



Partner Schools Global Network

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**The Effect of Ethical Leadership on
Teachers' Motivational Level**

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THE EFFECT OF ETHICAL LEADERSHIP ON TEACHERS' MOTIVATIONAL LEVEL



CONFERENCE SUB THEME: TEACHING
(Teacher Recruitment, Pre Service and In Service Training)

DEDICATION

This study is dedicated to my late father

MR MHAMMAD IBRAHEEM

who has been a source of inspiration throughout my life. Even after his sad demise, never passed a day when I didn't feel his soul around, standing beside me, encouraging me, showing me the light. The spark he ignited in me will brighten my paths always and love of learning, he instilled in me will keep opening new vistas of thought for the eons to come.

INTRODUCTION

The central idea of this study is to learn how ethical leadership behaviors impacted teachers' motivational level and develop a premise, explaining the relationship between ethical leader behaviors and teachers' Motivational Level. This qualitative interpretive study investigates ethical leadership behavior and practices that contribute to teachers' motivation. Five to eight distinct ethical leadership traits of **Mentoring, Entrusting, Confidence, Care, Impartiality, Equality/Equity and ownership** appear to promote teachers' motivation and further influence to bring out best in them.

INTRODUCTION

- **The vertebral position of Ethics in Leadership**

Ethics is nucleolus to leadership because of the nature of the relationship between leaders and followers. Leaders influence followers—this means they affect followers' lives either negatively or positively (Yukl, 2012).

Ethical leaders emphasize on guidance and mentoring of the employees so that they can turn out to be great resource and they themselves could become role models

(Hoffman, 1988)

The research unfolded particular ethical and non-ethical behaviors and working style that can be traced back to ethical leadership theory which uplifted teachers' motivation and work productivity in the process of teaching & learning process.

RATIONALE

The study aims at finding and molding perceptions and opinions of the school heads in general and particularly of The City School, CR in Pakistan. The focus is to identify ethical and unethical practices of leaders and their impact on teachers' work motivation which will in turn likely affect and take teachers' efficiency to next level .

LITERATURE REVIEW

“Research has consistently acknowledged and emphasized the critical role played by educational leaders in improvements to the performance and quality of institutions and individuals”

(Al-Omari, 2008; Dimmock, 2003; Simkins *et al.*, 2003).

Furthermore, Simkins (2005:9) argues in this regard that “leadership is one of the major factors—sometimes it seems the only factor—that will determine whether an educational organization, be it a school, a college or a university, will succeed or fail”.

This newly emerged concept has gained acceptance and is supported by potent initiatives launched for the improvement of leadership placed on key position in the field of education in England. (**Bush and Jackson, 2002; Bush and Middlewood, 2005**).

Some researchers consider leadership as an attribute, trait or behavior, whilst other highlight it from the relational dimension (**Northouse, 2010**).

Leadership is perceived as a mechanism through which a leader influences or motivates a team of colleagues/subordinates in line with shared vision of the organization to obtain a collective objective (**Davies *et al.*, 2001; Northouse,**)

LITERATURE REVIEW

LEADERSHIP

“The ability of a superior to influence the behavior of subordinates and persuade them to follow a particular course of action.”

(Barnard 1938)

ETHICAL LEADERSHIP

Butcher (1997) explained that “Ethical Leadership requires not only investing in small trees and experimental hybrids that won’t yield a thing that in this quarter or next, but also caring for the soil that allows us to produce such a harvest in the first place”

(page :5-6)

MOTIVATION

	Maslow	Alderfer	Herzberg	McClelland
Higher-order needs	Self-actualization	Growth	Satisfier factors	Achievement
	Esteem			Power
Lower-order needs	Social	Relatedness	Hygiene factors	Affiliation
	Safety	Existence		
	Physiological			

METHODOLOGY

The present study employs qualitative approach for data collection. 5 female and 2 male Heads, and two teachers of each head working in a variety of disciplines at The City School, Central Region, were interviewed to gather data.

The rationale behind involving this approach in conducting the current study is underpinned by two significant aspects; first, the philosophical side of the researcher about the issues and, second, to use the best possible opportunity to achieve the purpose of the study and to address research questions (Morrison, 2007).

METHODOLOGY (Continued)

- **The study aims at finding and molding perceptions and opinions of the school heads of The City School, CR in Pakistan. The focus is to identify ethical and unethical practices of leaders and their impact on teachers' work motivation.**
- **These variables define the organizational culture of a school which might have an effect on motivational level of teachers and may adopt entirely different leadership styles and practices. Therefore, selecting one private school Network, may avoid blending the effects of different organizational cultures; and, thus, offers more credible results.**

QUESTIONNAIRE

INTERVIEW QUESTIONS FOR LEADERS/HEADS

- 1. What are the ethical values being practiced by you in your institution? Why these particular values (In response to the reply of respondent)?**
 - i) To what extent you customize ethical practices according to socio economic background of the people working with you?**
 - ii) How do you morally develop your teachers or develop a culture where your preferred ethics come into practice?**
 - iii) What is the role of these values in your daily working and dealing with your teacher?**
 - 1. Do you make it a point in your professional settings that these (the values respondent would mention) are practiced in true letter and spirit?**
 - 2. Does your school environment promote respect for elders and affection for Youngers?**
 - 3. Do you discourage discrimination and promote equity and equality?**
 - 4. How do you reinforce ethical behavior among your subordinates? Do you think that reward and punishment play role in reinforcement?**
 - 5. Do you focus on organizational success rather than on personal ego?**

QUESTIONNAIRE – PART II

7. What are unethical values being practiced by you in your institution? What are those? Any other? Why do you practice these?
8. Do you ever feel compelled to do anything unethical? If yes, why? Don't you think it may leave negative impact on your personality along with damaging your fame?
9. Do you welcome complaints regarding unethical practices exercised by you? If yes, what are those? Do you think your teachers' complaint/s are genuine? If yes, did you try to rectify such practice? How did you do that?
10. Do you believe that "Divide and Rule" works best in your favor or you believe in team building putting trust in the center?
11. Do you favor for some teachers while resolving conflict?
12. Do you practice nepotism/favoritism?
13. Do you discriminate with reference to gender, physical appearance, political affiliation and religion?

14 . Do you misuse your power?

15.In your opinion, what is/are the effect/s of ethical practices on teachers' motivational level?

16. Do you think that a motivated worker can be an asset for the organization?

17.In your opinion, what is the effect of unethical practices on teachers' motivational level? Do you think that unethical behavior of a leader drifts teachers away from putting in their best in daily operational settings of school?

18.Do you think that a demotivated worker becomes liability?

19.Is there anything else you would like to cover before we close out this interview?

FINDINGS



The study highlights:

1. The role shift of school heads from being more of an administrator and management focused to that of being ethical leaders and doing ethics oriented practices.
2. The importance of teachers' empowerment through a higher level of engagement as stakeholder.
3. The need for a structure of rewards, recognition in monetary terms or in the form of professional development to identify, develop and sustain good professionals in schools who can contribute effectively towards teaching learning process.
4. The characteristics within leadership behaviors with a focus on their impact of staff motivation in schools and how they are interlinked. (Claxton, 2002)

RECOMMENDATIONS OF THE STUDY

- **The need for researchers to focus on the problem for more and more sophisticated research analysis.**

LIMITATIONS OF THE STUDY

The present study focused upon the campus principal and school heads' ethical practices and unethical practices and the relationship between these practices and the faculty members' work motivation. Furthermore, the study is limited to the data collected from the faculty members of one private school Network. Therefore, the findings of the current study in terms of their generalization are limited to the leaders and faculty members of that specific system. There is no quantitative data involved however, the qualitative data was generated from only 15 faculty members. Further, these fifteen interviewees were from five different campuses out of a total 17 campuses of Central Region.

Thank you