AJOLD

African Journal of Leadership and Development

2024, Vol. 9 No. 2, 96-118

DOI: https://doi.org/10.63990/2024ajoldvol9iss2pp96-118

The Influence of Ethical Leadership on Teachers' Professional Commitment: The Mediating Role of Organizational Culture in Public Universities in Addis Ababa

Zewdie Zakie Koyira[1]

Abstract

This study investigated the impact of ethical leadership on teachers' professional commitment, specifically examining the mediating role of organizational culture within public universities in Addis Ababa. Employing a descriptive research design with a deductive approach, data was collected from 384 teachers across four universities using proportionate random sampling. A 95-item standardized questionnaire assessed teachers' professional commitment (TPC), ethical leadership (EL), and organizational culture (OC). Statistical analysis, including descriptive and inferential methods, was conducted using Jamovi software. The results confirmed all direct hypotheses and validated organizational culture's mediating role between ethical leadership and teachers' professional commitment. Significant positive effects were found for ethical leadership on both teachers' professional commitment and organizational culture, as well as for organizational culture on teachers' professional commitment. These findings underscore the necessity for universities to address demographic factors and enhance work conditions to bolster teacher commitment. University leaders are urged to prioritize ethical standards and cultivate a positive organizational culture. This research highlights the pivotal role of ethical leadership and organizational culture in educational settings, providing valuable insights for leaders, policymakers, program designers, and researchers. It contributes to organizational management literature by illustrating how teachers' professional commitment can be fostered through these elements. Further longitudinal studies are recommended to deepen understanding of these relationships.

Key words: Ethical-leadership, organizational culture, professional-commitment, teachers

1. Introduction

Ethical leadership is defined as promoting appropriate conduct through effective communication and demonstrating proper behavior via personal actions and relationships (Puyo, 2022). Numerous studies have demonstrated that ethical leadership promotes an ethical culture by setting an example at the top and middle of a company, fostering an atmosphere where employees feel free to voice issues, boosting morale and productivity; and encouraging the utilization of ethical resources (Agha et al., 2017). According to Dust et al. (2018), ethical

[1]PhD, Assistant professor in Public Management at the Training Institute of the Ethiopian Civil Service University, email: zakiezawude@gmail.com

ISSN 2519-5255(print) ISSN 2957-9104(online)

leadership is essential for inspiring staff members to develop better work habits and focus their energies on improving their businesses' performance.

In the same line of inquiry, a study result by Su et al. (2022) confirmed that ethical leadership in an organization is deemed a vital element for establishing appropriate organizational culture and setting appropriate motivation strategies such as compensation, reward, and recognition. In another study, Lee et al. (2021) showed that, in any organizational context, leadership greatly encourages people to impart their knowledge to their peers. The scholarly literature documented that it is ethical leadership that plays a critical role in motivating employees to exhibit higher dedication and commitment and demonstrate a higher level of professionalism (Enaifoghe et al., 2023).

Regarding ethical leaders, Mitonga-Monga et al. (2023) asserted that ethical leaders are those who uplift, encourage, and cultivate an ethical culture that improves employees' psychological health and well-being. Leaders who uphold ethical standards have a significant impact on how their employees live and work (Moore et al., 2018). Following the same pattern of thought, Ashfaq and Abid (2021) illustrated the invaluable roles of ethical leaders in establishing organizational culture, motivating employees, and boosting employee commitment. In this regard, a study result by Lazim et al. (2020) suggested that ethical leaders have a significant impact on improving employee morale and productivity because they encourage their followers to share and spread their knowledge. Wu and Lee's (2020) study found a strong relationship between an individual's dedication to their job and the culture of their organization. This suggests that moral leadership and the capacity of leaders to counsel, coordinate, inspire, and enable their followers significantly influence teachers' professional commitment, which is mediated by the organizational culture of public universities. According to several studies conducted in various settings, workers who have received support from moral leaders place a higher value on and are therefore more committed to their profession. In the field of education, moral leaders are seen as trailblazers who can inspire people to pursue and remain in the teaching profession, as well as inspire educators to show greater dedication to the profession, students, and school; these leaders also allow educators to collaborate more effectively and participate more in research and community projects (Ashfaq & Abid, 2021).

Statement of the problem: Public universities in Ethiopia, particularly in Addis Ababa, face challenges related to high teacher turnover intentions and low levels of teacher motivation and professional commitment (Andarge, 2017; Influence et al., 2020). While existing research suggests that factors such as poor remuneration contribute to this issue, there is a significant gap in understanding the role of ethical leadership and organizational culture in influencing teacher commitment within this context (Kebede, 2022). Therefore, this study addresses the problem of limited knowledge regarding how ethical leadership, both directly and indirectly through organizational culture, influences teachers' professional commitment in public universities in Addis Ababa. The purpose of this study was to examine the influence of ethical leadership on teachers' professional commitment, focusing on the mediating role of organizational culture in public universities in Addis Ababa.

The objective of this study is to investigate the direct and indirect effects of ethical leadership on teachers' professional commitment in public universities in Addis Ababa, specifically examining the mediating role of organizational culture. Specific objectives are: 1) to examine the direct effect of ethical leadership on teachers' professional commitment in public universities of Addis Ababa; 2) to investigate the direct effect of ethical leadership on organizational culture in public universities of Addis Ababa; 3) to assess the direct effect of organizational culture on teachers' professional commitment in public universities of Addis Ababa; and 4) to determine the mediating role of organizational culture in the relationship between ethical leadership and teachers' professional commitment in public universities of Addis Ababa.

2. Theoretical Background

This section provides the theoretical background for the core constructs of the study: ethical leadership, OC, and TPC. The study's theoretical framework is based on Kalshoven et al. (2011)’s multifaceted definition of ethical leadership. It is a normative model frequently used for ethical leadership (Brown et al., 2005). According to their definition, ethical leadership consists of proper behavior that is demonstrated in interpersonal relationships and one's actions. Such conduct is also transmitted to the followers through decision-making, reinforcement, and communication. The goal of this definition is to instill normative ethical qualities in oneself and one's followers (Shakeel et al., 2019). Kalshoven et al. (2011) identified seven characteristics of ethical leader behavior: fairness, power sharing, role clarification, people orientation, integrity, ethical advice, and concern for sustainability. These dimensions were based on a variety of studies.

2.1 Ethical Leadership

According to Assiri (2018), ethical leadership is defined as "the promotion of normatively appropriate conduct to followers through two-way communication, reinforcement, and decision making, as well as the demonstration of normatively appropriate behavior through individual actions and interpersonal relationships." It is still essential in the public sector to achieve good governance and sustainable socioeconomic development (Enaifoghe et al., 2023). When ethical leaders develop their followers into leaders who put the organization's needs ahead of their own, they improve awareness of what is essential, right, good, and prominent. A leader's moral character, which includes their honesty, integrity, and dependability, and their conduct, might be considered the moral person component of ethical leadership. Ethical leadership has a potential impact to be linked with social learning theory which is a novel and major theoretical basis that clarifies the impression of ethical leadership style (Ali, 2021). Ethical leadership predicts important follower outcomes including satisfaction with the leader, perceived leader effectiveness, willingness to exert extra effort on the job, and willingness to report problems to management (Toor et al., 2009). Ethical leaders have the right to reward and punish their followers based on shared common goals and ethics (Piccolo et al., 2010). According to social learning theory, which is related to the ethical leadership principle, people pick up appropriate

behaviors from the people around them and choose to stick with those that are rewarded rather than engaging in negative behaviors (Babalola et al., 2018).

On the other hand, according to ethical leadership theory, leaders can decide on reward and punishment that leads to joining the leader's behavior from employees (Ali, 2021). It offers a hypothetical foundation to express the view that leaders who have ethics could successfully encourage supporter pro-social behavior, for example, knowledge-sharing manners (Su et al., 2022).

2.2 Organizational Culture

Organizational culture is defined as the identity that distinguishes one organization from another. To put it another way, an organization's appearance, operational procedures, priorities, and relationships with its customers, shareholders, and employees are all characterized by its organizational culture. According to Sashkin and Rosenbach (2013), there are five components that can be used to describe the nature of organizational culture: customer orientation, goal achievement, teamwork organization, managing change, and building a strong culture. These components can be used to describe any organization's culture. They both reflect and are impacted by organizational culture. As Sashkin and Rosenbach (2013) confirmed, these characteristics show how effective an organization is.

Prior researches indicated that employee performance is significantly impacted by corporate culture (Fidyah & Setiawati, 2020; Putriana et al., 2015; Rozanna et al., 2019). This indicates that enhancing employee performance is greatly influenced by company culture. Similarly, another research has demonstrated that a strong corporate culture greatly improves high performance (Kim & Jung, 2022). Managing change, coordination, teamwork, goal achievement, customer orientation, and creating a strong culture are all components of organizational culture, according to Sashkin and Rosenbach (1990). This study was founded on the idea that Sashkin and Rosenbach (1990) developed.

2.3 Teachers' Professional Commitment

In the context of education, professional commitment is described as the affective response to one's career that forms a psychological bond with the individual. It is an enthusiasm for the work that goes into teaching, or for a particular facet of teaching (Crosswell, 2006). It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values, and beliefs and takes responsibility for passing on a core set of skills, understandings, and values (Yu et al., 2021). Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school (Crosswell & Elliott, 2004).

It is true that citizens build the nation, teachers shape citizens, and teacher educators create teachers. According to Biseth et al. (2022) the degree of dedication, commitment, and commitment determines the future of society. Instructors are not just necessary for passing along

information and cultural norms; they are also necessary for bringing about change. According to Frelin (2010), the degree of instructors' professional participation with the organization has a significant impact on the quality of instruction. It is the desire of a teacher to refresh, hone, and improve his or her professional skills as well as gain knowledge and insight into various facets of the field, including cooperation, excitement, accuracy, and favorable attitudes towards coworkers (Kimutai, 2021). Teachers play important roles in educating the future members of society through their work and quality education cannot be achieved without their dedication and commitment (Report, 2022). Teachers play a critical role in preparing a new generation of young people to shape our future and lead our societies to meet global challenges and needs in today's ever-changing globe (Idris et al., 2012). Teachers who demonstrate high levels of professional commitment work harder, feel more a part of their institutions, and are more motivated to fulfill the goals of teaching than those who do not, claim Byun and Jeon (2022). Professional teachers should get along with students, parents, and other people involved in the teaching profession. They must therefore demonstrate a strong commitment to their line of work, to students, to society, and moral principles.

In this study, teacher commitment is conceptualized as being multi-dimensional (Yang et al., 2019). Mahajan and Kauts (2022, p 9590), list five aspects of teachers' commitment: commitment to the profession, commitment to society, commitment to students, commitment to basic human values, and commitment to attaining excellence.

2.4 Hypotheses Development and Research Model

This section covers the study's conceptual framework and hypotheses. It offers explanations of the connections among the study's core constructs as well as its hypotheses. This study's primary focus is on the mediating function of OC in the connection between TPC and ethical leadership. The proposed study model is depicted in Figure 2.1, which highlights three key constructs: organizational culture, professional dedication of instructors, and ethical leadership.

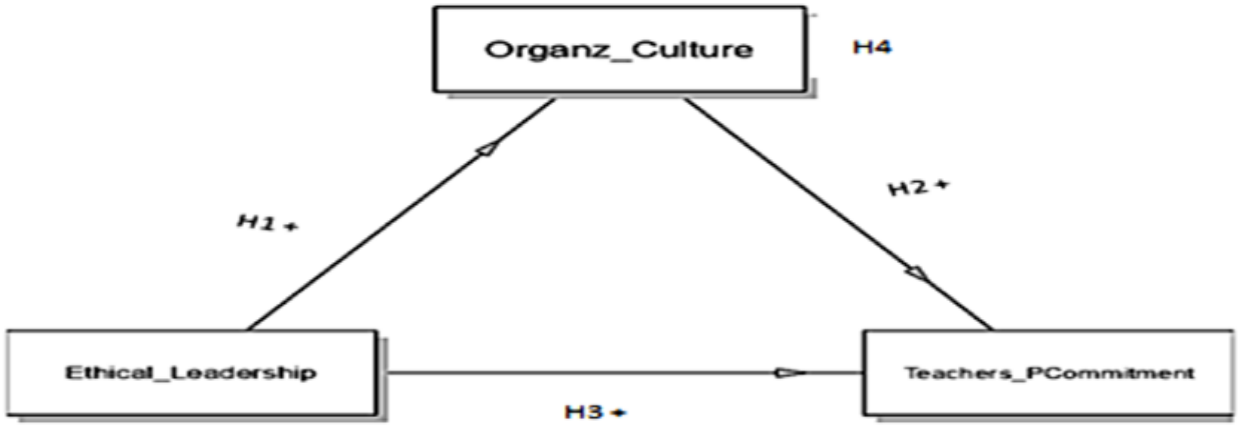

Figure 2.1 Conceptual Framework of the study
Source: Author’s conceptualization based on Hayes PROCESS Model, 2018

2.4.1 Ethical Leadership and Teachers' Professional Commitment

The ethical leadership model suggests that ethical leaders are role models for their workers since they can learn by paying attention to their leader and imitating their values and attitudes to inculcate in them an expected behavior (Ko et al., 2018) As a result, a leader can influence subordinates and encourage positive behavior. This demonstrates how an ethical leader may establish a rapport with their team members and inspire a sense of loyalty in them (Crosswell, 2006). According to the social learning approach, ethical leaders have an impact on their followers by serving as role models (Vevere, 2014), treating followers fairly (Brown et al., 2005) and acting with honesty and integrity (Treviño et al., 2000). Drawing upon social exchange theory, attributes of ethical leaders such as communication, reinforcement, and decision-making would drive subordinates' satisfaction, which in turn increases commitment (Brown et al., 2005). Empirically in previous research works, ethical leadership is positively linked to organizational performance(M. Kim & Thapa, 2018). Ethical leaders show interest in their employees, pay attention to their concerns, and share responsibility and power with them (Frisch & Huppenbauer, 2014). Ethical behavior is vital in the field of education because an ethically rich educational system assists in maintaining peace, justice, and freedom in society at large (Bhattarai, 2015). Educational leaders who have a strong ethical foundation will be more likely to exhibit higher levels of professionalism, which will quickly move schools closer to development. These higher levels of professionalism may include a stronger dedication to their students, increased collaboration with colleagues, a greater engagement with the teaching task, and a demonstration of greater expertise (Brown & Ferrill, 2009). When educational leaders' professional philosophies are founded on moral principles, they will be more likely to exhibit greater professionalism, which will quickly move schools toward development. According to Tschannen-Moran & Gareis (2015), this professionalism will manifest itself in a teacher's improved involvement with the teaching task, collaboration with colleagues, and devotion to their pupils as well as their show of higher knowledge. Hypothesis 1 below is formulated based on the above supporting literature.

H_1 Ethical leadership significantly and positively predicts teachers' professional commitment.

2.4.2 Ethical leadership and organizational culture

Previous research shows that transformational leadership and the organization's transformational culture are favorably and significantly correlated with ethical leadership. According to this study, organizational culture encompasses unwritten norms of behavior and conduct as well as the underlying assumptions, beliefs, values, attitudes, and expectations that all members of an organization share (Ouma, 2017). According to earlier research, morally normative behavior is frequently displayed by ethical leaders (Piccolo et al., 2010). They also frequently foster an environment that grants high degrees of autonomy, which encourages followers to act creatively at work (Kalshoven et al., 2013). Current research hypothesizes that in an effort to support TPC initiatives; ethical leadership can promote an ethical culture within the organization.

H2: Ethical leadership significantly and positively predicts organizational culture.

2.4.3 Organizational culture and teachers' professional commitment

Research indicates that a firmly formed organizational culture influences an organization's work environment and boosts teachers' morale. The results of the studies demonstrated a strong correlation between organizational commitment and some aspects of organizational culture. As a result, instructors will be more committed to one another as the organizational culture grows (Firuzjaeyan et al., 2015; Kimutai, 2022; Ratnasari et al., 2020). The study's findings indicate that organizational culture can positively impact factors such as performance (Nier, 2009), commitment (Rashid et al., 2003) job burnout, satisfaction (Riley, 2018), and workers' ethical behavior (Nwugwo, 2001). This finding suggests that enhancing organizational commitment will benefit from the adoption of a strong organizational culture. Organizational culture can be regarded as a set of fundamental values, standards, and beliefs that are created, developed, and shared by all members of the organization and are essential to achieving organizational objectives. In addition to defining an organization's distinctiveness, organizational culture also represents the organizational personality.

H3 Organizational culture has a positive and significant effect on teachers' professional commitment.

3. Materials and Methods

This section outlines the study's methodology, including the research participants and approach, sample and data collection procedures, measures of the study constructs, and data analysis techniques.

3.1 Target Population, Sample Size, and Sampling Design

For this study, teachers who are currently working at Ethiopian Civil Service University, Addis Ababa University, Addis Ababa Science and Technology University, and Kotebe Metropolitan University were considered as the target population. According to the data obtained from university websites 2024, the total population is equal to 3738. Taking into account this target population, the sample size was calculated using Consuelo and Sevilla's (2007) sample size determination formula: n = (N/1 + Ne2) where 'n' represents sample size, 'N' denotes the size of the population, and 'e' represents the margin error, which is 5%. Accordingly, the calculated sample size was 361 adding 10% of the total sample size. Hence, the sample size for this study was 397. Regarding sampling technique, both stratified and simple random sampling techniques were employed to select sample units from the population. This allows taking samples proportional and representative to each university, as indicated in Table 3.1.

Table 3.1 Study population and Sample size

University	Population size	Proportionate sampling	Sample size
ECSU	319	10.3%	33
Kotebie	450	10.3%	47
Addis Ababa University	2408	10.3%	254
ASTU	561	10.3%	50
Total	3738	10.3%	384

Source: Author's computation, 2024

3.2 Data Collection Procedures

In this study, a multi-stage sampling technique was employed. First, the researcher selected all public universities in Addis Ababa city purposively. This is because only four public universities were available at the time of this study. Second, the researcher took the list of colleges and departments from each university and then assigned the sample size to each department in their respective universities.

Table 3.2 Respondents' profile

Sex	Educ. Level	Teaching experience	Counts	% of Total	Cumulative %
Male	BA/BSc	Below 2 years	1	0.3 %	0.3 %
		Between 2 and 5 years	2	0.5 %	0.8 %
		5.1-10 years	6	1.6 %	2.3 %
		Above 10 years	2	0.5 %	2.9 %
	MA/MSc	Below 2 years	14	3.6 %	6.5 %
		Between 2 and 5 years	34	8.9 %	15.4 %
		5.1-10 years	29	7.6 %	22.9 %
		Above 10 years	97	25.3 %	48.2 %
	PhD	Below 2 years	8	2.1 %	50.3 %
		Between 2 and 5 years	25	6.5 %	56.8 %
		5.1-10 years	22	5.7 %	62.5 %
		Above 10 years	50	13.0 %	75.5 %
Female	BA/BSc	Below 2 years	0	0.0 %	75.5 %
		Between 2 and 5 years	0	0.0 %	75.5 %
		5.1-10 years	0	0.0 %	75.5 %
		Above 10 years	1	0.3 %	75.8 %
	MA/MSc	Below 2 years	4	1.0 %	76.8 %
		Between 2 and 5 years	14	3.6 %	80.5 %
		5.1-10 years	15	3.9 %	84.4 %
		Above 10 years	42	10.9 %	95.3 %
	PhD	Below 2 years	0	0.0 %	95.3 %
		Between 2 and 5 years	4	1.0 %	96.4 %
		5.1-10 years	6	1.6 %	97.9 %
		Above 10 years	8	2.1 %	100.0 %

Source: Author's computation using Jamovi 2.3, 2024

Then, questionnaires were distributed to each department and individual respondents were addressed using an availability sampling method. For this study, 397 questionnaires were distributed; and 384 respondents duly completed and returned. After checking data quality, 384 completed questionnaires were used for analysis and this represents the usable response rate of 96.7%. The survey was administered face to face method while teachers were going about their daily classes. This created high access to meet the respondents and achieve a very high response rate.

The study sample was predominantly male (75.5%) compared to female (24.5%), indicating a male-dominant representation. Nonetheless, data was collected from both genders, ensuring diverse perspectives. The educational qualifications of participants were high, with 32.0% holding a PhD, 64.8% holding a Master's degree, and 3.1% holding a BA/BSC degree. In terms of teaching experience, over half of the respondents (52.1%) had more than 10 years of experience, while 20.3% had 5 to 10 years, and 27.6% had less than 5 years, suggesting a well-experienced cohort capable of providing reliable insights. Regarding marital status, the vast majority (90.8%) were married, with a smaller proportion (9.2%) being single, ensuring inclusion of responses from individuals with varied marital backgrounds.

3.4 Measures

3.4.1 Ethical Leadership

For the measure of ethical behavior, an ethical leadership scale with seven dimensions (20 items) validated by (Gollagari et al., 2022a) was used. Teachers rated their immediate leader's ethical behavior on a six-point Likert scale ranging from strongly disagree (1) to strongly agree (6). Thus, a higher score implies stronger agreement.

3.4.2 Teachers' Professional Commitment

For the collection of data about teachers' professionalism, this study adopted to use teachers' professional commitment scale with five dimensions (45 items) developed by Kaur et al (2011). Like with ethical leadership, teachers rated their perceived commitment level on a six-point Likert scale ranging from strongly disagree (1) to strongly agree (6).

3.4.3 Organizational Culture

For organizational culture:- The organizational culture scale (30 items) developed by Sashkin and Rosenbach (2013) was used. Teachers scored the two constructs using a six-point Likert scale, with 1 denoting "strongly disagree" and 6 denoting "strongly agree." A composite variable was created for each construct by taking the mean of the corresponding Likert items. The researcher used the composite variable as an interval scale, as advised by Averin et al. (2017) and Norman (2010).

3.5 Methods of Data Analysis

The study used SPSS V.23 and Jamovi 2.3 as tools for both descriptive and inferential statistical analyses. Before quantitative analysis, the data were classified and tabulated to enter into SPSS software. This study used different ways of data analysis. First, exploratory and confirmatory analyses were performed for the constructs to establish validity and reliability. Second, the study adopted a mediation analysis using Jamovi software 2.3.

4. Results and Discussions

This section presents the findings of the study, after conducting various analyses using three constructs in the study.

4.1 Factor Analysis, Validity, and Reliability Tests

4.1.1 Principal component analysis

Table 4.1 shows the results of principal factor analyses for three constructs namely EL, TPC, and OC. Acceptable values for a sample-size test were obtained by the test, with KMOs greater than 0.5 (Hair et al., 2019). A single component for EL with its 33 items explains 73.7% of the variability, with a KMO of 0.973, $p < 0.001$, and a Cronbach's alpha of 0.989. For OC, 25 items explain 63.2% of the variability with a KMO of 0.963, $p < 0.001$, and a Cronbach's alpha of 0.976. The TPC factor explains 73.7% of the variability in its 27 items, with a KMO of 0.973, $p < 0.001$, and a Cronbach's alpha of 0.976.

Table 4.1 KMO, Sphericity, and Cronbach's Alpha

Constructs	No. Items	Explained variation	KMO	Sphericity Test		Cronbach A
				X^2	**P**	**CA**
Ethical Leader(EL)	33	73.3%	0.973	18345	< .001	0.989
Organizational Culture(OC)	25	63.2%	0.963	9536	< .001	0.976
Teachers' Professional Commit(TPC)	27	73.7%	0.973	11409	< .001	0.976

Source: Author's computation, 2024

4.1.2 Validity and reliability test

A confirmatory analysis was done to find out how well the measured variables represent the constructs. A validity test was conducted to determine the validity of an instrument for measuring a certain variable. Table 4.1 shows the results of validity and reliability tests. Convergent and discriminant validity tests were the two phases used to evaluate the validity of the instrument used in this study. The average variance extracted (AVE) value and the factor-loading value for each indicator were used to perform a convergent validity test. The "varmax" rotation for the three main constructs—EL, OC, and TPC—was carried out in this procedure. Five EL items, five OC items, and eighteen TPC items were eliminated from the analysis of this

exam. Factor loadings less than 0.70 have a bearing on this. All instruments for each construct are deemed valid based on the validity test findings of the remaining items, as each has a loading factor value greater than 0.7. For the three major constructs, loading values for most of the indicators exceed 0.7 showing that the constructs are distinct from each other (Hair, 2011). The AVE has also been examined by the researcher to confirm the convergent validity. It is a measure of variation captured by a concept relative to the amount of variance brought about by measurement error, according to Fornell and Larcker (1981), and it should ideally be more than 0.50. In this study, the three AVEs fall between 0.624 and 0.839. When a construct's square root of the AVE is greater than its correlation with every other construct in the study, discriminant validity is proven, per Fornell and Larcker's (1981) criteria. Table 4.1 shows that the corresponding component correlations (off-diagonal values) are lower than the square roots of the AVEs (diagonal values under correlations, bold & italics). Therefore, there is no problem with discriminant validity. Reliability testing in this study was conducted using Cronbach's Alpha (CA) and composite reliability (CR) scores. Table 4.2 displays the findings of the instrument reliability tests for each of the study's constructs.

As the table indicates, all valid instruments for each construct have CA and CR values above 0.7. In this study, all of the CA values for constructs are above 0.9, indicating a high degree of internal consistency in the responses (Wong, 2013). Thus, it can be said that all of these instruments are reliable in measuring each construct (Bernardi, 1994). Hence, construct reliability is established.

The inter-correlations among the constructs such as between EL and TPC (r=0.586, p=<0.001); and between OC and TPC (r=0.459, p<0.05) are positive and statistically significant; and these reflect the expectations of the study. A positive and significant relationship between EL and OC (r=0.529, p=<0.001) lends support to the indication that mediation exists.

Table 4.2 Reliability measures, AVE, and Correlations

Constructs	No. Items	CA	CR	AVE	Correlations		
					EL	OC	TPC
Ethical Leader (EL)	33	0.989	0.986	0.839	***0.916***		
Organizational Culture (OC)	25	0.976	0.976	0.624	0.529**	***0.790***	
Teachers' Professional Commit (TPC)	27	0.976	0.981	0.651	0.586**	0.459*	***0.807***

Source Author's computation, 2024

4.2 Model Fit

Using Jamovi software, the researcher conducted confirmatory factor analysis (CFA) to determine the model fit of each of the three constructs. Table 4.3 shows the CFA results of the three constructs used for this study. The study results indicated that CMIN/DF is less than three for each of the three constructs. The researcher also looked at other fit indices, such as the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root-mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). According to

previous research (Bentler & Bonett, 1980; Bollen, 1989), the ideal values for CFI and TLI should be above 0.90 and 0.95, respectively.

According to Browne and Cudeck (1992) the RMSEA value should be equal to or less than 0.08. For each of the three constructions, our results show that the RMSEA value falls between 0.04 and 0.05. If SRMR is less than 0.05, a satisfactory fit is suggested (Hu & Bentler, 1999; Kline, 2011). Because it is not influenced by sample size, SRMR is also a superior index (Chen, 2007) SRMR is less than 0.05 for each of the study's three components.

Table 4.3 CFA model fit results

Statistics	Recommended value	EL	OC	TPC
CMIN/DIF	≤3.00	230/80=2.87	219/76=2.7	224/80=2.8
P-value	>0.05	< .001	< .001	< .001
CFI	≥0.90	0.899	0.948	0.958
TLI	≥0.95	0.937	0.946	0.948
RMSEA	≤0.08	0.04	0.03	0. 05
SRMR	≤0.05	0.037	0.038	0.022

Source: Author's computation, 2024

4.3 Descriptive Statistics

Table 4.4 shows the mean, SD, and percentage of respondents for the three constructs under study. The purpose of the calculation of the mean was to find the average opinion of the respondents concerning the variables of interest on a Likert scale (Harpe, 2015). The high mean values of all the constructs (above 3.5) indicate that the respondents respond favorably. In this study, 3.5 indicate the average score of a 6-point Likert scale. In other words, it is possible to say that the higher the mean score, the more that respondents agreed with and vice-versa. To ascertain the average deviation of the replies from the mean and, consequently, the consensus levels among the respondents about a particular metric on a Likert scale, the standard deviation was computed (Ernst & Teichert, 1998). The standard deviation (SD) values also show how much the responses varied from one another; the larger the SD figure, the more variance there was in the responses. Since all of the SD values are less than 1.00, it can be concluded that there was little variation in the replies from the mean values. Regarding the proportion of respondents, those who rated below and above the mean value for OC are equal. The proportion of respondents below the mean value is 50.5% for EL while it is 50.2% for TPC. This shows that above half of the respondents rated below the mean values for both constructs.

Table 4.4 Mean and proportion of respondents (N=384)

Constructs	Statistics		% of respondents	
	Mean	SD	Below Mean	Above Mean
Ethical Leadership	4.58	0.642	50.5	49.5
Organizational Culture	4.56	0.782	50.0	50.0
Teachers' Professional Commitment	4.54	0.661	50.8	49.2

Source: Author's computation, 2024

4.4. Hypotheses Testing

4.4.1 Hypothesis one

The study's first hypothesis posited that ethical leadership positively contributes to organizational culture within the selected public universities. The model summary and coefficients in Table 4.5 demonstrate a statistically significant relationship between ethical leadership (EL) and organizational culture (OC), with a p-value less than 0.001 ($p<0.001$). This significance level is well below the 0.05 threshold, confirming a strong connection between the two variables. The R^2 value of 0.3769 indicates that 37.7% of the variance in organizational culture is explained by ethical leadership in the model. The constant value of 1.4060 suggests that if ethical leadership were absent, organizational culture would still hold a baseline value of 1.4060. Furthermore, the positive coefficient of 0.6989 for ethical leadership demonstrates a direct relationship with organizational culture. Specifically, each unit increase in ethical leadership corresponds to a 0.6989 unit increase in organizational culture. In summary, the results confirm a positive and significant association between ethical leadership and organizational culture (Coef = 0.6989, $p < 0.001$), with ethical leadership uniquely explaining 37.7% of the variation in organizational culture. Consequently, Hypothesis 1 is supported.

Table 4.5 Model summaries and coefficient of EL

Model summary	**R**	**R-sq**	**MAP**	**F**	**df1**	**df2**	**p**
	0.6139	0.3769	0.3509	231.0757	1.0000	382.0000	0.0000
Coefficients	**Effects**	**Coef**	**SE**	**t**	**p**	**LLCI**	**ULI**
	constant	1.4060	0.2129	6.6051	0.0000	0.9875	1.8245
	EL-> OC	0.6986	0.0460	15.2012	0.0000	0.6082	0.7890

Source Author's computation, 2024

4.4.2 Hypothesis two

Hypothesis two claims that OC predicts TPC positively and significantly. Table 4.6 shows the results of the mediation analysis performed using EL as independent, OC as mediator, and TPC as outcome constructs in the model. The results show that OC is significantly and positively associated with TPC (Coef=0.2358, $p<0.001$) OC along with EL jointly explains 44.7% of the change in TPC.

Table 4.6 Model summaries and coefficient of OC

Model summary	**R**	**R-sq**	**MAP**	**F**	**df1**	**df2**	**p**
	0.6687	0.4471	0.2456	154.0779	2.0000	381.0000	0.0000
Coefficients	**Effect**	**Coef**	**SE**	**t**	**p**	**LLCI**	**ULI**
	constant	1.4972	0.2038	7.3469	0.0000	1.0965	1.8978
	OC -> TPC	0.2358	0.0428	5.5076	0.0000	0.1516	0.3200

Source Author's computation, 2024

4.4.3 Hypothesis three

Hypothesis three states that EL significantly and positively predicts TPC. Table 4.7 shows the direct effect of EL on TPC in the presence of mediator, OC in the model. The results show that EL is significantly and positively associated with TPC (Coef=0.0492, p<0.001).

Table 4.7 Direct effect of EL on TPC

Effect	SE	t	p	LLCI	ULI	c'_cs
0.4762	0.0487	9.7757	0.0000	0.3804	0.5720	0.4718

Source Author's computation, 2024

4.4.4 Hypothesis four

Hypothesis four states that OC mediates the relationship between EL and TPC. Table 4.8 shows the indirect effect of EL on TPC in the presence of mediator, OC in the model. The table also indicates the relationship that flows from an independent construct, EL to a mediator, OC, and then an outcome TPC. This indirect effect is significant as zero does not fall between BootLLCI (0.0316) and BootULCI 90.1950).

Table 4.8 Indirect effect(s) of EL on TPC

Indirect Effect	Effect	BootSE	BootLLCI	BootULCI
EL-> OC-> TPC	0.1647	0.0493	0.0695	0.2637

Source Author's computation, 2024

4.4.5 Summary of the analysis

Table 4.9 consists of the mediation estimates while Table 4.10 consists of the individual path estimates. The relationship between these results is displayed in the Label column. There is a mediation effect, as evidenced by the mediation estimates, which also demonstrate that the indirect effect differs significantly from zero. The percentage of the total effect that is attributed to the indirect effect is indicated in the % Mediation column, which may also be used to calculate the mediation effect size. The researcher examined the route estimates to determine the precise nature of the mediation effect: in this study, ethical leadership enhances organizational culture, and enhanced organizational effect raises teachers' professional dedication in public universities.

As shown in Table 4.9, the indirect effect illustrates the relationship between Ethical Leadership (EL) and Teachers' Professional Commitment (TPC) mediated by Organizational Culture (OC). The mediation estimate of 0.165 is the product of two coefficients: 'a' (0.699), representing the effect of EL on OC, and 'b' (0.236), representing the effect of OC on TPC, as detailed in Table 4.10. The indirect effect divided by the total effect (0.165 / 0.641) yields the percentage of mediation, which is 25.7%, suggesting a moderate degree of mediation. Furthermore, the confidence interval confirms that this mediation effect is significantly different from zero. The direct effect, which represents the relationship between EL and TPC when OC is present, shows a coefficient of 0.476 and a p-value less than 0.001 ($p < 0.001$). This indicates that EL remains a

significant and positive predictor of TPC even with the mediator present. The percentage of the direct effect, which is the ratio of the direct effect to the total effect, is 74.3%. The total effect encompasses both the direct effect of EL on TPC and the indirect effect of EL on TPC through the mediator, OC.

Table 4.9 Mediation estimates

				95% CI				
Effect	**Label**	**Estimate**	**SE**	**Lower**	**Upper**	**Z**	**p**	**% Mediation**
Indirect	a×b	0.165	0.0495	0.0677	0.262	3.33	< .001	25.7
Direct	c	0.476	0.0778	0.3278	0.631	6.12	< .001	74.3
Total Effect	c+ a×b	0.641	0.0512	0.5328	0.741	12.51	< .001	100.0

Source Author's computation, 2024

Table 4.10 Path estimates

				95% CI			
Path	**Label**	**Estimate**	**SE**	**Lower**	**Upper**	**Z**	**p**
Ethical Leadership→Organ. Culture	a	0.699	0.0564	0.5851	0.802	12.39	< .001
Organ. Culture→Teachers PCommitment	b	0.236	0.0720	0.0940	0.381	3.27	0 .001
Ethical_Leadership→Teachers_PC ommitment	c	0.476	0.0778	0.3278	0.631	6.12	< .001

Source Author's computation, 2024

Figures 4.1 provide a visual representation of the various pathways of the mediation model.

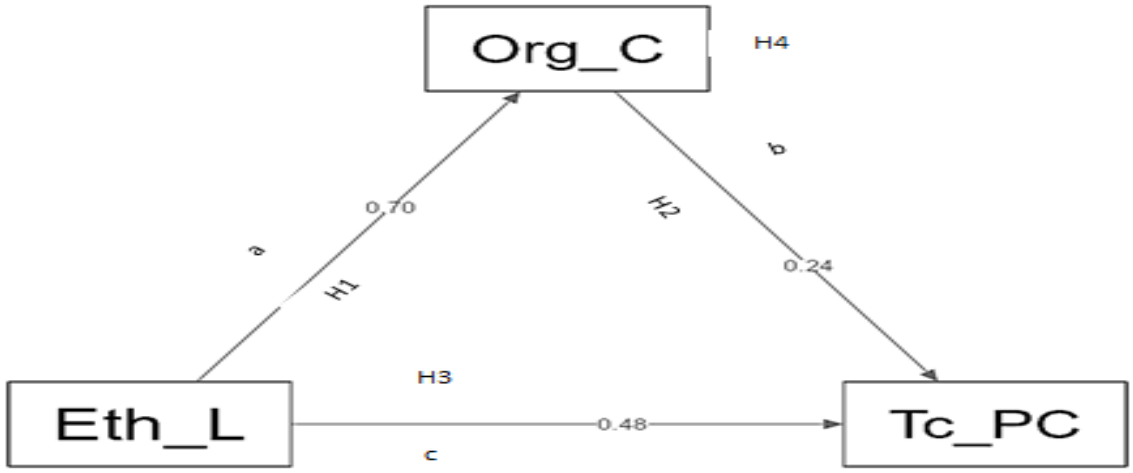

Figure 4.1 Mediation Model

5. Discussions

The purpose of this study was to examine the linkage between ethical leadership and TPC. As hypothesized, ethical leadership has a positive and significant relationship with TPC. This finding indicates that ethical leadership in universities has a great role in explaining TPC, which is an antecedent for professional commitment. Fundamentally, an ethical leader through her/his personal actions and interpersonal relationships, specifically using communication, reinforcement, and decision-making makings plays a critical role in motivating employees to exhibit higher dedication and commitment and demonstrate a higher level of professionalism (Enaifoghe et al., 2023). Ethical leaders have a significant impact on how their employees live their professional lives (Moore et al., 2018). A study result by Lazim et al. (2020) suggested that individuals who are supported by ethical leaders are more likely to promote and share their expertise with others, and those ethical leaders play a critical role in enhancing staff morale and increasing productivity. Leaders who uphold ethical standards are thought to be able to inspire people to become and remain teachers, as well as to show greater dedication to the profession, students, and school. They also make it possible for teachers to collaborate more with one another and to participate more in research and community service (Ashfaq & Abid, 2021).

The present study also found that OC is positively and significantly related to TPC. In this respect, the finding suggests that a well-established organizational culture affects the work atmosphere in an organization and increases the morale of teachers. This clarifies that having a positive organizational culture is equally necessary to achieve effective teacher performance. A teacher that performs well will be able to work cooperatively, be honest, disciplined, and show professionalism in the teaching and learning process. They will also be able to bond well with their students. Their work habits would involve undertaking tasks that go above and beyond their usual obligations (Harwell, 2003). They would demonstrate work behaviors that entail tasks beyond their regular duties and responsibilities. Ashfaq and Abid (2021) illustrated the invaluable roles of ethical leaders in establishing organizational culture, motivating employees, and boosting employee commitment. This implies that organizational effectiveness and success are directly linked to ethical leadership and also linked to leaders' ability to advise, organize, motivate, and empower their followers (Saeed et al., 2022). Ethical leadership predicts important follower outcomes including satisfaction with the leader, perceived leader effectiveness, willingness to exert extra effort on the job, and willingness to report problems to management (Piccolo et al., 2010).

A key finding of this research highlights the mediating influence of organizational culture (OC) on the relationship between ethical leadership (EL) and teachers' professional commitment (TPC) within Ethiopian public universities. The study reveals that OC acts as a partial mediator, accounting for 25.7% of the total effect of EL on TPC. Specifically, the introduction of OC into the mediation model resulted in a decrease of the EL effect on TPC from 0.641 to 0.476, a significant reduction ($p < 0.001$). This finding underscores the importance of considering OC as a mediating variable in this relationship. This level of mediation aligns with guidelines suggesting that a proportion between 20% and 80% signifies partial mediation. Furthermore, OC

is identified as a complementary partial mediator, as both the direct and indirect effects of EL on TPC are positive, which aligns with established literature indicating that complementary mediation occurs when both effects share the same sign. As Han et al. (2023) suggested, complementary partial mediation indicates that there could be another potential mediator with the same sign as the existing mediator “hidden” in the direct effect.

As far as the researcher's knowledge is concerned, this study is one of few attempts to identify the mediating role of OC in the relationship between ethical leadership in the university and teachers' professional commitment. It is in agreement with the study by Yusuf (2020) who confirmed a substantial correlation between a person’s commitment to their profession and organizational culture.

Thus, this study contributes to existing efforts toward the identification of the mechanisms through which ethical leadership exerts its influences on work outcomes such as TPC, an issue which demands due attention regarding leaders who base their professional orientation on strong ethics are more likely to exhibit a higher level of professionalism, which quickly moves schools toward development. This includes a greater commitment to their students, increased collaboration with colleagues, increased engagement with the teaching task, and a demonstration of greater expertise According to Brown and Ferrill (2009), this entails a stronger dedication to their students, more cooperation with peers, a greater level of involvement in the teaching task, and an indication of increased expertise. The study results are in agreement with Bhattarai (2015) who proved that in the sphere of education, ethical behavior is essential because an ethically rich educational system contributes to the preservation of freedom, justice, and peace in society at large. In the same line of inquiry, Tschannen-Moran and Gareis (2015) confirmed that when educational leaders' professional philosophies are founded on moral principles, they will be more likely to exhibit greater professionalism, which will quickly move schools toward development.

6. Conclusions

This study confirms a significant positive relationship between ethical leadership and teachers' professional commitment in public universities in Addis Ababa. It establishes that ethical leadership plays a crucial role in fostering teacher dedication and professionalism through effective communication, reinforcement, and decision-making. Furthermore, the study demonstrates that a positive organizational culture significantly impacts teachers' professional commitment by creating a supportive work environment and boosting morale. Most notably, the research identifies organizational culture as a significant partial and complementary mediator in the relationship between ethical leadership and teachers' professional commitment, accounting for 25.7% of the total effect. This highlights the importance of cultivating a positive organizational culture to enhance teacher commitment. The findings contribute to the existing literature by empirically demonstrating the mediating role of organizational culture in this context and emphasizing the importance of ethical leadership for educational development and societal well-being.

7. Recommendations

Based on the findings, the following recommendations are made:

- *Enhance Ethical Leadership Training:* Universities should implement training programs for leaders to strengthen their ethical leadership skills. This will help create a more supportive and ethical work environment, leading to increased teacher commitment.
- *Foster Positive Organizational Culture:* University administrations should focus on developing and maintaining a positive organizational culture that values collaboration, honesty, and professionalism. This can be achieved through clear communication, recognition of teachers' efforts, and fostering a sense of community.
- *Address Demographic Factors and Work Conditions:* Universities should investigate and address demographic factors and improve work conditions to enhance teacher satisfaction and commitment. This may include addressing issues related to workload, resources, and professional development opportunities.
- *Recognize and Support Ethical Leaders:* University leaders who demonstrate strong ethical behavior should be recognized and supported. Their practices can serve as models for others and contribute to a positive organizational culture.
- *Implement Policies to Strengthen Teacher Commitment:* Universities should develop and implement policies that promote teacher commitment, such as mentorship programs, career development plans, and opportunities for professional growth.
- *Conduct Longitudinal Studies:* Future research should employ longitudinal designs to further explore the dynamic relationship between ethical leadership, organizational culture, and teachers' professional commitment over time. This will provide a deeper understanding of the long-term effects of these factors.
- *Promote Ethical Behavior in Education:* Educational institutions should emphasize the importance of ethical behavior at all levels, as it contributes to the preservation of freedom, justice, and peace in society.

Disclosure statement

I, the author, declare that there is no known financial conflict of interest or personal relationships that could have influenced the work reported in this paper.

References

Agha, N. C., Nwekpa, K. C., & Eze, O. R. (2017). Impact of ethical leadership on employee commitment in Nigeria-a study of Innoson Technical and Industrial Company Limited Enugu, Nigeria. *International Journal of Development and Management Review*, *12*(1), 202–214.

Ali, S. H. (2021). The moderating effect of ethical leadership between psychological ownership of knowledge and knowledge hiding: an empirical study on the public universities in Northern Iraq. *Revista Argentina de Clínica Psicológica*, *30*(2), 178.

Andarge, A. A. (2017). *A thesis submitted to the Department of Educational Planning and Management, College of Education and Behavioral Studies, Addis Ababa University in partial fulfillment of the requirements for the Master of Arts Degree in Educational Leadership and Managem*.

Ashfaq, F., & Abid, G. (2021). *Impact of Ethical Leadership on Employee Engagement : Role of Self-Efficacy and Organizational Commitment*. 962–974.

Assiri, M. (2018). School Leaders' Practice of the Ethics of Educational Leadership to Make Decisions. *Journal of Education in Black Sea Region*, *4*(1), 10–34.

Averin, A. D., Yakushev, A. A., Maloshitskaya, O. A., Surby, S. A., Koifman, O. I., & Beletskaya, I. P. (2017). Synthesis of porphyrin-diazacrown ether and porphyrin-cryptand conjugates for fluorescence detection of copper(II) ions. *Russian Chemical Bulletin*, *66*(8), 1456–1466. https://doi.org/10.1007/s11172-017-1908-3

Babalola, M. T., Stouten, J., Euwema, M. C., & Ovadje, F. (2018). The relation between ethical leadership and workplace conflicts: The mediating role of employee resolution efficacy. *Journal of Management*, *44*(5), 2037–2063.

Bentler, P. M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, *88*(3), 588.

Bernardi, R. A. (1994). Validating research results when Cronbach's alpha is below. 70: A methodological procedure. *Educational and Psychological Measurement*, *54*(3), 766–775.

Bhattarai, P. C. (2015). The ethics of educational administrators: Are they uniform or contextual? *Journal of Ethical and Compassionate Educational Leadership*, *2*(4), 1–17.

Biseth, H., Svenkerud, S. W., Magerøy, S. M., & Rubilar, K. H. (2022). Relevant transformative teacher education for future generations. *Frontiers in Education*, *7*, 65.

Bollen, K. A. (1989). A new incremental fit index for general structural equation models. *Sociological Methods & Research*, *17*(3), 303–316.

Brown, D., & Ferrill, M. J. (2009). The taxonomy of professionalism: reframing the academic pursuit of professional development. *American Journal of Pharmaceutical Education*, *73*(4).

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, *97*(2), 117–134.

Browne, M. W., & Cudeck, R. (1992). Alternative ways of assessing model fit. *Sociological Methods & Research*, *21*(2), 230–258.

Byun, S., & Jeon, L. (2022). Early Childhood Teachers' Work Environment, Perceived Personal Stress, and Professional Commitment in South Korea. *Child & Youth Care Forum*. https://doi.org/10.1007/s10566-022-09722-9

Chen, F. F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural Equation Modeling: A Multidisciplinary Journal*, *14*(3), 464–504.

Consuelo, G., & Sevilla, E. D. (2007). Research methods. *Rex Printing Company. Quezon City*.

Crosswell, L. (2006). *Understanding teacher commitment in times of change*. Queensland University of Technology.

Crosswell, L., & Elliott, R. (2004). Committed Teachers, Passionate Teachers: the dimension of passion associated with teacher commitment and engagement. *AARE Conference 2004*, 1–12.

Dust, S. B., Resick, C. J., Margolis, J. A., Mawritz, M. B., & Greenbaum, R. L. (2018). Ethical leadership and employee success: Examining the roles of psychological empowerment and

emotional exhaustion. *The Leadership Quarterly*, *29*(5), 570–583.
Enaifoghe, A., Jili, N. N., & Mthethwa, R. M. (2023). *THE ETHICAL LEADERSHIP DECADENCE AND GOOD GOVERNANCE FAILURES IN SOUTH AFRICAN PUBLIC SERVICE*.
Ernst, H., & Teichert, T. (1998). The R and D/Marketing interface and single informant bias in NPD research: an illustration of a benchmarking case study. *Technovation*, *18*(12), 721–739.
Fidyah, D. N., & Setiawati, T. (2020). Influence of organizational culture and employee engagement on employee performance: job satisfaction as intervening variable. *Review of Integrative Business and Economics Research*, *9*(4), 64–81.
Firuzjaeyan, A. A., Firuzjaeyan, M., & Sadeghi, B. (2015). A survey of the effect of organizational culture on organizational commitment based on Allen and Meyer model (Case study: High school teachers of Bandpey region). *International Journal of Academic Research in Business and Social Sciences*, *5*(1), 1–9.
Fornell, C., & Larcker, D. F. (1981a). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50.
Fornell, C., & Larcker, D. F. (1981b). *Structural equation models with unobservable variables and measurement error: Algebra and statistics*. Sage Publications Sage CA: Los Angeles, CA.
Frelin, A. (2010). *Teachers' relational practices and professionality*. Institutionen för didaktik.
Frisch, C., & Huppenbauer, M. (2014). New insights into ethical leadership: A qualitative investigation of the experiences of executive ethical leaders. *Journal of Business Ethics*, *123*, 23–43.
Gollagari, R., Beyene, B. B., & Mishra, S. S. (2022a). Ethical leadership, good governance and employee commitment: Testing a moderated mediation model in public universities of Ethiopia. *Journal of Public Affairs*, *22*, e2742.
Gollagari, R., Beyene, B. B., & Mishra, S. S. (2022b). Ethical Leadership and Students' Satisfaction in Public Universities of Ethiopia: Mediating Role of Perceived Good Governance. *International Journal of Public Administration*, 1–13.
Hair, J. F. (2011). *Rethinking some of the rethinking of partial least squares*. *53*(4), 566–584. https://doi.org/10.1108/EJM-10-2018-0665
Han, T., Zhang, L., Zhao, X., & Deng, K. (2023). Total-effect Test May Erroneously Reject So-called" Full" or" Complete" Mediation. *ArXiv Preprint ArXiv:2309.08910*.
Harpe, S. E. (2015). How to analyze Likert and other rating scale data. *Currents in Pharmacy Teaching and Learning*, *7*(6), 836–850.
Harwell, S. H. (2003). *Teacher professional development: It's not an event, it'sa process*.
Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55.
Idris, F., Hassan, Z., Ya'acob, A., Gill, S. K., & Awal, N. A. M. (2012). The Role of Education in Shaping Youth's National Identity. *Procedia - Social and Behavioral Sciences*, *59*, 443–450. https://doi.org/10.1016/j.sbspro.2012.09.299
Influence, I. T. S., Quality, O. N., & Education, O. F. (2020). *College of Education and Behavioral Studies Department of Educational Planning and Management*. *June*.
Kalshoven, K., Den Hartog, D. N., & de Hoogh, A. H. B. (2013). Ethical leadership and followers' helping and initiative: The role of demonstrated responsibility and job autonomy.

European Journal of Work and Organizational Psychology, *22*(2), 165–181.
Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. B. (2011). Ethical leadership at work questionnaire (ELW): Development and validation of a multidimensional measure. *The Leadership Quarterly*, *22*(1), 51–69.
Kaur, R., Ranu, S. K., & Brar, S. K. (2011). Manual of Professional Commitment Scale for Teachers. *National Psychological Corporation: Agra*.
Kebede, A. (2022). Demographic and job satisfaction variables influencing academic staffs' turnover intention in Debre Berhan University, Ethiopia. *Cogent Business & Management*, *9*(1), 2105038.
Kim, J., & Jung, H.-S. (2022). The effect of employee competency and organizational culture on employees' perceived stress for better workplace. *International Journal of Environmental Research and Public Health*, *19*(8), 4428.
Kim, M., & Thapa, B. (2018). Perceived value and flow experience: Application in a nature-based tourism context. *Journal of Destination Marketing & Management*, *8*, 373–384.
Kimutai, N. B. (2021). *FACTORS INFLUENCING PROFESSIONAL COMMITMENT OF PUBLIC SECONDARY SCHOOL TEACHERS IN TRANS-NZOIA WEST SUB-COUNTY, KENYA*.
Kimutai, R. A. (2022). *Fiscal Decentralisation And Perceived Service Performance of Selected County Governments in Kenya*.
Kline, R. B. (2011). Convergence of structural equation modeling and multilevel modeling. *The SAGE Handbook of Innovation in Social Research Methods*, 562–589.
Ko, C., Ma, J., Bartnik, R., Haney, M. H., & Kang, M. (2018). Ethical leadership: An integrative review and future research agenda. *Ethics & Behavior*, *28*(2), 104–132.
Lazim, N. L., Salim, N. A. M., & Wahab, S. (2020). Low morality among employee due to pandemic covid-19 and leadership challenge: a literature survey. *Asian Journal of Behavioural Sciences*, *2*(4), 26–37.
Lee, Y., Tao, W., Li, J.-Y. Q., & Sun, R. (2021). Enhancing employees' knowledge sharing through diversity-oriented leadership and strategic internal communication during the COVID-19 outbreak. *Journal of Knowledge Management*, *25*(6), 1526–1549.
Mahajan, P., & Kauts, A. (2022). STUDY OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS OF PUNJAB WITH RESPECT TO TYPE OF SCHOOLS. *Journal of Positive School Psychology*, 9587–9597.
Mitonga-Monga, J., Mokhethi, M. E., Keswa, B. S., Lekoma, B. S., Mathebula, L. X., & Mbatha, L. F. (2023). Ethical leadership in relation to employee commitment in a South African manufacturing company. *Acta Commercii-Independent Research Journal in the Management Sciences*, *23*(1), 1046.
Moore, C., Mayer, D. M., Chiang, F. F. T., Crossley, C., Karlesky, M. J., & Birtch, T. A. (2018). *Leaders Matter Morally : The Role of Ethical Leadership in Shaping Employee Moral Cognition and Misconduct*. *1*(1).
Nier, S. L. (2009). *The relationship between organizational culture and organizational performance in a large federal government agency*. Walden University.
Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in Health Sciences Education*, *15*(5), 625–632. https://doi.org/10.1007/s10459-010-9222-y
Nwugwo, B. C. (2001). The impact of organizational culture on employee behavior and attitude. *Running Head*, *2*, 1–34.
Ouma, C. A. (2017). *Ethical leadership and organizational culture: Literature perspective*.

Piccolo, R. F., Greenbaum, R., Hartog, D. N. den, & Folger, R. (2010). The relationship between ethical leadership and core job characteristics. *Journal of Organizational Behavior*, *31*(2-3), 259–278.

Putriana, L., Umar, H., & Riady, H. (2015). The impact of organizational culture on job satisfaction, organizational Commitment and job Performance: Study on Japanese Motorcycle Companies in Indonesia. *Int J Edu Res*, *3*, 103–114.

Puyo, J. G. B. (2022). Ethical Leadership in Education: A Uniting View Through Ethics of Care, Justice, Critique, and Heartful Education. *Journal of Culture and Values in Education*, *5*(2), 140–151.

Rashid, Z. A., Sambasivan, M., & Johari, J. (2003). The influence of corporate culture and organisational commitment on performance. *Journal of Management Development*, *22*(8), 708–728.

Ratnasari, S. L., Sutjahjo, G., & Adam, A. (2020). The effect of job satisfaction, organizational culture, and leadership on employee performance. *Annals of Tropical Medicine & Public Health*, *23*.

Report, V. U. (2022). *This 2004 publication is not up to date. For an updated 2021 literature review see: March*.

Riley, S. R. (2018). *The impact of professional advocacy and job stress on burnout in professional school counselors in Texas*. Texas A&M University-Commerce.

Rozanna, N., Adam, M., & Majid, M. S. A. (2019). Does job satisfaction mediate the effect of organizational change and organizational culture on employee performance of the Public Works and Spatial Planning Agency. *IOSR Journal of Business and Management*, *21*(1), 45–51.

Saeed, I., Khan, J., Zada, M., Zada, S., Vega-Muñoz, A., & Contreras-Barraza, N. (2022). Linking ethical leadership to followers' knowledge sharing: mediating role of psychological ownership and moderating role of professional commitment. *Frontiers in Psychology*, *13*.

Sarstedt, M., Hair, J. F., Ringle, C. M., Thiele, K. O., & Gudergan, S. P. (2016). Estimation issues with PLS and CBSEM: Where the bias lies! *Journal of Business Research*, *69*(10), 3998–4010.

Sashkin, M., & Rosenbach, W. E. (2013). *Organizational culture assessment questionnaire*. Marshall Sashkin.

Shakeel, F., Kruyen, P. M., & Van Thiel, S. (2019). Ethical leadership as process: A conceptual proposition. *Public Integrity*, *21*(6), 613–624.

Su, X., Jiang, X., Xie, G., Huang, M., & Xu, A. (2022). How does self-sacrificial leadership foster knowledge sharing behavior in employees? Moral ownership, felt obligation and supervisor-subordinate guanxi. *Frontiers in Psychology*, *13*.

Treviño, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. *California Management Review*, *42*(4), 128–142.

Tschannen-Moran, M., & Gareis, C. R. (2015). Faculty trust in the principal: An essential ingredient in high-performing schools. *Journal of Educational Administration*, *53*(1), 66–92.

Vevere, V. (2014). Ethical leadership: Student perceptions of exercising ethical influence in organization. *European Integration Studies*, *8*, 159–167.

Wong, K. K.-K. (2013). Partial least squares structural equation modeling (PLS-SEM) techniques using SmartPLS. *Marketing Bulletin*, *24*(1), 1–32.

Wu, W.-L., & Lee, Y.-C. (2020). Do work engagement and transformational leadership facilitate knowledge sharing? A perspective of conservation of resources theory. *International Journal of Environmental Research and Public Health*, *17*(7), 2615.

Yang, G., Badri, M., Al Rashedi, A., & Almazroui, K. (2019). Predicting teacher commitment as a multi-foci construct in a multi-cultural context: the effects of individual, school, and district level factors. *Teachers and Teaching*, *25*(3), 301–319.

Yu, S., Jiang, L., & Kei, W. S. (2021). Early career English teachers' professional commitment change: a Macau study. *Asia-Pacific Journal of Teacher Education*, *49*(3), 319–333.

Yusuf, F. A. (2020). The Effect of Organizational Culture on Lecturers' Organizational Commitment in Private Universities in Indonesia. *International Journal of Higher Education*, *9*(2), 16–24.

Zhao, X., Lynch Jr, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of Consumer Research*, *37*(2), 197–206.