



Teachers’ and administrators’ perception about the concepts of “ethical behavior” and “attitude”

Gülyüz Debeş^a

^a Gülyüz Debeş, Mediterranean Karpasia University, North Cyprus

Abstract

The study attempted to assess teachers’ and administrators’ perceptions about the concepts of ethical behavior and attitude. Mainly due to the study a multidimensional instrument for administrators’ and teachers’ Ethic Behaviour and Attitude Scale (EBA) was developed and validated. Through confirmatory factor analysis, EBA was validated in two dimensions: work-related flexibility and work-related pragmatism. The study adopted relational scanning model research method based on quantitative data. The participants of the study comprised 70 administrators and teachers in North Cyprus Republic who were selected using randomly. The data were collected via Ethic Behaviour and Attitude Scale and analyzed using a series of T-test and Mann Whitney-U test were conducted (ANOVA non-parametric test) to investigate variables with respect to gender, age and working experience. The results revealed that administrators’ and teachers’ perceptions about the concept of ethical behavior and attitude were high corresponding with the highest value of the scale. Meanwhile, school managers’ perceptions about ethical behavior and attitude were higher than teachers’ perceptions about ethical behavior and attitude regarding to work-related pragmatism. In addition, the results revealed that there were significant difference between administrators’ and teachers’ concerning their perceptions about the concept ethical behaviour and attitude according to their ages and working experiences accordingly, when school actors grow up their perceptions about the concept of ethical behavior and attitude increase school actors and school actors who are older than 25 ages were higher perceptions than are those who are under than 25 ages about ethical behavior and attitude.

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Business Ethic; Ethic Behaviour and Attitude; Educational Leadership; School Managers; Teachers

1. Introduction

The purpose of this paper is to consider the relevance of the concept of ethical behaviour and attitude to educational organisations in particular administrators and teachers. In the study, the main question has been posed, how can educational authority ensure that administrators and teachers behave and adopt an attitude ethically? The study, therefore, tested whether administrators and teachers actively involved in ethical standards in educational settings or not. Meanwhile, the study investigated administrators' and teachers' perception about the concept of ethical behavior and attitude and its relationship between the actors and same demographic variables with respect to gender, age and working experience.

Ethics in educational organization impacts greater emphasis on the actions concerning education and decisions of administrators and teachers, therefore, they should decide ethically since their decisions have an influence on school community in. Consequently, this makes ethics particularly important. Thus, ethics must be taken more seriously in schools because school actors not only face ethical problems but they are also responsible for whether next generations will be educated (Haynes, 1998,). The role of schools in transforming next generation, responsible decisions make in schools and close relations with the school community are important for people to realize the significance of ethics for school organizations. Therefore, ethics in this field has been a subject of considerable debate.

The world, ethics was defined as an indispensable part of social life, describing decent behaviors. There have been ongoing debate about to what is something ethical or not and how can we determine the right or wrong? However, ethical principles and values contribute to individuals who come together to accomplish common goals is a continuing concern for the survival of organizations (Infantino & Wilke, 2009). In the context of ethical principles and values, the survival of educational organizations is required ethical behavior and attitude more than ever when today's conjuncture is considered.

At the beginning of the twentieth century, Progressivism, an educational movement occurred as a reaction to the traditional school system of United States of America tried to establish a new vision of a good society to promote desirable balance in the American societal development. In this regard Counts stated that "*There is no truth or knowledge apart from some conception of the nature of the good society; and the good society is not something that is given by nature: it must be fashioned by the hand and brain of man*" (Counts, 1932).

It is very simple idea that If there is no good individual there will be no good society however it is very difficult to answer that how children can be shaped to establish a good society? The Progressivist school asserts that "*At birth, children are viewed as meaning-making organisms who contain little meaning*". As they grow, children construct meaning

by actively interpreting the world to themselves. It is the role of education to shape the meaning created by children and the ways in which children make meaning so that they can act to support appropriate visions of a future good society” (Dewey,1897).

Contemporary philosophy and its schools are changing rapidly much more than in past. Thus, educators need to produce ethical behavior and adopt attitude against of society is considered to be currently undergoing a crisis however it must keep its stability in terms of current education. As a starting point, ethical behavior and attitude provides the educators a framework by which non-academic constructions will be reconstructed to keep a desirable social order. Building on a new perspective that enable us to understand non-academic constructions’ powers and the impact of those powers on school actors provides an insight towards to educators in educational settings.

There is so much than to be said about the practice of creating a good future. The practice of creating a good future depends upon educational organizations where children becomes a fully functioning people and arrives their developmental goals. At the point where children is shaped to establish a good society promotes new teaching practices that focus on non-academic outcomes of children. Schools do not eliminate values ,norms and ethics from educational organization it reinforced them through pedagogies and hidden curriculum. In such a way educators can create a good future where children will grow up to be good people (Block and Israel,2006).

Ethics is the discipline that dealing with acceptable and unacceptable ways of behaviour to the function of ethic principles including moral duty and obligation. Meanwhile, business ethics defines business practices dealing with right decision making provides guidance of ethically behaviour and attitudes (Small, 1995).

Business ethics in the context of ethic behaviour and attitude is concerned with have to and have not to, and implies that there are standards to ethical requirements are responsibility of, and depends on the leadership in the workplace. Ethic behaviour and attitude allows for individuals understanding values in organizations and most important factors to differentiate among them to use this information to regulate their thinking to strive for excellence in productive workforce. Thus, leaders have influence on the organizations as promoters of ethic behaviour and attitude through his or her actions.

To deal with factors that promote ethical performance beside the leadership, teaching ethics are conducted to establishing better ethical mechanism having certain work characteristics in forms of teachers’ moral imagination for ethical decision making, norms and pressures from community and peer groups are also factors affect organizational advancement. In educational organizations there is likely to be a school climate can stimulate the organizational advancement by directly affecting the school climate of opinion and behaviour which is reflected both in the perceptions of managers and teachers of what is expected of them, and in their expectations as to what they are likely to receive in response to their performance.

It is stated that the part of the function of an ethical leadership style in educational settings is to articulate expectations to create not only a positive working climate and promote organizational advancement to establish the ethical behaviour and attitude that govern by school community (Stefkovic & Shapiro, 2003).

To the factors stated above, that the ethical leadership style is concerned with the decisions of leaders which govern by translating values into the functioning form of an organization is through the ethical behaviors and attitudes established by the leaders so that the set of ethical behavior and attitude can be translated the school climate (Allison and Roberst,1993).

This view, though, appears to be predicated on a view of ethical system that is limited to the tools as mission statement and standards of ethical codes in educational settings. Thus, the ethical system has to be implying, in the mission statements and the standard of ethical codes, monitoring school community's outputs with consideration of how to produce ethical behavior in the context of educational settings.

The study of the ethical attitudes and behaviour of educational leaders is also of particular interest for the National Education Association (NEA, 2019) the largest professional organization in the United States stated that school actors should be in a stronger position to translate own ethical attitudes to bear on decisions than teachers in educational organizations whose action are mediated and actions are mediated and constrained by imposed systems and established norms.

Ethics is a powerful facilitator to improve school leaders' attitudes and behaviors in the manner of interaction with others by making ethical decisions. The most influential school leaders are those who create a positive working climate while promote ethical lay down rules (Coplan, 2001). Over the last twenty years, researchers have been stated that leader's ethical behavior and attitude have considerable effect on the enhancement of overall ethics in the schools. Different leadership style can enhance organizational ethical standards (Calabrese and Roberts, 1994; Leithwood and Jantzi, 1998). In the review of the related literature, ethical leadership have been interested in dimensional and interconnected factors such as of interaction within a community on mutual trust and respect and work in a collaborative manner with colleagues and other professionals (Brown et al.2009).

The studies carried out in the field of education regarding ethical leadership generally focus on the cultural background and spiritual capital of school leaders which have influence on the school atmosphere in a positive or negative way. Mainly due to the studies, cultural values and spiritual capital of the school leaders have impact on their ethical behaviors and attitudes (Getzels et al, 1998; Hallinger and Leithwood, 2001). To deal with factors that promote ethical performance beside the leadership, teaching ethics

are conducted to establishing better ethical mechanism having certain work characteristics in forms of teachers' moral imagination for ethical decision making, norms and pressures from community and peer groups are also factors affect organizational advancement.

Teachers' ethical behavior and attitude are undertaken some obligations to comply with set of ethical standards that generally define as professional behavior in the work place. Due to the professional responsibilities of teachers, their ethical behaviors and attitudes have been interested in teachers' professional quality depend on the development of moral judgments level and teaching attitudes which play a determining role in the identification of teacher ethical behaviors (Terhart,1998;Oser,1991).

Ethical behaviors in the teaching profession refer an ethical mechanism in accordance with work standards and ethical behaviors in teachers' relations with students, colleagues, families and the society (Baser, 2005).

Similar to the US, European countries and others have also made important decisions the ministry of Turkey has identified personal and professional ethical values related to teacher competencies and putting them into practice. Consequently, the personal and professional values related to teacher competencies include and six main areas such as professional development, getting to know the student, the process of learning and teaching, observation and assessment of learning and development, parent-school-society relations, curriculum and content area knowledge (MEB, 2006).

Therefore, the study leads to determine administrators' and teachers' the concept of work-related ethical behavior and attitude. When literature is examined, it is seen that the determination of work-related ethical behavior and attitude of administrators and teachers has not been studied previously, therefore, studying these variables would contribute to the understanding of importance of the positive sources in education. Considering that ethical behavior and attitude have influence on organizational advancement in achieving desired educational goals and objectives.

Ethics must be taken more seriously in schools because teachers and administrators not only face ethical problems but they are also responsible for whether next generations will be educated and moral people. Ethics in school administration puts greater emphasis on the actions concerning education and decisions of administrators. School administrators should decide ethically since their decisions have an influence on several people in schools. Consequently, this makes ethics particularly important. In this sense, the study is to examine the following research questions:

1. What are the administrators' and teachers' perceptions like about the concepts of "ethical behavior" and "attitude"?
2. Are there any significant differences between administrators' and teachers' perceptions of "ethical behavior" and "attitude"?

3. Does the gender of administrators and teachers effect their perceptions of ethical behavior and attitude?
4. Does the age of administrators and teachers effect their perceptions of ethical behavior and attitude?
5. Does the working experience of administrators and teachers effect their perceptions of ethical behavior and attitude?

2. Method

2.1. Research Design

The study utilized relational scanning research method based on quantitative data. In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically.² One of the central goals is to build accurate and reliable measurements that allow for statistical analysis (Goertzen, 2017). The other details of the research method are as follows:

2.1.1. Participant characteristics

The participants of the study comprised 35 school managers and 35 teachers at primary and middle school in North Cyprus Republic Semester of 2020-2021 academic years. The questionnaire forms were delivered participants, 39 (%57.7) were female and 31 (%44.3) were male. In terms of work experiences, 34 participants (%48.6) were less than 25 years and 36 participants (%51.4) were more than 25 years. In terms of educational status, 35 participants (%50) were school managers and 35 participants (%50) were teachers.

2.2. Data Collection Instruments

Based on the aims of the study, “Ethical Behavior and Attitude Scale” which was developed by Gülyüz Debeş (2020) was used to investigate school managers’ and teachers’ perceptions about their principals’ ethical behaviors and attitudes. The previously validated scale included 8 statements with 5-point likert-scale responses such as; (1) Strongly disagree; (2) Disagree; (3) Partly agree; (4) Agree (5) Completely agree.

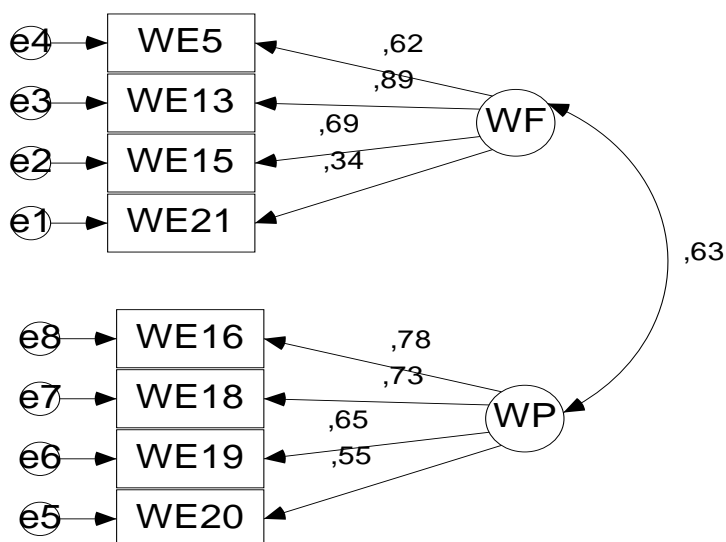
Through confirmatory factor analysis, EBA was validated in two dimensions: work-related flexibility and work-related pragmatism. In addition, a series of t-test and Mann Whitney-U test were conducted (ANOVA non-parametric test) to investigate variables on ethic behaviour and attitude of school managers and teachers were also examined with respect to gender, age, working experience and educational degree.

An exploratory factor analysis (EFA) using factor was conducted to determine the factor structure. EFA is performed in the early stages of developing EBA. Before performing EFA, measurement appropriateness for the 21 survey items was evaluated through use of descriptive statistics. The 8 items were factor analysis by SPSS using maximum likelihood factor analysis with rotation. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.78 and the Bartlett's Test of Sphericity was significant ($p < .001$). As a result, 8 of 21 items were removed. Item analyses were conducted on the remaining 8 items fit a two factors; work flexibility and work-related pragmatism constructed variance of %65.96.

Confirmatory factor analysis (CFA) was used AMOS version 17 to confirm the factors within an new sample, followed by a reliability analysis to determine internal and external validity of scale items. The conventional chi-square test, comparative fit index (CFI), and root mean square error approximation (RMSEA) values were used to evaluate model fit. A non significant ($P > 0.05$) χ^2 is desirable and suggests the model adequately represents the data. The CFI can range from 0 to 1.0 and estimates the proportion of the sample variances and co-variances explained by the model. CFI values > 0.95 and RMSEA values < 0.08 are considered to represent 'good' correspondence between observed. Standardized path coefficients (factor loadings), factor correlations and second order loadings were examined to evaluate the relationship between each indicator with its associated factor. See table 3.

The table 3. The Model Fit Measurement Statistic.

	CMIN/DF	GFI	CFI	RMSEA
Model fit indeks*	<3.00	0.90	0.90	<0.10
Model	1.81	.91	.91	.09



Factor correlations with respective factor, and with each of the factor were demonstrated significant positive correlations between work flexibility and work-related pragmatism; $r=.48$ ($p<.001$); Work flexibility and ethical behavior and attitude scale $r=.83$ ($p<.001$). As predicted, there was also a significant correlation between work-related pragmatism and ethical behavior and attitude scale $r=.89$ ($p<.001$). See table 4.

Table 4. Factors correlation

	Work flexibility	Work-related pragmatism
Work flexibility	-	
Work-related pragmatism	.48**	-
Ethical behavior and attitude	.83**	.89**

Factor correlations with respective factor, and with each of the factor were demonstrated significant positive correlations between work flexibility and work-related pragmatism; $r=.48$ ($p<.001$); work flexibility and ethical behavior and attitudes scale $r=.83$ ($p<.001$). As predicted, there was also a significant correlation between work-related pragmatism and ethical behavior and attitudes scale $r=.89$ ($p<.001$). See table 5.

Table 5. Total items correlations

Items	R
WE5	.41
WE13	.65
WE15	.43
WE16	.68
WE18	.57
WE19	.57
WE20	.43
WE21	.40

Reliability analysis for the internal consistency was tested using Cronbach's alpha for each competency in SPSS. The Cronbach's Alpha reliability coefficient was .79 for the complete scale (8 items), .68 for work flexibility (4 items), .75 for work-related pragmatism. As a result, strong evidence of consistency in participants' response to the EBA items was observed.

2.2. Results

2.2.1. Research Questions 1

The research question 1 concerns about what administrators' and teachers' perceptions about the concept of ethical behavior and attitude. Considering administrators' and teachers' perceptions of the means score were accounted as \bar{X} = 13.67 (SS=3.83) and subscales were accounted from high to low were listed as follows: work-flexibility \bar{X} =6.50 (SS=2.03) and work-related pragmatism \bar{X} =7.17 (SS=2.39) with highest value of 40. Accordingly, administrators' and teachers' perception about the concept of ethical behavior and attitude were high. Table 6 shows relative the statistic.

Table 6. Administrators' and Teachers' Perception about ethical behavior and attitudes according to subscale

	n	Min.	Max.	X	SS	Skewness	Kurtosis
Work flexibility	70	4.00	14.00	6.50	2.03	.766	.145
Work pragmatism	70	4.00	13.00	7.17	2.39	.573	-.155
Ethical behavior and attitude	70	8.00	22.00	13.67	3.82	.247	-.865

2.2.2. Research Question 2

To explore whether there were significant differences between administrators' and teachers' perception about ethical behavior and attitude, t- test was conducted. Considering the average scores, the results revealed that there were no significant differences between the means score of administrators and teachers and work flexibility dimension ($t_{(68)} = 1.85$, $p = .07$).

Considering the average scores with two subscales, the results revealed that there were no significant differences between the means score of administrations and teachers and work flexibility dimension ($t_{(68)} = 1.85$, $p = .07$). However, significant differences were observed between the means score of administrations and teachers ($t_{(68)} = 2.50$, $p = .01$) and work-related pragmatism ($t_{(68)} = 2.37$, $p = .02$). According to results, administrators' perceptions about ethical behavior and attitude were higher than teachers' perceptions about the concept of ethical behavior and attitude regarding to work-related pragmatism. See table 6.

Table 6. T-test results

		n	X	SS	SH	t	Sd	p
Flexibility	manager	35	6.94	2.30	.39	1.85	68	.07
	teacher	35	6.05	1.64	.28			
Pragmatism	manager	35	7.83	2.45	.41	2.37	68	.02
	teacher	35	6.51	2.17	.37			
Ethical Behavior and attitude	manager	35	14.78	3.95	.67	2.50	68	.01
	teacher	35	12.57	3.39	.57			

2.2.3. Research Question 3

The research question 3 concerns about does the age of administrators and teachers make any difference between their perceptions about the concept of ethical behavior and attitude. To explore whether there were significant age differences between administrators' and teachers' perceptions about the concept ethical behaviour and attitude, t- test was conducted. The results revealed that there were significant difference between administrators and teachers concerning their perceptions about the concept of ethical behaviour and attitude according to their ages ($r=.29$, $p<.001$). In addition, significant differences were observed in work flexibility ($r=.34$, $p<.001$). However, there were no significant differences between administrators and teachers concerning their perceptions about the concept of ethical behaviour and attitude according to work-related pragmatism ($r=.17$, $p>.05$). See table 7.

Table 7. Mann Whitney-U Test results according to examine gender differences

	Age
Work flexibility	.34**
Work pragmatism	.17
Ethical Behavior and attitude	.29**

2.2.4. Research Question 4

The research question 4 concerns about does the gender of administrators and teachers make any difference in their perceptions about the concept of ethical behavior and attitude. To explore whether there were significant gender differences between administrators and teachers' perception about the concept of ethical behaviour and attitude, Mann Whitney-U test was conducted. The results revealed that there were no significant differences between male and female administrators and teachers concerning their perception about ethical behavior and attitude ($t_{(68)} = -.01$, $p = .99$). The subscales' statistics were listed as follows work flexibility and work-related pragmatism ($t_{(68)} = -.18$, $p = .86$; $t_{(68)} = .13$, $p = .99$). See table 8.

Table 8. Mann Whitney-U Test results according to examine gender differences

		n	\bar{X}	SS	SH	t	Sd	p
Work Flexibility	female	39	6.46	1.71	.27	-.18	68	.86
	male	31	6.55	2.41	.43			
Work-related Pragmatism	female	39	7.20	2.43	.39	.13	68	.90
	male	31	7.13	2.39	.43			
Ethical behavior and attitude	female	39	13.67	3.75	.60	-.01	68	.99
	male	31	13.68	3.96	.71			

2.2.5. Research Question 5

The research question 5 concerns about does the working experience of administrators and teachers make any difference in their perceptions about the concept of ethical behavior and attitude. To explore whether there were significant differences between administrators' and teachers' perception about the concept of ethical behaviour and attitude, t-test was conducted. Considering the subscales' score, there were no significant differences between administrators and teachers who have working experiences less than 25 years and more than 25 years with regard to work-related pragmatism ($t_{(68)} = -1.81$, $p = .07$). However, the significant differences were observed between administrators and teachers who have working experiences less than 25 years and more than 25 years with regard to means of the scale ($t_{(68)} = -2.89$, $p = .01$) and work flexibility subscale ($t_{(68)} = -1.81$, $p = .07$).

Accordingly, administrators and teachers who are older than 25 ages were higher perceptions than are those who are under than 25 ages about ethical behavior and attitude. See table 9.

Table 9. t-test results according to differences in working experiences among administrators and teachers

		n	X	SS	SH	t	Sd	p
Flexibility	1-25 years	34	5.73	1.52	.26	-3.26	68	.01
	25 up	36	7.22	2.20	.37			
Pragmatism	1-25 years	34	6.65	2.30	.39	-1.81	68	.07
	25 up years	36	7.67	2.41	.40			
Ethical behavior and attitude	1-25 years	34	12.38	3.43	.59	-2.89	68	.01
	25 up years	36	14.89	3.81	.63			

3. Discussion

Ethics in educational organization impacts greater emphasis on the actions concerning education and decisions of administrators and teachers, therefore, they should decide ethically since their decisions have an influence on school community. Consequently, this makes ethics particularly important. Ethics must be taken more seriously in schools because administrators and teachers not only face ethical problems but they are also responsible for whether next generations will be educated. The role of schools in transforming next generation, responsible decisions made in schools and close relations with the school community are important for people to realize the significance of ethics

for school organizations. Therefore, ethics in this field has been a subject of considerable debate.

In the study, the main question has been posed, how can educational authority ensure that school actors behave and adopt an attitude ethically? The study, therefore, tested whether the administrators and teachers actively involved in ethical standards in educational settings or not. Considering the average scores; out of two subscales, the results revealed that there were no significant differences between the means score of scale and work flexibility dimension. However, significant differences were observed between the means score of scale and work-related pragmatism. According to results, administrators' perceptions about ethical behavior and attitude were higher than teachers' perceptions about the concept of ethical behavior and attitude regarding to work-related pragmatism. With regard to the results, it can be claimed that managers behave more pragmatic than teachers as well as they behave flexible similarly with the teachers in the schools.

Meanwhile, the results revealed that there were significant difference between administrators and teachers concerning their perceptions about ethical behaviour and attitude according to their ages. According to results, when administrators and teachers grow up their perceptions about the concept of ethical behavior and attitude increase, therefore, ethical judgments may require develop a maturity in cognitive processes. In addition, the significant differences were observed between administrators and teachers according to their work experiences. Due to the result, administrators and teachers who have working experiences more than 25 years demonstrated higher perception about the concept of ethical behavior and attitude. Thus, the practice of ethical principles may require more functioning with the non academic outcomes in the schools.

Therefore, from the perspective of ethical judgment and its relationship between ethical behavior and attitude in the schools, the study of school actors of is a good place to start however the similar study can be conducted on larger educational organisations.

4. Conclusions

Ethical principles and values contribute to individuals who come together to accomplish common goals is a continuing concern for the survival of organizations. In the context of ethical principles and values, the survival of educational organizations is required ethical behavior and attitude more than ever when today's today conjuncture is considered.

Ethics must be taken more seriously in schools because teachers and administrators not only face ethical problems but they are also responsible for whether next generations will be educated and moral people. Ethics in school administration puts greater emphasis on the actions concerning education and decisions of administrators. School administrators

should decide ethically since their decisions have an influence on several people in schools. Consequently, this makes ethics particularly important.

As mentioned at the beginning part of this article “ethical behavior and attitude is the beginning point in responsible for decision making process and is the basis for all subsequent decision regarding educational organizations. Ethical judgments become the criterion for determining the aims, means and end of educational organizations. Thus, school actors can stimulate an idea of “making common good” to children who will grow up to establish a good society and thus society will keep its own stability. As educators, we have not to forget this sentences “There are two educators one should teach us how to make a living and the other how to live.” (Block and Israel, 2006).

References

- Allinson, Robert E.: 1993, *Global Disasters: Inquiries into Management Ethics*. Prentice Hall, Simon and Schuster, Asia, Singapore.
- Agarwal, J. & Malloy, D. C. (1999). Ethical work climate dimensions in a not-for-profit organization: An empirical study. *Journal of Business Ethics*, 20, 1-14.
- Ajzen, I. and M. Fishbein: 1980, *Understanding Attitudes and Predicting Social Behavior* (PrenticeHall, Englewood Cliffs, NJ).
- Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership in schools: panacea, placebo or problem? *Journal of Educational Administration*, 39(1), 24-46
- Balazas, A. L.: 1990, ‘Value Congruency: The Case of the “Socially Responsible” Firm’, *Journal of Business Research* 20, 171–181.
- Bass, B. M. & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17, 112-121.
- Beck, L. G., Murphy, J., & Associates (1997). *Ethics in educational leadership program: Emerging models*. Columbia, MO: The University Council for Educational Administration.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662-683.
- Brown, M. E. (2007). Misconceptions of ethical leadership: How to avoid potential pitfalls. *Organizational Dynamics*, 36(2), 140–155.
- Crawford, M. C.: 1970, ‘Attitudes of Marketing Executives Towards Ethics in Marketing Research’, *Journal of Marketing Research* 34, 46–52.
- Cullen, J. B., Parboteeah, K. P., & Victor, B. (2003). The effects of ethical climates on organizational commitment: A two-study analysis. *Journal of Business Ethics*, 46, 127-141

- Cuilla, J. B. (1998). Leadership ethics: Mapping the territory. In J. B. Cuilla (Ed.), *Ethics, the heart of leadership* (pp. 3-25). Westport, CT: Quorum Books
- Dickson, M. W., Smith, D. B., Grojean, M. W., & Ehrhart, M. (2001). An organizational climate regarding ethics: The outcome of leader values and the practices that reflect them. *Leadership Quarterly*, 12, 197-217.
- Ferrel, O. C. and L. G. Gresham: 1985, 'A Contingency Framework for Understanding Ethical Decision Making in Marketing', *Journal of Marketing* 49, 87–96
- Fritzsche, D. J. (2000). Ethical climate and the ethical dimension of decision making. *Journal of Business Ethics*, 24, 125-140.
- Greenfield, W. D. (1995). Toward a theory of school administration: The centrality of leadership. *Educational Administration Quarterly*, 31, 61-85.
- Goertzen, J. M. (2017). Applying Quantitative Methods to E-book Collections. *American Library Association Journals*, 53(4), Chapter 3.
- Grace, G. (2000). Research and the challenges of contemporary school leadership: The contribution of critical scholarship. *British Journal of Educational Studies*, 48(3).
- Hunt, S. D., V. R. Wood and L. B. Chonko: 1989, 'Corporate Ethical Values and Organizational Commitment in Marketing', *Journal of Marketing* 53, 79–90.
- Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effect of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16, 319-333.
- Leithwood, K. & Jantzi, D. (2005). A review of transformational school leadership research 1996-2005. *Leadership and Policy in Schools*, 4, 177-199.
- Posner, B. Z.: 1993, 'Value Congruence and Differences Between the Interplay of Personal and Organizational Value Systems', *Journal of Business Ethics* 12(5), 341–347.
- Ryan, L. V. (2000). Moral aspects of executive leadership: Searching for a new leadership paradigm. *International Journal of Value-Based Management*, 13, 109-122.
- Rosenblatt, Z. & Peled, D. (2002). School ethical climate and parental involvement. *Journal of Educational Administration*, 40(4), 349-367.
- Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly*, 27(2), 185-202.
- Smith, R. (1997). Essential ethical considerations in teaching. *Education*, 117, 17-21.
- Nolan, F. L. (1993). Ethical leadership and school culture: An exploratory study of nine middle level schools (Doctoral dissertation, University of Minnesota, 1993).
- Hayes, W. (2006). The progressive education movement: Is it still a factor in today's school. Eric
- Vardi, Y. (2001). The effects organizational and ethical climates on misconduct at work. *Journal of Business Ethics*, 29, 325-337.

Wimbush, J. C. & Shepard, J. M. (1994). Toward an understanding of ethical climates: Its relationship to ethical behavior and supervisory influences. *Journal of Business Ethics*, 13, 637-647.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (**CC BY-NC-ND**) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).