

## ***The Relationship between the Implementation of Ethical Leadership and Job Engagement in Public Schools in Jordan***

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**Abstract:** In the current education context, the ethical leadership factors have become one of the important concerns of school cluster directors, given its influence on teachers' engagement. This study, conducted with a sample of 168 male and females' teachers from public schools in Jordan, aimed to investigate the level of ethical leadership practices implementations and its relation to job involvement. A descriptive analytical design was used using a quantitative survey method to collect data from the study sample. The results revealed that the level of ethical leadership implementation among public school teachers in Jordan fall in high level with a value of ( $M= 3.68$ ,  $SD= 0.82$ ). Furthermore, the results indicated that the level of job engagement among public school teachers in Jordan fall in moderate level with a value of ( $M= 3.58$ ,  $SD= 0.55$ ). Additionally, the study found that a significant positive correlation was highlighted between ethical leadership and job engagement among schools' teachers in Jordan. The results concluded that the need to promote ethical leadership practices among teachers to ensure a healthy and positive work environment for teachers. Limitations and recommendations were also highlighted.

**Keywords:** Ethical Leadership, Job Engagement, Public Schools, Teachers.

Received: 18-04-2025

Accepted: 26-06-2025

## 1. Introduction

Educational institutions, including schools, are considered moral institutions that aim to enhance social standards in society. Additionally, school principals are seen as moral agents, and they must make decisions that prioritize certain moral values over others. Their responsibilities include exercising authority in a moral manner. The authority of a school principal is fundamentally moral, which is why moral leadership in the educational system receives special attention. Since the teacher is undoubtedly the center of educational process, it is crucial to give them the adequate role and offer enough opportunities to participate in important school matters. This extends to stimulating the teacher's motivation and self-effectiveness, which are directly influenced by the leadership behavior of the school principal. By interacting with teachers, adopting a leadership style that promotes the internal motivations of the teachers, which can lead them to work and achieve for longer hours than those required by the formal education system. Due to the rapid developments in the world today and the increasing of challenges in life, it is unlikely that the complex reality of the social work experienced by school principals will continue, along with the contradictions that sometimes develop into conflicts. Moreover, certain abilities and skills need to be developed, practiced, and optimally utilized to achieve the institution's objectives. Therefore, training programs must include topics on leadership in general, and on ethical leadership in particular, to foster teacher motivation, assist in achieving the school's objectives, and foster a positive environment within the school (Flores, 2016; Neves, 2025).

Ponnu and Tennakoon (2009) defined ethical leadership as the practical demonstration of adequate behavior through personal actions, interactive relationships, and promoting this behavior among employees through two-way communication and decision-making. It is defined operationally as practices followed by the secondary school principals in Karak Governorate when interacting with teachers and it is measured through the responses of the sample subjects to the study instrument developed for this purpose. In the same vein, the success of the educational institutions determines the efficiency of its human resources, their ability to work, as they have an effective role in utilizing the available material resources.

The achievement of any educational institution's goals depends on the effort individuals put into their work. Over time, each individual forms a set of opinions, beliefs, and feelings towards their work, and they tend to behave in a certain way towards it. Since individuals spend a significant portion of their time at work, it becomes an important aspect of their lives. The more the work environment is characterized by acceptance and satisfaction, the more individuals become deeply engaged in their jobs (Ata Al-Mannan, 2018).

Work engagement refers to an individual's love for and involvement in their work. Prior literature describes that it is the level of an employees' interest in their job and how absorbed they are in it compared to other aspects of their life. It is defined operationally as the level of engagement of high school teachers in Karak Governorate with their work, focusing their physical efforts and material energies while performing their tasks as well as it is measured through the responses of the sample subjects to the study instrument developed for this purpose. Work engagement is important because it increases job satisfaction among teachers, making them more committed to their work and educational institution. It also enhances efficiency and productivity, serves as a motivating factor for employees, guides behavior, reduces absenteeism and tardiness, and encourages more voluntary behaviors. In Jordanian context, ethical leadership plays a crucial role in education, as promoting it is essential to addressing challenges and ensuring the success of the educational process while improving its quality. In schools, ethical leadership has a direct influence on teachers, strengthening their connection to their schools and the educational institutions they belong to.

Despite the attention given to teachers and educational staff in the education sector, there are several negative aspects, including low levels of job satisfaction among teachers, low motivation among teachers to engage in voluntary behaviors or even participate in activities outside official working hours such as attending meetings or interacting with the local community in extracurricular activities adopted by the school as part of its developmental plan. In the same line, various negative practices have recently emerged, which are being observed by educational supervisors during field visits such as increased rates of absenteeism or tardiness among teachers. As management ethics have become guidelines for principals in decision-making, their importance increases in proportion to the impact and outcomes of those decisions. The more a principal's actions influence others, the more significant the decision becomes. In the same vein, many studies in recent years have recommended the importance of examining the impact of the school context on leadership and its outcomes. Therefore, it should be studied further (Cansoy et al., 2021; Gümüş et al., 2021; Hallinger, 2018). While many studies have addressed ethical leadership and the benefits derived from the concept of job engagement, research on this topic is still limited. Furthermore, the impact of moral leadership on job engagement among teachers is still in its early stages and undoubtedly needs further investigation and study (Hosainpoor & Zabardast, 2023; Neves, 2025). Therefore, the current study investigates the level of moral leadership practiced by high school principals and its relationship with teachers' work engagement in Karak Governorate.

In light of the above, the problem of the study can be stated in the following questions:

- 1- What is the level of ethical leadership practices among secondary schools' principals at Kerak Governorate from teachers' perceptions?
- 2- What is the level of job engagement among secondary schools' teachers at Kerak

Governorate from teachers' perceptions?

- 3- Is there a statistically significant correlation ( $\alpha \leq 0.05$ ) between secondary schools' principals' ethical leadership practices and teachers' job engagement from teachers' perceptions?

## **2. Literature Review**

### *2.1. Ethical Leadership*

Ponnu and Tennakoon (2009) defined ethical leadership as the practical demonstration of adequate behavior through personal actions, interactive relationships, and promoting this behavior among employees through two-way communication and decision-making. Ethical leadership as the use of authority to help followers navigate conflicting values that arise in the workplace, in a way that contributes to raising their ethical level. The researchers argue that ethical leadership lies in the leader's ability to both speak and act, believing in justice and possessing the capability to convey messages effectively and efficiently. Ethical leaders have truthfulness, sympathy, judgment, and can impact on workers by practicing normatively fitting behavior (Hayat Bhatti et al., 2020). Qing et al. (2020) recognized that ethical leadership promotes the employee's moral deeds among subordinates, which offer an ethical path, accurately presents moral guidelines, and demonstrates a sense of accountability toward immoral actions. Thus, an ethical leader can be considered as a "moral person" by his/her adherents and as a "moral manager," in that his/her ethical quality impacts workers to the degree that they can be engaged in positive work behaviors (Sabir, 2021).

### *2.2. Job Engagement*

Wickramasinghe and Wickramasinghe (2011) defined job engagement as the internal integration of an individual in their work, or the psychological alignment and response to work, which is reflected in their sense of self-fulfillment or commitment to their job. Work engagement means that the individual loves their work and is deeply interested in the work associated with it. Job involvement is the level of distinguishing a representative with his or her work, effectively taking an interest in his or her work, and considers his execution in his or her work to be more basic for his good (Prasetyo et al., 2021). The work environment includes the signs of struggle, variety of assignments, monetary rewards, and connections with colleagues and interest. In this regard, work support is an indicator of work inclusion (Al Basyir et al., 2020). According to Hanna Massoudi (2019), involvement enables workers to perform the process in a manner that allows them to reduce the number of errors when they realize how to do their job. Fernández-Salinero et al. (2020) have expressed that job involvement is related with person development in an organization as Mugiono et al. (2020), said that job involvement or work involvement can influence work burnout level and individual self-efficacy.

### *2.3. Relation between Ethics Leadership and Job Involvement*

Less attention has been paid to fostering job involvement by leaders (Bakker et al., 2011). Few studies concluded that leaders may impact employees' involvement by demonstrating constructive working behaviors. Christian et al. (2011) contended that transformational leadership has positive impact of job involvement. Moreover, prior studies indicated that ethics leadership can improve employees' well-being (Chughtai et al., 2015; Donaldson-

Feilder et al., 2013). Other studies have recommended that ethical style of leadership must combine both transformational and transactional leadership styles to better involve employees (Dadhich & Bhal, 2008). Brown et al. (2005) indicated that ethics leadership applies both transformational and transactional leadership styles to impact employees' performance. Consequently, ethics leaderships may adopt job involvement to reduce stress and pressure faced by employees (Jami et al., 2023).

A study by Golestanipour (2016) examined the relationship between ethical leadership, transformational leadership, ethical climate, organizational justice and organizational citizenship behavior, organization-based self-esteem and the organizational spirituality as the mediator variable in an industrial organization in Iran. The sample of the study included (400) employees of an organization who were selected using the stratified random sampling method. The results showed that ethical leadership, transformational leadership, ethical climate, and organizational justice all influence organizational morale. Organizational morale influences organizational citizenship behavior and organization-based self-esteem. Furthermore, ethical leadership, transformational leadership, ethical climate, and organizational justice have an indirect effect on organizational citizenship behavior and organization-based self-esteem and organizational morale.

While a study by Al-Zubaidi (2017) sought to identify the level of job engagement among male and female teachers in secondary schools in Jeddah Governorate and proposing mechanisms to enhance job engagement among them. The sample of the study consisted of (616) teachers. For data collection, a questionnaire was employed in the study. The results of the study showed that the level of job engagement among the sample members was high. It also revealed that the mechanisms for enhancing work engagement were at a "very high" level. Furthermore, the results indicated that there are statistically significant differences between the mean scores of the responses of male and female teachers regarding their evaluation of the level of job engagement, in favor of females. Additionally, there were differences due to years of experience, in favor of individuals with more years of service.

Working to examine relationship between the quality of working life and job engagement among Iranian physical education teachers. Researchers also employed a sample totaling (144) physical education teachers from Ahvaz, Iran. The study found that there is a statistically significant positive relationship between the quality of work life criteria (working conditions, social importance of work in life, opportunities for growth, skill development, work and the worker's life span, social integration in the organization) and job engagement among physical education teachers. In Australia, a study by De Lacy (2009) entitled "Employee engagement: The development of a three-dimensional model of engagement and an exploration of its relationship with affective leader behaviors", the researcher sought to identify the concept of job engagement and examine the impact of leader behaviors on each dimension of job engagement (cognitive, behavioral, and emotional). Data was collected from five public sector companies, and Structural Equation Modeling (SEM) was employed to determine this impact. The study indicated that affective leadership behaviors have a direct impact on cognitive engagement, which in turn influenced affective engagement, which also influenced employee intent to stay within the organization. The study also revealed that emotional leadership behaviors proceed emotional engagement.

Based on previous studies related to ethical leadership and job engagement, the researcher found the role of each of these variables in promoting positive behaviors and reducing negative behaviors at work. The previous studies also revealed that

both ethical leadership and job engagement influence several other variables, which in turn emphasize their importance. This study is consistent with most of the previous studies in adopting descriptive analytical design for data collection. This design was beneficial in developing the theoretical framework, designing the questionnaire, and comparing the results of this study with those from previous studies. However, this study is different from previous studies in the nature of the study population, as the topic was examined among secondary school principals, which has not been addressed in any of those studies. Based on researchers' knowledge, no previous study has attempted to examine the degree of moral leadership practices by secondary school principals and its relationship with job engagement.

### 3. Methodology

#### 3.1. Design of the Study

The study employed a descriptive analytical field research paradigm. As for the descriptive part of the study, a review of previous literature was performed to have an outlook on the theoretical and field related studies to develop the basics and premises assessing the creative thinking and to identify the most related previous studies that plays a vital role in the current study. As for the analytical field part of the study, a pilot survey was conducted and all the collected data via the scales of the study were analyzed using the appropriate statistical analysis procedures.

#### 3.2. Population and Sample of the Study

The targeted population of the study included all secondary school teachers at Qasabet Al Kerak Educational directorate in 2024/2025 school year. The population totaled (1251) male and female secondary school teachers according to the official records at Qasabet Al Kerak Educational directorate in 2024/2025 school year. A stratified random sample was selected from the population as a list of secondary schools was obtained from the Qasabet Al Kerak Educational directorate. The number of schools was (49) schools. A random sample was selected from these schools, and this means that school was the unit for selection. Then, the scales of the study were administrated to all teachers in these (10) schools. Accordingly, the sample of the study included (168) male and female teachers. The sample represented (14.8%) of the population. Table 1 presents the demographic information of the sample based on the demographic variables.

**Table 1: Distribution of the Study Sample According to Demographic Variables.**

Variable	Value Label	N	Percentage %
Gender	Male	79	47%
	Female	89	53%
	Total	168	100%
Teaching experiences	Less than 5 years	60	35.7%
	5-10 years	64	38.1%
	More than 10 years	44	26.2%
	Total	168	100%

#### 3.3. Instruments of the Study

To achieve the objectives of the study, which were to identify school principals' ethical

leadership practices and its relationship with teachers' job engagement at Kerak Governorate, the instruments of the study were developed by reviewing related literature and previous studies. Appropriate items were formulated to measure the Ethical Leadership scale included in the final format (22) items design to assess the level of ethical leadership practices and job involvement among teachers. As for the Job Engagement Scale, it included (20) items. To standardize the tool, the scoring criteria employed in this study were assigned to each response category, ranging on a (5) point Likert scale (Totally Agree= 5, Agree= 4, Indifferent=3, Disagree=2, Totally Disagree= 1). In this approach, the overall scoring system was then defined as Less than 2.33= low level, 2.33-3.66= moderate level and more than 3.66= high level.

### 3.4. Validity and Reliability

This study employed two types of validity: content validity and construct validity. In the initial phase, the study tool was presented to ten faculty experts with specialized knowledge and experience in education and management, as well as expertise in psychological measurement and evaluation from various universities. Their role was to assess the extent to which the items within the tool contributed to its overall effectiveness. Based on the experts' input, necessary adjustments were made, incorporating changes that received agreement from at least 80% of the experts. The primary feedback from these experts revolved around rephrasing certain items to enhance clarity, comprehensibility, and measurability for respondents. Additionally, to evaluate construct validity, correlation coefficients were calculated for each item in relation to the total score of the tool. The results of this analysis indicated the suggested value which were (0.83 – 0.77) for ethical leadership and (0.74 – 0.66) for job engagement. The study also conducted an exploratory factor analysis to validate the study scales, and the results are presented in Table 2. To ascertain the reliability of the tool, internal consistency method, employing Cronbach's Alpha equation for the tool in its entirety. Cronbach's Alpha produced a coefficient of (0.79). These reliability coefficients are notably high as presented in Table 3.

**Table 2: Exploratory Factor Analysis Results.**

Variable	Factor	Total square	Variance	Cumulative
Ethical Leadership	Ethical-Personal Characteristics	21.863	19.158	19.158
	Ethical Management Behaviors	18.421	16.823	35.981
	Human relations	13.411	11.614	47.595
	Cognitive-Perceptual engagement	18.989	16.167	16.167
Job engagement	Feeling engagement	19.610	17.490	33.657
	Body engagement	9.487	7.130	40.787

**Table 3: Reliability Coefficients for the Study Instrument.**

No.	Tool	Cronbach's Alpha
1	Ethical-Personal Characteristics	0.87
2	Ethical Management Behaviors	0.91
3	Human relations	0.85
4	Total Ethical Leadership	0.90
5	Cognitive perceptual engagement	0.84
6	Feeling engagement	0.88
7	Physical engagement	0.92
8	Total Job engagement	0.89

#### 4. Results and Discussion

This section presents a detailed description of the results obtained based on the questions of the study. Additionally, a discussion of the results is also provided in light of related literature and previous studies. Results of the first question stating: "What is the level of ethical leadership practices among secondary schools' principals at Kerak Governorate from teachers' perceptions? To answer this question, means and standard deviations for the level of ethical leadership practices among secondary schools' principals at Kerak Governorate from teachers' perceptions on each of the individual domains of ethical leadership (ethical characteristics, ethical management behaviors, human relations) and the total scale were computed. Table 4 shows the results of this question.

**Table 4: Descriptive Statistics Results of Ethical Leadership Practices.**

No.	Dimension	Mean	SD	Rank	Level
	Ethical characteristics	3.80	0.89	1	High
	Ethical management behaviors	3.62	0.97	3	Moderate
	Human relations	3.64	0.67	2	Moderate
	Ethical leadership	3.68	0.82	-	High

As shown in this table, the level of ethical leadership practices among secondary schools' principals at Kerak Governorate from teachers' perceptions was high on each of the individual domains of ethical leadership (ethical characteristics, ethical management behaviors, human relations) and the total scale was high (M=3.68, SD=0.82). As for the individual domains, ethical characteristics ranked first (M=3.80, SD=0.89), with high level; human relations domain ranked second (M=3.64, SD=0.67), with moderate level; while ethical management behaviors domain ranked last (M=3.45, SD= 0.97), with moderate level.

Results of the second question stating: "What is the level of job engagement among secondary schools' teachers at Kerak Governorate from teachers' perceptions? To answer this question, means and standard deviations for the level of job engagement among secondary schools' teachers at Kerak Governorate on each of the individual domains of job engagement (cognitive perceptual engagement, affective engagement, physical engagement) and the total scale were computed. Table 5 shows the results of this question.

**Table 5: Descriptive Statistics Results of Job Engagement Scale.**

No.	Dimension	Mean	SD	Rank	Level
	Cognitive perceptual engagement	3.69	0.91	1	High
	Affective engagement	3.55	0.63	2	Moderate
	Physical engagement	3.51	0.80	3	Moderate
	Engagement	3.58	0.55	-	Moderate

As shown in the above table, the level of job engagement among secondary schools' teachers at Kerak Governorate from their perceptions was moderate (M=3,58, SD=0.55) on the total scale. As for each of the individual domains of job engagement (cognitive perceptual engagement, affective engagement, physical engagement), cognitive perceptual engagement ranked first (M=3.69, SD=0.91), with high level; affective engagement ranked second (M=3.55, SD=0.63), with moderate level; while physical engagement ranked last

( $M=3.51$ ,  $SD=0.80$ ), with moderate level.

Results of the third question stating: "Is there a statistically significant correlation ( $\alpha \leq 0.05$ ) between secondary schools' principals' ethical leadership practices and teachers' job engagement from teachers' perceptions?" To answer this question, Pearson correlation coefficients were computed to identify the correlation between the individual domains of secondary schools' principals' ethical leadership and the individual domains of teachers' job engagement from teachers' perceptions. Table 6 presents the correlation values between these two variables.

**Table 6: The Correlation Values between the study Variables.**

Ethical Leadership	Job Engagement			Total
	Cognitive Perceptual Engagement	Affective Engagement	Physical Engagement	
Ethical characteristics	0.54*	0.56*	0.59*	0.57*
Ethical management behaviors	0.61*	0.55*	0.63*	0.61*
Human relations	0.63*	0.57*	0.60*	0.58*
Total	0.55*	0.57*	0.60*	0.63*

Significant level of (0.05)

As seen in Table 6, there is a statistically significant correlation secondary schools' principals' ethical leadership and of teachers' job engagement. The total value of the correlation value was ( $r=0.63$ ), which is statistically significant ( $\alpha \leq 0.05$ ). As for the individual domains, the correlations between the total score of ethical leadership and the individual domains of job engagement was statistically significant since the values of the correlations ranged between ( $r=0.55$ ) and ( $r=0.60$ ).

To identify the predictive ability of secondary schools' principals' ethical leadership practices of teachers' job engagement, some statistical analysis procedures were performed to ensure the goodness of fit for the regression analysis assumptions. Based on this, it was found that VIF coefficient values for all the independent variables were below (10) and were within (3.762-6.592). As for Tolerance test values, these were between (0.156-0.279), which is greater than (0.05). This indicates that there was an apparent, but not significant, correlation between the independent variables (Multicollinearity). The normal distribution of the data was checked using skewness analysis as all values were near (0). The fitness of the model was also checked to predict the variance in teachers' job engagement as shown in Table 7.

**Table 7: Analysis of Variance Results.**

Dependent Variable	Source	R2	Sum R2	Mean Square	F value	Sig.
Job engagement	Regression		24821.636	4821.727		
	Error	0.396	43685.635	390.050	12.362	0.00*
	Total		67794.271			

Table 7 shows that the model was fit to predict teachers' job engagement by principals' ethical leadership as ( $F$ ) value was significant at ( $\alpha \leq 0.05$ ). The domains of ethical leadership were able to account for (39.6) the total variance in teachers' job engagement. Accordingly, the multi regression analysis was employed to test the effect of school principals' ethical leadership of secondary school teachers' job engagement at Kerak Governorate. Table 8 presents the values of this analysis.

**Table 8: Regression Analysis Results.**

Independent Variable	B	Standard Error	Beta	T Value	Sig.
Ethical characteristics	1.15	0.339	0.432	3.387	0.002*
Ethical management behaviors	0.475	0.192	0.200	2.976	0.018*
Human relations	0.772	0.302	0.296	2.01	0.051*

It can be seen from the values presented in Table 8, and by looking to (*Beta*) values and (*t*) test that the individual domains of ethical leadership (ethical characteristics, ethical management behaviors, human relations) have an impact of teachers' job engagement as the dependent variable as the value of (*Beta*) and calculated (*t*) test compared to table values at ( $\alpha \leq 0.05$ ) were high as seen in Table 8. Furthermore, there was no statistically significant impact for the domain of (human relations) in predicting job engagement. To identify the significance of each of the independent variables in contributing to the development of the arithmetic model, Stepwise Multiple Regression analysis was performed as seen in Table 9.

**Table 9: Stepwise Regression Analysis Results.**

Independent Variable Ranking	R2 Value	T Value	Sig.
Ethical characteristics	0.361	3.005	0.004*
Ethical management behaviors	0.396	2.321	0.025*

As presented in Table 9 showing the order of entry for the independent variables in the regression equation, the domain of ethical characteristics ranked first and accounted for (36.9%) of the total variance in job engagement, then ethical management behaviors which accounted for (36,1%) of the total variance in teachers' job engagement. Finally, the domain of human relations did not account for any percentage of the total variance in teachers' job engagement and, thus, was excluded from the regression equation.

## 5. Discussions

The study revealed that the level of ethical leadership practices was high. These results may be explained by the fact that secondary schools' principals recognize the importance of ethical leadership in their schools since promoting ethics is one of the basic values schools works to develop among students and teaching staff. Schools are in fact the most significant social institutions working on promoting good behavior. Furthermore, the school principal showed be a role model in manifesting those ethical behaviors to guide the behaviors of teachers and students. Since school principals recognize and acknowledge their role as being of an ethical nature, they should practice ethical leadership as one of the administrative practices in their schools so as they can encourage teaching staff and students to adopt ethical behaviors. Furthermore, this result may be attributed to the fact that school principals know that they can achieve their administrative goals and objectives by being committed to ethical leadership. Also, these ethical behaviors are more accepted by teachers and students, and this increases the possibility to accomplish academic objectives.

The study revealed that the level of job engagement was high. These results may be attributed to that Jordanian teachers in general have many concerns hindering them from showing high levels of job engagement. These concerns include, but not limited to, the economic difficulties they face because of the low salaries they get. As known, public employees in Jordan face many hardships in their daily life and this makes them

occupied with other issues that exceed their public work to provide for their families. As for the reason why, cognitive perceptual engagement ranked first, this result may be accounted by that this domain is directly linked with incentives and promotions for teachers in their educational institution. The annual performance appraisal report of public employees includes assessing the information the employee has about their position, which makes teachers higher levels of cognitive perceptual engagement compared to other job engagement domains.

Finally, to identify the predictive ability of secondary schools' principals' ethical leadership practices of teachers' job engagement, this result shows that the ethical leadership practices by the secondary schools' principals at Kerak Governorate are highly correlated with teachers' job engagement. This may be attributed to the fact that secondary schools' principals' ethical leadership practices make them more willing and pleased to guide teachers to engage in voluntary work and dedicate more time to their work. Thus, the relations between the school principals and teachers become stronger and this leads to higher levels of positive interaction between them. School principal practicing ethical leadership always listens to teachers' perceptions and opinions, focuses on achieving the common interests of teachers, makes fair and balanced decisions, and most importantly, is trustworthy. As such, teachers look to their principal as a role model for administrative ethics and this has in turn a significant positive impact on their morale and organizational commitment leading to higher levels of teachers' job engagement.

### *5.1. Implications of the Study*

The significance of this study emerges from addressing one of the important topics in educational administration, which is the practice level of secondary school principals of ethical leadership and its relationship with teachers' job engagement level. As is known, school culture is abundant with organizational conflicts, and this dictates the need for school principals to have ethical leadership skills that should be improved as they have a significant impact on improving teachers' response and commitment to administrative decisions taken by the school principals in addition to increasing the social communication between the school principal and teachers.

Briefly speaking, the significance of the study can be summarized in the following as to identifying the practice level of secondary school teachers of ethical leadership; providing a clearer picture for principals training programs providers about the status quo of principals' ethical leadership practices so they can develop effective procedures to improve them, as well as the study may pave the way for future interested researchers in ethical leadership and job engagement.

### *5.2. Recommendations*

Based on the results, the following recommendations are suggested: the study was conducted in one region in Jordan; therefore, the study results could be presented with caution, therefore, future studies should maximize the study populations by validate the study model using big sample size from different regions of Jordan as well as in other areas of the world. The study also limited to quantitative data collection method; therefore, future studies should use mixed methods to validate the study results. The study results revealed the importance of ethical leadership practices in enhancing and promoting a health work environment, therefore, working on increasing Jordanian school principals' knowledge about the concepts of ethical leadership by providing training programs targeting

improving the practices of ethical leadership. The study also recommends future studies to adopt the ethics of modern administration focusing on raising the level of organizational performance to improve the levels of job engagement among teachers. Finally, this study focuses on ethical leadership practices and job engagement only therefore future research addressing the relationship between school principals' ethical leadership levels and other organizational variables such as organizational trust, teachers' turnover and empowerment is needed.

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