



## Examination of The Relationship between Ethical Leadership and Self-Efficacy of Primary School teachers

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### Abstract

The purpose of this study was to investigate the relationship between managers' ethical leadership on self-efficacy of physical education teachers in Tabadekan region of Mashhad. This study is practical and of descriptive-correlational type. The statistical population of this study is all primary education teachers (60 men and 50 women) working in the primary education schools of the Tabadekan district of Mashhad in the year 1397, A total of 761 people were selected in the whole counting manner. The data were collected using Moral Leadership Questionnaire (Brown et al., 2005) and Self-Efficacy Questionnaire (Sherer et al., 1982). The validity of the questionnaire was improved by obtaining the advice from faculty members specializing in this field and reliability of the questionnaire was confirmed using the Cronbach's alpha coefficient. To analyze the data, descriptive statistics were used and in order to test the hypotheses, the Kolmogorov-Smirnov- tests, single sample, Friedman, Pearson correlation coefficient, regression concurrently and Bootstrap test were used to study the model of relationship between the main variables of the research.

The results of the research show that the ethical leadership of managers affects teachers' self-efficacy. Generally, the results show that the structure of the research model is very well suited; also the ethical leadership of managers predicts teacher self-efficacy. The conclusion demonstrate that managers must put ethical leadership as their primary priority in achieving teachers' quality and success.

**Keywords:** Ethical leadership, self-efficacy, primary school teachers.

### INTRODUCTION

With the rapid growth of industry and mechanization in the international community, statistics from different countries show that there are a growing number of people with psychological problems. One way to prevent psychological disadvantages is exercise and physical activity (Azadi, 2015). Overall, in recent years, the sports industry has encountered conflicts and moral scandals so that moral scandals in the last decade reached the highest levels in Sports industry (Kool & van Dierendonck, 2012). Due to recent scandals and unethical behaviors in the field of sports, researchers and officials inside and outside the field of sports management have called for the reform of sports organizations and those who lead them (Burton & Peachey, 2013). On this basis, researchers have paid special attention to the assessment of the leadership of sports organizations as a necessary component to reform Sports organizations (Demirtas & Akdogan, 2015; Robinson, 1996) because, leadership, is essential in order to create an ethical atmosphere in sports organizations (Panaccio et al., 2015). In today's organizations, all

leadership styles, including academic leadership, servant leadership, and so on, are vitally important, but the role of ethical leadership among them is very prominent.

Particularly in university organizations seeking to promote organizational learning culture, systemic thinking, innovative in one sense, the capacity of organizational adaptability, ethical leadership must be paid attention (Abbaszadeh & Budaghi, 2014). Ahmadi, Golestani, Mirani & Sidi (2017) in an article titled the study of "the relationship between ethical leadership and quality of work life among primary school teachers in Kermanshah", concluded that there is a positive and significant relationship between ethical leadership and its dimensions with the quality of work life of primary school male teachers in Kermanshah. Malekzadeh and Hadavi (2016) in a research entitled "The role of ethical leadership in the work stress of physical education teachers in the Islamshahr County", concluded that ethical leadership plays an important role in reducing the work-related stress of teachers, especially physical education teachers, leading to their efficacy and effectiveness, and any more ethical organization is more successful. In another study, Ismail and Bin Daud (2014) in a study entitled "The Effect of Ethical Leadership on Organizational Commitment in Schools", concluded that ethical leadership could positively and significantly increase the organizational commitment of school staffs.

Ethical leadership by creating values, ethical awareness, granting authority and responsibility to individuals, the adoption of participatory and democratic management and the creation of a suitable organizational atmosphere in order to meet organizational health, honesty and reliability, encourages observing the values and attitudes in behaviors, pursuing values in decision-making and fair treatment in any situation (Tutar, Altinoz & Cakiroglu, 2011). Acar, Kaya & Sahin (2012) in an article entitled "Effects of the ethical leadership behavior of school principals on physical education teachers in the level of organizational justice", concluded that the ethical leadership behavior of teachers continuously affects the subscale of teachers' organizational justice perceptions. In another study, Nickpay & Malekian Mofrad (2016) in an article entitled "examination of the Impact of principals' Ethical Leadership style on Social Capital of Teachers by Mediation of the Organizational Virtue of Primary Schools in Khorramabad city", concluded that the ethical leadership style has a significant relationship with social capital of teachers. Also, Hosseinpour et al., (2015) in an article entitled "The Relationship between the managers Ethical Leadership style and the Self-efficacy and occupational Engagement of secondary School Teachers in Sanandaj City", concluded that the ethical leadership style of managers has a relationship with teachers' collective self-efficacy and the degree of their professional engagement in the school, in a way that the school principals ethical leadership of the school administrators is predictive of the degree of collective self-efficacy and teacher engagement. The findings also show that ethical leadership has a direct and also indirect positive effect on teachers' professional engagement through mediation of collective self-efficacy of teachers. In fact, self-efficacy theory originates from social cognition theory and includes self-efficacy and hope-to-outcome as the main constituent (Perkmaly et al., 2013). The results of Mostafa Nejad (2013) study with the aim of examining "the relationship between individual and organizational predictors of teacher commitment and mediator role of self-efficacy and organizational identity among elementary teachers", showed that there is a positive and significant relationship between perceived organizational politics

and professional commitment and self-efficacy and self-efficacy plays a mediating role in the relationship between organizational politics and professional commitment.

Self-efficacy plays a determinant role in self-encouragement, since self-efficacy beliefs affect the selection of challenging goals, the amount of effort to perform tasks, endurance and perseverance in dealing with problems and the amount of pressure tolerance (Bedel, 2016). Shohoodi et al., (2013) in an article titled "the Mediator role of Spiritual Leadership" on the relationship between sport self-efficacy and professional commitment in physical training teachers", concluded that there is a significant relationship between the athletic self-efficacy of teachers and their spiritual leadership, but the relationship between athletic self-efficacy of teachers and professional commitment was not significant. The opinion of the scholars is that moral leadership is able to influence its effects through processes focused on spiritual atmosphere creation and self-efficacy development of employees at all levels (Stouten et al., 2010). Pan (2014) in an article titled "The relationship between teachers' self-efficacy and motivation and satisfaction of students in physical education", concluded that self-efficacy of physical education teachers had an impact on learning motivation, learning atmosphere, and satisfaction with student learning. Teachers' self-efficacy also indirectly and positively affects learning satisfaction. In another study, Skaalvik & Skaalvik (2010), in a paper titled "Teacher Self-efficacy and Teacher fatigue: study of relationships", concluded that teacher self-efficacy, collective efficacy, and two dimensions of job fatigue are differently related to school variables and teachers' job satisfaction. Regarding the above mentioned, the researcher tried to assess the leadership of managers on the self-efficacy of physical education teachers.

## METHOD

The methodology of this research according to its type is descriptive, in terms of relations between variables is of correlation type and according to the research objectives is from the category of applied research and its implementation method has been field-based.

**Research Group:** The statistical population of this study is all elementary school teachers (60 men and 50 women) working in the primary education schools of the Vahedakan district of Mashhad city in the year 2018. As a sample of the mentioned statistical population, 2 people were not accessible. Therefore, the rest of teachers whose number were 108 participants received questionnaires and were asked to carefully study all questions and choose the best and closest option.

**Analysis of Data:** To analyze the statistical information of the findings, descriptive and inferential statistical methods were used in two separate sections. In the first section, descriptive statistics were used to determine the frequency, mean, and the standard deviation. In the second part, inferential statistical methods of Kolmogorov-Smirnov test were used to determine the normality of the data and T-test, single samples, Friedman, Pearson correlation coefficient and regression test were used concurrently in order to test the hypotheses. At the end, the bootstrap test was used in order to examine the model of the research main variables relationship, according to the research objectives, a questionnaire was used to collect information.

**Data Collection Tools:** Among the research questionnaires, the standard ethical leadership questionnaire of Brown et al., (2005) and self-efficacy of Sherer et al., (1982) were used. According to the experts, eight questions were removed from the questionnaire and the number of questions was reduced to nine. There isn't any subscale for this questionnaire.

The Ethical Leadership Questionnaire was developed in 2005 by Brown et al. The questionnaire consists of 10 questions. This questionnaire measures the ethical leadership of managers and consists of two components: ethical person and ethical manager. Using these questionnaires, the ethical leadership of principals (at two levels of ethical person and ethical principal) was examined and tested based on normative Appropriate behaviors through individual activities, interpersonal communication and propagation of such behaviors among followers through bilateral communication, strengthening and decision making in principals in relation to staff and teacher self-efficacy based on social skills and professional competencies. It is worth mentioning that to determine the validity of the questionnaire for the mentioned society, questionnaires were submitted to several counseling professors and, considering that the questionnaires were standardized, no contradictory verdict was found; therefore, they verified the questionnaires validity. Then the Cronbach's alpha test was used to determine the reliability of the questionnaire. The obtained values for ethical leadership questionnaire and self-efficacy questionnaire were respectively  $\alpha = 0.84$  and  $\alpha = 0.76$ , which confirmed the reliability of the questionnaires.

## FINDINGS

**Table 1.** Friedman Test of Priority of Ethical Leadership Components

Row	Statistics	Value
1	Ki due Freidman	18.075
2	Degree of Freedom	1
3	Significance level	0.001

Friedman's test was used to prioritize the components of ethical leadership. As the table shows, since the significance level of Friedman test is less than 0.05, there is a significant priority between moral leadership components.

**Table 2.** Average Ratings and Priority of the Components of Ethical Leadership

Row	Factors	Average grades	Priority
1	Ethical person	1.69	first
2	Ethical principal	1.31	second

As outlined in the table, the most important priority of leadership components relates to "ethical individual" component and the "ethical principal" component takes the second priority. According to the normal distribution of data, in order to make meaningful difference between the group of men and women in the ethical leadership of managers and Self-efficacy of physical education teachers, two independent groups t-test was used.

**Table 3.** Comparison of ethical leadership in men and women

Group	Average	Std. Dev.	t	df	p
Men	3.82	0.67	-0.553	106	0.58
Women	3.74	0.79			

The results of the table show that there is no significant difference in the ethical leadership score between the two groups of men and women ( $p = 0.58$ ) and hence both groups are homogeneous.

**Table 4.** Comparison of Self-efficacy in men and women

Group	Average	Std. Dev.	t	df	p
Men	3.77	0.72			
Women	3.70	0.81	-.439	106	0.66

The results of the table show that there is no significant difference in the Self-efficacy score between the two groups of men and women ( $p = 0.66$ ) and hence both groups are homogeneous.

In the following, using regression test, we examined the prediction of self-efficacy variable by ethical leadership components.

**Table 5.** Regression test

Sig. Level	Watson-Durbin Statistics	Determination Coefficient Criteria Statistics	Modified R <sup>2</sup>	R <sup>2</sup>	R
0.001	2.33	0.70008	0.15	0.17	0.41

According to the results of Table 5, the value of Durbin- Watson statistic, which should be between 1.5 and 2.5, was 2.33 Also, the correlation coefficient and coefficient of determination between the score of ethical leadership and self-efficacy components have been determined, in which the correlation coefficient is 0.41 and the coefficient of determination is 0.15, so it can be said that 0.15% of self-efficacy variations Relates to the components of ethical leadership. The analysis of regression test is presented below.

**Table 6.** Regression variance analysis related to the effect of moral leadership components on self-efficacy

Variation source	Squares sum	Degree of Freedom	Average of squares	Fisher statistics	p
Inter groups	10.646	2	5.323	10.860	0.001
Intra group	51.461	105	0.490		
Whole	62.107	107			

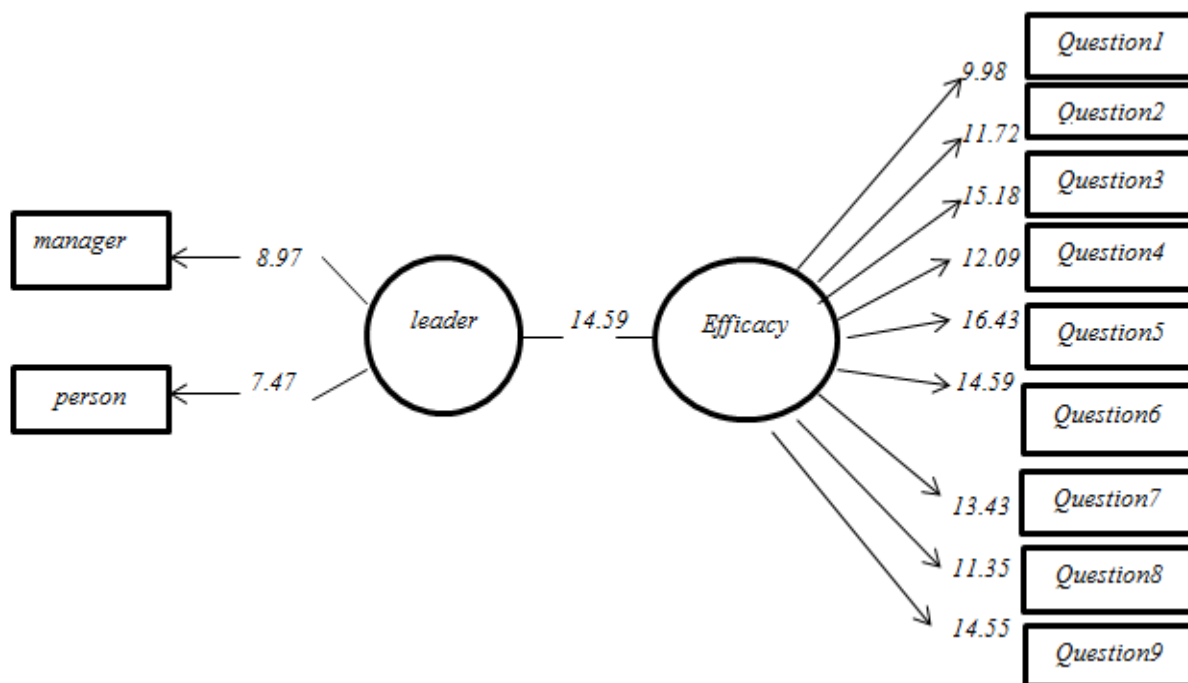
In the following, as shown in Table 6, the Fisher test statistics is equal to 10.860 and the error level is 0.001, so the effect of ethical leadership components on self-efficacy is confirmed. The results of the regression analysis are presented below.

**Table 7.** Model Coefficients

Constant	Unstandardized coefficient		Standardized coefficients		
	SE	B	BETA	t	p
<b>Coefficiency</b>	0.357	2.123		5.943	0.001
<b>Ethical person</b>	0.127	0.285	0.300	2.243	0.02
<b>Ethical principal</b>	0.134	0.139	0.139	1.038	0.30

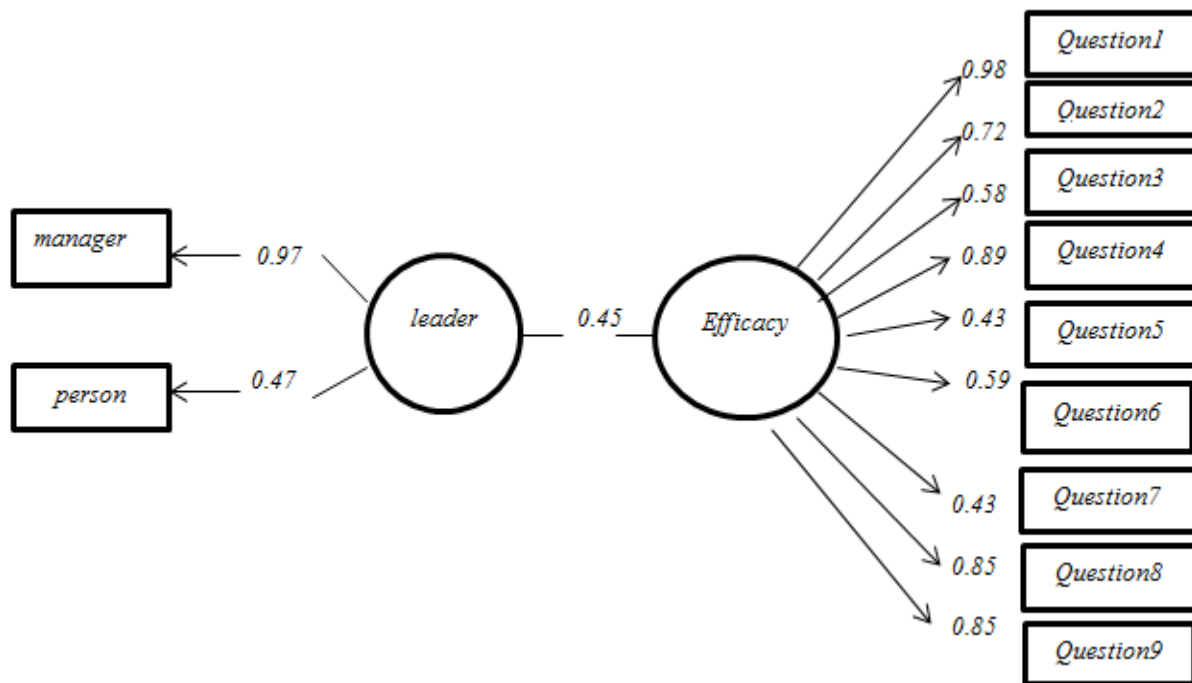
Self-efficacy=2.123+0.300\*(Ethical person)

In this research, to confirm or reject the hypothesis, model of structural equation is used. This model verifies or rejects the significance of factor loads with respect to t-value. The relationship is confirmed, (at the error level of 0.05), If the value of t is greater than 2 Or smaller than -2, which means there are respectively meaningful positive and meaningful negative relationships, Paul Klein believes that indicators whose factor loadings are less than 0.3 or their statistics are smaller than the magnitude 2, are indicative of the weakness of that index and are eliminated from the measurement model (Klein, 2002).



**Figure 1.** Structural equation modelling of the relationships between Ethical Leadership and auto-efficiency in standard mode.





**Figure 2.** Structural equation modelling of the relationships between Ethical Leadership and auto-efficiency in T mode.

In Fig.1,2, numbers on the lines relates to the values of T in the Bootstrap test and are interpreted as the T test, that is, if the sample number is more than 100 people, that in this study is equal to 108, and if the values are more than 1/96, they are meaningful at The level of 0.05, and if values are greater than 2.58, they are meaningful at the level of 0.01, in the present study all values obtained are more than 2.58, so it can be said that all values of T obtained in the research model are significant at the level of 0.01.

**Table 8.** Contribution credit validation index

Variable	SSO*	SSE**	SSO/SSE
<b>Ethical leadership</b>	480.000	156.390	0.674
<b>Self-efficacy</b>	600.000	281.318	0.531

\* Sum of Squares of Observation For Block, \*\*Sum of Squared Prediction Errors For Block

As shown in Table 8, the SSO represents the sum of the squares of the observations for each hidden variable block, SSE represents the sum of the predicted error squares for each hidden variable block and the SSO/SSE represents the subscription validity indicator or CV-com. Accordingly, if the indicator of the hidden variables subscription validity checkout is positive, the measurement model has a good quality. As it is shown, the present research model is also suitable based on this criterion, that is values being positive.

**Table 9.** Indicator of validity of Redundancy

Variable	SSO*	SSE**	SSO/SSE
<b>Ethical Leadership</b>	480.000	177.794	0.630
<b>Self-efficacy</b>	600.000	600.000	0.491

\* Sum of Squares of Observation For Block, \*\*Sum of Squared Prediction Errors For Block

As it is shown in Table 9, the SSO represents the sum of the observation squares for each hidden variable block, the SSE represents the sum of the predicted error squares for each hidden variable block and the  $SSE / SSO$  represents the index of redundancy validity (CV-Red). Accordingly, if the index of redundancy validity of the hidden variables is positive, the measurement model has a good quality. As we can see, the present research model is also suitable based on this criterion, that is values being positive. Finally, according to factor loadings, the values of T, and the quality indices obtained, it is concluded that the Research model has a meaningful fitness and the impact of independent and dependent variables on each other is confirmed.

## Discussion and Conclusion

Findings show that there is no significant priority between the components of principals' ethical leadership. Ethical leadership is Leadership in a way that respects the rights and status of others. Leaders naturally hold a position of social power and ethical leadership focuses on how leaders employ their power to make decisions, to perform the activities in which they are involved, and the way they affect others. In this type of leadership, ethical values accepted for everyone such as justice, fairness, honesty, correctness, and rightness are the focus of attention. Research evidence has shown that adherence to ethical values, characterized high-efficiency leadership. These leaders, through fair treatment with their employees, encourage them to improve performance and incline them towards innovation and creativity (Padash & Golparvar, 2010).

From Bronze perspective, ethical leadership goes beyond power and the relationship between leader and followers is based on the aspirations, desires and mutual needs of the parties. From his point of view, if the leadership employs its prominent features such as dignity and Convince people by force, then it cannot provide a criterion or an indicator for evaluating and judging whether it is successful or effective. Such leadership takes values into consideration and gives sufficient knowledge and awareness to its followers and goes so far as to ask them to lead the rest, to make decisions using intelligence, consciousness and cognizance, and to give a positive answer to its calling. An important issue in this type of leadership is the relationship between the leader and the followers that must be based on ethics. Freeman and Stewart acknowledge that ethical leader is a person of strong personality: They outline their values, viewpoints, and organizational goals through a series of ethical ideals and relate the organization's goals to the internal characteristics of the staff (Emadifar, 2009). The results of the research show that there is no significant difference between the two groups of men and women based on the ethical leadership of managers. Yilmaz (2010) also considers moral leadership as a form of leadership that requires the development of ethical standards for managing employees' behavior and implementing these standards in their behaviors. He also expresses that this concept can be described as an attempt to spread justice, showing respect for the individual characteristics of women and men, and a combination of Characteristics of honesty, trustworthiness, integrity, purity, democratic decision making and sympathetic support, sympathy and kindness in the two genders (Yilmaz, 2010). The results of this hypothesis have also pointed to the lack of a difference in ethical leadership among women and men. On the other hand, the results of the research show that there is no significant difference between the two groups of men and women in terms of teacher self-efficacy.

Self-efficacy beliefs have the same effects on thinking patterns of men and women and their emotional responses. As a result of these influences, self-efficacy beliefs are strong determinants and predictors among the two genders. Based on these reasons, Bandura has argued that self-efficacy beliefs play the same roles in the lives of women and men (Pajares & Schunk, 2001). On the other hand, belief and truth are difficult to reconcile, and individuals



are often better predicted by self-efficacy beliefs than by their arts and their previous knowledge and skills. Self-efficacy beliefs help us determine how much people try to do an activity and how much time they spend, how long they resist against the positions and how they are flexible when faced with unfavorable situations (Pajares & Schunk, 2001). The results of this hypothesis are consistent with the result of research of Kim and Brymer (2011).

Other findings of the research show that there is no significant relationship between the ethical leadership of principals and their components with teachers' self-efficacy. Manpower, as the most important factor in organizational productivity, can help the organization achieve its goals and plans by utilizing its talents and abilities. Self-efficacy seems to be directly related to the image that the individual has in mind, and the reinforcement of this image will strengthen his self-efficacy and performance (Soltani & Rezai, 2015). Soltani and Rezai (2015) In a research titled "Explaining employee performance with respect to the role of the ethical leadership style and self-efficacy of the staff of the University of Medical Sciences" showed that ethical leadership has a positive relationship with employee performance through self-efficacy. They concluded that leaders can improve job performance in an organization by strengthening self-efficacy of employees. The result of these hypotheses are consistent with the research by Soltani and Rezaei (2015). In conclusion, the results of the research show that the structural equation model of relationship between principals ethical leadership and teachers' self-efficacy does not have a significant fitness. According to the results obtained from the table, the main parameters of the model, factor loads, T values, and quality indices obtained, it is concluded that the research model has a significant fitness and the impact of independent and dependent variables on each other is confirmed. Ren (2017) in the paper Ethical Leadership, self-efficacy and job satisfaction in China: the role of interface mediums, with a sample size of 388 professional staff in nine organizations in Beijing, China. The results show that self-efficacy has a positive and intense relationship with ethical leadership. These results are consistent with the findings of Ren and Chadee (2017) The Conclusion demonstrate that managers' must put ethical leadership as their primary priority in achieving teachers' quality and success.

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