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INVESTIGATING THE IMPACT OF HEADTEACHERS' ETHICAL LEADERSHIP ON TEACHERS' PERFORMANCE

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**Key Words: Ethical Leadership, Teachers' Performance, Fairness, Concern For
Sustainability, Ethical Guidance, Role Clarification, Integrity**

ABSTRACT

This quantitative study aimed at investigating the impact of headteachers' ethical leadership on teachers' performance. The teachers both male and female working in public primary, elementary, high, and higher secondary schools in the Okara division were the population of the study. Teachers were selected randomly for the data collection. The Teacher Performance Scale and The Ethical Leadership Scale were used to collect data from teachers. Questionnaires were distributed by hand and online to teachers who were selected randomly for the study. The collected data was analyzed using SPSS software. The result of the study showed a significant and positive impact of fairness, concern for sustainability, ethical guidance, role clarification, and integrity on teachers' performance and showed a significant relationship between Teacher Performance and Ethical Leadership. So Ethical leadership should be practiced by the headteachers to improve teachers' performance in schools. This study helps fill the void between teachers and headteachers.

INTRODUCTION

Ethical leadership is described as "the exhibition of prescribed acceptable behavior through individual activities and association, and the advancement of such behavior to followers through connection, encouragement, and decision-making," according to Brown, Trevino, and Harrison (2005:120). According

to a concept, an ethical leader should set a bar for others and resist all temptations. Ethical leadership, in reality, is challenging, and the standards are far higher, despite the importance of great character and proper values. In the same way, Freeman and Stewart (2006) described an ethical leader as a motivator who sets an example for others and avoids enticements, and has "moral ethics" and "strong character." Ethical leaders are those in organizations who strive to understand their monarchy's reason, vision, and esteem without sacrificing self-interest. Within an interpretation of moral principles, ethical leaders encapsulate the organization's reason, vision, and values, as well as the values of its constituents. The most important determinants of organizational success are high-quality relationships based on trust and belief. Such types of relations develop and flourish in the rich soil of fundamental values like conviction, regard, dignity, justice, decency, worth, equality, and kindness, which ethical leaders should recognize. The leader should understand that by adhering to these basic principles, the human endeavor will succeed (Berghofer & Schwartz, 2009).

Education is essential for a country's growth, as well as for fortifying a nation and enabling people to contribute something worthwhile to the service of humanity and the advancement of their own country and nation. Teachers contribute greatly to the development and achievement of educational objectives (Capram, Barbaranelli, Steca, & Malone, 2006). Teachers have a direct effect on their student's achievement and results, and they can be a tremendous source of inspiration for them. Quality schooling can't be imparted without elevating the pleasantness of the teachers, for no schooling gadget can feature efficiently without dedicated, committed, and lively teachers.

Since secondary school education is the end-point of formal education for a large number of students in Pakistan, they join the workforce after completing their education. However, it is a harsh reality that high school performance levels are low. Graduates' performance isn't up to par, nor is their productivity in line with societal needs. As a consequence, it is important to provide students with the knowledge, skills, and trust required to lead a good and beneficial life. It is critical for the educational system to respond to community needs and to produce individuals who are active, efficient, zealous, and inspired. Only highly successful, ambitious, committed, and technically trained educators would be able to do this.

Ethical leadership and teachers' performance:

Teachers are the most valuable strengths in schools, and without them, the school's aims and objectives may not be met. Research has been undertaken to determine the influence of ethical leaders in improving teacher performance. According to Toor and Ofori (2009), ethical leadership may serve as an intercede factor in linking institution civilization and teacher performance. According to the study, ethical leadership is more likely to result in a leader's effectiveness, teachers' desire to put in additional effort, teachers' job satisfaction, and an environment conducive to ethical leadership flourishing, all of which will contribute to improved teacher performance. Ethical leadership has a favorable impact on teachers' performance, intrinsic

motivation, and work reactions. Piccolo, Greenbaum, Hartog, & Folger, (2010) claims that leaders with strong ethical values can influence the Job Characteristic model's "task importance" and "autonomy," as well as employees' desire to put extra effort into task performance. Ethics may be considered a significant aspect inside the institution if teachers see headteachers' positive moral image, and this impression may be converted into a great admiration of headteachers' by teachers inside a school (Piccolo et al., 2010). When a school's leadership is regarded to be unethical, it manifests itself in the head's unwillingness to follow regulations, take charge of unethical conduct, and elude even the impression of misconduct (O'Connell & Bligh, 2009). Trust and teachers' commitment is two critical aspects to consider when it comes to ethical leadership and increasing teacher performance.

•Trust: Individuals' expectation of faith in the organization and leadership is a holy and emotional bond between people (Darcy, 2010). Constructive conflict, goal dedication, personal accountability, and attaining communal goals all require trust (Lencioni, 2005 cited in Collins, 2010). The assumption that someone would not act opportunistically is known as trust. (Robins, Millet, Judge, & Water-Marsh 2008). There are two types of trust, given by Jones & George (1998), quoted in Zhu, May, & Avolio (2004): conditional and unconditional trust. Conditional trust refers to a circumstance in which both parties are ready to deal with one other as long as they behave responsibly and characterize the circumstance using the same interpretative framework. Conditional trust, on the other hand, is defined by shared values that organize social situations and serve as the primary vehicle via which people perceive trust. Deterrence-based, knowledge-based, and identification-based trust are the three categories of trust recognized by theorists in organizational relationships (Robbins, et al., 2008). The fear of retaliation if the trust is broken is the basis for deterrence trust. Because of the consequences, individuals act in line with what they say. Knowledge trust is built on the predictability of a person's behavior based on previous interactions. Mutual knowledge of aims of each other and respect for the other's needs and appetency are the foundations of identification-based trust. In institutions, trust is a serious problem that affects performance and, if demolished, may have destructive results. Teachers trust their leaders which will most likely sum in more adherence to school regulations and laws, easier implementation of school reform, improved contributions from teachers' performance, aimed to stay, and civic virtue behavior. (Robbinson 1996; Van Zyl & Lazeney, 2002 cited in Ponnu & Tennakoon, 2009). Teachers are less inclined to obey dishonest leaders and are more prone to take advantage of them (Robbins, et al., 2008). In addition to profits, increments, and other traditional measures of educational outcomes, Covey (1998) advises businesses to look at the impact of trust on the core. Low levels of trust can lead to school degradation as relationships erode, resulting in political infighting, and inefficiency, institutions with less or no trust have no foundation for further improvement. According to studies, when instructors view an institution's atmosphere to be ethical, they have more faith in it. The creation of higher efficiency in relationships between teachers, headteachers, and other staff members can be

aided by trust within an institution (Leo, 1996). Institutional trust-building programs frequently yield long-term advantages.

•**Commitment:** Essentially put, commitment is characterized as an individual's or a group's devotion and commitment to an institution. A situation in which a teacher identifies with a certain institution and its aims and aspires to remain a member of the institution is known as institutional commitment. Institutions have utilized commitment to predict desirable teacher behavior in terms of performance, desertion, and spiritual relation. In theory, institutional commitment has three components: emotional, continuance, and normative (Meyer & Allen, 1991). The term "affective commitment" refers to a teacher's emotional connection to the institution. The distinguished economic worth of staying with an institution versus leaving it is known as continuance commitment. A moral or ethical responsibility to stay with an institution is known as normative commitment. However, studies have found a link between ethical leadership and institutional adhesion among teachers. According to several of these research, high levels of distinguished ethical leadership behavior are linked to greater levels of institutional adhesion among teachers (Ponnu & Tennakoon, 2009; Upadhyay & Singh, 2010). In a similar vein, there was a favorable correlation between the influence of a leader's ethical behavior and the level of commitment of teachers to the organization (Mize, K.J., Stanforth, N. & Johnson, C 2000 cited in Zhu, May & Avolio, 2004).

The effectiveness of teachers is a critical component of any company and the most significant factor in the organization's success and efficiency. Sure, most companies rely on their workers, but one or two employees cannot alter the course of the company. The organization's success is the product of all of its teachers working together. "Performance is the main multi-character element aimed at achieving results with a strong link to the organization's planned objectives." (Mwita. 2000). Headteachers and teachers of all ranks must contribute their success and contribution, as well as make the best use of their skills, to help the organization achieve its goals and objectives. Teachers are often kept to a set of standards by the organizations. In certain cases, teachers strive to meet these demands, but in others, they must rely on their head teachers or management for proper guidance. As a result, teachers must be well-trained in order to demonstrate performance by carrying out their tasks and responsibilities in an artistic manner. Here, a question comes to mind how an instructor can be knowledgeable and efficient in improving the efficiency, modernism, and success of an organization? An effective ethical leadership plan can be a powerful tool for assisting in the discovery and polishing of leadership qualities among the organization's teachers. The association between performance and leadership can be direct and sometimes indirect (Gadot, 2007), which demonstrates that through leadership development programs, teachers can develop leadership qualities. According to recent studies, investing in human resource development is an asset for organizations seeking to modernize the capabilities and skills of teachers to improve performance and efficiency. Teachers' professional and non-technical education and training are critical in this sense to improve their skills and capabilities (Rowold, 2008). Ethical Leadership is well-known in today's

world, and it has been shown by studies to be an integral factor in the performance of organizations. Ethical Leadership is also being used to motivate and influence people to do better (Popper, 2005).

The head teacher's role in raising the standard of education at the school level is critical because of his ethical leadership practices and behaviors. The performance level of teachers will be increased if headteachers play an outstanding leadership position and excel in presenting a vision for their teachers, raising their performance level through ethical leadership practices, and fostering a collective decision-making culture in their schools. Teachers would be inspired and eager to carry out their scholastic duties with zeal, diligence, and a missionary spirit. Teachers who are highly motivated, happy, and successful will work much harder, and their efforts will result in highly competent, motivated, and enthusiastic individuals who are ready to serve their country and society faithfully and efficiently. As a consequence, the long-standing complaint about our educational system's inefficiency and ineffectiveness will fade away. As a result, this study aims to investigate the connection between headteacher ethical leadership practices and teachers' performance at the school level.

Statement of Problem:

The quality of education is under huge criticism despite consecutive efforts by the authorities. The major factor behind this deteriorating quality of education is the lack of teachers' consistency in performance. The teachers' performance is directly linked with the attitude of school leaders. It is the school leaders who provide a conducive working environment for teachers. The area of ethical leadership is needed special consideration from education for the smooth functioning and betterment of the system. The head teacher's ethical leadership practice is the key indicator for enhancing teachers' performance. For this purpose, it is imperative to explore the ethical leadership style of school leaders and its impact on teachers' performance so the real causes of the lack of teachers' performance may be explored.

Significance of study:

The study will be beneficial for both the educational leaders and stack holders in the following context.

1. The study will examine either educational leaders have awareness of ethical leadership or not.
2. It will explore the effect of ethical leadership styles on teacher performance.
3. Moreover, the study will enhance the moral and ethical significance of educational leaders' conduct.
4. It will bring to the notice of higher authorities whether ethical conduct is being observed at the school level or not.
5. This study will be beneficial for new researchers who want to research the ethical leadership style of educational leaders.

Objectives of the study:

The following are the objectives of the study of the relationship between teachers' performance and head teachers' ethical leadership:

1. To find out the impact of head teachers' ethical leadership on teachers' performance.
2. To explore teachers' performance.

Research hypothesis:

H₀₁: Relationship between FAR (fairness) and Teacher Performance (TP) does not exist

H₀₂: Relationship between CS (concern for sustainability) and Teacher Performance (TP) does not exist

H₀₃: Relationship between EG (ethical guidance) and Teacher Performance (TP) does not exist

H₀₄: Relationship between RC (role clarification) and Teacher Performance (TP) does not exist

H₀₅: Relationship between IT (integrity) and Teacher Performance (TP) does not exist

METHODOLOGY

This research was conducted to investigate the impact of ethical leadership practices of head teachers on teachers' performance. The survey technique was opted to collect data from the school teachers whilst investigating the effect of head teachers' ethical leadership style on the overall performance of teachers. This chapter includes a detailed explanation of the methodology and procedures used for the present study. The population of the study, sampling techniques, variables of the study, instruments used, the validation and pilot testing of the instruments, data collection procedure, and data analysis methods have been explained in detail.

The population of the Study

The teachers both male and female working in public primary, elementary, high, and higher secondary schools in the Okara division were the population of the study.

Sample of the Study

To conduct the study elementary and high schools were selected randomly from the Okara district. Questionnaires were distributed to elementary and high school male and female teachers. Teachers were selected randomly for the data collection. An online questionnaire was shared with the teachers. The response rate was rational to specify the results of the study to the intended population.

Research instruments

The following research instruments were used by the researcher to conduct the study.

Teachers' performance scale

To measure teachers' performance in schools the Teacher's Performance Scale (TPS) developed by Dr. Tahir Khan Farooqi (2016) was used. The permission was granted by the author at the request of the researcher. The reliability of the scale calculated using SPSS was 0.876.

Ethical leadership scale

To measure the ethical leadership behavior of head teachers the Ethical Leadership at Work (ELW) developed by KarianneKalshoven, Deanne N. Den Hartog, and Annel H.B. De Hoogh (2010) was used. The permission was granted by the authors at the request of the researcher. The reliability of the scale calculated using SPSS was 0.763.

Inventory of the teachers' demographic variables

A survey about the demographic information of teachers was conducted. The demographic variables included age, gender, educational qualification, professional qualification, headship experience, and school locale.

Sources of data

1. All the male teachers of elementary, high, and higher secondary school.
2. All the female teachers of elementary, high, and higher secondary school.
3. Headteachers of elementary, high, and higher secondary school.

Collection of data

The Teacher Performance Scale and The Ethical Leadership Scale were used to collect data from teachers. As per the recommendation of prior studies (Raof et al., 2021; Abdulmuhsin et al., 2021; Basheer et al., 2021; Yan et al., 2020; Nuseir et al., 2020; Asada et al., 2020) Questionnaires were distributed by hand and online to teachers who were selected randomly for the study.

Data analysis

Statistical Package for Social Sciences (SPSS) was used to analyze the data. Statistical techniques applied for data analysis were descriptive statistics, T tests, correlations, and regression.

RESULTS

The results obtained after data analysis are given below.

Correlations

H₀1: Relationship between FAR and Teacher Performance (TP) does not exist

Table 1: Relationship Between FAR and Teacher Performance

Variable	Mean	SD	Correlation <i>r</i>	Sig. (2Tailed)	Decision
FAR	2.7790	.82831	-.209**	.000	Rejected
TP	3.6201	.62205			

Results given in Table 1 show that a weak significant relationship was found between FAR and TP as the values $r = -.209^{**}$, $p < .01$. It appears that FAR and Teacher Performance (TP) are correlated. So, the null hypothesis is rejected.

H₀2: Relationship between CS and Teacher Performance (TP) does not exist

Table 2 Relationship between CS and Teacher Performance

Variable	Mean	SD	Correlation <i>r</i>	Sig. (2Tailed)	Decision
CS	3.4263	.73920	.326**	.000	Rejected
TP	3.6201	.62205			

Results given in Table 2 show that a weak significant relationship was found between FAR and TP as the values $r = .326^{**}$, $p < .01$. It appears that CS and Teacher Performance (TP) are correlated. So, the null hypothesis is rejected.

H₀3: Relationship between EG and Teacher Performance (TP) does not exist

Table 3 Relationship between EG and Teacher Performance

Variable	Mean	SD	Correlation <i>r</i>	Sig. (2Tailed)	Decision
EG	3.4028	.64766	.444**	.000	Rejected
TP	3.6201	.62205			

Results given in Table 3 show that a weak significant relationship was found between EG and TP as the values $r = .444^{**}$, $p < .01$. It appears that EG and Teacher Performance (TP) are correlated. So, the null hypothesis is rejected.

H₀4: Relationship between RC and Teacher Performance (TP) does not exist

Table 4 Relationship between RC and Teacher Performance

Variable	Mean	SD	Correlation <i>r</i>	Sig. (2Tailed)	Decision
RC	3.5196	.72518	.475**	.000	Rejected
TP	3.6201	.62205			

Results given in Table 4 show that a weak significant relationship was found between RC and TP as the values $r = .475^{**}$, $p < .01$. It appears that RC and Teacher Performance (TP) are correlated. So, the null hypothesis is rejected.

H₀₅: Relationship between Integrity and Teacher Performance (TP) does not exist

Table 5 Relationship between Integrity and Teacher Performance

Variable	Mean	SD	Correlation <i>r</i>	Sig. (2Tailed)	Decision
EL	3.2921	.49167	.416**	.000	Rejected
TP	3.6201	.62205			

Results given in Table 5 show that a weak significant relationship was found between Integrity and TP as the values $r = .416^{**}$, $p < .01$. It appears that EL and Teacher Performance (TP) are correlated. So, the null hypothesis is rejected.

Regression Analysis:

In this section, we run regression analysis to find the impact of dependent variables on independent variables.

Variables

Dependent Variable Y= Teachers' Performance

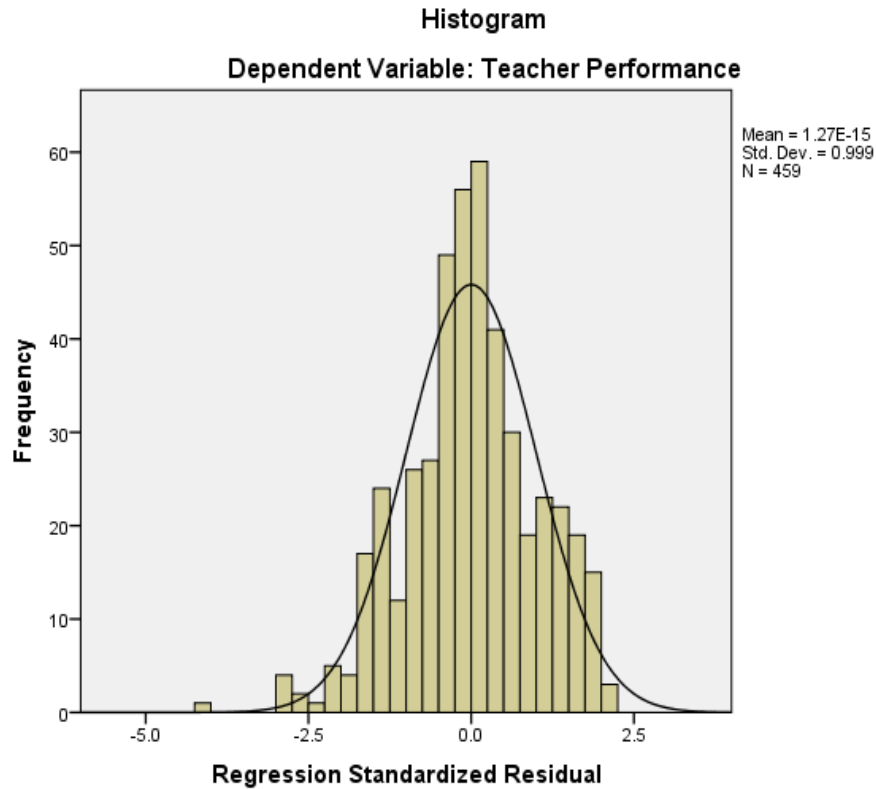
Independent Variable X= Fairness

Regression Model $Y_i = \beta_0 + \beta_1 X_i + \mu_i$

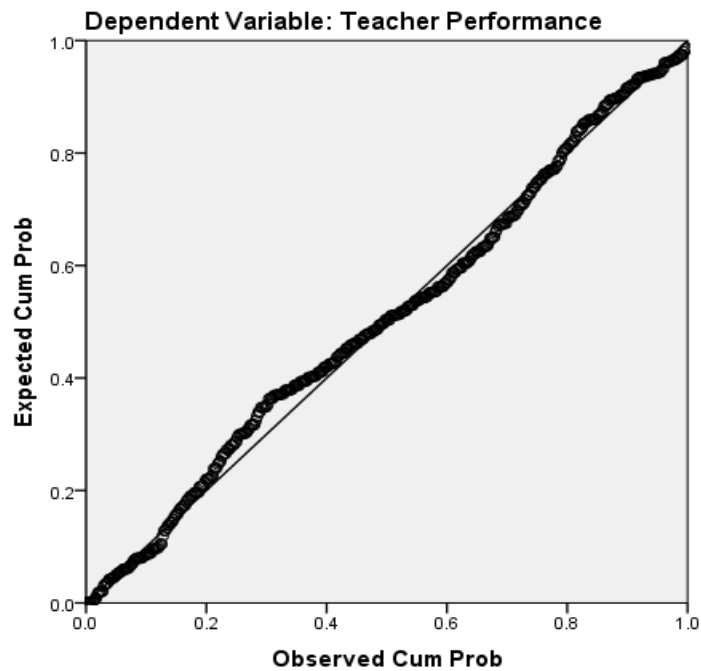
Estimated Model $Y_i = 4.056 + .157 X_i$

Table 6: Regression Analysis Fairness and Teachers' Performance

Model	Parameters	Standard Error	t-ratio	Sig	R ²
Constant	4.056	0.100	40.752	0.000	0.209
Fairness	.157	0.034	4.567	0.035	



Normal P-P Plot of Regression Standardized Residual



To measure the impact of Ethical Leadership attribute fairness on teachers' performance linear regression model was used. The result of regression is shown in table 6. Fairness was the independent variable and teachers' performance was the dependent variable. Results show that the t-test for the parameter was greater than 2 which shows that the coefficient was significant. The significant value (p-value) was zero which is also an indication of the

significance of the parameter. Co-efficient of determination (R^2) was 0.209 which was low. It showed that some other factors should be included in the model. Hence, fairness has a significant impact on teachers' performance.

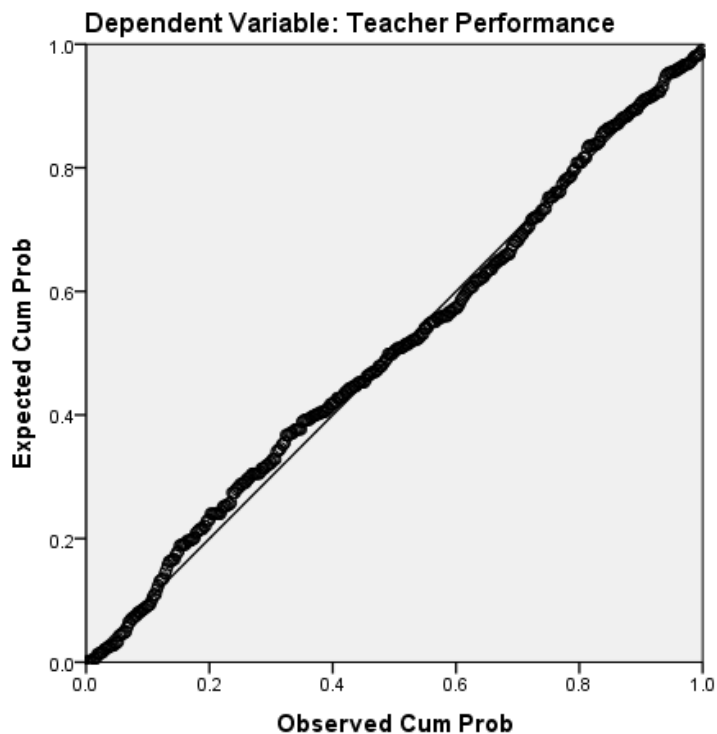
Variables

Dependent Variable Y= Teachers' Performance
 Independent Variable X= Concern for sustainability
Regression Model $Y_i = \beta_0 + \beta_1 X_i + \mu_i$
Estimated Model $Y_i = 2.679 + 0.037 X_i$

Table 71: Regression Analysis concern for sustainability and Teachers' Performance

Model	Parameters	Standard Error	t-ratio	Sig	R ²
Constant	2.679	.130	20.537	0.000	0.326
CS	.274	.037	7.372	0.000	

Normal P-P Plot of Regression Standardized Residual



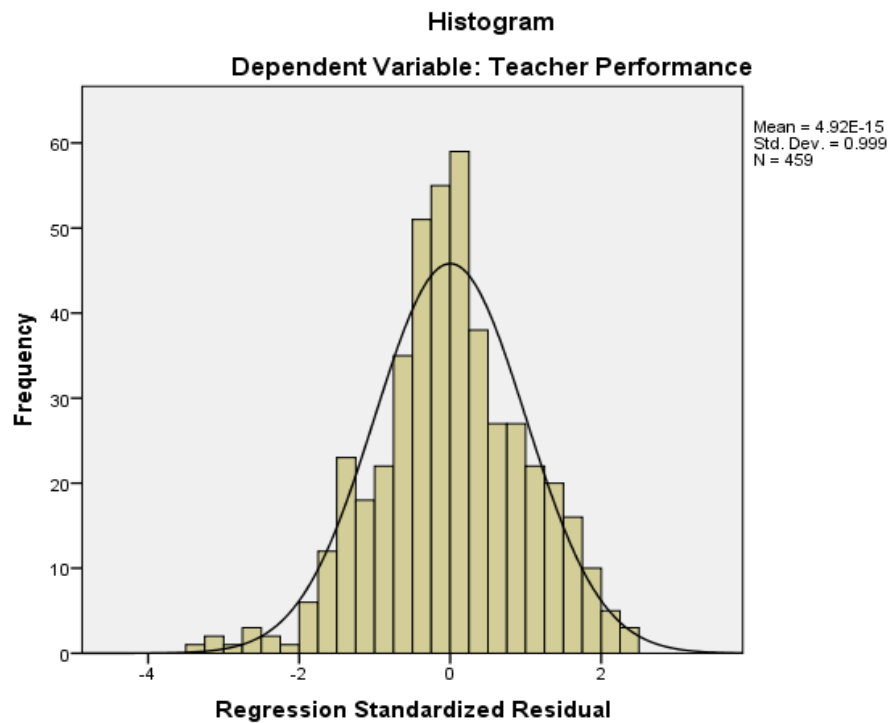
To measure the impact of Ethical Leadership attribute concern for sustainability on teachers' performance linear regression model was used. The result of regression is shown in table 7. Concern for sustainability was the independent variable and teachers' performance was the dependent variable. Results show that the t-test for the parameter was greater than 2 which shows that the coefficient was significant. The significant value (p-value) was zero which is also an indication of the significance of the parameter. Co-efficient of determination (R^2) was 0.326 which was low. It showed that some other factors should be included in the model. Hence, concern for sustainability has a significant impact on teachers' performance.

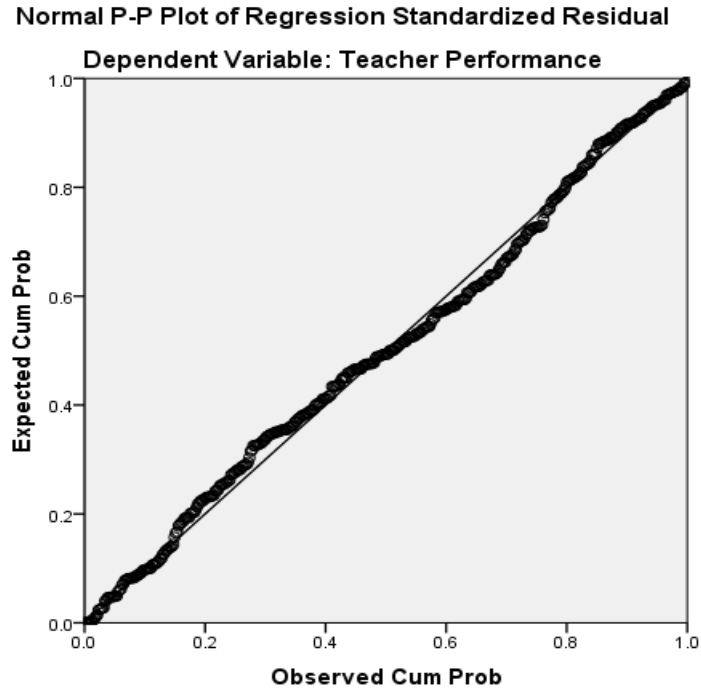
Variables

Dependent Variable Y= Teachers' Performance
 Independent Variable X= Ethical guidance
Regression Model $Y_i = \beta_0 + \beta_1 X_i + \mu_i$
Estimated Model $Y_i = 3.495 + 0.426 X_i$

Table 8: Regression Analysis Ethical Guidance and Teachers' Performance

Model	Parameters	Standard Error	t-ratio	Sig	R ²
Constant	3.495	0.139	15.579	0.000	.197
EG	0.426	0.040	10.583	0.000	





To measure the impact of Ethical Leadership attribute ethical guidance on teachers’ performance linear regression model was used. The result of regression is shown in table 8. Ethical guidance was the independent variable and teachers’ performance was the dependent variable. Results show that the t-test for the parameter was greater than 2 which shows that the coefficient was significant. The significant value (p-value) was zero which is also an indication of the significance of the parameter. Co-efficient of determination (R^2) was 0.197 which was low. It showed that some other factors should be included in the model. Hence, ethical guidance has a significant impact on teachers’ performance.

Variables

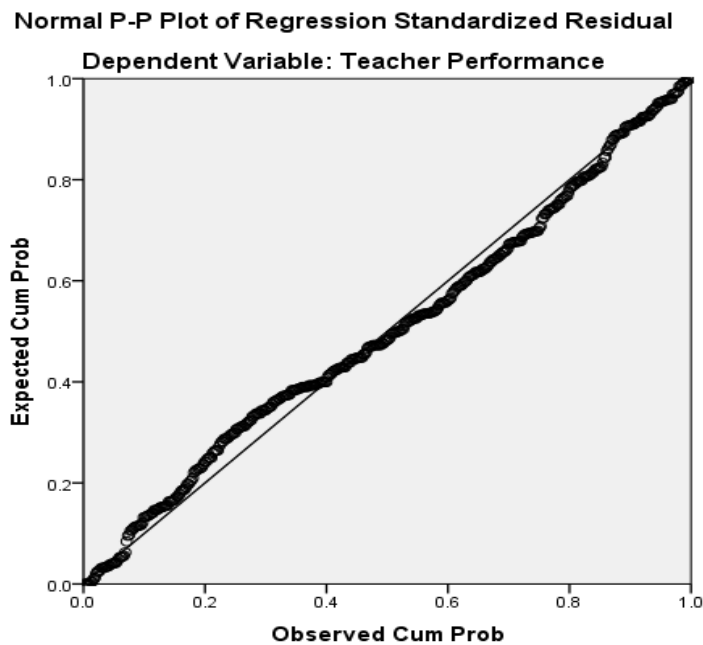
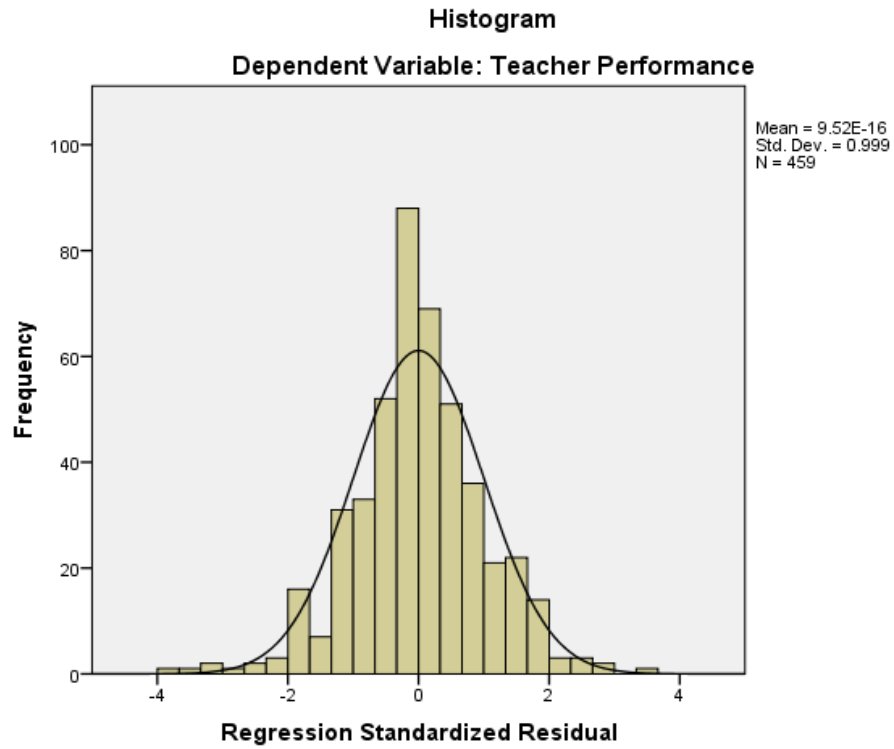
Dependent Variable Y= Teachers’ Performance
 Independent Variable X= Role Clarification

Regression Model $Y_i = \beta_0 + \beta_1 X_i + \mu_i$

Estimated Model $Y_i = 2.187 + 0.407 X_i$

Table 9: Regression Analysis Role Clarification and Teachers’ Performance

Model	Parameters	Standard Error	t-ratio	Sig	R^2
Constant	2.187	0.127	17.258	0.000	0.226
RC	0.407	0.035	11.545	0.000	



To measure the impact of Ethical Leadership attribute role clarification on teachers' performance linear regression model was used. The result of regression is shown in table 9. Role clarification was the independent variable and teachers' performance was the dependent variable. Results show that the t-test for the parameter was greater than 2 which shows that the coefficient was significant. The significant value (p-value) was zero which is also an indication of the significance of the parameter. Co-efficient of determination (R^2) was 0.226 which was low. It showed that some other factors should be

included in the model. Hence, role clarification has a significant impact on teachers' performance.

Variables

Dependent Variable Y= Teachers' Performance

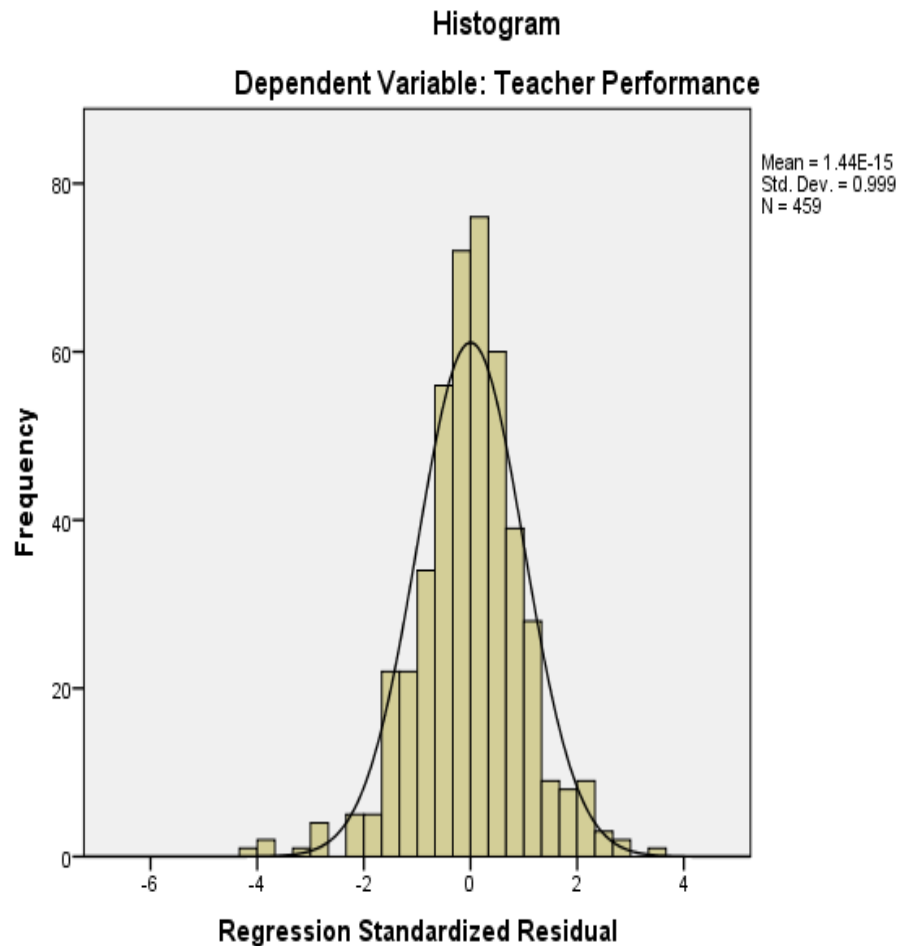
Independent Variable X= Integrity

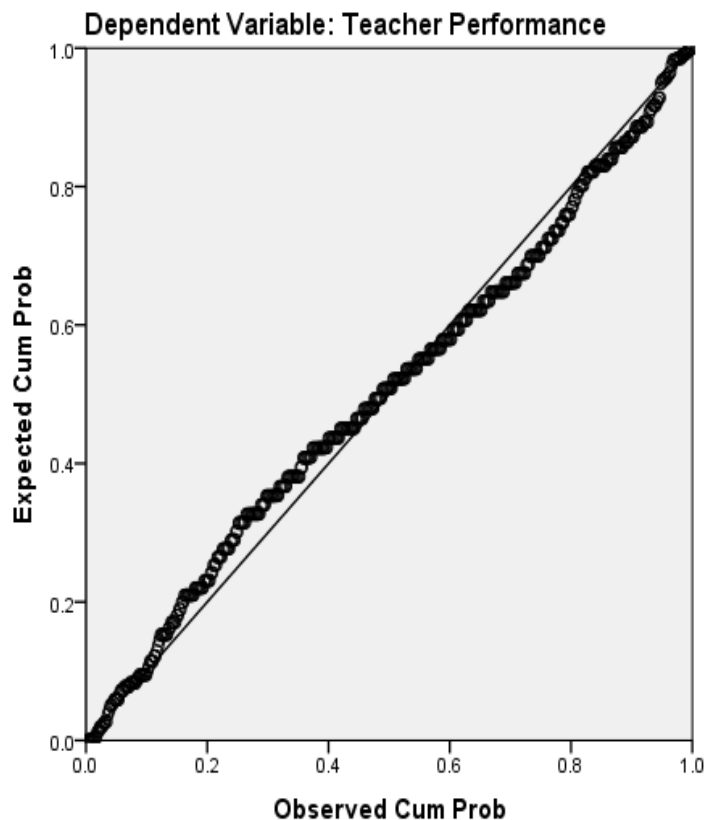
Regression Model $Y_i = \beta_0 + \beta_1 X_i + \mu_i$

Estimated Model $Y_i = 2.275 + 0.385 X_i$

Table 10: Regression Analysis Integrity and Teachers' Performance

Model	Parameters	Standard Error	t-ratio	Sig	R ²
Constant	2.275	0.108	21.084	0.000	0.264
ID	0.385	0.030	12.809	0.00	



Normal P-P Plot of Regression Standardized Residual

To measure the impact of Ethical Leadership attribute integrity on teachers' performance linear regression model was used. The result of regression is shown in table 10. Integrity was the independent variable and teachers' performance was the dependent variable. Results show that the t-test for the parameter was greater than 2 which shows that the coefficient was significant. The significant value (p-value) was zero which is also an indication of the significance of the parameter. Co-efficient of determination (R^2) was 0.264 which was low. It showed that some other factors should be included in the model. Hence, integrity has a significant impact on teachers' performance.

FINDINGS:

The following key findings are drawn out from the analysis:

1. Results of the study showed a significant correlation between teachers' performance and

- fairness (Table 1)
- concern for sustainability (Table 2)
- ethical guidance (Table 3)
- role clarification (Table 4)
- integrity (Table 5)

2. There was a significant impact of fairness on teachers, performance because the coefficient = 0.209 value was greater than p-value = 0.000. This indicated that fairness influenced the performance of teachers. (Table 6)
3. The findings of the present study referred that concern for sustainability has an impact on the teachers' performance with coefficient of determination = 0.326 which is more than the p value which was zero. (Table 7)
4. Results of the study revealed that teachers' performance was significantly ($R^2 = 0.197$) impacted by ethical guidance. (Table 8)
5. There existed a significant impact of role clarification on teachers' performance as the co-efficient of determination was 0.266 which is very low.
6. The results of the study confirmed that integrity has a significant impact on teachers' performance. As the co-efficient of determination is low it indicates the significant impact on the dependent variable.

CONCLUSIONS:

The study was designed to measure the impact of ethical leadership behavior of headteachers on teachers' performance. Two scales were used to measure the impact of ethical leadership on teachers' performance i.e. Ethical Leadership Scale (ELS) and the Teachers' Performance Scale (TPS). Descriptive statistics showed that both scales have good and acceptable internal consistency. The result of the study showed a significant and positive impact of fairness, concern for sustainability, ethical guidance, role clarification, and integrity on teachers' performance.

RECOMMENDATIONS:

The present study explored the impact of ethical leadership on teachers' performance. This study has analyzed the results of five attributes of ethical leadership i.e. fairness, role clarification, ethical guidance, concern for sustainability, and integrity. Through this study, it is recommended that other perspectives of ethical leadership can be taken into consideration.

The sample size was delimited to district Okara by the researcher. For further study, the sample size can be increased to measure the impact of ethical leadership on teachers' performance.

The results showed a significant relationship between Teacher Performance and Ethical Leadership. So Ethical leadership should be practiced by the headteachers to improve teachers' performance in schools.

Pedagogical implications

The study was designed to find the impact of the Ethical Leadership Style of headteachers on Teachers' Performance. This study can prove beneficial to educators to understand how a headteacher can enhance the level of teachers' performance in school by practicing Ethical Leadership. The importance of ethical leadership at the school level cannot be denied. It is an important factor that affects the performance of teachers. So this study can be beneficial to fill the void between teachers and headteachers.

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