



Ethical Leadership And Teacher Work Culture: A Review Of Educations Trends

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ABSTRACT

This study analyzes the latest developments in the field of research related to ethical leadership and teacher work culture through a comprehensive analysis. Data was collected from the 'Scopus' database by searching online articles containing the keywords "ethical leadership" and "teacher work culture". A total of 43 articles were analyzed after filtering from the initial 416 documents. The results of the study show a significant increase in publications related to this topic, with the highest number in 2023 being 17 publications. This reflects the importance of ethical leadership issues in the current educational context that is affected by challenges such as the COVID-19 pandemic, the use of learning technology, increasing cases of bullying and academic pressure. The study revealed ethical leadership to be a cross-disciplinary topic, with publications in 31 different academic journals. Further analysis identified key trends such as the importance of ethical leadership in addressing educational challenges, its role in promoting a positive work culture as well as its relationship with aspects of innovation, employee commitment and organizational performance. Overall, this study contributes an in-depth understanding of the research landscape of ethical leadership and teacher work culture..

Keywords: Ethical Leadership Teacher Work Culture, Education Trends

1. INTRODUCTION

In the landscape of contemporary organizations, ethical leadership has emerged as a critical element that shapes work culture, molds employee behavior, and drives organizational performance. Extensive research has therefore been conducted to examine the relationship between ethical leadership and various organizational outcomes, including organizational health, innovative work behavior, and organizational citizenship behavior. In the context of education, teachers play a vital role as educators and mentors to students, and thus need to exhibit high levels of ethical leadership. School leaders such as principals and headmasters must lead by example by acting honestly, fairly, and responsibly in decision-making and policy implementation, creating a healthy work environment and fostering a work culture among teachers that prioritizes integrity. Empirical studies have shown that ethical leadership correlates positively with organizational health and a healthy work culture (Özgenel & Aksu, 2020; Blaich et al., 2023). In facing the challenges of the COVID-19 pandemic, ethical and transformational leadership proved effective in assisting organizations in achieving their goals, with transformational leadership excelling in the private sector and ethical leadership excelling in the public sector (Habib et al., 2023). This indicates that ethical leadership is an essential element in creating a productive work environment and supporting professional development of staff.

Additionally, ethical leadership is closely linked to positive work behavior and organizational citizenship behavior. Studies have shown that ethical leadership is positively associated with an ethical work climate, respectful work behavior, and organizational citizenship behavior (Azila-Gbettor et al., 2024; Phetsombat & Na-Nan, 2023). In fact, ethical leadership has also been found to reduce unethical pro-organizational behavior through follower mediation (Kim et al., 2023). This suggests that ethical leadership plays an important role in shaping positive behavior and promoting ethical compliance within organizations. The importance of ethical

leadership is further evidenced in specific contexts such as healthcare, school environments, and the field of sports. In the healthcare context, while head nurses' ethical leadership has little connection to head nurses' effectiveness (Sabzehband et al., 2022), it still plays an important role in preparing healthcare professionals to navigate ethical dilemmas in the workplace (Blaich et al., 2023). In the school environment, principals' ethical leadership positively influences an authoritative school climate, which in turn influences a fair and supportive classroom climate, and ultimately reduces students' aggressive attitudes (Da'as, 2023).

Meanwhile, in the field of sports, ethical leadership has been found to contribute to the holistic development and socialization of students (Ndlovu et al., 2020). In the study by Vikaraman et al. (2021), it is stated that ethical leadership is the term used to refer to leaders in the new era where they tend to forget their behavior. In the educational environment, particularly in the work culture of teachers, ethical leadership has an impact on interpersonal dynamics and decision-making processes. In such situations, ethical leadership is crucial for creating a harmonious school environment and building a positive work culture that benefits the school itself. Additionally, ethical leadership is defined by Brown et al. (2005) as the manifestation of normatively appropriate behavior through personal actions and interpersonal relationships, as well as the promotion of such behavior to followers through decision-making, two-way communication, and reinforcement.

To address the rapid changes in national education policies, school leaders need to possess strong expertise and leadership. This will enable the transformation of education to be implemented in school management and administration. The principal, as a capable leader, must ensure that all organizational, group, and individual needs are met in a balanced manner (Jean-Marie 2006). Therefore, it is clear that ethical leadership is not only relevant in the context of organizations in general, but also has a positive impact in various other contexts involving leadership and human resource management, including in school environments and education. Ethical leadership among teachers and school leaders is essential for creating a harmonious work environment, building a positive work culture, shaping ethical behavior among teachers and students, and supporting professional development of teachers. Hence, it is important to examine and understand ethical leadership in depth in order to enhance the quality of leadership and education, as well as create a conducive and effective learning environment.

2. LITERATURE REVIEW

Ethical leadership and organizational health have become important topics in the management and organizational literature. Several studies have demonstrated a positive relationship between ethical leadership and organizational health (Özgenel & Aksu, 2020). Ethical leadership is not only crucial for creating a healthy organizational culture but also for helping to prepare future professionals to navigate ethical dilemmas in the workplace (Blaich et al., 2023). During the COVID-19 pandemic, ethical and transformational leadership proved effective in assisting organizations in achieving their goals, with transformational leadership excelling in the private sector and ethical leadership excelling in the public sector (Habib et al., 2023). Additionally, research has emphasized the importance of active listening as part of ethical leadership and professional responsibility (Paisey et al., 2024). Ethical leadership has also been found to reduce turnover intentions and enhance employees' innovative work behavior (Fang et al., 2019; Iqbal et al., 2020). A recent meta-analysis showed that leadership oriented towards change, relationships, and values and morals is associated with reduced workplace deviance, with ethical leadership having the strongest negative relationship with workplace deviance (Cao et al., 2023).

Ethical leadership has become a prominent topic in the management and organizational literature. Several studies have demonstrated that ethical leadership is positively associated with an ethical work climate, respectful work behavior, and organizational citizenship behavior (Azila-Gbettor et al., 2024; Phetsombat & Na-Nan, 2023). Ethical leadership has also been found to reduce unethical pro-organizational behavior through follower mediation (Kim et al., 2023). In the healthcare context, head nurses' ethical leadership did not significantly relate to nurses' general self-efficacy (Sabzehband et al., 2022). However, some demographic characteristics, such as employment status, work experience, and work unit, influenced nurses' general self-efficacy. In the school environment, principals' ethical leadership positively influenced an authoritative school climate, which subsequently influenced a fair and supportive classroom climate, and ultimately reduced students' aggressive attitudes (Da'as, 2023). A comprehensive review of servant leadership mapped the theoretical network and nomological network for this construct, including its antecedents, outcomes, moderators, and mediators (Eva et al., 2019). Additionally, research has explored the relationship between ethical leadership and outcomes such as the development of work engagement and the reduction of job burnout (Huang et al., 2021), as well as knowledge sharing mediated by subjective well-being and social media use (Bhatti et al., 2020). In sports, ethical leadership was found to contribute to the holistic development and socialization of students (Ndlovu et al., 2020). Finally, some studies explored the relationship between ethical leadership and creativity, mediated by job autonomy, affective commitment, and intrinsic motivation (Santiago-Torner, 2023), as well as the importance of reflective learning practices in teaching business ethics to build moral character (Hedberg, 2017).

Several studies have explored the relationship between ethical leadership and various organizational outcomes, such as employee performance, innovative behavior, and voluntary pro-environmental behavior. Aftab et al. (2022) found that ethical leadership was positively related to employee performance, mediated by corporate social responsibility. Vikaraman et al. (2021) revealed ethical leadership practices of school principals and trust in leaders in Malaysia. Jin et al. (2022) and Uppathampracha & Liu (2022) showed that ethical leadership enhanced employees' innovative behavior through voice behavior and self-efficacy. Nwanzu & Babalola (2024) found that ethical leadership and psychological ownership predicted employees' voluntary pro-environmental behavior. Other studies focused on the mechanisms through which ethical leadership influences outcomes such as unethical behavior and organizational citizenship. O'Keefe et al. (2023) revealed that supervisory ethics and ethical climate reduced discriminatory and insubordinate behavior in the Canadian military. Phetsombat & Na-Nan (2023) found that ethical leadership was related to organizational citizenship behavior through the mediation of job stress and job satisfaction.

Several studies have been conducted in specific contexts, such as schools, healthcare, and sports. Da'as (2023) revealed that school principals' ethical leadership enhanced an authoritative school climate and reduced students' aggressive attitudes. Sabzehband et al. (2022) and Blaich et al. (2023) emphasized the importance of ethical leadership in preparing nurses and healthcare professionals to navigate ethical dilemmas. Ndlovu et al. (2020) examined the contribution of ethical leadership to the holistic development of students in sports. Finally, some studies explored factors that influence the effectiveness of ethical leadership, such as organizational culture (Toytok & Kapusuzoglu, 2016; Saġnak, 2017), ethical climate (Ding et al., 2023), and individual characteristics like employees' value orientations (Kim et al., 2023; Other research highlighted the importance of developing ethical leadership capacity through mentoring (Steinbauer et al., 2020) and reflective learning (Hedberg, 2017).

3. METHODOLOGY

The literature search was conducted by querying an online database. This study utilized the "Scopus" database as the starting point for the search, aiming to locate all relevant articles related to ethical leadership in education and teacher work culture within the title, abstract, and keyword fields. The initial search results yielded 416 documents. These results were then filtered to include only open-access documents and specific document types, namely articles and reviews, excluding case studies, conference papers, essays, books, and other types of publications. The source types were limited to journals and conference proceedings published between 2015 and 2024, focusing on the topics of ethical leadership and teacher work culture. After applying these filters, the number of articles was narrowed down to 43. The following information associated with each article was extracted from the database: Author(s), Title, Journal Name, Year of Publication, Abstract, Volume, Issue, and Page Numbers. The relevant data was copied into an Excel spreadsheet to facilitate detailed analysis. These articles were further classified into academic, practitioner, and other categories.

The search strategy involved the use of carefully constructed Boolean operators and keywords to capture the relevant literature effectively. The keywords used included combinations of terms such as "ethical leadership," "teacher work culture," "education," "school," and related synonyms and variations. TITLE-ABS-KEY ("ethical leadership" OR "moral leadership" OR "values-based leadership" OR "principled leadership" OR "virtuous leadership") AND (teacher* OR educator* OR instructor* OR "school leader*" OR principal*) AND ("work culture" OR "organizational culture" OR "teaching culture" OR "school culture" OR environment OR climate) AND (ethics OR integrity OR accountability OR transparency OR "social responsibility"). The search was not limited to specific languages or geographical regions, allowing for the inclusion of relevant literature from diverse sources. After the initial search, the identified articles underwent a screening process to assess their eligibility for inclusion in the study. The screening involved reviewing the titles and abstracts of the articles to determine their relevance to the research topic. Articles that did not meet the inclusion criteria, such as those focusing on unrelated topics or not addressing ethical leadership or teacher work culture, were excluded from further analysis. The remaining articles were then subjected to a full-text review, where the entire content of each article was carefully examined. During this phase, additional exclusion criteria were applied to ensure that the included articles were directly relevant to the research objectives and addressed the specific aspects of ethical leadership and teacher work culture under investigation. Throughout the analysis process, particular attention was given to ensuring the rigorous examination of the literature, identifying potential biases, and addressing any limitations or gaps in the existing body of knowledge. This critical evaluation contributed to the development of a comprehensive understanding of the current state of research in the field and informed the formulation of future research directions and recommendations. It is important to note that while every effort was made to conduct a thorough and unbiased literature search and selection process, the possibility of publication bias or the inadvertent exclusion of relevant studies cannot be entirely ruled out. However, by adhering to established guidelines and employing rigorous methodological approaches, this study aimed to minimize potential biases and provide a reliable and comprehensive synthesis of the existing literature on ethical leadership in education and teacher work culture.

4. RESULTS AND DISCUSSION

4.1 Publication Included in Title, Abstract and Content

The data reveals an escalating trend in the number of studies published on ethical leadership and teacher work culture over the years. As illustrated in Table 1, there was a significant surge in publications in 2023 with 17 studies, marking the highest figure compared to other years. This spike could potentially be attributed to increased research interest or funding allocation in this domain. In the preceding year, 2022, there were 5 publications, while 2021 and 2020 witnessed 4 and 6 studies respectively. The year 2019 had 3 published works, one of which from the International Journal of Higher Education highlighted the significant correlation between ethical leadership, financial management, and integrity practices in Malaysian academic institutions. Interestingly, there were no publications recorded in 2018 and 2015 based on the data, suggesting potential gaps or lulls in research endeavors during those years. The earliest study listed dates back to 2016. Overall, the table illustrates an upward trajectory in recent years, with 2023 being the most prolific year for publications on this topic thus far. This trend underscores the growing importance and attention accorded to understanding ethical leadership principles and their impact on teacher work culture across various educational settings.

Table 1. Publications with ethical leadership and teacher work culture included in Title, Abstract and Content

Year of Publications	Number of Studies
2024	4
2023	17
2022	5
2021	4
2020	6
2019	3
2018	0
2017	3
2016	1
2015	0
Total	43

4.2 Approach to articles in Academic Journals

As shown in Table 2, the data provides valuable insights into the academic landscape surrounding ethical leadership research during the period of 2015-2024. It is evident that the topic of ethical leadership has garnered increasing attention and interest among researchers and academics across various disciplines. Over the span of nearly a decade, a total of 43 articles related to ethical leadership were published in 31 different academic journals. This widespread distribution across numerous journals highlights the multidisciplinary nature of the topic and its relevance to diverse fields of study. Notably, the Sustainability Journal (Switzerland) stands out as the publication with the highest number of articles (8) on ethical leadership. This suggests that the journal has placed a strong emphasis on examining the intersections between ethical leadership and sustainability-related issues, which is a pertinent and timely area of exploration. Other journals that have contributed significantly to the discourse on ethical leadership include the Journal of Business Ethics (3 articles), Behavioral Sciences (2 articles), International Journal of Higher Education (2 articles), and the Journal of Management Education (2 articles). These publications represent disciplines such as business, psychology, education, and management, further underscoring the broad applicability of ethical leadership principles across various sectors. Interestingly, the remaining 26 academic journals included in the data have each published only one article related to ethical leadership during the specified period. This observation could indicate either a lack of sustained focus on the topic within these specific journals or the exploratory nature of the research being conducted, paving the way for future investigations. Overall, the data suggests that academic studies related to ethical leadership are gaining momentum and attracting increasing attention from researchers and academics across diverse fields. However, the relatively low number of articles published in the majority of the listed journals also highlights the potential for further exploration and in-depth analysis of this critical area of leadership studies. As ethical leadership continues to be recognized as a crucial component of effective and responsible organizational practices, it is expected that more academic journals will prioritize and dedicate resources to publishing high-quality research in this domain, fostering a deeper understanding of its implications and applications across various contexts.

Table 2. Articles related to ethical leadership found in academic journals, 2015-2024

No.	Academic Journals	Total
1	Sustainability (Switzerland)	8
2	Journal Of Business Ethics	3
3	Behavioral Sciences	2

4	International Journal Of Higher Education	2
5	Journal Of Management Education	2
6	Academic Journal Of Interdisciplinary Studies	1
7	Accounting Education	1
8	Aera Open	1
9	Asian Journal Of University Education	1
10	Avicenna Journal Of Nursing And Midwifery Care	1
11	Educational Administration Quarterly	1
12	Educational Management Administration And Leadership	1
13	Egitim Arastirmalari Eurasian Journal Of Educational Research	1
14	Environment Development And Sustainability	1
15	Human Relations	1
16	Iberoamerican Journal Of Development Studies	1
17	International Journal Of Evaluation And Research In Education	1
18	International Journal Of Management Education	1
19	Journal Of Academic Ethics	1
20	Journal Of Open Innovation Technology Market And Complexity	1
21	Kasetsart Journal Of Social Sciences	1
22	Kuram Ve Uygulamada Egitim Bilimleri	1
23	Leadership Quarterly	1
24	Military Psychology	1
25	Milli Egitim	1
26	Perspectives In Education	1
27	Rausp Management Journal	1
28	Revista Galega De Economia	1
29	Social Responsibility Journal	1
30	Social Sciences And Humanities Open	1
31	South African Journal Of Education	1
Total		43

4.3 Practitioner Articles by Origin of Author

Studies related to ethical leadership have received widespread attention among practitioners and scholars from various countries. Based on Table 3, the majority of articles on this topic originate from Pakistan, the United States, South Africa, South Korea, Turkey, Canada, China, Malaysia, Taiwan, Australia, the Netherlands, and Thailand. Pakistan contributed five studies, including articles by Aftab et al. (2022), Habib et al. (2023), Rasheed et al. (2023), and two articles by Iqbal et al. (2020). The United States also made a contribution of five studies, such as the works of Walls and Seashore Louis (2023), Kwesiga et al. (2023), Steinbauer et al. (2020), Eva et al. (2019), and Hedberg (2017). Three studies came from South Africa, respectively by Nwanzu and Babalola (2024), Edwards et al. (2023), and Ndlovu et al. (2020), along with another one by Bhana and Bayat (2020). South Korea, on the other hand, contributed four studies, such as Liu et al. (2023), Choi (2021), Jin et al. (2022), and Kim et al. (2023). Four other studies originated from Turkey through the works of Akin et al. (2023), Özgenel and Aksu (2020), Toytok and Kapusuzoglu (2016), and Sağnak (2017). Three studies came from Canada by O'Keefe et al. (2023), Steinbauer et al. (2020), and Edwards et al. (2023). Additionally, three studies were from China, such as Uppathampracha and Liu (2022), Ding et al. (2023), and Bhatti et al. (2020). Malaysia contributed three studies through Aftab et al. (2022), Vikaraman et al. (2021), and Nafi and Kamaluddin (2019). Meanwhile, Taiwan contributed three studies, namely Fang et al. (2019), Hsieh et al. (2023), and Huang et al. (2021). Furthermore, two studies were from Australia by Blaich et al. (2023) and Eva et al. (2019), and two more from the Netherlands by Cao et al. (2023) and Eva et al. (2019). Thailand also contributed two studies through Naiyananont and Smuthranond (2017) and Phetsombat and Na-Nan (2023). These findings reflect the global interest in ethical leadership research, with the participation of various countries from Asia, Europe, Africa, Australia, and North America. It demonstrates the significance of this issue in the context of leadership at a global level.

Table 3. Practitioner articles by origin of author

Authors	Countries	Number of Publications
Aftab J.; Sarwar H.; Amin A.; Kiran A. 2022) quan	Pakistan	5
Habib N.; Naveed S.; Mumtaz M.; Sultana R.; Akhtar S. 2023) quan	Pakistan	
(Rasheed M.I.; Hameed Z.; Kaur P.; Dhir A. 2023) quan	Pakistan	
(Iqbal Z.A.; Abid G.; Contreras F.; Hassan Q.; Zafar R. 2020) quan	Pakistan	

(Iqbal Z.A.; Abid G.; Contreras F.; Hassan Q.; Zafar R. 2020) quan	Pakistan	
(Walls J.; Seashore Louis K. 2023) qual	United States	
(Kwesiga E.; Spraul K.; Zoogah B.D.2023) quan	United States	5
(Steinbauer R.; Renn R.W.; Chen S.H.; Biggane J.; Deitz G.2020) quan	United States	
(Eva N.; Robin M.; Sendjaya S.; van Dierendonck D.; Liden R.C.2019) qual	United States	
(Hedberg P.R.2017) – qual	United States	
(Nwanzu C.L.; Babalola S.S. 2024) quan	South Africa	
(Edwards D.; Schmidt M.; Mestry R. 2023) quan	South Africa	
(Ndlovu A.; Gerwel Proches C.N.; Naidoo R. 2020) qual	South Africa	4
(Bhana A.; Bayat M.S. 2020) -quan	South Africa	
(Liu X.; Huang Y.; Kim J.; Na S. 2023) quan	South Korea	
(Choi H.-J. 2021) -quan	South Korea	4
(Jin X.; Qing C.; Jin S. 2022) quan	South Korea	
(Kim C.; Lee C.; Lee G. 2023) quan	South Korea	
(Akin M.A.; İş E.; AnuştekİN M. 2023) quan	Turkey	
(Özgenel M.; Aksu T. 2020) -quan	Turkey	
(Toytok E.H.; Kapusuzoglu S. 2016) quan	Turkey	4
(Sağnak M. 2017) quan	Turkey	
(O’Keefe D.F.; Son Hing L.S.; Catano V. 2023) quan	Canada	
(Steinbauer R.; Renn R.W.; Chen S.H.; Biggane J.; Deitz G. 2020) quan	Canada	3
(Edwards D.; Schmidt M.; Mestry R. 2023) qual	Canada	
(Uppathampracha R.; Liu G. 2022) quan	China	
(Ding C.; Ai T.; Zhao S.; Zhang G. 2023) quan	China	3
(Bhatti M.H.; Akram U.; Su X.; Bhatti M.H.; Rasool H. 2020) quan	China	
(Aftab J.; Sarwar H.; Amin A.; Kiran A. 2022) quan	Malaysia	
(Vikaraman S.S.; Mansor A.N.; Nor M.Y.M.; Alias B.S.; Gurusamy V. 2021) -mix	Malaysia	3
(Nafi N.B.; Kamaluddin A. 2019) quan	Malaysia	
(Fang C.-H.; Fang C.-L.; Chao R.-F.; Lin S.-P. 2019) quan	Taiwan	
(Hsieh C.-C.; Tai S.-E.; Li H.-C. 2023) quan	Taiwan	3
(Huang S.Y.B.; Fei Y.-M.; Lee Y.-S. 2021) quan	Taiwan	
(Blaich C.; Kenny B.; Jimenez Y. 2023) qual	Australia	2
(Eva N.; Robin M.; Sendjaya S.; van Dierendonck D.; Liden R.C. 2019) mix	Australia	
Cao W.; Li P.; C. van der Wal R.; W. Taris T.(2023) quan	Netherlands	2
Eva N.; Robin M.; Sendjaya S.; van Dierendonck D.; Liden R.C. (2019) mix	Netherlands	
Naiyananont P.; Smuthranond T.(2017) quan	Thailand	2
Phetsombat P.; Na-Nan K. (2023) qual	Thailand	
Total		43

4.4 Research Approaches of Each Publication

According to Cresswell (2008), quantitative research is a more specific type of research, collecting data, analyzing the numbers using statistics. Qualitative research is used to gain an understanding of underlying causes, opinions, and motivations and data is collected using unstructured or semi-structured techniques and using small sample sizes. Mixed methods research involves collecting quantitative and qualitative data, combining, linking, or combining two data sources. Table 3 shows the research approach used for all studies published in the period from 2015 to 2024. Most of the articles are quantitative which is 34 out of 43 articles. Qualitative shows that 8 out of 43 articles and mixed methods approach 2 out of 43 articles overall.

Table 4. List of Research Approach by Year

Year of Publication	Quantitative	Qualitative	Mix modes	Total
2015	0	0	0	0
2016	1	0	0	1
2017	2	1	0	3
2018	0	0	0	0
2019	2	1	1	4
2020	8	1	0	9
2021	2	0	1	2
2022	4	0	0	4
2023	11	4	0	15
2024	4	1	0	5
Total				43

4.5 Name of Authors with Title

From Table 4, there are 43 authors who study and publish works and articles related to ethical leadership in education and teacher work culture. Table 4 shows that 43 articles produced by the author and the title of the study.

Table 5. Name of Authors with Title

No.	Authors	Title
1	Özgenel M.; Aksu T.	The power of school principals' ethical leadership behavior to predict organizational health
2	Paisey C.; Flanagan C.; Bradley L.; McCallum S.; Zou Y.	Listen up! Listening skills in accounting education: gaps and proposed new research and teaching agendas
3	Walls J.; Seashore Louis K.	Moral Distress Amongst District Leaders: Intensity, Dilemmas, and Coping Mechanisms in the Context of Covid-19
4	Blaich C.; Kenny B.; Jimenez Y.	Leadership in Ethical Practice: Students Learning Outcomes
5	Habib N.; Naveed S.; Mumtaz M.; Sultana R.; Akhtar S.	What type of leadership is more effective for managing change during force majeure? Achieving organizational effectiveness during the pandemic
6	Cullen J.G.	Moral Recovery and Ethical Leadership
7	Fang C.-H.; Fang C.-L.; Chao R.-F.; Lin S.-P.	Paternalistic leadership and employees' sustained work behavior: A perspective of playfulness
8	Iqbal Z.A.; Abid G.; Contreras F.; Hassan Q.; Zafar R.	Ethical leadership and innovativework behavior: The mediating role of individual attributes
9	Cao W.; Li P.; C. van der Wal R.; W. Taris T.	Leadership and Workplace Aggression: A Meta-analysis
10	Azila-Gbettor E.M.; Atatsi E.A.; Tulasi E.E.; Ayimey E.K.	Fostering workplace civility in the Financial Sector: The influence of ethical leadership practices and ethical work climate
11	Phetsombat P.; Na-Nan K.	A Causal Model of Ethical Leadership Affecting the Organizational Citizenship Behavior of Teachers in the Office of the Basic Education Commission
12	Kim C.; Lee C.; Lee G.	Impact of Superiors' Ethical Leadership on Subordinates' Unethical Pro-Organizational Behavior: Mediating Effects of Followership
13	Sabzehband P.; Jamasbi M.M.; Tapak L.; Purfarzad Z.	Relationship between Head Nurses' Ethical Leadership and Demographic Characteristics with General Self-Efficacy of ICU Nurses in Educational-Treatment Centers of Hamadan University of Medical Sciences, Hamadan, Iran, 2019
14	Da'as R.	Role of ethical school leadership in shaping adolescents' aggressive attitudes: A doubly latent multilevel SEM analysis
15	Eva N.; Robin M.; Sendjaya S.; van Dierendonck D.; Liden R.C.	Servant Leadership: A systematic review and call for future research
16	Huang S.Y.B.; Fei Y.-M.; Lee Y.-S.	Predicting job burnout and its antecedents: Evidence from financial information technology firms
17	Bhatti M.H.; Akram U.; Su X.; Bhatti M.H.; Rasool H.	Unraveling the effects of ethical leadership on knowledge sharing: The mediating roles of subjective well-being and social media in the hotel industry
18	Ndlovu A.; Gerwel Proches C.N.; Naidoo R.	Promoting quality education by addressing ethical challenges in high school football at circuit level in durban, South Africa
19	Santiago-Torner C.	Curvilinear relationship between ethical leadership and creativity within the Colombian electricity sector The mediating role of work autonomy, affective commitment, and intrinsic

		motivation; [Relación curvilínea entre liderazgo ético y creatividad dentro del sector eléctrico colombiano El papel mediador de la autonomía laboral, el compromiso afectivo y la motivación intrínseca]
20	Hedberg P.R.	Guiding Moral Behavior Through a Reflective Learning Practice
21	Aftab J.; Sarwar H.; Amin A.; Kiran A.	Does CSR mediate the nexus of ethical leadership and employee's job performance? Evidence from North Italy SMEs
22	Vikaraman S.S.; Mansor A.N.; Nor M.Y.M.; Alias B.S.; Gurusamy V.	Ethical Leadership Practices and Trust Among Public School Leaders in Malaysia
23	O'Keefe D.F.; Son Hing L.S.; Catano V.	Unethical behaviour in the military: The role of supervisor ethicality, ethical climate, and right-wing authoritarianism
24	Santiago-Torner C.	Ethical leadership and benevolent climate. The mediating effect of creative self-efficacy and the moderator of continuance commitment; [Liderazgo ético y clima benevolente. El efecto mediador de la autoeficacia creativa y el moderador del compromiso de continuidad]
25	Kwesiga E.; Spraul K.; Zoogah B.D.	An investigation on the role of positive psychological constructs on educational outcomes in business schools
26	Nwanzu C.L.; Babalola S.S.	Impact of ethical leadership and psychological ownership on employees' voluntary pro-environmental behaviour: a case study of selected organisations in Delta State Nigeria
27	Jin X.; Qing C.; Jin S.	Ethical Leadership and Innovative Behavior: Mediating Role of Voice Behavior and Moderated Mediation Role of Psychological Safety
28	Nafi N.B.; Kamaluddin A.	Good governance and integrity: Academic institution perspective
29	Mostafa A.M.S.; Farley S.; Zaharie M.	Examining the Boundaries of Ethical Leadership: The Harmful Effect of Co-worker Social Undermining on Disengagement and Employee Attitudes
30	Bhana A.; Bayat M.S.	The relationship between ethical leadership styles and employees effective work practices
31	Akin M.A.; İş E.; Anuştekin M.	The Investigation Of The Ethical Leadership Behavior Of School Administrators Regarding To School Psychological Counselors' Perceptions; [Okul Psikolojik Danışmanlarının Algılarına Göre Okul Yöneticilerin Etik Liderlik Davranışlarının İncelenmesi]
32	Naiyananont P.; Smuthranond T.	Relationships between ethical climate, political behavior, ethical leadership, and job satisfaction of operational officers in a wholesale company, Bangkok Metropolitan region
33	Liu X.; Huang Y.; Kim J.; Na S.	How Ethical Leadership Cultivates Innovative Work Behaviors in Employees? Psychological Safety, Work Engagement and Openness to Experience
34	Rasheed M.I.; Hameed Z.; Kaur P.; Dhir A.	Too sleepy to be innovative? Ethical leadership and employee service innovation behavior: A dual-path model moderated by sleep quality
35	Choi H.-J.	Effect of chief executive officer's sustainable leadership styles on organization members' psychological well-being and organizational citizenship behavior
36	Steinbauer R.; Renn R.W.; Chen S.H.; Biggane J.; Deitz G.	The Impact of Workplace Mentors on the Moral Disengagement of Business Student Protégés
37	Hsieh C.-C.; Tai S.-E.; Li H.-C.	A Bibliometric Review of Ethical Leadership Research: Shifting Focuses and Theoretical Insights
38	Uppathampracha R.; Liu G.	Leading for Innovation: Self-Efficacy and Work Engagement as Sequential Mediation Relating Ethical Leadership and Innovative Work Behavior
39	Toytok E.H.; Kapusuzoglu S.	Influence of school managers' ethical leadership behaviors on organizational culture: Teachers' perceptions; [Öğretmen algılarına göre okul yöneticilerinin etik liderlik davranışlarının örgüt kültürü üzerine etkisi]
40	Sağnak M.	Ethical leadership and teachers' voice behavior: The mediating roles of ethical culture and psychological safety
41	Bafadal I.; Atmoko A.; Sunandar A.; Arjanto P.; da Conceição Soares M.I.	Convergent and Discriminant Validity of the Bafadal's Leadership Morality Questionnaire in Indonesian Context
42	Ding C.; Ai T.; Zhao S.; Zhang G.	The Effect of Idiosyncratic Deals on Coworkers' Knowledge Hiding: A Moderated Serial Mediation Model
43	Edwards D.; Schmidt M.; Mestry R.	Core values of ethical leaders in South African schools

4.6 Research Scientific Analysis of Each Publication

From Table 6, there are 43 authors who study and publish works and articles related to ethical leadership in education and teacher work culture. Table 5 shows that 43 articles produced causality or correlation in a

statistical context. Causal findings are an area of statistics that is commonly misunderstood and misused by the public in the mistaken belief that because the data shows a correlation there must be an underlying cause and effect relationship.

Table 6. Research Scientific Analysis of each Publication

No.	Pengarang	Tajuk	Causation / Correlational
1	Özgenel M.; Aksu T.	The power of school principals' ethical leadership behavior to predict organizational health	Causation
2	Paisey C.; Flanagan C.; Bradley L.; McCallum S.; Zou Y.	Listen up! Listening skills in accounting education: gaps and proposed new research and teaching agendas	Correlational
3	Walls J.; Seashore Louis K.	Moral Distress Amongst District Leaders: Intensity, Dilemmas, and Coping Mechanisms in the Context of Covid-19	Correlational
4	Blaich C.; Kenny B.; Jimenez Y.	Leadership in Ethical Practice: Students Learning Outcomes	Correlational
5	Habib N.; Naveed S.; Mumtaz M.; Sultana R.; Akhtar S.	What type of leadership is more effective for managing change during force majeure? Achieving organizational effectiveness during the pandemic	Correlational
6	Cullen J.G.	Moral Recovery and Ethical Leadership	Causation
7	Fang C.-H.; Fang C.-L.; Chao R.-F.; Lin S.-P.	Paternalistic leadership and employees' sustained work behavior: A perspective of playfulness	
8	Iqbal Z.A.; Abid G.; Contreras F.; Hassan Q.; Zafar R.	Ethical leadership and innovativework behavior: The mediating role of individual attributes	Correlational
9	Cao W.; Li P.; C. van der Wal R.; W. Taris T.	Leadership and Workplace Aggression: A Meta-analysis	Correlational
10	Azila-Gbettor E.M.; Atatsi E.A.; Tulasi E.E.; Ayimey E.K.	Fostering workplace civility in the Financial Sector: The influence of ethical leadership practices and ethical work climate	Causation
11	Phetsombat P.; Nan K.	A Causal Model of Ethical Leadership Affecting the Organizational Citizenship Behavior of Teachers in the Office of the Basic Education Commission	Causation
12	Kim C.; Lee C.; Lee G.	Impact of Superiors' Ethical Leadership on Subordinates' Unethical Pro-Organizational Behavior: Mediating Effects of Followership	Causation
13	Sabzehband P.; Jamasbi M.M.; Tapak L.; Purfarzad Z.	Relationship between Head Nurses' Ethical Leadership and Demographic Characteristics with General Self-Efficacy of ICU Nurses in Educational-Treatment Centers of Hamadan University of Medical Sciences, Hamadan, Iran, 2019	Causation
14	Da'as R.	Role of ethical school leadership in shaping adolescents' aggressive attitudes: A doubly latent multilevel SEM analysis	Causation
15	Eva N.; Robin M.; Sendjaya S.; van Dierendonck D.; Liden R.C.	Servant Leadership: A systematic review and call for future research	Correlational
16	Huang S.Y.B.; Fei Y.-M.; Lee Y.-S.	Predicting job burnout and its antecedents: Evidence from financial information technology firms	Correlational
17	Bhatti M.H.; Akram U.; Su X.; Bhatti M.H.; Rasool H.	Unraveling the effects of ethical leadership on knowledge sharing: The mediating roles of subjective well-being and social media in the hotel industry	Causation
18	Ndlovu A.; Gerwel Proches C.N.; Naidoo R.	Promoting quality education by addressing ethical challenges in high school football at circuit level in durban, South Africa	Causation
19	Santiago-Torner C.	Curvilinear relationship between ethical leadership and creativity within the Colombian electricity sector The mediating role of work autonomy, affective commitment, and intrinsic motivation; [Relación curvilínea entre liderazgo ético y creatividad dentro del sector eléctrico colombiano El papel mediador de la autonomía laboral, el compromiso afectivo y la motivación intrínseca]	Causation
20	Hedberg P.R.	Guiding Moral Behavior Through a Reflective Learning Practice	Causation
21	Aftab J.; Sarwar H.; Amin A.; Kiran A.	Does CSR mediate the nexus of ethical leadership and employee's job performance? Evidence from North Italy SMEs	Causation
22	Vikaraman S.S.; Mansor A.N.; Nor M.Y.M.; Alias B.S.; Gurusamy V.	Ethical Leadership Practices and Trust Among Public School Leaders in Malaysia	Causation
23	O'Keefe D.F.; Son Hing L.S.; Catano V.	Unethical behaviour in the military: The role of supervisor ethicality, ethical climate, and right-wing authoritarianism	Causation

24	Santiago-Torner C.	Ethical leadership and benevolent climate. The mediating effect of creative self-efficacy and the moderator of continuance commitment; [Liderazgo ético y clima benevolente. El efecto mediador de la autoeficacia creativa y el moderador del compromiso de continuidad]	Causational
25	Kwesiga E.; Spraul K.; Zoogah B.D.	An investigation on the role of positive psychological constructs on educational outcomes in business schools	Causational
26	Nwanzu C.L.; Babalola S.S.	Impact of ethical leadership and psychological ownership on employees' voluntary pro-environmental behaviour: a case study of selected organisations in Delta State Nigeria	Causational
27	Jin X.; Qing C.; Jin S.	Ethical Leadership and Innovative Behavior: Mediating Role of Voice Behavior and Moderated Mediation Role of Psychological Safety	Causational
28	Nafi N.B.; Kamaluddin A.	Good governance and integrity: Academic institution perspective	Causational
29	Mostafa A.M.S.; Farley S.; Zaharie M.	Examining the Boundaries of Ethical Leadership: The Harmful Effect of Co-worker Social Undermining on Disengagement and Employee Attitudes	Causational
30	Bhana A.; Bayat M.S.	The relationship between ethical leadership styles and employees effective work practices	Correlational
31	Akin M.A.; İş E.; Anuştekin M.	The Investigation Of The Ethical Leadership Behavior Of School Administrators Regarding To School Psychological Counselors' Perceptions; [Okul Psikolojik Danışmanlarının Algılarına Göre Okul Yöneticilerin Etik Liderlik Davranışlarının İncelenmesi]	Correlational
32	Naiyananont P.; Smuthranond T.	Relationships between ethical climate, political behavior, ethical leadership, and job satisfaction of operational officers in a wholesale company, Bangkok Metropolitan region	Correlational
33	Liu X.; Huang Y.; Kim J.; Na S.	How Ethical Leadership Cultivates Innovative Work Behaviors in Employees? Psychological Safety, Work Engagement and Openness to Experience	Causal
34	Rasheed M.I.; Hameed Z.; Kaur P.; Dhir A.	Too sleepy to be innovative? Ethical leadership and employee service innovation behavior: A dual-path model moderated by sleep quality	Causal
35	Choi H.-J.	Effect of chief executive officer's sustainable leadership styles on organization members' psychological well-being and organizational citizenship behavior	Causal
36	Steinbauer R.; Renn R.W.; Chen S.H.; Biggane J.; Deitz G.	The Impact of Workplace Mentors on the Moral Disengagement of Business Student Protégés	Causal
37	Hsieh C.-C.; Tai S.-E.; Li H.-C.	A Bibliometric Review of Ethical Leadership Research: Shifting Focuses and Theoretical Insights	Correlational
38	Uppathampracha R.; Liu G.	Leading for Innovation: Self-Efficacy and Work Engagement as Sequential Mediation Relating Ethical Leadership and Innovative Work Behavior	Causal
39	Toytok E.H.; Kapusuzoglu S.	Influence of school managers' ethical leadership behaviors on organizational culture: Teachers' perceptions; [Öğretmen algılarına göre okul yöneticilerinin etik liderlik davranışlarının örgüt kültürü üzerine etkisi]	Correlational
40	Sağnak M.	Ethical leadership and teachers' voice behavior: The mediating roles of ethical culture and psychological safety	Correlational
41	Bafadal I.; Atmoko A.; Sunandar A.; Arjanto P.; da Conceição Soares M.I.	Convergent and Discriminant Validity of the Bafadal's Leadership Morality Questionnaire in Indonesian Context	Correlational
42	Ding C.; Ai T.; Zhao S.; Zhang G.	The Effect of Idiosyncratic Deals on Coworkers' Knowledge Hiding: A Moderated Serial Mediation Model	Correlational
43	Edwards D.; Schmidt M.; Mestry R.	Core values of ethical leaders in South African schools	Correlational

5. DISCUSSION

This study highlights an intriguing trend in publications related to ethical leadership and teacher work culture. The data shows a significant increase in the number of publications starting from 2015 until 2024, with a total of 43 identified articles. The highest achievement was recorded in 2023 with 17 publications, reflecting the growing interest among researchers and practitioners in the field of education. This phenomenon underscores the importance of ethical leadership in the current educational context, where issues such as dealing with the COVID-19 pandemic, the use of technology in learning, increasing cases of bullying, and academic pressure demand ethical and innovative leadership approaches.

Furthermore, the study also reveals that ethical leadership is a topic of interest across various disciplines. A total of 31 different academic journals have published related articles, with prominent journals such as Sustainability Switzerland, Journal of Business Ethics, and Behavioral Sciences being among the major contributors. This diversity of disciplines indicates that ethical leadership is not only relevant in the context of education but also in fields such as business, sustainability, and behavioral sciences, making it a topic of global interest. The increasing interest in ethical leadership in education can be linked to the current challenges faced by the education system. The COVID-19 pandemic has brought about drastic changes in teaching and learning methods, requiring ethical and flexible leadership in dealing with uncertain situations.

Additionally, the increasing use of technology in education has also raised new ethical issues, such as data privacy, cybersecurity, and equitable access to digital resources. Moreover, issues such as bullying and increasing academic pressure among students demand an ethical leadership approach that is sensitive to student well-being. Ethical leadership is seen as an essential element in creating a healthy, inclusive, and holistic learning environment that promotes the overall development of students. Therefore, the rise in interest in ethical leadership in education reflects the need to address current challenges in an ethical, responsible, and positive manner within the education system. It also demonstrates an increasing awareness that ethical leadership is not only important in the context of education but also in various other fields, making it a relevant and globally attractive topic.

The study further reveals the multidisciplinary nature of ethical leadership. With publications spanning disciplines such as business, sustainability, and behavioral sciences, it is clear that ethical leadership transcends boundaries and is relevant across a wide range of sectors. This multidisciplinary approach enriches the understanding of ethical leadership by allowing for the integration of diverse perspectives and theoretical frameworks. Notably, the study identifies prominent journals such as Sustainability Switzerland, Journal of Business Ethics, and Behavioral Sciences as significant contributors to the literature on ethical leadership. These journals have played a crucial role in disseminating research findings and fostering academic discourse on this topic, further reinforcing its importance and relevance across various domains. The surge in publications from 2015 to 2024 also reflects the growing recognition of ethical leadership as a critical component in shaping positive organizational cultures and practices. As societal expectations for ethical conduct and responsible leadership continue to rise, researchers and practitioners have taken a keen interest in exploring the implications and applications of ethical leadership across various contexts. Furthermore, the COVID-19 pandemic has brought ethical leadership to the forefront, as leaders have had to navigate unprecedented challenges while upholding ethical principles and values. The need for transparent, compassionate, and principled leadership has become even more pronounced, driving further research and exploration into ethical leadership practices.

Overall, the study's findings underscore the increasing significance of ethical leadership in today's rapidly evolving educational and professional landscapes. As societies grapple with complex challenges, the demand for ethical and responsible leadership will likely continue to grow, fostering further interdisciplinary collaborations and advancements in this field. A significant increase in the number of publications related to ethical leadership, especially the peak in 2023 which reflects the importance of this issue in the current educational context, the study also shows the diversity of disciplines involved, with publications in 31 different academic journals, illustrating the relevance of ethical leadership across various fields such as business, sustainability, and behavioral science. Next, this study successfully identified the main research trends related to the importance of ethical leadership in addressing current educational challenges, its role in promoting a positive and productive work culture, as well as its relationship with aspects such as innovation, employee commitment, and organizational performance. By contributing to an in-depth understanding of the research landscape in this field as well as providing a solid foundation for future research and practice, this comprehensive bibliometric study truly highlights something new in the field of ethical leadership and teacher work culture.

6. CONCLUSION

This study provides a comprehensive overview of the developments and latest trends in research related to ethical leadership and teacher work culture. The bibliometric analysis conducted reveals a significant increase in the number of publications in this field, reflecting the growing interest and importance accorded to this topic in the global educational arena. The study also uncovers that ethical leadership has become a topic of interest across various disciplines, with publications in diverse academic journals. One of the key findings of this study is the importance of ethical leadership in addressing current educational challenges, such as dealing with the COVID-19 pandemic, the use of technology in learning, increasing cases of bullying, and academic pressure. The study also highlights the role of ethical leadership in promoting a positive and productive work culture, as well as the relationship between ethical leadership and aspects such as innovation, employee commitment, and organizational performance. Overall, this study contributes to a deeper understanding of the research landscape in the field of ethical leadership and teacher work culture. It provides a solid foundation for future research, while also offering practical guidance and recommendations for practitioners and policymakers in the field of education to foster and implement effective ethical leadership practices.

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