ETHICAL LEADERSHIP IN EDUCATION
AND ITS RELATION TO EDUCATION MANAGEMENT ETHICS

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Abstract:

This study relied on examining the relevant literature, and researchers' opinion on ethical leadership in education and its relation to education management ethics, as management ethics is defined as a behavior rules of the school principals in management activities in day to day bases, taking into consideration that school teachers and principals are obliged to obey to the rules and regulation with regards to culture and tradition of what's good and what's bad in line with ethics principles, considering schools' principals are honest and fair in their behavior, and everyone in the school should be treated equally. Ethical leadership is characterized with ethics values in the management function as to decision making, behavioral ethics, communication, coordination, leading, planning and organizing, thus the ethical values that ethical leadership have in playing a leadership role also play a great role in the institutions, and the values that education principals have are determined by determining educational policies and philosophy, trying to implement these policies through oriented programs, selecting, developing and evaluating staff, rational use of resources, creating a healthy school culture.

Keywords: ethical leadership, education management ethics, school teachers and principals

1. Introduction

Investment in education create human, and one of the aims of education is to convey the value proposition of the society to the next generation. Schools with educational institutions are value based organizations. For this reason, in terms of ethics, educational organizations have responsibilities to be safe organizations. Due to its position as school principals, it is in contact with many sections of the society and these different society sections have different expectations and desires from the school principals. These expectations and demands bring school principals constantly with

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ethical problems. Some of these problems are racism and fundamentalism, gender inequality, sexual harassment and violence, differences in sex approach, family structure (divorced, single parent, etc.), child abuse, impaired health balances (autism, persistent illnesses, etc*)*, in recent years ethics and ethical leadership in education management has begun to be discussed more and more (Banks, S(2005); Sadlak, J. & Ratajczak (2004); Bailey, et al (2010). The purpose of this study is to examine the relevant literature and to criticize ethical leadership in education management. It is expected that the ethical leadership in education management ethics should be examined and the contribution of education principals and teachers in raising awareness of the issue is expected.

In this study, ethics leadership in education management ethics was investigated. The study was carried out by analyzing and rearranging the data obtained from the literature. The data obtained from the literature in the study were organized using sub-titles of "ethics and management ethics", "education management ethics", "ethical leadership in education management" and "ethics leadership in education management ethics" The data was obtained from the internet and from different researchers sources. Firstly, the obtained data were separated and analyzed according to the subheadings of the study. The data were later separated and analyzed, were rearranged according to the subheadings of the study.

2. Ethics and Management Ethics

"Ethics" means a set of rules and principles, a set of people, and a set of societal behavior and ethical principles accepted as societies. At the core of the act lies the right and wrong measures, dealing with the idea of being ethical, wrong or right. A broader view is that all ethical activities and intentions are to be put in place, to know what to do or not, what to ask or not, what to have or not to have. Ethics is in general the code of conduct that helps to distinguish what is right and what is wrong. Ethics makes human behavior by evaluating it, rather than by describing it or explaining it. The aim here is to analyze human actions and their consequences. Organizations now attach importance to the institutionalization of ethical practices and behaviors Gardelli, Alerby, and Persson (2014); Hargreaves, D. (1967); Tomlinson, S. (1987); Bebeau, M. J., & Monson, V. E. (2008); Campbell, E. (2003); Infantino, R., & Wilke, R. (2009).

Managerial ethics has become one of the topics that have been studied since 1970's. Managerial ethics are defined as principles or rules of conduct that must be observed in principals' actions. It can be argued that principals concern is about involvement in immoral activities, as well as principles that help school principals to solve their conflicts and dilemmas. Ethical principles to be followed in management are; justice, equality, honesty and truth, impartiality, responsibility, human rights, humanism, devotion, rule of law, love, tolerance, secularism, respect, frugality, democracy, positive human relations, openness, rights and freedoms, Mackenzie, S. V.,& Mackenzie, G. C. (2010); National Education Association. (2012); Shapiro, J. P. & Gross, S. J. (2008).

Today, managerial ethics; hierarchical structures and bureaucratic management conditions are becoming deformed in such a way as to have dangerous consequences in terms of social morality. In practice, behaviors that should be avoided in actions and procedures are considered as unethical behaviors in decision-making in the management process, beyond your preconceived insecurity, unethical practices are not occasional, but they are ordinary. Unethical behaviors in the principals are discrimination, favoritism, bribery, intimidation-intimidation, abuse, exploitation, selfishness, corruption, torture, harassment, violence-pressure-aggression, physical and sexual harassment, bad habits, abuse of authority, gossip, embezzlement, dogmatic behavior, and homophobia. Unethical behavior in management refers to conflicts and behavioral problems within the organization. According to the situations that arise as a result of these behaviors, when the organizational culture is weakened, employee commitment performance and motivation decrease Gorlin, R.A. (Ed.). (2000); Shapiro, J. P. & Gross, S. J. (2008); Boyle, P. J., et al (2001); Butts, J. B. (2013); Saunders, G. & Wenzel, L. (2007).

3. Education Management Ethics

Educational administrators must act in accordance with professional ethics principles as well as laws and policies when performing their duties. The ethical values that education administrators have in playing a leadership role also play a great role. The values that education administrators have are determined by determining educational policies and philosophy, trying to implement these policies through programs, selecting, developing and evaluating staff, rational use of resources, creating a healthy school culture, has a very important place in making the school effective. Mahoney, D. (2008); . As Bryan, L. A., & Atwater, M. M. (2002) increased the level of strength of the culture of schools, the result was that school managers had strong (positive) ethical behavior. The relationship between schools 'cultural structures and school principals' ethical behavior was found to be statistically significant. According to Kıral & Adıbelli (2013), 36 of the 94 statements given by the teachers about how school principals of the 21st century should be related to the principals' ethical behavior characteristics. The phrase with the highest frequency of 36 given in relation to the principals' ethical behavior characteristics is "fairness" and the least repeated 2 expressions, which have been repeated 13 times "said and done".

Teacher's perceptions are important for school principals to comply with ethical principles. According to Warnick, B. R., & Silverman, S. K. (2011), teachers: (1) are open to criticism of school principals and others in the dimension of tolerance, putting themselves in their place and understanding while listening to others, doing teamwork with their subordinates, refereeing conflicts between their subordinates, partly "to their level of compliance with the principles they account for, because of their actions. Teachers have a view that other ethical principles are "appropriate" for school principals. (2) In the sense of justice, it gives the rewards to those who deserve it, and it is the view that primary school principals are "partly" in ethics principle and "mostly" in the other principles. (3) For all principles of responsibility, teachers think that primary

school principals behave "mostly". (4) The principals in the level of honesty think that primary school principals do not corrupt, accept bribery, and act "completely" and "mostly" in the principles that do not resort to illegal ways to accomplish their goals. (5) They have the view that the principles in the dimension of democracy do not prevent their subordinates' right to organize, they are "mostly" and the other principles are "completely" appropriate. (6) All principles in respect of the primary school principals think that they behave "completely". According to Barrett, D. E., et al (2012) perceptions of school principals regarding their behavior in compliance with ethical principles are "always appropriate". School principals perceive that they behave in accordance with ethical principles that are the most "respectful", and at least they are in accordance with ethical principles of "tolerance". According to Rabindra, N. K., & Mendonca, M. (1996), official high school principals have a more positive perception of justice and honesty than private high school principals. It is seen that private school teachers evaluate principals more favorably in terms of tolerance, responsibility, honesty, democracy and respect when they evaluate ethical principles. In addition, official school principals and teachers have a higher and positive perception, while principals in private schools seem to be more critical of them. According to Dogan (2008), the teachers stated that the vocational high school principals "always behave" appropriately to ethical principles, and teachers have come to the conclusion that principals have the highest level of human rights dimension and the lowest level of love dimension among professional ethical principles. Among the professional ethical principles of teachers, principals, the dimensions of justice, honesty, trust and professional competence are at normal levels; respect, professional responsibility, and organizational commitment. Adding to that, teachers evaluate the profession ethics of principals as "I agree" in the dimensions of justice, honesty, respect, professional responsibility, human rights and love, while evaluating them at the level of "professionalism". According to Erdoğan (2012: 514-515), teachers perceive that school principals behave in accordance with ethical principles. Teachers state that they act in accordance with ethical principles of at least tolerance and justice, while indicating that school principals behave in the most respectful ethical principles. In the inspectors, it has been found that the perception that principals are in compliance with ethical principles is weak. Inspectors were less likely to participate in other dimensions while admitting that principals were behaving only in accordance with the principles of respect. According to their own perceptions, principals behave in accordance with all ethical principles. It seems that principals are making more optimistic assessments for themselves than they are for inspector and teacher perceptions of behaving in accordance with ethical principles. There are significant differences between the perceptions of principals and teachers and inspectors regarding principal's compliance with ethical principles. The perception that principals are in compliance with ethical principles is seen in the lowest inspectors group. Teachers showed more optimistic evaluations than inspectors. The group with the highest perception that principals behave in accordance with ethical principles is the principals themselves.

Both public and private school principals should be sensitive about unethical behavior. According to Başel (2007: 104), in the classrooms; the use of parental facilities for personal purposes, the use of childcare facilities for personal use, unethical behaviors such as the explanation of non-content issues are exhibited more than private schools. At private schools; such as the fact that the teachers who have different philosophy of life in the institution have difficulties in working, the environment which encourages the employees to the unwanted behavior, the difference of the salaries between the employees who work in the same job, the unfair promotion system and the privilege to the children of relatives and friends it is exhibited more than the classroom.

4. Ethical Leadership in Educational Management

Ethical leadership is increasingly being debated between new leadership theories and approaches. Ethical leadership; "Is a style of leadership that demonstrates management in the context of normative conformity in personal activities and interpersonal relationships, and aims to increase such referrals by directing them to two-way communication, empowerment and moral thinking." Ethical leadership is characterized by "ethical characteristics" and "ethical values" by ethical leadership. Ethical values include various standards and ethical behavior. In the framework of ethical values, selfish behaviors should be adopted and carried out instead of selfish behaviors as much as possible. The founder of your ethical leadership has developed the Bili Grace 4 V model. The basic dimensions of this model are values, vision, voice and virtue. Ethical leaders, in addition to drawing attention to ethical rules, also provide detailed explanations of their followers with examples. As moral examples to their staff about ethical behavior, they help their transformation. Judicial judgments, decisions and punishments are observed and exemplified. Ethical leadership integrates ethical leadership with property theory, in particular the necessity of carrying a number of ethical values and principles. There must be an appropriate organizational environment in which the ethical leader can act. The suitability of the environment is mostly related to organizational culture. In this respect, there is a close relationship between ethical leadership and cultural leadership. Ethical leaders create an organizational culture that supports this situation by creating the right conditions to encourage the development of ethical behavior Rowland, M. L. (2009); Seghedin, E. (2011); Peterson, D.K. (2002). According to Peterson, D.K. (2002), ethical climate has negative effects on unethical behaviors; ethical leadership, unethical behaviors, negative ethical behaviors, and ethical leadership positively influence the ethical climate.

The ethical leadership skills of school principals are divided into four dimensions; (1) in the decision making process, (2) behavioral ethics, (3) in the communication process, and (4) in the organizational climate formation process. (1) Ethics in the decision-making process are examined within the context of the leader being able to make the right decisions in terms of morality, to distinguish between right and wrong, and to act ethically in the decisions he makes. The school principals are in the process of decision making systematic approach to producing solutions, not

working in a profitable way in political matters, not in activities for benefit purposes as in religious matters, not showing personal gain-giving behavior in the economic field, making professional responsibilities in a sense of honesty, deciding on common decisions taken at school, he must know his boundaries. (2) Behavioral ethic indicates that the principals are honest and fair in their behavior, and that everyone in the organization should be treated equally. The behaviors that the school principals will show as an ethical leader; love, righteousness, goodness, freedom, unity, tolerance, responsibility and respect for life. School principals should create a culture that they respects personal integrity as a leader. (3) Establishing a healthy communication network among ethics, managers and employees in the communication process and ensuring job satisfaction of employees. The school principals should create an effective working environment for people to communicate verbally with each other in the schools they lead. In this working environment, people must be able to express themselves correctly and comfortably. (4) In the process of creating an organization climate, the adoption of employees to create an effective school climate, their support to the spreading of ideas through a love-based approach, and to the school culture and vision should be concerned with the preparation of a work environment where employees can maximize their creativity. In order to increase the productivity of the schools, an organizational climate should be established to encourage and increase the teaching. This organizational climate should be in a climate where there is high morale and trust, respect and interest towards each other, which arise from the well-being of employees and students. According to Starratt, R.J. (1991), school principals' ethical leadership characteristics significantly affect the institutional image of schools. ethical leadership, 17% of the institutional image quality of service dimension, 58% of the principals quality dimension, 33% of the financial soundness subscale, 43% of the working environment subscale, 40% of the social responsibility subscale, 47% of the sub-dimension and 51% of the institutional ethics sub-dimension. it is observed that the ethical leadership influences the climatic ethics dimension near to the whole of the sub-dimensions of corporate image.

School principals should display behaviors in accordance with ethical values. Calabrese (1989) identified ethical values that could guide school principals' behavior through a ten-point framework. School leaders will demonstrate an ethical leadership capability that will prevent their confidence from being shaken when they behave in accordance with these ethical values. The ethical values that school principals can guide to their behavior are; Gluchmanova M. (2015). (1) School principals should develop a vision that is consistent with the educational philosophy. (2) The school principals must be a strong moral leader and create a moral air in the school. (3) The school principals should condemn discriminatory behavior. (4) The school principals should consider effective teaching as a duty, acting in the interest of students and the community. (5) The school principals must establish the school community. (6) The school principals has a balance between the rights of different groups within the school community. (7) Decisions made by everyone are not always the right ones. (8) On the basis of the decisions of the school principals, the school community is doing what is right for its

members. (9) Moral courage is part of the executive role. (10) The school principals should share ethical behavior, moral actions and honesty with school members. According to Arslanargun (2012), the values that should be exhibited in school management are expressed as justice, trust, commitment and diligence.

Teacher perceptions are very important as to the extent to which educational principals show behavior in the dimensions of ethical leadership. According to Shapiro, J. P., & Stefkovich, J. A. (2001), teachers' views on the level of ethical leadership behaviors of elementary school principals show that they behave in a "good" level of ethical leadership, communicative ethics, organizational decision making, and behavioral ethics; in the process of establishing the organizational climate, they showed a "sufficient" level in the ethical dimension. According to Shapiro, J. P., & Stefkovich, J.A. (2011), teachers' perceptions of "ethics in decision-making process", "behavioral ethics", "ethics in communication process" and "ethics in organizational climate formation" According to Seghedin, E. (2014), teachers 'perceptions of school principals compliance with ethical principles are generally positive. Teachers have not scored any of the expressions on this dimension at the level of "I do not agree". It has been revealed that principals of elementary schools have the highest ethical leadership behavior in terms of communication process. When teachers' perceptions of the levels of ethical leadership behaviors of private and public primary school principals were examined, it was found that there was a significant difference in favor of the private school in all four dimensions (decision making process, behavioral process, communication process and organizational climate formation process) Shapiro, J. P., & Stefkovich, J.A. (2011). According to Pınar (2009), female teachers perceive that they have more ethical leadership qualities in terms of ethical school culture and climate formation and trust-based leadership qualities. 31-40 age group teachers; principals rely more on the competencies of "ethical dilemmas and ethical decision-making" than on the 20-30 and 41-50 age groups. 31-40 age group teachers; 20-30 and 41-50 age groups rely more on teachers' competencies on "social responsibility" than on teachers. Teachers who have just begun teaching and have less experience are perceived as less competent than the other teachers by their principals' ethical leadership competencies. Teachers who graduated from different educational institutions perceived the ethical leadership competencies of principals in a similar way. No statistically significant differences were found according to the branch variable. According to Aydin (2010: 97), perceptions of teachers, school principal's compliance with ethical principles and ethical dilemmas and ethical decision making are generally positive. According to Helvacı (2010), in the context of school principals' ethical behavior; communicative, climatic and behavioral ethic dimensions are at "moderate" level; and ethical behaviors in the dimension of organizational decision making are "high" level.

School principals have the highest attitudes in ethical behavior; it is seen that there are behaviors such as not being an interventionist among the teachers, being compassionate, doing their own work in a sense of responsibility, establishing school rules correctly, knowing the limits of behavior, measuring the work done at school, respecting the values of the society they are in, and making activities according to

reality. The lowest level of behaviors that school principals show in terms of ethical behavior; accepting mistakes, nurturing a sense of gratitude to the people for the services rendered, participating with constructive and understanding with the discussions, rewarding the teachers' success in a fair way, preparing the appropriate environment for the creativity of the teachers, approaching systematically without producing solutions, and self-evaluating behaviors. Teachers state that school principals exhibit a high level of ethical leadership behavior Gardelli, Alerby, and Persson (2014). In a study, when the data obtained from the scale were examined in terms of sub-dimensions, the research group stated that they participated in the communicative climatic decision making and behavioral ethics sub-dimensions most of the communicative ethics sub-dimension Cullen, J.B., Parboteeah, K.P. and Victor, B. (2003). The level of ethical leadership behaviors of school principals has appeared in many levels in the context of teacher opinions in all dimensions. The ethical dimension of organizational decision making is not to be engaged in personal gain-giving activities in the economic field, not to work for profit in political matters, but to act in utilitarian activities for religious purposes. In the aspect of behavioral ethics; behaves honestly, respects the values of the society it is in, behaves in courage in the face of events. In terms of climatic ethics; they create their own responsibilities within their own sense of responsibility, create free environments for discussion, and form the rules of the school correctly. In the aspect of communicative ethics, it is compassion the teachers are not judged because of the personal characteristics they have, and behave kindly to the teachers Starratt, R. (2004). According to Gülcan et al (2012), teachers described the ethical leadership behaviors of principals at the level of "I agree". It has been found that school principals are generally successful in demonstrating behaviors that fall within the behavioral communicative climate, and ethical dimensions of decision making. In other words, teachers believe that school principals demonstrate sufficient ethical leadership behaviors. According to Uğurlu (2012), teachers described ethical leadership behaviors of principals at "very high" level. Ethical behavior in the decision-making process has the highest value among the sub-dimensions.

The relationship between dimensions of ethical leadership and organizational justice has been determined by many researches. The strongest relationship between ethical leadership dimensions and organizational justice dimensions is between activism and justice. The weakest correlation in correlation analysis was found between the climatic ethical dimension of ethical leadership and the procedural dimension of organizational justice Uğurlu (2012). According to Anil & Fatih (2017), the perceptions of teachers, the more school principals behave in accordance with ethical principles, the more their sentiments of organizational justice increase in their teachers. It is in parallel with the communication ethic and behavioral ethics and organizational justice perceptions of the sub-dimensions of the ethical leadership dimension. However, principals' ethical leadership behavior affects the organizational justice scale, fair distribution, fair operation and fair interaction sub-dimensions in the same way. According to Uğurlu (2012), there is a significant relationship between ethical dimensions and organizational justice ($r = 0.83$, $p < 0.01$) in decision making process of

managerial ethical leadership behavior, behavioral communication process and organizational climate formation process. The better the principals demonstrate ethical leadership behaviors, the higher the perceptions of teachers about social adulthood. In addition, the ethical behavior of principals causes organizational adversity to affect employees' loyalty to their organizations. According to Anil & Fatih (**2017)**, the ethical leadership behaviors displayed by the principals are related to the teachers' sense of organizational justice. In the study, the effects of communication ethical and behavioral ethical sub-dimensions of teachers' ethical leadership scale on the perceptions of organizational justice are found to be significant and parallel. Teachers and school principals tend to adhere to the legal texts of the general public regarding the ethical leadership behaviors displayed by the general public in solving the ethical problems. It is fair to say that they consider the organizational justice. However, teachers and school principals stated that there is no equality and justice in the decisions of the general public in the ethical problems that arise in matters of not fully explained in the legal texts. They think that general attention is being treated objectively when solving ethical problems. However, teachers and school principals, have the view that ethical dilemmas are low when the general public decides on an ethical issue Starratt, R. (2004). Ethical leadership is significantly affecting organizational trust. The level of organizational trust in the schools is explained in a meaningful way by the school principals in an ethical leadership skills. "Managerial trust" and "communication environment", which are the sub-dimensions of organizational trust, significantly affect all sub-dimensions of ethical leadership. All dimensions except organizational trust sub-dimension "sensitivity to employees" and "openness to innovation" and "behavioral ethics" dimension of ethical leadership are significantly affecting the sub-dimensions. Ethical leadership and organizational trust influence on negation are negative and meaningful, an ethical school environment and safe school climate have reduced teachers' mobbing perceptions. As school principals fulfill ethical leadership behaviors, teachers' level of organizational trust increases and this reduces the perception of intimidation Starratt, R. (2004).

Ethical leadership behaviors of school principals significantly affect teachers' organizational commitment. According to Ali, A., & Patnaik, B. (2014), school principals' ethical leadership behaviors and the overall effect of teachers' organizational commitment are statistically significant. The ethical leadership of school principals describes teachers' overall organizational commitment 9%, emotional commitment 8%, and normative commitment 14%, but does not explain their continuing commitment. There is a positive relationship between ethical leadership and organizational commitment. According to Esmaelzadeh, et al (2017), the dimensions of organizational commitment as "emotional commitment", "continuing commitment", "normative devotion" and the dimensions of ethical leadership as "communicative ethics", "climatic ethics", "ethical decision making", all of the dimensions were found to be positively related to the positive direction. The dedication factor that the dimensions of the ethical leadership dimension are most strongly related is the "normative dedication" factor.

Normative dedication is the commitment individual's show as having a moral sense of duty and "feeling obliged" Shapiro, J. P., & Stefkovich, J. A. (2001).

There is a relationship between ethical leadership and motivation. According to Anil & Fatih (2017), there was a negative relationship between the ethical leadership behavior of the principals and the motivation levels of the teachers. However, according to the sub-dimensions of the ethical leadership scale, only the effect of the communicative ethics sub-dimension on teachers' motivation levels was determined in the opposite direction.

5. Educational principal's ethics and ethical leadership in educational management

In terms of the ethics of educational principals, school principals must comply with ethical principles. According to Katrancı, İ., Sungu, H., & Sağlam, M. (2015), for the success of the institutional system, there is a need for honest, trustworthy ethical leaders who respect ethical principles and values in the light of universal references. In terms of ethical-based management, the principals' primary task is to create an appropriate environment of confidence no matter how he or she is against the workplace. It is necessary to implement strategies that will make it an integral part of the institutional culture as well as revealing the system of ethical values. However, the fact that ethical leader's exhibit behaviors in moral terms, do not make concessions from honesty, and that there is no inconsistency between their promises and their practices directly affects cognitive trust. The perception of the behaviors and strategies that the principals' exhibit is fairly perceived by their employees will ensure a strong relationship between them. Yulk, G. (2006). According to Kentsu (2007: 89), the ethical concept of the whole moral code which must be followed by the principals and all other personnel in the school is equivalent to the concept of ethics. A school principal with a strong character is able to walk the system in a more convenient way.

It is also necessary for the school principals to put ethical leadership in the forefront as well as to act in accordance with the management ethics. Conducting ethical leadership by the principals is both a model for acting in accordance with ethics and positively influencing teachers in terms of organizational justice and commitment and motivation. According to Uğurlu (2012: 436), principals' ethical behaviors in educational organizations can affect teachers 'commitment to reading by affecting teachers' perceptions of justice. Therefore, introducing concepts of ethics, justice and loyalty to school principals and teachers can contribute to ethical sensitivities in school management. According to Anil & Fatih (2017), as teachers' perceptions show that school principals behave in accordance with ethical principles, the sense of organizational justice increases in their teachers. According to Yeşiltaş & Çeken & Sormaz (2012: 33), the negative relationship between ethical leadership behaviors and deviation behaviors suggests that ethical leadership activities will reduce deviation behaviors. Deviation behaviors (such as robbery, sabotage, and job slowdowns) that cost billions of dollars, especially in corporations, can be reduced in certain areas by behaviors that the leader exhibits. Ethical committees should be established at the

provincial, district and school levels in order to implement the ethical principles in schools. Behaviors of school principals that do not comply with ethical principles should be monitored and implemented by these boards. Appelbaum, S. H., Deguire, K. J. and Mathieu, L. (2005).

6. Results

Today's rapid change is directly affecting other organizations as well as educational organizations. One of the reflections of change in organizations is related to ethics. Reflections of change in ethics-related organizations can be both positive and negative. In this respect, educational organizations are faced with more problems related to ethical value erosion. According to Vogel, L. R. (2012), since educational institutions are organizations based on value, there is a responsibility for modeling and pioneering in practice especially in terms of education and education management regarding ethical values. For this reason, in terms of ethics, educational organizations need to be secure organizations. Educational principals must act in accordance with professional ethics principles as well as laws and policies when performing their duties. "Understanding and practicing ethical management" must be adopted and acted effectively by educational principals in the management of educational institutions in order to achieve higher educational goals. In educational institutions based on value, education and school principals should exert more effort in applying "leadership behaviors based on ethical values".

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