The Impact of Ethical leadership on Job Performance in the Ministry of Education- Oman

Al Mawali Abdullah Rashid Mohammed
PhD – Business Administration (Quality Management & HR),
Assistant Professor A'Sharqiyah University, Sultanate of Oman

Abstract— **"The Impact of Ethical leadership on Job Performance in the Ministry of Education- Oman"**
The study aimed to identify the relationship between ethical leadership and job performance, and to identify the extent to which there is a statistically significant effect of ethical leadership on job performance in the Ministry of Education.
The current study used the descriptive approach because it is compatible with the nature of the study, and to determine the impact of ethical leadership on job performance in the Ministry of Education. A questionnaire was built to collect the data of the study as a means of obtaining information and data.
The study relied on the analytical descriptive approach, in addition to the field study method, using the questionnaire as a main tool for collecting the basic data for the study.
The secondary information was collected from approved Arabian and foreign references. The initial data was collected from the respondents using the questionnaire to cover all the study dimensions and distributed to the study samples. (384) individuals out of (400) working in the Ministry of Education responded to the study. These data were analyzed using the SPSS program. The researcher used the random samples method, where the study's sample size reached (384) workers from various technical and administrative categories in the Ministry of Education in the Sultanate of Oman.
The results of the study concluded that the level of availability of ethical leadership among the employees of the Ministry of Education in the Sultanate of Oman in relation to the axes of the study as a whole was within the high degree, and there was a statistically significant effect of the dimensions of ethical leadership (personal characteristics, administrative characteristics, and human relations) on job performance.
The study, therefore, recommended the need to promote ethical leadership aiming at providing a positive and organizational environment that helps to raise the efficiency of the job performance of MOE's employees through training the leadership on ethical leadership skills. The study also recommends the MOE's leaders accept positive criticism, as it is developing job performance effectively by raising the morale of the staff and motivating them financially and morally.

Index Terms—**Ethical Leadership, Job Performance, Sultanate of Oman, Ministry of Education.**

I. GENERAL FRAMEWORK OF THE STUDY

Introduction
Study Problem
Study Objectives and Questions
Study Variables
Study hypotheses
The importance of the study
Limitations of the study
Difficulties encountered in the study
Procedural definitions
Chapter Summary

1.1 Introduction:

In the midst of an era that is witnessing a huge information technology revolution, which has helped to provide sources of profit and generate wealth faster, which sometimes makes ends available a justification for using any means, even if it is to ignore the psychological aspect of the employee and treat him as a mere tool to reach his target performance. It pursues excellence or leadership strategies to achieve its own service competitive advantage (Abdul Ghani, 2017).
Hence, the attention to the ethical dimension came as one of the effective means to benefit from human energies to the maximum extent possible through a fence of ethics that strengthens the mutual dealings between the leaders and employees working in the organization in order to ensure the work with the targeted quality in order to ensure that the rate of service quality and performance is raised, as the human resource is an important element to achieve this

goal, and the effectiveness and efficiency of the human cadre is reflected on the performance, and the ethical leader's style is reflected on this performance negatively or positively (Nasr El-Din, 2020).). Therefore, the presence of a wise and rational leader is essential to accomplish the work and direct it in a way that includes everyone to motivate the subordinates to exert their utmost effort in an atmosphere of justice, a sense of comfort, cooperation and understanding in order to reach the highest goal and achieve the great goals of the organization and reach the best performance at the same time, thus achieving the wishes and satisfaction of the community through the quality of service provided to it (Abbas, 2019).

The subject of leadership is one of the topics that receives continuous attention as one of the factors of success of any department because of its direct reflection on the members of the organization, as the leadership process is responsible for coordinating many of the basic components of the organization, including organizational, humanitarian, and social elements of the administrative process, and considering the importance of ethics as a basic starting point for organizing and directing the general behavior of individuals in the organization, the focus on ethical leadership emerged as a reference for correct behavior in the organization (Mezyane, 2022)). Ethical leadership is no longer limited to the ideals and principles of ethical leadership, but also includes subordinates and encourages them to adhere to everything that is considered ethical behavior, with the aim of sowing the seeds of trust between the organization and all parties dealing with it (Al-Hazam & Issawi, 2022).

Ethical leadership positively influences employee performance behaviors in public sector organizations, and several studies suggest that ethical leadership has a positive and meaningful relationship in increasing employee motivation and job satisfaction, performance and commitment (Qing, Husain & Jameel, 2020).

Ethical behavior is crucial for all relationships between human beings including the relationship between leaders and followers, and the ethical behavior of leaders is required for the establishment of ethical organizations and is seen as a necessary characteristic of effective leaders, as studies have shown that ethical leadership influences employee performance attitudes such as organizational commitment, job satisfaction, job engagement, and trust (Charoensap) et al, 2019).

Ethical leaders can create a safe organizational environment in which employees feel comfortable discussing ethical issues and reporting ethical issues without fear of reprisals, as when people are afraid to express their concerns about ethical problems in their organizations, bad behavior in the workplace will increase, and ethical leadership can reduce this fear, and when employees have a leader.

Honest, trustworthy, and fair, employees will feel more comfortable discussing sensitive ethical issues and will be more likely to report ethical problems, detect and resolve ethical problems, and can prevent or reduce negativity and consequences, such as damage to the organization's reputation, or loss of public trust (Hassan, Wright & Yukl, 2014).

Ethical leadership also has a role in the development of job performance, which was confirmed by Afifi and Kamal (2022) that the increasing ideas and trends in ethical leadership, which call for administrative transparency, and the application of employee empowerment strategies, has led to the interest in ethical leadership, and the adoption of policies to activate the role of self-managed work teams, where employees become more committed and in control of work, more responsible and independent, and without direct supervision at work, has led to an increase in the need for ethical leadership behaviors, as the main source of the increase Trust between all parties related to the Foundation.

There is a positive relationship between ethical leadership and employee engagement, as employee engagement can improve employee performance, profitability, customer satisfaction, and employee retention, and employee engagement has the potential to be a bridge between ethical leadership and employee performance (Sugianingrat et al, 2019). Ethical leaders strongly promote ethical behavior among their subordinates, provide ethical guidance, clearly communicate ethical standards, and provide a clear sense of accountability for ethical and unethical behavior (Qing et al, 2020).

Job performance is also affected by many factors, including the nature of the ethical relationship between leaders and employees, which may affect the level of commitment of individuals towards their work, and their giving to the organization is affected, as well as the level of performance, so organizations today rush

to attract their human resources and try to influence them in order to ensure the level of effectiveness of performance and efficiency (Nasreddine, 2020).

The objectives of job performance are to strive hard for the development of employees, to move towards meeting the expectations of stakeholders and beneficiaries, and to invest in communication and participation abilities in all imperative issues thanks to the ideology of reaching agreed goals and objectives (Al-Qartamsa, 2022).

Organizational administrative thought has been interested in the subject of job performance because it is related to the efficiency and effectiveness of organizations in achieving their goals and reaching their visions, goals and core values, hence the interest and intellectual priorities on job satisfaction have increased, especially because it is related to improving the level of job performance of its employees because the success of any employees is distinctive, and then it can be said in general that the interest of the organization's management and leaders in the level of performance usually exceeds the interest of its employees, and therefore performance at any organizational level within the organizations and in any Part of it is not only a reflection of the abilities and motivations of the subordinates, but it is also a reflection of the abilities, motivations, and leaders of the superiors (Abu Kreisha, 2022).

Therefore, it is hoped that the results of this research will help the Ministry of Education in the Sultanate of Oman in particular and the rest of the civil service institutions in the Sultanate in general, to realize the importance of ethical leadership and its follow-up with subordinates, which contributes to supporting and enhancing the strengths of the ministries or addressing and correcting the weaknesses.

1.2 The problem of the study

Leaders have a potential role in positively or negatively influencing the performance of subordinates, and there are several theories, methods, and models of leadership, but the non-traditional leadership model is no longer able to face contemporary challenges, and due to what is happening as a result of rapid development, increasing challenges, and global competition to attract human competencies, to ensure a high level of quality in job performance, and to explode their distinguished energies (Yaghmour et al., 2018).) and by reviewing the results and recommendations of some previous relevant studies such as the study of Abu Jarad (2022), the study of Hassan (2021), and the study of Abdel Hadi (2020), the need to study the impact and role of practicing ethical leadership, especially in government institutions.

One of the most important obstacles facing ethical leadership is the lack of sufficient policies from the competent authorities that reward the good ethical behavior of employees and punish bad behavior, and the manipulation of organizational policies stands in the way of ethical leaders in making fair decisions and allocating resources that promote positive behavior in the labor organization based on these policies, so the organization must get rid of corrupt leaders responsible for decision-making and regulation of laws, as they promote unethical behaviors, as well as Ethical leaders are somewhat uncomfortable making decisions that are not guided by policies because unethical decisions are more pronounced when there is unethical leadership (Kacmar et al, 2013).

The job performance of employees within government institutions in the Sultanate is affected by the inadequacy of the incentive, bonus or bonus system, the multitude of tasks, responsibilities, and job duties of the organization's manager, the lack of attention of officials to investigate employees' complaints, the lack of accountability for officials in case of their negligence, and the lack of clarity of the policies and procedures followed (Ibrahim and Al-Shuaili, 2022).

The Ministry of Education held the first meeting of the individual performance and institutional proficiency measurement system on 30/8/2021, and through this meeting, it reviewed the general framework of the individual performance measurement system and institutional proficiency and its connection to Oman Vision 2040, and the Ministry pointed out that despite the interest in human resources development programs at the Ministry of Education, where (1474) participated in them.) employees of the Ministry of Education, but these programs lack programs designed for leadership development in the Ministry, which indicates the need for human development programs to pay attention to leadership development among employees, especially ethical leadership, because of its impact on the development of job performance in the Ministry of Education (Omani Ministry of Education, 2022).

In view of the great and effective role that results from this type of leadership in creating a balanced practical administrative environment, and based on the lack of published studies on the importance of ethical leadership, its role and its impact on the level of performance of employees, in government institutions in the Sultanate of Oman, it is necessary to approach it more closely, study its impact closely, and identify the impact of ethical leadership and its role in influencing the level of job performance of employees in the Ministry of Education. Thus, to answer the most important questions related to this study, which are:

1.3. Study Objectives and Questions

The main question of the study: What is the level of availability of ethical leadership among the employees of the Ministry of Education in the Sultanate of Oman?

It is divided into the following questions:

What is the level of personal qualities available among the employees of the Ministry of Education in the Sultanate of Oman?

What is the level of availability of administrative qualities among the employees of the Ministry of Education in the Sultanate of Oman?

What is the level of availability of human relations among the employees of the Ministry of Education in the Sultanate of Oman?

What is the level of job availability among the employees of the Ministry of Education in the Sultanate of Oman?

The study aims to answer these questions through the following objectives:

1. Identify the level of availability of personal qualities among the employees of the Ministry of Education in the Sultanate of Oman.
2. Identify the level of availability of administrative qualities among the employees of the Ministry of Education in the Sultanate of Oman.
3. Identify the level of availability of human relations among the employees of the Ministry of Education in the Sultanate of Oman.
4. Identify the level of job availability among the employees of the Ministry of Education in the Sultanate of Oman.

1.4 Study Model

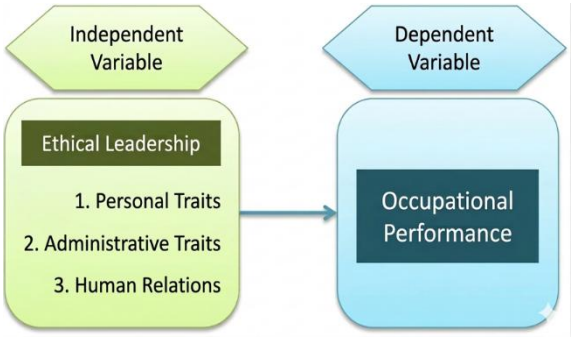


Figure (1-1) Study Model

1.5. Study hypotheses

The first main hypothesis: H1 There is a statistically significant effect at the significance level ($a \leq 0.05$) of ethical leadership on job performance in the Ministry of Education in the Sultanate of Oman.

It is based on the following hypotheses:

1. (H1a): There is a statistically significant effect at the significance level ($a \leq 0.05$) of personal traits on job performance in the Ministry of Education in the Sultanate of Oman.
2. (H1b): There is a statistically significant effect at the significance level ($a \leq 0.05$) of managerial qualities on job performance in the Ministry of Education in the Sultanate of Oman.
3. (H1c): There is a statistically significant effect at the significance level ($a \leq 0.05$) of human relations on job performance in the Ministry of Education in the Sultanate of Oman.

1.6. Importance of the study

Scientific significance

The importance of this study stems from the fact that it is one of the few studies that are interested in this regard in studying the impact of ethical leadership on the performance of employees in the government sectors in the Sultanate of Oman and the extent to which this method is followed in order to improve job performance in the Sultanate.

Its importance also stems from the importance of ethical leadership as one of the leadership styles that results in a practical administrative environment that enhances job performance and raises its efficiency, and the good results that managers who follow this type of leadership perceive.

Opening the fields for digression in future studies in the field of ethical leadership and its impact on job performance, through the information that this study will provide that will benefit those interested in this field.

Practical Importance

Obtain indicators on the extent to which ethical leadership style is applied in the Ministry of Education and its impact on the job performance rate.

It can be considered as the starting point for many upcoming research that is interested in this field.

1.7 Limitations of the study

The researcher defined his study as follows:

Objective limitations: The study is limited to the independent variable (ethical leadership) and its three dimensions: (personal qualities, managerial qualities, and human relationships), and the dependent variable (job performance).

Spatial Limits: The study was conducted on the administrative and technical departments, departments, and directorates of the Ministry of Education.

Time Limits: The field study was applied during the period from May 2022 to December 2022.

Human Limits: Studying is limited to employees of the Ministry of Education.

1.8 Difficulties encountered by the study

The scarcity of Arabic books and references dealing with the subject of ethical leadership.

The difficulty of collecting data through the study tool, especially from the employees of the Ministry of Education, and this was explicit through the postponement of their constant preoccupation, or the explicit refusal by some to fill out the questionnaire.

1.9. Procedural definitions:

Ethical Leadership:

The ethical values and practices of the leader in the organization in the field of the personal qualities of the school principal, the area of the manager's managerial qualities, human relations, and teamwork (Korea, 2022).

Functionality:

Al-Sayed (2013) defines job performance as: "the efficiency of the employee in achieving the job tasks in many aspects, the quality and quantity of work done, planning, cooperation, effort, innovation, and creativity at work."

Ministry of Education Employees:

Employees who have been working for at least one year in the administrative and technical departments and directorates of the Ministry of Education in the Sultanate of Oman.

1.10 Chapter Summary

In the first chapter, the study dealt with identifying the problem under study, then reviewed the objectives and questions of the study, and clarified the variables used in the study, then presented the hypotheses of the study, consisting of three main hypotheses and seven sub-hypotheses, and then reviewed the importance of the study, its limitations, and its procedural definitions.

II. THEORETICAL FRAMEWORK

Introduction

Topic One: Ethical Leadership

Second Topic: Job Performance

Chapter Summary.

2.1 Introduction:

This chapter deals with the theoretical framework of the study, and the study aims to address the literary and theoretical background and terminology related to the subject and variables of the study, and it consists of two topics: the first topic is entitled ethical leadership, which aims to introduce the concept of ethical leadership, then the study deals with the importance and characteristics of ethical leadership, in addition to addressing the impact of ethical leadership on job performance, and the dimensions of ethical leadership. At the end of this chapter, the study reviews job performance through the second topic, where it begins with the definition of job performance, and then the importance of job performance, in addition to addressing the elements of job performance, as well as the criteria and benefits of job performance appraisal.

2.2 The first topic: ethical leadership

2.2.1 Introduction

Ethics is a basic Islamic pillar for human happiness, and it controls administrative work, as it is based on a strong foundation and a solid base, which are the Holy Quran and the purified Sunnah of the Prophet, as they are absolute and immutable, and change may affect a person, and will not affect morality in itself, unlike

false beliefs and religions, and positive systems (Al-Malahim, 2020), because of their direct connection in human behavior, just as nations promote morality, institutions and business organizations flourish, upgrade, and develop if values, principles, and ethics prevail in them (Al-Shtavi, Al-Habib, 2017).

The principal of the school is the first official in the school and supervises all its educational, educational, administrative and social affairs, and must abide by the provisions of Islam, abide by the regulations, instructions, rules of conduct and ethics, avoid what violates the honor of the profession, and create the correct educational environment suitable for building the student's personality in all aspects of growth and acquiring him good qualities (Al-Harbi, 2008).). Therefore, in recent years, the scope of advocacy has expanded to the need to look at values and ethics as essential components of leadership and management, and ethical leadership is a pattern based on the ethics of leaders, in which ethics prevail over the concepts of power and authority, to enhance the reliance of the leader and employees on mutual ambitions and needs, as ethical leadership is that type of leadership that can bring about social change that meets the real needs of followers (Al-Janabi, 2019).

The importance of ethical leadership stems from the importance of work and ethics both of them, as work is important in the interest of the employee, from the experiences he will gain during his years of service, and from social relations with his colleagues and manager, and ethical leadership derives its importance as it provides a system of correct principles related to improving job performance, and the functional commitment of the individual, as well as it contributes a great role in improving the image of the The ethical institution in front of the society and the field in which it exists, in addition to the development of an internal and external system of the institution, inspires reassurance and stability (Al-Juhani et al., 2018).

Successful ethical leadership requires consideration of the ethical aspect; for example, it has become a practice in Japanese educational institutions to issue ethical codes as a guide and ethical guide for their leaders, defining for them what they should and should not do, which has been reflected positively in the availability of ethical leaders who have ethical values and principles that have made them commit to maintaining the quality of work and distinguishing performance in word and deed (Dion & Michel, 2012).

Ethical leadership has gained great importance nowadays as an independent and relatively new leadership style, which improves employee performance and raises the level of productivity, because unethical leaders can cause organizations to incur heavy costs not only financially but also social and moral, especially in light of the knowledge economy that requires leaders to be innovative in order to be able to achieve their goals, and ethical leaders maintain honest relationships with employees and as a result employees try to deliver performance Ethical leadership also establishes clear standards for ethical behavior that employees should adhere to, and ethical leaders achieve fairness and transparency in the application of reward and punishment methods to employees, proving that ethical leadership has a positive role in improving employee performance and abandoning negative behaviors (Fox & Smith & Webster, 2023, P.1).

The subject of educational leadership ethics is one of the topics that can be felt by the individual as being implicitly known through experience and there is no need to exert effort in studying it, but previous studies, researchers and scientists have shown that it is one of the topics that can be practiced and realized through scientific knowledge and common sense or through personal intuition, and the concept of ethical leadership is related to the emphasis on the commitment of ethical leaders to the ideals, values and high ethical behaviors, and their support for subordinates and their commitment to such behaviors at work, in a systematic and objective way With the aim of building an educational institution, it is defined as a set of values, standards, and ethical behaviors practiced by the school administration when dealing with its employees, and it is measured by the satisfaction of employees with that administration in terms of personal and administrative qualities and human relations (Daradka and Al-Mutairi, 2017).

2.2.2 The Concept of Ethical Leadership:

Eluwole & Karatepe & Avci (2022, p.1) defines the concept of ethical leadership as: "Standards of ethical behavior in personal actions and relationships, and this behavior is reinforced by two-way communication between leaders and employees, and it is one of the

key leadership styles that promote positive attitudes and behaviors."

Banks et al. (2021, p.3) defined the concept of ethical leadership as: "a social practice that aims to make professional judgments independently and is thus the ability to act in a responsible and acceptable manner."

Ghoneim (2020, p. 2202) also defined ethical leadership as: "the process of influencing leaders to urge subordinates to achieve goals, by adhering to ethical behaviors such as: credibility, honesty, justice, altruism, and compassion, and encouraging and supporting these behaviors in subordinates."

Jha & Singh (2019, p.385) point out that the concept of ethical leadership is: "Demonstrating appropriate practical behavior through individual actions and interpersonal relationships to reinforce this behavior in employees by conducting two-way communication to enhance decision-making."

Madanchian (2018, p.970) defines ethical leadership as: "the behaviors of exercising fairness, sharing authority, and clarifying roles, as well as a style that focuses on applying the ethical fundamentals of leadership" Zheng et al. (2015, p.664) define the concept of ethical leadership as: "leadership behavior that focuses on the ethical aspect of transactions and requires a specific commitment to establish a set of ethical standards and guidelines that employees must follow."

DeConinck (2015, p.1087) defined the concept of ethical leadership as: "the ethical guidelines and behaviors that influence employees in setting a reward for ethical behavior, and punishment for unethical behavior."

Malik et al. (2016, p.592) define the concept of ethical leadership as "a people-oriented leadership style in which ethical leaders demonstrate ethical behaviors such as justice, trust, and appreciation."

Al-Qarni and Zaidi (2016, p. 576) also defined ethical leadership as: "a number of actions carried out by the heads of academic departments in universities towards the faculty members through some appropriate ethical methods and ethical values and principles of integrity, justice, and transparency."

Al-Habsiya (2012, p. 56) added the definition of ethical leadership as: "the integration of organizational theory that provides an emergency model that allows organizations to strategically develop socially responsible outcomes that are based on the internal climate, environments, decision-making processes, and capabilities."

2.2.3 The Importance of Ethical Leadership:

The importance of ethical leadership is highlighted when there are no laws, regulations, and instructions, and the leader here needs to be diligent, and to arbitrate conscience in any decision that may be issued by the management, and to know that this decision may work to help the dedication of the employees, and to obtain better achievements, and this will not be possible in a vacuum, but by treating the workers well, working to understand their feelings, understanding their problems, working to contribute to solving them, and working to achieve familiarity between the employees and each other, and all of this needs a strong Ethical leadership (Al-Shaer, 2017), and its importance is highlighted in the problems and crises that occur in schools, which called for the presence of ethical leaders with distinctive and effective leadership skills to move forward to success and excellence, and their absence is a reason for the failure to achieve their goals, because it weakens the morale of employees and makes them lose the culture of the leader, and the weakness of human relations between leaders and workers affects the productivity of employees and overall performance, and the loss of employees in educational institutions to feel safe and secure jobs requires the presence of ethical leaders who make them feel important. and their vital role in performance excellence (Al-Hindi, 2013). We find that ethical leadership has a great role in influencing the achievement of organizational commitment as the internal desire of the individual in the organization to exert maximum effort in work, which stems from full belief in the goals and values of the organization and the strong desire to maintain its membership in order to maintain its continuity and development (Abdulaziz & Noor Al-Huda, 2021, p. 10).

In addition, organizations have a high ability to influence employees positively and negatively and can help achieve employee well-being through their role in raising employee performance in order to achieve the expected organizational results, ethical leadership is considered as a means that helps organizations achieve their goals as an ethical method that enhances the ethical behavior of employees, and ethical leadership is positively related to a number of functional outcomes including ethical behavior, job performance,

and job commitment.Schwepker & Dimitriou, 2021, p. 2), ethical leadership has received increasing attention due to its relationship to employee attitudes and behaviors such as job satisfaction, personal initiative, organizational commitment, participation in work, and avoidance of deviant behaviors, so it receives great attention for its application within organizations (Velez & Neves, 2018, p. 663), and ethical leadership plays an important role in bringing about successful organizational change because ethical leaders are more transparent and honest about bringing about change in the organization and have positive behaviors and supportive of organizational change (Collins & Restubog, 2021, p.2).

Ethical leadership also enables managers to establish trusting relationships with employees, and the presence of these relationships in the workplace results in high levels of employee engagement and reduced levels of burnout and professional well-being of employees (Madanchian, et al., 2018, p. 970). Adopting ethical leadership in school management has become essential, as a school is an ethical institution that seeks to shape students' personalities and nurture their growth according to ethical standards accepted by religion and society, and by the school principal in this context Exercise his authority in an ethical manner, which is in fact the essence of his authority, and adherence to work ethics leads to a reduction in unfair practices, provides equal opportunities for individuals, assigns work to the most knowledgeable, directs resources to what is more beneficial, leads to an increase in individuals' confidence in themselves, their organization, and their community, and reduces anxiety and stress within the organization (Al-Jaithani, 2017, p.28).

In the same context, Abdulaziz and Nour Al-Huda (2021, p. 10) explained the importance of ethical leadership in the following points:

1. Its ability to reduce and with friction between management and employees.
2. Reducing the phenomenon of leaving work in organizations.
3. It works to increase employee loyalty.
4. Encourage workers to increase productivity.
5. Satisfying the social needs of workers.

2.2.4 Ethical Leadership Traits

Because ethical leadership includes a set of behaviors that are characterized by appropriate ethical characteristics such as credibility, honesty, justice, altruism, and compassion issued by administrative leaders with the aim of modifying, improving and enhancing behaviors among their subordinates, by clarifying expectations, discussing issues, and supporting ethical standards and behaviors (Akrim, 2012), so an ethical leader must be convinced that the more ethical practices he has in leadership, the more loyal the employees will be to the educational institution, and their productivity will be better.

Because leaders play a key role in representing an organization, the traits of a leader influence the results of a work, specifically ethical virtues such as honesty, integrity, respect, and effectiveness in implementing decision-making methods that reflect ethical principles, and thus the traits of an ethical leader influence the results of an employee's work (Moon & Jung, 2018, p.296).

An ethical leader is also characterized by personal qualities such as ethics and honesty and to be trustworthy because ethical leaders are the key to creating an ethical organizational climate of the organization and enhance the performance of employees because according to Pandora's social learning theory, employees learn through the models that exist with them in the workplace, and when leaders adhere to the rules of ethics, subordinates follow the same rules (Dey, et al., 2022, P.1), and ethical leaders are ethically altruistic by not prioritizing their personal and professional needs over the interest of the organization (Lin, et al., 2023, P.1).

Ethical leaders are responsible to employees, motivate them, and provide them with ways that help solve their problems, so they have open relationships and have clear expectations about their responsibilities, and ethical leaders are interested in demonstrating integrity and ethical behavior when dealing with employees (Ilyas & Abid & Ashfaq, 2020, p.196).

An ethical leader possesses a set of qualities such as fairness in interactions and adherence to ethical principles in personal and professional life, and ethical people gain a strong position because they are just and have the ability to care for others and work to align their behavior with the required ethical standards (Jha, & Singh, 2019, p.385).

Ethical leaders tend to follow an ethical leadership style to create an environment that promotes employee behaviors, and an ethical leader has high ethical values, is characterized by merit, trust, honesty,

integrity, and justice, and has the ability to influence employee behaviors through his leadership behavior (Dhar, 2016, p. 140).

There are also a set of common traits in ethical leaders, namely honesty, ethical awareness, focus on community, ability to focus, motivate, encourage, and take moral responsibility (Çelik & Dedeoğlu& Inanir, 2015, p.54).

2.2.5 The Impact of Ethical Leadership on Job Performance

Ethical leadership practices are vital to the success of an organization because ethical leaders have the ability to motivate employees to work harder with the goal of developing the organization, and instilling motivation to raise the level of job performance because improving job performance is related to many factors, including a good leader, and ethical leaders work to raise the well-being of all employees, protect the rights and freedoms of employees, and do the right things (Khan, et al., 2022, P.389).

Employees are the most important resource in any organization and without them the organization will not be able to achieve its goals, and leadership plays a key role in improving employees, and the impact of ethical leadership in the implementation of employees shows good ethics, so many organizations are working to build new ethical leadership to improve their performance, and become competitive under an ever-changing environment that requires an effective leadership style because it works to motivate employees and raise their ability to work, which achieves effective performance, ethical leadership provides ethical care, and good support and improved relationship between the leader and the employees (Musyimi, 2016, p.23). Ethical leadership thus provides employees with a foundation for good performance and adherence to organizational values, because the relationship between the leader and employees is direct, which makes it achieve career development, because organizations set ethical behavior and leaders and employees adhere to it (Malik, et al., 2016, p.593).

Many organizations strive to achieve a sustainable competitive advantage, and employee behaviors play an important role in improving the performance of the organization, so leaders must be aware of many factors that can affect the work environment and job satisfaction and follow ethical behavior that helps solve the problems facing the organization (Kosec, et al., 2022, P.1), where leaders work to guide employee ethics and thus the ethical behavior of the leader has a positive impact on employees because it encourages behaviors such as trust These behaviors serve as drivers for employees in the workplace, and lead to trusting ethical decision-making (Syahrani & Hernawaty, & Winarno, 2022, p.46).

2.2.6 Dimensions of Ethical Leadership:

Many studies look at ethical leadership as more than a set of concepts and knowledge, but rather include respect and ethics that the leader lives with himself to support those who work with him to assume responsibility with satisfied hearts and open minds, to establish a binding ethical charter for himself, and to judge things with logic, and this is achieved through ethical leadership characterized by many characteristics, and from this point of view, the dimensions of ethical leadership have been summarized in four dimensions, as follows (Al-Anqari, 2014; Al-Hadari, 2014; Al-Shamlan, 2016Abul Daf, 2017):

Personal dimensions: By focusing on the principles of justice in distributing duties and work to subordinates, investigating honesty and fulfilling promises made, accepting criticism, and admitting mistakes if any.

Administrative Dimensions: It focuses on supervising the implementation of work within the administrative unit itself, on the objectivity of decision-making, on fairness and transparency in the application of laws and regulations, clarifying the tasks assigned to subordinates, granting subordinates the necessary facilities and in accordance with the circumstances of the situation, encouraging them for their achievements and motivating them to work in a team spirit.

Al-Jaithani (2017, p.32) pointed out that the administrative dimensions are a set of qualities that the school principal must possess, which is represented in his clear keenness to achieve the vision and goals of the school, and his encouragement to the workers to be creative and innovative, so he involves them in planning and decision-making, distributes tasks to them according to their abilities and desires, and provides them with all facilities to perform their work, and he is keen to develop teachers professionally and improve their competencies, so we find him rewarding the hardworking and holding the shortcomings accountable after clarifying their shortcomings, and he

is a leader Adopt clear criteria for evaluating employee performance, and make fair and balanced decisions.

Dimensions related to human relations: Here the emphasis is on the mechanism of dealing with subordinates, through their appreciation, respect, and support, humility, keeping the secrets of others, paying attention to satisfying and appreciating their needs, taking into account their circumstances, standing with them, and ensuring that they share their social events.

Al-Jaithani (2017, p.32) pointed out that the dimensions of human relations include the keenness of the moral leader to build human relations with employees, parents, students and officials, so we find him dealing with his teachers with humility and respect, listening to them attentively, taking into account their needs and feelings, appreciating their circumstances, helping them to solve their problems, keen to keep their secrets, gaining their friendship, asking about them, reassuring them of their conditions, sharing their occasions with them, and tolerating those who make mistakes, and he is the human leader who represents the meanings of humanity in his dealings with He seeks it and gains their love, trust, and appreciation of their parents and society.

Dimensions related to teamwork: It is represented in enhancing the confidence of employees in themselves and their abilities, developing the spirit of collective responsibility and commitment, enhancing the spirit of cooperation and harmony, providing the appropriate environment for communication and coordination of teamwork, and investing their energies for the benefit of the student.

Al-Jaithani (2017, p.32) added that the ethical manager is keen to enhance the confidence of employees in themselves and their abilities, develop a spirit of collective responsibility and commitment, enhance the spirit of cooperation and harmony, provide the appropriate environment for communication and coordination of teamwork, enhance their collective decision-making skills, appreciate their opinions and ideas, invest their energies for the benefit of the student, and attribute the successes achieved to them and to their cooperation and diligence. The dimensions of ethical leadership are also represented by related traits In terms of personal relationships, human sense in transactions, administrative work, and teamwork (Abu Alba, 2015), while Al-Araida (2012) sees the existence of four areas of ethical leadership: personal, personal, and managerial, teamwork, and the qualities of human relationships.

Sobh's (2021) study has shown that the variable of ethical leadership is represented in the following dimensions:

People orientation: It refers to the extent to which people are focused and keen to respect individuals and show genuine care for them.

Fairness: It is equal treatment and fair choices.

Power Sharing: It involves empowering individuals and respecting their ideas and interests.

Concern For Sustainability: The extent to which the leader pays attention to and takes into account the environmental dimension in all his decisions and behaviors.

Ethical Guidance: Clarifying the integrity of ethical behavior and the consequences of unethical behavior, ensuring that ethical rules are followed.

Role Clarification: It refers to the extent to which responsibilities, goals, and performance expectations are clarified.

Integrity: It refers to keeping promises and consistency between words and actions.

Ethical leadership can be understood through the organizational behaviors it entails in the organization, which are represented in three behaviors (Al-Rashidi, 2021).

Justice and equality, a just, trustworthy and honest leader is one who treats others with respect, does not differentiate between them, and makes fair decisions.

Power sharing and decision-making, where the leader gives employees a role in sharing decision and authority, listening to their input, and allowing them to participate in decision-making.

Clarity of role, by clearly indicating the work, clarifying expectations, and communicating openly in order to allow teachers and staff to understand what is expected of them.

2.3 Second Topic: Job Performance

2.3.1 Introduction:

Job performance is one of the essential elements to achieve the success of an organization, especially in light of technological developments that have led to great improvements in various fields, and it requires organizations, policy makers, and managers to develop job performance to obtain better results because job performance is affected by many factors, including leadership style, and when choosing an

effective leadership style, the employee becomes able to perform his job successfully (Bashir & Amir& Jawaad & Hasan, Therefore, job performance is a concern for many organizations around the world to raise work productivity because performance is generally the behaviors expected of employees in the work environment and aims to elevate the organization (Korir & Ndegwa, 2020, p.83).

The contemporary view of analyzing the performance of organizations, regardless of their nature, is based on a simple idea that performance is driven and activated by the behavior of human resources, considering that the success of any organization depends on the efficiency and effectiveness of the performance of its workers (Nabila, 2019, p.46).

The development of job and administrative performance is also broader than others because it includes under its wings the positives of all other administrative methods, and it increases it by its interest in human beings, their upbringing, refinement, and transformation from a machine to a mind, and from a subject who surrenders to decisions to a free thinker who works with his conviction and in accordance with sound logic and the standards of correctness in his work, such as consultation, respect for the other opinion, and response to noble human feelings (Al-Jabali, 2016, p.3).

The development of job and administrative performance is broader than others because it includes under its wings the positives of all other administrative methods and exceeds them by its interest in human beings, his upbringing, and refinement is his transformation from a machine to a mind and from a submissive to decisions to a free thinker who works with his conviction and according to sound logic and the standards of correctness in work such as consultation, respect for the other opinion, and response to noble human feelings (Al-Labadi, 2015, p.10).

2.3.2. Definition of Job Performance:

Tran & Idodo (2022, p.12) defines the concept of job performance as: "the behavior of an employee that achieves the goals of the organization and is shown in how well and adhered to deadlines and tasks are performed."

Al-Zahrani (2021) pointed out several definitions of job performance, which are:

The degree to which the tasks that make up an individual's job are achieved and completed, and it reflects how the individual achieves or satisfies the requirements of the job, and there is often confusion and overlap between performance and effort. Effort refers to the energy exerted, while performance is measured on the basis of the results achieved by an individual, for example, a student may put a lot of effort into preparing for the exam, but gets low grades. In such a case, the effort exerted is high, while low performance means practical results as a result of events or achievements, or the work done by individuals or the implementation of lifetime.

Buntaran & Andika & Alfiyana (2019, p.122) defines job performance as "the behaviors or behaviors of an employee that can be observed to achieve organizational goals, and it refers to the way the employee thinks and plans while performing work duties."

Nabila (2019) defined job performance as "the result of the interaction of several interrelated elements, and these elements contribute to the crystallization of results and goals, which are manifested through the behavior of an individual in how he responds and adapts to them on the one hand, and how he performs his tasks on the other hand."

Al-Qahtani (2019) also defines job performance as "the effort exerted by an employee to accomplish a task according to his ability and ability, and the concept of job performance refers to the results and goals that the organization seeks to achieve during a specific period."

Chen et al. (2020, p.171) add that the concept of job performance is: "an individual accomplishes tasks after putting in the required effort."

Yongxinget et al. (2017, p.708) point out that the concept of job performance is: "employee participation in the workplace that results in the service of the organization's objectives."

In the same vein, Dinc (2017, p.773) explains that the concept of job performance is: "the quality of an employee's work in the workplace to achieve the best results."

Aboazoum & Nimran & Al Musadieq, 2015, p.45 define the concept of job performance as "the degree to which an employee accomplishes a task in the workplace, as well as the behavior that an employee performs within the organization."

The researcher believes that job performance is the tasks, achievements, effort, and realistic performance of the employee that contributes to achieving the goals of the organization in which he works.

2.3.3. The importance of job performance:

Job performance is one of the most important factors that help achieve the growth and progress of the organization and raise its level of competitiveness and long-term sustainability to achieve the growth of the organization, because it works to develop programs that target performance measurement, which allows them to measure activities in a planned and organized way (Vuong & Nguyen, 2022, P.2).

Job performance affects the level of profitability of organizations significantly because the performance of employees leads to business success, and performance is also important for individuals in achieving tasks and is considered as a source of job satisfaction, and job performance includes behaviors and activities that help the organization in achieving its goals (Al-omari & OKasheh, 2017, P.15544), it serves as a construct that evokes behavior related to achieving achievement and employees who have independent motivations, are able to achieve better performance in the sense that individuals when they are more aware of the purpose of their jobs They have a sense of ownership, and there is a potential for high job performance and effective work performance (Forson, et al., 2021, P.2). The success of any organization depends to a large extent on the performance of employees who can be considered the backbone of the organization and contribute to the achievement of the goals and objectives of the organization (Limon & NARTGÜN, 2020, p.567), so job performance is one of the most important elements for managers, and the manager must have the ability to analyze the factors that lead to job performance improvement so that employees can perform their jobs with the expected quality, and a good leader must be able to encourage employees and improve their job performance in order to be able to Employees develop their performance (Valianawaty& Sutanto, 2015, p.112).

Al-Labadi (P.18, 2015) pointed out the importance of job performance in the following points:

Organization-wide importance:

1. Creating an appropriate climate of trust and ethical treatment that avoids the possibility of multiple employee complaints towards the organization.
2. Raising the level of employees' performance and investing their abilities to help them progress and develop.
3. Evaluate HRM programs and policies as the results of the process can be used as indicators to judge the accuracy of these policies.
4. Helping the organization develop accurate benchmark performance rates.

Importance at the level of managers:

1. Push managers and supervisors to develop their skills and intellectual capabilities and enhance their creative abilities to reach a sound and objective evaluation of the performance of their followers.
2. Push managers to develop good relationships with subordinates and get closer to them to identify problems and difficulties.

Importance at the staff level:

1. Make the employee feel more responsible in order to increase his sense of justice and that all his efforts are taken into account by the organization.
2. Pushing the employee to work diligently, seriously and sincerely in order to expect his victory with the respect and appreciation of his superiors morally and materially.

In addition, Shuaib (2014, p.93) added that the importance of job performance in the performance of the human and health workforce and its reflection on the service provision and the overall evaluation of the institution or the hospital, as management scientists have set the administrative determinants of the means used, which must be taken into account when applying within a framework of values and behaviors that touch and interact with all categories and levels.

Arvis (2018, p.482) pointed out the importance of job performance as follows:

1. The importance of functional performance for the organization is due to its connection to its life cycle in its various stages represented in (emergence, survival and continuity stage, stability stage, reputation and pride, and excellence stage) as the development of the organization from one stage of growth to another depends mainly on its level of performance.
2. The importance of job performance goes beyond the success of economic and social development plans in the country, not only at the level of the organization.

2.3.4 Elements of Job Performance:

Job performance consists of a set of basic elements or components, without which effective performance cannot be discussed, and these elements are used to measure and determine the level of performance of employees in organizations, and job performance consists of a set of the following elements: (Al-Haddad, 2016)

Knowledge of job requirements: It includes general knowledge, technical and professional skills, and a general background about the job and related fields.

Quality of work: It is represented in the extent to which the individual is aware of the work he is doing and the desire, skills, ingenuity, and ability to organize and execute the work without making mistakes.

Amount of work done: The amount of work that an employee can accomplish under normal working conditions, and how fast this achievement can be done.

Perseverance and Trust: It includes seriousness and dedication to work, the ability of the employee to take responsibility for the work and complete the work on time, and the extent to which this employee needs guidance and guidance from supervisors, and the evaluation of the results of his work.

The elements of job performance as defined by Nabila (2019) are as follows:

1. Employee Competencies: These are the information, skills, attitudes and values that the employee possesses, and these competencies represent his basic characteristics, and personal characteristics mean those distinctive features that characterize the worker and are the reason for producing an effective performance that he performs and is different from other workers, they are the distinctive characteristics of a worker without whether they enable him to improve his performance, so the characteristics vary from one worker to another, each according to the components of his personality.

2. Knowledge of job requirements: It includes general knowledge and technical and professional skills, as well as the general background of the job and related fields, and familiarity with the job requirements is one of the main reasons for good performance, because the worker's knowledge of all the details and backgrounds of his work contributes to improving his performance, so knowledge of the job requirements is a key indicator of increasing performance and indicates caution and caution in business performance.

3. The organizational environment has always been one of the most important variables affecting work in general and job performance in particular, because it is the source of all alerts with its factors and effects, so the appropriate organizational environment with a suitable work environment is one of the basic elements that must be available in every organization because of its direct reflection on the performance of the worker, and for this reason, performance is always linked to the environment if it is Suitable or not.

4. The amount of work done refers to the amount of work that an employee can accomplish under normal working conditions and how fast this achievement is, as the amount of work done is the biggest evidence of the path of performance, as production may not be measured by the effort exerted as much as measured by the results achieved, which appear in the form of production, whether intellectual or material, or include both.

5. Perseverance and trust: It includes seriousness, dedication to work, the ability of the employee to assume responsibility and the extent to which this employee needs guidance and guidance from supervisors, and this aspect is related to the relationship of the worker or employee with his work, and is even related to his personal characteristics such as the ability to master work and act seriously, and even to the extent of his commitment to take responsibility, which affects his performance and profession, because the individual who is committed to professional principles and rules finds it difficult to deprive himself of them, and thus maintains his performance at the desired level to ensure that he gains the respect and appreciation of the organization.

Al-Qahtani (2019, p.p36-37) added that the elements of job performance are as follows:

1. Performance planning: means reaching the objectives in an organized and outlined manner according to the available capabilities and capacities.

2. Regulation of performance: It means the organization of work so that the space for each employee who is allowed to move is determined so

that it is complementary to the work of another employee and does not conflict with others.

.3Performance Guidance: It aims to follow up on performance results through feedback.

4. Performance evaluation: Do you see whether the plans developed have been achieved?

Thao & Hwang (2015, p.3) add the functional performance elements as follows:

- Leadership: A leader influences an individual's performance in order to ultimately help achieve common goals, and the leader's choice of a particular leadership style results in motivation or discouragement of the employee.
- Employee Training: Training has become an important element for achieving high employee performance, as it improves the behaviors and beliefs that hinder good performance.
- Involve employees in decision-making: So that employees feel part of decision-making and give them a chance to discuss problems, which helps influence organizational problems and reduce job turnover.

According to Susilo (2020, p.25) about the elements of employee performance in the following:

1. Individual: An individual is influenced by a range of factors such as vision, values, goals, knowledge, competence, and career path.
2. Organizational Environment: It consists of the organization's culture that supports the organization's performance improvement programs, strategic attitude, and programs.
3. Nature of the Job: It includes the duties of each job and the role of each member within the organization.

Sørlie et al. (2022, p.2) state that the basic components of functional performance are:

Task Performance: It refers to the efficiency with which employees perform the actual tasks listed in their job description or other tasks that directly or indirectly contribute to the achievement of the organization's goals.

Contextual performance: Includes work behaviors that are vital to the effective functioning of an organization but go beyond the formally stated description e.g. volunteering for additional work, continuing to work harder than expected when carrying out tasks, assisting co-workers, and collaborating with each other, which helps support organizational goals.

2.3.5. Job Performance Evaluation Criteria

Performance appraisal includes three basic aspects in the light of which there are types of criteria to evaluate these aspects or types that describe good performance in three areas: (Mesaoui, 2020)

- Criteria that describe personal characteristics: These mean positive personal qualities such as honesty, loyalty, loyalty, and belonging, and they undoubtedly reflect positively on one's performance.
- Standards describing behavior: Behavior refers to the positive behaviors that come out of the employee being evaluated, and it refers to good aspects of his performance such as cooperation, work schedule, initiative, challenging difficulties and problems, dealing with customers.
- Criteria that describe results: Outcome criteria describe what is intended to be achieved by the individual whose performance is evaluated in terms of measurable and quantitative achievements, quality, cost, time, and return, as these achievements represent the goals required of him.

Al-Jebali (2016, P.10) also referred to the performance evaluation criteria as follows:

1. Performance Output Standards: Concerned with measuring the quantity and quality of performance.
2. Performance Behavior Standards: such as handling customer complaints, managing meetings, writing reports, and staying up to work and collaborating with colleagues.
3. Criteria of personality traits: such as initiation, attention, high motivation and emotional balance.

2.3.6 Benefits of Job Performance Appraisal:

One of the most important benefits that management can obtain through job performance evaluation are: (Al-Ghamdi, 2020)

Boosting morale: When employees feel that their efforts and energies in performing their work are appreciated and taken care of by management, an atmosphere of understanding and good relations prevails among employees and their superiors.

Notice employees of their responsibilities: When an individual feels that his activity and performance at work is being evaluated by his superiors, he will feel responsible to himself and to the work.

A means of ensuring fair treatment: When management uses an objective method of performance appraisal, it ensures that each individual receives the promotion or bonus he or she deserves based on his or her effort and competence in the work.

Supervisory Supervisors: The performance appraisal process enables senior management to monitor the superiors' efforts and supervisory capabilities. This is done through the results of competency reports submitted by them for analysis and review.

Mohammed (2019) pointed out that the criteria for evaluating job performance are as follows:

1. Elements Standards: These are all the characteristics and qualities that an employee must possess, and is keen to apply them in his behavior and job, so that he can carry out his duties efficiently and successfully, and examples of these criteria are the amount of cooperation, sincerity in work, and honesty, and these standards are generally classified into two types of elements, which are:

Tangible elements: These are the elements that are easy to measure for employees, such as accuracy in work, attendance, and the frequency of their absence.

Intangible elements: These are the elements that are difficult to measure for employees, because they represent their ethical qualities, such as cooperation, honesty, and intelligence.

2. Performance Rate Criteria: These are the criteria that help the performance evaluator to evaluate the productivity rate of employees, in order to identify their efficiency according to the quantity and quality of their production during a specific period of time, by comparing the tasks completed for each employee with a certain rate, and this contributes to reaching his production level, whether according to quality or quantity.

Al-Jebali (P.53, 2016) added the benefits of job performance evaluation in the following points:

- Easy to track and link to the company's strategies helps managers make the right decisions at the right time.
- It can be applied at the level of the company's industrial units, it is possible to quickly identify the decrease in quality under these measures, and remedial steps can be taken to solve the problem or preventive steps that prevent the problem from occurring.
- It addresses the problem of a company's response to customers in a timely manner while financial metrics do not easily detect this problem.
- Focusing on intangible assets, where the element of success in many industries is related to fixed intangible assets such as intellectual capital and the awareness of companies of their role in serving and developing the local community and maintaining customer loyalty rather than it is related to tangible fixed assets that show the financial and productive capabilities of companies.
- It reduces psychological sensitivity among employees, unlike financial metrics, as it shows an evaluation of the performance of each department, team, or employee more fairly and without discrimination between employees and departments, which improves the performance of managers, provides more accurate indicators for the evaluation of their employees, and reduces the pressure on managers resulting from financial measurement tools that affect the cooperation and integration between the work team that achieves the company's goals.

In the same vein, binti Rabingan (2014, p.49) explains that there are a number of benefits of employee performance appraisal as follows:

1. Setting a promotion system: The employee gets a promotion as a result of constantly striving to make a high effort, in order to get a higher rank or a better reward for good performance, so that the evaluation of the performance of the employees of the organization works in knowing the competent employee at work in order to obtain fruitful results.
2. Promote Employee Progress: The Employee Progress Process helps management better prepare the organization's policies and programs, which helps the organization select qualified employees for the right jobs.
3. Employee Stability: Employee performance appraisal systems help management understand the right path to employee performance appraisal.

Touma (2022, P.3) states that job performance appraisal helps employees as follows:

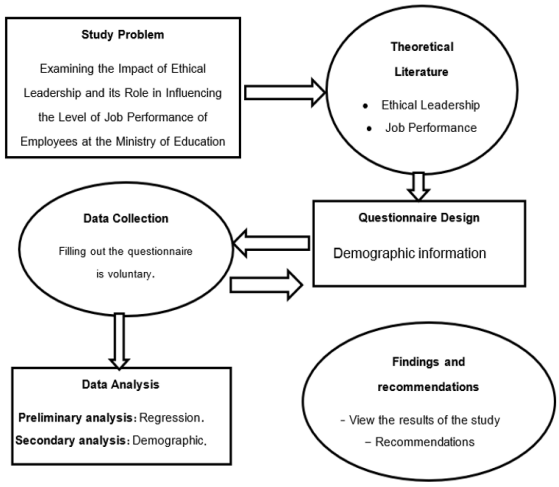
- Learn more about their roles and functions within the organization.
- Understand their strengths and weaknesses and work to address their weaknesses.
- Identify if employees are satisfied with their role within the organization.
- Increase communication between employees and managers to understand their expectations.
- Helping employees move to higher jobs in the future.
- Employees are able to enjoy giving their best within the organization by focusing better on achieving their career goals for rewards.

2.4 Chapter Summary:

This chapter dealt with the theoretical framework of the study, and it consists of two topics, at the beginning the first topic was entitled ethical leadership, and it started with the introduction, then the researcher dealt with the definition of ethical leadership and reviewed a number of scholars' definitions of it, then dealt with the importance of ethical leadership, then dealt with the characteristics of ethical leadership, then dealt with the impact of ethical leadership on job performance, and then the dimensions of ethical leadership were addressed, which are five dimensions and were reviewed in some detail at the end of this topic.

Finally, in this chapter, the second topic entitled Job Performance came to the forefront, the researcher started with an introduction and then the definition of job performance, and the researcher addressed the importance of job performance at the level of the organization, managers and employees, and then addressed the elements of job performance, and then at the end of the topic, she addressed the most important criteria for evaluating job performance.

Figure (4.1) Illustration of the study steps



III. STUDY METHODOLOGY

Introduction
Study Methodology
Study population
Study Sample
Statistical description of the sample members according to the preliminary data
Study Tool
Validity of the questionnaire
Consistency of the resolution
Statistical Treatments Used in the Study
Chapter Summary

3.1 Introduction

In this chapter, the researcher describes the procedures she followed in implementing the study, by explaining her methodology, describing her community, identifying her sample, and then preparing the tool used (the questionnaire), how to build and develop it, as well as the procedures for verifying the validity and stability of the tool, and the statistical treatments that were used in analyzing the data, and drawing the results, and the following is a description of these procedures.

3.2. Study Methodology:

In order to achieve the objectives of the study, the researcher used the descriptive method, as it is the systematic method of studying current facts related to a particular phenomenon, situation, individuals, events, or situations with the aim of discovering new facts or verifying the validity of old facts, their effects, and the relationships related to them, and interpreting them and revealing the aspects that govern them.

Two primary sources of information were used:

Secondary Sources: To address the theoretical framework of the study, where secondary data sources were consulted, which are represented in relevant Arab and foreign books and references, periodicals, articles, reports, researches, and previous studies that dealt

with the subject of the study, research on the Internet, and any references that the researcher believes may contribute to enriching the study in a practical way.
Primary Sources: In order to address the analytical aspects of the study topic, the primary data were collected through the questionnaire as the main tool for the study, and then they were unloaded and analyzed using the statistical software (SPSS) and the use of appropriate statistical tests in order to reach valuable significance and indicators that support the subject of the study.

3.3 Study Population:
The study population consisted of all (37470) employees of the Ministry of Education in the Sultanate of Oman for the year 2022, according to the official statistics of higher education in the Sultanate of Oman.

3.4 Study Sample:
The Steven Thompson equation was used to determine the sample size out of the total study population (37470), so it is better to collect at least 380 responses. An electronic questionnaire was designed according to Google Forms and the number of retrieved questionnaires reached (384) questionnaires, all of which are valid for statistical analysis, and to illustrate the variables of the equation in the following table.
Steven Thompson's equation:

$$\frac{\mathbf{N} = \boldsymbol{n} * (\mathbf{1} - \mathbf{p})}{\left\{\boldsymbol{N} - \mathbf{1} * \left(\frac{\boldsymbol{d2}}{\boldsymbol{z2}}\right)\right\} + \boldsymbol{p}(\mathbf{1} - \boldsymbol{p})}$$

Table (3.1) shows the variables of the equation
Table (3.1): Variables of the Stephen Thompson equation

N	Community Size
Z	The standard score corresponding to the significance level is 0.95, which is equal to 1.96
P	The availability ratio of the property and its neutrality is 0.50
D	The error rate is 0.05

3.5Statistical description of the sample members according to the preliminary data
1. Distribution of the sample members by sex
Table (3.2) shows the distribution of the sample by gender, where the majority of the employees of the Ministry of Education were female, and the percentage of male employees in the Ministry of Education reached (44%).

Table (3.2) shows the sample according to the sex variable:
Table (3.2) Distribution of Sample Members by Gender Variable

Ratio	Frequency	Gender
44%	169	Male
56%	215	Female
100%	384	Total

The researcher attributes this relatively high result in favor of females compared to males, as females show a greater response than males to filling out the questionnaire for the study, and this was observed through my personal experience during the data collection phase.

2. Distribution of sample members according to years of experience in the institution
Table (3.3) shows that (46.5%) are those whose job experience ranges from 10 years to less than 20 years, and those who are more than 20 years came in second place with a percentage of (36%), while in the last rank with a percentage of only (2.5%) it was for a category of 3 years to less than 5 years.

Table (3.3) Distribution of Sample Members by Variable Years of Experience in the Institution

Ratio	Frequency	Years of Experience
%4	15	3 years and less
%2.5	10	3 years to less than 5 years
%11	42	5 years to less than 10 years
%46.5	179	10 years to less than 20
%36	138	20 years and above
%100	384	Total

The researcher explains the increase in the percentage of the category (from 10 years to less than 20 years) to the age years of employees in the Ministry of Education in the Sultanate of Oman, where the ages of the employees ranged from 31 years to 40 years, and they are the largest group to respond in the age group table (4.5). The decrease in the participation rate for the group (3 years and below) is due to the unwillingness of the age groups from 20 years to 30 years A year in the filling out of the special questionnaires in general, and this was evident in the data collection stage.

3. Distribution of sample members according to educational level

Table (4) shows4) (8.5%) of the study sample holds a diploma certificate or less, and (41%) holds a bachelor's degree, while holders of a doctorate degree or its equivalent came in the last rank with a percentage of (5.5%) according to the scientific qualification variable.

Table (3.4) Distribution of Sample Members by Educational Level

Ratio	Frequency	Educational Level
%8.5	33	Higher Education Diploma or Below
%27.5	106	Post General Diploma
%41	158	Bachelor's degree or equivalent
%17.5	67	Master's or equivalent
%5.5	20	PhD or equivalent
%100	284	Total

The researcher attributes this result to the fact that the response rate of the respondents to fill out the questionnaire was high compared to those who hold a bachelor's degree or its equivalent, while the response rate for those who hold a doctoral degree or its equivalent was very low, and this was noticeable during the data collection stage.

4. Distribution of the sample members according to the age variable

Table (4.5) shows that (50%) of the respondents between the ages of 31 and 40 years came in the first place, followed by those aged 41 years and above (44.5%), while the lowest percentage was for those aged 20 to 30 years with a percentage of (5.5%) for the age variable in the study.

Table (3.5) Distribution of Sample Members by Age Variable

Ratio	Frequency	Age
%5.5	22	20 years to 30 years
%50	192	31 years to 40 years
%44.5	170	41 years and above
%100	384	Total

The researcher attributes this result to the fact that most employees with higher degrees often obtain them after the age of 30, so we see an increase in the category (from 31 years to 40 years), and the researcher believes that a decrease in the percentage (from 20 to 30 years) is due to the lack of response of this age group to fill out the questionnaire, and this was very evident during the data collection stage.

5. Distribution of the sample members according to the variable of marital status

Table (4.6) shows that (88.5%) of the study sample is from the married category, (8.8%) is from the singles category, and (2.7%) is only for the divorced/widowed category according to the marital status variable.

Percentage	Frequency	Marital Status
88.5%	340	Married
8.8%	34	Single
2.7%	10	Divorced/Widowed
100%المجموع	384	Total

Table (3.6) Distribution of the sample by marital status

The researcher attributes the high proportion of married individuals representing 88.5% of the respondents to the fact that the study sample consisted of Ministry of Education employees. These individuals fall within the age groups typically associated with marriage, and those working in the health sector also benefit from relatively high financial returns

6. Distribution of Sample Members by Current Job Category

Table (3.7) reveals a similarity between the administrative and medical job categories, with figures of 45.5% and 45.7%, respectively. The technical job category ranked last, accounting for 8.8% of the sample.

Table (3.7) Distribution of sample members by current job variable

Ratio	Frequency	Current Jop
45.5%	174	Administrator
8.8%	34	Technical
45.7%	176	Medical categories
100%	384	Total

The researcher attributes this result to the fact that the proportions of medical and administrative staff within the study population are roughly comparable, while the proportion of technical staff is minimal a distribution resulting from the researcher's intention to

have the study population consist primarily of medical and administrative personnel.

IV. RESULTS AND RECOMMENDATIONS

4.1 Introduction

In this chapter, the researcher presents the study results obtained following the statistical analysis of the distributed questionnaires. Additionally, the researcher proposes recommendations deemed significant for fostering organizational commitment among employees at the universities under study, while also highlighting the ethical leadership style and its relationship to job performance.

4.2 Study Results

1. Regarding the extent of ethical leadership among Ministry of Education employees in the Sultanate of Oman:

The study results concluded that the level of ethical leadership among Ministry of Education employees in the Sultanate of Oman across all study dimensions fell within the "high" range.

- The study revealed that the level of personal attributes among Ministry of Education employees in the Sultanate of Oman was high overall. The item stating "The manager attributes success to the team rather than to himself" received the highest arithmetic mean (falling within the high range), while the item stating "The manager accepts constructive criticism from subordinates" received the lowest arithmetic mean (though still within the high range).
- The study revealed that the level of managerial attributes among Ministry of Education employees in the Sultanate of Oman was generally high. The item stating "The manager encourages subordinates to adhere to work ethics" achieved the highest mean score (reflecting a high level), while the item stating "The manager provides financial and moral incentives to outstanding subordinates" received the lowest mean score, though still within the high range.
- The study revealed that the level of human relations among Ministry of Education employees in the Sultanate of Oman was generally high. The item stating "The manager treats subordinates and the public with respect" achieved the highest mean score (reflecting a high level), while the item stating "The manager encourages subordinates to engage in constructive dialogue" received the lowest mean score, though still within the high range.
- The study revealed that the overall level of job performance among Ministry of Education employees in the Sultanate of Oman was very high. The item stating "The remuneration I receive is commensurate with the effort I put into my work" achieved the highest mean score, falling within the "very high" range. Conversely, the item stating "Acquiring personal career goals that I strive to achieve" recorded the lowest mean score, though it still fell within the "high" range.

2. Regarding the relationship between ethical leadership dimensions and job performance:

- The study results concluded that the ethical leadership variable is statistically significant at the ($\alpha = 0.05$) level. This indicates a statistically significant impact of ethical leadership dimensions on job performance; consequently, the hypothesis is accepted meaning there is a statistically significant effect between the two variables.
- The study results indicated that personal traits are statistically significant at the level of ($\alpha = 0.05$), demonstrating a statistically significant effect of the personal traits dimension on job performance; consequently, the hypothesis is accepted, meaning there is a statistically significant impact between the two variables.
- The study results revealed that the administrative traits dimension is statistically significant at the level of ($\alpha = 0.05$), demonstrating a statistically significant effect of the administrative traits dimension on job performance; consequently, the hypothesis is accepted, meaning there is a statistically significant impact between the two variables.
- The study results demonstrated that the "human relations" dimension is statistically significant at the level of ($\alpha = 0.05$), indicating a statistically significant effect of this dimension on job performance; consequently, the hypothesis is accepted meaning there is a statistically significant relationship between the two variables.

4.3 Recommendations

1. Implement training programs for officials to develop their skills and knowledge regarding the characteristics of ethical leadership, its benefits, and its impact on both the Ministry of Education and its employees.
2. Work to enhance the relationship between officials and staff at the Ministry of Education by increasing the frequency of meetings and gatherings, and by providing opportunities for employees to express their views and opinions and discuss them with transparency and objectivity.
3. Foster a culture of performance quality thereby strengthening employees' commitment through seminars and workshops focused on promoting outstanding job performance.
4. Implement principles of transparency within the Ministry of Education and adopt ethical leadership behaviors as a key criterion for filling positions within the Ministry.
5. Raise awareness among Ministry of Education staff regarding the importance of professional performance development and encourage their participation in decision-making.
6. Demonstrate greater interest in subordinates by meeting with them, listening to them, and genuinely attending to their grievances and aspirations.
7. Conduct training courses for Ministry of Education leaders on personal leadership traits to encourage managers to accept constructive criticism from subordinates.
8. Conduct training courses on interpersonal relations to encourage managers to engage in constructive dialogue with their subordinates.
9. Conduct training courses for Ministry of Education leaders on managerial qualities to encourage managers to provide both financial and non-financial incentives to high-performing subordinates.

4.4 Proposed Studies:

1. Applying the study to other sectors (government, private, industrial, banking, educational, etc.) to obtain more generalized results.
2. This study examined job performance as a dependent variable of ethical leadership; therefore, it is recommended to conduct further studies that examine ethical leadership as a dependent variable.
3. Ethical leadership within the Ministry of Education as perceived by employees and managers.
4. Ethical leadership and its impact on the organizational commitment of Ministry of Education employees.

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