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ETHICAL LEADERSHIP AMONG OMANI AND JORDANIAN SCHOOL PRINCIPALS' AND ITS RELATION TO ORGANIZATIONAL HEATH AS PERCEIVED BY TEACHERS: A COMPARATIVE STUDY

Prof. Aieman Ahmad Al-Omari, Dr. Khalaf Marhoun Alabri, Dr. Omer Hashim Hamad

Introduction

A great deal has been written about the importance of leadership, in general and in relation to organizational performance in particular. Academics, practitioners, and reviewers from every field of study have concluded that leadership is a central variable that defines organizational success (Murphy, Elliott, Goldring, & Porter, 2007). In specifically analyzing education, school leadership serves as a vital ingredient and is often the key element in school districts success or failure (Leithwood, 2005; Marzano, 2005; Murphy & Halinger, 1988).

It is an ongoing challenge to maintain consistent ethical behavior by all staff in any organization, not just within schools (Russell, 2005). According to Bateman and Snell (2002), there are several different factors that create a culture ripe for unethical behavior. This includes (but is not limited to), "an excessive emphasis on short-term goals and successes, the failure to write a code of ethics, the desire for simple and quick solutions to ethical problems, consideration of ethics solely as a legal issue, and a lack of clear procedures for handling ethical problems" (Batemen & Snell, 2002, p. 5). Although there is no single model for an integrity-based ethics program for school districts and its leaders, leadership that is personally committed to the values and willing to take action on them goes a long way (Russell, 2005).

An understanding of the importance of ethical competence and perceptions by school leaders is necessary to appreciate the dilemma faced by school superintendents as they attempt to provide effective school district leadership. The lack of agreement between the superintendent and school district employees over what constitutes ethical leadership is especially important considering that in many cases the decisions and actions of school leaders (such as superintendents) have direct ethical implications on their respective school district and corresponding stakeholders such as the students, staff, parents, and community (Calabrese & Roberts, 2001). As Blumer and King (2000) observed, "school leaders bring to their jobs values and vision, the authority of their position, and their reputation and accomplishments" (p. 1). How superintendents conduct themselves affects their subsequent working relationships and leadership effectiveness (Blumer & King, 2000). The school leader's behavior, decision-making, and actions have an impact on the perception of that school leader by their followers and corresponding stakeholders. "Whether or not a school leader acts with integrity based on sound ethical principles is determined by large extent on the school leader's ethical competence and his or her own perspectives" (Calabrese & Roberts, 2001, p. 1).

The health of organizations is critical in the establishment of strong relationships among employees, students, and local communities when provided with positive working environments where people feel comfortable, trusted, and empowered. Research studies claim a strong linkage between school culture and school effectiveness (MacNeil, Prater, & Busch, 2009). The convergence of theories, knowledge bases, ideas, and strategies help shape beliefs and expectations of a changing school culture (Fullan, 2001). Gruenert (2008) describes a culture as having unwritten rules where members of a group conform to and passed on for years; these developed expectations form a desired culture. Culture in its milieu can be unique in every school with distinct commonalities in which the organization in each educational institution bonds together. Organizational culture has not been clearly defined although some have defined it as a system held together by shared orientations in which a distinct identity is established (Hoy et al., 1991). However, a common ground of what culture is has resonated in many empirical studies.

(Al-Omari, 2012) study was carried out to determine the levels of organizational health of secondary school as perceived by teachers in Jordan respondents. The study was carried out among 406 teachers who worked in secondary schools in Zarqa Governorate-Jordan. Their gender, experience, and school size were recorded. The highest mean of dimensions of OHI-S was for Academic Emphasis (AE) dimension in

high level, and the other dimensions (Institutional integrity, Initiating structure, consideration, principal influence, resource support, and morale were in moderate levels. Female teachers were more perceived school health than male. Teachers with medium experience in teaching perceived school health more than their colleague with low and high experience, teachers who work in school with size less 600 students perceived school health better than teachers in 600 and more.

While there is increasing attention in leadership, there remains a rarity of research that deals in such ethical leadership and its relationship with organizational health. This study will examine the ethical leadership among Omani and Jordanian public school principals and its relation to organizational health from their teachers' perspective. Then, to determine if ethical leadership and organizational health vary according to teachers'.

Statement of the Problem

The ethical leadership behavior of the organization's leader plays an important role in developing a culture that fosters the beliefs, values, and ideas of the leader and the behavior of its subordinates. The leader of the organization sets the tone and develops the necessary tools to guide the organization health to success

This research study goal was to investigate the ethical leadership among Omani public school principals and its relation to organizational health from their teachers' perspective. Then, to determine if ethical leadership and organizational health vary according to teachers' demographics.

Research Questions

In order to investigate the ethical leadership among Omani public school principals and Jordanian schools and its relation to organizational health from their teachers' perspective, and if these perspectives vary according to schools' teachers' demographics, this study proposed to answer the following questions:

1- How do teachers at Muscat Governorate (Oman) and Zarqa Governorate (Jordan) perceive the ethical leadership of Schools Principal's?
2- How do teachers at Muscat Governorate (Oman) and Zarqa Governorate (Jordan) perceive organizational health of schools?
3- Do the ethical leadership of Schools Principal's differ based on teachers' gender, education, teaching experience, and country?
4- Does organizational health of Schools Principal's differ based on teachers' gender, education, teaching experience, and country?
5- Are there significant relationships between the ethical leadership of Schools Principal's and organizational health of schools as perceived their teachers?

Significance of Study

This study is important for several reasons. Ethical leadership behavior influences the organizational health of any given organization. The findings of this study will contribute to the knowledge of ethical leadership behavior, organizational health, revealing strategies that will help leaders establish a healthy school.

This data will further help leaders recognize how leadership may have an effect on school and school health. The study may also suggest areas where additional research in ethical leadership and organizational health is needed. It is likewise anticipated that these findings could improve the way educational organizations operate and leaders lead.

Delimitations and Limitations of the Study

The results of this study will be considered in view of relevant delimitations and limitations as described below.

The following are limited generalized statements in this study:

1. The research study involves Omani schools in Muscat governorate, and Jordanian schools in Zaqra governorate.
2. The study is limited to teachers in Omani schools in Muscat governorate and Jordanian teachers in Zarqa governorate.
3. The study reflects the perceptions of teachers in Omani schools in Muscat governorate, and Jordanian teachers in Zarqa governorate.

The following delimitations and generalizations apply to this study:

1. Instruments used in this study to measure ethical leadership, and organizational health, may not be representative of other instruments measuring dependent and independent variables of other studies.
2. Data obtained from the study is limited to Jordanian schools' teachers and Omani schools' teachers; consequently, outcomes of this study may not be generalized to other schools in both countries.

Definitions

The following terms are used in this research study:

Ethical Leadership: Refers to the observable behavior of a leader rather than a theoretical perception of what ethical leadership is and/or response tendencies to the ELS (Brown, Harrison, & Trevino, 2005). Essentially, it is the act of doing what is right versus doing what is wrong. It is the demonstration of normatively appropriate conduct through behavior.

Ethical Leadership defined as to how the teachers perceive their schools' principals ethical. The Ethical Leadership Scale (ELS) was used in this study to determine the Ethical Leadership of schools' principals as perceived by their teachers. The survey instrument consists of three constructs: Ethical personality traits, ethical administrative traits, and human relationship.

Organizational Health (OH): Originally defined by Matthew Miles as cited by Organizational Health Diagnostic and Development Corporation [OHDDC] (2011) "is an organization's ability to function effectively, to cope adequately, to change appropriately, and to grow from within."

The Organizational Health Inventory (OHI) that created by Hoy, Tarter, and Kottkamp (1991), measures the organizational health of the organization. The survey instrument consists of seven constructs: institutional integrity, initiating structure, consideration, principal influence, resource support, morale, and academic emphasis.

Research Methodology

Research Design

This study used a survey to collect data as a quantitative methodology.

Population and Sample of study

The population for the study consisted of schools in Muscat governorate in Oman and Zarqa governorate in Jordan: Oman: 7647: Male = 1808; Female = 5839. Zarqa Governorate: 10200, Male=3955, Female=6245. The schools were all public schools.

The sample of this study included teachers who currently worked in the participating schools in Muscat governorate and Zarqa governorate. 255 Omani teachers and 393 Jordanian teachers randomly selected participated in this study, and table 1 clarified the distribution of sample regarding to the study variables.

Table1: distribution of study sample according to study variables

Variables	OMAN	JORDAN	Total

		Frequency	Percent	Frequency	Percent	
gender	male	76	29.8	227	57.8	303
	female	179	70.2	166	42.2	345
	Total	255	100.0	393	100.0	648
Academic Qualification	BA	224	87.8	243	61.8	467
	Grad	31	12.2	150	38.2	181
	Total	255	100.0	393	100.0	648
Teaching Experience	less 5	41	15.3	142	36.1	183
	5 to 10	60	22.4	131	33.3	191
	more 10	154	62.4	120	30.5	274
	Total	255	100.0	393	100.0	648

Instrumentation:

The Ethical Leadership Scale (ELS) was used to gather the ethical leadership of public school principals in Oman and Jordan. The instrument included three dimensions: "Moral personality traits", "Ethical administrative qualities", and "human relationships" dimensions. The researcher revisits the efforts of researchers in this field as Craig & Gustafson (1998), Brown, Trevino, & Harrison (2005), Riggio, Zhu, & Reina (2010), Kalshoven, Den Hartog, & De Hoogh (2011), Yukl, Mahsud, Hassan, & Prussia (2013).

The Organizational Health Scale (OHS) was used to measure the organizational health of public school in Oman and Jordan, developed by Hoy, Tarter, and Kottkamp (1991). The instrument included seven subtest scores in the following areas: Institutional Integrity (II), Principal Influence (PI), Consideration (C), Initiating Structure (IS), Resource Support (RS), Morale (M), and Academic Emphasis (AE).

The researchers followed Brislin's (1970) backwards translation method for converting the survey from English to Arabic. The original English version was first translated into Arabic by a professional translator. Then the Arabic version was translated back into English by a second native speaker who was unfamiliar with the original version. The two version was then compared discrepancies identified and discussed, and refinements made to the Arabic version.

Instrument Validity

For the purpose of examining the validity of the instruments in this study (face validity evidence) it was presented to six experts in educational administration, research and evaluation and educational measurement. They were asked to check whether the statements in the instrument are clear and linked appropriately with the problem of study. Based on the experts' comments, some revisions regarding to the language were done to the instrument.

Instrument Reliability

Regarding the reliability of the instrument in this study, an internal consistency procedure (to estimate the consistency across the items) was used. A pilot study of 30 participants had been conducted. Those participants did not participate in the final study. The instructions were clear and all of the items of instrument functioning in appropriate manner. The values of alpha (the internal consistency coefficient) for dimensions of instrument *" The Ethical Leadership Scale*" were as follows: The questionnaire consists of three dimensions with 11 items in "Moral personality traits dimension with Cronbach alpha: 0.82; 13 items in Ethical administrative qualities Cronbach alpha: 0.85; and 11 items in "human relationships" dimension Cronbach alpha: 0.79.

The values of alpha (the internal consistency coefficient) for *The Organizational Health Scale* dimensions: institutional integrity=0.81, 7 items; initiating structure=0.77, 5 items; Consideration=.86, 5 items; principal influence=.82, 5 items; resource support=.76, 5 items; Morale=0.87, 9 items; and academic emphasis=0.79, 8 items. The previous values can be considered reasonably satisfactory to achieve the objectives of the current study.

The researcher followed Brislin's (1970) backwards translation method for converting the survey from English to Arabic. The original English version was first translated into Arabic by a professional translator. Then the Arabic version was translated back into English by a second native speaker who was unfamiliar with the original version. The two version was then compared discrepancies identified and discussed, and refinements made to the Arabic version.

Collection and Analysis of Data

Statistical Package for Social Sciences was used to analyze the data. Means, standard deviations, MANOVA and ANOVA analysis were calculated for the research questions. Regarding to the cut points, the response scale of each item that ranged from 1 (Never) to 5 (Very often) will be determine as follows: 1-2.33 = low, 2.34 to 3.67 = moderate, and 3.68-5.00 = high.

Results

Question 1. How do teachers at Muscat Governorate (Oman) and Zarqa Governorate (Jordan) perceive the ethical leadership of Schools Principal's?

Means and standard deviations for the teachers perceive the ethical leadership of Schools Principal's in Jordanian and Omani schools was calculated for each dimension as presented in Table 2: All dimensions of ethical leadership for both Jordan and Oman were in higher level. The ethical leadership behavior of schools' principals among Omani teachers (M=3.93, SD=1.087) was higher level than as perceived by Jordanian teachers (M=3.87, SD=0.495).

Ethical personality traits for Omani teachers (M=3.97, SD=1.121), for Jordanian teachers (M=4.18, SD=0.434). ethical administrative traits for Omani teachers (M=3.92, SD=1.071), for Jordanian teachers (M=3.63, SD=0.766). human relationship for Omani teachers (M=3.90, SD=1.087), for Jordanian teachers (M=3.80, SD=0.633).

Table 2: Means and SD of dimensions of Ethical Leadership of school principals as perceived by teachers in Oman and Jordan.

Ethical Leadership Dimensions	Oman		Jordan	
	Means	SD	Means	SD
Ethical personality traits	3.97	1.121	4.18	0.434
ethical administrative traits	3.92	1.071	3.63	0.766
human relationship	3.90	1.143	3.80	0.633
Total	3.93	1.087	3.87	0.495

Question 2. How do teachers at Muscat Governorate (Oman) and Zarqa Governorate (Jordan) perceive organizational health of schools?

Means and standard deviations for the teachers perceive the organizational health of in Jordanian and Omani schools was calculated for each dimension as presented in Table 3: All dimensions of organizational health for both Jordan and Oman were in higher level. The organizational health of schools among Omani teachers (M=3.67, SD=0.794) was lower level than as perceived by Jordanian teachers (M=3.71, SD=0.657).

For Jordanian teachers, the following dimensions of OH was higher than Omani teachers: institutional integrity, consideration, principle influence. While the following

dimensions of OH was higher than for Omani teachers: initiating structure, resource support, morale, and academic emphasis.

Table 3: Means and SD of dimensions of Organizational Health of school as perceived by teachers in Oman and Jordan.

Organizational Health Dimensions	Oman		Jordan	
	Means	SD	Means	SD
institutional integrity	3.46	0.736	3.81	0.704
initiating structure	3.94	0.979	3.75	0.822
Consideration	3.71	1.042	3.80	0.775
principal influence	3.46	0.794	3.74	0.738
resource support	3.74	1.012	3.59	0.803
Morale	3.67	0.858	3.58	0.719
academic emphasis	3.71	0.851	3.67	0.811
Total	3.67	0.794	3.71	0.657

Question 3. Do the ethical leadership of Schools Principal's differ based on teachers' gender, academic qualification, teaching experience, and country?

To answer this question, descriptive statistics includes means and standard dev were used. Table 4 includes the mean and standard deviation for perceive the ethical leadership of Schools Principal's differ based on teachers' gender, academic qualification, teaching experience, and country.

Table 4: Means and Standard deviation for perceived the EB as perceived by teachers based study variables

Variables	Level	Ethical personality traits		ethical administrative traits		human relationship		Total		N
		M	SD	M	SD	M	SD	M	SD	
Gender	Male	4.11	.638	3.53	.879	3.68	.784	3.77	.677	303
	Female	4.10	.896	3.93	.895	3.97	.920	4.00	.851	345
Academic Qualification	Bachelor	4.05	.852	3.73	.932	3.82	.914	3.86	.832	467
	Graduate	4.24	.560	3.78	.852	3.88	.748	3.96	.634	181
Teaching experience	Less 5 year	4.20	.704	3.95	.821	4.10	.772	4.08	.692	181
	5-10 year	4.02	.719	3.55	.838	3.79	.810	3.79	.713	188
	More than 20 year	4.08	.870	3.74	.979	3.70	.934	3.84	.860	279
Country	Jordan	4.18	.434	3.63	.766	3.80	.633	3.87	.495	393
	Oman	3.97	1.120	3.92	1.071	3.90	1.143	3.93	1.086	255

To achieve the significant differences in the teachers perceived ethical leadership of school principals as related to their gender, academic qualification, teaching experience, and country, Multivariate analysis of variance (Four-Way MANOVA) were used, the results of MANOVA presented in table 5.

Table 5 show that no significant differences in the teachers perceived the three dimensions of ethical leadership of school principals as related to their academic qualification. There are significant differences in the teachers perceived the three

dimensions of ethical leadership of school principals as related to their gender, teaching experience, and country.

Table 5. Four-Way MANOVA tests the teachers perceived the three dimensions of ethical leadership of school principals as related to their gender, education, teaching experience, and country.

Effect	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.
Intercept	.109	1274.647	4	623	.000
Gender	.980	3.199	4	623	.013
Academic Qualification	.996	.578	4	623	.679
Teaching experience	.960	3.228	8	1246	.001
Country	.967	5.294	4	623	.000

To achieve the significant differences in the teachers perceived the three dimensions of ethical leadership of school principals as related to their gender, teaching experience, and country, ANOVA were used, the results of ANOVA presented in table 6.

By utilizing ANOVA, as can be observed in Table 6, shows that there were significant differences in “ethical administrative traits” related to their gender in favor for female (M=3.93, SD=.895), while male (M=3.53, SD=.879). Also, there were significant differences in “ethical administrative traits” related to their country in favor for Oman (M=3.92, SD=1.071), while Jordan (M=3.63, SD=.766).

Table 6: ANOVA result of perceived the Ethical Leadership of school principals as related to their gender, education, teaching experience, and country.

Source	Dependent variable	Sum of squares	df	Mean of squares	F	Sig
Gender	Ethical personality traits	.048	1	.048	.080	.777
	ethical administrative traits	3.724	1	3.724	5.049	.025
	human relationship	2.013	1	2.013	3.010	.083
	Total	1.398	1	1.398	2.457	.118
Teaching experience	Ethical personality traits	.005	2	.002	.004	.996
	ethical administrative traits	.478	2	.239	.324	.723
	human relationship	3.393	2	1.697	2.537	.080
	Total	.541	2	.271	.475	.622
Country	Ethical personality traits	.041	1	.041	.069	.793
	ethical administrative traits	6.457	1	6.457	8.754	.003
	human relationship	2.227	1	2.227	3.330	.068
	Total	1.630	1	1.630	2.865	.091

Question 4. Does organizational health of Schools Principal's differ based on teachers' gender, academic qualification, teaching experience, and country?

To answer this question, descriptive statistics includes means and standard dev were used. Table 7 includes the mean and standard deviation for perceive the organizational health of Schools differ based on teachers' gender, academic qualification, teaching experience, and country.

Table 7: Means and Standard deviation for perceived the OH as perceived by teachers based study variables

Variables	Level	institutional integrity	initiating structure	consideration	principal influence	resource support	Morale	academic emphasis	Total	N
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	
Gender	Male	3.60* (.734)**	3.63 (.884)	3.64 (.8500	3.52 (.756)	3.51 (.902)	3.43 (.782)	3.48 (.845)	3.54 (.711)	303
	Female	3.73 (.734)	3.99 (.864)	3.88 (.910)	3.73 (.773)	3.78 (.867)	3.78 (.736)	3.87 (.765)	3.82 (.691)	345
Academic Qualification	Bachelor	3.63 (.737)	3.83 (.905)	3.72 (.918)	3.58 (.755)	3.63 (.914)	3.62 (.793)	3.67 (.822)	3.67 (.720)	467
	Graduate	3.78 (.726)	3.82 (.856)	3.87 (.806)	3.76 (.803)	3.71 (.838)	3.62 (.738)	3.74 (.837)	3.76 (.693)	181
Teaching experience	Less 5 year	4.02 (.788)	4.12 (.726)	3.93 (.870)	3.94 (.863)	3.88 (.824)	3.92 (.767)	4.10 (.726)	3.99 (.728)	183
	5-10 year	3.56 (.619)	3.55 (.895)	3.61 (.884)	3.54 (.636)	3.40 (.799)	3.56 (.685)	3.61 (.787)	3.55 (.584)	191
	More than 20 year	3.52 (.701)	3.82 (.929)	3.76 (.892)	3.49 (.742)	3.67 (.944)	3.46 (.790)	3.48 (.821)	3.60 (.731)	274
Country	Jordan	3.81 (.704)	3.75 (.822)	3.80 (.775)	.3.74 (.738)	3.59 (.803)	3.58 (.719)	3.68 (.812)	3.69 (.793)	393
	Oman	3.46 (.736)	3.94 (.978)	3.76 (.890)	3.63 (.772)	3.65 (.893)	3.62 (.777)	3.69 (.827)	3.69 (.714)	255

*=Mean (M)
**=Standard Deviation (SD)

A Four-Way MANOVA was used to test the teachers perceived the seven dimensions of organizational health of school as related to their gender, academic qualification, teaching experience, and country.

Table 8 show that no significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their academic qualification. There are significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their gender, teaching experience, and country.

Table 8 Four-Way MANOVA tests the teachers perceived the seven dimensions of organizational health of school as related to their gender, education, teaching experience, and country.

Effect	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.
Intercept	.093	757.414	8	619	.000
Gender	.973	2.125	8	619	.032
Academic qualification	.993	.546	8	619	.822
Teaching experience	.864	5.865	16	1238	.000
Country	.894	9.197	8	619	.000

To achieve the significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their gender, teaching

experience, and country, ANOVA were used, the results of ANOVA presented in table 9.

Regarding to gender, table 9 show that there are significant differences in the teachers perceived the "*principal influence*", and "*Morale*" dimensions of organizational health of school in favor of female (M=3.73, SD=.773), and (M=3.78, SD=.736) respectively.

Regarding to country, the results showed in table 9 that there are significant differences in the teachers perceived the "*institutional integrity*", "*initiating structure*", and "*principal influence*" dimensions of organizational health of school in favor of Jordan in "*institutional integrity*" and "*principal influence*", while for Oman in "*initiating structure*".

To achieve the significant differences in the level of OH "*institutional integrity", "Morale", and "academic emphasis"*, perceived by teachers according to their teaching experience variable, post hoc test (Scheffe) were used, the results of Scheffe test presented in table 10.

Table (10) show that significant differences in the "*institutional integrity", "Morale", and "academic emphasis"* dimensions perceived by teachers according to their teaching experience in favor to "Less 5 years" compared with teachers who have "5 to 10 years" and "more than 10 years".

Table 9: ANOVA result of perceived the OH of school as related to their gender, teaching experience, and country.

Source	Dependent variable	Sum of squares	df	Mean of squares	F	Sig
Gender	institutional integrity	1.355	1	1.355	2.930	.087
	initiating structure	2.022	1	2.022	2.912	.088
	consideration	1.856	1	1.856	2.466	.117
	principal influence	2.711	1	2.711	5.046	.025
	resource support	.423	1	.423	.583	.445
	Morale	3.324	1	3.324	6.453	.011
	academic emphasis	1.100	1	1.100	1.998	.158
	Total	1.700	1	1.700	3.799	.052
Teaching experience	institutional integrity	5.019	2	2.510	5.428	.005
	initiating structure	2.274	2	1.137	1.638	.195
	consideration	.007	2	.003	.004	.996
	principal influence	1.512	2	.756	1.407	.246
	resource support	.467	2	.234	.322	.725
	Morale	3.611	2	1.806	3.506	.031
	academic emphasis	11.921	2	5.961	10.825	.000
	Total	1.586	2	.793	1.772	.171
Country	institutional integrity	4.231	1	4.231	9.152	.003
	initiating structure	3.130	1	3.130	4.509	.034
	consideration	.025	1	.025	.034	.854
	principal influence	2.310	1	2.310	4.299	.039
	resource support	1.028	1	1.028	1.419	.234
	Morale	.600	1	.600	1.164	.281
	academic emphasis	1.430	1	1.430	2.597	.108
	Total	.035	1	.035	.077	.781

Table 10: Scheffe result of perceive the OH "*institutional integrity", "Morale", and "academic emphasis"*, based on teaching experience

Dependent Variable	Teaching Experience Level	Mean	Less 5	5 to 10	More 10
institutional integrity	less 5 years	4.02		.4632*	.5031*
	5 to 10 years	3.56	-.4632*		.0398
	more 10 years	3.52	-.5031*	-.0398	
Morale	less 5 years	3.92		.3569*	.4560*
	5 to 10 years	3.56	-.3569*		.0992
	more 10 years	3.46	-.4560*	-.0992	
academic emphasis	less 5 years	4.10		.4949*	.6221*
	5 to 10 years	3.61	-.4949*		.1272
	more 10 years	3.48	-.6221*	-.1272	

Question 5. Are there significant relationships between the ethical leadership of Schools Principal's and organizational health of schools as perceived their teachers?

To answer this question, Person correlation between ethical leadership and organizational health were used. Table 11 includes the Person correlation value.

Table 11 show that there is a positive relationship between ethical leadership and organizational health "total" as perceived by Jordanian and Omani teachers (r=-0.872). Table 11 also show that there is a positive relationship between ethical leadership dimensions and organizational health dimensions perceived by Jordanian teachers at Jordanian schools ranged from (r= 0.291) to (r= 0.961). Also, there is a positive relationship between ethical leadership dimensions and organizational health dimensions perceived by Omani teachers at Omani schools ranged from (r= 0.560) to (r= 0.902).

Table 11: Person correlation between ethical leadership and organizational health as perceived by teacher in Jordan and Oman.

	Country	Ethical personality traits	ethical administrative traits	human relationship	Total
institutional integrity	Jordan	.312**	.773**	.752**	.810**
	Oman	.560**	.567**	.591**	.586**
	Total	.444**	.604**	.608**	.607**
initiating structure	Jordan	.422**	.843**	.561**	.796**
	Oman	.823**	.902**	.858**	.880**
	Total	.622**	.871**	.720**	.812**
consideration	Jordan	.470**	.807**	.573**	.796**
	Oman	.877**	.900**	.895**	.911**
	Total	.718**	.838**	.757**	.845**
principal influence	Jordan	.362**	.806**	.595**	.774**
	Oman	.639**	.700**	.696**	.693**
	Total	.506**	.698**	.608**	.665**

resource support	Jordan	.291**	.892**	.754**	.865**
	Oman	.759**	.780**	.755**	.782**
	Total	.559**	.831**	.744**	.784**
Morale	Jordan	.298**	.858**	.912**	.918**
	Oman	.740**	.785**	.769**	.782**
	Total	.542**	.815**	.812**	.798**
academic emphasis	Jordan	.073	.780**	.921**	.815**
	Oman	.696**	.771**	.740**	.752**
	Total	.423**	.761**	.792**	.729**
Total	Jordan	.371**	.961**	.844**	.963**
	Oman	.835**	.884**	.866**	.881**
	Total	.637**	.903**	.837**	.872**

**. Correlation is significant at the 0.01 level

Discussion

The purpose of this study was to better understand the ethical leadership among Omani and Jordanian public school principals and its relation to organizational health from their teachers' perspective, and to determine if ethical leadership and organizational health vary according to teachers' demographic variables.

However, a literature searches on the ethical leadership yielded only few articles with organizational health relating to education. This study surveyed a convenience sample of 648 teachers; 393 Jordanian teachers, and 255 Omani teachers. Participants provided demographic data and completed ethical leadership instrument and organizational health constructed for this study.

All dimensions of ethical leadership for both Jordanian and Omani principals as perceived by their teachers were in higher level. The ethical leadership behavior of schools' principals among Omani teachers was higher level than as perceived by Jordanian teachers. Ethical personality traits for Jordanian teachers higher than Omani teachers. ethical administrative traits and human relationship for Omani teachers higher than Jordanian teachers.

All dimensions of organizational health for both Jordan and Oman were in higher level. The organizational health of schools among Omani teachers was lower level than as perceived by Jordanian teachers. For Jordanian teachers, the "institutional integrity", "consideration", and "principle influence" dimensions of OH was higher than Omani teachers. While the "initiating structure", "resource support", "morale", and "academic emphasis" dimensions of OH was higher than for Omani teachers.

No significant differences in the teachers perceived the three dimensions of ethical leadership of school principals as related to their academic qualification. There were significant differences in "ethical administrative traits" related to their gender in favor for female. Also, there were significant differences in "ethical administrative traits" related to their country in favor for Oman.

No significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their academic qualification. There are significant differences in the teachers perceived the "*principal influence*", and "*Morale*" dimensions of organizational health of school in favor of female. Regarding to country, the results showed that there are significant differences in the teachers perceived the "*institutional integrity*", "*initiating structure*", and "*principal influence*" dimensions of organizational health of school in favor of Jordan in "*institutional integrity*" and "*principal influence*", while for Oman in "*initiating structure*". There were significant differences in the "*institutional integrity", "Morale", and "academic emphasis"* dimensions perceived by teachers according to their teaching experience in favor to

"Less 5 years" compared with teachers who have "5 to 10 years" and "more than 10 years".

There is a positive relationship between ethical leadership and organizational health "total" as perceived by Jordanian and Omani teachers. Also, the results revealed that there is a positive relationship between ethical leadership dimensions and organizational health dimensions that perceived by Jordanian and Omani teachers. This result is understandable as these subscales of ethical leadership represent administrator behaviors that might most enlist organizational health among schools. Interestingly, ethical leadership was positively correlated with organizational health, and this ethical leadership among principals of Omani and Jordanian schools would be expected to elicit the organizational health through their schools.

There may be various reasons for this. First, participants in both countries; Jordan and Oman have been Arabian countries and have close cultural and social values that reflect their similarities among people in both countries.

Recommendations for Future Research:

As this was the first study to explore the ethical leadership and organizational health as perceived by the teachers' in Jordanian and Omani schools, there are a number of recommendations for future research. This study was operationalized by asking the participants to provide their perceptions of their school principals ethical leadership and organizational health. It may be useful to also understand how their principals perceived their own ethical leadership by applying a version of the ethical leadership scale, and organizational health. Thus, studying this relationship from both sides might be able to provide further light on ethical leadership and organizational health.

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