

ETHICAL LEADERSHIP AND PROFESSIONAL STANDARDS: PROMOTING INTEGRITY AND EXCELLENCE IN EDUCATION

Tegegn B. Geribo (PhD)

Abstract: Ethical leadership and adherence to professional standards are fundamental principles in the field of education, guiding educators, administrators, and policymakers in their decision-making processes and interactions within educational settings. This research paper provides a comprehensive examination of ethical leadership and professional standards in education, exploring their importance, principles, challenges, and implications for educational practice and policy. Drawing upon theoretical frameworks and empirical evidence, the paper discusses various aspects of ethical leadership, including ethical decision-making, integrity, accountability, and ethical role modeling. Additionally, the paper addresses the development and enforcement of professional standards, such as codes of conduct, licensure requirements, and accreditation processes. By synthesizing current research and offering practical insights, this paper aims to inform educators, administrators, and policymakers about the critical role of ethical leadership and professional standards in promoting integrity, excellence, and equity in education.

Keywords: *ethical leadership, professional standards, integrity, accountability, educational practice*

Table of Contents

1. Introduction	37
1.1 Definition and Importance of Ethical Leadership and Professional Standards	37
1.2 Purpose and Scope of the Paper	38
1.3 Overview of Key Concepts and Themes	38
2. Theoretical Foundations of Ethical Leadership	38
2.1 Ethical Leadership Theories and Models	38
2.2 Principles of Ethical Decision-Making	39
2.3 The Role of Values, Morality, and Integrity	39
3. Principles of Ethical Leadership in Education	39
3.1 Modeling Ethical Behavior and Integrity	39
3.2 Fostering Trust and Transparency	40
3.3 Promoting Accountability and Responsibility	40
3.4 Advocating for Equity and Social Justice	40
4. Professional Standards in Education	41
4.1 Codes of Ethics and Conduct	41
4.2 Licensure and Certification Requirements	41
4.3 Accreditation and Quality Assurance Processes	41
4.4 Professional Development and Continuing Education	41
5. Challenges and Dilemmas in Ethical Leadership	41
5.1 Conflicts of Interest and Ethical Decision-Making	41
5.2 Balancing Professional Responsibilities and Personal Values	42
5.3 Navigating Ethical Grey Areas and Uncertainties	42
5.4 Addressing Ethical Misconduct and Breaches of Professional Standards	42
6. Ethical Leadership and Diversity, Equity, and Inclusion	42

6.1 Ethical Considerations in Culturally Responsive Teaching	42
6.2 Promoting Inclusivity and Equity in Educational Practices	43
6.3 Addressing Bias and Discrimination in Educational Settings	43
7. Developing Ethical Leadership Capacities	43
7.1 Ethics Training and Professional Development Programs	43
7.2 Mentoring and Coaching for Ethical Leadership	43
7.3 Creating Supportive Ethical Cultures within Educational Institutions	44
8. Ethical Leadership in Policy and Governance	44
8.1 Ethical Dimensions of Educational Policy Making	44
8.2 Ensuring Accountability and Transparency in Governance Processes	44
8.3 Advocating for Ethical Standards in Educational Policy	45
9. Case Studies and Practical Examples	45
9.1 Ethical Leadership Initiatives in Educational Institutions	45
9.2 Ethical Dilemmas and Solutions in Educational Settings	45
9.3 Lessons Learned and Best Practices	45
10. Future Directions in Ethical Leadership and Professional Standards	45
10.1 Emerging Trends and Innovations	45
10.2 Research Needs and Priorities	46
10.3 Implications for Educational Policy and Practice	46
11. Conclusion	46
11.1 Summary of Key Findings	46
11.2 Recommendations for Educators and Policymakers	46
11.3 Closing Remarks	46
References	46

I. Introduction

1.1 Definition and Importance of Ethical Leadership and Professional Standards

Ethical leadership includes making morally and professionally correct decisions that improve an institution or organisation. In the context of education, ethical leadership involves influencing and guiding others depending on ethical principles namely justice, respect, and honesty. As per the view of Arar and Saiti, (2022) leaders who demonstrate ethical behaviour become role models for others and set an atmosphere of ethical culture in the institutions. These leaders signify the development as well as the well-being of staff and students by making decisions that are morally right. Whereas professional standards are basic expectations and guidelines that portray the skills, behaviours, and knowledge of teachers.

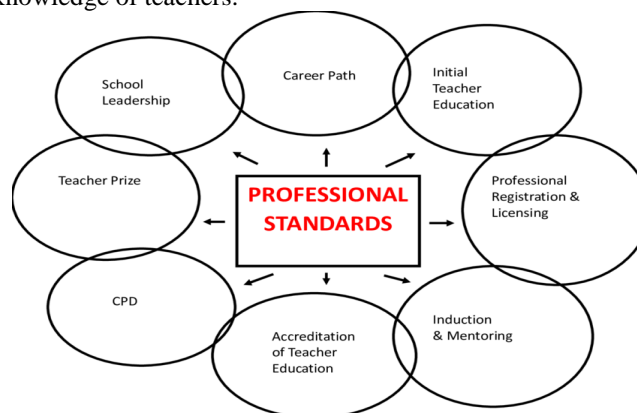


Figure 1.1.1: The Professional Standards for Educators

(Source: Al Halbusi *et al.* 2021)

According to Al Halbusi *et al.* (2021), professional standards are generally structured to ensure that teachers are properly trained to fulfill the diverse preferences of learners by upholding integrity [referred to Figure 1.1.1]. They comprise different aspects, for instance, ethical conduct, commitment to inclusivity & equity, and instructional proficiency. The significance of professional standards along with ethical leadership in the context of education is supreme. Professional standards make sure that teachers are skilled and continuously upgraded which

affects the leading outcomes and “quality of education” (Zahrani, 2022). On the other hand, ethical leadership facilitates an ethical institutional culture, enhances decision-making procedures, and improves the trust of stakeholders. Together, professional standards and ethical leadership establish a ground for brilliance in education by adhering to accountability.

1.2 Purpose and Scope of the Paper

The Purpose of this Paper;

- To discuss the fundamental role that both professional standards and ethical leadership play in encouraging integrity in education institutions.

The Scope of this Paper;

- To explore the prime concepts of professional standards and ethical leadership, their influences on different stakeholders in education sectors, and the opportunities as well as challenges regarding their implementation.

Different case studies will be analyzed on the operationalisation of ethical leadership and compliance with professional standards in educational settings. Therefore, the actual aim is to undermine the significance of the above-mentioned components facilitating an integrity culture in the educational sector.

1.3 Overview of Key Concepts and Themes

The paper has arranged around different fundamental themes and concepts that are essential to comprehension of the factors of professional standards and ethical leadership in the education sector. The concepts and themes include influence on stakeholders, ethical leadership models, issues, professional standards, and tactics for promotion & execution.

II. Theoretical Foundations of Ethical Leadership

2.1 Ethical Leadership Theories and Models

According to Webster and Litchka, (2020), comprehension of the theoretical underpinning of ethical leadership is important to know the aspects of ethical principles in the context of educational leadership [referred to Figure 2.1.1].



Figure 2.1.1: The Qualities of Ethical Leadership

(Source: Berkovich and Eyal, (2021))

The models and theories of ethical leadership are as follows;

I. Authentic Leadership: Researchers George and Bill highlighted the genuineness along with the self-awareness of the leaders with the help of this model. According to Berkovich and Eyal, (2021), leaders who are authentic act coordinately with moral values and develop trust via integrity as well as honesty. They typically committed to facilitating a morally valued educational sector by making ethical decisions.

II. Servant Leadership: As per the opinion of Sawan, (2020), the “servant leadership model” highlights administration, community building, and empathy, encouraging ethical practices by facilitating norms of support and care. This leadership generally concentrates on the role of leaders as a servant who signifies the requirements of other people prior to their own.

III. Transformational Leadership: As per the view of Berkovich and Eyal, (2021), transformational leaders are typically distinguished by their capability to facilitate a shared vision, establish strong associations, and promote

innovation depending on integrity. This type of leader believes in motivating and inspiring their followers to accomplish strategic performance by signifying ethical values.

IV. Ethical Decision-Making Frameworks: In this context, “James Rest’s Four-Component Model”, offers structured tactics for all ethical leaders to make morally valued decisions (Maxwell *et al.* 2021). This model frames four prime processes such as; (i) moral judgement, (ii) moral sensitivity, (iii) moral character, and (iv) moral motivation. This framework assists the leaders in solving ethical dilemmas by identifying them in the institutions.

2.2 Principles of Ethical Decision-Making

Torlak *et al.* (2022) have identified that “ethical decision-making” is a prime factor in terms of ethical leadership which involves the integration of ethical norms to guide different strategic actions. The prime principles of this decision-making are fairness, integrity, transparency, accountability, and courtesy for others. Leaders can build credibility and trust with integrity; then act as role models by adhering to ethical conduct.



Figure 2.2.1: The Process of Ethical Decision-Making

(Source: Berkovich and Eyal, 2020)

Berkovich and Eyal, (2020) have demonstrated that ethical leaders respect others with compassion and empathy [referred to Figure 2.2.1]. In this regard, transparency includes precise communication and the inclination to elaborate the decisions taken to responsible stakeholders. Lately, leaders who are responsible always take accountability for their decisions and are typically obligated to ethical consequences.

2.3 The Role of Values, Morality, and Integrity

Jaenullah *et al.* (2022) have identified that integrity, values, and mortality are prime components that frame the characteristics of ethical leadership. Values namely fairness, honesty, and respect are important in terms of educational leadership. Leaders should line up their actions along with the values to establish an ethical culture in the institutions. Moral leaders always tend to perform by following their sense of justice and duty even in difficult situations (Webster and Litchka, 2020). Integrity is important for establishing credibility as well as trustworthy educational institutions. Hence, ethical leaders should work by adhering to moral principles.

III. Principles of Ethical Leadership in Education

3.1 Modeling Ethical Behavior and Integrity

Leaders in the educational sector should pursue several behavioural aspects that can create integrity in learning outcomes. Some crucial ethical and professional behaviours are openness, trust, honesty, accountability, objectivity and selflessness (Guerrero-Dib *et al.* 2020). They should also recognise their responsibility in showcasing ethical behaviour towards students and other staff, defining a set of standards to be followed strictly. Ethical leaders can also optimize an integrated learning culture with their transparency, accountability, mutual respect and trust. Adoption of concise regulations and policies also motivates their ethical dictatorship behaviour by assisting proper decision-making. Educational leaders should also propose open communication channels with others where students or staff feel encouraged to ask questions, solve queries and raise concerns towards unethical behaviours.

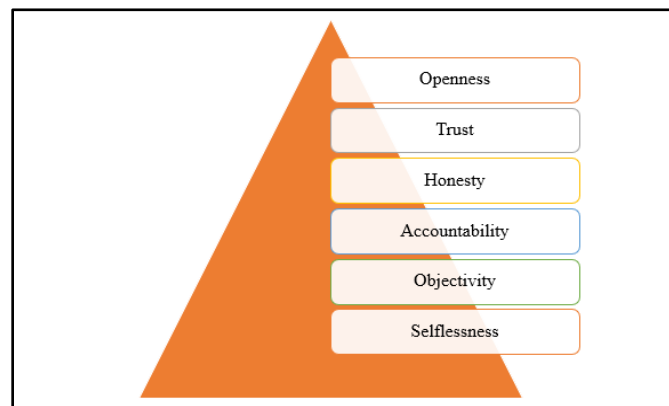


Figure 3.1.1: Ethical Behaviour of Educators

(Source: Guerrero-Dib *et al.* 2020)

3.2 Fostering Trust and Transparency

Building trust and transparency in an educational environment requires fairness and integrity from leaders by which students can feel valued and respected. Leaders can ascertain direct communication channels where students will be provided with necessary updates on school policies, meetings, examinations and other required changes (Niedlich *et al.* 2021). Promoting similar rules and values to each student helps in maintaining optimal fairness without including favoritism. To create a mutual collaborative environment, leaders can also accommodate professional training and development initiatives among teachers. Conflicts will also be solved in an equal manner that will not harm anyone's personal issues or interests.

3.3 Promoting Accountability and Responsibility

According to Pont, (2020), responsibility and accountability are crucial components of ethical leadership in the context of education. Leaders who behave ethically always maintain transparency within the decision-making. They promote continuous professional development and learning which increase the "quality of education".

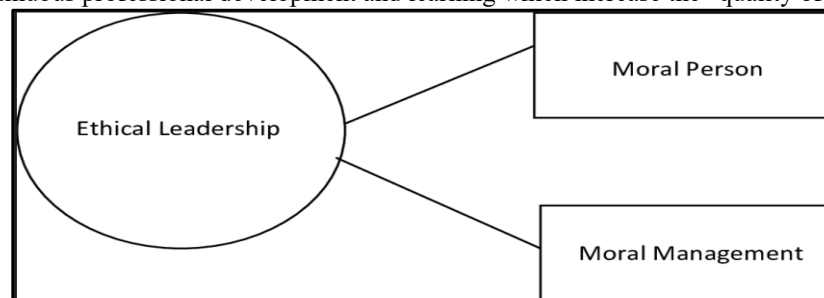


Figure 3.3.1: The Ethical Leadership Model

(Source: Cochran-Smith, 2020))

It is important that leaders define clear standards for performance and behaviour (Cochran-Smith, 2020) [referred to Figure 3.3.1]. In this way, they can establish a prominent culture where people comprehend their responsibilities, guiding a more efficient and managed education environment. It has been observed that ethical leaders always welcome both failure and success, also use these setbacks as their learning scopes to enhance practices.

3.4 Advocating on Equity and Social Justice

As per Shields and Hesbol, (2020), equity and social justice are two vital players in ethical leadership that implies adherence to the inclusion, respect, trust and equality among students and staff without considering their demographic backgrounds. Equity in higher education can be proposed by creating commitment through fairness among all students rather than promotion of favouritism, finance resources and discrimination. The cultural background of all students should be respected and valued, maintaining an open diversity in the institutional community. Students from all demographic backgrounds should be provided with equal rights to raise their voice against any unethical behaviour and inopportunities. They will be also encouraged to help others to know the rights of social justice and participate in decision-making. Along with that, educators should provide a safe learning environment to the students where they can nurture skills and knowledge including mental and physical health support.

IV. Professional Standards in Education

4.1 Codes of Ethics and Conduct

Codes of Ethics and Conduct are two major components of professional standards which reflect standards and behaviours that should be maintained by teachers. The primary goal of these codes is to accomplish open instruction for educational institutions to know professional behaviours. There are several codes of conduct and ethics which are necessary for educational institutions such as equity, integrity, inclusion, professionalism, knowledge and commitment to students (Bloomfield *et al.* 2021). Ethical leadership also denotes the incorporation of accountability in their responsibilities that generate trust among individuals within a particular learning community.

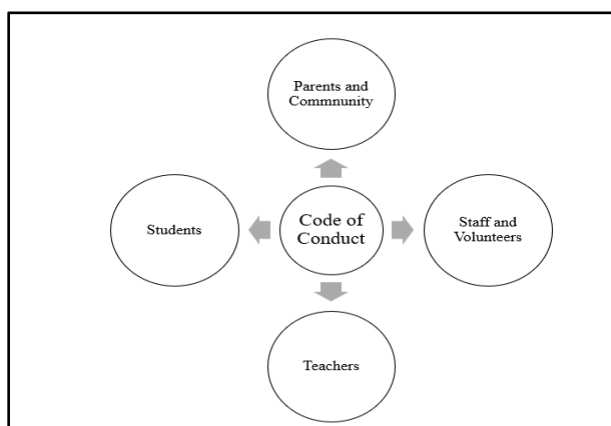


Figure 4.1.1: Code of Conduct in Education

(Source: Bloomfield *et al.* 2021)

4.2 Licensure and Certification Requirements

The process of “Licensure” and “Certification Requirements” defines comprehensive professional standards which should be held by educators before commencing their practices (World Education Services, 2021). Requirements are present for educators such as completing necessary degrees from a legally accredited university or institution and expertise skills regarding the “Teaching” profession. In this procedure, background checks are also done to know the presence of any criminal history of the educators. Licensure and certification assist an individual to reflect their rights on claiming the teaching profession through skills, knowledge, expertise and ethical behaviour.

4.3 Accreditation and Quality Assurance Processes

Accreditation and quality assurance are the fundamentals of professional standards that set protocols and acts for ensuring high-end quality of education. This aspect includes legal riggers and ethical standards proposed by the regulatory authority of the nation that remains accountable to the parents, students and the community. Accreditation requires self-study reports allowing educational institutions to measure internal performance levels by following ascertained set of rules (Kumar *et al.* 2020). External reviews should be done by accrediting individuals to verify the potentiality of the institution in meeting quality standards. Similarly, quality assurance helps in determining the overall maintenance of rules, standards and codes of conduct for the learning development of students.

4.4 Professional Development and Continuing Education

Professional development is one of the vital practices for leaders that helps to identify skill gaps and determine strategies or actions to evolve them further. The educational sector possesses a dynamic change which decentralises the form of providing education and the methods for students to capture them. For instance, due to the sudden occurrence of the COVID-19 pandemic, the sector was forced to transform its practices digitally rather than sticking to the traditional method (Dwivedi *et al.* 2020). For this reason, educators should focus on their professional development along with improving their knowledge on different subjects.

V. Challenges and Dilemmas in Ethical Leadership

5.1 Conflicts of Interest and Ethical Decision-Making

In the context of higher education, conflicts of interest can occur due to the dissimilar personalities of individuals as per their professional duties in spite of focusing on organisational objectives (UNIVERSITY OF CENTRAL FLORIDA, 2021). Educators can find different challenges such as avoidance of recognising personal

and professional interests, passing strong individual judgment during decision-making and lacking transparency. For mitigating these challenges that intensify conflicts of interest, ethical decision-making by leaders can be proposed to educators. In this regard, the decision-making should concentrate on professional training & development, the adoption of equal policies and inclusive strategy making.

5.2 Balancing Professional Responsibilities and Personal Values

An educator who does not have enough knowledge of ethical leadership may encounter major issues in bridging personal values and professional duties towards educational institutions. They can face dissimilarities between their personal opinions and institutional policies and feel extreme pressure from the stakeholders to complete their intentions without meeting personal career goals. The intense pressure of their designations can also decline their integrity level and only fulfil career objectives.

5.3 Navigating Ethical Grey Areas and Uncertainties

As per the opinion of Hoel and Christensen, (2020), “ethical grey areas” in education arise when a specific action course is not transparent. Leaders should utilize core values such as honesty and fairness which can influence their judgement. It is significant to contemplate the impact of their judgement on staff, the community and students respectively.

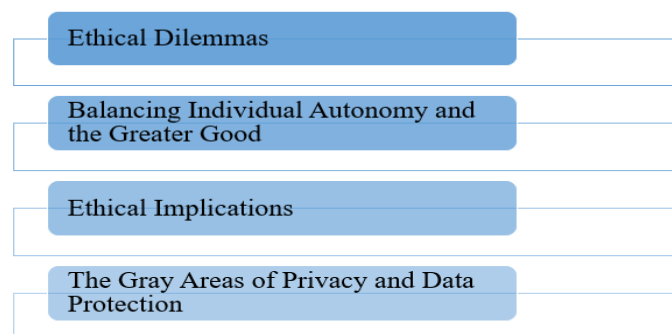


Figure 5.3.1: Steering Ethical Grey Areas and Uncertainties

(Source: McKimm and McLean, 2020)

McKimm and McLean, (2020) identified that continuous training and learning ethics play a prime role in this aspect [referred to Figure 5.3.1]. Furthermore, discussion with team members, reflecting on previous experiences, and seeking critical advice can assist leaders in making more informed decisions. Leaders can steer uncertain situations by facilitating a public domain where critical discussions and questions regarding ethics are encouraged.

5.4 Addressing Ethical Misconduct and Breaches of Professional Standards

According to Kow *et al.* (2020), it is important to address any ethical misconduct fairly and promptly when it occurred in educational institutions. Leaders should have clear procedures as well as policies all set to resolve the issues strategically. In this regard, confidentiality and transparency have been identified as crucial elements throughout the procedure to safeguard every person involved. Cullen, (2022) stated that repercussions for misconduct must be consistent with maintaining integrity as well as trust. In this context, future breaches can be prevented with proper training and support regarding ethical behaviour. Therefore, leaders in educational institutions can encourage a culture of excellence and integrity by addressing any complicated issues directly.

VI. Ethical Leadership and Diversity, Equity, and Inclusion

6.1 Ethical Considerations in Culturally Responsive Teaching

Abacioglu *et al.* (2020) found that a teaching approach that is culturally responsive, values as well as respects the varying backgrounds of students. In this context, ethical leaders should make sure that teaching materials and methods are inclusive, importantly they must reflect various cultures precisely. This includes comprehension of the diverse cultural backgrounds of students by ignoring any type of stereotypes. Continuous self-reflection and learning about cultural biases assist in making informed ethical decisions (Cruz *et al.* 2020). Teachers must try to establish a learning environment where all students feel valued as well as respected. Therefore, teachers can assist the development and learning of students by signifying cultural sensitivity.

6.2 Promoting Inclusivity and Equity in Educational Practices

As opined by Ainscow, (2020), promoting equity and inclusivity means all learners have access to similar learning opportunities. In this context, Eden *et al.* (2024) also stated that ethical leaders seek to eliminate barriers that restrain some learners, for instance, those regarding gender, socioeconomic status, or race.



Figure 6.2.1: The Equity and Inclusivity in Educational Practices

(Source: Cerna *et al.* 2021)

Leaders in educational institutes create practices and policies that assist diverse learning preferences and facilitate an inclusive environment (Cerna *et al.* 2021) [referred to Figure 6.2.1]. This encompasses offering needed assistance, accommodation and resources. Educators or teachers assist every learner to feel valued by proactively addressing inequalities.

6.3 Addressing Bias and Discrimination in Educational Settings

Ethical leaders should challenge specific prejudices by recognising them in teaching practices, interpersonal interactions, or curriculum content. According to Baker and Hawn, (2022), addressing discrimination and bias in education is important for establishing a fair environment for study. The identification of prejudices includes training all staff in this regard and fighting against their own biases by making sure that discriminatory attitude is addressed effectively. It has been observed that fostering open dialogue and defining precise policies regarding discrimination help in establishing a safe environment for all students (Vora *et al.* 2021). In this context, educators can eliminate biases by providing inclusive learning experience with fair policies.

VII. Developing Ethical Leadership Capacities

7.1 Ethics Training and Professional Development Programs

Kilag and Sasan, (2023) identified that professional development initiatives along with ethical training are critical components for fostering integrity within educational institutions. Teachers can learn to manage ethical dilemmas efficiently through seminars, courses and workshops. Moreover, different case studies and real-life examples assist educators practice solving critical issues. These programs train teachers regarding decision-making procedures, the significance of honesty, and ethical standards. According to Goldsby *et al.* (2021), routine training updates make sure that members stay updated about the newly evolving standards and ethical issues. Many educational organisations encourage an ethical awareness culture and help educators in embracing high-integrity standards by investing in different training programs.

7.2 Mentoring and Coaching for Ethical Leadership

Channing, (2020) stated that different coaching sessions concentrate on developing certain leadership skills, namely facilitating an inclusive environment and managing ethical dilemmas. Here, experienced mentors train other educators with less experience by offering suggestions and sharing insights on ethical decision-making. This association permits trainees to learn from practical instances and obtain individualistic feedback. As per the view of Enwereuzor *et al.* (2020), both coaching and mentoring have a critical role to play in nurturing ethical leaders in educational institutions. The main motive of these programs is to promote reflective practices, where teachers contemplate the influences of their actions. Hence, it has been observed that coaching and mentoring assist in preparing modern leaders who signify ethical behaviour along with integrity by facilitating open communication within their professional roles.

7.3 Creating Supportive Ethical Cultures within Educational Institutions

González-Pérez and Ramírez-Montoy, (2022) stated that establishing an assistive ethical culture includes defining clear standards and values that guide the attitude of leaders in educational organisations [referred to Figure 7.3.1]. Different procedures and policies must assist ethical practices by ensuring accountability and fairness.



Figure 7.3.1: Ethical Culture

(Source: González-Pérez and Ramírez-Montoy, 2022)

Leaders must model strategic ethical conduct by motivating open discussion regarding the ethics among learners and staff. Iqbal and Ahmad, (2021) identified that rewarding and recognising ethical behaviours strengthen the importance of ethical cultures in educational organisations. The institutes can establish a culture that encourages integrity by facilitating an environment where trust is valued and dilemmas regarding ethics are addressed effectively.

VIII. Ethical Leadership in Policy and Governance

8.1 Ethical Dimensions of Educational Policy Making

Suri, (2020) identified that it is crucial to think about the right things where everyone is involved at the time creating plans and rules for education. This means that, while creating plans and rules it is important to consider their influence on the community, students, and teachers. Policy regarding ethical education ensures that all decisions have been taken with honesty and integrity by respecting everyone's values. It typically includes considering the prolonged influence of policies and ensuring that these norms promote equality within education.

8.2 Ensuring Accountability and Transparency in Governance Processes

It is of utmost importance for leaders to be accountable and foster open discussion with everyone before making any decision regarding the usage of resources.



Figure 8.2.1: Good Governance

(Source: Androniceanu, 2021)

As per the opinion of Androniceanu, (2021), transparency refers to being honest and clear regarding own actions, while accountability defines taking ownership of decisions as well as actions [referred to Figure 8.2.1]. Educational

organisations can establish trust with all stakeholders and present their adherence to good governance by ensuring transparency as well as accountability within the governance process.

8.3 Advocating on Ethical Standards in Educational Policy

Ethical standards emphasis that learning opportunities must be available to all learners despite their race, ability, background, or socioeconomic status. Head, (2020) stated that educational policies must try to eliminate barriers by offering equal resources to all. The ethical standards within educational policy include; (i) principle I- accountability to the profession, (ii) principle II - accountability regarding professional competence, (iii) principle III - student's responsibility, (iv) principle IV - accountability of the school community, and (v) principle v: ethical and responsible usage of technology. Leaders can establish a more equitable learning system for all leaders by advocating for educational standards.

IX. Case Studies and Practical Examples

9.1 Ethical Leadership Initiatives in Educational Institutions

Different universities and schools have started initiatives to embrace ethical leadership. This can be understood with an instance; some universities have developed ethics committees to supervise policies and decisions (Leal Filho *et al.* 2020). Whereas other universities have introduced training programs for staff and educators to make sure that they understand ethical standards. Therefore, it can be stated that these strategic programs assist in establishing a culture of trust and integrity in the educational organisation.

9.2 Ethical Dilemmas and Solutions in Educational Settings

Ethical dilemmas in educational settings can generate, for instance handling any discriminatory behaviour of learners. The solution in this matter includes addressing the problem with objectivity by offering help to assist the learner in understanding the consequences and strengthening the significance of transparency (Lindqvist *et al.* 2021). Teachers can seek solutions that support ethical standards by approaching the ethical dilemmas thoughtfully.

9.3 Lessons Learned and Best Practices

Leaders in educational settings gradually learned important lessons regarding maintaining ethics through different practical experiences. Arar and Saitim (2022) identified prime best practices that involve providing regular training, facilitating an open sphere to discuss ethical concerns and framing transparent ethical guidelines. Similarly, Taquette *et al.* (2022) stated that sharing successful challenges and approaches encountered by different educational organisations assists others in enhancing their strategies. Schools and universities can better embrace ethical behaviours and establish a better learning environment by taking notes from each other.

X. Future Directions in Ethical Leadership and Professional Standards

10.1 Emerging Trends and Innovations

New innovations and trends in education are continuously framing the style of learning and teaching. In this aspect, technology plays a vital role with different “online learning platforms”, and digital tools which make learning more interactive. Banks *et al.* (2021) identified that personalised education is becoming more desirable as it assists students to learn at their convenience [referred to Figure 10.1.1].



Figure 10.1.1: Ethical Leadership

(Source: Banks *et al.* 2021)

Moreover, there is an increasing concentration on learning based on a social-emotional approach, here students learn about the significance of different skills such as resilience and empathy. These advanced innovations and trends seek to make learning more inclusive and effective for learners.

10.2 Research Needs and Priorities

There is a requirement for ongoing research in different areas to keep improving the landscape of ethical leadership in educational institutes. Initially, it is important to study the influences of technology on education to comprehend its drawbacks and advantages (Boin *et al.* 2021). A study on individualistic learning strategies is crucial to analyse the superior processes for customising learning materials depending on the varied preferences of learners. Furthermore, it is critical to determine the role of ethical leaders in this dynamic transforming educational sphere.

10.3 Implications for Educational Policy and Practice

Ghasemy *et al.* (2021) identified that emerging research and trends in education have critical inferences for practice & policy. Policymakers are required to assist in the implementation of technology within classrooms by offering needed training and resources for educators. Moreover, there must be a focus on introducing social-emotional learning within the study curriculum as it is a critical component in the development of students (Ainscow, 2020). Difference programs should be introduced to train educators which will help them to embrace new trends and stay updated.

XI. Conclusion

11.1 Summary of Key Findings

The key findings of this study highlighted that ethical leadership is an important aspect for educational institutions which includes transparency, commitment to integrity, and open communications. Furthermore, it also has been identified that the grey areas regarding ethics need critical discussion with informed decisions.

11.2 Recommendations for Educators and Policymakers

It can be suggested that educational organisations should adopt precise policies to acknowledge any kind of misconduct. It is important for teachers to focus on establishing a positive environment that motivates open discussion on ethics along with associated ethical dilemmas. The responsible policymakers are required to integrate technology by providing the required training to educators. It is also advisable that professional development in important aspects of the ethical leadership.

11.3 Closing Remarks

In the context of closing remarks, it can be stated that ethical leadership with professional standards are the foreground of the educational organisations. Collaboration, professional development along with open discussion are core parts of managing grey areas of ethics. Educators can establish a positive as well as supportive learning environment by prioritising integrity.

References

- [1]. Abacioglu, C.S., Volman, M. and Fischer, A.H., 2020. Teachers' multicultural attitudes and perspective taking abilities as factors in culturally responsive teaching. *British journal of educational psychology*, 90(3), pp.736-752. <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/bjep.12328>
- [2]. Ainscow, M., 2020. Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), pp.7-16. <https://www.tandfonline.com/doi/abs/10.1080/20020317.2020.1729587>
- [3]. Al Halbusi, H., Williams, K.A., Ramayah, T., Aldieri, L. and Vinci, C.P., 2021. Linking ethical leadership and ethical climate to employees' ethical behavior: the moderating role of person-organization fit. *Personnel Review*, 50(1), pp.159-185. <https://www.emerald.com/insight/content/doi/10.1108/PR-09-2019-0522/full/html>
- [4]. Androniceanu, A., 2021. Transparency in public administration as a challenge for a good democratic governance. *Revista» Administratie si Management Public «(RAMP)*, (36), pp.149-164. <https://www.cceol.com/search/article-detail?id=964121>
- [5]. Arar, K. and Saiti, A., 2022. Ethical leadership, ethical dilemmas and decision making among school administrators. *Equity in Education & Society*, 1(1), pp.126-141. <https://journals.sagepub.com/doi/abs/10.1177/27526461211070828>
- [6]. Baker, R.S. and Hawn, A., 2022. Algorithmic bias in education. *International Journal of Artificial Intelligence in Education*, pp.1-41. <https://link.springer.com/article/10.1007/s40593-021-00285-9>

- [7]. Banks, G.C., Fischer, T., Gooty, J. and Stock, G., 2021. Ethical leadership: Mapping the terrain for concept cleanup and a future research agenda. *The Leadership Quarterly*, 32(2), p.101471. <https://www.sciencedirect.com/science/article/pii/S1048984320300989>
- [8]. Berkovich, I. and Eyal, O., 2020. Ethics education in leadership development: Adopting multiple ethical paradigms. *Educational Management Administration & Leadership*, 48(2), pp.270-285. <https://journals.sagepub.com/doi/abs/10.1177/1741143218792914>
- [9]. Berkovich, I. and Eyal, O., 2021. Transformational leadership, transactional leadership, and moral reasoning. *Leadership and Policy in Schools*, 20(2), pp.131-148. <https://www.tandfonline.com/doi/abs/10.1080/15700763.2019.1585551>
- [10]. Bloomfield, J.G., Crawford, T. and Fisher, M., 2021. Registered nurses understanding of academic honesty and the perceived relationship to professional conduct: Findings from a cross-sectional survey conducted in Southeast Asia. *Nurse Education Today*, 100, p.104794. <https://www.sciencedirect.com/science/article/pii/S0260691721000514>
- [11]. Boin, J., Rupa, M., Graf, S., Neji, S., Spiegler, O. and Swart, H., 2021. The generalization of intergroup contact effects: Emerging research, policy relevance, and future directions. *Journal of Social Issues*, 77(1), pp.105-131. <https://pspsi.onlinelibrary.wiley.com/doi/abs/10.1111/josi.12419>
- [12]. Cerna, L., Mezzanotte, C., Rutigliano, A., Brussino, O., Santiago, P., Borgonovi, F. and Guthrie, C., 2021. Promoting inclusive education for diverse societies: A conceptual framework. <https://www.oecd-ilibrary.org/content/paper/94ab68c6-en>
- [13]. Channing, J., 2020. How Can Leadership Be Taught? Implications for Leadership Educators. *International Journal of Educational Leadership Preparation*, 15(1), pp.134-148. <https://eric.ed.gov/?id=EJ1254573>
- [14]. Cochran-Smith, M., 2021. Rethinking teacher education: The trouble with accountability. *Oxford Review of Education*, 47(1), pp.8-24. <https://www.tandfonline.com/doi/abs/10.1080/03054985.2020.1842181>
- [15]. Cruz, R.A., Manchanda, S., Firestone, A.R. and Rodl, J.E., 2020. An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education*, 43(3), pp.197-214. <https://journals.sagepub.com/doi/abs/10.1177/0888406419875194>
- [16]. Cullen, J.G., 2022. Moral recovery and ethical leadership. *Journal of Business Ethics*, 175(3), pp.485-497. <https://link.springer.com/article/10.1007/s10551-020-04658-3>
- [17]. Dwivedi, Y.K., Hughes, D.L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J.S., Gupta, B., Lal, B., Misra, S., Prashant, P. and Raman, R., 2020. Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. *International journal of information management*, 55, p.102211. <https://www.sciencedirect.com/science/article/pii/S026840122031286X>
- [18]. Eden, C.A., Chisom, O.N. and Adeniyi, I.S., 2024. Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*, 6(3), pp.383-392. <https://fepbl.com/index.php/ijarss/article/view/895>
- [19]. Enwereuzor, I.K., Onyishi, I.E., Albi-Oparaocha, F.C. and Amaeshi, K., 2020. Perceived leader integrity as a mediator between ethical leadership and ethical climate in a teaching context. *BMC psychology*, 8, pp.1-11. <https://link.springer.com/article/10.1186/s40359-020-00420-6>
- [20]. Ghasemy, M., Sirat, M., Rosa-Díaz, I.M. and Martín-Ruiz, D., 2021. Causes and consequences of academics' emotions in private higher education institutions: Implications for policy and practice through the lens of Affective Events Theory. *Educational Research for Policy and Practice*, 20(3), pp.367-393. <https://link.springer.com/article/10.1007/s10671-020-09288-0>
- [21]. Goldsby, M.G., Goldsby, E.A., Neck, C.B., Neck, C.P. and Mathews, R., 2021. Self-leadership: A four decade review of the literature and trainings. *Administrative sciences*, 11(1), p.25. <https://www.mdpi.com/2076-3387/11/1/25>
- [22]. González-Pérez, L.I. and Ramírez-Montoya, M.S., 2022. Components of Education 4.0 in 21st century skills frameworks: systematic review. *Sustainability*, 14(3), p.1493. <https://www.mdpi.com/2071-1050/14/3/1493>
- [23]. Guerrero-Dib, J.G., Portales, L. and Heredia-Escorza, Y., 2020. Impact of academic integrity on workplace ethical behaviour. *International Journal for Educational Integrity*, 16(1), p.2. <https://link.springer.com/article/10.1007/s40979-020-0051-3>
- [24]. Head, G., 2020. Ethics in educational research: Review boards, ethical issues and researcher development. *European Educational Research Journal*, 19(1), pp.72-83. <https://journals.sagepub.com/doi/abs/10.1177/1474904118796315>

- [25]. Hoel, L. and Christensen, E., 2020. In-field training in the police: Learning in an ethical grey area?. *Journal of Workplace Learning*, 32(8), pp.569-581. <https://www.emerald.com/insight/content/doi/10.1108/JWL-04-2020-0060/full/html>
- [26]. Iqbal, Q. and Ahmad, N.H., 2021. Sustainable development: The colors of sustainable leadership in learning organization. *Sustainable Development*, 29(1), pp.108-119. <https://onlinelibrary.wiley.com/doi/abs/10.1002/sd.2135>
- [27]. Jaenullah, J., Utama, F. and Setiawan, D., 2022. Resilience Model of the Traditional Islamic Boarding School Education System in Shaping the Morals of Student in the Midst of Modernizing Education. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(4), pp.931-942. <https://ejournal.undikma.ac.id/index.php/jurnalkependidikan/article/view/6013>
- [28]. Kilag, O.K.T. and Sasan, J.M., 2023. Unpacking the Role of Instructional Leadership in Teacher Professional Development. *Advanced Qualitative Research*, 1(1), pp.63-73. <https://journals.researchsynergypress.com/index.php/aqr/article/view/1380>
- [29]. Kow, C.S., Teo, Y.H., Teo, Y.N., Chua, K.Z.Y., Quah, E.L.Y., Kamal, N.H.B.A., Tan, L.H.E., Cheong, C.W.S., Ong, Y.T., Tay, K.T. and Chiam, M., 2020. A systematic scoping review of ethical issues in mentoring in medical schools. *BMC Medical Education*, 20, pp.1-10. <https://link.springer.com/article/10.1186/s12909-020-02169-3>
- [30]. Kumar, P., Shukla, B. and Passey, D., 2020. Impact of accreditation on quality and excellence of higher education institutions. *Investigación Operacional*, 41(2), pp.151-167. <http://rev-inv-ope.pantheonsorbonne.fr/sites/default/files/inline-files/41220-01.pdf>
- [31]. Leal Filho, W., Eustachio, J.H.P.P., Caldana, A.C.F., Will, M., Lange Salvia, A., Rampasso, I.S., Anholon, R., Platje, J. and Kovaleva, M., 2020. Sustainability leadership in higher education institutions: An overview of challenges. *Sustainability*, 12(9), p.3761. <https://www.mdpi.com/2071-1050/12/9/3761>
- [32]. Lindqvist, H., Thornberg, R. and Colnerud, G., 2021. Ethical dilemmas at work placements in teacher education. *Teaching Education*, 32(4), pp.403-419. <https://www.tandfonline.com/doi/abs/10.1080/10476210.2020.1779210>
- [33]. Maxwell, B., Boon, H., Tanchuk, N. and Rauwerda, B., 2021. Adaptation and validation of a test of ethical sensitivity in teaching. *Journal of Moral Education*, 50(3), pp.267-292. <https://www.tandfonline.com/doi/abs/10.1080/03057240.2020.1781070>
- [34]. McKimm, J. and McLean, M., 2020. Rethinking health professions' education leadership: Developing 'eco-ethical' leaders for a more sustainable world and future. *Medical Teacher*, 42(8), pp.855-860. <https://www.tandfonline.com/doi/abs/10.1080/0142159X.2020.1748877>
- [35]. Niedlich, S., Kallfaß, A., Pohle, S. and Bormann, I., 2021. A comprehensive view of trust in education: Conclusions from a systematic literature review. *Review of Education*, 9(1), pp.124-158. <https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/rev3.3239>
- [36]. Pont, B., 2020. A literature review of school leadership policy reforms. *European Journal of Education*, 55(2), pp.154-168. <https://onlinelibrary.wiley.com/doi/abs/10.1111/ejed.12398>
- [37]. Sawan, F., 2020. Servant Leadership: Antecedent Factors, Impact, and Education Theories Used as Researcher's Perspective. *International Journal of Higher Education*, 9(5), pp.60-75. <https://eric.ed.gov/?id=EJ1270513>
- [38]. Shields, C.M. and Hesbol, K.A., 2020. Transformative leadership approaches to inclusion, equity, and social justice. *Journal of School Leadership*, 30(1), pp.3-22. <https://journals.sagepub.com/doi/abs/10.1177/1052684619873343>
- [39]. Suri, H., 2020. Ethical considerations of conducting systematic reviews in educational research. *Systematic reviews in educational research: Methodology, perspectives and application*, pp.41-54. <https://library.oapen.org/bitstream/handle/20.500.12657/23142/1007012.pdf?s#page=59>
- [40]. Taquette, S.R. and Borges da Matta Souza, L.M., 2022. Ethical dilemmas in qualitative research: A critical literature review. *International Journal of Qualitative Methods*, 21, p.16094069221078731. <https://journals.sagepub.com/doi/abs/10.1177/16094069221078731>
- [41]. Torlak, N.G., Demir, A. and Budur, T., 2022. Decision-making, leadership and performance links in private education institutes. *Rajagiri Management Journal*, 16(1), pp.63-85. <https://www.emerald.com/insight/content/doi/10.1108/RAMJ-10-2020-0061/full/html>

- [42]. UNIVERSITY OF CENTRAL FLORIDA (2021). *Understanding Conflict of Interest*. [online] University Compliance, Ethics, and Risk Office. Available at: <https://compliance.ucf.edu/understanding-conflict-of-interest/>.
- [43]. Vora, S., Dahlen, B., Adler, M., Kessler, D.O., Jones, V.F., Kimble, S. and Calhoun, A., 2021. Recommendations and guidelines for the use of simulation to address structural racism and implicit bias. *Simulation in Healthcare*, 16(4), pp.275-284. https://journals.lww.com/simulationinhealthcare/fulltext/2021/08000/recommendations_and_guidelines_for_the_use_of.8.aspx
- [44]. Webster, K. and Litchka, P., 2020. Planning for Effective School Leadership: Teachers' Perceptions of the Leadership Skills and Ethical Behaviors of School Principals. *Educational Planning*, 27(1), pp.31-47. <https://eric.ed.gov/?id=EJ1250500>
- [45]. World Education Services. (2021). *Teaching Licensure*. [online] Available at: https://www.wes.org/?career_info=teaching-licensure#:~:text=Licensure%20is%20typically%20required%20to.
- [46]. Zahrani, A.A., 2022. Developing a new model of ethical leadership. *Entrepreneurship and Sustainability Issues*, 9(3), pp.198-211. https://www.academia.edu/download/86352489/%D8%A7%D9%84%D9%88%D8%B1%D9%82%D8%A9_%D8%A7%D9%84%D8%AB%D8%A7%D9%84%D8%AB%D8%A9_%D8%A8%D8%A7%D9%84%D8%B9%D9%86%D9%88%D8%A7%D9%86_%D8%A7%D9%84%D8%AC%D8%AF%D9%8A%D8%AF.pdf