization's success; on the contrary, ethical lapses cause significant losses to the organization (Hennessy, 1987). For every organization is very important to know what ethical leadership is. From this standpoint, the studies try to define and explain the importance of ethical leadership, what's the role of leadership in improving the organization's culture, and the affects the success of the organization's employees in one way or another. The concept of ethical leadership has received much attention in recent years, as it has become a topic that has captured the attention of academics and managers alike, especially with the increase in unethical behavior of officials in many organizations (Budur and Demir, 2019). The main reason that led to these unethical issues is the failure of the organization's leadership to practice and promote ethical behavior and its negative impact on the organization's behavior, job commitment being the most prominent. It is crucial to define ethical leadership; it is the responsibility of leaders to manage their affairs and the ability to influence them to achieve specific goals in accordance with established rules to achieve balance. It has certain conditions, such as experience, knowledge, honesty in words and deeds, and the exchange of opinions, according to (Minkes et al,1999). Studies Ethical leaders are also seen as equitable decision-makers who care about people and act ethically in their personal and professional lives.

The essential characteristic of ethical leadership is a commitment to their own goals, even in difficult times. Finally, it should be noted that at the beginning of the twentieth century, leadership models and styles tended to abandon the traditional concept of leadership based on hierarchy, guardianship, and authority, participation in decision-making, concern for subordinates, and adoption of new leadership styles and models that encourage teamwork, collaborative and involved work. Ethical leadership has several strengths when the public demands higher moral responsibilities from its leader. Leadership is a moral process scholars should include ethics as an integrated part of leadership (Poturak et al., 2020). On the negative side, ethical leadership is still in the early stages of development.

Ethical leadership styles are influenced by culture and social norms, especially in the Middle East the values and norms of ethical leadership come from the Islamic religion, and this principle has a significant effect on business life. Besides (Budur, 2018) explained the four main dimensions of justice, courage, wisdom, and temperance, which are characteristics of moral leadership. It is necessary to have these qualities in the leader of the organization. So the study should be investigated the effects of ethical leadership in the region and the relationship between ethical leadership and emotional intelligence in the organization's success.

Ethical leadership requires a leader to intelligently implement emotions in any organization to be effective and efficient. By inspiring subordinates inside the business and enhancing employee productivity to fulfill organizational end objectives ethically while having good benefits for society as a whole, emotional intelligence may assist in reducing stress and boost performance and a sense of achievement (Marques et al, 2011).

The success of the organization is the end result of a series of successful actions and steps implemented by the successful ethical leadership, from appreciating the efforts of all employees and using the resources of the organization efficiently and effectively, resulting from experience, integrity, and appropriate use of tools (Budur, 2020) Therefore, ethical values and standards must be incorporated into the management planning process and then translated into a specific code of conduct that expresses the values in a specific code of conduct to be appropriately communicated and rigorously applied. They are role models for employees, and a study (Khademfar & Amiri, 2013) found that managers view their personal code of conduct as the most important influence on their decisions, and they are guided more by their conscience, which decides their morals. Situations often require that moral leadership be moderate and calm because unjustifiably harsh leadership cannot last for long without developing discontent among workers, and the moral leader is the behavior of a leader who embodies moral values, selflessness, and integrity Disciplined moral leaders prefer to care and inspire others by setting an example and setting ethical goals.

Ethical Leadership in education

Over the last decades, scholars have underlined the importance of developing ethical leadership for organizations (Copeland & Smith, 2023; Brown & Mitchell, 2010; Moore et al., 2018) while revealing the shortcomings of irresponsible, ineffective (Brown & Mitchell, 2010; Treviño et al., 2000), self-serving, toxic (Watt, Javidi, & Normore, 2015), unethical, immoral, narcissistic (Higgs, 2009; Rosenthal & Pittinsky, 2006), or catastrophic leadership (Brown & Treviño, 2006; Bass & Steidlmeier, 1999). For managers, to step outside their current frame of reference, assess a situation and evaluate options with ethical criteria is not taken for granted. Apparently, many highly skilled managers' ways of thinking or mental models do not include fundamental ethical considerations as they lack moral imagination (Werhane, 1999).



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” (Brown et al., 2005).

Under the prism of social learning theory (Bandura, 1977), ethical leaders are considered to promote organization’s ethical orientation and smooth functioning and activate subordinates’ cognitions of moral standards, by being role models of ethical conduct, by establishing ethical codes, as well as by communicating their ethical expectations with followers (Moore et al., 2018). Or, it is crucial for a leader to have strong moral values in the decision-making process (Collins, & Porras, 1994), such as integrity, responsibility, moral vigilance (Memiyanti, Putera, & Salleh, 2010), the creation of ethical standards (Lee & Cheng, 2011) and ethical vision, ethical guidance, ethical motivation as well as the creation of a culture that fosters and rewards moral behavior and members’ contribution to ethical issues within the organization (Spangenberg & Theron, 2005).

Ethical leaders can empower, strengthen, and change their subordinate’s beliefs toward their organizations. When CEOs and organizations are seen as fair, workers are more willing to cooperate, increasing Creativity (Asif et al. 2019). Furthermore, ethical leaders promote honesty, trust, virtuousness, compassion, and fairness with their coworkers (Northouse et al. 2021) and establish a culture that appreciates the employees to enhance Creativity (Asif et al. 2019; Iqbal et al. 2013). According to various studies, Ethical leaders encourage their subordinates to take chances and be innovative and creative (Asif et al., 2015). Previously, ethical leadership and work engagement are studied together (Fuller 2021, Buonomo et al. 2021). Furthermore, Ethical leadership seems improving in organizational commitment with job engagement (Alam et al. 2021).

Ethical leadership also boosts workplace creativity with job engagement (Ferrell et al. 2021, Buonomo et al. 2021, Sharif et al. 2021, Wibawa et al. 2021). Italian and Pakistani employees seemed more engaged and well under ethical leadership (Sarwar et al. 2020). Moreover, creativity is encouraging because of employee’s diverse backgrounds (Yun et al. 2019). Leaders may foster creativity and creative thinking in an organization by adopting a culture that encourages such activity (Abdolmaleki et al., 2013, Lestari et al., 2021). Ethical leadership encourages individuals to apply their talents to their work and innovate. (Zhu et al. 2004). Ethical leadership encourages people to innovate to attain group goals (Brown et al. 2003).

As a managerial practice, ethical leadership is supposed to be based on ethical behavior and core values (Copeland & Smith, 2023) and, may be effective in empowering employees’ moral beliefs and, thus, preventing any deviant or unethical behavior harmful to organizations (Spangenberg & Theron, 2005). Moreover, it fosters the effective functioning of the organization, prompting employees to develop attitudes and behaviors beyond the typical requirements of their role (Nikolic & Halvorsen, 2017; Warr, 2007) as well as to become less morally disengaged in their decision-making and thus, commit fewer unethical acts (Li & Bao, 2020).

In the field of education, ethical leadership refers to the set of principles and values that guide leaders in educational institutions to make decisions and take actions that are morally and ethically responsible. It involves being accountable for one's actions and decisions and ensuring that they align with the core values of education such as equity, justice, and respect. Ethical leaders recognize and address any ethical issues or dilemmas that may arise in the course of their action and seek to resolve them in a transparent and responsible manner. Treviño et al. (2000) highlight that, it is not enough to be a moral person or to have certain traits so as to engage in certain kinds of behaviors or to make decisions based upon ethical principles. In order to achieve a reputation as a moral manager, leaders need to act as role models for ethical conduct through visible action, use rewards and discipline and communicate with employees about ethical standards, principles and values (Treviño et al., 2000, op.cit. in Laajalahti, 2018). Ethical leaders in education have to possess as a compass principles such as integrity, respect, responsibility, vision, collaboration, continuous learning, empathy as well as courage so as to take bold and principled actions, even in the face of opposition or adversity. Interestingly, there are several educational leadership models, which can be effective in promoting ethical conduct and creating a positive ethical climate in educational institutions, such as responsible leadership, moral leadership, transformational leadership, authentic leadership, servant leadership and distributed leadership.

Ethical climate in educational organizations

Organizational culture and climate play a very significant role in encouraging and creating organizational change, success and innovation. Culture shapes values and beliefs so that employees develop a positive attitude toward change whereas, climate enables the translation of this attitude into desired action and behavior. More specifically, in the field of education, climate includes the set of dynamic interactions between the psychological, academic and physical parameters of school reality (Hayes, 1994) that create a healthy learning environment and, significantly influence teachers' mental mood, enthusiasm and performance (Freiberg & Stein, 2005; Sergiovanni, 2001; Starratt, 2001). At this point, researchers underline the implicit emphasis on ethics, describing school climate as the fixed perceptions and the moral attitude of school members (MacBeath 1999).

Solution and Discussion/ Implications

Ethical leadership and workplace behavior in the education sector: The implications of employees ethical work behavior. Fengrui Guo, Zhongyi Xue, Jiaxu He and Fakhra Yasmin Ethical leaders are reliable role models for their followers and treat them with respect and dignity. Many scholars describe them as being honest, caring, unbiased decision-makers who are also involved in ethical aspects that encourage subordinates' EWB by providing them with rewards, recognition, and penalties depending on their behavior (Qing et al., 2020; Zeb et al., 2021; Idrees et al., 2022). Ethical leaders develop a positive and high-quality

relationship with their followers by respecting, caring for, and valuing their followers' beliefs and making decisions with their followers' wellbeing in mind; this encourages their followers to behave ethically in the workplace (Zhu et al., 2004).

According to teachers' perceptions, it appears that, at European educational organizations, ethical leadership is considered to involve a commitment to fairness, respect, and social responsibility and requires ongoing reflection and self-awareness to ensure that one's actions and decisions align with these values. Specifically, consistent with previous researches (Papaloi et al., 2022, Memiyanti, Putera, & Salleh, 2010; Lee & Cheng, 2011), the study shows that effective organizational functioning is significantly based on ethical leader's capacity to transform organizational culture and climate through the cultivation of a common vision, concrete processes and common moral values.

The study raises important implications for educational leadership theory and contributes to the understanding of the relationship between ethical leadership and ethical school climate. These two variables constitute one of the biggest challenging issues of educational leadership, since they significantly foster teachers' meaningfulness at work and system's eudaimonia. It is true that, attempting to illustrate the correlations between ethical leadership traits and dimensions of ethical climate at educational organizations, enlightens the way we conceptualize educational leadership, its goals and its perspectives. Describing a situation in moral terms, breaks the ethical code of silence and encourages leaders to frame an event as an ethical problem, engaging all members in moral reasoning (Treviño & Nelson, 2004).

Emphasizing the "value" of the values, can be reflected as a prospect to step forward in educational leadership in Europe, reassuring school's mission, goals and prosperity.

Solution: The guidelines to develop Ethical Leadership of the school administrators

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