

The Ethical Leadership of School Principals and Its Impact on the Morale of Physical Education Teachers in the Directorate of Education for Al Irbid Governorate

Amer Alshaar*, Mohammad Ra'ed Dawagreh, Nisreen Alshawabkeh, Mohammad Alqodah

Received: 20- June -2023
Revised: 22- July -2023
Accepted: 16- August -2023

the university of Jordan

Abstract

Introduction: Ethical leadership in school principals within educational institutions enhances practical understanding and perception by resorting to various concepts and practical ideas that benefit the institution more than achieving personal interests.

Objectives: : This study aimed to explore the ethical leadership of school principals and its relationship with the morale of physical education teachers in the Directorate of Education in the Qasabat Irbid Governorate.

Methods: The study employed a descriptive approach that suited the nature and objectives of the research. The study sample consisted of 92 male and female teachers in schools in Qasabat Irbid, who were randomly selected. Data was collected through an ethical leadership questionnaire that included the following domains (ethical personal qualities, ethical managerial qualities, teamwork, human relations), and a morale questionnaire that included the following domains (relationship with colleagues, relationship with students, relationship with the principal, professional belonging).

Results: The study results indicated that the level of ethical leadership of school principals in the Directorate of Education in the Qasabat Irbid Governorate, from the perspective of physical education teachers, was at an (average) level. The level of morale among physical education teachers in the Directorate of Education in the Qasabat Irbid Governorate, from their perspective, was at a (high) level. Furthermore, the higher the level of ethical leadership of school principals, the higher the level of morale among physical education teachers.

Conclusions: The researchers recommend conducting further studies on ethical leadership and its relationship with other variables such as job satisfaction, administrative creativity, and organizational justice.

Keywords: Ethical leadership, morale, school principals, physical education teachers, education.

1. Introduction

Leadership holds a special importance in contemporary management studies, as it is considered the essence of the administrative process, the pulsating heart of it, and the key to management and success for organizations to achieve their desired goals (Al-Dwaigreh & Al-Momani, 2021).

Undoubtedly, nations thrive based on the ethics that prevail within them, governing the actions of individuals and institutions. Similarly, societies evolve and grow through the presence of ethical standards, values, and principles that govern institutions. These societies need specific ethical standards and values to regulate their operations, drawing from them the components of their life and continuity (Hassan & Al-Ajmi, 2010).

The focus on the subject of leadership is evident in serious discussions and ongoing research, leading to the emergence of various leadership theories. Among these theories, ethical leadership theory has garnered significant attention from researchers in recent years. Successful leadership necessitates consideration of the ethical aspect in the educational process to achieve the desired objectives. Ethical leadership embodies qualities such as integrity, loyalty, and goal-oriented focus (Mihelic, Lipicnik, Tekavcic, & Maroosis, 2010).

Ethical leadership in school principals within educational institutions enhances practical understanding and perception by resorting to various concepts and practical ideas that benefit the institution more than achieving personal interests (Maninger & Stiab, 2012). Ethical leaders are characterized by attributes such as wisdom,

courage, integrity, and fairness (Riggio, Zhu, Reina, & 2010). Ethical leadership is linked to increased motivation among teachers (Cheng, Chang, Kuo, & Cheung, 2014).

Al-Otaibi (2007) asserts that educational leadership, with its various leadership styles and personal characteristics, directly influences the performance and morale of employees, whether positively or negatively, in the educational process. Thus, educational leadership ranks among the most crucial administrative roles for managers to maintain organizational continuity and success by guiding efforts and fostering collaborative spirit to achieve desired objectives.

Kosher (2021) emphasizes that successful educational leadership recognizes the importance of teacher morale. Bani Hamad (2021) notes that educational leaders are responsible for motivating and boosting teacher morale to achieve educational objectives by meeting their diverse needs, desires, and requirements. The level of teacher morale, high or low, distinctly impacts the performance of physical education teachers and is linked to the leadership style and personal characteristics of the leader.

If administrative leaders succeed in selecting employees in the educational institution and work to foster team spirit among them, this is likely to achieve job satisfaction, maintain order, ensure obedience to orders and instructions, and uphold the desired level of behavior and performance. Conversely, low morale negatively affects work performance and yields results opposite to what was intended (Harahshe, 2011).

Researchers argue that the reality of the educational process requires an aware and perceptive leadership that comprehends the magnitude of challenges and change requirements. This necessitates school principals to employ new leadership theories that enhance teacher morale.

2. Objectives

The study aims to:

- 1) Determine the level of ethical leadership among school principals in the Directorate of Education in the Qasabat Irbid Governorate, as perceived by physical education teachers.
- 2) Determine the level of morale among physical education teachers in the Directorate of Education in the Qasabat Irbid Governorate, as perceived by themselves.
- 3) Investigate the relationship between the ethical leadership of school principals and the morale of physical education teachers in the Directorate of Education in the Qasabat Irbid Governorate.

3. Methods

Research Methodology

Given the nature of the current study and its objectives, a descriptive approach was adopted as it was deemed the most suitable for this type of research.

Study Population

The study population included all physical education teachers in the Directorate of Education for Qasaba Irbid, totaling (179) male and female teachers, according to statistics from the Jordanian Ministry of Education for the academic year (2023/2022).

Study Sample

To achieve the study objectives, the research tool was applied to a random sample from the study population, consisting of (92) physical education teachers during the second semester of the academic year (2022/2023). This sample represents (46%) of the original study population.

Study Tool

To achieve the study objectives, the researchers reviewed the theoretical literature and referred to relevant previous studies, such as the study by Interview and Ibrahim (2020), and the study by At-Tahayneh and Al-Momani (2019). The researchers designed a questionnaire for ethical leadership of male and female physical education teachers and formulated its items. The questionnaire comprised (20) items distributed across four domains: the domain of ethical personal attributes, including (5) items; the domain of ethical administrative attributes, including (5) items; the domain of teamwork, including (5) items; and the domain of human relations, including (5) items.

For morale, the scale consisted of four domains: the domain of relationships with colleagues, including (4) items; the domain of relationships with students, including (5) items; the domain of relationships with school administration, including (5) items; and the domain of professional belonging, including (5) items.

4. Results

Presentation and Discussion of Results

First, the results related to the first question, which asked: "What is the level of ethical leadership among school principals in the Directorate of Education in Irbid from the perspective of physical education teachers?"

To answer the first question, arithmetic means, standard deviations, ranks, and levels were calculated for each dimension of ethical leadership level among school principals in the Directorate of Education in Irbid, as perceived by physical education teachers. The dimensions were arranged in descending order based on the arithmetic means. Table (3) illustrates the results:

Table (3)

Ethical Leadership Level among School Principals in the Directorate of Education in Irbid as Perceived by Physical Education Teachers, Ranked in Descending Order According to Arithmetic Means (n=92)

Number	Ethical Leadership Dimensions	Arithmetic Mean	Standard Deviation	Level
		Rank		
1	Ethical Personal Traits	3.73	0.77	High 1
2	Ethical Administrative Traits	3.69	0.89	High 2
3	Teamwork Spirit	3.66	0.85	Average3
4	Human Relations	3.62	0.90	Average4
	Total Score for Ethical Leadership Dimensions	3.67	0.78	Average

Table (3) indicates that the level of ethical leadership among school principals in the Directorate of Education in Irbid, as perceived by physical education teachers as a whole, falls within the "average" level, with an arithmetic mean of 3.67 and a standard deviation of 0.78. The dimensions are ranked as follows: "Ethical Personal Traits" dimension ranked first with a "high" level, an arithmetic mean of 3.73, and a standard deviation of 0.77. The "Ethical Administrative Traits" dimension ranked second with a "high" level, an arithmetic mean of 3.69, and a standard deviation of 0.89. The "Teamwork Spirit" dimension ranked third with an "average" level, an arithmetic mean of 3.66, and a standard deviation of 0.85. Finally, the "Human Relations" dimension ranked last with an "average" level, an arithmetic mean of 3.62, and a standard deviation of 0.90.

As for the survey dimensions, arithmetic means, standard deviations, ranks, and evaluation levels were calculated for each dimension's items. The results are presented as follows:

Firstly: Ethical Personal Traits Dimension:

Arithmetic means, standard deviations, ranks, and levels were calculated for the items of the Ethical Personal Traits dimension, while considering the descending order based on arithmetic means. The results are presented in Table (4).

Table (4)

Arithmetic Means, Standard Deviations, and Ranks for Items of the Ethical Personal Traits Dimension, Ranked in Descending Order

#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1.	Demonstrates honesty in dealing with teachers.	3.84	0.88	High	1
2.	Acts wisely during crises.	3.76	0.91	High	2
4.	Cares about developing the ethical values system.	3.73	0.89	High	3
3.	Demonstrates patience towards accomplishing tasks.	3.71	0.93	High	4
5.	Serves as a role model in behavior.	3.60	0.98	Average	5

Overall Total Arithmetic Mean 3.73 0.77 high

Table (4) illustrates that the arithmetic mean values for the items of the Ethical Personal Traits dimension ranged between (3.84 – 3.60) with a high level of estimation for the items. The dimension as a whole obtained an arithmetic mean of (3.73) and a standard deviation of (0.77) with a high level.

The item (1) "Demonstrates honesty in dealing with teachers" obtained the highest rank with an arithmetic mean of (3.84) and a high level. The item (5) "Serves as a role model in behavior" ranked last with an arithmetic mean of (3.60) and an average level.

Secondly: Ethical Managerial Traits Dimension:

Arithmetic means, standard deviations, ranks, and levels were calculated for the items of the Ethical Managerial Traits dimension, while considering the descending order based on arithmetic means. The results are presented in Table (5).

Table (5)

Means, Standard Deviations, and Ranks for Items of the Ethical Managerial Traits Dimension, Ranked in Descending Order

#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	Promotes successful work and rewards the diligent.	3.80	1.07	High	1
4	Encourages teachers to be creative.	3.79	1.04	High	2
2	Cares about developing teachers professionally.	3.75	1.02	High	3
3	Makes administrative decisions objectively.	3.57	1.03	Average	4
5	Involves teachers in decision-making.	3.54	1.07	Average	5
Overall Total Arithmetic Mean		3.69	0.89	High	

Table (5) shows that the arithmetic mean values for the items of the Ethical Managerial Traits dimension ranged between (3.80 – 3.54) with a high level of estimation for the items. The dimension as a whole obtained an arithmetic mean of (3.69) and a standard deviation of (0.89) with a high level. The item (1) "Promotes successful work and rewards the diligent." ranked first with an arithmetic mean of (3.80) and a high level. The item (5) "Involves teachers in decision-making." ranked last with an arithmetic mean of (3.54) and a high level.

Thirdly: Team Spirit Dimension:

Arithmetic means, standard deviations, ranks, and levels were calculated for the items of the Team Spirit dimension, while considering the descending order based on arithmetic means. The results are presented in Table (6).

Table (6)

Arithmetic Means, Standard Deviations, and Ranks for Items of the Team Spirit Dimension, Ranked in Descending Order

#	Item	Arithmetic Mean	Standard Deviation	Rank	Level
1	Encourages teachers to work with a team spirit.	3.76	0.91	High	1
4	Develops a sense of responsibility among teachers.	3.67	1.01	Average	2
2	Encourages constructive dialogue among colleagues.	3.61	1.03	Average	3
3	Values teachers' opinions and utilizes them for the benefit of the work.	3.60	0.98	Average	4
Overall Total Arithmetic Mean		3.66	0.85	Average	

Table (6) shows that the arithmetic mean values for the items of the Team Spirit dimension ranged between (3.76 – 3.60) with an average to high level of estimation for the items. The dimension as a whole obtained an arithmetic mean of (3.66) and a standard deviation of (0.85) with an average level. The item (1) "Encourages teachers to

work with a team spirit." ranked first with an arithmetic mean of (3.76) and a high level. The item (3) "Values teachers' opinions and utilizes them for the benefit of the work." ranked last with an arithmetic mean of (3.60) and an average level.

Fourthly: Interpersonal Relations Dimension:

Arithmetic means, standard deviations, ranks, and levels were computed for the items of the Interpersonal Relations dimension, while considering the descending order based on arithmetic means. The results are presented in Table (7).

Table (7)

Arithmetic Means, Standard Deviations, and Ranks for Items of the Interpersonal Relations Dimension, Ranked in Descending Order

#	Item	Arithmetic Mean	Standard Deviation	Level	Rank
1	Deals with teachers humbly.	3.68	0.97	High	1
3	Demonstrates tolerance towards teachers.	3.67	1.04	Average	2
4	Offers assistance to school staff.	3.63	1.00	Average	3
2	Strives to build interpersonal relationships with teachers.	3.61	1.17	Average	4
5	Considers teachers' feelings during work.	3.52	1.06	Average	5
Overall Total Arithmetic Mean		3.62	0.90	Average	

Table (7) illustrates that the arithmetic mean values for the items of the Interpersonal Relations dimension ranged between (3.68 – 3.52) with an average level of estimation for the items. The dimension as a whole obtained an arithmetic mean of (3.62) and a standard deviation of (0.90) with an average level. The item (1) "Deals with teachers humbly." ranked first with an arithmetic mean of (3.68) and a high level. The item (5) "Considers teachers' feelings during work." ranked last with an arithmetic mean of (3.52) and an average level.

Secondly, the results related to the second question that stated: "What is the level of morale among physical education teachers in the Education Directorate of Qasaba Irbid from their perspective?"

To answer the second question, arithmetic means, standard deviations, ranks, and levels were calculated for each domain of the morale level of physical education teachers in Qasaba Irbid, based on their perspective, and for the overall survey. This was done while considering the descending order based on arithmetic means. Table (8) presents the results:

Table (8)

Arithmetic Means, Standard Deviations, and Ranks for the Morale Level of Physical Education Teachers in the Education Directorate of Qasaba Irbid from Their Perspective, Ranked in Descending Order Based on Arithmetic Means

#	Domains	Arithmetic Mean	Standard Deviation	Rank	Level
1.	Professional Status	3.92	0.81	1	High
2.	Relationship with Students	3.91	0.85	2	High
3.	Relationship with Colleagues	3.79	0.84	3	High
4.	Relationship with Principal	3.72	0.84	4	High
Total Score		3.83	0.75		High

Table (8) shows that the morale level of physical education teachers in the Education Directorate of Qasaba Irbid from their perspective is at a (high) level, with an arithmetic mean of (3.83) and a standard deviation of (0.75). The domains are ranked as follows: in the first place is the "Professional Status" domain with a (high) level, an arithmetic mean of (3.92), and a standard deviation of (0.81); in the second place is the "Relationship with Students" domain with a (high) level, an arithmetic mean of (3.91), and a standard deviation of (0.85); in the third place is the "Relationship with Colleagues" domain with a (high) level, an arithmetic mean of (3.79), and a standard deviation of (0.84); and in the last place is the "Relationship with Principal" domain with a (high) level, an arithmetic mean of (3.72), and a standard deviation of (0.84).

Regarding the survey domains, arithmetic means, standard deviations, ranks, and level evaluations were calculated for the items of each domain. The results are as follows:

Firstly: Professional Status Domain

Arithmetic means, standard deviations, ranks, and level evaluations were computed for the items of the Professional Status domain, while considering the descending order based on arithmetic means. The results are presented in Table (9).

Table (9)

Arithmetic Means, Standard Deviations, and Ranks for the Domain of Relationship with Colleagues, Ranked in Descending Order Based on Arithmetic Means

#	Items	Arithmetic Mean	Standard Deviation	Rank	Level
1	I believe that teaching is one of the noblest professions.	3.94	0.96	1	High
2	I take pride in working in the field of education.	3.93	0.90	2	High
3	I speak proudly and with pride about my profession in front of others.	3.93	0.92	3	High
4	I feel that the school provides me with opportunities for professional growth.	3.92	1.12	4	High
Total Score		3.92	0.81		High

Table (9) indicates that the arithmetic mean values for the items in the domain of Professional Status ranged between (3.94 – 3.92) with a level estimation of (high) for the items. As a whole, the domain achieved an arithmetic mean of (3.92) with a standard deviation of (0.81) and a (high) level.

The first place is occupied by Item (1), which states "I believe that teaching is one of the noblest professions," with an arithmetic mean of (3.94) and a (high) level. In the last place is Item (4), which states "I feel that the school provides me with opportunities for professional growth," with an arithmetic mean of (3.92) and a (high) level.

Secondly: Domain of Relationship with Students

Arithmetic means, standard deviations, ranks, and levels were calculated for the items in the domain of Relationship with Students, with items arranged in descending order based on arithmetic means. The results are presented in Table (10).

Table (10)

Arithmetic Means, Standard Deviations, and Ranks for the Domain of Relationship with Students, Ranked in Descending Order Based on Arithmetic Means

#	Items	Arithmetic Mean	Standard Deviation	Rank	Level
5	I feel that the relationship between me and the students is characterized by love and respect.	3.98	0.99	1	High
1	I feel proud when my students' academic performance improves.	3.95	0.94	2	High
2	I feel that my approach with students positively influences their academic achievement.	3.91	1.00	3	High
3	I accept students' opinions with an open mind.	3.90	1.03	4	High
4	I feel happy when solving students' problems.	3.82	1.02	5	High
Total Score		3.91	0.85		High

Table (10) illustrates that the arithmetic mean values for the items in the domain of Relationship with Students ranged between (3.98 – 3.82) with a level estimation of (high) for the items. As a whole, the domain achieved an arithmetic mean of (3.91) with a standard deviation of (0.85) and a (high) level.

The first place is occupied by Item (5), which states "I feel that the relationship between me and the students is characterized by love and respect," with an arithmetic mean of (3.98) and a (high) level. In the last place is Item

(4), which states "I feel happy when solving students' problems," with an arithmetic mean of (3.82) and a (high) level.

Thirdly: Domain of Relationship with Colleagues

Arithmetic means, standard deviations, ranks, and levels were calculated for the items in the domain of Relationship with Colleagues, with items arranged in descending order based on arithmetic means. The results are presented in Table (11).

Table (11)

Arithmetic Means, Standard Deviations, and Ranks for the Domain of Relationship with Colleagues, Ranked in Descending Order Based on Arithmetic Means

#	Items	Arithmetic Mean	Standard Deviation	Rank	Level	
5	I take pride in working with my colleagues at the school.	3.88	0.98	1	High	
1	I believe that my relationship with colleagues is strong both inside and outside the school.	3.80				3.80
		1.00	2	High		
2	Cooperation and harmony prevail among colleagues in the workplace.	3.77	0.95	3		
				High		
3	I respect the suggestions presented by colleagues to improve work at the school.	3.71	0.98			
		4	High			
Total Score		3.79	0.84	High		

Table (11) illustrates that the arithmetic mean values for the items in the domain of Relationship with Colleagues ranged between (3.88 – 3.71) with a level estimation of (high) for the items. As a whole, the domain achieved an arithmetic mean of (3.79) with a standard deviation of (0.84) and a (high) level.

The first place is occupied by Item (5), which states "I take pride in working with my colleagues at the school," with an arithmetic mean of (3.88) and a (high) level. In the last place is Item (4), which states "I respect the suggestions presented by colleagues to improve work at the school," with an arithmetic mean of (3.71) and a (high) level.

Fourthly: Domain of Relationship with the Principal

Arithmetic means, standard deviations, ranks, and levels were calculated for the items in the domain of Relationship with the Principal, with items arranged in descending order based on arithmetic means. The results are presented in Table (12).

Table (12)

Arithmetic Means, Standard Deviations, and Ranks for the Domain of Relationship with the Principal, Ranked in Descending Order Based on Arithmetic Means

#	Items	Arithmetic Mean	Standard Deviation	Rank	Level	
5	I feel respected and appreciated by the principal.	3.87	0.96	1	High	
1	The principal encourages a spirit of cooperation among teachers.	3.76	0.98	2		
				High		
2	I feel that the principal facilitates work.	3.74	0.94	3	High	
3	The principal follows the principle of involving teachers in decision-making.	3.61	1.01	4		
				Average		
4	The principal cares about teachers' achievements in various fields.	3.60	0.98	5		
				Average		
Total Score		3.72	0.84	High		

Table (12) illustrates that the arithmetic mean values for the items in the domain of Relationship with the Principal ranged between (3.87 – 3.60) with a level estimation of both (high) and (average) for the items. As a whole, the domain achieved an arithmetic mean of (3.72) with a standard deviation of (0.84) and a (high) level.

The first place is occupied by Item (5), which states "I feel respected and appreciated by the principal," with an arithmetic mean of (3.87) and a (high) level. In the last place is Item (4), which states "The principal cares about teachers' achievements in various fields," with an arithmetic mean of (3.60) and an (average) level.

Thirdly, concerning the results related to the third question that stated: "Is there a statistically significant relationship at the level ($\alpha \leq 0.05$) between the ethical leadership of school principals and the morale of male and female physical education teachers in the Directorate of Education in the Irbid Governorate?"

To answer the third question, Pearson correlation coefficients were calculated between the ethical leadership of school principals and the morale of physical education teachers in the Directorate of Education in the Irbid Governorate. Table (13) presents the results:

Table (13)

Pearson Correlation Coefficients between Ethical Leadership of School Principals and Morale of Physical Education Teachers in the Directorate of Education in the Irbid Governorate

Morale Domains

	Ethical Leadership Domains				
	Ethical Personal Traits	Ethical Administrative Traits	Teamwork	Human	Relations
	Ethical Leadership Scale				
Relationship with Colleagues	.705**	.661**	.732**	.770**	.783**
Relationship with Students	.688**	.631**	.668**	.629**	.712**
Relationship with Principal	.720**	.654**	.762**	.738**	.783**
Professional Status	.518**	.484**	.645**	.503**	.586**
Morale Scale	.734**	.678**	.782**	.736**	.798**

**** Indicates that correlation coefficients are statistically significant at the (0.01) level.**

Table (13) reveals that the correlation coefficient value between the total score of the ethical leadership scale of school principals and the total score of the morale scale of physical education teachers in the Directorate of Education in the Irbid Governorate was (.798**) at a significance level of (0.000). This value indicates a significant positive relationship at the ($0.01 \geq \alpha$) significance level for the study variables.

5. Discussion

Discussing the results related to the first question: "What is the level of ethical leadership of school principals in the Directorate of Education in the Irbid Governorate from the perspective of physical education teachers?"

Table (3) shows that the level of ethical leadership of school principals in the Directorate of Education in the Irbid Governorate, as perceived by physical education teachers as a whole, was at an "average" level, with a mean score of (3.67). This result aligns with the study by Al-Maqableh (2020), which indicated that the degree of ethical leadership practice by school principals in the Al-Koura District, from the perspective of teachers, was average. Similarly, the study by Al-Abbadi and Ibrahim (2019) indicated that the degree of ethical leadership and its domains among school principals in the North Jordan Valley District, as perceived by teachers, was "average." However, these results contrast with Al-Thagafi's (2017) study, which indicated a high level of ethical leadership practice among school leaders, and the study by Al-Qarni and Al-Ziyadi (2016), which found a high level of ethical leadership among academic department heads and supervisors.

Researchers attribute these results to the awareness of school principals in the Directorate of Education in the Irbid Governorate of the significance of ethical leadership, which has become an urgent necessity for managing educational institutions. As these institutions are ethical establishments aimed at achieving educational, cultural, and pedagogical goals through the practice of behaviors and ethics that elevate the performance of staff and students.

The domain of "Ethical Personal Traits" ranked first with a high mean score of (3.92). Researchers attribute this result to school principals' understanding of the importance of personal traits in building exceptional ethical relationships with all parties, successfully managing their work, achieving work goals, improving productivity, and supporting other staff members. Respect and consideration are evident for both the administrative staff and the teaching faculty.

The last-ranked domain, "Human Relations," had an "average" level with a mean score of (3.62). Researchers attribute this to the ability of school principals to clearly communicate processes, expectations, and objectives to teachers so that they can perform their tasks effectively. This positive communication has a favorable impact on performance. The presence of trust and harmony between school principals and physical education teachers contributes to pushing the team forward and achieving educational objectives.

Discussion of the results related to answering the second question: "What is the level of morale among physical education teachers in the Directorate of Education in the Irbid Governorate from their perspective?"

Table (8) reveals that the morale level among physical education teachers in the Directorate of Education in the Irbid Governorate, as perceived by themselves, was "high," with an average score of (3.83). This result aligns with the study by Al-Maqableh and Ibrahim (2020), which indicated that the morale level among teachers, as perceived by themselves, was high. Similarly, Fisher's study (2010) indicated that the morale level among teachers was high. However, this contrasts with Al-Samidai's study (2020), which found a low level of morale among physical education teachers in the Ninawa Governorate center. Researchers attribute this result to the sense of belonging and the professional environment that physical education teachers experience, which fosters trust, security, and mutual respect among them, and a professional atmosphere in which they all thrive.

The domain of "Professional Status" ranked first with a "high" level, with a mean score of (3.91). This result is attributed to the school environment that creates a humane atmosphere where physical education teachers are treated with dignity and respect, encouraging their dedication to work and promoting their professional status.

The last-ranked domain, "Relationship with the Principal," had a "high" level with a mean score of (3.62). This result is attributed to the consultative and cooperative relationship between school principals and physical education teachers. The administration's leadership style, along with trust and mutual respect between school principals and physical education teachers, helps push the team forward and enhance the teaching and learning process.

Discussion of the results related to answering the third question: "Is there a statistically significant relationship at the level of ($\alpha \leq 0.05$) between the ethical leadership of school principals and the morale of physical education teachers in the Directorate of Education in the Irbid Governorate?"

From Table (12), it's evident that the correlation coefficient between the overall scores of ethical leadership practiced by school principals and the overall scores of morale among physical education teachers in the Directorate of Education in the Irbid Governorate was (.798**) with a significance level of (0.000). This value indicates a positive relationship between ethical leadership and morale.

This result aligns with the study by Al-Maqableh and Ibrahim (2020), which indicated a high correlation between the degree of ethical leadership practiced by school principals in the Al-Koura District and the morale of teachers. It also aligns with Arisoy and Cömert's study (2021), which found a positive correlation between ethical leadership and teachers' motivation towards internal, external, and administrative factors.

Researchers attribute this result to the role of ethical leadership in treating teachers well, understanding their feelings and problems, contributing to their resolution, fostering camaraderie among employees, and reducing conflict and tension within the organization. Ethical leadership transforms the organizational climate into a cooperative and productive atmosphere. Additionally, the importance of ethical leadership lies in its potential impact on institutional management, organizational performance, and job performance.

References.

1. Bani Hamad, Samar. (2021). "Educational Leadership Patterns and Their Relationship with the Morale of Basic Education School Principals in the Irbid Governorate from the Perspective of Teachers." Arab Journal of Scientific Publishing, (29), 322-341.
2. Al-Thagafi, Tariq. (2017). "Ethical Leadership of School Leaders and Its Relationship with the Job Performance of Teachers in Taif." Journal of Scientific Research in Education, (1) 18, 1-26.
3. Dawagreh, Mohammad & Al-Momeni, Ziyad. (2022). "The Degree of Professional Football Club Coaches' Practice of Inspirational Leadership and Its Relationship with Organizational Commitment from the Perspective of Players." Master's Thesis, Yarmouk University.
4. Al-Sumaidaie, Taif. (2020). "Morale Among Physical Education Teachers in the Center of Nineveh Province." Journal of Basic Education Research, Mosul University, (4)16, 703-728.

5. Al-Abbadi, Ahmed Abdullah & Al-Ibrahim, Adnan Badri Rizk. (2019). "The Degree of Ethical Leadership Practice Among School Principals in the Northern Jordan Valley from the Perspective of School Teachers." *Educational Sciences Journal*, 27(1).
6. Al-Qarni, Abdullah. (2016). "Ethical Leadership of Heads and Supervisors of Academic Departments at Tabuk University and Its Relationship with Organizational Silence Behavior Among Faculty Members." *Journal of Faculty of Education - Al-Azhar University*, (35) 170, 649-694.
7. Kashir, Reda. (2021). "Leadership Skills and Their Reflections in Enhancing Morale: A Field Study from the Perspective of Employees at the Taynah Health Center." *College of Education Journal*, (20), 381-412.
8. Al-Muqableh, Amal & Al-Ibrahim, Adnan. (2020). "The Degree of Ethical Leadership Practice Among School Principals in Al-Kura District and Its Relationship with the Morale of Teachers from Their Perspective." Ph.D. Dissertation, Yarmouk University, Jordan.
9. Al-Momeni, Ziyad & Al-Tahayneh, Mu'tasim. (2019). "Ethical Leadership Behaviors of Deans and Their Relationship with Organizational Commitment of Faculty Members in Physical Education Colleges in Jordan." Master's Thesis, Yarmouk University.
10. Al-Momeni, Nawal; Akasha, Ziad; & Dhiabat, Mohammad. (2020). "The Level of Transformational and Ethical Leadership Practices Among Physical Education Supervisors in Irbid and Ajloun Governorates from the Perspective of Teachers: A Comparative Study." Master's Thesis, Yarmouk University.
11. Al-Wadyan, Aqil & Al-Attom, Samih. (2005). "Leadership Behavior of Volleyball Coaches of the Jordanian Universities Sports Union and Its Impact on Athletic Achievement." *Assiut Journal of Physical Education Sciences and Arts*, 3(20), 453-430.
12. Arisoy, E., & Cömert, M. (2021). "The Correlation Between Ethical Leadership Behaviors of School Principals and Teacher Motivation." *Kastamonu Eğitim Dergisi*, 29 (5), 953-964.
13. Cheng, W., Chang, C., Kuo, H., & Cheung, H. (2014). "Ethical leadership, work engagement, and voice behavior." *Industrial Management and Data Systems*, 114(5), 817–831.
14. Fisher, P. (2010). "An Investigation of Leadership Best Practices and Teacher Morale in Six Community College Child Development Centers in Southern California." (Unpublished Doctoral dissertation), Capella University. From ProQuest LLC 978-1-1096-3775-5.
15. Khuong, N., & Nhu, V. (2015). "The Effects of Ethical Leadership and Organizational Culture towards Employee's Sociability and Commitment." A Study of Tourism Sector in Ho Chi Minh City, Vietnam. *Journal of Advanced Management Sciences*, 3(4), 329-336.
16. Mihelic, K., Lipicnik, B., & Tekavcic, M. (2010). "Ethical Leadership." *International Journal of Management and Information Systems*, 14(5), 31-42.
17. Myeni, A. (2010). "Leadership behaviour and employee morale within the Department of Agriculture (Submitted in accordance with the requirements for Doctor of Public Administration degree)." University of South Africa.
18. Riggio, R., Zhu, W., Reina, C., & Maroosis, A. (2010). "Virtue-based measurement of ethical leadership: The leadership virtues questionnaire." *Consulting Psychology Journal*, 62(4), 235–250.
19. Stiab, J., & Maninger, R. (2012). "Ethical leadership in the principalship: Qualitative analysis." *National Forum of Educational Administration and Supervision Journal*, 29 (2), 23-29.