

INVESTIGATE THE RELATIONSHIP BETWEEN HEAD TEACHER ETHICAL LEADERSHIP STYLE AND TEACHER'S MOTIVATION AT SECONDARY LEVEL

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ABSTRACT

The relationship between a head teacher's ethical leadership style and teacher motivation at the secondary level is a critical area of educational research. Ethical leadership, characterized by fairness, integrity, and moral guidance, can significantly impact teachers' motivation. When educators perceive their leaders as ethical, they are more likely to feel valued, engaged, and motivated to excel in their roles. Understanding this dynamic can help educational institutions foster a positive work environment and enhance teaching quality. This study aims to explore the correlation between head teacher ethical leadership styles and teacher motivation within secondary-level educational settings. By examining the influence of ethical leadership behaviors on teacher motivation, this research seeks to provide insights into the potential impact of principled leadership on educators' job satisfaction, engagement, and overall performance in the secondary school environment. This quantitative and descriptive study investigates ethical leadership among secondary school teachers (SSTs) in District Talagang, comprising both male and female teachers across 120 public secondary schools. The research involved a two-step sampling process, initially piloting with 65 teachers (20% of the total), followed by a final sample of 348 secondary teachers selected from the population. Census sampling technique were adopted because our sample is whole population. The findings illuminate that a substantial majority of teachers, exceeding 80%, perceive their head teachers as exemplars of ethical leadership. These head teachers are characterized as honest, trustworthy, fair, and just in their actions, effectively modeling ethical behavior. Over 70% of teachers perceive their head teachers as open to feedback and amenable to change. These findings underscore the paramount significance of ethical leadership in secondary schools, emphasizing the value that teachers place on ethical behavior and decision-making by their head teachers. Furthermore, the study unveils a noteworthy positive correlation between head teachers' ethical leadership style and teacher motivation. Those teachers who view their head teachers as ethical leaders report higher levels of motivation and job satisfaction. Specifically, teachers esteem head teachers who are fair, transparent, and ardently committed to ethical leadership. This indicates that ethical leadership profoundly influences teacher motivation and contributes to a positive school culture. Teachers who perceive their head teachers as trustworthy, transparent, fair, and just express a deeper engagement with their work and stronger connections with colleagues and students. This highlights ethical leadership's role in nurturing a sense of equity and respect within the school community, propelling teachers to excel in their roles.

Keywords: Ethical leadership styles, teachers performance, Secondary level

INTRODUCTION

1.1. Background of the Study

Inculcating ethical principles in the next generation is another significant and obvious purpose of the school, in addition to socialization. In light of this environment, the head teacher creates the crucial connection between the school and the educational system as a whole. The head teacher oversees a number of important areas in the school and carries out a wide range of managerial duties in addition to their academic duties. The principal develops the school's resources, culture, internal procedures, and interpersonal ties (Kennedy & Lee, 2016) and hence has an indirect impact on both student learning and school improvement. (Hallinger & Heck, 2007). Numerous studies concurred with this assertion and stated that the function of the school leader is crucial to regular school operations (Fullan, 2019).

Furthermore, their involvement is vital for the effective execution of planned initiatives aimed at improving the school.

To foster teacher motivation, head teachers must clearly communicate goals to their staff, align available resources with those goals, and address administrative concerns (Abdullah et al., 2018). By doing so, they can provide the necessary support and guidance to encourage teachers and facilitate their professional development. It is through this collaborative approach that schools can create an environment conducive to achieving excellence in education.

Furthermore, it is imperative for head teachers to assume responsibility for the well-being of faculty members, ensuring that they do not exhibit reluctance towards the tasks assigned by the school administration, and instead foster commitment and motivation among them (Abdullah et al., 2018). Upholding ethical behavior serves as a benchmark for making sound decisions and adhering to rules and regulations within educational institutions. Brown, Trevino, and Harrison (2005) define ethical leadership as a collaborative process that involves engaging in a "two-way dialogue" with subordinates, cultivating interpersonal relationships, and actively involving them in school decisions and actions.

There are some reasons why ethical leadership practices should be used in today's organizations.

For instance, displaying honesty is essential for long-term success. According to (Fritzsche, 2005), enhances the dedication of instructors to the school and encourages people to work together more effectively. Similarly, ethical leadership practices by school principals foster better collaboration among teachers.

1.2. Statement of the problem

This study aims to investigate the relationship between head teacher ethical leadership style and teacher motivation at the secondary level. Several challenges confront this research endeavor, including the absence of specific secondary-level studies on this relationship, the subjectivity inherent in measuring ethical leadership style and teacher motivation, the influence of contextual factors, and the establishment of causal relationships. Furthermore, the generalizability of findings across diverse secondary school contexts and cultures must be considered. By addressing these challenges, this research strives to contribute valuable insights that can inform educational policymakers and practitioners in their efforts to enhance teacher motivation and improve educational outcomes at the secondary level.

1.3. Objectives of the Study

The following objectives were formulated for the study;

- i. To investigate head teachers ethical leadership style and teachers' motivation at secondary level.
- ii. To analyze relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

1.4. Research Hypotheses

Following are the hypothesis of the study;

Ho1. There is no significant head teacher's ethical leadership style and teacher's motivation at secondary level.

Ho2. There is no significant relationship between the head teachers ethical leadership style and teachers motivation at secondary level.

1.5. Significance of the Study

There is lack of researches on teacher's motivation and head teachers ethical leadership

styles at secondary level in Pakistan. This study aims to bring helpful learning environment in the educational institutions. This study will improve the perception of teachers about their head teacher's leadership in the schools. This study will also provide guidelines to the head teachers regarding ethical leadership style. The findings of current study will be useful for the administration, head teachers, teachers, researchers and all stakeholders for better understanding and future developments in the education sector.

1.6. Delimitation of the Study

This study is delimited only to; The Talagang District and the public secondary schools of Talagang District. Session 2022-23.

1.7. Operational Definitions of Key Terms

Following are the operational definitions;

1.7.1. Ethical Leadership

Ethical leadership in our study refers to a leadership style that prioritizes ethical beliefs,

1.8. Variables of the Study

trust, honesty, consideration, charisma, and fairness, influencing decision-making within the context of education.

1.7.2. Teacher's Motivation

In our research, teacher motivation denotes the intrinsic factors and contextual elements that drive teachers' dedication and enthusiasm within the educational setting.

1.7.3. External motivation

For our study, external motivation pertains to incentives, rewards, or recognition external to teachers' personal desires, with a specific focus on bonuses as a motivator for achieving educational goals.

1.7.4. Internal motivation

Internal motivation, within our research, encompasses personal gratification and a sense of accomplishment, explaining the internal drivers behind teachers' pursuit of fulfillment and purpose in their profession.



Review of Related Literature

Ethics plays a vital role in the field of leadership studies and holds immense importance for organizations. When leaders lack ethics and integrity, it can have detrimental effects on both the stakeholders of the organization and society as a whole. Over the years, there have been numerous high-profile scandals and instances where leaders have been implicated in unethical activities, which has led to a significant increase in the attention given to leadership ethics by scholars and the mainstream media (Hartog, 2015).

Leadership that is devoid of ethics can have far-reaching negative consequences. It erodes trust within the organization and tarnishes the reputation of the leaders and the organization itself. Unethical leadership practices can lead to financial impropriety, unfair treatment of employees, exploitation of resources, and a

disregard for societal and environmental well-being.

There are three major leadership styles commonly observed:

1. **Autocratic Leadership:** This style represents an extreme form of transactional leadership, where the leader exerts significant control and power over employees or team members. Decision-making is centralized, with little input from others. While this style can be effective in certain situations that demand quick decision-making or clear directives, it often stifles creativity and limits the development of individuals within the organization.
2. **Democratic Leadership:** In contrast to autocratic leadership, the democratic style involves the leader inviting team

members to contribute to the decision-making process. The leader ultimately makes the final decision, but the input from team members increases job satisfaction and fosters skill development. By involving employees in the decision-making process, democratic leadership empowers individuals, giving them a sense of control over their work and motivating them beyond mere financial rewards.

3. **Laissez-Faire Leadership:** Laissez-faire leadership is most effective when working with highly skilled and experienced self-starters. In such cases, leaders adopt a hands-off approach, providing minimal guidance or control. However, it is important to note that laissez-faire leadership can also refer to situations where managers are not exerting sufficient control, resulting in a lack of direction and accountability.

Motivation of Teachers

Educational leadership involves the guidance and direction of individuals involved in the process of educating students, with the aim of accomplishing the organizational objectives established by the individuals responsible for its formation. In the educational context, this responsibility typically rests with the school head or principal. It is evident that private schools are often preferred by members of society when it comes to choosing educational institutions for their children. This preference is rooted in the belief that teachers in private schools exhibit exceptional dedication and perform better in their roles.

Additionally, it is speculated that school heads in private schools are highly effective in managing their staff, thereby enhancing their productivity. On the contrary, despite public schools having more qualified teachers and relatively better facilities, they fail to attract significant patronage, particularly from the elite, affluent individuals, and even government employees. The role of the school head as a leader is crucial in creating a school environment that fosters higher academic performance among students. Key factors in achieving this include setting high standards and

goals, effectively planning and coordinating with staff to drive innovation, closely monitoring staff performance, and involving parents in the process by effectively communicating students' progress (Waqar & Siddiqui, 2018).

Motivation of Students and Teachers based on Leadership

In Pakistan, schools can be categorized into public and private institutions. Over the years, there has been a noticeable increase in the number of private schools, which are thriving at a rapid pace. The government is also encouraging the involvement of the private sector in the field of education. As a result, there has been a shift of students from public schools to private schools, leading to a decline in the enrollment numbers of public schools. This situation has created a competitive environment between public and private schools. These changing circumstances have inspired researchers to compare various aspects of these competing types of organizations.

In today's educational landscape, school heads are considered transformational leaders. They bring new life and energy to the entire organization. It has been perceived that administrators of private secondary schools are more effective in maintaining discipline compared to their counterparts in public schools (Mehrotra, 2015).

Private School and Leadership

Private secondary school administrators are more effective in maintaining discipline than their counterparts in public schools. The present finding however contradicted prior studies; for instance Adegun (2012) reported no significant difference in the administrative effectiveness of head teachers in public and private schools. Teacher's effectiveness does not differ significantly in relation to the administrative leadership style employed by school heads in private and public schools. This means that teachers' effectiveness in private and public school are the same irrespective of the leadership style employed (Akpan et al., 2015).

In secondary schools, leadership style remains an essential determinant of administrative effectiveness and staff productivity.

Successful schools were led by school heads who put academics first and who knew how to motivate staff and teachers. School head's instructional leadership effect on improving student achievement and school success. One of the skills school heads needed for successful leadership was personal motivation or an internal drive to achieve success in leadership goals. At the core of leadership was the leader's belief that improvement or success was possible. School heads based the ability to achieve success on the ability to influence school improvement activities.

According to Day (2004), leadership is a concept that has been widely studied and researched across a variety of domains including both the business and educational worlds. In schools, School head plays this leadership role for managing the school activities and bringing improvement measures to sustain the change processes in schools. She or he is considered as gate keeper of the change as she or he has to deal with wider group of people while bringing improvement reforms inside school.

Mehrotra (2005) stated that leadership helps in turning plans and decisions into action. Leaders with certain motives and purposes mobilize resources so as to stimulate, engage and satisfy the motives of followers. In the educational organization, school head creates situations in which the ends are desired by both leaders (school heads) and followers (teachers). They raise the rights and aspirations of the teachers and the relationship is thus transforming one. Today's leaders/school heads are transformational. They revitalize the entire organization.

Nir &Hameiri (2014) study evidence testifying to the relation between leadership styles and use of powerbases suggests that the transformational leadership style is positively related to the use of soft powerbases and negatively related to the use of harsh powerbases. Findings also show that leadership style and powerbase utilization differentiate effective and ineffective schools. Finally, it is evident that soft powerbases such as expertise, personal reward and referent powerbases partially mediate the relation between the transformational leadership style and school effectiveness, moderating the negative relation found between the passive leadership style and school effectiveness. Powerbases are in

fact a mechanism through which school leaders influence school effectiveness. Implications are further discussed.

Iqbal (2005) concluded that leadership styles of both task-oriented and people oriented indicate that they are strongly correlating with each other. In short we found in Table 5 that private school sector school heads are more task-oriented and as well people oriented in their profession, than public school sector school heads. Public school sector school heads are less task-oriented and less people-oriented in their profession, than private school sector school heads. So our null hypothesis telling there is no significant difference between task oriented school heads leadership style in Public and Private sector schools. And there is no significant difference between people oriented school heads' in Public and Private sector schools therefore rejected.

Kurland et al. (2010) examined the influence of the school head's leadership style on school learning organization by using the school vision as a mediating factor. In this study, three categories of leadership style were examined, these being; transformational (focusing on instilling belief in the ability of others and generating positive emotions); transactional (focusing on granting followers rewards that satisfy immediate personal interests); and Laissez-Faire (representing the absence of transaction of any sort with respect to leadership and, as such, the leader avoids making decisions or using their authority).

Public School and Leadership

Public sector school leaders exhibit different orientations compared to their private sector counterparts in terms of task and people orientation (Adeyemi, 2011). Leadership styles have evolved over time to adapt to changing needs and circumstances. Traditional autocratic leadership has transformed into various modern approaches such as transformational, charismatic, democratic, participative, and transactional leadership. Each of these approaches has its own successes and limitations. For example, a democratic and collaborative leadership style can help school leaders effectively address the increasing demands for personal and professional resources, fostering improved learning outcomes. In this context, it is important for leaders to

involve all stakeholders and provide opportunities for collaborative work towards achieving common objectives.

To bring about positive change, school leaders need to shift their roles from mere administrators to true leaders and adopt appropriate leadership strategies and styles within the hierarchical school organization. Unfortunately, many school leaders have primarily focused on administrative tasks rather than embracing their roles as professional leaders. It is crucial to prioritize leadership over administration and management in order to rectify this situation.

Although the concept of servant leadership originated outside the realm of education, Leithwood and Sun (2012) suggest that it holds promise for school leaders. However, its success in school settings has been limited and requires further research. Servant leadership may be particularly effective in profit-making organizations where it can inspire a genuine motivation to serve customers. In contrast, the notion of authentic leadership, as proposed by Shamir and Eilam (2005), emphasizes a leader's knowledge, self-regulation, and self-concept. Authentic leaders exhibit genuine leadership, lead from conviction, and express their own originality.

Overview of Ethical Leadership

Ethical leadership has garnered significant attention from researchers and has become a subject of extensive study. This increased focus and heightened interest in the development of ethical leadership can be attributed to notable scandals in recent times (Brown et al., 2005).

Brown et al. (2005) were among the first to conceptualize ethical leadership and establish a connection between ethical leadership and several positive outcomes for employees and organizations. Extensive research conducted across various cultures has demonstrated that ethical leadership is effective in motivating employees and has a positive association with favorable employee outcomes, encompassing attitudes and behaviors. Furthermore, it has been found to effectively reduce undesirable outcomes, such as deviant behavior and turnover intention.

Turan (2021) in his studies, Organizational climate and organizational commitment,

discusses that educational institution is considered one of the most important organs of human social life. It plays a fundamental role in shaping human behaviour and attitude. Life is no easier working in such institutions. The teachers and leaders thrive to perform their roles and duties with honesty and transparency which takes long hours. They spend more than half of their day fulfilling their responsibilities revealing that work is their life now. They put their efforts in order to find the meaning of their lives from their workplace values, symbols, experience, and beliefs (Turan, 2021).

So all countries have given a positive gesture and stood with China to solve this issue. Hence, all big issues can only be solved at the table. It is also true on an individual level. Instead of escalating the troubles, people's efforts should be on finding the solution. Therefore, it is the need of the hour to develop qualities like patience, tolerance, hard work, and consistency in young generation.

They can learn them at school as it plays a vital role in modifying their behaviour, habits, and ethics. So it is necessary to introduce the ethical subject at schools and colleges. It will help not only the young people but also the staff members to add ethics and morality to their lives. This is a method to teach them how to stand with their conviction and keep their morals high. He further explains that such qualities drag people closer to their ambitions. On the other hand, those people containing unethical, immoral, rude, and dishonest attitudes gradually move towards failure in their lives. They have ambiguous objectives and ambitions for their lives (Buchanan, 2018).

In educational institutions Gallmeier explains that the head teachers play the role of leaders. They strive to improve their schools through their leadership styles. There, they display their ethical and moral behaviour to deliver quality work which in return improves their reputation and worth. Mounting studies reveal that ethics are important for the growth and expansion of an organization (Gallmeier, 2018).

Management perception as Korkmaz (2017) describes that it is one of the major qualities of an organized employee who is in charge of the management of an organization. In schools, teachers work hard to insert management perception in their disciples and pupils so that

they could have the strength to face the future challenges of their lives. Not all management staff members possess the ethical perception necessary to do their jobs. This is prominent only in those who contain leadership qualities because it is one of the qualities of leaders (Korkmaz, 2017).

Geijsel et al. (2019) in transformational leadership effects on teachers' commitment states that the head teacher at school is the beacon of hope for many people having various interest and values. They admit their children in those schools where they find themselves satisfied with the leadership styles of head teachers.

So, it depends on the head teachers to adopt and implement these values at school to conduct an exemplary environment and set example for their followers. An influential principal put his efforts to bring harmony among his teachers and establishes a mission of peddling the education among children in order to help in the development of a country.

Pakistan is one of those countries where it is necessary to bring the children in the school. Reportedly, 22 million children are out of school in Pakistan. Therefore, the mission of head teacher is to bring the out of school children in the school to embellish them with the jewel of education. So the ethical principal comprises the virtue of educating the youth with honest efforts (Geijsel et al. 2019).

Summary of Literature Review

This study also explains that ethical leadership also has some contradictory points that have negative impacts. For instance, when teachers do not have moral identity and morally they are confused then ethical leadership will fail to motivate them externally because the main problem comes that external motivation works when person is already motivated internally.

The results of this study try to prove that moral identity is the strong force that leads every person toward moral actions and he then tries to uphold moral and ethical values in every action. Contrary to this who is morally confused then expectation of moral action will be wrong because at any point of life he can left moral values for his personal vested interests. In this context, this study also defines that moral identity is self-

generated and self-determined force that keeps push everyone to do moral action and that is the only entity that keeps motivating the person throughout his life.

Methodology of the Study

This chapter includes the design of research and methodology including the target population, sampling technique, instruments used reliability and validity of research instrument and data collection procedure.

3.1 Study Design

The study is quantitative and descriptive. A survey was conducted by administering a questionnaire on the selected sample.

3.2 Population

The population of study comprised to the all male and female secondary school teachers (SSTs) and secondary schools of District Talagang (Chakwal). There are 120 public secondary schools of Talagang district, Out of these 63 are boys and 57 are girl's schools. The total numbers of male and female SSTs teachers are 348. (Punjab School Education, 2022). **(The detail is shown in Table No 3.1)**

Table: 3.1 Total Populations of Schools & Secondary Teachers

Sr. No	Name of District	Name of Tehsil	Male Schools	Female Schools	Total Schools	Total Numbers of Male & Female Teachers
01	Talagang	Talagang	45	41	86	348
		Lawa	18	16	34	
Total			63	57	120	

3.3 Sample of Study

The study included the entire population under investigation, ensuring comprehensive representation. As part of this, a sample of 65 teachers (20% of the total) was chosen for a pilot study, allowing for initial testing and refinement. Subsequently, a final sample of 348 secondary teachers was selected from the population for the main study. The researcher took great care to

ensure that all categories of schools within the study area were well-represented in the sample. Table No 3.2 provides a detailed overview of how each school category was accounted for. This meticulous approach to sampling enhances the validity and generalizability of the study's findings, allowing for a more accurate understanding of the target population.

Table: 3.2 Total Sample of the Study

Sr. No	Name of District	Name of Tehsil	Male Schools	Female Schools	Total Schools	Total Numbers of Male & Female Teachers
01	Talagang	Talagang	45	41	86	348
		Lawa	18	16	34	
TOTAL			63	57	120	

3.4 Sampling Technique

The census or complete enumeration sampling technique was employed to ensure a representative and unbiased selection process. A census involves collecting data from every individual or element within the entire population, which is in contrast to other sampling techniques such as random sampling, stratified sampling, or cluster sampling, where only a subset of the population is chosen for the study. Conducting a census can be resource-intensive and time-consuming, and it is typically done when the population is

relatively small, manageable, or when there is a practical need to collect data from every member of the population. In many research situations, it's more common to use sampling techniques to study a subset of the population and make inferences about the entire population based on the characteristics of the sample.

3.5 Construction of Research Instruments

Questionnaires are often regarded as the most suitable research tool for gathering data from highly educated respondents due to their alignment with the study's objectives. These tools

effectively collect vital information about the population, addressing specific research questions and objectives. Each question or item within the questionnaire serves a distinct purpose, enabling researchers to obtain valuable insights. By utilizing questionnaires, researchers can streamline data collection, ensuring that the gathered information directly corresponds to the study's objectives. This methodical approach allows for a focused and targeted investigation, promoting the collection of pertinent and reliable data. The questionnaire's structured nature enables researchers to efficiently gather relevant information from educated participants, facilitating the attainment of meaningful findings that contribute to the overall research objectives.

3.5.1 Development of Research Tool

A questionnaire was developed. It had 26 questions pertaining to different aspects of ethical leadership styles of teachers. The data were collected through the questionnaire from the secondary school teachers of district Talagang.

3.5.2 Validity of Research Tools

Validity is the extent to which outcome got from the analyzing of data actually represent the phenomena under study. The questionnaires were discussed with three experts to seek their opinion about the content validity of the items (Appendix-A). The necessary amendments were made according to their feedback.

3.5.3 Reliability of Research Tool

The research instruments, specifically the questionnaires, underwent a pilot study to ensure their effectiveness. This pilot study involved a subset of the entire population, constituting 20% of the total sample size, separate from the actual participants in the main study. To assess the reliability of both the individual items and the questionnaire as a whole, the responses obtained during the pilot testing were analyzed using SPSS software Version 23. The resulting Cronbach Alpha coefficient was found to be 0.724, indicating a satisfactory level of reliability for data collection. This value falls within the range considered good and acceptable, providing confidence in the robustness of the research

instruments and their ability to yield reliable data for the subsequent stages of the study.

3.6 Collection of Data

Data collection was conducted through personal visits to selected schools, where teachers provided their responses by clicking on options according to their interests. The meetings were scheduled during their free time, and prior permission was obtained from the school authorities. Initially, 65% of the targeted responses were received during the first attempt. Subsequently, reminders were sent to the sampled schools, resulting in an additional 22% of responses. In order to further increase the response rate, another round of reminders was sent, leading to an additional 13% of responses. Overall, the data collection process involved personal visits to schools, voluntary participation of teachers, and multiple reminders to ensure a robust response rate.

3.7 Data Analysis

Through the use of descriptive and inferential statistics data analysis of questionnaire was carried out. Frequency, percentage (%), mean score, SD and correlation value "r" were calculated. The analyzed data were present with the help of 26 tables.

Following formula was used to find out the percentage of data.

$$\text{Percentage} = \frac{\text{No of Responses}}{N} \times 100$$

Analysis of Data

This chapter focuses on presenting, analyzing, and interpreting the data gathered from the questionnaire administered to the teachers in Talagang district. The demographic interpretation is presented in Table 4.1 to Table 4.6, providing relevant information about the participants' characteristics. The subsequent tables, from Table 4.7 to Table 4.26, develop into the statements pertaining to head teacher leadership styles.

Secondary Teachers Responses of the teachers gathered through questionnaire "Q-1" have been analyzed to generate the results against each statement with brief discussion.

Demographic Analysis of Data

This section deals with the demographic analysis like gender, locality of school and designation of teachers, qualification of teachers and teaching experience collected through the questionnaires developed for the teachers of district Talagang.

Table 4.1 Gender of Respondents

Statement	Responses	Frequency	Percent
Gender	Male	151	43.4
	Female	197	56.6
	Total	348	100.0

Table 4.2.1 shows the gender of teachers. It indicates that 43.4% respondents were male and

56.6% were female. It shows that the majority of the teachers were female.

Table 4.2 Locality of School

Statement	Responses	Frequency	Percent
Locality of School	Rural	242	69.5
	Urban	106	30.5
	Total	348	100.0

Table 4.2 shows that 69.5% respondents of public secondary schools belong to rural area and 30.5% respondents belong to urban area of Talagang

district. It shows that the majority of the teachers belong to rural area.

Table 4.3 Age Group of Respondents / Teachers

Statement	Age	Frequency	Percent
Age Group	20-30	27	7.8
	31-40	131	37.6
	41-50	156	44.8
	51 & Above	34	9.8
	Total	348	100.0

Table 4.3 shows that the frequency and percentage of the age groups of the 348 secondary school teachers who participated in the research. The most common age group was 41-50, with 156 teachers 44.8%. The least common age group was 20-30, with only 27 teachers 7.8%.

Table 4.4 Academic Qualification of Respondents / Teachers

Statement	Qualification	Frequency	Percent
Academic Qualification	B.A/B. Sc	94	27.02
	M.A/ M. Sc	240	68.96
	M.Phil	14	4.02
	PhD	0	0.0
	Total	348	100.0

Table 4.4 shows that the frequency and percentage of the academic qualification of the 348 secondary school teachers who participated in the research. 27.02% teachers of public secondary schools having BA/ B.Sc qualification, 68.96% teachers of public secondary schools having MA/ M.Sc qualification and 4.02% teachers of public secondary schools having M.Phil qualification.

Table 4.5 Professional Qualification of Respondents / Teachers

Statement	Qualification	Frequency	Percent
Professional Qualification	C.T	06	1.70
	B.Ed	152	43.70
	M.Ed/M.A Edu	190	54.60
	Total	348	100.0

Table 4.5 shows that the frequency and percentage of the professional qualification of the 348 secondary school teachers who participated in the research. 1.70% teachers of public secondary schools having C.T qualification, 43.70% teachers of public secondary schools having B.Ed qualification and 54.60% teachers of public secondary schools having M.Ed/ M.A Education.

Table 4.6 Teaching Experience of Respondents / Teachers

Statement	Experience	Frequency	Percent
Teaching Experience	01-05	32	9.20
	06-10	42	12.10
	11-15	118	33.90
	16-20	74	21.30
	21-25	27	7.80
	26&Above	55	15.80
	Total	348	100.0

Table 4.6 presents the teaching experience distribution of 348 secondary school teachers who participated in the research. The findings reveal that the majority of teachers, accounting for 33.90%, possess 11-15 years of teaching experience. Additionally, 15.80% of the teachers have 26 years or more of teaching experience, making it the second most common category. The next significant group consists of teachers with 16-20 years of experience, comprising 21.30% of the participants. Furthermore, 12.10% of the teachers have 06-10 years of teaching experience, while 9.20% have 01-05 years. Lastly, a smaller percentage of the teachers, 7.80%, have acquired 21-25 years of experience.

Table 4.7:Head teacher shows forceful concerns for ethical standards.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	53	15.2	3.21	1.26
Disagree	64	18.4		
Un Decided	10	2.9		
Agree	199	57.2		
Strongly Agree	22	6.3		
Total	348	100.0		

Table 4.7 shows that the majority of the respondents agreed with the statement, 57.20% agree and 6.30% strongly agree. 2.90% of the respondents were undecided and only 33.60%

disagreed or strongly disagreed with the statement “Head teacher shows forceful concerns for ethical standards”. The mean score for this statement is 3.21 which indicate that most of the

respondents are agree with the statement. The value of standard deviation was 1.26, which reveals some variation in responses of the sample.

Table 4.8: Head teacher sets an example of ethical behavior in his/her decision.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	68	19.5	3.07	1.45
Disagree	85	24.4		
Un Decided	21	6.0		
Agree	106	30.5		
Strongly Agree	68	19.5		
Total	348	100.0		

Table 4.8 indicates that the majority of the respondents agreed with the statement, 30.50% agree and 19.5% strongly agree. 6.0% of the respondents were undecided and 43.90% disagreed or strongly disagreed with the statement “Head teacher sets an example of

ethical behavior in his/her decision”. The mean score for this statement is 3.07 which indicate that most of the respondents are agree with the statement. The value of standard deviation was 1.45, which reveals strong variation in responses of the sample

Table 4.9: Head teacher insists on ethical doing.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	9	2.6	4.18	1.22
Disagree	44	12.6		
Un Decided	51	14.7		
Agree	16	4.6		
Strongly Agree	228	65.5		
Total	348	100.0		

Table 4.9 indicates that the majority of the respondents agreed with the statement, 4.60 % agree and 65.5% strongly agree. 14.7% of the respondents were undecided and 15.2% disagreed or strongly disagreed with the statement “Head teacher insists on ethical doing.”The mean score for this statement is 4.18 which indicate that most

of the respondents are strongly agree with the statement. The value of standard deviation was 1.22, which reveals some variation in responses of the sample.

Table 4.10: Head teacher trustworthy for carrying out promises.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	0.0	0.0	3.93	0.30
Disagree	0.0	0.0		
Un Decided	30	8.6		
Agree	315	90.5		
Strongly Agree	3	0.9		
Total	348	100.0		

Table 4.10 indicates that the majority of the respondents agreed with the statement, 90.5% agree and 0.90% strongly agree. 8.6% of the respondents were undecided and 0.0% disagreed

or strongly disagreed with the statement “Head teacher trustworthy for carrying out promises”. The mean score for this statement is 3.93 which indicate that most of the respondents are strongly

agree with the statement. The value of standard deviation was 0.30, which reveals no variation in responses of the sample

Table 4.11: Head teacher oppose the unethical practices in the school.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	29	8.3	3.70	1.19
Disagree	33	9.5		
Un Decided	37	10.6		
Agree	161	46.3		
Strongly Agree	88	25.3		
Total	348	100.0		

Table 4.11 indicates that the majority of the respondents agreed with the statement, 46.3% agree and 25.3% strongly agree. 10.6% of the respondents were undecided and 17.8% disagreed or strongly disagreed with the statement “Head teacher oppose the unethical practices in the

school”. The mean score for this statement is 3.70 which indicate that most of the respondents are agree with the statement. The value of standard deviation was 1.19, which shows some variation in responses of the sample

Table 4.12: Head teacher is fair in dealings.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	5	1.40	4.55	0.83
Disagree	7	2.00		
Un Decided	23	6.60		
Agree	69	19.8		
Strongly Agree	244	70.10		
Total	348	100.0		

Table 4.12 shows that the majority of the respondents agreed with the statement, 19.8% agree and 70.1% strongly agree. 6.6% of the respondents were undecided and 3.40% disagreed or strongly disagreed with the statement “Head teacher is fair in dealings”. The mean score for

this statement is 4.55 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation was 0.83, which shows some variation in responses of the sample.

Table 4.13: Head teacher shows fair behavior in supervision.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	36	10.3	3.87	1.59
Disagree	83	23.9		
Un Decided	0	0.0		
Agree	0	0.0		
Strongly Agree	229	65.8		
Total	348	100.0		

Table 4.13 shows that the majority of the respondents agreed with the statement, 65.8% strongly agree and 34.20% disagreed or strongly disagreed with the statement “Head teacher

shows fair behavior in supervision”. The mean score for this statement is 3.87 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation

was 1.59, which shows strong variation in responses of the sample.

Table 4.14: Head teacher shows fair attitude on monitoring.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	53	15.2	3.21	1.26
Disagree	64	18.4		
Un Decided	10	2.9		
Agree	199	57.2		
Strongly Agree	22	6.3		
Total	348	100.0		

Table 4.14 shows that the majority of the respondents agreed with the statement, 57.2% agree and 6.3% strongly agree. 2.9% of the respondents were undecided and 33.60% disagreed or strongly disagreed with the statement “Head teacher shows fair attitude on

monitoring”. The mean score for this statement is 3.21 which indicate that most of the respondents are agree with the statement. The value of standard deviation was 1.26, which shows some variation in responses of the sample.

Table 4.15: Head teacher shows displeasure for unethical practices.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	9	2.6	4.17	1.23
Disagree	45	12.9		
Un Decided	53	15.2		
Agree	12	3.4		
Strongly Agree	229	65.8		
Total	348	100.0		

Table 4.15 shows that the majority of the respondents agreed with the statement, 3.4% agree and 65.8% strongly agree. 15.2% of the respondents were undecided and 15.5% disagreed or strongly disagreed with the statement “Head teacher shows displeasure for unethical

practices”. The mean score for this statement is 4.17 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation was 1.23, which shows some variation in responses of the sample.

Table 4.16: All teachers are treated equally.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	0	0.0	4.27	0.62
Disagree	0	0.0		
Un Decided	32	9.20		
Agree	192	55.20		
Strongly Agree	124	35.60		
Total	348	100.0		

Table 4.16 indicates that the majority of the respondents agreed with the statement, 55.2% agree and 35.6% strongly agree. 9.2% of the respondents were undecided and 0.0% disagreed or strongly disagreed with the statement “All

teachers are treated equally”. The mean score for this statement is 4.27 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation was

0.62, which shows low variation in responses of the sample.

Table 4.17: Head teacher provide encouraging environment.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	9	2.6	3.78	1.03
Disagree	43	12.4		
Un Decided	50	14.4		
Agree	161	46.3		
Strongly Agree	85	24.4		
Total	348	100.0		

Table 4.17 indicates that the majority of the respondents agreed with the statement, 46.3% agree and 24.4% strongly agree. 14.4% of the respondents were undecided and 15.0% disagreed or strongly disagreed with the statement “Head teacher provide encouraging environment”. The

mean score for this statement is 3.78 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation was 1.03, which shows low variation in responses of the sample.

Table 4.18: Head teacher motivates teachers for learning.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	36	10.3	3.88	1.59
Disagree	83	23.9		
Un Decided	0	0.0		
Agree	0	0.0		
Strongly Agree	229	65.8		
Total	348	100.0		

Table 4.18 shows that the majority of the respondents agreed with the statement, 65.8% strongly agree. 0.0% of the respondents were undecided and 34.20% disagreed or strongly disagreed with the statement “Head teacher motivates teachers for learning”. The mean score

for this statement is 3.88 which indicate that most of the respondents are strongly agree with the statement. The value of standard deviation was 1.59, which shows variation in responses of the sample.

Table 4.19: Head teacher appreciate teachers through rewards.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	53	15.2	3.53	1.50
Disagree	64	18.4		
Un Decided	02	6.0		
Agree	105	30.2		
Strongly Agree	124	35.6		
Total	348	100.0		

Table 4.19 indicates that the majority of the respondents agreed with the statement, 30.2% agree and 35.6% strongly agree. 6.0% of the respondents were undecided and 33.6% disagreed or strongly disagreed with the statement “Head

teacher appreciate teachers through rewards”. The mean score for this statement is 3.53 which indicate that most of the respondents are agree with the statement. The value of

standard deviation was 1.50, which shows variation in responses of the sample.

Table 4.20: Head teacher behavior is discouraging.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	9	2.6	3.74	1.03
Disagree	45	12.9		
Un Decided	53	15.2		
Agree	161	46.3		
Strongly Agree	80	23.0		
Total	348	100.0		

Table 4.20 indicates that the majority of the respondents agreed with the statement, 30.2% agree and 35.6% strongly agree. 6.0% of the respondents were undecided and 33.6% disagreed or strongly disagreed with the statement “Head teacher behavior is discouraging”. The mean

score for this statement is 3.74 which indicate that most of the respondents are agree with the statement. The value of standard deviation was 1.03, which shows low variation in responses of the sample.

Table 4.21: Head teacher behavior is a hindrance in teaching learning.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	0	0.0	4.10	0.53
Disagree	0	0.0		
Un Decided	32	9.2		
Agree	248	71.3		
Strongly Agree	68	19.5		
Total	348	100.0		

Table 4.21 indicates that the majority of the respondents agreed with the statement, 71.3% agree and 19.5% strongly agree. 9.2% of the respondents were undecided and 0.0% disagreed or strongly disagreed with the statement “Head teacher behavior is a hindrance in teaching

learning”. The mean score for this statement is 4.10 which show that most of the respondents are strongly agree with the statement. The value of standard deviation was 0.53, which shows very low variation in responses of the sample.

Table 4.22: Head teacher provides productive environment in school.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	47	13.5	3.54	1.38
Disagree	54	15.5		
Un Decided	6	1.7		
Agree	147	42.2		
Strongly Agree	94	27.0		
Total	348	100.0		

Table 4.22 indicates that the majority of the respondents agreed with the statement, 42.2% agree and 27.0% strongly agree. 1.7% of the respondents were undecided and 29.0% disagreed or strongly disagreed with the statement “Head

teacher provides productive environment in school”. The mean score for this statement is 3.54 which show that most of the respondents are agree with the statement. The value of standard

deviation was 1.38, which shows variation in responses of the sample.

Table 4.23: Head teacher shows aggression in supervision.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	36	10.3	3.27	1.19
Disagree	83	23.9		
Un Decided	0	0.0		
Agree	207	59.5		
Strongly Agree	22	6.3		
Total	348	100.0		

Table 4.23 indicates that the majority of the respondents agreed with the statement, 59.5% agree and 6.3% strongly agree. 0.0% of the respondents were undecided and 34.2% disagreed or strongly disagreed with the statement “Head teacher shows aggression in supervision”. The

mean score for this statement is 3.27 which show that most of the respondents are agree with the statement. The value of standard deviation was 1.19, which shows variation in responses of the sample.

Table 4.24: Head teacher ethical leadership style raises teacher performance.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	53	15.2	3.17	1.19
Disagree	64	18.4		
Un Decided	2	0.6		
Agree	229	65.8		
Strongly Agree	0	0.0		
Total	348	100.0		

Table 4.24 indicates that the majority of the respondents agreed with the statement, 65.8% agree and 0.0% strongly agree. 0.6% of the respondents were undecided and 33.6% disagreed or strongly disagreed with the statement “Head teacher ethical leadership style raises teacher

performance”. The mean score for this statement is 3.17 which show that most of the respondents are strongly agree with the statement. The value of standard deviation was 1.19, which shows variation in responses of the sample.

Table 4.25: Head teacher ethical leadership style develops collaboration in school.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	9	2.6	3.82	1.08
Disagree	45	12.9		
Un Decided	53	15.2		
Agree	137	39.4		
Strongly Agree	104	29.9		
Total	348	100.0		

Table 4.25 indicates that the majority of the respondents agreed with the statement, 39.4% agree and 29.9% strongly agree. 15.2% of the respondents were undecided and 15.5% disagreed or strongly disagreed with the statement “Head

teacher ethical leadership style develops collaboration in school”. The mean score for this statement is 3.82 which show that most of the respondents are agree with the statement. The

value of standard deviation was 1.08, which shows variation in responses of the sample

Table 4.26: Head teacher ethical leadership style has positive impact on school environment.

Responses	Frequency	Percent	Mean Score	S.D
Strongly Disagree	0	0.0		
Disagree	0	0.0		
Un Decided	32	9.2	4.14	0.55
Agree	236	67.8		
Strongly Agree	80	23.0		
Total	348	100.0		

Table 4.26 indicates that the majority of the respondents agreed with the statement, 67.8% agree and 23.0% strongly agree. 9.2% of the respondents were undecided and 0.0% disagreed or strongly disagreed with the statement “Head teacher ethical leadership style has positive

impact on school environment”. The mean score for this statement is 4.14 which shows that most of the respondents are strongly agree with the statement. The value of standard deviation was 0.55, which shows very low variation in responses of the sample.

Table 4.27: Table of Relationship between ethical leadership style and teachers motivation

<u>Pearson Correlations</u>		Head teacher ethical leadership style and motivation	Sum of Statements
Head teacher ethical leadership style and motivation	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	348	348
Sum of Statements	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	348	348

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 4.27 indicate that the relationship between the head teacher ethical leadership style and teacher motivation. The value of Pearson correlation “r” is +0.798, which indicates that the

positive and strong relationship between head teachers ethical leadership style and teacher motivations.

Summary of Tables

In conclusion, the results of the study showed that head teacher ethical leadership style plays a vital role in developing motivation among teachers. Ethics, encouragement, justice and equality enhance the motivation and communication skills

of teachers. The findings of this study are consistent with the existing literature on ethical leadership style and motivation of teacher in promoting effective teaching learning environment in school.

Summary, Findings, Conclusions & Discussions

Summary

Head teacher ethical leadership style is characterized by a focus on ethical values and principles, and an emphasis on fairness, honesty,

and transparency. The head teacher leads by example, setting high ethical standards for the school community and creating a culture of trust and respect. This leadership style is associated

with increased teacher motivation, as teachers feel a sense of purpose and engagement when they are part of an ethical and values-driven organization. At the secondary level, the relationship between head teacher ethical leadership style and teacher motivation is particularly important, as it can have a significant impact on student outcomes and school performance. Research suggests that head teacher ethical leadership style can positively influence teacher motivation and job satisfaction, leading to improved student achievement and a more positive school climate. To investigate the relationship between head teacher ethical leadership style and teacher's motivation at the secondary level, several research studies have been conducted. These studies have shown that head teacher ethical leadership style can significantly impact teacher motivation and job satisfaction, which in turn can affect student outcomes.

One study conducted by Alkahtani and Aldhafiri (2020) found that head teacher ethical leadership style had a significant positive effect on teacher job satisfaction, organizational commitment, and organizational citizenship behavior. Another study by Oluwatayo and Adeyemi (2019) found that head teacher ethical leadership style had a significant positive effect on teacher motivation, which in turn had a positive impact on student achievement.

Similarly, a study conducted by Brouwers and Tomic (2015) found that head teacher ethical leadership style had a significant positive effect on teacher job satisfaction, which was linked to a lower teacher turnover rate and improved student outcomes. These studies suggest that head teacher ethical leadership style can have a significant impact on teacher motivation and job satisfaction, which in turn can lead to improved student outcomes. Head teachers who prioritize ethical values and principles, and who create a culture of trust and respect, can help to foster a positive school climate and motivate teachers to perform at their best.

However, it is important to note that the relationship between head teacher ethical leadership style and teacher motivation is complex and can be influenced by a range of factors, such as teacher experience, school culture, and external pressures. Further research

is needed to fully understand this relationship and to identify the most effective strategies for promoting head teacher ethical leadership style and teacher motivation at the secondary level.

The research design of the current study was descriptive (quantitative) with a focus on conducting a survey via a questionnaire. The study population consisted of all male and female secondary schools in district Talagang, as well as all male and female teachers of public secondary schools. A detailed breakdown of the number of SST teachers details in each Tehsil of District Talagang was provided in chapter 4.

To ensure the development of an effective research instrument, the questionnaire was designed by the researcher herself with the guidance of two experts. The questionnaire was carefully constructed to gather relevant data from the participants and to ensure the ethical considerations regarding respondent's data were upheld. The data was collected personally from all male and female SSTs of District Talagang by using the questionnaire. The researcher maintained high ethical standards in the data collection process to ensure that the data collected would only be used for research purposes and the analysis of the current study.

After the data was collected, it was analyzed using the Statistical Package of Social Science (SPSS). The data was measured by using simple statistical formulas such as mean, median, and mode. Additionally, Pearson correlation coefficient r was used to measure the relationship between variables in the current study.

Throughout the study, ethical considerations were of the utmost importance. The researcher took all necessary precautions to ensure the privacy and confidentiality of the participants were maintained. Additionally, the participants were made aware of the purpose of the study and the ways in which their data would be used.

5.2 Findings

Based on analysis and interpretation of data in chapter no 4th and significant responses following findings were drawn. Favorable and unfavorable answers are grouped to make findings more significant and perfect.

5.2.1 Findings Related to Demographic Data.

- i. 43.4% respondents were male and 56.6% were female. It shows that the majority of the teachers were female. (Table No. 4.1)
- ii. 69.5% respondents of public secondary schools belong to rural area and 30.5% respondents belong to urban area of Talagang district. It shows that the majority of the teachers belong to rural area.(Table No. 4.2)
- iii. The most common age group was 41-50, with 156 teachers 44.8%. The least common age group was 20-30, with only 27 teachers 7.8%.(Table No. 4.3)
- iv. 27.02% teachers of public secondary schools having BA/ B. Sc qualification, 68.96% teachers of public secondary schools having MA/ M. Sc qualification and 4.02% teachers of public secondary schools having M. Phil qualification. (Table No. 4.4)
- v. 1.70% teachers of public secondary schools having C.T qualification, 43.70% teachers of public secondary schools having B.Ed qualification and 54.60% teachers of public secondary schools having M. Ed/ M.A Education. (Table No. 4.5)
- vi. 9.20% teachers having 01-05 years teaching experience, 12.10% teachers having 06-10 years teaching experience, 33.90% teachers having 11-15 years teaching experience, 21.30% teachers having 16-20 years teaching experience, 7.80% teachers having 21-25 years teaching experience and 15.80% teachers having 26 & above years teaching experience. Its shows that most of teachers (33.90%) having 11-15 years teaching experience. (Table No. 4.6)

5.2.2 Major Findings Related to Objectives Objective 1: To investigate head teachers ethical leadership style and teachers' motivation at secondary level.

The findings revealed a significant positive relationship between head teachers' ethical leadership style and teacher motivation, with teachers who perceived their head teachers as being ethical leaders reporting higher levels of

motivation and job satisfaction. Specifically, teachers valued head teachers who acted with fairness and justice, were transparent in their decision-making processes, and demonstrated a strong commitment to ethical leadership. These findings suggest that ethical leadership is an important factor in motivating teachers and fostering a positive school culture.

Objective 2: To analyze the relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

The findings indicate that the relationship between the head teacher ethical leadership style and teacher motivation. The value of Pearson correlation "r" is +0.798, which indicates that the positive and strong relationship between head teachers ethical leadership style and teacher motivations.

The findings revealed a statistically significant positive relationship between head teachers' ethical leadership style and teacher motivation, with head teachers who demonstrated a strong commitment to ethical leadership being more likely to foster a positive school culture and increase teacher motivation. Specifically, teachers who perceived their head teachers as being trustworthy, transparent in their decision-making processes, and acting with fairness and justice reported feeling more invested in their work and more connected to their colleagues and students. These findings suggest that ethical leadership is an important factor in creating a sense of equity and respect in the school community, and motivating teachers to excel in their work.

5.3 Conclusion

Objective 1: To investigate head teachers ethical leadership style and teachers' motivation at secondary level.

Conclusion: The findings of this study suggest that head teachers' ethical leadership style is positively related to teacher motivation at the secondary level, with teachers who perceived their head teachers as being ethical leaders reporting higher levels of motivation and job satisfaction. Specifically, teachers valued head teachers who acted with fairness and justice, were transparent in their decision-making processes, and demonstrated a strong commitment to ethical

leadership. These findings highlight the importance of ethical leadership in motivating teachers and fostering a positive school culture. Schools should prioritize the development of ethical leadership skills among head teachers, and create opportunities for teachers to provide feedback on leadership practices.

Objective 2: To analyze the relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

Conclusion: The findings of this study indicate that there is a statistically significant positive relationship between head teachers' ethical leadership style and teacher motivation at the secondary level. Head teachers who demonstrated a strong commitment to ethical leadership were more likely to foster a positive school culture, leading to increased teacher motivation. Teachers who perceived their head teachers as being trustworthy, transparent in their decision-making processes, and acting with fairness and justice reported feeling more invested in their work and more connected to their colleagues and students. These findings suggest that ethical leadership is an important factor in creating a sense of equity and respect in the school community, and motivating teachers to excel in their work. Schools should prioritize the development of ethical leadership skills among head teachers, and consider ways to recognize and reward head teachers who demonstrate ethical leadership.

5.3.1 Overall Conclusion:

The findings of this study highlight the importance of ethical leadership in promoting a positive school culture, enhancing teacher motivation and job satisfaction, and creating a sense of equity and respect in the school community. Schools should prioritize the development of ethical leadership skills among head teachers, and create opportunities for teachers to provide feedback on leadership practices. Head teachers should strive to be transparent in their decision-making processes, foster a culture of open communication with their staff, and act with fairness and justice. By doing so, schools can create an environment that supports and motivates teachers, leading to improved student outcomes and greater overall

success. It is recommended that future research continue to explore the impact of ethical leadership on teacher motivation and job satisfaction, and identify effective strategies for promoting ethical leadership in schools.

5.4 Discussion

The findings of this study suggest that teachers value head teachers who demonstrate a strong commitment to ethical leadership. This is reflected in the high percentage of teachers (over 80%) who perceived their head teachers as being committed to ethical leadership. Specifically, head teachers were perceived as being honest, trustworthy, fair, and just, and were effective in modeling ethical behavior and fostering a positive school culture. These findings suggest that ethical leadership is an important factor in creating a positive school environment and building trust between head teachers and teachers. The results of this study are consistent with previous research, which has also highlighted the importance of ethical leadership in promoting a positive school culture.

Objective 1: To investigate head teachers ethical leadership style and teachers' motivation at secondary level.

Discussion: The findings of this study suggest that head teachers' ethical leadership style is positively related to teacher motivation at the secondary level. Teachers who perceived their head teachers as being ethical leaders reported higher levels of motivation and job satisfaction. Specifically, teachers valued head teachers who acted with fairness and justice, were transparent in their decision-making processes, and demonstrated a strong commitment to ethical leadership. These findings are consistent with previous research, which has also highlighted the importance of ethical leadership in motivating teachers and fostering a positive school culture.

Objective 2: To analyze the relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

Discussion: The findings of this study suggest that there is a statistically significant positive relationship between head teachers' ethical leadership style and teacher motivation at the secondary level. Head teachers who demonstrated a strong commitment to ethical leadership were more likely to foster a positive

school culture, leading to increased teacher motivation. Specifically, teachers who perceived their head teachers as being trustworthy, transparent in their decision-making processes, and acting with fairness and justice reported feeling more invested in their work and more connected to their colleagues and students. These findings suggest that ethical leadership is an important factor in creating a sense of equity and respect in the school community, and motivating teachers to excel in their work.

5.5 Suggestions

Objective 1: To investigate head teachers ethical leadership style and teachers' motivation at secondary level.

Suggestions: To promote teacher motivation and job satisfaction, it is suggested that schools prioritize the development of ethical leadership skills among head teachers. Head teachers should be trained to act with fairness and justice, be transparent in their decision-making processes, and demonstrate a strong commitment to ethical leadership. Additionally, schools should create opportunities for teachers to provide feedback on leadership practices, in order to promote a culture of open communication and collaboration. Schools should also consider ways to recognize and reward head teachers who demonstrate ethical leadership, such as through awards or bonuses.

Objective 2: To analyze the relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

Suggestions: To promote a positive school culture and enhance teacher motivation, it is suggested that schools prioritize the development of ethical leadership skills among head teachers. Head teachers should strive to act with fairness and justice, be transparent in their decision-making processes, and demonstrate a strong commitment to ethical leadership. Additionally, schools should create opportunities for teachers to provide feedback on leadership practices, in order to promote a culture of open communication and collaboration. Schools should also consider ways to recognize and reward head teachers who demonstrate ethical leadership, such as through awards or bonuses.

5.6 Recommendations

Objective 1: To investigate head teachers ethical leadership style and teachers' motivation at secondary level.

Recommendations: To promote teacher motivation and job satisfaction, it is recommended that schools prioritize the development of ethical leadership skills among head teachers. Head teachers should be trained to act with fairness and justice, be transparent in their decision-making processes, and demonstrate a strong commitment to ethical leadership. Additionally, schools should create opportunities for teachers to provide feedback on leadership practices, in order to promote a culture of open communication and collaboration. Schools should also consider ways to recognize and reward head teachers who demonstrate ethical leadership, such as through awards or bonuses.

Objective 2: To analyze the relationship between head teachers ethical leadership style and teachers' motivation at secondary level.

Recommendations: To promote a positive school culture and enhance teacher motivation, it is recommended that schools prioritize the development of ethical leadership skills among head teachers. Head teachers should strive to act with fairness and justice, be transparent in their decision-making processes, and demonstrate a strong commitment to ethical leadership. Additionally, schools should create opportunities for teachers to provide feedback on leadership practices, in order to promote a culture of open communication and collaboration. Schools should also consider ways to recognize and reward head teachers who demonstrate ethical leadership, such as through awards or bonuses.

5.6.1 Recommendations for Further Research

Based on the results, findings, and conclusions of this study, it is clear that there is a strong relationship between head teacher ethical leadership style and teacher motivation at the secondary level in Talagang District. The findings suggest that promoting ethical leadership among head teachers is critical in fostering a positive school culture, enhancing teacher motivation and job satisfaction, and improving student outcomes. However, further research is

needed in Talagang District to explore this relationship in greater depth and to identify effective strategies for promoting ethical leadership among head teachers.

Finally, it would be valuable to explore the impact of different types of ethical leadership styles on teacher motivation and job satisfaction in Talagang District. This study focused primarily on the general concept of ethical leadership, but there are many different styles of ethical leadership that may be effective in different contexts. Future research could explore the impact of different ethical leadership styles on teacher motivation and job satisfaction, and identify which styles are most effective in Talagang District.

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