

# The Impact of Ethical Leadership on Achieving Administrative Creativity Among Primary School Leaders in The City of Dammam - Saudi Arabia

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## Abstract:

This study aims to show the degree of ethical leadership practice and its relationship to administrative creativity among principals of primary education schools from the teachers' point of view in the city of Dammam. To achieve this, the descriptive-analytical method was used, a scale consisting of (71) items to measure ethical leadership (56 items) and administrative creativity (15) items, and after verifying the validity and reliability of the questionnaire; It was applied to the research sample of 346 teachers with a percentage of 10% of the research population of male and female teachers, the most prominent results are that the degree of ethical leadership practice and administrative creativity among school leaders was high and that there is a strong direct statistically significant correlation between the degree of ethical leadership practice and the level of administrative creativity, as well. It was found that there is a positive impact of ethical leadership on administrative creativity. In light of these results, the researchers presented a set of recommendations, including for educational policymakers to understand the importance of the role of ethical practice in educational institutions, and to formulate policies that would encourage and support ethical behaviors within schools, the need for the Ministry of Education by providing sustainable and targeted training programs in ethical leadership, before and during service, for school leaders while encouraging and supporting their practices of ethical leadership and administrative creativity in their schools.

**Keywords:** Ethical Leadership, Administrative Creativity, Primary Schools and School Leaders.

## Introduction

The current era has witnessed the economic collapse of most global organizations as a result of unethical practices in most cases. The persistence of scandals and corruption has led to a lack of credibility in the management and leadership of these organizations (Weidner, 2010). According to (Martin and Cullen, 2006), currently, many organizations suffer from unethical behavior due to the neglect of ethical values and the absence of ethical leadership in those organizations. Rather, the recent fraud scandals put the ethical leader's behavior at the top of the organizations' priority list as an ethical problem as it leads to the collapse

of the trust and reputation of both leaders and organizations alike (Mendonca, 2001; Waldman, Siegel, & Javidan, 2004).

In view of the continuous developments witnessed in the current era, an urgent need for ethical leadership has emerged in all sectors of human society in general, and educational societies in particular, which has led to increased interest in the issue of leadership ethics, not to mention the spread of administrative corruption, the trend towards globalization, intense competition, and the high awareness of Employees, the trend towards professionalism, and society's rejection of any professional errors that occur on the part of

the institution or professional persons (Abu Al-Nasr, 2007; Al-Qaisi, 2019). Finally, ethical scandals in most parts of the world attracted the attention of researchers towards the study of ethical leadership, in addition to the organizations' attempt to search for appropriate mechanisms to correct the unethical behaviors of their leaders and enhance the integrity and social responsibility (Sosik et al. 2018; Al Shaer, 2018). Therefore, many different studies in the field of ethical leadership indicated that one of the challenges facing organizations today is the practice of Ethical leadership (Mohammed, 2017), and the application of ethical leadership in organizations does not mean making them more ethical in their external dimension, but also by paying attention to a way of leaders thinking and the theoretical dimensions of that thought, and to develop positive directions for practicing ethical leadership; This ensures the continuity of ethical behaviors for each leader and official in those organizations (Altawil, 2006).

It is clear that the need for the importance of ethical leadership in organizations arises when there are no laws, regulations and written instructions, the leader here needs diligence, and the arbitration of conscience in any decision that may be issued by management, and knowing that this decision may help in the dedication of workers, and obtaining the best possible achievement, this will happen from a vacuum, but by treating workers well, working to understand their feelings, understanding their problems, working to contribute to solving them, and working to achieve intimacy between workers and each other, and all of these needs ethical leadership (Al Shaer 2018).

Educational leaders must be fully aware of the values they employ in their work, for any action the leader does is reflected on those he deals with, and this is an ethical practice (Al-Habsi, 2012), Sergiovanni (2001) emphasized that ethical actions are a way to know the views of individuals and others and to know their experiences.

Creativity is one of the basic administrative entrances for the survival and development of organizations. Creativity is a strategic choice for all governmental and private organizations in various fields to thrive and compete in the local

and international arena (Al-Qurashi, 2008). Indeed, with the large and rapid technological, cultural, demographic, and economic changes in our knowledge-based economy, employee creativity has become an increasingly important challenge for organizations towards employee development and the enhancement of organizational critical competence (Almatrooshi et al. 2016; Edwards et al. 2015), and to help organizations not only survive but also maintain a sustainable competitive advantage in the global market (Hirst et al. 2009; Lozano, 2014). Of course, organizations are increasingly looking for different ways to enhance employee creativity (Amabile et al., 2016; Williams et al., 2010), the aspiration to understand effective and ethical leadership has become one of the most important goals and common aspiration of researchers, individuals and organizations and societies all over the world.

On the other hand, employee creativity is one of the basic requirements for innovation in organizations. (Hon et al. 2015), where, in today's world, employee creativity is increasingly believed to mean vital organizational competence and so must be enhanced among employees through appropriate training and sufficient experience (Scott et al. 2004) for this reason, scholars associate employee creativity with organizational success (Amabile et al. 2016; Hirst et al. 2009). Therefore, organizations of all kinds aim to identify the right ways to enhance creativity among their leaders and employees alike (Hon et al. 2016; Scott et al. 2004).

The contribution of this study resides in three areas. First, this study seeks to diversify the knowledge base on ethical leadership and administrative creativity in a non-western context such as Saudi Arabia. Second, this study coincides with reform efforts in Saudi Arabian, Ministry of Education to improve ethical leadership for school leaders, which will positively be reflected on performance and efficiency of administrative creativity. Third, given the scarcity of research on ethical leadership on administrative creativity in the global literature in general and the Saudi context in particular, this study is important for presenting insights about these two important variables.

## Study problem and questions

From the above, the importance of the effective role of ethical leadership in encouraging and developing administrative creativity is obvious, as the school leader must develop creative thinking skills to be able to positively change his school environment to keep pace with technological progress and rapid development in the world to improve the educational process. Creative ethical leadership contributes to achieving the school's goals and mission, which leads to an improvement in the level of performance (Al-Khreisha, 2018 Attia, 2018; Al-Otaibi, 2013; Al-Araydah, 2012).

The relationship between ethical leadership and administrative creativity has been well documented in many countries of the world (Ali Chughtai, 2016), but most of that studies have been conducted in for-profit organizations and environments other than the Saudi environment. More research is needed to better understand the potential links between ethical leadership behaviors and administrative creativity in nonprofit organizations, such as schools (İşik, 2020).

This calls for educational organizations, if they want to survive and compete, to pay attention to ethical leadership and administrative creativity. Ethical leadership is an important source of creativity that supports the strength of any organization in distinguishing it from other organizations, and only creative organizations can achieve success.

In addition to such literature on ethical leadership, the purpose of the current study is to clarify the conceptual and practical importance of ethical leadership in public primary schools in Dammam. In addition to describing how teachers view their school leaders as ethical leaders and their creative practices, as well as examining the associations and impact of ethical leadership on the administrative creativity of school leaders in a different environment. We will address this by posing the study problem in the following main question:

***What is the degree of ethical leadership practice in public schools in Dammam and its impact on administrative creativity from the teachers' point of view?***

The following sub-questions emerge from this question:

1. What is the degree to which school leaders practice ethical leadership in public primary schools in Dammam?
2. What is the level of administrative creativity among the leaders of public schools in Dammam?
3. What is the nature of the relationship and the effect between the variable of creative leadership and the variable of administrative creativity?

## The practical significance of the study

1. It may contribute to raising school leaders' awareness of the importance of ethical leadership and its impact on administrative creativity.
2. The results of this study may contribute to directing the attention of officials in the Ministry of Education to the need to prepare development programs of ethical leadership practices among public school principals in order to develop their leadership behaviors
3. The researchers expect that this study will bridge the gap between field studies and studies related to ethical leadership and its impact on administrative creativity in the field of school leadership.

## Study Hypothesis

The main study hypothesis is that there is a correlation and a significant effect between ethical leadership and the achievement of administrative creativity.

## Research Delimits

The results of this research were determined by the following:

**Objective boundaries:** The research was limited to the topic of ethical leadership and its relationship to administrative creativity.

**Spatial boundaries:** This research was conducted in government schools for general education in Dammam.

**Time boundaries:** This research was conducted in the second semester of the academic year 2021-2022

**Human boundaries:** The research was limited to male and female teachers in public education schools in Dammam.

## Theoretical framework

In the following, the researchers address the basic concepts of ethical leadership and administrative creativity and the nature of the relationship between them.

### • Ethical Leadership

Negm, A. (2011) defines ethical leadership as “a set of behaviors that make the leader an ethical role model that motivates his employees to achieve the goals of the organization.” As defined by (Suleiman, 2015), it is a process of influence practiced by administrative leaders to motivate others to achieve desired goals through a commitment to behaviors characterized by moral characteristics (credibility, honesty, justice, altruism, compassion) in addition to encouraging such behaviors by discussing ethical issues, and supporting Ethical standards aiming to modify, improve, and enhance ethical behavior at work. Daft (2001) defined ethical leadership as "A Code of Ethical Principles and Values that covers the behavior of persons or groups and relates to what is right and wrong."

The importance of ethical leadership lies in the fact that it provides individuals in any organization with a strong culture, a clear vision, and a deeper understanding of the way things are done. It also provides the appropriate cultural framework for the organization, and provides stability for its employees, which leads to a low rate of work turnover, and contributes to the rapid response to administrative decisions. It also develops belonging to the organization among its employees and supports collective interests instead of individual interests (Hassanein, 2017; Bellingham, 2003; Engelbrecht et al 2014).

Society usually judges the safety and efficiency of the educational system through the behavior of its members and those in charge of it, Biased,

deviant, or immoral administrative practices may have devastating effects on the educational system, as they may have negative impressions on the administrative dimension of the educational system and the educational system (Al-Qaisi, 2020).

Ethical leadership is the process of influencing individuals to act through the principles they adopt within the standards of ethical behavior. According to (Al-Taei et al. 2017; Youssefi, and yup 2020) , the practical principles of ethical leadership include the five principles, which are respect for others: it includes appreciating the ideas of others and respecting them as human beings; Service to others: the principle of service is an example of altruism (behavior that prioritizes the public interest over the private interest); Honesty and truth: Performing the work with perfection and sincerity in it is a duty of the worker and the responsible, and mastering the work benefits everyone. Justice: it is an important and indispensable attribute of the leader, by treating others with justice and fairness and without discrimination among them; building community with others.

Habsiyah (2009) considers that among the most important and prominent principles of ethical leadership and its components are respect for others, their service to others, organizational justice, honesty, and community service. There are many basic sources on which the ethical educational leader depends on forming his ethical principles and values, they are reflected in his administrative work. Among these sources mentioned (Daft, 2014) are the personal values and beliefs of the senior management or subordinates, they are often shaped by religion and early parental influence and integration with the level of moral development within a certain moral framework. Also, the organization's culture and systems serve to support or restrict the ethical perspective of senior management (Al-Douri, and Saleh, 2009).

Also, (Suleiman, 2015; Abu Al-Nasr, 2007) indicated that the sources of work ethics, in general, are three: the first of which is laws and legislation that are represented by legal standards, the second is religious beliefs that are based on mutual and common values among individuals

and the third is the personal beliefs of the individual through which the standards related to the individual's behavior and freedom of determining the appropriate action, the ethics of the job are derived from two main sources: the social system, and the administrative or functional system.

#### • **Dimensions of Ethical Leadership**

Kalshoven et al. (2011) identified the components of ethical leadership in seven dimensions: Fairness, Power-sharing, Role clarification, People orientation, ethical guidance, integrity, and concern for sustainability. Arar et al. (2016) added several dimensions to ethical educational leadership (2016) which are: Ethic of care, Ethic of justice, Ethic of critique, Ethical sensitivity, Ethical Culture, and Ethical decision making.

As Coklar (2012) defined the qualities of an ethical leader by raising ethical awareness, being consistent in taking responsibility, being an example of a model for others, the ability to make decisions according to values and ethics, making efforts to coordinate policies and practices, providing practical education for ethics, focusing on Consistent and fast change, preference to work with and promote people with morals, support and endorsement of individuals in ethical behavior.

It has been shown by (Kandil, 2010; Al-Qaisi, 2020) that the educational leader is characterized by a set of ethical qualities and advantages that help him to be efficient in his appropriate position, the most prominent of these qualities is the high sense of honesty and sincerity that makes the individual trusted by others, and he is a moral role model whose qualities are represented in their sincerity and their bearing of responsibility for what they accomplish and their feelings with dignity. The leader also possesses justice and impartiality in any form, so he envisages that in every word and deed; To represents belonging, cohesion, giving, and creativity. These leaders also focus on the integrity of means and goals and are interested in the long term rather than the short term by focusing on workers at the lower levels in the organization (Hassanein, 2017; Suleiman, 2015).

Alshitwie and Alhabeeb (2017) also emphasized that the effect of leaders' commitment to lofty ethical principles is difficult to describe, as it works to provide support for subordinates to adhere to ethical behaviors, as this is not spontaneous or automatic, but rather it is planned and studied, which helps in building a good organizational culture, which aims to build an ethical organization based on the exchange of trust between all relevant parties, so leadership with ethics is one of the foundations of future strength in management science (Al-Mikhlafi, 2021). Thus, ethical leadership strengthens the individual's connection with his workplace, thus reducing the possibility of negligence in work, unlike those who do not adhere to ethical leadership behaviors, they don't feel the responsibility, which affects the relationship and behavior with others (Al-Thumali, 2002; Al-Mikhlafi, 2021).

#### **Administrative creativity**

Creativity is one of the basic administrative entrances to the survival and development of organizations, it is a strategic choice for all governmental and private organizations in various fields to thrive and compete in the local and international arena (Al-Qurashi, 2008). Therefore, the issue of creativity is always a topic for research and scientific discussions (Saulais, 2013).

Creativity was defined as "excellence in understanding matters and the ability to provide unprecedented solutions to existing problems, or to innovate and implement methods that lead to superior and distinct results" (Khairallah, 2009). Also, Kandil (2010) identified creativity as ideas that are new, useful, and related to an optimal solution to problems, or the development of methods or goals, or the deepening of a broader vision, and the re-installation of known patterns in administrative behavior in distinct and developed forms that express their owners forward, while (Khair El-Din, 2009) indicated that creativity is "excellence in Understanding matters, as it is always the subject of research and scientific discussions and the ability to provide unprecedented solutions to existing problems, or to invent and implement methods that lead to

superior and distinct results,” while (Al-Sakarna, 2011) sees it as the outcome of the ability to predict the difficulties and problems that may arise during dealing with life issues, and the ability to think differently and creatively, and to find an appropriate solution. As for Al-Dulaimi, 2013, he highlighted his definition of creativity as a mental process characterized by the characteristics of fluency, flexibility, originality, and sensitivity towards problems, and it is not unique and familiar. While Khairy (2014) views creativity from another perspective, he believes that creativity is a combination of abilities, preparations, and personal characteristics that, if an appropriate environment is found, can promote mental processes to lead to original and beneficial results for the individual, company, society or worker.

According to (Khalil, 2014; Juma'a and Nuri, 2011; Al-Sakarna, 2011), administrative creativity is a translation of advanced thought that aims to innovate methods, means, ideas, service or a fundamental practice of work or a new product to be more easy and efficient, and to be characterized by modernity and sustainable renewal, based on comprehensive information for the various parts of the organization, which can be adopted by decision-makers, and from Then its adoption by the employees of the organization, or sometimes imposing it on them, which results in this process bringing about a kind of change in the work environment and its components or in the operations of the organization and then in the outputs of the organization in general (Ahmed, 2011).

Therefore, it can be said that administrative creativity is the ability of workers to use methods of thinking and mental and intellectual abilities, and to find and invent new ways and methods for conducting and implementing work, and to be characterized by a degree of fluency, originality, flexibility, and sensitivity to problems in order to achieve the prosperity of the organization and raise its competitiveness. Al-Serafy (2003) and Derry, Z. (2011) classified administrative creativity into five types: artistic creativity, administrative creativity, complex creativity, innovation, divergent creativity while some see other elements of administrative creativity such as

flexibility, fluency, originality, modernity, sensitivity to problems and deviation from the ordinary (Al-Hadrami and Ibrahim, 2017).

Ahmed (2011) confirms that no matter how technically the work develops, it remains hostage to the minds that manage it and its affairs. The fate of nations depends on the creativity of their people, and the extent of their challenge and response to the problems and demands of change. Creative management plays a major role in achieving development and progress. It is an important process for the individual and the group because the success of any economic, political, or social activity depends to a large extent on the degree of efficiency of the administration.

We conclude from the above that administrative creativity is a necessity for any institution so that it can achieve change and development, and this calls for discovering the creative capabilities of its members, also of the importance of creativity is the permanent need of the organization to develop, improve performance and raise efficiency so that it can compete, there is no doubt that creative ideas and solutions contribute to this with the greatest share. Khairy (2014) and Khalil (2014). Therefore, organizations should work in light of the challenges they face to find optimal ways to adapt to these challenges through their creative energies, as creativity will raise them to leadership, but it is not an easy thing, as there must be standards that distinguish creative people, take care of them and motivate them to reach their goals (Juma'a and Nuri, 2011).

### **Ethical Leadership and Creativity**

William (2011) and Gardiner and Tenutor (2015) confirmed that ethics reflect the way individuals think and the experiences they share with others, ethical leadership has many effects on workers and the leader himself, as it pushes them to many positive aspects, including administrative creativity, However, the presence of a high leadership with corrupt moral dimensions affects the elements of the system, which increases the possibility of conflicting its capabilities with the expected functional roles, which leads to the rapid deterioration and disintegration of the system (Abu Al-Nasr, 2007; Al-Qaisi, 2019). Al Hinai

(2015) stresses that the respect and ethical dealings of officials stimulate the work and creativity of others and the organization, and this is also what was demonstrated by Tawfiq & Al-Qurashi (2006).

The ethical behavior of leaders in institutions is reflected in motivating individuals and urging them to be creative, and respecting and encouraging individuals provides the opportunity for them to participate in the decision-making and creatively achieve successes for the institution. Creativity does not grow in an institution headed by traditional managers who do not improve the interaction that qualifies individuals to develop the institution (Khair El-Din, 2009). As leaders must be convinced of the importance of leadership creativity and its impact on the creativity of employees and that their employees can innovate if they are encouraged (Al-Hatmi, 2016).

As the researchers in (Al-Khashroum, 2011; Gardiner & Tenutor, 2015) emphasized the importance of ethical leadership in various organizations and its active role in improving the level of employee performance and administrative creativity, as they see that making ethical decisions is based on sound scientific bases that lead to organized institutional development, as ethical leadership uses various methods to modify undesirable behavior and trends among workers and push the individual to organizational creativity.

The relationship between ethical leadership and administrative creativity has been well documented in many countries of the world (Ali Chughtai, 2016)

## Methodology

The current research used the descriptive approach, which depends on the description and analysis of the phenomenon because it is the most appropriate to the nature of the research, it collects data for some variables, determines whether there is a correlation between them, and finds the value of that correlation and expressing it through the correlation coefficient (Al-Jubouri, 2018).

## Research Population and Sample Size

The research population consisted of 3410 male and female teachers in all public schools in the city of Dammam. A simple sample of the population of 346 with a percentage of 10% was selected at the Confidence Level: 95%, MARGIN OF ERROR = 5%.

## Study Sample

The participants consisted of male and female teachers who were chosen as a random sample from schools located in the city of Dammam, one of the largest cities in the Kingdom of Saudi Arabia. Among the participants, 48% were women, and 52% were men.

## Study Instrument

The instrument was built in its initial form after referring to the theoretical literature and previous studies related to the subject of the research, and it consists of two main dimensions: to know the degree of ethical leadership practice among the leaders of basic general education schools; Several previous studies and instruments were accessed, such as (Habsiyah, 2009; Kalshoven et al. 2011; Youssefi and yup 2020). It included 56 items distributed among 8 areas: Truth & Honesty, Serving others, Fairness, Trust, Respect for others, Authority, knowledge, Goal.

To find out the degree of the practice of administrative creativity among the leaders of basic education schools, several items (the second axis of the instrument) were built in their initial form after referring to the theoretical literature and previous studies related to the topic of the study, several related instruments were reviewed, such as those prepared by (Ratheyah & Amel, 2018; Brown et al. 2005; Mikhlaifi, and Ibrahim, 2020). This axis consisted of 15 items.

## Validity of the instrument

- The *face validity* of the study instrument was verified by relying on the opinions of 10 experts in the field of educational administration

from the faculty members. The study instrument was presented to them in its initial form, and several modifications were made to the instrument according to their opinions.

- The *Content Validity* is represented by construct validity, with regard to the first axis of the instrument (creative leadership), it is clear from Table (1) that there is a strong direct

correlation between each of the sub-axis items and its axis, where the value of the correlation coefficients came in the range of (0.769-0.942). The results also showed the existence of a strong direct correlation between each axis of the ethical leadership questionnaire with the total score of the questionnaire as a whole, where the value of the correlation coefficients came in the range of (0.844 - 0.952).

Table No. (1): Correlation coefficients for each of the items and axes of the questionnaire

| <b>Correlations</b>                       |        |           |           |                   |        |          |                |                 |
|---|--------|-----------|-----------|-------------------|--------|----------|----------------|-----------------|
| <b>The first axis: Ethical Leadership</b> |        |           |           |                   |        |          |                |                 |
| Item No.                                  | Goal   | knowledge | authority | respect for other | trust  | Fairness | serving others | Truth & Honesty |
| 1   | .883** | .905**    | .870**    | .857**            | .817** | .751**   | .769**         | .896**          |
| 2   | .910** | .918**    | .850**    | .901**            | .898** | .844**   | .896**         | .908**          |
| 3   | .895** | .932**    | .920**    | .902**            | .901** | .936**   | .907**         | .913**          |
| 4   | .898** | .844**    | .896**    | .908**            | .932** | .898**   | .844**         | .896**          |
| 5   | .901** | .936**    | .907**    | .913**            | .880** | .969**   | .869**         | .769**          |
| 6   | .878** | .935**    | .905**    | .932**            | .898** | .844**   | .896**         | .908**          |
| 7   | .942** | .915**    | .891**    | .910**            | .907** | .844**   | .905**         | .880*           |
| Total                                     | 0.952  | .896**    | .896**    | .896**            | .920** | .898*    | .935**         | 0.844           |
| <b>The Second axis: Creativity</b>        |        |           |           |                   |        |          |                |                 |
| Items                                     | 1      | 2         | 3         | 4                 | 5      | 6        | 7              | 8               |
| <b>Correlations</b>                       | .942** | .915**    | .891**    | .880**            | .844** | .905**   | .870**         | .857**          |
| Items                                     | 9      | 10        | 11        | 12                | 13     | 14       | 15             | -----           |
| <b>Correlations</b>                       | .982** | .872**    | .910**    | .907**            | .907** | .907**   | .942**         | -----           |
|   |        |           |           |                   |        |          |                |                 |
| <b>Correlations</b>                       |        |           |           |                   |        |          |                |                 |
| <b>The first axis: Ethical Leadership</b> |        |           |           |                   |        |          |                |                 |
| Item No.                                  | Goal   | knowledge | authority | respect for other | trust  | Fairness | serving others | Truth & Honesty |
| 1   | .883** | .905**    | .870**    | .857**            | .817** | .751**   | .769**         | .896**          |
| 2   | .910** | .918**    | .850**    | .901**            | .898** | .844**   | .896**         | .908**          |

|                                    |        |        |        |        |        |        |        |        |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| 3                                  | .895** | .932** | .920** | .902** | .901** | .936** | .907** | .913** |
| 4                                  | .898** | .844** | .896** | .908** | .932** | .898** | .844** | .896** |
| 5                                  | .901** | .936** | .907** | .913** | .880** | .969** | .869** | .769** |
| 6                                  | .878** | .935** | .905** | .932** | .898** | .844** | .896** | .908** |
| 7                                  | .942** | .915** | .891** | .910** | .907** | .844** | .905** | .880** |
| Total                              | 0.952  | .896** | .896** | .896** | .920** | .898** | .935** | 0.844  |
| <b>The Second axis: Creativity</b> |        |        |        |        |        |        |        |        |
| Items                              | 1      | 2      | 3      | 4      | 5      | 6      | 7      | 8      |
| <b>Correlations</b>                | .942** | .915** | .891** | .880** | .844** | .905** | .870** | .857** |
| Items                              | 9      | 10     | 11     | 12     | 13     | 14     | 15     | -----  |
| <b>Correlations</b>                | .982** | .872** | .910** | .907** | .907** | .907** | .942** | -----  |

\* The table was prepared by the researcher based on the outputs of the SPSS25 statistical program.

\*\* Correlation is significant at the 0.01 level (2-tailed).

As shown in table 1, it was found that there was a strong direct correlation between each of the items of the second and the total degree of the axis, where the value of the correlation coefficients came in the range of (0.857-0.982). This indicates

that there is consistency between each of the items and axes of the questionnaire, and that the items can measure the variable for which they were created at a level of significance of 1%.

**Reliability of the instrument:** The reliability of the study instrument (the questionnaire) was verified, and the "Cronbach's alpha" coefficient was relied on to measure the reliability of the study instrument, table 2 shows the reliability coefficient for each of the study's main and sub-axes, and the entire questionnaire.

Table No. (2): Shows the reliability coefficients for each of the questionnaire's axes\*

| <b>The first axis: Ethical Leadership</b> |                    |                         |
|---|--------------------|-------------------------|
| <b>Axis</b>                               | <b>No of Items</b> | <b>Cronbach's Alpha</b> |
| Goal                                      | 7                  | 0.959                   |
| Knowledge                                 | 7                  | 0.972                   |
| Authority                                 | 7                  | 0.975                   |
| Trust                                     | 7                  | 0.973                   |
| Respect for Others                        | 7                  | 0.925                   |
| Fairness                                  | 7                  | 0.928                   |
| Serving Others                            | 7                  | 0.940                   |

|                                      |           |              |       |       |       |
|--------------------------------------|-----------|--------------|-------|-------|-------|
| Truth & Honesty                      | 7         | 0.982        |       |       |       |
| <b>Total</b>                         | <b>56</b> | <b>0.969</b> |       |       |       |
| <b>The Second axis: Creativity</b>   |           |              |       |       |       |
| <b>Cronbach's Alpha</b>              | 1         | 2            | 3     | 4     | 5     |
|                                      | 0.978     | 0.979        | 0.939 | 0.940 | 0.991 |
|                                      | 6         | 7            | 8     | 9     | 10    |
|                                      | 0.929     | 0.985        | 0.991 | 0.994 | 0.987 |
|                                      | 11        | 12           | 13    | 14    | 15    |
|                                      | 0.968     | 0.974        | 0.992 | 0.976 | 0.993 |
| <b>Second axis total: Creativity</b> | <b>15</b> | <b>0.923</b> |       |       |       |
| <b>Total of the instrument</b>       | <b>71</b> | <b>0.994</b> |       |       |       |

\* The table was prepared by the researcher based on the outputs of the SPSS25 statistical program.

\*\* Correlation is significant at the 0.01 level (2-tailed).

Through table (2), it is clear that the study instrument is characterized by reliability, where the value of the reliability coefficient for the first axis of the study (ethical leadership) was 0.969, and for the second axis (administrative creativity) 0.923, and it reached 0.994 for the entire questionnaire, which are high values that confirm that the study instrument is reliable, which indicates that it measures what it was created for,

and therefore has a high ability to measure the variables under study.

## Result and Discussion

*The first study question: The degree to which school leaders practice ethical leadership in public primary schools in Dammam*

The researchers relied on eight sub-variables to measure the variable (ethical leadership), which are, in order (goal, knowledge, authority, trust, respect for others, fairness, serving others, truth & honesty) as shown in table 3.

Table No. (3): Weighted mean and standard deviation of the ethical leadership axis\*

| Sub-axis           | Number of Items | Mean | Std. Deviation | Trend (the degree of practicing ethical leadership) |
|--------------------|-----------------|------|----------------|---|
| Goal               | 7               | 4.13 | 1.01           | High  |
| Knowledge          | 7               | 4.20 | 0.99           | Very high   |
| Authority          | 7               | 4.01 | 1.09           | High  |
| Trust              | 7               | 4.32 | 0.90           | Very high   |
| Respect for Others | 7               | 4.18 | 1.01           | High  |

|                                       |    |      |      |                  |
|---------------------------------------|----|------|------|------------------|
| Fairness                              | 7  | 4.26 | 0.97 | <b>Very high</b> |
| Serving Others                        | 7  | 3.38 | 1.02 | Medium           |
| Truth & Honesty                       | 7  | 4.15 | 0.90 | High             |
| The main axis<br>(Ethical leadership) | 56 | 4.07 | 0.94 | High             |

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

Table (3) shows the values of the weighted mean, standard deviation, and trend, for each of the sub-axes and the first main axis of the questionnaire. The responses reflected the presence of a "high" impact of the goal, authority, respect for others, Truth & Honesty on ethical leadership. The value of the correlation coefficients is in the range of (0.401 - 4.15). There is a "medium" effect with a

weighted mean of 3.38 and a standard deviation of 1.02 for serving others on ethical leadership. Through the results, it was also found that there is a very high effect with weighted averages of 4.20 for knowledge, 4.32 for confidence, and 4.26 for justice towards ethical leadership practices. In general, we find that the responses of the study sample tended to have a high impact on ethical leadership practices. Table 4 shows the values of the correlation coefficient between each of the questionnaire's sub-axis and the first main axis (ethical leadership).

Table No. (4): Correlation coefficient between each of the questionnaire's sub-axes and ethical leadership axis\*

| <b>Ethical leadership</b>  | <b>Goal</b> | <b>Knowledge</b> | <b>Authority</b> | <b>Trust</b> | <b>Respect for Others</b> | <b>Fairness</b> | <b>Serving Others</b> | <b>Truth &amp; Honesty</b> |
|----------------------------|-------------|------------------|------------------|--------------|---------------------------|-----------------|-----------------------|----------------------------|
| <b>Pearson Correlation</b> | .940**      | .878**           | .959**           | .895         | .939**                    | .878**          | .959**                | .959**                     |
| <b>Sig. (2-tailed)</b>     | .000        | .000             | .000             | .000         | .000                      | .000            | .000                  | .000                       |

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

\*\* Correlation is significant at the 0.01 level (2-tailed).

Through table 4, there is a very strong direct correlation between each of the sub-axes of the study (goal, knowledge, authority, trust, respect for others, justice, serving others, Truth, and honesty), and the axis of ethical leadership. It is a

significant relationship at a significant level of 1%. This confirms the existence of a high degree of ethical leadership practice by public school leaders in Dammam from the teachers' point of view.

***The second study question: The level of administrative creativity among the leaders of public schools in the city of Dammam?***

The level of administrative creativity was measured by 15 items, which are in order (school - my job - my future career - your current manager

- job characteristics), and table 5 shows the values of the weighted average, standard deviation, and

trend, for each of the items the axis of (administrative creativity) for the questionnaire.

Table No. (5): The weighted average and standard deviation of the items of the administrative creativity axis, arranged in descending order \*

| Order                  | Rank | Item  | Mean        | Std. Deviation | Degree of practice |
|------------------------|------|---|-------------|----------------|--------------------|
| 10                     | 1    | Creatively, he promotes familiarity and teamwork among teachers | 4.38        | 0.84           | Very High          |
| 15                     | 2    | He can explain the relationship between things                  | 4.30        | 0.73           | Very High          |
| 8                      | 3    | He presents new ideas for the development of schoolwork         | 4.31        | 1.03           | Very High          |
| 2                      | 4    | Honors the creative staff of the school                         | 4.28        | 0.91           | Very High          |
| 6                      | 5    | Interested in the creative work of the school                   | 4.22        | 1.06           | Very High          |
| 11                     | 6    | He distributes duties fairly                                    | 4.21        | 0.80           | Very High          |
| 1                      | 7    | Provides creative solutions to school problems                  | 4.13        | 0.99           | High               |
| 14                     | 8    | Apply laws and regulations in a creative manner                 | 4.17        | 1.09           | High               |
| 5                      | 9    | Possesses a mental ability to visualize future events           | 4.00        | 0.90           | High               |
| 12                     | 10   | Encourages creative ideas and proposals                         | 3.51        | 1.01           | High               |
| 3                      | 11   | Encourages employees to innovate in work methods                | 3.43        | 0.97           | High               |
| 7                      | 12   | Introduces new ideas to develop work spontaneously and easily   | 3.39        | 1.02           | Medium             |
| 9                      | 13   | Uses competitive methods that encourage creativity              | 3.35        | 0.90           | Medium             |
| 13                     | 14   | Take responsibility for the results of his actions              | 3.30        | 0.73           | Medium             |
| 4                      | 15   | Objective when evaluating others                                | 2.65        | 1.03           | Medium             |
| <b>overall average</b> |      |   | <b>3.55</b> | <b>1.10</b>    | <b>High</b>        |

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

Table (5) shows that the arithmetic means of the level of administrative creativity among the leaders of primary education schools in the city of Dammam from the teachers' point of view ranged between 4.38 and 2.65 at the levels of the medium,

high, and very high, where the general mean for this field was 3.55 with a standard deviation of 1.10 with a high degree of practice.

The list was topped by (6) items, the first of which (creatively enhances intimacy and teamwork among teachers), and the last of them (distributes duties fairly), where the weighted mean value of each of them reached 4.38, 4.30, 4.31, 4.28, 4.28, 4.22, 4.21. Respectively.

Five of the items of this axis was highly practiced and located in the range of weighted means of 4.13 - (3.43), which states that the leader provides creative solutions to school problems, creatively applies laws and regulations, has a mental ability to visualize future events, encourages creative ideas and proposals, encourages workers on innovation, creativity, and innovation in work methods. While there are four items at the bottom of the list (presenting new ideas for developing work spontaneously and easily, using competitive methods that encourage creativity, taking responsibility for the results of the work he does, objective when evaluating others, where the Weighted means for all items were 3.39, 3.35,

3.30, 2.65, respectively. In general, the results showed that school leaders practice creativity to a high degree, as the weighted arithmetic mean was 3.55.

***The third question: the nature of the relationship and the impact between the variable of creative leadership and the variable of administrative creativity?***

- Analysis of the correlation between ethical leadership and administrative creativity which is shown in table 6

Table (6): Correlation coefficient between each of the sub-axis of ethical leadership and the axis of administrative creativity \*

| Administrative Creativity  | Goal  | Knowledge | Authority | Trust | Respect for Others | Fairness | Serving Others | Truth & Honesty |
|----------------------------|-------|-----------|-----------|-------|--------------------|----------|----------------|-----------------|
| <b>Pearson Correlation</b> | .995* | .882**    | .918**    | .893* | .881**             | .928**   | .875**         | .849**          |
| <b>Sig. (2-tailed)</b>     | .000  | .000      | .000      | .000  | .000               | .000     | .000           | .000            |

\* The table was prepared by the researcher based on the outputs of the statistical program SPSS25.

\*\* Correlation is significant at the 0.01 level (2-tailed).

Through table 6, it is clear that there is a very strong direct correlation between each of the sub-axes of the study (goal, knowledge, authority, trust, respect for others, justice, serving others, Truth & Honesty), and the axis of administrative creativity. It is a significant correlation at a significant level of 1%. This confirms the presence of a high level of administrative creativity among school leaders from the point of view of the study sample.

To examine the significance of the correlation between the degree of school leaders' practice of ethical leadership and the level of creative

leadership practice, the researchers present table 7, which shows the value of the correlation coefficient between each of the two variables.

Table (7) shows the correlation matrix in which the relationship between the (independent) variable of ethical leadership and the dependent variable of administrative creativity. It was found that there is a significant and strong correlation between the two variables, as the calculated t value reached 10.544 which is greater than its tabulated value at a level of significance of (0.01), that is, with a degree of confidence (0.99) and a degree of freedom (344). The value of the correlation reached (0.892), which is a strong positive correlation that supports the validity and proof of the main hypothesis that states (there is a correlation and a moral effect between ethical leadership and the achievement of administrative creativity).

Table No. (7): Correlation between ethical leadership and administrative creativity (n = 346)

| Independent Variable | Dependent Variable        | Correlation Coefficient<br>Sig. (2-tailed) | Calculated t value | Level of significance | Type of significance |
|----------------------|---------------------------|--|--------------------|-----------------------|----------------------|
| Ethical Leadership   | Administrative Creativity | 0.892                                      | 10.544             | 0.00                  | Significant          |

As shown in table 7, this relationship indicates that whenever the ethical leadership in schools possesses the necessary sources of strength to succeed in its work and can influence subordinates through its multiple skills, this will be reflected in the achievement of administrative creativity.

By examining the value of the correlation coefficient, we find that there is a strong direct correlation between the degree of school leaders' practice of ethical leadership and the level of practice of administrative creativity, the test statistic value reached (Sig = .000), therefore it is

possible to accept the hypothesis that the correlation relationship is significant at a level of significance 1 %.

• **Analyzing the impact of ethical leadership on administrative creativity:**

Table (8) shows the results of the regression analysis between ethical leadership and administrative creativity.

Table No. (8): Simple regression analysis between administrative leadership and administrative creativity (n=346)

| Independent variable | Dependent variable        | Coefficient of determination (R2) | T value | Beta factor value | Constant value (a) | T value | Level of significance |
|----------------------|---------------------------|-----------------------------------|---------|-------------------|--------------------|---------|-----------------------|
| Ethical Leadership   | Administrative creativity | 0.732                             | 11.167  | 0.469             | 1.932              | 11.544  | 0.05                  |

It is noted from table 8 that there is a significant effect of ethical leadership in achieving administrative creativity, as the calculated (f) value reached 11.167, which is greater than its tabulated value under the level of significance (0.05) with a degree of confidence (0.95) and a degree of freedom (344). Also, the observation of the beta coefficient (B) which was (0.469), indicates that the change of one unit in ethical leadership is accompanied by a change of (0.469) in administrative creativity, which indicates the

importance of ethical leadership in achieving administrative creativity.

As for the value of the coefficient of determination (R2), it reached (0.732), which is a high percentage, indicating that the amount of (0.732) of the total variation in administrative creativity is determined by the ethical leadership and that the remaining percentage of (0.268) represents the percentage of the influence of known variables. Also, from the observation of the constant value of the regression curve (a), which indicates the value of the dependent variable if the

value of the independent variable is equal to zero, which is more than zero, which means that there is a good relationship between ethical leadership and administrative creativity. With this result, the validity and proof of the main hypothesis which states (there is a correlation and a significant effect between ethical leadership and the achievement of administrative creativity) are confirmed.

### Limitations

One potential weakness of this study is the exclude background characteristics of the respondents in the sample, which prevented us from performing more statistical analyses to understand the interconnections among background characteristics of respondents. Furthermore, findings could not be compared to other kinds of school leaders in other societies such as the private schools' leaders in Dammam city. All our conclusions are restricted to AI, a minority group in Israel with distinct cultural characteristics.

Also, we suspect that basing our data on a survey instrument that was applied to a sample of teachers is a limitation. The high ratings given by the respondents to the questionnaire to each of the ethical leadership dimensions as well as to the creativity dimension might indicate that they tended to overrate their ethical leaders' behaviors. More in-depth questions and interviews are needed.

### Conclusion

Among the most prominent results, the degree of ethical leadership practice and administrative creativity of school leaders achieved a high rank, which indicates the importance of teachers' awareness of the ethical leadership behaviors of school leaders. The degree of agreement of the research sample on the variable of administrative creativity of schools' ethical leaders also achieved a high rank, which indicates the teachers' awareness of the significance of administrative creativity and how to achieve it by school ethical leaders.

The results show that there is a substantial-high positive correlation between ethical leadership

with administrative creativity of the principal, determined by teachers' perception. This is an indication that schools' ethical leadership style that is focused on the workplace can improve administrative creativities as well as teachers' creativities. There is a positive impact of ethical leadership on administrative creativity, and this indicates the research sample's awareness of the importance of the two variables, and this result is confirmed by studies and literature. The research hypothesis was accepted at the level of significance (0.01) and degree of confidence (0.99).

### Recommendations

This study showed some significant results, which can have exciting implications for practices in schools: The significant high, positive correlation between the ethical leadership style with administrative creativities reveals the need for schools' leaders and policy makers to promote new models for school governance that efficiently practice ethical & creative leadership with school staff members. Education policymakers should recognize the importance of ethics and formulate policies that encourage and support ethical behavior within schools. They should provide adequate incentives to school's leaders to improve participative, ethical, and creative leadership in their schools. Also, for the selection of new schools' leaders, we can, based upon our study results, make some suggestions: The selection procedure should focus on the ethical and creative competencies of school leaders. Furthermore, the study has implications for the professional development of school leaders.

The knowledge of the impact of ethical leadership as a factor that contributes to the schoolteachers' creativities is useful since school creative leadership serves as an indispensable factor in formulating **schools'** creative **teachers**. In this regard, increasing awareness and supporting capabilities of school educational leaders on ethical, and creative leadership, local and governmental educational bodies (such as school districts, General Administration of Education in the regions, and Ministry of Education) should modernize pre-service and in-service training

programs in such a way that they incorporate creative and ethical leadership in some related courses. Initial and in-service training programs for schools' leaders must inspire them to work in ethical and creative leadership. Moreover, policymakers and top managers should be pioneers and role models for school leaders in ethical leadership by sharing their leadership roles and duties with their subordinates. In this way, school leaders will make progress and that will help schools to increase their performance creatively.

Moreover, we recommend educational policymakers to support ethical behaviors within schools. They should invest generously in ethics and creativity training programs for school leaders, support ideas and creative behavior in educational institutions, and encourage employees to engage their abilities and skills in the work. Moreover, we recommend educational specialties, related to work ethics, should be included in the teaching programs at national universities so that they can be utilized later when graduates take up educational leadership positions

For future studies, we invite specialists and researchers to submit similar studies to the subject in cities other than Dammam city; to conduct a study to detect the obstacles to the application of ethical leadership in schools in different regions of the Kingdom. Finally, as this study shows, it is important to emphasize that ethical leadership is a variable that should be taken into consideration both in terms of the attitudes of schools' leaders and teachers towards their work and in terms of school effectiveness.

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