

Perception of Ethical Leadership and Its Impact on Commitments of Teachers in the Secondary Schools of Bhutan

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Abstract: *The primary aim of this study was to find out how teachers perceive ethical leadership by defining their awareness and willingness to commit in relation to ethical leadership practices displayed by school leaders. In addition, this study assesses the strength of ELQ survey instrument for the educational sector of Bhutan. The investigation has composed the data from a random sampling from schools in the two districts of Bhutan (Sarpang and Tsirang). The experiential study was constructed on primary data gathered from 200 teachers and the outcomes of this study disclose that teachers wanted their leaders to be judiciously ethical and that a significant positive association existed among the two (teachers and managers). Similarly, age and gender of staff did not affect ethical leadership behaviors; however, seniority of the employee had an impact on ethical leadership behavior perceptions. Furthermore, ethical leadership was also found to bring positive influence on the two out of four dimensions of the teacher's commitment, i.e., which are commitment to teaching and commitment to the job. This study also enhances an additional impact to theory by examining the association between ethical leadership performance and organizational commitment by theorizing it as teacher commitment. The hands-on suggestion of this study is that operational ethical leadership behavior that motivates employee commitment requirements should be adopted in organizations to ensure efficient enactment.*

Keywords: ethical leadership, teacher's commitment, survey instruments, Bhutan

1. Introduction

A change in technology and globalization has resulted in school leaders being charged with more duties and responsibilities. The role of the leader in schools has undergone drastic change during the last century. Before, leaders were worshiped as super humans with incredible powers to motivate and keep employees committed. The 21st century, however, results in insinuation of moral and ethical benefits as the basis for leadership, focusing more on averages than product. When the organization performs in a fair and accountable manner, it may be able to maintain organizational attention, rather than self-awareness of its associates, thereby promoting human welfare and constancy (Ozan et. al, 2017).

Situational and behavioral theories, in which leadership is defined in terms of specific conditions and behaviors, are two prevalent approaches to leadership. Ethical leadership is a relatively new and more popular technique in which a leadership style is characterized by an ethical framework (Ko et. al, 2018). Leaders in any field or organization may earn the trust and dedication of their employees by operating within the bounds of ethical rules. As a result, according to Ozan et al., (2017), an ethical leader may influence his followers to the point where they can attain goals such as dedication. Two popular approaches to leadership are situational and behavioral theories, in which leadership is defined in terms of certain situations and actions. Ethical leadership is a relatively new and more popular strategy in which a leader's style is defined by a set of ethical principles (Ko et. al, 2018). By functioning within the confines of ethical principles, leaders in any

industry or organization may gain their employees' confidence and loyalty. As a consequence, an ethical leader may influence his followers to the point where they can achieve goals like devotion, according to Ozan et al., (2017).

According to the Social Learning theory, the debate about ethics in the educational sector has recently gained popularity due to the importance of using ethical behavior at school by leaders while making ethical workplace decisions and that the following generation learns ethical and moral values from these leaders (Haynes, 2002).

Leaders must deal with a variety of individuals, including students, teachers, parents, and other staff members, while completing their obligations in a school, which is a social organization. As a result of these interactions, many times situations may arise that involve decision-making without conflicting with ethical standards (Daniels et. al, 2019). The finest location for students to adopt ethical values in their interactions is at school. School leaders who are ethical have three obligations. To begin with, individuals have a greater obligation to themselves in adhering to ethical principles than anybody else. Second, they have a duty to the school in upholding the ethical guidelines; and third, they have a social obligation to the school community by introducing these ideas (Celik, 2000). The primary objective for nations seeking to advance is to have sufficient quantities and quality of personnel. Teachers are in charge of educating this workforce in accordance with societal standards. Teachers are government personnel who carry out the state's educational policies in accordance with the country's

objectives. **Balci (2001)** sees the teacher as a tool for learning, as well as someone who prepares tests, enforces discipline, and defends and represents middle-class morals. The teacher must have good views about the school as an organization in order to properly carry out the tasks related with the teaching profession. Studies have shown a positive relationship between teachers' attitudes and teachers' efficiency and teachers' commitment ranks very high among these relevant attitudes. People become willing to offer their allegiance and energy to a certain social structure through the process of commitment. **According to Mart (2013)**, the emotional tie between the teacher and the school is the instructor's dedication. A teacher's commitment may be characterized as a teacher's affiliation with and participation in a certain school, as stated by **Douglas (2010)**. A strong personal belief in and acceptance of the school's aims and ideals; a willingness to push oneself for the benefit of the school, and a strong desire to stay with the school characterize this commitment.

Teacher organizational commitment was described by **Ezeugbor (2015)** as a teacher's psychological connection with the school and the aim of that teacher to keep his membership in the school and demonstrate all personal interest. Teacher commitment, according to **Gemlik et al. (2010)**, is a multidimensional term in which a teacher feels psychologically tied to the school. **Meyer and Allen (1991)** argue for the multifaceted nature of commitment by explaining three fundamental elements of commitment: emotional, continuation, and normative. Employees' emotional connection to, identification with, and engagement with the company is referred to as affective commitment. Many experts and academics have researched an organization's or corporation's culture, and more research is being done now, particularly on how culture is formed, built, and grown in an organization. Because company culture has the ability to influence an employee's views and behavior, the researcher is interested in learning more about it. According to the assessments of various experts used as references, corporate culture contains values, conventions, and beliefs or views that are judged genuine, good, desired, or anticipated. The community's support and the organization's leadership are indicators of its strength. If the majority of members accept the rules and norms that are followed in various ways, the organization's culture is strong and firmly ingrained. The company culture is restricted when individuals perceive their ideals and traditions as useless or reject them. The leader is always guarding the existence of these cultural traits. In order to demonstrate his role to followers, the leader may engage in a variety of acceptable activities. In both their personal and professional lives, well-liked leaders display ethical leadership by upholding truth, fairness, honesty, openness, and responsibility. Ethical leadership, according to **Yukl (2005)**, is a process in which leaders and followers enhance each other's morals and motivation to a higher level. His findings also define ethical leadership as a process in which leaders and followers raise each other's morals and drive to a higher degree. Leaders strive to raise awareness among their followers by appealing to ideas and moral ideals such as freedom, justice, equality, peace,

and humanitarianism, rather than appealing to fundamental emotions like fear, greed, jealousy, or hatred.

Respect, service, justice, honesty, and a sense of belonging to a community, according to **Northouse (2016)**, are five important values that serve as the foundation for developing excellent ethical leadership. The purpose of these five principles is to generate ethical leaders that respect others, serve others, deal justly and fairly, and are devoted to truth and trust values. Leadership and corporate culture are two characteristics that are intertwined. In the early phases of a firm, it is usually the leaders who have ideas and viewpoints, who establish or mold a culture by inviting all members of the organization. It is feasible that the culture that is owned will be adopted by all of its members if it is well and consistently socialized. Along the process, leadership might change, and a deeply ingrained and vibrant culture can disintegrate. A new leader might offer new energy and ideas to re-socialize already established principles.

2.Literature Review

After reviewing the principles of ethical leadership and behavior, ethical leadership behavior may be defined as a leader's demonstration of right and acceptable conduct and disposition. It may also be defined as a leader's presentation of normatively appropriate behavior in terms of personal acts and interpersonal connections, as well as the extension of such behavior to followers via two-way communication, reinforcement, and decision-making. A leader's act of being honest, democratic, supportive of participation, compassionate, and empathetic is referred to as ethical leadership behavior. It's also linked to a leader's fairness and treating personnel with respect in order to achieve corporate objectives. Teachers' Dedication Employee commitment is one of the work-related attitudes that has piqued the interest of academics and practitioners from numerous sectors owing to the influence it has on employees and organizational performance (**Robbins, 2005**). Commitment, according to **McNeil (2006)**, is the inclination to engage in pleasant activities rather than feeling aimless. Furthermore, people who are described as devoted are more likely to be able to create objectives for themselves and understand their own unique value system; on the other hand, appropriate working circumstances are critical in eliciting their dedication and ensuring that they accomplish their job effectively.

According to **Ivancevich et al. (2006)**, organizational culture is a way to interpret individual and group behavior in an organization. It is commonly used to differentiate between strong and weak culture. A strong culture is defined by the presence of employees who share core values. It means that the more employees who share and embrace core values, the stronger the culture is and the greater its effect on behavior. As per **Robbins (2006)**, organizational commitment is a condition in which employees associate themselves with a certain organization, and its goals, as well as their desire to remain a member of that organization. Strong job engagement means supporting a person's specific work,

and high organizational commitment means supporting the school that they are working in.

According to **Yukl et al. (2013)**, in general, leadership is defined as an individual's ability to influence others. Altruism, trust & integrity, fairness in reward distribution, honesty in dealings, being supportive, engaging in open & transparent communication, emphasizing ethical values, setting clear ethical standards, and holding those accountable for engaging in unethical practices are all examples of ethical leadership. Ethical Leadership as a concept has experienced fragmentation and misunderstanding surrounding its specific philosophy, despite its popularity. "Ethical leadership is about recognizing your basic principles and having the courage to live them in all aspects of your life in service of the greater good," according to the Center for Ethical Leadership (**Grace & Grace, 1998**). "The exhibition of normatively proper behaviour through personal acts and interpersonal interactions, and the encouragement of such conduct to followers through two-way communication, reinforcement, and decision-making," according to the management perspective. "A leader as a moral manager is one who discusses ethical norms or standards with subordinates and offers proper punishments and rewards with regards to ethical/unethical behaviors," according to this perspective (**Brown & Trevio, 2006**), and a moral person (i.e., a caring, honest, and principled individual who makes balanced decisions). They also created the Ethical Leadership Questionnaire, a 10-item scale that measures ethical leadership attitudes (ELS).

The principal's responsibilities include scheduling, budgeting, instructional supervision, physical plant maintenance, and custodial services for students and employees, as well as serving as a liaison between the school, ministry, and the community (**Educational Research Service, 2000**). In addition, according to **Igwe (2003)**, the principal's responsibilities include overseeing the school's proper operation in terms of staff and student welfare, development and implementation of educational programs, provision of proper instruction, school-community relations, discipline, and proper record-keeping. Other responsibilities include student admittance, appropriate reporting of school finances, and maintaining a positive learning environment.

In this study, ethical leadership will be defined as a leader's expression of characteristics such as being honest, dependable, truthful, democratic, supportive of participation, kind, and empathetic. It's also linked to treating people fairly and politely in order to achieve company objectives. Teacher commitment to school includes a strong sense of devotion to the Specific School and a strong willingness to work tirelessly to improve the school. **Ezeugbor (2015)** defined teacher commitment as an individual teacher's psychological connection with the school, as well as that teacher's determination to keep his membership in the school and demonstrate all personal interest. Teachers' commitment, according to **Gemlik et al. (2010)**, is a multidimensional construct in which a teacher feels psychologically tied to a school. **Meyer and Allen (2004)** have previously described the three key

characteristics of commitment: affective, continuation, and normative commitment. Affective commitment refers to employees' positive feelings, involvement, and attachment to their organizations, whereas continuance commitment refers to employees' feelings about the costs of leaving the job, and normative commitment refers to employees' feelings of responsibility to stay on the job. Teachers' commitment will be defined in this study as a demonstration of devotion to the school organization and a strong willingness to put up consistent effort in order to attain the school's goals. Teachers' commitment will be defined in this study as a demonstration of devotion to the school organization and a strong willingness to put up consistent effort in order to attain the school's goals.

3.Statement of the Problem

Principals and other educational leaders are responsible for fostering successful learning communities that are founded and sustained on ethical values such as honesty, tolerance, humility, determination, righteousness, and adaptability. However, in Bhutan, a small number of principals appear to be marked by a variety of immoral behaviors and practices. Observed events at secondary schools across the country reveal that most principals are dismissive of teachers, disingenuous, and appear to disregard both teachers' and students' rights. Few secondary school principals around the country have been accused of mismanaging funds intended for school improvement.

Perhaps, as a result of the administrators' unethical behavior, most instructors are uncommitted to the school, as seen by their negative attitude toward work, absenteeism, lack of attention to teaching, failure to complete given responsibilities, and numerous requests for transfer in a short period of time. The researcher sought answers to the question, "What is the association between teachers' perceptions of principals' ethical leadership behaviors and their commitment in secondary schools in Bhutan?" as a consequence of the following.

4.Purpose of the Study

The major goal of this research is to see if there is a link between teachers' perceptions of principals' ethical leadership behaviors and their commitment in Bhutanese secondary schools.

The investigation came to the following conclusions:

1. The type of relationship that exists between teachers' perceptions of administrators' communication ethics and their commitment.
2. The relationship between teachers' perceptions of principals' climate ethics and their commitment.
3. The nature of the relationship between teachers' commitment and their perceptions of administrators' decision-making ethics.
4. The nature of the relationship between teachers' perceptions of administrators' ethical behavior and their dedication.

5. The nature of the relationship between teachers' commitment and their perception of administrators' ethical leadership behavior.

5. Significance of the Study

Secondary school administrators, instructors, students, the Ministry of Education, the government, and future researchers will all benefit from the study's conclusions if they are implemented.

The study's findings will assist principals by exposing them to the link between their ethical leadership practices and teachers' dedication. As a consequence, principals will be appropriately prepared with the necessary information to assist them in adopting ethical leadership behaviors. Principals will earn the faith of their teachers as a result of this practice, since it has been scientifically proven that teachers' trust in principals is largely impacted by ethical actions. Teachers are likely to be more devoted to their profession as a result of these ethical behaviors. When this is accomplished, the school climate will be enhanced, providing the principal with a positive school environment in which to pursue his or her objectives.

The study's conclusions will be beneficial to instructors. This is because it will make teachers aware of the nature of the link between a principal's ethical leadership behavior and their commitment. As a result, teachers will expect their administrators to instill ethical ideals in their leadership in order to guide them toward commitment.

The study's findings will assist kids in the sense that when administrators' ethical leadership behavior is enhanced, teachers' levels of commitment are likely to increase as well. Students will benefit directly from greater teacher dedication by obtaining better teaching and learning and, as a result, improving their academic performance and success.

The outcomes of this study may aid the Ministry of Education and other education regulatory-authorities in appropriately implementing regulations related principal appointments. That is, hiring ethically conscious principals as school heads in order to encourage teachers to be more devoted to their work. The study's findings will also aid those in the Ministry of Education in determining whether or not necessary training programs for principals and school administrators are needed, with a focus on developing ethical consciousness in them so that they can use it to create an ethical climate that will help improve teachers' commitment.

Improving teacher dedication has always been a challenge for governments, including the present one in Bhutan. This research will provide the government with information on how value-based leadership, such as ethical leadership behaviors, might help teachers enhance their commitment. As a result of this knowledge, the government will be able to organize training for school principals on ethical leadership behaviors.

Finally, the outcomes of the study are expected to be valuable for future academic efforts by future scholars. The findings will contribute to the body of knowledge on principals' leadership behavior, and teachers' commitment, as well as act as a literature source for future scholars. This study report will also serve as a starting stone for such scholars to begin their research.

6. Aim of the Study

The study's goal was to see if there was a link between teachers' perceptions of principals' ethical leadership behaviors and their commitment to secondary schools of Bhutan. The focus was on the four elements of principals' ethical leadership behaviors: communication ethics, climatic ethics, ethical decision-making, and behavioral ethics, as well as their relationship to teachers' commitment.

Hypotheses

The following hypotheses were tested at a significance level of 0.05.

Ho1: There is no substantial relationship between teachers' perceptions of principals' communication ethics and their commitment.

Ho2: There is no substantial relationship between teachers' perceptions of principals' climate ethics and their commitment.

Ho3: There is no substantial relationship between teachers' perceptions of principals' decision-making ethics and their dedication.

Ho4: There is no substantial relationship between teachers' perceptions of principals' behavioral ethics and their commitment.

Ho5: The dedication of teachers is unrelated to their perceptions of principals' ethical leadership behaviors.

Research Questions

The study was guided by the following research question:

1. What is the nature of the link between teachers' perceptions of the communicative ethics of their superiors and their commitment?
2. What is the relationship between teachers' perceptions of principals' environmental ethics and their commitment?
3. What is the nature of the link between teachers' commitment and their perceptions of administrators' decision-making ethics?
4. What is the relationship between teachers' perceptions of administrators' ethical behavior and their commitment?
5. What is the nature of the link between teachers' perceptions of principals' ethical leadership behavior and their commitment to the profession?

7. Research Methodology

Sample

The participants for this study were 200 teachers and principals who were chosen at random from schools in two of Bhutan's major Dzongkhag.

Research Design

This research used a correlational survey design. According to Nworgu (2015), a correlational survey research design tries to determine the link between two or more variables. This methodology is appropriate since the current study investigated the relationship between teachers' commitment and their perceptions of administrators' ethical leadership behaviors.

Procedure

The information is gathered using a survey approach that includes a cover letter outlining the research's goal and a structured questionnaire as the research tool. The teachers were assured of total anonymity of identity and confidentiality of replies when the questionnaire was distributed. The researcher distributed the entire packet, which included the letter and the questionnaire, to 210 school faculties. A total of 200 completed surveys were returned, resulting in a response rate of almost percent. Missing values and outliers were examined in the surveys. The outliers were handled with the Mahalanobis distance tool, and a total of 200 questionnaires were judged suitable for study.

Research Instrument

The study collected data using two instruments: the Ethical Leadership Scale (ELS) and the Teachers' Commitment Scale (TCS). The ELS was developed by Yilmaz (2006), which consisted of 44 components organized into four clusters. After validation, the items were reduced to 43 and were divided into four divisions, as in the original instrument, A, B, C, and D. Section A featured 15 communicative ethics items, section B contained 11 climatic ethics issues, section C contained 9 ethical decision-making items, and section D contained 8 behavioral ethics items.

The TCS is based on Allen, Meyer, and Smith's (1993) Three-Component Commitment Model (TCM), which consisted of 18 components organized into three clusters. The 18 elements were consolidated into a single cluster, and some of them were reorganized to fit the needs of the current study. All of the items were weighted 4, 3, 2, and 1 on a 4-point rating scale of Strongly Agree, Agree, Disagree, and Strongly Disagree.

Validation of the Instrument

The instruments' face validity was assessed by three experts. Two experts from the NIE Paro, and one from NIE Samtse. These experts are all lecturers of the two teacher training college. The research title, aim of the

study, scope, research questions and hypotheses, as well as draft copies of the questionnaires, were delivered to the experts. They examined the instruments for title, relevance, item clarity, and applicability in covering the study's variables. The experts made changes including deleting duplicated items, rephrasing unclear things, and aligning the unique starting statements for each of the instrument sections. The experts' views and suggestions were incorporated into the final edition of the instruments.

Reliability of the Instrument

Copies of the items were trial-tested with 20 teachers at different secondary schools in the country in order to determine their dependability. The two Dzongkhag of Sarpang and Tsirang was chosen for the exam because its residents share a similar language, occupation, and desire for education as those in Bhutan. The replies of the respondents were analyzed to see if the items in each portion of the instruments were internally consistent. Cronbach's alpha was used to do this. The reliability coefficients for the four ELS parts were 0.75, 0.68, 0.71, and 0.74, respectively. The ELS' overall dependability index was 0.72. The device was given a reliability value of 0.84 for the TCS. These reliability coefficients were deemed adequate since they fit between Creswell's (2014) high and very high reliability indices: 0.00-0.20 is very low, 0.21-0.40 is Low, 0.41-0.60 is Moderate, 0.61-0.80 is High, and 0.81-1 is very high.

Method of Data Collection

The researcher used five secondary school teachers as study assistants to administer copies of the instruments directly to the respondents. Teachers were chosen because they can simply distribute copies of the surveys to their colleagues and recover them immediately. The research assistants were briefed and given instructions on how to distribute and collect questionnaire copies from the respondents. The approval of the principals of the sampling secondary schools was requested before proceeding on to the respondents. The researcher and helpers used a direct administration and retrieval approach to distribute copies of the questionnaires to instructors at their respective schools. Completed copies were collected on the spot, and in situations where respondents were unable to submit on the moment, follow-up visits were performed. It took two weeks to distribute and collect the copies of the questionnaires. 21 copies (3.13 percent) were lost or improperly completed at the conclusion of the exercise, and could not be utilized for the analysis. Only 221 copies out of 221 were properly completed and retrieved, resulting in 200 being usable for data analysis. The researcher regarded the return rate of around 96.88 percent of the sample adequate for the study.

Method of Data Analysis

For research questions one through four, Pearson's Product Moment Correlation Coefficient was employed, whereas regression analysis was performed for research question five. Pearson's product moment correlation is thought to be the best method for determining the degree of

correlation between two or more variables (Nworgu, 2015). The coefficient (r) and the magnitude of the link for research questions one to four were evaluated as follows using Best and Khan's (2003) interpretation of a correlation coefficient:

0.3 – 0.5 =moderate;
> 0.5 =strong.

The p-value was used to evaluate the significance of the correlation for the five null hypotheses. The null hypothesis was rejected when the estimated p-value was less than the specified level of significance (0.05). Where the estimated p-value is larger than the stipulated level of significance, the null hypothesis is not rejected (0.05). The Statistical Package for Social Sciences was used to conduct all of the analyses (SPSS).

COEFFICIENT (R)	RELATIONSHIP
.00 - .20	Negligible
.20 - .40	Low
.40 - .60	Moderate
.60 - .80	Substantial
.80 - 1.00	Very high

Muijs (2004) goodness of fit of regression model employing squared regression coefficient (R²) was used to solve research question five, as reported in Cohen et. al. (2007).

R²: 0 – 0.1 =weak;
0.1– 0.3 =modest;

8.Result and Discussion

To emphasize the findings, the data obtained in the field for this study were analyzed and the summaries were given in tables. The presentation was organized in a logical order, beginning with the research questions and ending with the null hypotheses.

Table 1: showing the correlation between principals’ ethics and teachers’ commitment

Q 1. Pearson r on teachers’ perception of principals’ communicative ethics and their commitment				
Source of Variation	N	Communicative ethics r	Teachers’ commitment r	Remarks
Communicative ethics	200	1.0	0.71	Substantial Positive Relationship
Teachers’ commitment	200	0.71	1.00	
Q 2. Pearson r on teachers’ perception of principals’ climatic ethics and their commitment				
Source of Variation	N	Climatic ethics r	Teachers’ commitment r	Substantial Positive Relationship
Climatic ethics	200	1.00	0.79	
Teachers’ commitment	200	0.79	1.00	
Q 3. Pearson r on teachers’ perception of principals’ ethics in decision making and their commitment				
Source of Variation	N	Ethics in decision making r	Teachers’ commitment r	Very High Positive Relationship
Ethics in decision making	200	1.00	0.85	
Teachers’ commitment	200	0.85	1.00	
Q 4. Pearson r on teachers’ perception of principals’ behavioural ethics and their commitment				
Source of Variation	N	Behavioural Ethics r	Teachers’ commitment r	Substantial Positive Relationship
Behavioural ethics	200	1.00	0.86	
Teachers’ commitment	200	0.86	1.00	

Table 1 disclose that there is substantial positive relationship of 0.71 existing between teachers’ perception of principals’ communicative ethic and their commitment supporting research **question 1**.

The existing between **question 3**, teachers’ perception of principals’ ethics in decision making and their commitment is shown with very high positive relationship of 0.85.

Research **question 2** is supported by indicating that there exist substantial positive relationship of 0.79 between the teachers’ perception of principals’ climate ethics and their commitment.

Question 4 is also being answered by showing that there exist positive relationship of 0.86 between teachers’ perception of principals’ behavioural ethics and their commitment.

Table 2: Showing summary of multiple regression analysis

Variable	B	β	t
(Constant)	9.809		7.876
Communicative Ethics	.732	.456	10.367
Climatic Ethics	.893	.445	6.265
Ethics in Decision Making Score	3.483	1.537	12.826
Behavioural Ethics Score	.733	.247	7.736

R = 0.87, R² = 0.76, Ad. R² = 0.76

Table 2 answer the question 5, teachers’ perception of principals’ ethical leadership behaviours have regression coefficient (R) of 0.87 and coefficient of determination

(R²) of 0.76. This is an indication that teachers’ perception of principals’ ethical leadership behaviour accounted for 76.6 percent of their commitment. Considering the size of

R² which is > 0.05, there is strong positive correlation between teachers' perception of principals' ethical leadership behaviour and their commitment.

Testing of Null Hypothesis

Ho1: There is no substantial relationship between teachers' perceptions of principals' communication ethics and their commitment.

Table 3: Significances of Pearson's r on teachers' perception of principals' communicative ethics and their commitment using probability value

Source of Variation	N	Communicative ethics r	Teachers' commitment r	df	p-value	Remarks
Communicative ethics	200	1.00	0.68	347	0.00	Sig
Teachers' commitment	200	0.68	1.00			

Sig= Significant

Table 3 indicates that at 0.05 level of significance and 347df, the calculated r 0.68 has p-value 0.00 which is less than critical p-value 0.05. Therefore the first null hypothesis was rejected. The nature of relationship existing between teachers' perception of principals'

communicative ethics and their commitment was significant.

Ho2: There is no substantial relationship between teachers' perceptions of principals' climate ethics and their commitment.

Table 4: Significances of Pearson's r on teachers' perception of principals' climatic ethics and their commitment using probability value

Source of Variation	N	Climatic ethics r	Teachers' commitment r	df	p-value	Remarks
Climatic ethics	200	1.00	0.87	347	0.00	Sig
Teachers' commitment	200	0.87	1.00			

Sig= Significant

Table 4 indicates that at 0.05 level of significance and 347df, the calculated r 0.87 has p-value 0.00 which is less than critical p-value 0.05. Therefore the third null hypothesis was rejected. The nature of relationship existing between teachers' perception of principals' ethics in decision making and their commitment was significant.

Ho3: There is no substantial relationship between teachers' perceptions of principals' decision-making ethics and their dedication.

Table 5: Significances of Pearson's r on teachers' perception of principals' ethics in decision making and their commitment using probability value

Source of Variation	N	Ethics in decision making r	Teachers' commitment r	df	p-value	Remarks
Ethics in decision making	200	1.00	0.78	347	0.00	Sig
Teachers' commitment	200	0.78	1.00			

Sig= Significant

Table 5 indicates that at 0.05 level of significance and 347df, the calculated r 0.78 has p-value 0.00 which is less than critical p-value 0.05. Therefore the second null hypothesis was rejected. The nature of relationship existing between teachers' perception of principals' climate ethics and their commitment was significant.

Ho4: There is no substantial relationship between teachers' perceptions of principals' behavioral ethics and their commitment.

Table 6: Significances of Pearson's r on teachers' perception of principals' behavioural ethics and their commitment using probability value

Source of Variation	N	Behavioural ethics r	Teachers' commitment r	df	p-value	Remarks
Behavioural ethics	200	1.00	0.76	347	0.00	Sig
Teachers' commitment	200	0.76	1.00			

Sig= Significant

Table 6 indicates that at 0.05 level of significance and 347df, the calculated r 0.76 has p-value 0.00 which is less than critical p-value 0.05. Therefore the fourth null hypothesis was rejected. The nature of relationship

existing between teachers' perception of principals' behavioural ethics commitment was significant.

Ho5: The dedication of teachers is unrelated to their perceptions of principals' ethical leadership behaviors.

Table 7: Regression analysis on the significance of correlation between teachers' perception of principals' ethical leadership behaviors and their commitment

Variable	R	R ²	B	Beta	Cal, F	Cal, t	df	p-value	Remarks
Variable	0.87	0.76			604.72		642	0.00	S
(Constant)			9.845			7.62	642	0.00	S
Communicative Ethics			.674	.456		12.34	642	0.00	S
Climatic Ethics			.814	.443		5.45	642	0.00	S
Ethics in Decision Making			5.492	1.452		12.34	642	0.00	S
Behavioural Ethics			.821	.325		7.86	642	0.00	S

The analysis in Table 7 shows that at 4df numerator, 642df denominator and 0.05 level of significant, the calculated F value 604.72 has probability value of 0.00 which is less than the critical p-value of 0.05. The fifth null hypothesis was rejected. Therefore, teachers' perception of principals' ethical leadership behaviors are significant correlate of their commitment

9. Discussion and Conclusion

The results of this study demonstrate that teachers' perceptions of administrators' communication ethics and their commitment have a moderately good link. This conclusion is obvious since instructors will be satisfied with the school and will experience a strong sense of belonging if they view their principal to be unselfish and true toward them, treats them equally, and accords them the respect they deserve. This will encourage them to support the school's leadership and aims, assisting the school in meeting its objectives. Teachers will be obligated to maintain membership in the school if principals build a foundation of trust among them by being truthful, fair, and courteous to them, and can advise and inspire them by expressing ethical ideals via their actions.

The findings also reveal a significant positive relationship between teachers' perceptions of principals' climate ethics and their commitment. Climatic ethics is focused with being fair and constructive in discussions, establishing a welcoming and cheerful atmosphere, and motivating and rewarding employees' accomplishments. Teachers' willingness to continue working for the school will grow if their view of principals' display of these behaviors improves, and vice versa. This research also suggests that secondary school administrators may stimulate employees' dedication by creating a work environment that meets their inner demands while also attaining the organization's goals. Researchers like Becerra (2010) discovered that school leaders' ethical leadership behavior has a significant impact on teachers' organizational commitment.

The study indicates that teachers' perceptions of principals' ethical leadership behaviors are major correlates of their commitment, based on the facts given, examined, and discussed.

10. Recommendations

The following suggestions were made based on the study's findings:

1. Secondary school principals should be communicating all of the time. Selflessness, humility, patience, and justice are examples of ethical behavior of their interactions with instructors to pique teachers' interests.
2. The report also suggests that principals should constantly model climate ethical behavior by cultivating a sense of trust inside the school and treating teachers with honesty, fairness, and respect. They should constantly use their actions to impart ethical ideas to instructors. This will aid in inspiring instructors' devotion to the school's objectives.
3. Principals should make ethical decisions at all times in the school. They should be fair and helpful, and they should include the employees in school decision-making. Because they will feel like they are a part of the school, administrators will motivate teachers to continue working toward the attainment of school goals.
4. Principals should always lay out clear ground rules for the school, be honest, and work hard to achieve the school's objectives. They should always be willing to talk with instructors and to motivate them. This will boost teachers' sense of responsibility to the school and motivate them to continue working toward the school's objectives.
5. The research also suggests that in order for teachers to stay at the school and work toward the school's goals, leaders should consistently inspire them by teaching ethical ideas via their actions. Teachers will be inspired and dedicated to the school as a result of this, and will continue to give their all in order to achieve school goals.

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