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# **The Degree of Practising Ethical Leadership by Jerusalem Governorate Schools Principals from Teachers' Point of View.**

**Prepared by:** Banan M. Al-halabia

**Supervised by:** Dr. Mohammed Shuibat

## **Abstract**

This study aimed at determining to what degree government school principals practise ethical leadership from the teachers' point of view. The study population consisted of all teachers in governmental schools in Jerusalem governorate totalling (1709) male and female teacher. A random sample consisting of (341) teachers was chosen. The researcher had developed a questionnaire which consisted of (52) items distributed on three domains. The first domain: the leader's ethics towards the employees in the schools, the second domain is the leader's ethics towards students, the final domain is the leader's ethics towards guardians and local society. The validity and reliability of the tool were examined. Results showed that teachers believed that their principal practised ethical leadership at a high degree. As for the domains of the tool: the domain of the leader's ethics towards students got the first place with an mean of (4.02), the domain of the leader's ethics towards guardians and local society got the second place with an mean of (3.93) and the domain of the leader's ethics towards the employees at school got the third place with an mean of (3.92). The results also showed that there were significant differences in the principal's practice of the ethical leadership in governmental schools from the teachers' point of view, due to gender in favor of males. However, there were no significant differences in the principals' practice of ethical leadership due to qualification, experience, stage and directorate.

The recommendations of the study were:

Making extensive studies on the basis of this study in other domains relevant to ethical leadership and in other environments. The ministry of education needs to provide a training program so as to give the present principals' the knowledge and skills which are relevant to ethical leadership. Setting ethical standards by the ministry of education to assess the principals' performance and reward those who show a high level of occupational ethics. Giving the head teacher a chance to participate in planing the epecial educational policy for school, teacher and parents.special training for all future head teachers in ethical & religious virtues & ensure them.





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دراسة ( Mirk, 2009 )

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( challenging the process)

( inspiring a shared vision)

( modeling the way )

( enabling others to act)

. ( encouraging the heart.)

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( challenging the process)

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• ( encouraging the heart.)

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	<b>R</b>		
0.000	0.692		1
0.000	0.720		2
0.000	0.701		3
0.000	0.709		4
0.000	0.706		5
0.000	0.784		6
0.000	0.806		7
0.000	0.726		8
0.000	0.775		9
0.000	0.762		10
0.000	0.776		11
0.000	0.786		12
0.000	0.741		13
0.000	0.812		14
0.000	0.783		15
0.000	0.786		16
0.000	0.728		17
0.000	0.750		18
0.000	0.716		19
0.000	0.441		20
0.000	0.682		21
0.000	0.764		22
0.000	0.728		23

(Pearson Correlation)

: 3.3

	<b>R</b>		
0.000	0.635		1
0.000	0.619		2
0.000	0.725		3
0.000	0.778		4
0.000	0.805		5
0.000	0.765		6
0.000	0.749		7
0.000	0.707		8
0.000	0.731		9
0.000	0.729		10
0.000	0.750		11
0.000	0.644		12
0.000	0.708		13
0.000	0.750		14
0.000	0.708		15
0.000	0.795		16
0.000	0.713		17

(Pearson Correlation)

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	<b>R</b>		
0.000	0.752		1
0.000	0.736		2
0.000	0.725		3
0.000	0.701		4
0.000	0.609		5
0.000	0.810		6
0.000	0.800		7
0.000	0.831		8
0.000	0.773		9
0.000	0.793		10
0.000	0.720		11
0.000	0.697		12

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	3	0.68	3.92		1
	1	0.63	4.02		2
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	0.81	4.25		1
	0.87	4.21		20
	0.83	4.17		2
	0.79	4.12		4
	0.81	4.05		3
	0.84	4.04		7
	0.88	4.03		8
	0.88	3.96		13
	0.87	3.96		21
	0.91	3.95		11
	0.89	3.94		23
	0.92	3.93		18
	0.95	3.90		9
	1.01	3.85		14
	1.05	3.84		22
	0.88	3.84		12
	1.03	3.81		5
	0.87	3.81		10
	0.99	3.79		16
	1.07	3.75		6
	1.02	3.67		19
	1.05	3.63		17
	1.10	3.59		15
	<b>0.68</b>	<b>3.92</b>		

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	0.73	4.22		15
	0.75	4.17		3
	0.80	4.17		14
	0.85	4.16		17
	0.78	4.11		9
	0.86	4.07		5
	0.87	4.06		4
	0.87	4.06		8
	0.88	4.02		1
	0.90	4.01		2
	0.85	4.01		7
	0.85	3.96		6
	1.00	3.94		13
	0.95	3.94		16
	0.90	3.88		10
	0.99	3.87		12
	1.00	3.72		11
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	0.74	4.20		5
	0.83	4.05		8
	0.79	4.02		9
	0.85	4.02		12
	0.90	3.97		6
	0.86	3.96		1
	0.88	3.95		2
	0.92	3.93		11
	0.95	3.91		7
	1.02	3.79		4
	1.07	3.71		10
	1.01	3.61		3
	<b>0.67</b>	<b>3.93</b>		

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**.1.2.4**

**(0.05 ≥ α)**

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" t " :5.4

	"t"					
*0.003	3.044	0.68	4.04	146		
		0.67	3.82	193		
*0.018	2.369	0.63	4.11	146		
		0.63	3.95	193		
*0.000	3.669	0.70	4.08	146		
		0.63	3.81	193		
*0.001	3.230	<b>0.62</b>	<b>4.08</b>	<b>146</b>		
		<b>0.59</b>	<b>3.86</b>	<b>193</b>		

(0.05 ≥ α)

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.2.2.4

(0.05 ≥ α)

. ( 6.4 )

: 6.4

0.59	4.04	65		
0.68	3.89	232		
0.811	3.86	42		
0.55	4.17	65		
0.64	3.98	232		
0.69	4.02	42		
0.58	4.07	65		
0.69	3.90	232		
0.71	3.86	42		
0.52	4.09	65		
0.61	3.92	232		
0.70	3.91	42		

(6.4)

( 7.4)

(One Way ANOVA)

:7.4

	" "					
0.259	1.355	0.629	2	1.258		
		0.464	336	155.997		
			338	157.255		
0.098	2.344	0.927	2	1.854		
		0.395	336	132.876		
			338	134.730		
0.151	1.904	0.860	2	1.719		
		0.451	336	151.671		
			338	153.390		
<b>0.134</b>	<b>2.020</b>	<b>0.749</b>	<b>2</b>	<b>1.498</b>		
		<b>0.371</b>	<b>336</b>	<b>124.569</b>		
			<b>338</b>	<b>126.067</b>		

(0.134)

(0.05)

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.3.2.4

(0.05 ≥ α)

. ( 8.4 )

: 8.4

0.73	3.86	97	6	
0.69	3.93	111	10 -6	
0.64	3.94	131	10	
0.64	3.97	97	6	
0.69	4.03	111	10 -6	
0.57	4.06	131	10	
0.73	3.85	97	6	
0.69	3.94	111	10 -6	
0.61	3.97	131	10	
0.63	3.89	97	6	
0.65	3.96	111	10 -6	
0.56	3.99	131	10	

(8.4)

.(9.4)

(One Way ANOVA)

: 9.4

	" "					
0.671	0.399	0.187	2	0.373		
		0.467	336	156.882		
			338	157.255		
0.569	0.565	0.226	2	0.451		
		0.400	336	134.278		
			338	134.730		
0.393	0.936	0.425	2	0.850		
		0.454	336	152.540		
			338	153.390		
<b>0.522</b>	<b>0.651</b>	<b>0.243</b>	<b>2</b>	<b>0.487</b>		
		<b>0.374</b>	<b>336</b>	<b>125.580</b>		
			<b>338</b>	<b>126.067</b>		

(0.522)

(0.05)

:

.4.2.4

**(0.05 ≥ α)**

(t)

. ( 10.4 )

" t " : 10.4

	"t"					
0.220	1.228	0.68	3.88	214		
		0.68	3.98	125		
0.573	0.565	0.63	4.01	214		
		0.64	4.05	125		
*0.026	2.233	0.67	3.86	214		
		0.67	4.03	125		
0.176	1.356	0.60	3.92	214		
		0.62	4.01	125		

**(0.05 ≥ α)**

\*

(10.4)

: .5.2.4

**(0.05 ≥ α)**

(t)

. ( 11.4 )

" t " :11.4

.

	"t"					
0.066	1.846	0.67	3.99	145		
		0.69	3.86	194		
*0.040	20.062	0.60	4.10	145		
		0.65	3.96	194		
0.199	1.299	0.65	3.98	145		
		0.69	3.88	194		
0.054	1.930	0.59	4.03	145		
		0.62	3.90	194		

(0.05 ≥ α)

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1.5

(1.4)

(3.95)

(0.61)

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( Yıldırım , Baştuğ, 2010 ) (McCann, Holt, 2008) ( 2006 )

( Helvacı,2010 )

( 4.02 )

( 3.92 )

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. 2.1.5

أظهرت نتائج الدراسة الواردة في الجدول ( 3.4 )

. ( 4.22 – 3.72 )

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**. 3.1.5**

( 4.4 )

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**(0.05 ≥ α)**

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**(0.05 ≥ α)**

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t-test

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( karakose, 2007 )

(McCann, Holt , 2008) ( 1998) ( 2006)

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**(0.05 ≥ α)**

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(McCann & Holt , 2008)

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**(0.05 ≥ α)**

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(1999 )

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‘( karakose, 2007 ) ( 2006)

: .4.2.5

(0.05 ≥  $\alpha$ )

t-test ( 10.4)

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. 5.2.5

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**Ethical Competence Scale**

**Personal Record Form**

### Personal Ethical Competence

How we maintain our personal commitment to an ethical life

Foundational Characteristics	How we are grounded in thought and action	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
1.Trustworthiness	Being reliable and dependable  Being willing to admit mistakes  Being true to your word  Being worthy of confidence  Keeping promises						

### Social Ethical Competence

How we handle relationships

Empathy	How we strive to understand and appreciate the worth of others	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
13.Understanding	Being sensitive						

Others	<p>to others' feelings and perspectives</p> <p>Taking an active interest in others' concerns</p> <p>Being attentive to emotional cues</p> <p>Listening deeply</p> <p>Being willing to change our mind or direction to accommodate others as long as the ethical foundation remains secure</p> <p>Being able to walk in someone else's shoes</p>						
<b>Social Skills</b>	<b>How we act to induce desirable, ethically grounded responses in others</b>	<b>Always in Place</b>	<b>Usually in Place</b>	<b>Sometimes in Place</b>	<b>Rarely in Place</b>	<b>Never in Place</b>	<b>Chosen Value</b>
<b>Characteristic</b>	<b>Explanation</b>	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-1</b>	
18.Communication	<p>Sending clear, transparent messages, avoiding mixed messages</p> <p>Seeking to be clearly understood</p>						

	Participating effectively in give-and-take  Dealing with difficult issues straightforwardly  Welcoming full sharing of information  Staying receptive to bad news as well as good  Making it a point to keep others informed						
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**Global Ethical Competence**

How we see the earth and all life on it as a web of delicate connections requiring stewardship for sustainability

Connections	How we act as part of a complex interconnected whole	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
25. Interdependence	Understanding our connections to each other and the Earth  Searching continuously for connections  Seeking always						

	<p>to see the big picture, taking the impact of your actions throughout the system into consideration</p> <p>Seeking to practice systems thinking</p>						
<b>Future Orientation</b>	<b>How we act as responsible participants in creating a mutually beneficial future</b>	<b>Always in Place</b>	<b>Usually in Place</b>	<b>Sometimes in Place</b>	<b>Rarely in Place</b>	<b>Never in Place</b>	<b>Chosen Value</b>
<b>Characteristic</b>	<b>Explanation</b>	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-1</b>	
28.Future Orientation	<p>Seeing that actions today create the future tomorrow</p> <p>Being guided by a vision of what is worth doing</p> <p>Working with others to create a shared vision</p> <p>Caring about the legacies you leave for future generations</p> <p>Looking forward in a positive way to</p>						

	the future						
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## Ethical Leadership Scale

### Personal Record Form

Relationship to Self	Personal Qualities of the Ethical Leader	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
1. Acts with integrity	<p>Keeps promises and commitments and expects others to keep theirs</p> <p>Maintains loyalty to those not present</p> <p>Apologizes sincerely</p> <p>Acts with honesty</p> <p>Takes responsibility and cleans up after mistakes</p>						
Relationship to Others	Qualities that allow the ethical leader to connect with and empower others	Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Characteristic	Explanation	10-9	8-7	6-5	4-3	2-1	
26. Compassionate	Caring and						

	<p>empathetic</p> <p>Is sympathetic to the needs of others</p> <p>Does not turn away from helping others</p> <p>Acts from a good heart as well as a firm resolve</p> <p>Treats people with genuine affection</p>						
<b>Relationship to the Whole</b>	<b>Qualities that reveal the ethical leader's sense of connection with a grand design and a higher purpose</b>	<b>Always in Place</b>	<b>Usually in Place</b>	<b>Sometimes in Place</b>	<b>Rarely in Place</b>	<b>Never in Place</b>	<b>Chosen Value</b>
<b>Characteristic</b>	<b>Explanation</b>	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-1</b>	
38. Tolerates contradiction and anxiety	<p>Is able to live with contradiction</p> <p>Is prepared to wait for closure</p> <p>Is able to tolerate large amounts of anxiety</p> <p>Understands that contradiction and anxiety can be the</p>						

	accompaniments of creative growth						
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### Ethical Organization Scale

#### Personal Record Form

		Always in Place	Usually in Place	Sometimes in Place	Rarely in Place	Never in Place	Chosen Value
Factor	Explanation	10-9	8-7	6-5	4-3	2-1	
1.Economic considerations	<p>Is financially successful</p> <p>Its products and services make a positive contribution to the economy</p> <p>Pays the appropriate taxes</p> <p>Provides appropriate remuneration to members of its workforce</p> <p>Allows its workforce to benefit from strong profits with shares, bonuses and/or salary adjustments</p> <p>Provides</p>						

	products and / or services of value and of high quality						
2. Relationships with the workforce	<p>Creates a safe, healthy, attractive work environment for its workforce</p> <p>Treats members of the workforce with dignity and respect</p> <p>Provides fair and equal opportunity for advancement without regard for ethnicity, gender, age or other distinctions</p> <p>Provides physical and mental health support for members of the workforce</p> <p>Provides meaningful work</p> <p>Encourages</p>						

	self-development for members of its workforce						
3. Relationships with contractors and suppliers	<p>Pays contractors and suppliers fairly and on time</p> <p>Provides a fair transparent bidding system for new contracts</p> <p>Responds courteously and promptly to questions from contractors and suppliers</p> <p>Provides all necessary information and feedback to contractors and suppliers</p>						

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**Al-Quds University**  
Faculty of Educational Science  
**Graduate Studies Programs**



**جامعة القدس**  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع / ١٣ / ٣٥٦ / ١٠ / ٣  
التاريخ: ٢٠١٠ / ٣ / ٢٧

السيد مدير التربية والتعليم المحترم / تربية القدس الشريف ،،

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بسم الله الرحمن الرحيم

**Al-Quds University**  
Faculty of Educational Science  
Graduate Studies Programs



**جامعة القدس**  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع/١٣/٣٥٦/١٠/٣  
التاريخ: ٢٠١٠/٣/٢٧

السيد مدير التربية والتعليم المحترم / تربية ضواحي القدس ،،

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**Al-Quds University**  
Faculty of Educational Science  
**Graduate Studies Programs**



**جامعة القدس**  
كلية العلوم التربوية  
برامج الدراسات العليا

الرقم: ب د ع / ١٢ / ٧٨٦ / ٠٥ / ١٠  
التاريخ: ٢٠١٠ / ٠٥ / ١٢

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**Awqaf Department  
Directorate of Education  
Jerusalem**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



دائرة الأوقاف العامة  
مديرية التربية والتعليم  
القدس

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Email: [info@awqaf-idoc.sch.ps](mailto:info@awqaf-idoc.sch.ps)

P.O.Box 19092

تلف: 6270700

الرقم: ط/390/16994  
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التاريخ: 24/جمادى الأولى/1431هـ

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

<p>Palestinian National Authority Ministry of Education &amp; Higher Education Directorate of Education Jerusalem Suburbs – Alram Tel (02-2348627/8) Fax (02-2344455)</p>		<p>السلطة الوطنية الفلسطينية وزارة التربية والتعليم العالي مديرية التربية والتعليم – ضواحي القدس – الرام تلفون (02-2348627/8) فاكس (02-2344455)</p>
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