

Short Paper

Exploring School Leaders' Ethical Leadership and Teachers' Organizational Citizenship Behavior

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Abstract

This study explores the ethical leadership practices demonstrated by school leaders and their impact on Organizational Citizenship Behavior (OCB) among teachers. The findings provide valuable insights into the dimensions of ethical leadership perceived by teachers and their engagement in discretionary behaviors that benefit the school and students. The results reveal strengths in fairness and power sharing, indicating that school leaders were perceived as making just and inclusive decisions. However, ethical guidance and role clarification require improvement, emphasizing the need for effective communication about ethics and clear expectations. Teachers exhibited a strong inclination towards OCB, demonstrating a commitment to go beyond their regular responsibilities to support the school and enhance student experiences. The positive correlation between ethical leadership and OCB highlights the importance of ethical leadership in fostering a positive organizational climate. School leaders should prioritize ethical guidance and role clarification, foster a supportive culture, and recognize and reward OCB. Future research should continue to explore the relationship between ethical leadership and OCB, and longitudinal studies can identify causal mechanisms. The



implications of this study emphasize the importance of ethical leadership, the need for improvement in certain dimensions, the significance of a positive organizational climate, and the link between ethical leadership and teachers' engagement in discretionary behaviors. These findings have implications for educational institutions and school leaders in promoting ethical leadership practices and enhancing teachers' engagement in OCB.

Keywords – ethical leadership, organizational citizenship behavior, school leadership

INTRODUCTION

The role of school leaders in shaping the conduct and practices of teachers is crucial for the development and progress of education (Rokstad et al., 2015). Ethical leadership, which lies at the heart of educational leadership (Daly et al., 2004), has been linked to favorable outcomes for teachers and educational organizations. By promoting ethical standards and creating a positive and inclusive environment, they establish a culture that values integrity, honesty, and fairness. This, in turn, fosters trust and collaboration among teachers, leading to improved professional conduct, enhanced teaching practices, and ultimately, better educational outcomes for students. Additionally, ethical leadership emphasizes accountability and encourages teachers to take ownership of their actions, continuously develop their skills, and strive for excellence in their work.

Teachers who work for ethical leaders are committed, empowered, and do their best for their schools (Barkhordari-Sharifabad et al., 2018). This commitment stems from the ethical leader's ability to inspire and motivate teachers, creating a sense of purpose and shared vision. As a result, teachers feel empowered to take ownership of their work, implement innovative teaching strategies, and contribute their unique insights to the school's development. They are more likely to have a sense of trust and well-being (Chughtai et al., 2015) and to exhibit organizational citizenship behavior (OCB), which refers to flexible behavior that is not directly valued by the organization's formal reward system but contributes to organizational effectiveness.

Despite the importance of ethical leadership and OCB in education, there is a gap in the literature regarding the relationship between these two constructs in the context of schools. While there are many studies exploring ethical leadership and organizational citizenship behavior separately, there are none that explore their relationship. This study aims to address this gap by exploring the ethical leadership of school leaders and its relationship with the organizational citizenship behavior of teachers.

This study specifically aims to provide an in-depth understanding of the ethical leadership practices exhibited by school leaders within a particular district. The researchers seek to obtain a comprehensive overview of the dimensions of ethical leadership demonstrated by these school heads, identifying which dimensions are most prominently

displayed and which may require further attention. Additionally, the study intends to look at OCB among teachers and investigate the relationship between ethical leadership and OCB. By examining these factors, the researchers aim to shed light on the impact of ethical leadership on teachers' discretionary behaviors and their contribution to the overall effectiveness of an educational institution.

LITERATURE REVIEW

Ethical Leadership

Ethical leadership has been a topic of substantial interest and research within the field of educational leadership. Scholars have explored various dimensions, outcomes, and factors associated with ethical leadership in schools, highlighting its significance in promoting positive organizational climates and enhancing educational outcomes.

Brown et al. (2005) conducted a comprehensive review of the literature on ethical leadership, providing a conceptual framework and synthesizing key findings. They define ethical leadership as a combination of moral personhood and moral influence, emphasizing the leader's role in promoting ethical conduct, fairness, and justice within the organization. The review underscores the positive relationship between ethical leadership and employee outcomes such as job satisfaction, commitment, and reduced unethical behavior.

Treviño et al. (2003) propose a social learning perspective on ethical leadership, suggesting that leaders serve as role models for ethical behavior. They argue that leaders who consistently display ethical conduct create a moral climate that shapes the behavior and attitudes of followers. The review highlights the influence of ethical leadership on followers' ethical decision-making, emphasizing the importance of leaders' moral credibility and the alignment of ethical values between leaders and followers.

Literature reveals a positive association between ethical leadership and follower performance, indicating that ethical leaders contribute to enhanced employee productivity and effectiveness. The study emphasizes the role of ethical leadership in fostering a supportive work environment that motivates and engages employees. Mayer et al. (2012) explore the antecedents and outcomes of ethical leadership, emphasizing the influence of individual and contextual factors on leaders' ethical behavior. They highlight the positive impact of ethical leadership on team processes, trust, and collaboration. Furthermore, Mayer et al. (2012) introduce the concept of ethical leadership as a form of social exchange, where leaders meet followers' ethical expectations through fairness, consideration, and honesty. Their research emphasizes the positive outcomes of ethical leadership, including increased follower performance, job satisfaction, and organizational citizenship behavior.

Ethical Leadership in Education

Ethical leadership encompasses a range of behaviors and values that prioritize moral decision-making, fairness, transparency, and accountability (Brown et al., 2005). Within the school setting, ethical leaders create a positive ethical climate, fostering trust and promoting integrity in decision-making processes (Ciulla, 2004). These leaders also emphasize fairness and justice, ensuring equitable treatment of all stakeholders in resource allocation, disciplinary actions, and opportunities for professional growth (Starratt, 2004). Additionally, ethical leaders demonstrate respect and empathy, valuing diverse perspectives, actively listening to others, and displaying empathy toward the needs and concerns of staff, students, and parents (Sergiovanni, 2005).

Ethical leadership plays a critical role in guiding ethical decision-making processes within schools. Ethical school leaders navigate complex ethical dilemmas, utilizing principled approaches to make decisions that align with the best interests of students and the school community. Moreover, ethical leadership contributes to the development of a positive organizational climate by fostering trust, collaboration, and a shared sense of purpose among staff and students (Brown & Treviño, 2006). By exemplifying ethical conduct, school leaders also serve as influential role models, shaping the ethical behavior of teachers, students, and other stakeholders (Gruenert & Whitaker, 2015).

The application of ethical leadership in educational organizations emphasizes the responsibility assumed by a leader's role and is high in the hierarchy of tools that contribute to school effectiveness. Studies have also shown that ethical leadership can positively impact decision-making in schools (Arar & Saiti, 2022). Ethical leadership also involves an ethic of community. This requires school leaders to listen to students' and parents' voices. It is about ensuring there is time and space for school communities to work together for long-term commitment and change. An ethical approach to leadership can assist school leaders to develop inclusive cultures in their schools. Further, an ethical approach to leadership will support the development of a school culture that is underpinned by a clear vision and a set of shared values for the school community (Carrington & Kimber, 2020).

Organizational Citizenship Behavior of Teachers

Organizational citizenship behavior (OCB) refers to discretionary behaviors that go beyond formal job requirements and contribute to the overall functioning and effectiveness of an organization. In the context of education, the OCB of teachers plays a vital role in creating a positive work environment, enhancing student outcomes, and fostering organizational success.

OCB among teachers can be classified into three main dimensions. Altruistic OCB involves teachers voluntarily assisting colleagues and providing emotional support, while conscientious OCB encompasses behaviors such as adhering to rules, attending

professional development activities, and actively participating in school improvement initiatives. Courtesy-based OCB includes acts of politeness, respect, and helpfulness towards colleagues, students, and parents (Choong & Ng, 2022).

Several factors influence the OCB of teachers. Job satisfaction is positively associated with OCB, as satisfied teachers exhibit greater commitment and dedication to their work and colleagues. Perceived organizational support, which reflects the level of support teachers feel from the organization, is also a significant predictor of OCB. Transformational leadership, characterized by inspiration and motivation, can foster a climate of trust, collaboration, and empowerment, thereby positively influencing OCB among teachers (Rhoades & Eisenberger, 2002; Bass & Riggio, 2006).

Despite its benefits, several challenges and limitations exist in relation to OCB among teachers. Time and workload constraints often hinder teachers' engagement in discretionary behaviors, as they prioritize essential job tasks. The lack of explicit recognition and reward systems for OCB may also discourage teachers from consistently demonstrating such behaviors. Additionally, unclear role expectations and responsibilities can create confusion and hinder teachers' engagement in discretionary behaviors (Lee & Allen, 2002).

METHODOLOGY

Design

This study utilizes a quantitative correlational approach to investigate the association between ethical leadership demonstrated by school leaders and the organizational citizenship behavior (OCB) displayed by teachers. The research aims to explore the dimensions of ethical leadership and ethical leadership's potential relationship on teachers' OCB in educational contexts. Gaining a deeper understanding of the link between ethical leadership and OCB can provide valuable insights for promoting positive organizational behavior and cultivating a supportive work environment.

Participants

The sample for this study consisted of 65 public school teachers selected via random sampling from a specific district in the Division of Leyte, situated in the Eastern Visayas Region of the Philippines. The utilization of random sampling ensured that each teacher in the district had an equiprobable chance of being included in the study, enhancing the sample's representativeness. As a result, the findings and conclusions drawn from this study can be reasonably extrapolated to the broader population of public school teachers in the aforementioned district of Leyte.

Data Collection

The measurement of ethical leadership in this study involved the utilization of The Ethical Leadership at Work (ELW) questionnaire (Kalshoven et al., 2011). This questionnaire was employed to assess the teachers' perceptions of the ethical leadership behaviors exhibited by their school heads. The questionnaire consists of 38 items, categorized into seven subdimensions: fairness (6 items), integrity (4 items), ethical guidance (7 items), people-orientation (7 items), power sharing (6 items), role clarification (5 items), and concern for sustainability (3 items). To account for negatively worded items, seven items were reverse-coded. A 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was utilized for response options. Higher scores indicate a higher level of perceived ethical leadership behavior displayed by the school heads, as perceived by the teachers. The internal consistency of the scale, measured using Cronbach's alpha, was calculated to be 0.966. A high value of alpha (> 0.90) may suggest redundancies. However, it's important to note that alpha is also sensitive to the number of items in a test. So, a high value of Cronbach's alpha could also indicate that the instrument has a large number of items or that the items are highly correlated. Notwithstanding the high alpha value, the researchers maintained the items as the ELW scales have been shown to have sound psychometric properties and good construct validity (Kalshoven et al., 2011). Sample ELS questions are included in the appendix (Appendix A).

To measure teachers' organizational citizenship behavior (OCB), a 20-item questionnaire specifically designed for teachers and principals in the context of schools was utilized (Belogolovsky & Somech, 2010). The questionnaire assessed three aspects of teachers' OCB: (a) five items focused on teachers' OCB toward the school as a unit, (b) eight items examined teachers' OCB toward the team, and (c) seven items explored teachers' OCB toward students. A 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was also employed as the response format for this questionnaire. The questionnaire demonstrated good reliability, with a Cronbach's alpha coefficient of .84 indicating high internal consistency.

Data Analysis

The descriptive and inferential analyses in this study were conducted using SPSS version 28. To explore the relationship among variables, the Pearson product-moment correlation coefficient was specifically utilized. This statistical method allowed for the examination of the associations between the variables under investigation.

Ethical Consideration

This study was conducted in strict accordance with the ethical standards established for research within the academic community. Prior to their inclusion in the study, all potential participants were provided with a comprehensive informed consent

form. The informed consent form meticulously outlined the study's purpose, procedures, potential risks and benefits, as well as the rights afforded to the participants. Of particular importance was the assurance of voluntary participation. The informed consent explicitly stated that individuals were under no obligation to take part in the study, and they possessed the freedom to withdraw their participation at any point without incurring any adverse consequences. This emphasis on voluntary involvement ensured that participants had complete autonomy and control over their engagement in the research.

The study also placed a strong emphasis on maintaining confidentiality and anonymity. Participants' personal information and identities were treated with the utmost discretion and were strictly safeguarded. No reports or publications resulting from the study included any identifying information of the participants

Scope and Delimitations

The results of this study were based solely on the data collected by the researchers using the specified instruments. The research team did not seek to obtain any additional information beyond what was explicitly stated in the instruments. The scope of the study was defined by the research objectives and the specific variables and measures outlined in the instruments. The researchers focused exclusively on analyzing the collected data to address the research questions, ensuring that the findings were derived from the intended sources of information.

RESULTS

One of the objectives of this study is to gain a profound insight into the ethical leadership practices demonstrated by school leaders. The researchers aim to obtain a comprehensive understanding of the various dimensions of ethical leadership exhibited by school heads as perceived by the participant teachers. Table 1 presents the dimensions of ethical leadership along with their corresponding means and standard deviations. The means provide an indication of the average scores obtained for each dimension, representing the central tendency of the data. The standard deviations, on the other hand, offer a measure of the variability or dispersion of the scores around the mean for each dimension. The combination of means and standard deviations provides valuable information about the distribution and characteristics of the data within each dimension of ethical leadership.

Table 1. Mean and Standard Deviation of the Dimensions of Ethical Leadership

Dimension	Mean	SD
People orientation	3.98	0.36
Fairness	4.12	0.62
Power sharing	4.45	0.68
Concern for sustainability	3.69	0.23
Ethical guidance	3.28	0.47
Role clarification	3.51	0.24
Integrity	4.04	0.80

Table 1 reveals noteworthy findings regarding the dimensions of ethical leadership. Among the seven dimensions assessed, fairness and power sharing emerged with the highest mean scores, indicating that school heads demonstrated strong ethical leadership in these areas. Conversely, the dimensions of ethical guidance and role clarification obtained the lowest mean scores, with ethical guidance exhibiting the lowest score among all dimensions. These results highlight the need for further attention and improvement in the areas of ethical guidance and role clarification within the leadership practices of school heads. The disparities in mean scores across the dimensions provide valuable insights into the strengths and areas of growth for ethical leadership in the studied context.

Meanwhile, table 2 shows teachers' organizational citizenship behavior across three aspects: OCB towards the school as a unit, team, and students.

Table 2. Teachers' Organizational Citizenship Behavior (OCB)

OCB aspect	Mean	SD
OCB toward the school	4.52	0.67
OCB toward the team	3.98	0.89
OCB toward the students	4.55	0.76

Table 2 presents findings regarding organizational citizenship behavior (OCB) among the participants. The results indicate that the mean scores for OCB, particularly in relation to school and students, are relatively high. This suggests that teachers exhibit a strong tendency to engage in discretionary behaviors that contribute to the overall functioning and well-being of the school and benefit the students. Furthermore, it is worth noting that the mean scores for OCB towards school and OCB towards students are very close, indicating commitment and engagement across both aspects. These findings emphasize the positive disposition of teachers towards going above and beyond their regular responsibilities to support the school and enhance student experiences.

Table 3 that follow presents the general correlation between ethical leadership and OCB providing a quantitative representation of their association.

Table 3. Correlation Between Ethical Leadership and OCB

		Ethical Leadership	
OCB		$r = 0.61$	$P = 0.000$

The significant correlation value of 0.61 between ethical leadership and Organizational Citizenship Behavior (OCB) in Table 3 highlights the important relationship between these two factors. A correlation coefficient of 0.61 indicates a moderate to strong positive correlation between ethical leadership and OCB. Rice (2006) describes a correlation coefficient of 0.60 – 0.79 as a strong positive correlation. This means that as ethical leadership practices increase, the likelihood of observing higher levels of OCB among employees also increases.

The positive correlation suggests that when leaders demonstrate ethical behavior, promote fairness, and act as role models for their employees, it positively relates to their willingness to engage in discretionary behaviors that benefit the organization beyond their formal job responsibilities. Employees are more likely to exhibit behaviors such as helping colleagues, engaging in proactive problem-solving, and going above and beyond their prescribed roles

DISCUSSION

The results obtained from this study provide a comprehensive understanding of ethical leadership practices demonstrated by school leaders and their impact on Organizational Citizenship Behavior (OCB) among teachers.

The findings from Table 1 regarding the dimensions of ethical leadership provide valuable insights into the perceptions of school leaders' practices as perceived by the participants. Fairness, defined as the absence of favoritism and the treatment of others in a just and equal manner, emerged as one of the highest-scoring dimensions. This suggests that the school leaders were perceived as making principled and fair choices in their decision-making processes. The high mean scores in power sharing indicate that the participants perceived their leaders as inclusive and willing to involve teachers in decision-making, actively listening to their ideas and concerns. These findings indicate that school leaders in the study demonstrated strong ethical leadership in terms of fairness and power sharing. Ethical leaders who share power, give employees a sense of competence, and allow them to be independent (Resick et al., 2006) are likely to enhance self-efficacy (Kanungo, 2001). In turn, this may enhance employee effectiveness. Power sharing gives followers the opportunity to develop skills, which enhances effectiveness (Yukl, 2006). Also, power sharing and fairness are important ethical leader behaviors for employee OCB as reported by Kalshoven (2010).

On the other hand, the dimensions of ethical guidance and role clarification obtained the lowest mean scores among all dimensions. Ethical guidance, which encompasses communicating about ethics, explaining ethical rules, and promoting and

rewarding ethical conduct, exhibited the lowest score. This suggests that there is room for improvement in terms of providing ethical guidance within the leadership practices of school heads. School leaders should focus on effectively communicating about ethics, providing clear explanations of ethical rules, and actively promoting and rewarding ethical behavior among teachers. Additionally, the dimension of role clarification, which involves clarifying responsibilities, expectations, and performance goals, also received a relatively low mean score. This highlights the need for school leaders to enhance role clarity within the organization, ensuring that teachers have a clear understanding of their responsibilities and performance expectations. By addressing these areas for improvement, school leaders can create a more supportive and conducive environment for teachers to perform their duties effectively. It is important to note that the study of Kalshoven (2010) showed that leaders who show consistent behavior, guide ethical behavior, and clarify work roles were perceived as more effective.

Meanwhile, the findings related to teachers' Organizational Citizenship Behavior (OCB) in this study are noteworthy and reveal positive trends. The mean scores for OCB, particularly in relation to the school as a unit and students, were relatively high, indicating a strong inclination among teachers to engage in discretionary behaviors that benefit the overall functioning of the school and contribute to student well-being. The high mean scores suggest that the participants in the study demonstrated a commitment to going above and beyond their regular responsibilities. They exhibited a willingness to actively support the school as a collective entity and actively contribute to enhancing the educational experiences of the students. The similarity in mean scores between OCB towards the school and OCB towards students further emphasizes the teachers' dedication and engagement in both aspects.

These findings highlight the positive disposition of the participants towards engaging in behaviors that extend beyond their formal job requirements. The high mean scores suggest that the teachers in the study were motivated to make valuable contributions that enhance the overall functioning and success of the school while prioritizing the well-being and growth of the students. The demonstrated commitment and engagement in OCB among teachers have significant implications for the overall effectiveness and success of the school. Engaging in discretionary behaviors such as assisting colleagues, participating actively in team projects, and providing additional support to students can lead to a positive work environment, improved collaboration, and enhanced student outcomes. These findings also indicate the presence of a positive organizational climate that fosters and encourages OCB among teachers. School leaders and administrators play a crucial role in nurturing this climate by promoting a supportive and inclusive culture, recognizing and rewarding OCB, and providing opportunities for professional growth and development.

The correlation analysis presented in Table 3 reveals a significant positive correlation of 0.61 between ethical leadership and OCB. This finding underscores the importance of ethical leadership in fostering a positive organizational climate that

encourages and enhances OCB among teachers. As leaders demonstrate ethical behavior and promote fairness, it positively relates to employees' willingness to engage in discretionary behaviors that benefit the organization beyond their formal job requirements. The moderate to strong positive correlation suggests that as ethical leadership practices increase, the likelihood of observing higher levels of OCB among teachers also increases.

The available literature, while limited in empirical evidence, consistently supports a positive relationship between ethical leadership and Organizational Citizenship Behavior (OCB). Brown and Treviño (2006) have highlighted this association. Moreover, other studies have further reinforced this notion. Mayer et al. (2012) discovered a positive relationship between ethical leadership and group-level OCB. Additionally, Den Hartog and De Hoogh (2009) have also suggested a positive relationship between ethical leadership and individual-level OCB. Although more empirical research is needed to establish a robust understanding of this relationship, these studies and the current study collectively contribute to the growing body of evidence supporting the positive association between ethical leadership and OCB.

CONCLUSIONS AND RECOMMENDATIONS

This study has shed light on the ethical leadership practices demonstrated by school leaders and their impact on Organizational Citizenship Behavior (OCB) among teachers. The findings highlight both strengths and areas for improvement within the leadership practices of school heads. Fairness and power-sharing emerged as dimensions where school leaders demonstrated strong ethical leadership, while ethical guidance and role clarification require further attention and enhancement. These results emphasize the need for effective communication about ethics, clear explanations of ethical rules, and the promotion and recognition of ethical conduct. Additionally, providing role clarity and setting clear expectations for teachers' responsibilities and performance goals are crucial.

The study also revealed positive trends in teachers' OCB, indicating their strong commitment to going above and beyond their regular responsibilities. The high mean scores suggest a positive organizational climate that encourages and supports discretionary behaviors benefiting the school and students. School leaders should foster this positive climate by promoting a supportive and inclusive culture, recognizing and rewarding OCB, and providing opportunities for professional growth and development. The significant positive correlation between ethical leadership and OCB further highlights the importance of ethical leadership in promoting and enhancing discretionary behaviors among teachers. As ethical leadership practices increase, there is a greater likelihood of observing higher levels of OCB among teachers.

Based on these findings, several recommendations can be made. Firstly, school leaders should prioritize the development of ethical guidance practices and role clarification within their leadership approaches. Effective communication about ethics and

the promotion of ethical conduct should be embedded in their leadership strategies. Clear expectations and role clarity should be provided to ensure teachers have a comprehensive understanding of their responsibilities and performance goals. Additionally, school leaders should actively foster a positive organizational climate that encourages and supports OCB. This can be achieved by promoting a supportive and inclusive culture, recognizing and rewarding OCB behaviors, and providing opportunities for professional growth and development.

Furthermore, future research should continue to explore the relationship between ethical leadership and OCB to further strengthen the empirical evidence in this area. Longitudinal studies can provide insights into the causal nature of the relationship and identify potential mechanisms through which ethical leadership correlates OCB.

IMPLICATIONS

The findings of this study have significant implications for educational institutions and school leaders. Firstly, the study emphasizes the importance of ethical leadership in shaping the behavior and engagement of teachers. School leaders need to prioritize and demonstrate ethical practices, including fairness, power sharing, ethical guidance, and role clarification. By doing so, they can create a positive work environment and promote teachers' engagement in discretionary behaviors.

The study also highlights areas for improvement, particularly in ethical guidance and role clarification. School leaders should focus on enhancing communication about ethics, providing clear explanations of ethical rules, and actively promoting and rewarding ethical conduct. Additionally, clarifying responsibilities, expectations, and performance goals is crucial to ensure teachers have a clear understanding of their roles within the organization.

The high mean scores in teachers' Organizational Citizenship Behavior (OCB) suggest the presence of a positive organizational climate in the studied schools. School leaders should continue to foster this climate by promoting a supportive and inclusive culture, recognizing and rewarding OCB, and providing opportunities for professional growth and development. Creating an environment that encourages and supports discretionary behaviors can lead to enhanced collaboration, improved student outcomes, and overall school success.

The significant positive correlation between ethical leadership and OCB underscores the importance of ethical leadership practices in influencing teachers' engagement in discretionary behaviors. School leaders should recognize the impact of their ethical conduct on teachers' behaviors and actively strive to promote and model ethical behavior. By doing so, they can inspire and motivate teachers to go beyond their formal job requirements, contributing to the overall success of the school.

Furthermore, continuous research and development are needed to strengthen our understanding of the relationship between ethical leadership and OCB. It is important to identify potential mechanisms and contextual factors that influence this relationship. Future studies should explore the long-term effects of ethical leadership on OCB and investigate specific strategies and interventions that can effectively enhance ethical leadership practices in the educational setting.

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FUNDING

This study did not receive external funding.

DECLARATIONS

Conflict of Interest

We declare that there are no conflicts of interest present in this study.

Informed Consent

All participants in this study have willingly and voluntarily participated. Prior to their involvement, they were provided with an informed consent form that clearly outlined the purpose of the study, the procedures involved, potential risks and benefits, and their rights as participants. They were given ample opportunity to ask questions and were provided with the necessary information to make an informed decision about their participation.

Ethics Approval

The research design ensures that the study involves minimal risk to participants. As per the specific guidelines or exemptions for ethics approval in educational research studies, it has been determined that this study does not require formal ethics approval.

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Authors' Biography

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Appendix A

Sample Items from the Ethical Leadership at Work Questionnaire

Domain	Questions
People orientation	<ol style="list-style-type: none"> 1. Listens to what employees have to say. 2. Disciplines employees who violate ethical standards.
Fairness	<ol style="list-style-type: none"> 1. Holds me accountable for problems over which I have no control. 2. Holds me responsible for work that I gave no control over.
Power sharing	<ol style="list-style-type: none"> 1. Allows subordinates to influence critical decisions. 2. Does not allow others to participate in decision making.
Concern for sustainability	<ol style="list-style-type: none"> 1. Would like to work in an environmentally friendly manner. 2. Shows concern for sustainability issues.
Ethical guidance	<ol style="list-style-type: none"> 1. Clearly explains integrity related codes of conduct. 2. Explains what is expected from employees in terms of behaving with integrity.
Role clarification	<ol style="list-style-type: none"> 1. Indicates what the performance expectations of each group member are. 2. Explains what is expected of each group member.
Integrity	<ol style="list-style-type: none"> 1. Keeps his/her promises. 2. Can be trusted to do the things he/she says.