

PRINCIPALS ETHICAL LEADERSHIP AND ITS RELATIONSHIP TO ORGANIZATIONAL HEALTH OF SCHOOLS AS PERCEIVED BY OMANI TEACHERS'

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ABSTRACT *This study aimed to investigate schools' principals' ethical Leadership and its relationship to organizational health of schools as perceived by 255 Omani teachers. All dimensions of ethical leadership were in higher level; all dimensions of organizational health were in higher level. No significant differences in the teacher's perception on the three dimensions of ethical leadership of school principals as related gender and teaching experiences. There are significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their gender, in favor for female teachers in dimensions: institutional integrity, initiating structure, Consideration, principal influence, and academic emphasis. While it was in favor for male teacher in dimensions: resource support, and Morale. Regarding to teaching experience, there are no significant differences in the teachers perceived in seven dimensions of OH. There is a positive relationship between ethical leadership and organizational health as perceived by Omani teachers .*

KEYWORD: *Ethical leadership; organizational health; Omani schools, teachers, principals.*

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I. INTRODUCTION

Leadership is considered a key variable determining performance in the organization [1]. This is a constant task for all staff of every organization, not just in schools, to demonstrate clear ethical conduct [2]. [3] illustrated the value of ethical/moral leadership, explaining the processes of leadership must include a clear sense of the moral and ethical overtones needed for effective leadership skills. Leaders, to be successful, must understand the objectives of leaders must be moral, whereas the process of achieving group goals must be ethical [4] suggested that to understand ethics best in public policy, educators must first understand the motivation of public officials. The environment within an organization that can be closed or open depending on member satisfaction characterized as climate of the organization [5]. The attitude of the organization represents its climate [6]. Educational institutions have to continue to participate in organizational health initiatives that will foster collaborative and positive relationships [7].

School leadership serves as a vital element in the analysis of education and is often the key element for success or failure in school districts [8], [9], [10]. To recognize the challenge faced by school superintendents in attempting to provide successful school district leadership, an appreciation of the value of ethical integrity and expectations by school leaders is important.

The lack of consensus between the superintendent and the employees of the school system about what constitutes ethical leadership is particularly significant given that in many cases the decisions and actions of school leaders have direct ethical consequences for their respective school districts and the related stakeholders such as students, staff, parents and the community [11].

School leaders bring ideals and vision to their work, the legitimacy of their positions and their integrity and achievements [12]. The behavior, decision-making and activities of the school leader have an effect on the view of that school leader by their followers and respective stakeholders [11]. [13] study revealed that direct positive correlation between the degree of principals' transformational leadership and level of organizational health, and the degree of the principals practice transformational leadership and organizational health in basic education schools in Oman was in high degree of practice in basic education schools in Oman with a total of 504 teachers participated in this study. [14] study revealed that the availability degree of the supportive practices for ethical leadership was very high from the perspective of the supervisors and teachers, but it was moderate from the perspective of students and their parents, in pre basic education in Oman, 500 persons of educational supervisors, teachers, students and their parents were sample of study. [15] reported that the highest mean of OHI-S dimensions was for high-level academic Emphasis (AE) dimensions, and the other dimensions (institutional integrity, initiating structure, consideration, principals influence, resource support, and morale) were at moderate levels. Female teachers were more viewed as school health than male. Teachers with medium teaching experience perceived

school health more than their low- and high-experience colleagues, teachers serving in school with less than 600 students perceived school health more than teachers in 600 and more.

Work environment reflects the level of the organizational health of the enterprise, where this later must provide a positive, open - minded, organizational environment, and adopt a strategy; that does not make workers committed only to perform their duties, but also, to realize their goals through the achievement of clear objectives adopted by the enterprise, which can be done via the adoption of the work teams; that provides such an atmosphere, and open the door to self-raising through teams success [16].

Organizational health is critical in building positive relationships among employees, students and local communities. Positive work environments, in which people feel relaxed, secure and motivated is very important. Researches of studies indicate a close correlation between school culture and effectiveness of the school [17]. The synthesis of theories, knowledge bases, concepts, and approaches helps form an evolving school culture's values and aspirations [18]. [6] defines a culture as having unwritten rules that members of a community have been living with and passing on for years; these established standards shape a culture they want. Culture in its environment can be unique in any school with distinct commonalities where the organization bonds together in each educational institution. Organizational culture was not clearly defined although it was identified by some as a structure kept together by common orientations in which a distinct identity was formed [19]. In many empirical studies, though, a common ground of what culture is has echoed.

In Oman vision 2040, the development of the educational system at all levels and improving its outcomes have become a top priority. The major role of educational institutions is to build Omanis' confidence in their identity and commitment to their social values. This is attainable through increasing the quality of basic and higher education and developing scientific and educational curricula. According to Oman vision 2040, educational system improvement entails the development of educational institutions, faculty and staff; the use of modern teaching and learning techniques; and the dissemination thereof as national culture. In addition to that, it entails maximizing national capabilities through a national system established to nurture talent, creativity and entrepreneurial potential [20].

Although leadership is attracting growing attention, there remains a scarcity of work dealing with such ethical leadership and its connection to organizational health. Through the perspective of their teachers, this study will explore the ethical leadership of Omani public school principal and its relation to organizational health. Furthermore, to determine how ethical leadership and organizational health differ by teacher's.

II. STATEMENT OF THE PROBLEM

The organization's leader's ethical leadership behavior plays a significant role in creating a community that fosters the leader's ideals, principles, and ideas and the behaviors of

his subordinates. The organization's leader sets the tone and establishes the strategies required to direct the health organization to success.

The modern schooling system was established officially in 1970 with His Majesty, Sultan Qaboos, started ruling Oman. The school number jumped from 3 schools before 1970 to nearly 1200 currently. There have been many reforms since then with the role of school principals as one of the major components of these reforms. As prescribed by the Office of Undersecretary for the Education Planning and Human Resources Development (2014), school principals in Oman are responsible for managing the learning and teaching processes inside effectively through creating a positive organizational climate and ethical leadership. The principals in Omani schools are also entrusted to be the ones who deal with the issues of their fellow teachers and solve them. Moreover, the school principals are fully responsible for bringing solutions to any social, administrative, financial etc. issues facing the school. Overall, ethical leadership of school principals is a central focus of the education system in Oman and highlighted in various policy documents.

This research study goal was to investigate the principals' ethical leadership and its relation to organizational health of schools as perceived by Omani teachers, and, to determine if principals' ethical leadership and organizational health of schools vary according to teachers' demographic variables.

Research Questions

In order to investigate the principals' ethical leadership and its relation to organizational health of schools as perceived by Omani teachers, and if these perspectives vary according to schools' teachers' demographics, this study proposed to answer the following questions:

- 1- What is the level of Omani schools' principals' ethical leadership from their teachers' perspectives?
- 2- What is the level of schools' organizational health from teachers' perspectives?
- 3- Do the Omani schools principals ethical leadership differ based on their teachers' gender, and teaching experience?
- 4- Does organizational health of Schools differ based on teachers' gender, and teaching experience?
- 5- Are there significant relationships between the Omani schools' principals' ethical leadership and organizational health of schools as perceived their teachers?

Significance of Study

By examining the perceptions of the teachers about ethical leadership of schools' principals and its relation in the area of organizational health, principals as leaders may realize the opportunities that have evolved for influencing their schools and its organizational health.

This research is important for a number of reasons. Ethical leadership behavior affects any given organization's organizational health. The results of this study will add to the awareness of actions in ethical leadership, organizational health, and will provide techniques that will help leaders build a safe school. Indeed, this study presents a case from a developing country, Oman, where school principals are highly instructed through policies and laws to work towards making schools healthier as organizations.

However, the world is facing rapid and successive changes; political and economic challenges of the post-oil era pose all the more hurdles in the path of Oman's development. Disruptive technological and scientific advances, digital globalization and cyberspace have turned the world into a global village, thus creating new challenges in society,

especially among youth and families, in addition to other challenges burdening natural resources, such as climate change and demographic projections of population growth in Oman.

This data will also help leaders understand how leadership will impact on the health of schools. The study may also identify areas where further ethical leadership and organizational health work is required. It is also expected that these results will strengthen the manner in which educational organizations work and lead members.

Definitions of terms

This research paper includes the following terms:

Ethical leadership: refers to a leader's observable actions rather than a theoretical understanding of what ethical leadership is, and/or ability to react to the ELS [21]. Ethical leadership described how the teachers view ethical principalities in their schools. For this research, the Ethical Leadership Scale (ELS) was used to assess the ethical leadership of the school principals as their teachers viewed it. The survey instrument consists of three constructs: ethical personality traits, ethical administrative traits and human relationship.

Organizational Health (OH): Originally identified by Matthew Miles as cited by the Organizational Health Diagnostic and Development Corporation [OHDDC] [22] is the strength of an organization to work efficiently, cope appropriately, adapt appropriately and develop from within. The Organizational Health Inventory (OHI), which was developed by [19], monitors the organization's health. The survey instrument consists of seven constructs: institutional integrity, initiating structure, consideration, principal influence, resource support, morale and academic emphasis.

III. METHODOLOGY

Research Design

The present study involved a quantitative method, by using a survey to collect data.

Population and Sample of study

The research population consisted of schools in Oman's Muscat governorate: 7647: Male = 1808; Female = 5839. Both schools were public. The sample of this study included teachers currently working in Muscat governorate in the participating schools. 255 teachers randomly selected, 76, 29.8% were male, and 179, 70.2% were female. According to academic qualification; 224, 87.8% were Bachelor degree, and 31, 12.2% were graduate degree. Regarding to teaching experience; 41, 15.3% were less than 5 years, 60, 22.4% were 5 to 10 years, and 154, 62.4% were more than 10 years.

Instrumentation:

The Ethical Leadership Scale (ELS) was used to gather the ethical leadership of public school principals in Oman. 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 [21], [23], [24], [25], [26].

The Organizational Health Scale (OHS) was used to measure the organizational health of public school in Oman, developed by Hoy, Tarter, and Kottkamp [19]. 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 [27] 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.

Instruments Validity and Reliability

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.

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.

Collection and Analysis of Data

The data collected during Fall semester 2019. 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.

IV. RESULTS

Question 1. What is the level of Omani schools' principals' ethical leadership from their teachers' perspectives?

Means and standard deviations for the teachers perceive the ethical leadership of Schools Principal's in Omani schools was calculated for each dimension as follows: All dimensions of ethical leadership for Oman were in higher level (M=3.93, SD=1.087), ethical administrative traits (M=3.97, SD=0.1.121), moral personality traits (M=3.92, SD=1.071), and human relationship (M=3.90, SD=1.143). See Appendix 1 for Means and Standard deviations for each dimension and items of ethical leadership as perceived by Omani teachers.

Question 2. What is the level of schools' organizational health from teachers' perspectives?

Means and standard deviations for the teachers perceived the organizational health of Omani schools was calculated for each dimension as follows: All dimensions of organizational health for Oman were in higher level (M=3.67, SD=0.794), "initiating structure" (M=3.94, SD=.979), "resource support" (M=3.74, SD=1.012), "consideration" (M=3.71, SD=1.042), "academic emphasis" (M=3.71, SD=0.851), "morale" (M=3.67, SD=0.858), "institutional integrity" (M=3.46, SD=0.736), and "principal influence" (M=3.46, SD= 0.794). See appendix 2 for Means and Standard deviations for each dimension and items of schools' organizational health as perceived by Omani teachers.

Question 3. Do the Omani schools principals ethical leadership differ based on their teachers' gender, and teaching experience?

To answer this question, descriptive statistics includes means and standard deviation were used. Table 1 includes the mean and standard deviation for Omani schools' principals' ethical leadership differ based on their teachers' gender, and teaching experience

Table 1

Means and Standard deviation for perceived the EB as perceived by teachers based on their gender and teaching experience

Variables	Level	Ethical personality traits		ethical administrative traits		human relationship		Total		N
		M	SD	M	SD	M	SD	M	SD	
Gender	Male	4.04	1.07	3.89	1.06	3.96	1.10	3.96	1.06	76
	Female	3.95	1.14	3.93	1.07	3.88	1.16	3.92	1.10	179
Teaching experience	Less 5 year	3.84	1.139	3.88	1.011	3.75	1.166	3.82	1.088	39
	5-10 year	3.98	1.186	3.93	1.203	3.93	1.175	3.95	1.175	57
	More than 10 year	4.01	1.096	3.93	1.042	3.93	1.109	3.96	1.059	159

To achieve the significant differences in the teachers perceived ethical leadership of school principals as related to their gender, and teaching experience, Multivariate analysis

of variance (Two-Way MANOVA) were used, the results of MANOVA presented in table

Table 2

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

Effect		F	Hypothesis df	Error df	Sig.
Gender	(Hotelling's Trace) .023	1.405	4.000	246.00	.233
Teaching experience	(Wilks' Lambda) .975	.785	8.000	490.00	.616

Table 2 showed that no significant differences in the teachers perceived the three dimensions of schools' principals' ethical leadership as related to teachers' gender, and teaching experiences.

based on teachers' gender, and teaching experience? To answer this question, descriptive statistics includes means and standard deviation were used. Table 3 includes the mean and standard deviation of the organizational health of Schools based on teachers' gender, and teaching experience .

Question 4. Does organizational health of Schools differ

Table 3

Means and Standard deviation for perceived the OH as perceived by teachers based on their gender and teaching experience

Variables	Level	institutional integrity	initiating structure	Consideration	principal influence	resource support	Morale	academic emphasis	Total	N
Gender	Male	3.44* (.802)**	3.89 (1.033)	3.70 (1.099)	3.25 (.866)	3.86 (1.027)	3.68 (.918)	3.68 (.928)	3.64 (.864)	76
	Female	3.47 (.709)	3.97 (.957)	3.71 (1.020)	3.55 (.746)	3.69 (1.004)	3.67 (.834)	3.72 (.819)	3.68 (.764)	179
Teaching experience	Less 5 year	3.50 (.764)	3.89 (.944)	3.62 (1.044)	3.53 (.859)	3.68 (1.031)	3.68 (.952)	3.76 (.867)	3.66 (.857)	39
	5-10 year	3.33 (.714)	3.87 (1.085)	3.66 (1.106)	3.46 (.719)	3.68 (1.049)	3.66 (.890)	3.71 (.891)	3.62 (.804)	57
	More than 10 year	3.49 (.736)	3.98 (.951)	3.74 (1.023)	3.44 (.806)	3.78 (.999)	3.68 (.828)	3.69 (.838)	3.69 (.778)	159

=*Mean (M)

**Standard Deviation (SD)

A Two-Way MANOVA was used to test the teachers

perceived the seven dimensions of organizational health of school as related to their gender, and teaching experience, see Table 4.

Table 4

Two-Way MANOVA tests the teachers perceived the seven dimensions of organizational health of school as related to their gender, and teaching experience.

Effect		F	Hypothesis df	Error df	Sig.
Gender	(Hotelling's Trace) .101	3.043	8	242	.003
Teaching experience	(Wilks' Lambda) .876	2.066	16	484	.009

Table 4 show that there are significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their gender, in favor for female teachers in dimensions: institutional integrity (M=3.47, SD=.709), initiating structure (M=3.97, SD=.957), Consideration (M=3.71, SD=1.020), principal influence (M=3.55, SD=.746), and academic emphasis (M=3.72, SD=.819). While it was in favor for male teacher in

dimensions: resource support (M=3.86, SD=1.027), and Morale (M=3.68, SD=.918)

Table 4 show that there are significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their teaching experience. To achieve the significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their teaching experience, ANOVA were used, the results of ANOVA presented in table 5.

Table 5

ANOVA result of perceived the OH of school as related to teachers teaching experience, and interaction between gender and teaching experience.

Source	Dependent variable	Sum of squares	Df	Mean of squares	F	Sig
Teaching experience	institutional integrity	1.078	2	.539	.986	.374
	initiating structure	1.354	2	.677	.717	.489
	Consideration	1.871	2	.935	.872	.419
	principal influence	.646	2	.323	.528	.590
	resource support	2.514	2	1.257	1.246	.289
	Morale	2.954	2	1.477	2.030	.133
	academic emphasis	2.495	2	1.247	1.752	.176
Total		.945	2	.473	.758	.470

Regarding to teaching experience, table 5 show that there are no significant differences in the teachers perceived in seven dimensions of OH.

Question 5. Are there significant relationships between the Omani schools' principals' ethical leadership and

organizational health of schools as perceived their teachers? Person correlation between Omani schools' principals' ethical leadership and organizational health of schools were used, as clarified in Table 6.

Table 6

Person correlation between Omani schools' principals' ethical leadership and organizational health of schools as perceived by teachers

	Ethical personality traits	ethical administrative traits	human relationship	Total
institutional integrity	.560*	.567*	.591*	.586*
initiating structure	.823*	.902*	.858*	.880*
Consideration	.877*	.900*	.895*	.911*
principal influence	.639*	.700*	.696*	.693*
resource support	.759*	.780*	.755*	.782*
Morale	.740*	.785*	.769*	.782*
academic emphasis	.696*	.771*	.740*	.752*
Total	.835*	.884*	.866*	.881*

**Correlation is significant at the 0.01 level

Table 6 show that there is a positive relationship between schools' principals' ethical leadership and organizational health of schools "total" as perceived by Omani teachers (r=

0.881). Table 6 also show that there is a positive relationship between schools' principals ethical leadership dimensions and organizational health of schools dimensions perceived by Omani teachers ranged from (r= 0.560) to (r= 0.902)

5, Discussion

The purpose of this study was to understand the Omani schools' principals' ethical leadership and its relationship to school organizational health from Omani teachers' perspective, and to determine if schools' principals' ethical leadership and organizational health of schools vary according to teachers' demographic variables. This study surveyed a convenience sample of 255 Omani teachers.

The results of this study considered in view of relevant delimitations and limitations. The following are limited generalizations in this study: The research study involves Omani schools in Muscat governorate, limited to teachers' perceptions. The delimitations and generalizations apply to this study: Instruments used in this study to measure principals' ethical leadership, and organizational health of schools, may not be representative of other instruments measuring dependent and independent variables of other studies. Data obtained from the study is limited to Omani schools' teachers; consequently, outcomes of this study may not be generalized to other schools in the country.

All dimensions of Omani principals' ethical leadership, and all dimensions of organizational health of schools as perceived by their teachers were in higher level. This can be explained by the findings of [14], which revealed that the availability degree of the supportive practices for ethical leadership was very high from the perspective of the supervisors and teachers. There were no significant differences in the teachers perceived the three dimensions of schools' principals' ethical leadership as related to teachers' gender, and teaching experiences. There are significant differences in the teachers perceived the seven dimensions of organizational health of school as related to their gender, in favor for female teachers in dimensions: institutional integrity, initiating structure, Consideration, principal influence, and academic emphasis. While it was in favor for male teacher in dimensions: resource support, and Morale, that result consisted with [15] results that revealed female teachers were more perceived school health than male.

Regarding to teaching experience, there are no significant differences in the teachers perceived in seven dimensions of organizational health of schools. This result did not consistent with [15] findings that teachers with medium experience in teaching perceived school health more than their colleague with low and high experience.

There is a positive relationship between schools' principals' ethical leadership and organizational health of schools as perceived by 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 schools would be expected to elicit the organizational health through their schools. In this situation, this result is understandable as those participants. This may lead us to understand that teachers who have a positive perception of the school's organizational health are committed to teaching and learning [28], high job performance and the quality of educational services provided to students [19], [29], teachers tend to take risks and explore new ideas [30], and student performance [31]

Recommendations for Future Research:

Since this was the first study to examine the ethical leadership and organizational health of schools by the principal as viewed by their teachers in Omani schools, a set

of recommendations for future research are being made. This study was characterized by asking participants to give their opinions of the ethical leadership and organizational health of their school principal. It can also be helpful to understand how their leaders viewed their own ethical leadership by applying a form of the scale of ethical leadership, and organizational health. Thus, the study of this relationship from both sides could provide additional light on ethical leadership and organizational health.

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