



Research Article

Perceptions of Values as a Mediating Variable between Moral Leadership and Organizational Commitment Among Jerusalem School Teachers

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ARTICLE INFO

ABSTRACT

Keywords:

Perceptions of values,
Moral leadership,
Organizational commitment,
Schools' teachers

Article History:

Received: 12-01-2024
Accepted: 02-03-2024
Published: 07-03-2024

The study aims to reveal the reality of perceptions of values, moral leadership, and organizational commitment among teachers in Jerusalem schools, as well as examining the construction of a proposed model for this relation. To achieve this, the descriptive correlational approach was used, through a cross-sectional design, as one of the quantitative methods that uses correlation analysis and the structural model, to verify the relationships between variables, through a questionnaire that includes the three study measures, through a sample that included 366 male and female teachers, chosen by the stratified method Random. The results of the study show that the reality of perceptions of values, ethical leadership, and organizational commitment, from the point of view of Jerusalem school teachers, was at a high degree. The results also show that there is a direct effect between ethical leadership on the one hand and both: (perceptions of values and organizational commitment), and also the presence of a direct effect between Perceptions of values and organizational commitment. The value of the indirect effect of ethical leadership on organizational commitment came in the presence of perceptions of values, which means that there is an effect of the mediating variable, perceptions of values, on the relationship between ethical leadership and organizational commitment.

Cite this article:

Ghaith, T., & Shaheen, M. (2024). Perceptions of Values as a Mediating Variable between Moral Leadership and Organizational Commitment Among Jerusalem School Teachers. *Sprin Journal of Arts, Humanities and Social Sciences*, 3(3), 21–33. <https://doi.org/10.55559/sjahss.v3i3.229>

Introduction

The teacher's understanding of values is influenced by the social and cultural environment in which they live. Consequently, these values vary from person to person and from one culture to another. Teachers and school administrators need to be aware of these cultural and social differences, respect these values, and acknowledge that they may differ from one individual to another. The perceptions and values of teachers significantly impact the effectiveness of their work and human relationships in the workplace. For example, if teachers have strong ethical values such as honesty, integrity, and collaboration, they will be willing to work hard and cooperate with colleagues and administration, leading to enhanced quality and productivity in the workplace.

Many values that can form value perceptions are determined based on the ethical leadership of school administrators, affecting the organizational commitment of teachers. These values include commitment to respect, honesty, justice and equality, transparency, social responsibility, collaboration and teamwork, credibility, trustworthiness, respect for the rights of others, and commitment to rules and administrative procedures. Numerous Arabic studies emphasize the importance of these values in improving the performance of teachers and increasing their organizational commitment in

schools (Al-Husseini et al., 2017; Al-Otaibi & Al-Faridi, 2019; Al-Sharif, 2020).

Perceptions of values serve as a mediator through which they influence the determination of teachers' behavior motives. These motives are linked to personal identity and work values. The dimensions of values impact decision-making, with the influence of value perceptions on these dimensions regarding social and emotional values perceived by individuals. Social values are determined by the extent to which they enhance the concept of social self, while emotional values are derived from feelings or emotional states arising from work (McGowan et al., 2017).

Additionally, teachers' perceptions influence their positions, behaviors, and methods in the educational environment. Teachers' perceptions constitute the mental process through which they acquire knowledge from their surroundings, interpret information, and categorize it within their cognitive framework. These perceptions are linked to their orientation and behavior, reflecting on their organizational commitment to the school's values and educational vision (Mohamad & Sihe, 2019).

Teachers' perceptions, represented by their thoughts or mental images, are shaped by their knowledge and life experiences. Individual values directed towards professional life are formed through societal culture, where culture is defined as

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<https://doi.org/10.55559/sjahss.v3i3.229>

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shared values, behaviors, positions, and common expectations among individuals living together in one society. (Hofstede, 2001) introduced the term "collective programming of the mind" to describe culture, believing that collective programming through cultural values and national dimensions has a direct impact on how individuals perceive professional success (Benson et al., 2020, p. 395).

Teachers' perceptions of values encompass the thoughts and behaviors they acquire through influences that impact their ideas, positions, and orientations, whether positively or negatively. This establishes a reciprocal relationship between education and ethics, forming a space where values are emphasized. Education is a planned value-based effort targeting the analysis of societal values, and the essence of educational messages lies primarily in ethical foundations. Ethics in administration and work has become a topic of interest for educational institutions, driven by the necessity to adhere to the principles, values, behaviors, and ethics of individuals and groups within the educational institution (Al-Saoua, 2016).

The role of the school principal is crucial in ensuring the presence of a suitable and healthy working environment for teachers in the school. It is highly important that the principal possesses the ability to deal fairly and equitably with all teachers and has extensive knowledge of the ethical values that should govern their administrative and human behavior (Alshatwi & Alhabib, 2017). Understanding ethical values and their impact on the working environment in schools helps improve the educational and pedagogical process, enhancing the effectiveness of work and overall quality. Therefore, managers and leaders in these schools should give significant attention to this matter and strive to provide a suitable and healthy working environment for teachers (Al-Muzaydi, 2020).

The concept of ethical leadership has emerged prominently in the literature of educational leadership. (Brown et al., 2005, p. 3) defined ethical leadership as "demonstrating appropriate behavior as a standard through personal actions and relationships with teachers, and promoting such behavior through two-way communication, reinforcement, and decision-making." The role of the school principal is a perpetual transitional state, moving from an instructional leader to an administrative leader, and sometimes transforming into a transformative leader (Naidoo, 2019). This requires administrators to adapt to continuous changes and various challenges facing the school, successfully managing daily operations while motivating teachers to achieve the school's strategic objectives.

The success of the educational process relies on the approach of those working in the school. This approach is shaped by the presence of a school principal who recognizes the importance of leadership behavior in establishing and supporting an ethical culture that includes values, high principles, and virtues (Al-Alfi, 2021). The ethical practices of the school principal have an impact on improving the organizational work environment, addressing many issues that affect the educational process. Thus, ethical practices are considered the key to the success of school management in enhancing the quality of its educational outcomes (Al-Rashidi, 2021).

Today's society expects more from school principals, placing additional duties and responsibilities on them. These duties are exceedingly burdensome, making it challenging for individuals to bear them easily. The principal is not only responsible for promoting academic success but also for creating an environment in which students and teachers can learn effectively (Özan et al., 2017). The ethical leader relies on the compass of ethical principles in decision-making and school management, influenced by the ethical values they adhere to

(Özgenel & Aksu, 2020). In addition, the ethical leader should prioritize moderation, humility, responsibility, and a commitment to sustainability. This reflects their flexibility and responsiveness to the needs of the community and the environment while preserving their well-being. Consequently, ethical leaders, whose behavior is characterized by tolerance, positivity, fairness, and responsibility, earn the trust of their employees and contribute to a positive impact and lasting success for the school (Verdorfer & Peus, 2020).

School leadership by an ethical leader is crucial to ensuring that all teachers work in a harmonious and disciplined manner. Ethical leaders value ethical principles, assess the ethical behavior of employees as a key factor, and integrate leadership abilities with ethical behaviors. Their decisions are ethically sound, contributing to organizational commitment by fostering the development of social values such as truth, honesty, and loyalty within the school (Eranil et al., 2017).

Therefore, leadership in the school requires a high level of ethics and professionalism; where the school principal serves as an ethical role model, working to build an organizational culture that focuses on the common good and respects the rights of all. The principal must demonstrate a commitment to teamwork, collaboration, and listening to everyone's opinions, encouraging active participation in decision-making and performance improvement (Çelik et al., 2015). Additionally, the principal must possess the ability to analyze data and information, make sound decisions based on available evidence and data, and implement them fairly and reliably.

The school manager is also responsible for creating a healthy and positive learning environment, characterized by respect and positive interaction among students, teachers, and administrators. The school manager should demonstrate transparency, honesty, integrity, guidance, and effective communication with everyone in the school, promoting a positive and collaborative spirit in all aspects of schoolwork. By improving the working environment, promoting ethical and social values, the manager can enhance performance and elevate the school to higher levels of quality and excellence (Özgenel & Aksu, 2020).

Educational institutions are currently facing numerous challenges, and addressing these challenges requires serious measures to improve performance and achieve desired goals. Organizational commitment and ethical leadership are considered effective ways to accomplish this. In this context, school principals can work towards creating a positive and supportive work environment for teachers, fostering organizational commitment among them. Additionally, managers must identify the values and ethics adopted by the school and rigorously implement them. They should also commit to providing training programs to enhance teachers' skills in this regard (Al-Mutairi, 2015).

The importance of organizational commitment has been emphasized in the literature in terms of its connection to the profession. Organizational commitment is described as the emotional commitment of workers to their tasks. It is defined as the relative force to determine the individual's identity and his participation in his organization. It represents a partisan and emotional connection to the goals and values of the school, as well as the individual's role in relation to these goals and values. The commitment is organized for his personal benefit, irrespective of its pure intermediate value (Çelik et al., 2015).

Organizational commitment is recognized as the relative force for the individual's identity with the school where he works and his participation in it. It is described as the commitment of the teacher to the values and goals of the school (Al-Jabari, 2019).

Organizational commitment is also defined as a strong desire for someone to become a member of the school, being ready to exert effort for it, and believing in the values and goals of the school and accepting them. Thus, organizational commitment to the organization is a position that shows the loyalty of teachers and is a continuous process of how school members express their concern for the success and virtue of the school (Sawitri et al., 2017).

Organizational commitment is regarded as a state in which the individual is united with the goals and desires of the school (Dakrory, 2016). Barqouq and Darnouni (2014) see organizational commitment as the will expressed by the worker in the school to exert maximum effort in work, stemming from complete belief in the goals and values of the school, and a strong desire to preserve its membership, thus aiming to maintain its continuity and development.

Teachers are considered the backbone of the educational process, and education cannot be effective without ensuring their rights as human and professional beings to guarantee their organizational commitment to the school. Therefore, school administrations must treat them with the appropriate and dignified status that provides them with a sense of security, self-respect, and job satisfaction (Abdeen & Mustafa, 2012). Trust in the principal is a crucial factor that reflects on teachers' organizational commitment. A committed workforce is beneficial for the school in various aspects such as productivity, efficiency, and performance (Ensari, 2016).

Organizational commitment leads to positive attitudes and behaviors for teachers and the school. Teacher commitment is a reward for the school because committed teachers belong to their schools and exert their best efforts to achieve the school's goals. Commitment is one of the essential conditions for survival in the era of competition among schools, so teachers must have a strong sense of belonging and double their efforts to maintain their schools (Shamma, 2018).

Referring to organizational commitment as an indicator of effective organizational efficiency emphasizes the importance of improving the overall performance of schools. When school leaders adopt ethical values in their behavior, these values are promoted within the school. Teachers in the school can achieve organizational commitment and a sense of self-appreciation. Thus, ethical values can enhance efficiency, productivity, and improve teacher behavior. Therefore, attention to ethical values in school policies is fundamental for achieving success and continuity at work (Seyedin et al., 2013).

Teachers play a crucial role in school education, with a decisive role in building students' personalities and enhancing their academic and social skills. Therefore, teacher participation in improving education and developing their activities is essential. In this sense, "teachers represent the heartbeats of the school and the fundamental changes to improve the school (Du Four & Eaker, 1998, p. 233). They lead their colleagues through example, ideal modeling of behavior, and promoting community participation (Hair & Reitzug, 1997). Therefore, investing in teacher training and developing their academic and social skills and experiences is key to the success of education and improving its quality. Thus, the role of teachers is not only to provide information and knowledge, but they also play a crucial role in developing communities and improving the world around us. Therefore, it can be said: "Teachers are leaders when they work committedly in professional learning communities to impact student learning, contribute to improving the school, inspire excellence in practice, and empower stakeholders to participate in improving education" (Childs-Bowen et al., 2000, p. 28).

For ethical leadership to be achieved, managers must focus on developing their skills, improving their ethical behaviors, and working on improving relationships between school staff, between them and students, and parents. Managers should also be good role models for teachers in the school and base their decisions and school management on ethical values (Odeneye et al., 2018). Teachers' organizational commitment reflects their dedication and interaction with the educational school, affecting their overall performance and the overall quality of education provided (Sarhan et al., 2020). (Jameel et al., 2020) pointed out that organizational justice, which means the mutual relationship between teachers and management and the extent to which the management deals with teachers fairly and respectfully, significantly affects teachers' organizational commitment, making them feel comfortable, committed, and dedicated to their work.

The study conducted by (Alfi, 2021) aimed to assess the availability of ethical leadership among school principals and determine the relationship between ethical leadership, academic achievements, and teacher and student satisfaction from the teachers' perspective. The study used a descriptive correlational approach with 544 teachers as participants. The results indicated that the practice of ethical leadership by high school principals in terms of personal characteristics, administrative behaviors, and human relations was high. There was also a positive relationship between ethical leadership and academic achievements, as well as teacher and student satisfaction.

Morar's study (2020) aimed to identify the degree of values-based management practice and its relationship with the level of organizational commitment among private elementary school principals in Amman, Jordan, from the teachers' perspective. The study included 380 teachers, and the results showed that the degree of practice of values-based management by school principals, as perceived by teachers, was high. The level of organizational commitment among school principals was also high, and there was a positive and significant relationship between the practice of values-based management and the level of organizational commitment.

Daradkeh et al.'s study (2020) sought to understand the degree of ethical leadership practice among private secondary school principals in Amman, Jordan, and its relationship with teachers' organizational commitment. The study, involving 370 teachers, found that both ethical leadership and organizational commitment were at a moderate level. There was a positive significant relationship between the degree of ethical leadership and the level of organizational commitment.

Mousa et al. (2020) aimed to comprehend the relationship between ethical leadership and teachers' organizational commitment and identify the role of teachers' value perceptions in that relationship. The study involved 274 teachers in Jordan, and the results showed that ethical leadership by school principals positively influenced teachers' organizational commitment. This effect was mediated by the teachers' value perceptions.

Tajeddin et al. (2019) study aimed to understand the relationship between ethical school management and teachers' organizational commitment and the mediating role of value perceptions. The study, involving (241) teachers in government and private schools in Bahrain, found that ethical school management had a positive impact on teachers' organizational commitment, and value perceptions played a mediating role in this relationship.

Al-Ahmad study (2019) analyzed the impact of ethical leadership on the organizational commitment of secondary school teachers in Jordan. The quantitative study, involving 316 teachers in government schools, showed a strong positive effect

of ethical leadership on teachers' organizational commitment. This indicated that ethical leadership helps increase commitment and discipline at work, emphasizing its importance in motivating and engaging teachers in school management to achieve its educational and organizational goals.

Sukkar (2018) study aimed to investigate the relationship between values-based management, the level of adherence to practiced values, and organizational loyalty. The study used a descriptive analytical approach with (266) teachers, revealing that the degree of values-based management was high, as well as the level of teachers' adherence to practiced values and organizational loyalty. There was a positive correlation between values-based management, adherence to practiced values, and organizational loyalty. The study also highlighted a clear impact of the level of adherence to values as a mediating variable on the relationship between values-based management and organizational loyalty.

Despite some cultural and institutional differences, the current study confirms a positive relationship between ethical leadership and organizational commitment, emphasizing the importance of developing ethical leadership as a tool to enhance teachers' organizational commitment. The study also underscores the potential role of value perceptions as a mediating factor in the relationship between ethical leadership and organizational commitment among teachers.

Problem Statement and Questions

Ethical leadership and organizational commitment are crucial concepts in the field of education. The success and quality of a school depend on ethical leadership and the commitment of teachers and administrators to specified professional standards and rules. It is noteworthy that teachers' perceptions of values can play a crucial role in achieving organizational commitment and implementing ethical leadership. The researchers felt the need to address this issue because ethical leadership and organizational commitment are fundamental factors for improving the quality of education and the success of schools. Understanding the relationship between ethical leadership, teachers' values, and their impact on organizational commitment can help improve leadership practices in schools and enhance the performance of teachers.

Several Palestinian studies have addressed the topics of values, ethical leadership, and organizational commitment, aiming to better understand the performance of Palestinian institutions and the impact of leadership and ethical values on those working within them. The study by Al-Nabulsi and Abu Zaidan (2017) examined the impact of values on administrative performance in Palestinian public sector institutions, highlighting the significant influence of adopted values on administrative and institutional performance. Another study by Al-Khatib and Al-Haj (2019) indicated that ethical leadership positively affects teachers' organizational commitment. Additionally, the study by Al-Ja'bari and Al-Hanjoj (2018) suggested that ethical leadership positively influences the development of organizational performance in these companies.

Therefore, there is a need to understand the relationship between ethical leadership and organizational commitment among teachers and how teachers' values impact this relationship. Analyzing the realities of values, ethical leadership, and organizational commitment among teachers and identifying the relationship between these variables, considering study variables such as gender, educational qualifications, years of experience, and the school's administrative authority, can provide valuable insights. By understanding the relationship between these variables, the study can assist in providing support and training for administrators to develop their ethical leadership capabilities and enhance their understanding and application of ethical

values in the educational process. Moreover, the study can propose strategies to activate the role of teachers' values in developing the relationship between ethical leadership and organizational commitment among teachers in Jerusalem schools, contributing to improving the quality of education and achieving desired educational goals. Thus, the study's problem focuses on answering the following main question:

What is the reality of teachers' values as a mediating variable between ethical leadership and organizational commitment among teachers in Jerusalem schools?

Subsidiary Questions:

1. What is the reality of teachers' values from the perspective of teachers in Jerusalem schools?
2. What is the reality of ethical leadership among administrators from the perspective of teachers in Jerusalem schools?
3. What is the reality of organizational commitment among teachers from their perspective in Jerusalem schools?
4. What is the role of teachers' values as a mediating factor in the relationship between ethical leadership of administrators and organizational commitment among teachers in Jerusalem schools?

Importance of the Study

Theoretical Significance: This study is a significant contribution to the field of educational management and Palestinian and Arab educational studies. It serves as a knowledge base connected to values perception, ethical leadership, and organizational commitment. The study was conducted in a Palestinian context, shedding light on the impact of cultural and political factors on teachers' perceptions of values, organizational commitment, and ethical leadership. Exploring the relationship between teachers' perceptions of values and organizational commitment in schools can enhance ethical leadership and increase teachers' organizational commitment. Ultimately, this contributes to understanding the foundations for improving the quality of education and school performance.

Practical Significance: The impact of ethical leadership on teachers' organizational commitment is crucial for enhancing the quality of education and upbringing in schools, thereby improving students' educational outcomes. Consequently, the study's results are valuable for schools, educational leaders, and administrators. They can leverage these findings to develop strategies for ethical leadership, build an organizational culture based on values and ethical principles, improve relationships between teachers and administrators, maintain teachers' organizational commitment, enhance their satisfaction and professional performance, and ultimately improve the quality of education in schools.

Study Objectives

The study aimed to gain a better understanding of the relationship between ethical leadership and organizational commitment among teachers in Jerusalem schools, and how this relationship can be enhanced by activating their perceptions of values. This was achieved through the following objectives:

1. Measure the current status of teachers' perceptions of values, ethical leadership, and organizational commitment in Jerusalem schools.
2. Identify the direct and indirect relationships between perceptions of values, ethical leadership, and organizational commitment among teachers in schools.

Limitations of the Study

The generalizability of the study's results is limited by the following constraints:

Spatial Limitations: The study is confined to schools in Jerusalem.

Temporal Limitations: The study was conducted during the first semester of the academic year 2022-2023.

Human Limitations: The study focuses on teachers in Jerusalem schools.

Subject Matter Limitations: The study is centered around the concepts of values perception, ethical leadership, and organizational commitment.

Conceptual Boundaries: The study explores concepts related to educational management, ethical leadership, organizational commitment, and teachers' perceptions of values. It includes fundamental concepts such as the social responsibility of the school, ethical leadership, organizational commitment, and the impact of personal values on teachers' behavior in schools.

Terminological and procedural definitions

Values Perception: Defined as "beliefs and concepts held by teachers, students, and the surrounding community as the basis for decision-making and priority-setting. Values perception is considered fundamental knowledge that helps build an individual's personal identity, influencing their behavior and actions in daily life" (Al-Muzidi, 2020).

Ethical Leadership: Characterized as an approach based on ethical values and standards in making and implementing leadership decisions. Ethical leadership requires leaders to act with integrity, honesty, and respect for rights and human dignity.

Organizational Commitment: Reflects an individual's dedication to fulfilling work promises and commitments, demonstrating sincerity and loyalty in carrying them out. It also signifies fidelity and sincerity in work, and the sincere execution of assigned duties (Al-Haddad, 1999).

Jerusalem School Teachers: Refers to teachers working in schools in Jerusalem under the [Israeli Ministry of Education](#), the Palestinian National Authority, UNRWA, or private sector schools, engaged in the profession of teaching in the Jerusalem governorate.

Study Methodology

The study employed a descriptive correlational approach. This methodology relies on collecting data on the variables under investigation, determining whether there is a relationship between them, investigating the nature of that relationship, and quantitatively describing the relationship between variables using quantitative measures (Al-Kharabsheh, 2007). Additionally, the study utilized the path analysis method, which is based on a descriptive model of relationships between the study variables. Path analysis is considered one of the most effective statistical methods for analyzing correlation coefficients between variables to identify both direct and indirect effects (Awang, 2012). It is the most suitable method for this study, ensuring precision and objectivity in achieving its objectives.

Study Population and Sample

The study population comprises all teachers in Jerusalem schools, totaling 7,713 teachers according to the [Palestinian Ministry of Education and Higher Education](#) statistics for the academic year 2021-2022. This includes teachers in schools affiliated with the Palestinian Authority, UNRWA, and private sector schools. The study sample was selected using stratified random sampling based on Robert Mason's equation, resulting in a sample size of 366 teachers.

Study Instruments

- Values Perception Scale:** The study utilized the Values Perception Scale from a study by Baig and Shah (2013), consisting of an initial set of 26 items.
- Ethical Leadership Scale:** After reviewing previous studies related to ethical leadership, including studies by Sabir (2020) and Odeneye et al. (2018), the Ethical Leadership Scale was formulated with an initial set of 15 items.
- Organizational Commitment Scale:** The Organizational Commitment Scale used in the study was adapted from Sabir (2020) and initially comprised 12 items.

Face Validity for Study Measures

To ensure face validity or the validity of the measures, the initial versions of the scales were presented to a group of 11 experienced and Ph.D.-qualified experts. The acceptance criterion for each item was set at a minimum agreement level of 80%. Based on the feedback and opinions of the experts, necessary adjustments were made to some items, leading to the final versions for application in the survey sample and subsequent psychometric testing.

Psychometric Properties of the Study Measures: In order to examine the psychometric properties of the three study measures, the scales were administered to a pilot sample consisting of 35 teachers from Jerusalem schools and beyond the actual sample. The results were as follows:

A) Construct Validity of the Study Measures: Construct validity was assessed using Pearson correlation coefficients to extract the correlation values between the items and the overall score for each scale. The results are presented in Tables (1), (2), and (3):

From the data presented in Table (1), it is observed that the correlation coefficients for items (19, 23, 24, 25) had unacceptable and statistically non-significant values. Therefore, these items need to be removed. The correlation coefficients for the remaining items ranged from (.32 to .81) and had acceptable and statistically significant values. As mentioned by Garcia (2011), correlation coefficients below 30 are considered weak, those within the range of 30 to 70 are considered moderate, and values exceeding 70 are considered strong. Consequently, items (19, 23, 24, 25) were deleted, resulting in a total of 21 items in the scale.

Table (1): Correlation coefficients between items of the Values Perception Scale and the total score (n=35)

Item	Correlation with Total Score	Item	Correlation with Total Score	Item	Correlation with Total Score
1	0.47**	6	0.51**	11	0.73**
2	0.51**	7	0.58**	12	0.75**
3	0.71**	8	0.64**	13	0.69**
4	0.71**	9	0.14	-	-
5	0.63**	10	0.67**		
1	0.47**	6	0.51**	11	0.73**
2	0.51**	7	0.58**	12	0.75**
3	0.71**	8	0.64**	13	0.69**
4	0.71**	9	.14	-	-

* Statistically significant at the (p < .05) level, ** Statistically significant at the (p < .01) level

Table (2): Correlation coefficients between items of the Ethical Leadership Scale and the total score (n=35)

Item	Correlation with Total Score	Item	Correlation with Total Score	Item	Correlation with Total Score
1	0.92**	7	0.87**	13	0.87**
2	0.89**	8	0.89**	14	0.85**
3	0.91**	9	0.84**	15	0.81**
4	0.90**	10	0.88**	16	0.86**
5	0.92**	11	0.82**		
6	0.84**	12	0.85**		

** Statistically significant at the (p < .01) level

From the data in Table (2), it is observed that the correlation coefficients for the items ranged from (.81 to .92), and they had acceptable and statistically significant values. In light of Garcia's criteria (Garcia, 2011), none of the items in the scale were deleted.

Table (3): Correlation coefficients between items of the Organizational Commitment Scale and the total score (n=35)

Item	Correlation with Total Score	Item	Correlation with Total Score	Item	Correlation with Total Score
1	0.47**	6	0.51**	11	0.73**
2	0.51**	7	0.58**	12	0.75**
3	0.71**	8	0.64**	13	0.69**
4	0.71**	9	0.14	-	-
5	0.63**	10	0.67**		

** Statistically significant at the (p < .01) level

From the data in Table (3), it is observed that the correlation coefficient for item (9) was not statistically significant. The correlation coefficients for the remaining items ranged from (.47 to .75) and were acceptable and statistically significant. Following Garcia's criteria (Garcia, 2011), item (9) was deleted, resulting in a total of 12 items for the scale.

Study Results

Results Related to the First Question: What is the reality of values perceptions from the perspective of teachers in Jerusalem schools? The means, standard deviations, and percentages for the Values Perceptions Scale from the perspective of Jerusalem school teachers were calculated, and Table (5) illustrates this:

Table (5): Means, Standard deviations, and Percentages for the items of the values perception scale arranged in descending order.

Rank	Item Number	Item	Mean	Standard Deviation	Percentage	Level
1	9	I believe that values are important in my teaching and learning process	4.65	0.531	93	High
2	2	I feel comfortable dealing with humble people	4.62	0.57	92.4	High
3	8	I try to be a role model for my students by showing dedication in my work	4.58	0.571	91.6	High
4	10	I believe that the increase in violence among students is due, in part, to the decline in societal ethical values	4.5	0.701	90	High
5	7	I gain personal value when I feel satisfied with my teaching for my students	4.48	0.622	89.6	High
6	4	I like others to care about my feelings, so I care about theirs	4.46	0.68	89.2	High
7	14	I consider my commitment to arriving early at school as part of my	4.45	0.7	89	High

Table (4): Reliability coefficients using Cronbach's Alpha for study scales.

Scale	Number of Items	Cronbach's Alpha
Perceptions of Values	21	0.9
Ethical Leadership	16	0.97
Organizational Commitment	12	0.86

Table (4) illustrates the reliability coefficients using Cronbach's Alpha for each scale. The values are (.90) for Perceptions of Values, (.97) for Ethical Leadership, and (.86) for Organizational Commitment. These values are considered acceptable, indicating that the instruments are reliable for application to the study sample.

Correction of Study Scales

- Values Perceptions Scale:** The Values Perceptions Scale in its final form consists of (21) items. All items represent a positive direction for values perceptions.
- Ethical Leadership Scale:** The Ethical Leadership Scale in its final form consists of (16) items. All items represent a positive direction for ethical leadership.
- Organizational Commitment Scale:** The Organizational Commitment Scale in its final form consists of (12) items. All items represent a positive direction for organizational commitment, except for items: (1, 8, 10, 11, 12), as their weights were reversed during correction due to their negative framing.

Respondents are asked to assess their responses using a five-point Likert scale, where weights are assigned to items as follows: Completely Applicable (5 points), Very Applicable (4 points), Somewhat Applicable (3 points), Slightly Applicable (2 points), Not Applicable (1 point).

For the purpose of interpreting the mean scores and determining the level of values perceptions, ethical leadership, and organizational commitment among the study sample, the scores were converted to a scale ranging from (1-5) points. The levels are categorized into three categories: Low Level (2.33 or less), Medium Level (2.34-3.67), and High Level (3.68-5).

		personal behavior in daily life				
8	13	I believe it is important for the teacher to reflect on his practices and behaviors after the school day	4.43	0.678	88.6	High
9	12	I think that affection and compassion are among the most important values that a teacher should possess	4.43	0.686	88.6	High
10	19	I dislike dealing with a person with negative and inappropriate ethical values	4.42	0.799	88.4	High
11	17	I feel bad when my colleagues do not care about the school's belongings	4.4	0.701	88	High
12	11	I believe that the purpose of the teaching profession is to serve the community's collective interests	4.4	0.706	88	High
13	18	I do not try to lie when I face an embarrassing situation at work	4.4	0.729	88	High
14	20	I avoid being in a place with people known for lying	4.36	0.78	87.2	High
15	3	I believe that school regulations are part of ethical values	4.33	0.701	86.6	High
16	5	I believe that an honest person is a rare commodity	4.33	0.875	86.6	High
17	21	I like to volunteer in my work by doing extra tasks	4.3	0.745	86	High
18	1	I consider values as natural judgments that guide human behavior	4.29	0.712	85.8	High
19	16	I see no need to hide my mistakes from others and accept constructive criticism	4.19	0.788	83.8	High
20	6	People's perceptions of me mean a lot to me, so I deal with everyone humbly	4.15	0.887	83	High
21	15	I feel that my personal values align significantly with the values of school staff	3.99	0.908	79.8	High
Total Score for Values Perceptions Scale			4.39	0.458	87.8	High

From Table (5), it is evident that the mean score for the study sample's evaluations on the Values Perceptions Scale as a whole was (4.39), with a percentage of (87.8%), indicating a high level. The mean scores for the items on the Values Perceptions Scale ranged from (3.99 to 4.65). The item "I believe that values are important in my teaching and learning process" ranked first, with an average score of (4.65), indicating a high level. On the other hand, the item "I feel that my personal values align significantly with the values of school staff" ranked last, with an average score of (3.99), also indicating a high level.

This result can be attributed to teachers' awareness of the importance of practicing values-based management and its role in developing educational institutions. The relationship between values and the processes of teaching and learning is crucial in the educational sector. Education is inherently a values-based process, requiring alignment in behavioral patterns and adherence to a clear value framework, especially in schools. The educational process in any society needs harmony in behavioral patterns and a clear value structure. Additionally, it requires coordination of roles among individuals working in these educational institutions.

The success of the educational process depends on the approach of the school staff, which is shaped by the awareness of the school principal regarding the importance of leadership behavior in establishing and supporting an ethical culture. Values encompass ethical values, moral principles, and virtues. Teachers

believe that the school is a major social institution responsible for preparing future leaders and citizens. The school director bears the administrative responsibility under the umbrella of values and principles.

The school represents the essence of educational administration and is a clear example of a cohesive work team, involving the concerted efforts of teachers and school staff. The role of the school is to carry out the processes of education and teaching, providing learners with the skills, knowledge, and experiences they need in their present and future lives. It helps them interact with their environments, instills values in their hearts and minds, and empowers them to adopt socially acceptable behavior.

Therefore, ethics should be an integral part of the self-ethical understanding of teachers and school staff. Values play a significant role in shaping individual and group behavior, standing behind every human activity, such as values of integrity, justice, courage, and tolerance. To understand the personality and behavior of a teacher, it is essential to study their value system, as the values individuals and communities adopt are crucial determinants of their behavior.

Results Related to the Second Question: The Reality of Ethical Leadership from the Perspective of Jerusalem School Teachers:

According to the calculated averages, standard deviations, and percentages for the Ethical Leadership scale from the perspective of Jerusalem school teachers, Table (6) illustrates this:

Table (6): Averages, Standard Deviations, and Percentages for Ethical Leadership Scale Items in Descending Order:

Rank	Item Number	Item	Mean	Standard Deviation	Percentage	Level
1	1	My principal shows great interest in ethical values	4.19	0.813	83.8	High
2	10	My principal considers honesty and integrity important personal values	4.17	0.826	83.4	High
3	12	My principal opposes the use of unethical practices to enhance performance at work	4.16	0.866	83.2	High
4	16	I believe that the principal in my school tries to be a good role model for others	4.14	0.879	82.8	High
5	2	My principal deals with staff members with clear ethical standards	4.11	0.85	82.2	High
6	4	My principal is truthful and trustworthy in his speech	4.08	0.907	81.6	High
7	5	My principal maintains consistency between his declared values and actions	4.07	0.878	81.4	High
8	7	My principal can be trusted to fulfill promises and commitments	4.04	0.936	80.8	High
9	15	My principal resorts to an accountability approach regarding ethical staff practices	4.03	0.814	80.6	High
10	3	My principal sets an example to be emulated for ethical behavior in his decisions and actions	4.03	0.888	80.6	High
11	11	My principal is an example of dedication and self-sacrifice for the school	4.03	0.908	80.6	High
12	13	My principal is fair and objective when evaluating teachers' performance and providing rewards	4.02	0.906	80.4	High
13	8	My principal insists on doing what is fair and ethical even when it is not easy	4.01	0.91	80.2	High
14	6	My principal is fair and unbiased when assigning tasks to teachers	3.97	0.95	79.4	High
15	9	My principal admits mistakes if they occur and takes responsibility for them	3.95	0.941	79	High
16	14	My principal prioritizes the needs of others over his personal interests	3.9	0.963	78	High
Total Score for Ethical Leadership Scale			4.06	0.789	81.2	High

The table shows that the overall mean for ethical leadership is 4.06, with a percentage of 81.2%, indicating a high level. The mean values for individual items range between 3.90 and 4.19. The item "My principal shows great interest in ethical values" ranked first, with a mean of 4.19 and a high level. The item "My principal prioritizes the needs of others over his personal interests" ranked last, with a mean of 3.90 and still at a high level.

The study's results indicate that Jerusalem school teachers perceive that their principals effectively practice ethical leadership and express significant concern for ethical values. It can be inferred that school leaders are working to establish an educational environment characterized by credibility, honesty, justice, respect, and responsibility – the fundamental values of ethical leadership. This contributes to enhancing trust and respect among principals, teachers, and students, leading to improved educational quality and school effectiveness.

These results align with a study by Sukkar (2018), which demonstrated a high degree of ethical management practices and positive attitudes of teachers toward practicing values. This outcome can be attributed to the availability of ethical leadership behavior on the part of the school principal. The ethical leadership behavior significantly influences supporting and assisting teachers, managing educational institutions, bringing

about the required changes in the work environment, and thus adapting and harmonizing with employees, promoting their growth. Positive ethical behavior in school leaders is crucial for fostering a conducive educational environment and creating an ethical atmosphere within the school.

The ethical leader appreciates ethical values, pays attention to the ethical behavior of employees, integrates leadership abilities with ethical conduct, makes correct ethical decisions, and communicates with teachers about ethical expectations based on values. Ethical leadership is about using authority correctly in any situation. In some cases, it requires gentle and kind leadership, as rigid and harsh leadership cannot last long without anger and pessimism. Ethical leadership is aimed at developing a positive ethical climate in the school, promoting ethical standards, and encouraging the adoption of ethical behavior among all staff members.

Results Related to the Third Question: The Reality of Organizational Commitment from the Perspective of Jerusalem School Teachers?

According to the calculated averages, standard deviations, and percentages for the Organizational Commitment scale from the perspective of Jerusalem school teachers, Table (7) illustrates this:

Table (7): Averages, Standard Deviations, and Percentages for Organizational Commitment Scale Items in Descending Order

Rank	Item Number	Item	Mean	Standard Deviation	Percentage	Level
1	6	It is my responsibility to ensure good social relations among my students	4.17	0.688	83.4	High
2	2	I speak about my school to others with pride	4.14	0.775	82.8	High
3	7	I feel obligated to mediate between competing groups of students if a dispute arises between them	4.14	0.728	82.8	High
4	9	I enjoy teaching	4.08	0.839	81.6	High
5	5	All students can succeed, and my task is to ensure their success	4	0.775	80	High
6	4	I find that my values and my school's values are very similar	3.87	0.838	77.4	High
7	3	The best decision I made was to become a teacher	3.8	1.012	76	High
8	12	I feel disappointed because I chose the teaching profession	3.72	1.301	74.4	High
9	11	If I could do it again, I would not choose to work in the teaching profession	3.45	1.372	69	Average
10	10	If I could get a different job with the same salary as a teacher, I would accept it	3.39	1.396	67.8	Average
11	1	Often, I find it difficult to agree with the school's policies on important matters related to its employees	3.16	1.245	63.2	Average
12	8	I was more ambitious in my work than I am now	2.92	1.421	58.4	Average
Total Score for Organizational Commitment Scale			3.47	0.651	74.8	High

The table shows that the overall mean for the study sample on the Organizational Commitment scale is 3.74, with a percentage of 74.8%, indicating a high level. The mean values for individual items range between 2.92 and 4.17. The item "It is my responsibility to ensure good social relations among my students" ranked first, with a mean of 4.17 and a high level. The item "I was more ambitious in my work than I am now" ranked last, with a mean of 2.92, indicating an average level.

This result differs from the findings of a study by Daradkeh et al. (2020), which showed that the degree of practicing ethical leadership and organizational commitment was moderate. The field of ethical personal characteristics received the highest average, followed by the human relations field, and finally the ethical managerial characteristics field, all with moderate ratings. In the organizational commitment domains, the responsibility toward the school had the highest average, followed by directional commitment, and finally, continuous commitment, all with moderate ratings.

The high level of organizational commitment among teachers in this study can be attributed to their strong attachment to their profession, willingness to participate in educational and administrative activities, and readiness to exert efforts that contribute to achieving the goals and vision of the school they belong to. The teachers might also excuse the school principal for enforcing regulations and instructions mandated by the Ministry of Education while considering the needs and concerns of the teachers.

The elevated commitment level could also be associated with the close relationships that teachers form with their colleagues at work, which subsequently reflects positively on students. This result aligns with the sociological concept of

organizational commitment, seen as an extension of an individual's social loyalty and allegiance to the community they live in. Administrative leadership plays a crucial role in enhancing and developing organizational commitment among teachers and staff, especially when it deals transparently with all employees, making them feel an integral part of the school and its objectives. Additionally, practicing an open-door policy, developing their competencies, encouraging their involvement.

Results Related to the Fourth Question: What is the Role of Values Perception as a Mediating Factor in the Relationship Between Ethical Leadership and Organizational Commitment Among Jerusalem School Teachers?

Pearson correlation coefficients were extracted to measure the correlations between values perception, ethical leadership, and organizational commitment from the perspective of Jerusalem school teachers. Table (8) illustrates these correlations:

Table (8): Pearson Correlation Coefficients between Values Perception, Ethical Leadership, and Organizational Commitment (N=366)

Values Perception	Ethical Leadership	Organizational Commitment	
Values Perception	1		
Ethical Leadership	0.376**	1	
Organizational Commitment	0.367**	0.433**	1

**Significantly correlated at the 0.01 level ($p < .01$).

The table shows statistically significant positive correlations between values perception and ethical leadership, values perception and organizational commitment, as well as ethical leadership and organizational commitment from the perspective of Jerusalem school teachers.

A causal model was constructed based on theoretical foundations, and the path analysis method was used to identify direct effects, indirect (mediating) effects, and total effects using the bootstrapping method. It's worth noting that the bootstrapping method is considered one of the best methods for testing mediating relationships, surpassing Baron and Kenny's method and the Sobel test. The bootstrapping method generates a large set of samples drawn randomly with replacement from the original sample, aiming to address the accuracy of sample estimates by finding unbiased estimates from the set of biased estimates (Awang, 2012; Hayes, 2009). Therefore, the bootstrapping method, through the AMOS program, was employed with 5,000 resampling iterations, correcting the bias at a 95% confidence interval to test mediation and estimate the values of direct, indirect, and total effects along with their statistical significance, figure (1) illustrates the path analysis for

the direct effects of the model, and table (9) presents the results of the path analysis for the direct, indirect, total effects, and their statistical significance.

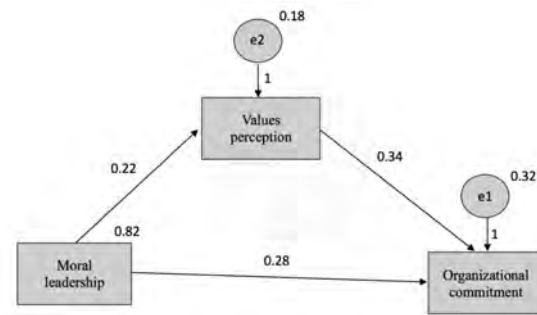


Figure (1): Path Analysis Model for Direct Effects of the Model

Figure (1) illustrates a direct impact of ethical leadership on organizational commitment on one hand, and the impact of values perception on organizational commitment on the other hand. Table (9) presents the results of path analysis for direct and indirect effects, overall effects, and their statistical significances.

Table (9): Results of Path Analysis for Direct and Indirect Effects, Overall Effects, and Their Statistical Significances

Paths	B Value	Standard Error (SE)	Critical Value	P-Value
Direct Effects				
Ethical Leadership -> Values Perception	0.218	0.031	7.130	0.000* <
Ethical Leadership -> Organizational Commitment	0.284	0.048	5.864	0.000* <
Values Perception -> Organizational Commitment	0.338	0.068	4.982	0.000* <
Indirect Effects				
Ethical Leadership -> Organizational Commitment	0.074	0.017	4.352	0.004*
Total Effects				
Ethical Leadership -> Organizational Commitment	0.358	0.042	8.523	0.003*

Abbreviations: B = Regression Coefficient; Statistically significant at the level (p < .05)

Table (9) reveals a statistically significant direct effect between ethical leadership and both values perception and organizational commitment, with values of (.218; .284) respectively. Additionally, a statistically significant direct effect is observed between values perception and organizational commitment, with a value of (.338). The indirect effect value for ethical leadership on organizational commitment, mediated by values perception, is (.074), indicating a significant impact of the mediating variable values perception on the relationship between ethical leadership and organizational commitment. The total effects of ethical leadership on organizational commitment, considering values perception as a mediating variable, is (.358) and statistically significant. In line with Awang's (2012) suggestion that if the indirect effect through the mediating variable is statistically significant and the direct effect of the independent variable on the dependent variable is also statistically significant, then the mediating variable (values perception) serves as a partial mediator for the relationship between the independent variable (ethical leadership) and the dependent variable (organizational commitment).

This result aligns with findings from Sukkar (2018), indicating a positive correlation between practicing values-based management and orientation toward practiced values and

organizational loyalty. It also supports Daradkeh et al.'s (2020) study, which demonstrated a positive relationship between ethical leadership and organizational commitment, as well as Morar's (2020) study, showing a positive correlation between the practice of values-based management among school managers and the level of organizational commitment from the teachers' perspective. Mousa et al. (2020) indicated that ethical leadership of school principals positively affects the organizational commitment of teachers, with this effect being mediated by teachers' values perceptions. Tajeddin et al. (2019) highlighted that ethical school management has a positive impact on organizational commitment among teachers, with values perceptions playing a mediating role in this relationship. Al-Ahmad's (2019) study illustrated that ethical leadership helps increase commitment and discipline at work. Ethical leadership is considered a significant factor in motivating teachers and engaging them in school management, thereby achieving educational and organizational goals. Consequently, school management can enhance teachers' organizational commitment by improving ethical leadership practices.

This outcome underscores the positive influence of values perception on ethical leadership and organizational commitment. A school manager who embodies values such as honesty, justice,

integrity, and transparency is considered a committed leader. This commitment reflects positively on improving the performance of teachers and school staff, and vice versa. This result can be attributed to the strong connection between educational values, especially administrative values, in improving the school environment, the quality of services provided, and thus meeting the motivational needs to enhance teachers' committed performance and increase productivity. Furthermore, examining values in the decision-making process emphasizes the leader's ability to make ethically sound decisions, distinguish between right and wrong, and act ethically in the decisions made. Therefore, school managers must create an effective working environment for teachers and staff to communicate verbally with each other in the school environment. Teachers and school staff need to express themselves appropriately to create an effective school climate and support the dissemination of ideas through an approach based on love and belonging to the school culture and vision, as well as the working environment. Additionally, the focus should be on developing and fostering it for the sake of improving school performance, increasing productivity, and maintaining a high morale, respect, and trust.

The positive impact of values perception on the relationship between ethical leadership and organizational commitment may be attributed to the fact that ethical leadership is associated with value dimensions, such as creating social awareness and giving responsibility to teachers and school staff. It also involves adopting democratic and participatory management, creating a positive organizational climate suitable for organizational requirements. This involves honesty, reliability, fair behavior in all situations and behaviors, as well as supporting professional competence, encouraging organizational development and change. Ethical leadership revolves around the ethical dimension of the leader related to individual characteristics, and the principles of leaders act as an important compass that clarifies what is right and wrong, as well as the motivations behind leaders' ethical behaviors and the core virtues that should be emphasized. The importance of ethical leadership is increasingly evident for both leaders and educational institutions, affecting the shaping and development of the organizational culture of their employees. Since teachers are considered the backbone of the educational process, effective education cannot be achieved without ensuring their professional and human rights to guarantee organizational commitment to the school. Therefore, school management must provide them with the proper status that makes them feel secure, self-respect, and job satisfaction, thus building trust in the school manager as an important factor reflected in the organizational commitment of teachers. A committed workforce is beneficial to the school in various aspects, such as efficiency, productivity, and performance.

Recommendations

Based on the findings of the current study, several recommendations can be proposed:

1. Principals should give significant importance to practicing ethical leadership and applying values in the educational process. They should work on enhancing values awareness among teachers and students and promoting a values culture in schools.
2. Efforts should be directed towards developing policies to improve and appreciate the teaching profession, as well as supporting students interested in pursuing this career.

3. Intensive training programs for both directors and teachers should be developed, focusing on ethical leadership and its practical application in the educational process.
4. Encourage continuous communication between directors, teachers, students, and parents, emphasizing transparency and integrity in school management.
5. Conduct ongoing studies and research on the impact of ethical leadership on the quality of education and students' academic success. Provide necessary information to directors and teachers for informed decision-making.
6. Encourage and support directors and teachers to enhance trust, responsibility, and dedication in their work, aiming to achieve educational and ethical goals.
7. Improve collaborative relationships and communication between school directors and teachers through creating platforms for interaction and organizing activities that strengthen these relationships.
8. Provide a stimulating work environment for teachers and offer continuous training and development opportunities to motivate them to achieve desired goals and increase their organizational commitment.

Conclusion

In conclusion, the recommendations outlined above underscore the importance of ethical leadership in educational settings and its significant impact on various stakeholders, including teachers, students, parents, and the wider community. By prioritizing values-driven leadership, fostering a culture of transparency and integrity, and investing in professional development and support systems, educational institutions can create an environment conducive to academic excellence and ethical growth. Continuous research and evaluation are essential to monitor the effectiveness of these initiatives and to adapt strategies as needed. Ultimately, by embracing ethical leadership principles, schools can cultivate a culture of trust, collaboration, and dedication, thereby nurturing the next generation of responsible citizens and lifelong learners.

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