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FDRE TECHNICAL & VOCATIONAL TRAINING INSTITUTE

FACULTY OF TVET LEADERSHIP AND MANAGEMENT

DEPARTMENT OF TVET LEADERSHIP AND MANAGEMENT

ETHICAL LEADERSHIP PRACTICES AND ITS EFFECT ON ORGANIZATIONAL PERFORMANCE: THE CASE OF SELECTED PUBLIC TVET COLLEGES, WEST GOJJAM ZONE, AMHARA REGION

MA Thesis

By
Fekadu Muche Amogne

June, 2024

Addis Ababa, Ethiopia

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By:

Fekadu Muche Amogne

A Thesis submitted to the Department of TVET Leadership and Management in partial fulfillment of the requirement for the Degree of Masters of Arts in TVET Leadership and Management

Advisor: Bekrestion Hailesilassie (PhD)

June, 2024

Addis Ababa, Ethiopia

DECLARATION

I, Fekadu Muche, a student of FDRE Technical and Vocational Training Institute, hereby declare that the thesis in the title, **"Ethical leadership practices and their effect on organizational performance: the case of selected public TVET colleges in West Gojjam Zone, Amhara Region,"** submitted to the Graduate Program of FDRE Technical and Vocational Training Institute as a partial fulfillment of the requirements for the award of a Master of Arts degree in "TVET Leadership and Management," is my original work prepared under the guidance of Bekrestion Hailesilassie (PhD). Every source that has been used or quoted has been properly cited and acknowledged with all necessary references. This thesis has never been submitted, either in part or in full, to any other higher education institution for the purpose of earning a degree or diploma.

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This thesis has been submitted for examination with my approval as an institute advisor.

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We have read and assessed this thesis, written by Mr. Fekadu Muche Amogne titled **"Ethical leadership practices and their effect on organizational performance: the case of selected public TVET colleges in the West Gojjam Zone, Amhara Region**," as members of the Board of Examiners for the Master of Arts (MA) thesis open defense examination. We hereby confirm that the thesis is approved as meeting the prerequisites for the Master of Arts (MA) in TVET Leadership and Management degree and conforms to Institute regulations and accepted standards with respect to originality and quality.

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DEDICATION

This thesis is dedicated to my father, Muche Amogne, and mother, Muchit Nega, who have been the driving forces behind my extensive academic journey and the significant accomplishments I have already attained. My success in life may be attributed to their unwavering and loving support in every way, their loving care, and their attentive parenting. I sincerely appreciate your support throughout all of life's achievements. God bless you forever!

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ABBREVIATIONS AND ACRONYMS

ALS	Authentic Leadership Scale
APA	American Psychological Association
CBE	Commercial Bank of Ethiopia
CEOs	Chief Executive Officers
CLRA	Classical Linear Regression Assumption
CSR	Corporate Social Responsibility
EJS	Employee Job Satisfaction
EL	Ethical Leadership
ELS	Ethical Leadership Scale
ELW	Ethical Leadership at Work Questionnaire
HEIs	Higher Education Institutes
HEs	Higher Educations
MLQ	Multifactor Leadership Questionnaires
MoE	Ministry of Education
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior I
SD	Standard Deviation
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for Social Science
TVET	Technical Vocational Education and Training
VIF	Variance Inflation Factor

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ABSTRACT

The success of organizational performance is closely linked to the implementation of ethical leadership practices. Adopting ethical leadership is a basic requirement for all corporate organizations worldwide. Furthermore, to guarantee organizational performance in service organizations generally and higher education specifically, the Ethiopian government is paying close attention to ethical leadership. Even with their massive investments in the field, many public TVET colleges struggle with unethical leadership, which negatively impacts organizational performance. The study examined ethical leadership practices and their impact on organizational performance in the context of selected public TVET colleges in the West Gojjam Zone of the Amhara Region. This study used a concurrent research design and the pragmatism paradigm. The research was centered at three public TVET colleges in the West Gojjam Zone of the Amhara Region. A total of 152 employees, department heads, and management bodies were distributed semi-structured questionnaires. Purposive and systematic sampling methods were used to select respondents. Consequently, semi-structured interviews and document analysis were conducted. The mean and standard deviation are two descriptive metrics used in the data analysis. Regression analysis and correlation were performed in terms of inferential statistics. The findings indicate that organizational performance and ethical leadership practices were high. The empirical results revealed a strong positive correlation between the dependent variable (organizational performance) and ethical leadership. The outcome demonstrated that the performance of organizations was positively and significantly impacted by ethical leadership practices. Any public TVET college looking to boost performance should take ethical leadership practices into account when devising a plan. Additional investigations are carried out regarding variables other than ethical leadership practices that may impact the performance of public TVET colleges in West Gojjam Zone.

Keywords: *Concurrent research design, ethical leadership, job satisfaction, leader effectiveness, organizational commitment, organizational performance, Public TVET Colleges*

CHAPTER ONE

INTRODUCTION

The introductory part of this study is described in this chapter. This chapter aims to introduce the thesis topic and approach to readers. This part of the paper serves as the foundation for the rest of this thesis. The chapter covers the following topics: the study's background; the problem statement; the study's objectives; the fundamental research questions; the study's significance; its delimitation; and its limitations. Furthermore, it provides an overview of the overall study structure.

1.1 Background of the Study

According to Demirtas (2015), "the world has seen that there are unethical leaders who seek to fulfill their personal desires at the expense of their organizations." She is referring to the corporate scandals of the early 2000s. This scenario highlights the importance of conducting leadership to improve organizational performance and achieve positive results. Rhode (2006) asserted, "accountability lies at the core of the exercise of moral leadership." Ethical behavior in businesses and organizations is explained as the key to accountability and moral leadership. The definition of ethical leadership has proven to be difficult to define, but one that is frequently used is "the normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown, Trevino, & Harrison, 2005). Wang *et al.* (2017) support this definition.

In order for an organization to move toward its goals, leadership is necessary. According to Masood and Zia-ur-Rehman (2017), there is a relationship between ethical leadership and performance. They define leadership as being grounded by ethical beliefs and consciously providing good treatment or, "respect and value of right among members of an organization" (Northouse, 2013; Masood & Zia-ur-Rehman, 2017). Scholars provide further clarification when they propose that "ethical leadership refers to actions, talks, and other behaviors that

consist of appropriate norms." This is defined as "the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making, as well as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships" (*Brown et al., 2005*; Demirtas, 2015).

Ethical leadership styles play a major role in achieving organizational effectiveness. Globally, corporate organizations view ethical leadership as a fundamental component. For organizations, the importance of ethics in leadership studies cannot be overstated. Leadership that lacks morality and integrity can be harmful to society and the stakeholders in the firm. Scholars and the media have begun paying more attention to leadership ethics as because of high-profile crises and leadership engagement in unethical ways (Hartog, 2015).

One of the most severe instances of managerial misbehaviors in an organizational setting is unethical leadership. Schyns and Schilling (2013) conducted a meta-analysis of the results, examining the relationships between unethical leadership and outcome factors while integrating several conceptualizations of destructive leadership. Their findings demonstrated a positive association with negative employee behaviors, such as intent to leave the company and other unproductive work behaviors, and a negative correlation with favorable follower outcomes and behaviors, such as individual performance and employee well-being.

Today, unethical activities and behaviors are routine occurrences in the lives of all companies. "Almost every morning in the newspaper, we are exposed to the foul play of some executives or organizations," write Sinha and Mishra (2011), describing the situation. The immoral actions of leaders have serious repercussions for all stakeholders and at all organizational levels, including the disintegration of followers, organizational failure, and followers' mistrust (Chandler, 2009; Pelletier, 2010). Furthermore, the public's growing awareness of leadership scandals, the recent failure of several financial institutions, and the numerous societal issues that both public and private institutions must deal with demonstrate the urgency of leaders' prompt and careful consideration (Zhu, Zheng, Riggio, & Zhang, 2015).

In the African context, corruption is widely perceived as the predominant factor behind African nations' social and economic challenges. According to Temple (2012), irrespective of

a nation's or organization's wealth, extensive corruption, dishonest management practices, misappropriation of public resources, absence of accountability, and persistent falsification of records will result in the failure of a society or organization. Corruption and unethical behavior present significant obstacles for African societies and their leaders, posing a threat to democracy, impeding economic progress, and hindering developmental initiatives. Transparency and effective governance are crucial in all societies, particularly in impoverished nations striving to break free from the cycle of underdevelopment and poverty (Adisa & Gbadamosi, 2018).

Ethical leadership is increasingly recognized as a critical factor in organizational effectiveness across various sectors, including education. In the specific context of TVET colleges in Ethiopia, ethical leadership practices are expected to play a crucial role in shaping institutional culture, improving student outcomes, and enhancing overall organizational performance. The West Gojjam zone of the Amhara region represents a unique setting within Ethiopia's educational landscape, characterized by its socio-cultural diversity and specific challenges faced by TVET colleges.

Trevino and her coworkers conducted a series of studies in the early stages of the field to ascertain the qualities that ethical leaders ought to have in order to be considered as such, as well as the standards by which such leaders should be recognized (Trevino, Hartman, & Brown, 2000; 2003). Following these investigations, Brown *et al.* (2005) introduced the idea of ethical leadership and found a relationship between ethical leadership, a high percentage of satisfied employees, and improved organizational performance. The significance of effective leadership cannot be overstated because; it can significantly improve organizational outcomes and employee productivity. Conversely, ineffective leadership and management have the capacity to exert a detrimental influence on financial performance and contribute to organizational shortcomings. Research indicates that a considerable proportion (56%), of organizational failures can be directly linked to ineffective leadership (Wilton, Woodman, Rudiger, Pardey, & Tamkin, 2012).

Prior research has indicated that perceived elevated work ethics can lead to increased organizational commitment, whereas diminished work ethics may result in decreased

organizational commitment (Wright, Hassan, & Yukl, 2014). The implementation of ethical leadership has the potential to bolster organizational commitment and mitigate unethical conduct among subordinates, thereby fostering the advancement and progression of both the organization and its employees (*Wright et al*., *2014*). The impact of ethical leadership is constructive at both the organizational and individual levels, serving to motivate employees, enhance their objectives, foster job satisfaction, and exemplify a guiding figure within the organization, consequently contributing to heightened organizational commitment and a reduction in turnover rates (Dimitrious, 2012).

Achieving consistent performance is the fundamental objective of every organization because; it serves as the catalyst for organizational growth. In the present scenario, organizations are surpassing traditional methods by engaging in corporate social responsibility initiatives (CSR) to cultivate favorable public perceptions, thereby augmenting their overall performance.

Ethical leadership, in addition to facilitating organizational success, plays a crucial role in enhancing the competitiveness of organizations in today's dynamic business environment by empowering executives to exert influence over their followers (Commercial Bank of Ethiopia, 2012). Similarly, ethical leadership has a favorable impact on employee conduct and overall organizational performance (Hendriks, 2011). It is reasonable to posit that when an organization's leadership demonstrates ethical behavior; its followers will likely emulate such behavior and adhere to the ethical standards set by the organization. Moreover, ethical leadership is essential for organizations striving to achieve profitability and maintain competitiveness in the business realm.

The focal point of ethical leadership lies in the outcomes of the organization while, also considering the fair treatment of followers, the importance of trustworthy and honest leaders, and the inclusion of followers in decision-making processes, recognizing them as valuable assets to the organization. Alof (2014) posits that leaders are expected to demonstrate care for individuals and society at large and conduct, themselves ethically both in their personal and professional capacities. Consequently, the ethical leadership styles adopted by leaders play a pivotal role in influencing employee attitudes and behaviors, ultimately contributing to enhanced organizational performance.

Brown and Trevino (2006) emphasized the underdeveloped exploration of ethics in studies, leading to a lack of understanding of its impact on a firm's performance. Previous research has shown that ethical behaviors play a role in influencing performance (Piccolo, Greenbaum, Den Hartog, & Folger, 2010; Jonyo, 2017). Conversely, Kitonga, Bichanga, and Muema (2016) found no significant correlation between ethical practices and organizational performance, contributing to conflicting results.

Research on ethical leader behavior at all levels within organizations is currently on the rise, with various studies exploring the relationship between ethical leadership practices and their impact on organizational performance. However, previous research has primarily focused on single ethical leader behaviors, leading to fragmented results due to the use of unidimensional measures. For example, *Brown et al. (2005)* introduced the 10-item Ethical Leadership Scale (ELS), which is commonly employed to assess ethical leader behavior. Despite this, the extent of research on the effects of ethical leadership on organizational performance remains limited compared to studies on the influence of organizational leaders and environments (Yukl, 2013). Therefore, there is a crucial need to emphasize the components of organizational performance in ethical leadership research. Scholars such as Mayer, Aquino, Greenbaum, and Kuenzi (2012) and Sheraz, Zaheer, and Nadeem (2012) emphasize the necessity for a more thorough examination of the link between ethical leadership and organizational performance. For instance, a study by Khasawneh, Jawarneh, Abu-Alruzz, and Abdelghafour (2016) highlighted the importance of further investigations into the association between ethical leadership and outcomes among academic staff at a public university in Jordan, including organizational performance, organizational commitment, job satisfaction, organizational citizenship behavior, and workplace deviance.

Literature highlights the significance of ethical leadership in promoting integrity, transparency, and accountability within educational institutions. Studies emphasize that ethical leadership positively influences organizational climate, employee morale, and ultimately, student achievement (Brown & Trevino, 2006). Despite the extensive research in educational leadership, there is a noticeable gap in understanding how ethical leadership specifically operates within TVET colleges, particularly in Ethiopia. Existing studies often generalize findings from Western contexts or focus on other educational sectors, neglecting

the unique challenges and opportunities faced by TVET institutions in developing countries (Brown & Mitchell, 2010).

There is a lack of empirical research that examines ethical leadership practices within the specific socio-cultural and institutional context of TVET colleges in the West Gojjam zone. Most existing literature tends to generalize findings from other sectors or different geographical locations, which may not fully apply to this specific context. Existing studies predominantly focus on high-income countries or broader educational settings, failing to capture the nuances relevant to Ethiopian TVET colleges. While theoretical frameworks suggest a positive relationship between ethical leadership and organizational performance, empirical evidence within TVET colleges is limited.

Few studies discuss the impact of ethical leadership on organizational outcomes; there is a gap in understanding how ethical leadership affects various stakeholders within TVET colleges, such as students, faculty, administrative staff, and local communities in the West Gojjam Zone. There is limited exploration of the unique ethical challenges faced by leaders in Ethiopian TVET colleges, particularly in the West Gojjam Zone. Understanding these challenges is crucial for developing effective ethical leadership practices tailored to the local context. There is also a gap in comparative analyses between different TVET colleges within the West Gojjam Zone or between TVET colleges and other educational institutions. Such comparisons could provide insights into the specific factors influencing ethical leadership and organizational performance in TVET colleges.

Many studies employ either qualitative or quantitative methods exclusively, missing the opportunity to integrate diverse methodological approaches that could provide a comprehensive understanding of ethical leadership dynamics. A mixed-methods approach is underutilized in examining the complex relationships between ethical leadership behaviors and organizational outcomes. Many studies lack clarity on the sampling methods used, leading to questions about the representativeness of the samples chosen. Often, convenience sampling or small sample sizes are utilized, which may limit the generalizability of findings to the broader population. Lack of standardized measurement tools specific to the Ethiopian context and TVET colleges' further compounds this issue. There is variability in the methods

used for data collection, including self-report surveys, interviews, and case studies. However, these methods may not capture the full spectrum of ethical leadership behaviors and their impact on organizational performance in TVET colleges. There is also a scarcity of longitudinal studies that track the effects of ethical leadership over time within educational settings. Longitudinal research designs are essential for capturing the temporal aspects of leadership influences and understanding how ethical practices evolve and impact organizational sustainability and control for confounding variables are often missing.

Given the identified gaps in the literature and methodology, this study seeks to fill a critical void by empirically investigating the role of ethical leadership practices in enhancing organizational performance within selected public TVET colleges in the West Gojjam zone of the Amhara region. By employing a mixed-methods approach and considering the local contextual factors, the study aims to provide empirical evidence on the effectiveness of ethical leadership in Ethiopian TVET colleges; enhance understanding of how ethical leadership influences specific organizational outcomes; inform policy-making and leadership development initiatives tailored to the Ethiopian TVET context and contribute to theoretical frameworks on ethical leadership in TVET management and administration.

In conclusion, this study is not only timely but also essential for advancing knowledge in educational leadership and management, particularly within the TVET sector in Ethiopia. It seeks to bridge the gap between theory and practice by offering practical insights that can support institutional improvement and foster sustainable educational development in the West Gojjam zone and similar settings globally. Thus, the primary objective of this study was to investigate ethical leadership practices and their impact on organizational performance in selected public TVET colleges in the West Gojjam Zone of the Amhara Region, taking into account the identified research gap.

1.2 Statement of the Problem

Organizations worldwide, such as educational institutions, are currently facing a range of ethical leadership dilemmas, as perceived and stated by them. According to Kalshoven, Den Hartog, and De Hoogh (2011), ethical leadership, along with leadership trust and reputation,

is evolving consistently into a global problem. Instances of unethical leadership behaviors, as highlighted by Naidoo (2015), are often demonstrated through scandals and fraud.

Leadership challenges have been tangibly observed as a result of the impacts of globalization and financial downturns, exemplified by leadership scandals such as those involving Enron, WorldCom, and the National Irish Bank, among others, demonstrating how unethical leaders prioritized their personal agendas over the well-being of their organizations (Demirtas, 2015). The integration of ethics into business operations emphasizes the importance of upholding ethical standards as well as adhering to moral principles, ethical obligations, and moral integrity (Ott & Dicke, 2012); moreover, given that leadership has traditionally been regarded as the cornerstone of management and organizational literature, scholarly investigations into leadership underscore the pivotal role of leadership efficacy in organizational success (Demirtas, 2015).

In a national context, Amsale, Bekele, and Tafesse (2016) underscored that a significant proportion of educators perceive their leaders as lacking ethical conduct by not upholding principles of fairness and equity. Neglecting the consideration of diversity within educational institutions is observed when leaders fail to demonstrate altruistic and ethical behaviors. Additionally, Arar, Haj, Abramovitz, and Oplatka (2016) explored ethical leadership in the field of education and its correlation with ethical decision-making. Their findings emphasize the importance of cultivating ethical conduct among school leaders and advocating for a comprehensive approach toward integrating ethical considerations across various dimensions of the educational sphere.

Amsale et al. (2016) ascertained that leaders possess a moderate level of ethicality. In the absence of awareness regarding the underlying causes of a particular issue, akin to a small wound resulting from cancerous cells, addressing only the superficial wound could lead to systemic deterioration or dysfunctionality of the entire body (*Amsale et al., 2016*).

Although there are numerous research papers on ethical leadership within the public sector, there appears to be a lack of studies focusing on ethical leadership in countries governed by constitutions (Lu & Chiu, 2017). Within a local context, Tanui (2017) observed a connection

between ethical leadership and employee performance in a government-owned enterprise, whereas Musyimi (2016) highlighted the significant role of ethical leadership in enhancing employee effectiveness in the banking industry. Minja (2017) contended that scholars specializing in ethical leadership should explore new methodologies in the implementation of ethical leadership principles.

Ethical leadership plays a vital role in organizational performance (Breene & Nunes, 2016). The significance of ethical leadership lies in its emphasis on the triple bottom line that is profits, people, and the planet. The consideration of profits by ethical leadership ensures that the interests of shareholders are prioritized to yield favorable returns on investments. Ethical leadership also focuses on ensuring stakeholder satisfaction, including that of suppliers and customers, a dimension that has previously been neglected. Lastly, ethical leadership contributes to environmental sustainability, as highlighted by Nel and Beudeker (2019).

The unfair treatment of followers, characterized by injustice and lack of care and concern, represents a clear indication of lacking ethical leadership (Asnake & Mekonnen, 2019). These factors serve as catalysts for employees to leave organizations they perceive as unethical and to seek employment in organizations they deem ethical.

According to the researcher's individual experience and the 2022 report from the labor and training department of West Gojjam Zone, the motivation system for TVET employees exhibits a lack of equity in allocating resources for the professional development of both academic and administrative personnel. These unfair organizational activities cause for employees turnover. Moreover, this ethical dilemma is also evident in the assessment of trainees at both organizational and national levels. This ethical leadership problem affects trainees result, satisfaction of academic staffs and organizational performance.

In the context of public TVET colleges in the West Gojjam zone of the Amhara region, ethical leadership practices play a pivotal role in shaping organizational performance. Despite increasing recognition of the importance of ethical leadership, there remains a significant gap in empirical research addressing its specific impact within this educational context. Methodologically, existing studies often lack comprehensive investigation into the nuanced relationship between ethical leadership behaviors and measurable organizational outcomes,

such as student achievement, faculty satisfaction, and institutional efficiency. Therefore, there is a critical need to empirically explore how ethical leadership practices influence organizational performance in Ethiopian TVET colleges, particularly in the under-researched setting of the West Gojjam zone.

While ethical leadership is widely studied in various organizational settings, its application and effectiveness within the specific context of TVET colleges in Ethiopia, especially in the West Gojjam zone, remain under-explored. Existing literature predominantly focuses on sectors such as business and healthcare, necessitating targeted research to fill this gap in TVET leadership studies. Previous research often lacks a comprehensive examination of how ethical leadership impacts specific organizational performance metrics in TVET colleges. Studies have typically generalized findings across different educational sectors or neglected contextual factors unique to West Gojjam Zone TVET colleges, such as socio-economic conditions and cultural influences.

Many existing studies utilize qualitative or quantitative approaches separately, overlooking the benefits of a mixed-methods approach that could provide a more holistic understanding of the complex dynamics between ethical leadership practices and organizational outcomes. Methodological gaps also include limited use of longitudinal designs that could capture the temporal effects of ethical leadership on organizational performance over time. Research conducted in similar contexts often lacks local contextualization, failing to consider the specific socio-cultural dynamics and institutional challenges faced by TVET colleges in the West Gojjam zone. This study aims to address this gap by employing culturally sensitive research methods that resonate with the local educational landscape.

By addressing these research and methodological gaps, this study seeks to contribute valuable insights into how ethical leadership practices can be effectively leveraged to enhance organizational performance in West Gojjam Zone TVET colleges. The findings are expected to inform leadership development initiatives, policy-making efforts, and institutional reforms aimed at fostering a conducive learning environment and improving educational outcomes within the West Gojjam zone and potentially beyond. Thus, the purpose of this study was to examine ethical leadership practices and their effect on the organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara Region**.**

1.3 Objectives of the Study

1.3.1 General objective of the study

The main objective of this study was to examine ethical leadership practices and their effect on the organizational performance of selected public TVET colleges in West Gojjam Zone, Amhara Region.

1.3.2 Specific objectives of the study

- To identify the level of ethical leadership in selected public TVET colleges in the West Gojjam Zone, Amhara Region.
- To assess the level of organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara Region.
- To evaluate the effect of ethical leadership on organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara region.

1.4 Basic Research Questions

The researcher is attempting to address the following main research questions, based on the above mentioned problem:

1. What is the level of ethical leadership in selected public TVET colleges in the West Gojjam Zone, Amhara Region?
2. What is the level of organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara Region?
3. What is the effect of ethical leadership on organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara Region?

1.5 Research Hypotheses

A hypothesis is a scientific postulate proposed by a researcher based on known theories, prior research, and practices regarding the relationship between two or more variables. The testable hypothesis serves as the beginning and conclusion of this fundamental study section. The following hypotheses were developed and tested during the study to address the research

questions and accomplish the study's objectives: The following are the study's alternate hypotheses:

H_{1a} There is a statistically significant positive relationship between ethical leadership and leader effectiveness in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1b} There is a statistically significant positive relationship between ethical leadership and organizational citizenship behavior (OCB) in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1c} There is a statistically significant positive relationship between ethical leadership and trust in leaders in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1d} There is a statistically significant positive relationship between ethical leadership and employee effectiveness in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1e} There is a statistically significant positive relationship between ethical leadership and employee job satisfaction in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1f} There is a statistically significant positive relationship between ethical leadership and organizational commitment in selected public TVET colleges in the West Gojjam Zone, Amhara region.

H_{1g} There is a statistically significant positive relationship between ethical leadership and organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara region.

1.6 Significance of the Research

This research holds significant implications for Ethiopia's TVET sector researchers, practioners (the colleges) and policy makers and others. Specifically, by investigating ethical leadership practices and their effects on organizational performance in selected public TVET colleges in the West Gojjam zone of the Amhara region, holds the following significant implications. These are:

First, the study contributes to the researchers for scholarly understanding of ethical leadership in TVET contexts, particularly in developing countries like Ethiopia. It adds to the body of knowledge on leadership effectiveness and organizational dynamics within TVET colleges, offering practical implications for similar institutions globally. There is a gap in current literature regarding the specific context of ethical leadership within Ethiopian TVET colleges, particularly in the West Gojjam zone. This study aims to fill this gap by providing empirical evidence and insights into how ethical leadership practices can be leveraged to enhance organizational performance in this specific TVET setting.

Second, this study is crucial for practioners (the colleges) through fostering a positive organizational culture within TVET colleges. Understanding how ethical leadership practices influence organizational performance can lead to improvements in student learning outcomes, faculty engagement, and overall organizational effectiveness. TVET colleges play a crucial role in preparing students for the workforce and contributing to local economic development. Ethical leadership can contribute to a positive organizational climate that not only benefits students and staff but also positively impacts the broader community in the West Gojjam zone.

Finally, the findings from the research can inform policy-makers and TVET administrators about the importance of integrating ethical leadership principles into institutional governance frameworks. This may lead to the implementation of policies that promote transparent decision-making processes and enhance organizational trust. This study can also contribute to the development of leadership training programs tailored to the needs of TVET colleges in the West Gojjam zone. This can empower future leaders to uphold integrity, fairness, and accountability in their roles. TVET colleges in Ethiopia face unique challenges related to economic development, workforce preparation, and societal integration. Ethical leadership research can also identify strategies for addressing these challenges ethically and responsibly, contributing to sustainable development at both local and national levels.

Overall, studying ethical leadership practices and their effects in TVET Colleges of the West Gojjam Zone, Amhara Region not only enhances academic understanding but also has practical implications for organizational development, leadership effectiveness, and societal

impact. It aligns with efforts to strengthen TVET institutions as key drivers of economic and social progress in the region.

1.7 Delimitation of the study

The scope of the study was restricted as follows: Conceptually, the study was restricted to investigating ethical leadership practices and the effect of ethical leadership (fairness, integrity, ethical guidance, people orientation, power sharing, role clarification, and concern for sustainability), on organizational performance (organizational commitment, trust in the leader, employee job satisfaction, leader effectiveness, employee effectiveness, and organizational citizenship behavior). Hence, other types of leadership styles and organizational performance dimensions were not the concern of this research. Geographically the study investigates ethical leadership practices and their effect on organizational performance in the context of selected public TVET colleges in the west Gojjam zone, Amhara region. This study is not concerned with other private and public colleges and institutions found in the west Gojjam zone, Amhara region; only focuses on Adet TVET College, Merawi TVET College and, Durbietie Polytechnic College. Moreover, methodologically, this study applied a mixed research approach and a concurrent mixed research design with questionnaire interview, and document analysis data collection methods. This study only takes permanent employees of selected public TVET colleges in the west Gojjam zone, Amhara region by using stratified sampling and systematic random sampling techniques to select each strata and respondents, respectively. The target population of the study comprised management members, department heads, and non-management employees. Therefore, the issue was their daily practices and the availability of more information. The duration of the study was covered within a short period from January 2022 to July 2023, not a longitudinal study.

1.8 Limitations of the study

This study is classified as a cross-sectional study, meaning that data were collected once in the study. It is not feasible to identify the associations between them among any variables

found in this research, which can be done through investigations conducted over extended periods. These are the first limitation of the study that is under investigation.

The second limitation of the study was that it was difficult to generalize the findings to other public and private TVET colleges in the region. Since the findings were conducted in the context of selected public TVET colleges in the West Gojjam zone of the Amhara region, other sectors, such as private colleges and SME, can conduct other research in the future because their operations may differ from those in other sectors. These are the other limitations that are under investigation.

Furthermore, the study focused on six dimensions of organizational performance; hence, future studies may incorporate mediating variables, as the study was limited to the direct influence of ethical leadership practices on performance. In addition, further research should be conducted on other factors that can influence the performance of public TVET colleges other than ethical leadership practices.

Finally, the researcher encountered limitations linked to gathering data. Thus, to reduce the remaining constraints, the researcher made every effort to obtain accurate data by discussing, convincing, and clarifying the research objective with the respondents throughout the survey questionnaire administration and collection.

1.9 Definitions of Key Terms

Ethical leadership is "normatively acceptable behavior via individual actions and relationships with others and the encouragement of such behavior to subordinates within two-way interaction, reinforcement, and decision-making" (Brown *et al.*, 2005).

An ethical leader is **"**an agent who subscribes to four key orientations: humane, justice, responsibility and sustainability, and moderation" (Eisenbeiss, 2012).

The organization is referring to some selected public TVET colleges in the West Gojjam Zone, Amhara Region.

Leaders are department heads, team leaders, vice deans, deans, education and training board chairmen of some selected public TVET colleges in West Gojjam Zone, Amhara Region, and zonal labor and training heads and regional heads.

Practices are the application of activities performed during the implementation of ethical leadership in TVET colleges.

An employee is defined as "someone who was employed after passing the hiring organization's registration and selection process for a particular position." An employee is an individual who provides services to an employer on a full- or part-time basis in exchange for salary (Hellriegel & Slocum, 2009).

Performance refers to "the degree of achievement to which an employee fulfills the organizational mission at work" (Cascio, 2014).

Employee performance is a person's success at work after making the necessary effort for their current position. This is related to obtaining meaningful employment, having an engaged profile, and friendly coworkers or managers (Hellriegel & Slocum, 2009).

Organizational performance is "an organization's real achievement using measurements with its stated targets and aims." Satisfied clients, membership base, asset, and deposit indicators were the outcome indicators (Richard, 2013).

Job satisfaction is "a sense of well-being regarding a job, stemming from an assessment of its attributes such as the type of work, management style, connections with colleagues, compensation, workspace, and job stability" (Torlak, Kuzey, Sait, & Budur, 2021).

Organizational commitment is "whether a staff member wants to stay employed by their employer or depart it" (Jigjiddorj, Zanabazar, Jambal, & Semjid, 2021).

Employee organizational citizenship Behavior is "a contribution to the maintenance and enhancement of the social and psychological context of the organization that supports task performance" (Organ, 1988).

Trust in a leader is "the employee's willingness to accept vulnerability on the basis of positive expectations of the intentions of the leader" (Schoorman, Mayer, & Davis, 2007).

1.10 Organization of the Study

The study was organized into five parts. The first chapter was about the introduction to the study, which included the background of the study, statement of the problem, objectives of the study, basic research questions, research hypothesis, significance of the study, delimitation of the study, limitations of the study, definitions of key terms, and organization of the study. The second chapter presents a literature review that discusses theoretical, empirical, summary and

knowledge gaps, and the conceptual framework which summarized from related books, journals, and findings. The third chapter deals with the research methodology, which comprises the study area, research paradigm, research approach, research design, target population, sampling techniques and sample sizes, sources and types of data, data collection and analysis methods, validity and reliability, and ethical issues. The fourth section contains presentation, analysis, interpretation, and discussion of the data. The last chapter presents a summary, discussion, and recommendations. Finally, the references and annexes are attached.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURES

Introduction

This chapter reviews related literatures to obtain important information about ethical leadership practices and their effects on organizational performance. This includes definitions, concepts, and theoretical and empirical reviews that lead to the identification of knowledge gaps in various studies, and a conceptual framework. This review of the literature provides important related knowledge about the similarities and differences between the present and previous studies. The research findings from previous studies in this field have been analyzed, and the research gap has been identified after observing ethical leadership practices and their effects on organizational performance. Finally, the researcher generalized and highlighted the conceptual framework relationships between independent and dependent variables in the context of ethical leadership practices and their effects on organizational performance.

2.1 Definition of Terms and Concepts

2.1.1 Leadership

There is no single definition of leadership that works for all situations; in fact, there are nearly as numerous definitions of leadership as there are people who have tried to define it (Gini & Green, 2013). People who act as leaders and followers engage in leadership. Thus, this connection is ethically motivated, value-based, and power-driven between leaders and followers who work together to achieve tangible changes that are consistent with their shared objectives (Gini & Green, 2013). Again, this is personal action that is different from planning or administrative paperwork tasks (Draft, 2008). It must be completed on each occasion. The primary objective of leadership is to help an organization achieve its goals. Some define it as having the ability to influence a group of people to follow a specific goal or set of objectives (Robbins & Dame, 2013). Others view it as the use of power within a collective setting

(Johnson, 2018). Others perceive leadership as an influential partnership between leaders and followers who hope to achieve tangible results or changes that are consistent with their common goals (Joseph, 1993). It can also be defined as the process by which one person motivates another to work toward a common goal (Northouse, 2013). Once more, management and leadership are contrasted with the statement "managers are people who do things right and leaders are people who do the right things" (Northouse, 2013). To stay competitive, companies and organizations should have competent managers and strong leaders.

2.1.2 Ethics

From the standpoint of Western tradition, Aristotle (384–322 B.C.) and Plato (427–347 B.C.) were credited with the invention of ethical philosophy. The Greek word ethos, which means habits, behavior, or character, is where the word ethics first appeared. The morals and values that a person or society deems appropriate or desirable are the subjects of ethics. Furthermore, the virtues of people and their motivations are important aspects of ethics. The system of guidelines provided by ethical theory helps us decide what is good, evil, right or wrong in a given circumstance. It offers a foundation for understanding the meaning of being an ethical individual. Ethics is something that everyone, leaders or followers, must cultivate. Although it is true that all effective leaders may not be ethical leaders, but all ethical leaders can be effective leaders as they influence others by leading by example. Leading by example is the most effective way to influence people (Rao, 2018).

2.1.3 Ethical Leadership

Using social learning and social exchange perspectives, Brown and colleagues provided the first conceptualization of ethical leadership, defining it as "the promotion of normatively appropriate conduct to the followers through two-way communication, reinforcement, and decision-making, as well as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships." Social learning theory serves as the primary foundation for the mechanisms believed to underpin this ethical leadership perspective. For instance, ethical leaders are viewed as appealing, trustworthy role models who, by establishing and upholding norms for moral behavior, promote vicarious learning among

followers *(Brown et al., 2005).* According to Trevino *et al.* (2003) and Mayer *et al.* (2012), followers who are supervised by an ethical leader imitate their leader's actions and are believed to have a major impact on followers' ethical conduct and behaviors. With a few minor exceptions, ethical leadership is frequently viewed as a multidimensional concept (Resick, Hanges, Dickson, & Mitchelson, 2006; De Hoogh & Den Hartog, 2008; 2009).

Trevino *et al.* (2000) and Brown and Trevino (2006) contended that moral leadership requires both the qualities of a "moral manager" and a "moral person." The character and/or attributes of a leader are covered in the moral person aspect of ethical leadership. Certain characteristics, like honesty, integrity, truthfulness, openness to feedback, respect and principle in decision making, and concern for others, are demonstrated by ethical leaders (Trevino *et al.*, 2000). Ethical leaders must be both strong moral managers and moral person. The moral manager component of ethical leadership behavior focuses on how leaders use their managerial authority and leadership position to support and promote moral standards and behaviors in the workplace (Brown & Mitchell, 2010). Stated differently, an ethical leader's self-perception must be shaped by ethics and should inform each of his or her actions (Giessner, Van Quaquebeke, van Gils, van Knippenberg, & Kollée, 2015).

Some scholars offered a different definition of ethical leadership while drawing attention to Brown and colleagues' concept's shortcomings. For instance, ethical leadership was defined by De Hoogh and Den Hartog (2009) as the process through which a leader guides group actions toward organizational objectives in an ethically sound manner. More precisely, according to Hartog (2015), a leader is someone who upholds morality, ethics and, empathy, and who acts in a way that benefits all parties involved, including followers, organizations, and society as a whole. According to Qing, Asif, Hussain, and Jameel (2020), ethical leadership is a leadership style in which the interaction between a leader and followers is based on respect, values, and beliefs about the rights and dignity of others.

Failures in ethics are among the most important issues facing businesses. Nowadays, ethical behavior is poor, and ethical leadership is nonexistent (Monahan, 2012). Given these moral dilemmas, ethical leadership must receive the attention it deserves. In addition to the necessity of having ethical leaders, organizations must recognize ethical leadership. Many business organizations are concerned that ethical leadership prevents people from doing the wrong

thing instead of empowering them to do the right thing (Katja Mihelic, Bogdan, & Metka, 2010). Researchers and practitioners are seeking answers to address these problems. They are making every effort to fully understand ethical leadership, including its traits, applications, and attitudes within companies, to achieve this.

The method through which a leader guides a group of people toward organizational objectives in a socially responsible manner is known as ethical leadership, according to De Hoogh and Den Hartog (2009) and Ahmad and Gao (2017). Now that you know what ethical leadership is, it is time to examine its traits and components. The qualitative study revealed that there are two primary characteristics that define ethical leadership. Strong moral managers and moral person are prerequisites for ethical leadership (Ahmad & Gao, 2017). Strong moral leaders encourage their followers to behave act morally and with integrity in the workplace. Characteristics such as honesty, reliability, approachability, fairness, demonstrating appropriate concern for others, and engaging in principle-based ethical behavior at work are recognized as components of the moral person dimension (Brown & Trevino, 2006).

Similarly, moral managers represent an additional facet of ethical leadership. Being renowned for establishing and upholding moral standards, morally strong managers serve as ethical role models. They also employ rewards to recognize and punish followers who do not meet standards (Brown & Trevino, 2006). According to Brown and Mitchell (2010), moral leaders, in other words, "walk the talk and talk their walk" in their roles. Characters that constitute ethical dimensions or components of ethical leaders in their practices include the moral manager and the moral person.

Trevino and his coworkers support ethical leaders as ethically responsible individuals and ethical managers. Moral individuals who are trustworthy, honest, and care about the well-being of their employees are not arrogant, while strong moral managers who are poor moral individuals are hypocrites who do not live up to their words (Brown & Trevino, 2006). Being mute in moral matters and giving the impression that those followers do not care about ethics goes against the character of strong moral managers. On the other hand, morally weak, strong moral managers are ethically neutral leaders (Brown & Mitchell, 2010).

2.1.4 Organizational Performance

Academic literature has devoted a great deal of attention to organizational performance, which is thought to be the objective of all organizations, both public and private. However each business has a different definition of performance depending on its size, type, products and services, and characteristics. Divergent views exist among researchers regarding performance. As a matter of fact, organizational researchers still disagree on the topic of performance. Performance, for instance, is comparable to a program's or activities' well known 3Es (economy, efficiency, and effectiveness). Daft (2000) defined, organizational performance is the capacity of an organization to achieve its objectives through effective and efficient use of resources. Organizational performance was described by Ricardo and Wade (2001) as the capacity of a company to meet its goals and objectives, which is quite similar to Daft (2000).

Organizational performance is a multifaceted phenomenon in management and business literature, Blackman, Buick, and O'Donnell (2017). The results of an organization are evaluated in relation to its goals, objectives, and anticipated results. This is known as organizational performance. Numerous objective and subjective metrics are used to measure these results (Danford, Richardson, Stewart, Tailby, & Upchurch, 2004; Ali & Anwar, 2021). Blackman *et al.* (2017) stated that prior research on the variables influencing organizational performance found a direct correlation between internal and external factors and organizational success. Regarding internal organizational performance, companies work to shape the behavior of their workforce. The literature in this area emphasizes the importance of managers' and staff members' inner lives (Ebrahimi & North, 2017).

2.2 Theoretical Reviews

2.2.1 Social Learning Theory

Bandura (1986) proposed social learning theory, which holds that people identify appropriate behaviors by watching and copying social norms. According to Brown *et al*. (2005), leaders who exhibit high levels of integrity and value-driven behaviors are seen as credible role

models. Workers then take note of these role models and adopt the positive actions they observe (Brown & Trevino, 2006).

According to social learning theory (Bandura & Walters, 1977), employees develop social skills by repeatedly observing moral leadership behaviors and internalizing those behaviors through the use of rewards and penalties to reprimand inappropriate behaviors and steer them toward the direction of desired moral behaviors. Therefore, employees exhibit more organizational citizenship behaviors as they gain a greater awareness of ethical leadership. Furthermore, employees see ethical leaders as sincere, respectable role models who uphold moral principles in their actions and thoughts and who have the power to advise and reorient in a morally upright manner. Because of this, they view OCBs as a positive behavioral alternative and work to promote them throughout their institutions.

2.2.2 Social Exchange Theory

The social exchange between two parties in a relationship is rationalized based on two criteria, according to Blau's (1964) social exchange theory: interpersonal behavior exchange (also known as socio-emotional behavior exchange) and economic exchange (also known as transactional behavior) (Aryati, Sudiro, Hadiwidjaja, & Noermijati, 2018). In other words, when leaders, coworkers, organizational policies, and the environment demonstrate positive behaviors or show concern for the welfare of employees, those connections are perceived by the employees as having high levels of fairness and trust. Consequently, they value and maintain these connections by promising to behave morally and respond positively toward these individuals and their organizations (Brown & Trevino, 2006; Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, 2009).

2.3 Evolution of Ethical Leadership Theories

To ascertain the qualities that ethical leaders possess and ought to be categorized as ethical leaders, Trevino and coworkers carried out a number of investigations. According to Trevino *et al.* (2000) and 2003, this preliminary descriptive study on ethical leadership was carried out. Based on these discoveries, Brown *et al.* (2005) created a notion of ethical leadership and linked it to a number of positive outcomes for both the organization and the employees.

The increasing number of studies on cultural differences shows that ethical leadership can significantly increase employee motivation. It is successful in lowering unwanted consequences, such as abnormalities and intention to leave, and is positively correlated with useful employee outcomes, such as altered attitudes and behaviors (Brown *et al*., 2005). Research on the qualities of effective leaders provides evidence for the urgent need for an ethical leadership style, as stated by Bass and Steidlmeier (1999). However, characteristics lead to leadership behavior; transformational and behavioral leadership theories have added additional elements to the makeup of ethical leaders.

Steward, transactional, transformational, and authentic leadership styles have been described as having traits or aspects of ethical leaders by Kanungo (2001), Trevino *et al.* (2003), Northouse (2010), Yukl (2010), and Heres and Lasthuizen (2012). If self-reflection, awareness, self-assessment, observations, and communication are present, others can observe ethical leadership (Marsh, 2013).

Ethical leadership requires moral activity as well as the freedom to act on moral reasoning and understanding (Wright and Quick, 2011; Jordan, Brown, Trevino, and Finkelstein, 2013). The structuring of work and the importance of tasks can be influenced by ethical leadership; in this case, ethical leaders enhance task performance, corporate citizenship, autonomy, and ethical job design without sacrificing moral principles in the short term (Piccolo *et al*., 2010). In operational situations where, job design is less defined, autonomy is typically less granted, and short-term profits are frequently emphasized, this seems unachievable. Mayer *et al.* (2012) conclude that ethical leadership is crucial to ensuring ethical behavior; although they do not say it out loud, the authors advocate for an ethical leadership culture.

The most recent focus, according to Grojean (2004), Roeck (2014), Jondle, Ardichvili, and Mitchell (2014), and Lee, Scandura, and Sharif (2014), has been on how ethical leadership can change organizational culture or be used in organizational development interventions.

2.4 Ethical Leadership and organizational Performance

Ethical Leadership

Leadership is the practice of convincing individuals to follow you or a group of individuals toward an objective. In general, ethical leadership enhances company performance and encourages employees to behave well. The ethical aspects of leadership in business are emphasizing by ethical leadership. It enhances the moral principles, ethical characteristics, and moral conduct of an organization's leader. Honesty, integrity, fairness, and trust are essential components of ethical leadership.

When ethical leadership enhances public sector work performance, it validates and encourages good behavior. A leadership approach that emphasizes the ethical aspects of leadership in management is known as ethical leadership. It speaks to the moral principles, character attributes, and conduct of a leader in the workplace as well as how he/she interacts with subordinates, other organizations, and the public. Leadership that is based on moral principles and respects the rights and dignity of others is known as ethical leadership. Honesty, integrity, fairness, and trust are essential components of ethical leadership.

According to Brown *et al.* (2005), ethical leadership is the demonstration of normatively acceptable behavior through one's actions and interpersonal interactions, as well as the transmission of that behavior to followers through decision-making, two-way communication, and reinforcement. When engaging in various activities and conveying the same to other participants, ethical leaders must consider norms, beliefs, ideas, expectations, and ethics (Kapur, 2017). Ethical leaders treat their followers with respect and care, serve as legitimate and reliable role models, and exhibit appropriate behaviors (Brown & Trevino, 2006).

Organizational Performance

Armstrong (2017) defined performance as the results of a particular job function or activity carried out over a predetermined period. According to Richard (2013), an organization's performance is determining by comparing its actual results to its predetermined goals and objectives. Customer satisfaction, membership base, asset, and deposit were the performance parameters. Alternatively, performance refers to actions or process, whereas organization is an ordered group of individuals working toward the same goal, according to some scholars. Combining these two concepts, organizational performance refers to the effectiveness with which a purposefully organized group of individuals conducts a task (James, 2018). The

collective effort of an organization's personnel determines its performance (Khademfar & Amiri, 2013).

2.4.1 Ethical Leadership and Organizational Commitment

The leaders and workers of an organization are ultimately responsible for its success. Because this will ultimately result in the success of the company, business leaders should have a good influence on their subordinates and ensure that their staff has a high level of organizational dedication. Although it is true that unethical organizations are frequently more profitable than ethical ones, leaders with integrity and core beliefs are crucial in the competitive business world to prevent negative effects on national economies.

Considering employee behavior, organizational commitment has grown in importance (Sharma *et al.*, 2019; Bashir & Gani, 2020). Personal acceptance and opinions based on organizational and individual objectives are referred to as organizational commitment. Affective, continuation, and normative dimensions are three well-known dimensions of commitment (Junaidi, Wicaksono, & Hamka, 2022). Workers seek organizations with morally sound executives who motivate people to work hard and advance their careers while fostering the company's expansion. Therefore, a strong, moral, and dedicated workforce is required for a company to achieve great accomplishments.

The emphasis placed on standards and principles sets ethical leadership apart from other forms of leadership (Babalola *et al*., 2018). According to Bedi, Akanksha, Alpaslan, Green, and Sandy (2016), moral leadership is linked to productive workplace outcomes. Workers who are pleased with their management typically make their best efforts at work and wish to see their company grow (Maxham, Netemeyer, & Lichtenstein, 2008). Workers must have a strong sense of loyalty to their companies. Meyer and Allen (1997) defined affective commitment as an employee's emotional connection to their organization, continuity commitment as the expense of leaving an organization, and normative commitment as the employee's sense of duty to the company where he/she works. According to Mize, Stanforth, and Johnson (2000), when a supervisor treats their staff equitably, they will give their all at work and remain devoted to their organization. These studies all emphasized the importance of having moral leaders and a dedicated team.

The job qualities and work experience of employees has been the subject of previous studies on organizational commitment as antecedents of organizational commitment. Executives and managers have destroyed firms and harmed thousands of employees over the years because of unethical practices, which should not be disregarded. One issue that requires further investigation is how ethical leaders can increase the degree of organizational commitment among their staff members. The findings of this study suggest that ethical leadership has a favorable effect on employees' affectives, continuance, and normative commitment to their organizations. The philosophy of social exchange is the foundation of this philosophy. Employee job satisfaction and organizational commitment are positively impacted by ethical leadership (Lita & Junaidi, 2023).

According to Al-Aidarous (2021), ethical leadership has a favorable effect on followers' attitudes and actions as well as a certain degree of influence on workers' loyalty to a company. Given their moral receptivity, concern for their workers', and honesty, ethical leaders are looked forward to by their subordinates (Stouten, Van Dijke, & De Cremer, 2012). They provide them with the opportunity to offer input and contribute to an increase in task relevance and employment autonomy. The goals are created by ethical leaders, giving their staff a sense of empowerment and sustaining team motivation (Qing, Asif, Hussain, & Jameel, 2020).

2.4.2 Ethical Leadership and Employee Job satisfaction

As a result of ethical leadership's vast interest to academics, researchers, and managers over time, different definitions of ethical leadership are practically guaranteed to be applied in the workplace (Ko, Ma, Bartnik, Haney, & Kang, 2018). The behavioral method of fostering normative behaviors is known as ethical leadership (Brown *et al*., 2005). It creates a clear connection between employees, which can increase their job satisfaction. Considering this example, research suggests that advanced leadership improves organizational outcomes by enhancing commitment and job satisfaction among staff members (Qing *et al*., 2020).

Moral ethics play a key role in leadership and guide companies' activities. Members of the company are encouraged to follow moral cues because leadership ethics provide a crucial framework. Integrating moral principles support by ethical leaders, which enhances employee

work satisfaction through leadership integrity, fairness, and empowerment. Positive leadership ethical outcomes enhance employee qualities, which impacts employee satisfaction and cognition. According to previous studies, moral qualities exhibited by leaders show a strong regard for the welfare of their workforce, which in turn fosters worker pleasure at work (Moon & Jung, 2018).

Both financial and non-financial dimensions of work quality are correlated with job satisfaction (Claus, 2019). It also relates to an individual's psychology and perspective of his/her job and working environment, including his/her attitude, feelings, and level of happiness (Hendri, 2019; Junaidi, 2021; Junaidi *et al*., 2022). In general, there is a substantial correlation between psychological and personal feelings and job happiness (Kundu *et al*., 2019; Maley *et al.,* 2020).

Furthermore, moral leaders have a significant influence on corporate behavior. The traits of a leader inspire positivity in workers and direct their behavior at work. Ethical leadership connects with the values of the workforce to effectively impact behavior. Employee job satisfaction is increased in the workplace when moral ideals practice by employees due to the congruence of the employee leader. With this reasoning in mind, research indicates that morally superior leaders influence the work behaviors of their subordinates, which in turn increases job satisfaction (Abdullah, Sarfraz, Qun, & Javaid, 2018; Freire & Claudia, 2020).

It is true that moral leadership is crucial to improving workers' behavior at work. In order to further the development of the organization, ethical leaders inspire others to put in more effort (Charoensap, Virakul, Senasu, & Ayman, 2019; Sarfraz, Hafeez, Abdullah, Ivascu, & Ozturk, 2022). According to this articulation, the research demonstrates that leaders raise worker happiness, which encourages workers to put in long hours in demanding workplaces (Cleveland, Huebner, Anderson, & Agbeke, 2019). Specifically, leaders' moral behavior is a strong indicator of how satisfied workers are with their jobs. According to Shafique, Kalyar, and Ahmad (2018), this research concludes that ethical leadership has a favorable impact on workers' behavior, satisfaction, and performance.

The most valuable resource in a company is its workforce; without the work force, goals and objectives may not be achieved. Numerous investigations have been conducted regarding the contributions moral leaders make to improving worker productivity. According to a study,

there could be a moderating effect of ethical leadership on the relationship between employee outcomes and company culture. According to the study, ethical leadership has a higher chance of resulting in a leader's effectiveness, employees' willingness to work harder, employee job satisfaction, and an environment that fosters ethical leadership, all of which eventually boost worker productivity. Positive effects on employee performance, intrinsic motivation, and employee willingness to disclose issues are linked to ethical leadership.
Positive effects on employee performance are linked to ethical leadership; employees' intrinsic motivation and willingness to report issues suggest that leaders with strong ethical commitments can influence the "autonomy" and "task significance" of the job characteristic model as well as their willingness to put extra effort into completing tasks.

Ethics may be seen as a significant issue within an organization if its followers believe that top managers have a good moral reputation. This belief can be transferred to employees within an organization who have a great respect for top management. When a leader in an organization is seen as unethical, it shows in their unwillingness to obey regulations, their own up-to unethical actions, and even the impression of being improper. Trust and employee commitment are two critical characteristics that are essential for ethical leadership to enhance employee job performance. Businesses gain from good ethics because, as several studies have demonstrated, they generate positive externalities like dedication and trust from all stakeholders, which in turn guarantees the long-term success of organizations.

2.4.3 Ethical Leadership and Organizational Citizenship Behaviors

Organizational citizenship behaviors (OCBs)

"Work behaviors that exceed official job requirements, are not directly assessed or rewarded by the formal remuneration system, and contribute to organizational effectiveness" is how Podsakoff, MacKenzie, Paine, and Bachrach (2000) characterized OCB in one of the earliest definitions. This term is appropriate for the topic of the investigation. Positive and abstinence behaviors are two categories of behaviors that comprise OCBs (Organ, 1988). Positive actions are a reflection of the person's voluntarily positive efforts, such as helping coworkers or an immediate leader. Abstinence is the state in which a person chooses to abstain from actions that could endanger the management or organization, even though he/she still has the right to

exercise such rights. Refusing to engage in these actions shows how tolerant and accepting the person is to less than ideal working circumstances.

Many researchers have noted that OCBs are made up of the following five dimensions, including Organ (1988) and Podsakoff *et al*. (2000). (1) Altruism, which is defined as voluntarily providing assistance to colleagues who might experience difficulties at work and averting the onset of such issues, (2) Conscientiousness, or the willingness to carry out actions beyond the official employment responsibilities, such as taking initiative, volunteering, and demonstrating tenacity and passion while at work, (3) Sportsmanship, a trait that shows how well a person is able to take the circumstances as they are and deal with and bear the difficulties and/or inconveniences of a work, without complaining, (4) courtesy refers to treating coworkers and superiors with respect and gratitude as well as accepting their decisions and actions. (5) Civic virtue, on the other hand, is the desire of an individual to positively contribute to organizational life through integration and by providing advice and/or suggestions with the intent of problem resolution while being eager to express opinions.

A study by Neubert, Wu, and Roberts (2013) is one of the earliest attempts to report on the impact of ethical leadership on OCBs and organizational commitment among employees and examines the process through which the actions of employees are influenced by an ethical leader. The findings of their study affirm that there is a substantially positive correlation between ethical leadership and OCBs. The results emphasize the importance of considering ethics when working in the field. Brandon (2013), Liu, Kwan, Fu, and Mao (2013), Philipp and Lopez (2013), and Weng (2014) conducted earlier research that also examined the impact of moral leadership practices on employee OCBs. They put forth a theory regarding the connection between employee OCBs and ethical leadership behaviors, which contends that when a manager exhibits high levels of ethical leadership, staff members feel more a part of the company and, as a result, produce OCBs.

According to Ali, Ahmad, and Saeed (2018), there is a positive link between ethical leadership and specific OCBs. This outcome supported the findings of Khan, Yasir, Yusof, Bhatti, and Umar (2016), who discovered a favorable relationship between ethical leadership and organizational citizenship behaviors. Furthermore, as exhibiting ethical leadership

behavior can encourage the growth of an organization's citizenship behaviors, the study's findings are applicable to leaders in the public sector.

Wang and Sung (2016) and Yang and Wei (2018) investigated the links between ethical leadership, jealousy in the workplace, and OCB-oriented OCB-I in the same setting. Their findings revealed that ethical leadership had a favorable effect on the generation of employee OCBs. Furthermore, there is a strong positive link between OCBs and ethical leadership, according to the findings of other research conducted by Neubert *et al.* (2013) and Brandon (2013).

Theory of social learning according to Bandura (1986), workers identify social behaviors through repeated observation of ethical leader behaviors. These behaviors are then reinforced to workers through a variety of reward and punishment systems intended to correct behaviors and redirect them toward desired moral behavior. Therefore, employees exhibit more organizational citizenship behaviors as they gain a greater awareness of ethical leadership. Additionally, employees see ethical leaders as sincere and respectable role models who uphold moral principles in their actions and thoughts and are able to provide moral guidance and direction. Because of this, they view OCBs as a positive behavioral alternative and work to promote them throughout the institution.

2.4.4 Ethical leadership and Trust in leaders

According to social exchange theory, trust develops when leaders and followers engage in positive relationships (Blau, 1964). Open communication and equitable treatment of subordinates are signs of an ethical leader's trust, which is likely to be reciprocated by his followers. An ethical leader should be appealing to follow as a role model due to their active management of morals, fair decision-making, openness to feedback, and concern for the best interests of their subordinates. According to Brown *et al.* (2005) and Eisenbeiss (2012), treating people fairly is a crucial component of ethical leadership that can significantly improve subordinates' views of ethical leaders' reliability.

Dadhich and Bhal (2008) discovered that ethical leadership can predict affective and cognitive trust. According to Brown *et al.* (2005) and Van den Akker, Heres, Lasthuizen, and Six (2009), followers' degree of trust in their leaders is strongly correlated with ethical leadership. Furthermore, a favorable correlation find by Johnson, Shelton, and Yates (2012)

between organizational trust and ethical leadership. According to research by Kalshoven *et al.* (2011), there is a positive correlation between trust in a manager or leader and ethical leader behaviors, as determined by the ELW and the ELS (Brown *et al.*, 2005).

All organizations depend on trust, and it is expected that ethical leaders will treat all workers equally without violating their human rights and show behavioral consistency in their words as well as in their actions. Given the current state of digitization and the shift toward virtual workplaces in most offices, it is critical that staff members view their supervisors as ethically recognizable individuals even in the absence of face-to-face interactions.

2.4.5 Ethical leadership and Leadership Effectiveness

One crucial leadership approach that boosts worker productivity in businesses is ethical leadership. According to Rida and Ayesha (2018), ethical leadership fosters organizational values efficiently, leading to the accomplishment of organizational objectives and sustainability.

An "effective leadership system in order to organize the members and the functions of the organization" (Masood & Zia-ur-Rehman, 2017) is obviously bound by the structural system, which is bound to the functions of an organization and is built in accordance with the goals and objectives of the organization as a whole. This researcher defines leadership effectiveness as the ability of a leader to manage an organization effectively and efficiently in all functional areas that are part of the corporate demographic environment.

In the words of Madanchian, Hussein, Noordin, and Taherdoost (2017), effective leadership is seen as a result of a leader’s capacity to influence individuals to carry out their varied responsibilities and produce favorable organizational outcomes. It is crucial to recognize that effective leadership has an impact on organizational results. In, the other words of academics, "effective leadership is a key analyst of organizational achievement or failure while investigating all variables that contribute to organizational achievement" (Madanchian *et al.*, 2017). Positive organizational outcomes, according to this researcher, are the effects of ethical leadership on organizational performance.

2.4.6 Ethical leadership and Employee Effectiveness

A phrase frequently used in the human resources domain to describe an employee's capacity to accomplish organizational objectives more successfully and economically is "employee effectiveness" or "performance." It includes everything that impacts and is related to employee works, whether directly or indirectly. The point at which an individual's degree of motivation directly enters the picture is when work outputs are measured to determine individual traits like aptitude and experience, organizational supports like resources and technology, and job effort. According to Robbins and Dame (2013), employee performance can also be defined as the whole value of an employee's behaviors that directly and indirectly support the objectives of an organization.

According to Armstrong (2006), an employee's performance is determined by more than just how well he/she meets the goals and targets set forth by the organization; it also takes into account how willing and motivated he/she is to uphold and promote the organization's values. Regardless of the variables and circumstances, employee performance is top priority for business and at crucial component of their expansion. Employees are therefore view as extremely valuable assets by their companies (Qureshi, Ramay, & Marwat, 2006).

2.5 Measures of Ethical Leadership Behavior

A number of assessments have been devised to assess ethical leadership behavior. The most popular one, known as the ethical leadership scale (ELS), was created by Brown *et al.* (2005). By approaching this notion from a descriptive standpoint, Brown and colleagues created 10-item ELS to measure ethical leadership. Furthermore, based on their conceptualizations, other scholars created several ethical leadership scales. Yukl, Mahsud, Hassan, and Prussia (2013), for instance, created a 15-item scale. In a similar vein, Kalshoven *et al.* (2011) developed a multidimensional leadership measure by adding seven dimensions to the scale.

This study was called the Ethical Leadership Work Questionnaire (ELW) after, Kalshoven *et al.* (2011). The dimensions of ELW included role clarification, power sharing, caring behavior, fairness, leader integrity, ethical guidance, and sustainability concern. Other scales were also developed, but they were not as widely used or tested (Resick *et al.*, 2006; De Hoogh & Den Hartog, 2008).

Fairness, power sharing, role clarity, people orientation, integrity, ethical guidance, and concern for sustainability are some of the behaviors of ethical leaders that make up their ethical dimensions. Fairness is defined as not showing partiality and treating people equally and ethically so that they can make morally sound decisions (Khan, Yasir, Mohd, Bhatti, & Umar, 2017). According to Khan *et al.* (2017), power sharing is the belief that gives workers more authority over their responsibilities, less dependence, and a voice in decision making. Another aspect of character is role clarification, which involves outlining duties, letting people know what they will be held accountable for, and allowing them to utilize every opportunity to apply their skills to accomplish goals they have committed to and agreed upon (Armstrong, 2006).

Once more, people orientation is one of the elements of ethical leadership that is characterized as true concern for people. According to Khalid and Bano (2015), ethical leadership demonstrates genuine care, respect, and support for followers to ensure that their goals are met. Integrity, which is defined as being genuine to oneself and acting consistently in both words and actions, is another crucial quality of an ethical leader (Palanski & Yammarino, 2009). Furthermore, ethical guidance involves educating people about ethics, outlining ethical guidelines, and encouraging and rewarding ethical behavior (Kalshoven, Den Hartog, & De Hoogh, 2010). Concern for sustainability is a social responsibility that takes care of the environment by encouraging and recycling materials that are used repeatedly for various purposes (Kalshoven *et al*., 2010).

It is important to recognize that these scales have certain drawbacks despite the large number of studies. The "moral person" and "moral manager," the two elements of ethical leadership, were combined into one on the scale, as in ELS. It is noteworthy to mention that certain crucial attributes related to ethics, such as honesty and integrity, are absent from this scale (Zhu *et al.,* 2015). Similar to this, ELW primarily assesses the moral manager component of ethical leadership; personal qualities and characteristics of leadership are covering by some items. According to Zhu *et al.* (2015), experts have argued that this scale lacks a strong theoretical basis.

2.6 Measures of Organizational Performance

Numerous criteria have been employed in earlier studies to measure organizational performance (Segev, 1987; Parnell & Wright, 1993; Thomas & Ramaswamy, 1996; Gimenez, 2000). These variables include profitability, gross profit, return on equity, return on assets, return on investment, return on equity, return on sale, revenue growth, market share, stock price, sales growth, export growth, liquidity, and operational efficiency. Despite widespread agreement on the significance of organizational performance, there has been much discussion of the language and theoretical foundations of performance assessment. It is impossible for a single performance metric to accurately capture the meaning of the word (Snow & Hrebiniak, 1980).

Similarly, the assessment of organizational performance was not consistently performed. While most academics do not, Kotter and Heskett (1992) used quantitative data, such as return on sales and return on investments, to quantify the performance of organizations. Efficiency-related metrics, which address the relationship between input and output, and effectiveness-related metrics, which address matters like staff happiness and business growth, have both been included in the definition of performance.

Furthermore, both objective and subjective sources of financial and nonfinancial data were used to conceptualize performance. Financial metrics from secondary sources, such as profit growth, return on investments, and return on assets, are examples of objective measurements. Because of the homogeneity of measurement across all sample organizations, these metrics are particularly valuable for single-industry research and are free from bias (Venkatraman & Ramanujam, 1986).

Researchers can create trend and benchmarking analyses using financial measures. Employee assessments of financial stability, overall happiness, and organizational success are examples of perceptual sources. In organizational theory, these subjective performance evaluations are widely employed to determine overall employee satisfaction and organizational success. Overly basic single-variable models are insufficient representations of the multi-goal, real-world existence of organizations, and more complicated measurements of organizational

effectiveness are required in light of the growing pressure on businesses to satisfy different stakeholders.

Most practitioners' defined performance in terms of various metrics, such as transactional efficiency, output efficiency, and input efficiency. Doyle (1994) asserted that there was no single measure of organizational success. Different goals and metrics used by organizations to assess their performance. On the other hand, other scholars contend that there is no intrinsic value to a particular measure, and the definition a researcher chooses should be determined by the disciplinary framework used for the investigation. Because their research goals differ, different disciplines of study use diverse metrics of organizational performance.

Many researchers have measured positive outcomes for organizations by measuring managers' subjective judgments. Some people like objective data like return on assets. It is well known among academics that objective and subjective performance data have a strong connection and concurrent validity, meaning that both can be used to determine a firm's performance (Dess & Robinson, 1984; Venkatraman & Ramanujam, 1986). Performance relates to reaching the goals that businesses and organizations establish for themselves, as the literature on organizational performance demonstrates. An organization or corporation may have non-financial goals like raising awareness in a particular community, or it may have financial goals like making a profit. The financial and nonfinancial performance of an organization can be divided into two groups.

2.6.1 Financial Performance

The financial performance of a company is often measured by its performance. Most profit-oriented businesses can evaluate their financial stress using both "top-line" (sales, for example) and "bottom-line" (profitability, for example) metrics (Davis, Schoorman, Mayer, & Tan, 2000). According to Davis *et al.* (2000), an organization's profitability is a crucial financial metric that reflects its efficiency and the ability of its owners or managers to boost sales while controlling variable costs. Common metrics for assessing financial success are profit margin, return on equity, return on assets, return on investment, and return on sales (Robinson, 1982; Galbraith & Scendel, 1983).

Additionally, revenue, sales growth, net profit, and growth profit are among the financial measurements that Malaysian SMEs favor, according to the study done on the subject (Abu,

Nor, Minai, Badriay, & Chun, 1989). The average yearly sales growth rate for three consecutive years, from 2006 to 2008, is used to calculate sales growth (Sulaiman, 1989, 1993). However, three financial criteria—return on sale, return on investment, and return on assets—are used to assess profitability. These ratios were applied to the company during the final three years of 2006–2008.

2.6.2 Non-Financial Performance

In addition to financial indicators, which can be used to assess the performance of an organization in any sector, other industry-specific effectiveness metrics can also be used to measure an organization's success. Employer turnover, organizational commitment, and job satisfaction are some of these metrics (Mowday, Porter, & Steers, 1982; Mayer & Schoorman, 1992).

Job satisfaction is defined as an enjoyable or positive emotional state brought about by an evaluation of one's work or work experiences. A person's overall attitude toward their work determines their job satisfaction; benefits should, at the very least, be commensurate with expectations. However, skill variety, task identity, task significance, autonomy, and feedback from the job itself are linked to job satisfaction, according to Hackman and Oldham (1975). These factors lead to satisfaction with supervision, satisfaction with coworkers', work satisfaction, pay satisfaction, and promotion. Because job satisfaction is an attitude rather than behavior, it has a significant impact on workers' physical and mental health, which can affect how well-administered a business is. Therefore, in most organizational behavior research, job satisfaction is a crucial determinant of relationships to performance characteristics and value preferences (Hackman & Oldham, 1975).

On the other hand, there are numerous methods that describe organizational commitment. According to Mowday *et al.* (1982), organizational commitment is the desire to remain a member of an organization and the willingness to put forth effort to achieve its goals and ideals. The nature and quality of the relationship between management and employees are reflected in the emotive dimension of organizational commitment (Oliver, 1990). Thus, intrinsic motivation might affect organizational commitment. Retaining top talent requires an increase in affective organizational commitment.

Employee turnover is correlated with both organizational commitment and job satisfaction. Workers with low levels of organizational commitment and job satisfaction typically exhibit low morale and motivation. There is a chance that these workers will quit, which will increase the turnover rate (Hackman & Oldham, 1975; Sulaiman, 1989; 1993). Because it includes job satisfaction and organizational commitment, employee turnover is employed in this study as a non-financial indicator of organizational performance. The number of employees who leave an organization can be a key sign of organizational success. Reducing voluntary employee turnover allows businesses to cut expenses and boost profitability. Although employee turnover can be dysfunctional—that is, detrimental to the company—or functional—that is, advantageous to the company—it is generally quite expensive, and most companies would like to have lower staff turnover rates (Newman, 1974; Baysinger & Mobley, 1983; Arthur, 1994).

Mayer and Schoorman (1992) found a direct correlation between turnover and workers' trust in management. As a result, managers—or CEOs—as representatives of upper management, are essential to preserving employee trust. Employees who have a high degree of trust in their managers or CEOs are more likely to think that their direct and indirect contributions to the company will be acknowledged and rewarded. Conversely, employees are more likely to undervalue the motivations that exist inside them to remain members of organizations if there is a low level of trust (Mayer & Schoorman, 1992; Hassan, 2002).

Additionally, a number of organizational performance indicators and outcomes have been studied in the past, such as voice behavior (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008), task performance (Mayer, Kuenzi, Greenbaum, Bardes & Salvador, 2009), deviant behavior (Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Mayer, Kuenzi, Greenbaum, Bardes & Salvador, 2009), and organizational citizenship behavior (Mayer *et al.*, 2009). The aspects of organizational effectiveness and results, including employee job satisfaction, organizational commitment, supervisor-rated organizational citizenship behaviors and, employee effectiveness. These include employee trust in the leader and leader effectiveness. Therefore, the researcher's research was limited to non-financial organizational performance metrics.

2.7 Empirical Review

Ethical leadership and Organizational Performance

Researchers have been very interested in ethical leadership, and as a result, it has been extensively researched. Some scholars claim that recent high-profile scandals are to blame for the increased focus and interest in ethical leadership development (Brown *et al.,* 2005; Hartog, 2015). Trevino and coworkers conducted a variety of research to determine the qualities that ethical leaders should to have and who meets the criteria for being ethical leaders. This initial descriptive study on ethical leadership was conducted (Trevino *et al.,* 2000; 2003). In response to this research, Brown *et al.* (2005) developed the first conceptualization of ethical leadership and established a connection between ethical leadership and several favorable organizational and employee outcomes. The organizational performance of deposit-taking SACCOS in Nairobi County, Kenya, and ethical leadership practices were found to be positively and significantly correlated in research conducted by Jackline (2021).

Previous research has demonstrated a strong positive correlation between organizational performance and an ethical leadership style. The empirical study's conclusion verifies that ethical leadership fosters employee trust in addition to influencing moral behavior. In reality, leaders and subordinates have social exchange relationships (Hansen, 2011). Prior research has shown a moderating positive relationship between ethical leadership and organizational performance. Examples of these studies include Khademfar and Amiri (2013) study on the subject and Butt and Ayaz (2016) analysis of data from Pakistan's banking industry.

Mek (2019) concluded that there is a favorable correlation between ethical leadership and organizational performance in his study on the same topic. In a similar vein, Obicci (2015) examined how ethical leadership affected worker performance in Uganda's public sector. An empirical study found that leaders' moral behavior, is crucial for ethical leadership in the public sector.

Positive effects on employee performance, intrinsic motivation, job responses, and readiness to disclose issues are all linked to ethical leadership (Brown *et al.,* 2005; Piccolo *et al.,* 2010; Ruiz & Martinez, 2011). Numerous research investigations have found that ethical leaders can

improve worker performance. According to Ofori (2009), there may be a moderating effect of ethical leadership on the relationship between employee outcomes and organizational culture.

The study found that moral leadership promotes efficiency, job happiness, and an atmosphere that supports moral leadership—all of which boost organizational performance—and that effective leaders are more likely to motivate staff to work harder. Strong ethics benefit businesses because they foster positive externalities like commitment and trust from all stakeholders, which in turn ensures the organization's long-term success, according to certain researchers' claims (Hosmer, 1994; Jones, 1995; cited in Berrone, 2007).

Researchers Thiel, Hardy, Peterson, Welsh, and Bonner (2018) discovered a link between ethical leadership and favorable employee outcomes, such as increased productivity, going above and beyond to support the company, and exhibiting fewer negative behaviors. The findings demonstrate that a process known as leader-member interchange explains how ethical leadership contributes to these favorable results. The nature of the relationship between leaders and followers characterize by leader-member exchange. A sense of duty and trust that followers must live up to expectations is enhanced in higher quality partnerships. Put another way, moral leaders treat their followers with integrity and decency, which fosters higher quality relationships. As a result, subordinates respond by acting more responsibly at work.

Amsale *et al.* (2016) investigated how ethical leadership is perceived in Ethiopia. The degree of ethical leadership in Ethiopia’s Western-style public universities was evaluated by this study. According to the study's findings, individual leaders' ethics are of ultimate importance in ethical leadership, and leaders who lack the trust of their teachers are doomed to failure or, in the worst case, to inadequate results.

It has been demonstrated that firms and organizations can greatly benefits from ethical leadership. Research by Tanner, Brugger, Schie, and Lebherz (2019); Mayer, Kuenzi, and Greenbaum (2019); and Piccolo and Greenbaum (2019) showed that it enhances job satisfaction and performance while lowering employee absenteeism and misconduct. Additionally, as demonstrated by Rubin, Dierdorff, and Brown (2019), managers who exhibit ethical leadership are frequently thought to be more deserving of possibilities for

advancement. For this reason, it is a crucial component of an effective organizational structure, especially in nations where corruption is reported at a comparatively higher rate (Conrad, 2017).

Ethical Leadership and Organizational Commitment

Employee behavior is influenced by personal values and sentiments, in addition to external influences from colleagues, supervisors, and the work environment (Pio & Lengkong, 2020). The psychological tie that unites workers and the company is known as organizational commitment, and it consists of attachment, loyalty, and trust in the company's principles (Yang & Wei, 2018; Raji, Ladan, Alam, & Idris, 2021). According to Meyer and Allen (1997), it has three dimensions: continuous (connected to costs), affective (related to feelings), and normative (obligatory). However, affective commitment is the most well-researched and reliable component to offer the best understanding of how employees' actions are produced, which is the subject of the current study (Lau, Tong, Lien, Hsu, & Chong, 2017; Usman, Javed, Shoukat, & Bashir, 2021).

From a conceptual standpoint, affective commitment represents the emotional bond that arises between employees and organizations because of similar interests, values, and personal participation (Tang & Vandenberghe, 2020). Employee work habits and decisions are greatly influenced by it, including intentions to stay in one's current job and avoid leaving, punctuality, organizational citizenship, and productivity (Hunter & Thatcher, 2007; Wasti & Can, 2008; Dhar, 2015; Jaiswal & Dhar, 2016; Khan, Jianguo, Hameed, Mushtaq, & Usman, 2018).

The attitudes and attachments that workers have toward their jobs can be positively elevated by ethical leaders (Asif, Miao, Jameel, Manzoor, & Hussain, 2020). Social learning and social exchange theories provide a framework for understanding how followers' commitment is shaped by ethical leaders. Subordinates' affiliation with a company is standardized by leaders' exemplary behaviors of justice, dependability, and commitment to corporate ideals (Brown *et al.*, 2005; Zhang & Jiang, 2020). Employee loyalty and emotional ties are further fueled by the reciprocity characteristic of social transactions in reaction to a leader's decency and concern for the welfare of his/her followers (Gouldner, 1960; Blau, 1964). According to these predictions, Beeri, Dayan, Vigoda-Gadot, and Werner (2013) discovered that moral leaders

positively impacted employee organizational engagement. Comparably, organizational commitment was found to arise from ethical leadership and function as a mediator between ethical leadership and employees' organizational citizenship behavior in an experiment conducted by Aryati, Sudiro, Hadiwidjaja, and Noermijati (2018).

Given employee behavior, organizational commitment has grown in importance (Sharma, Agrawal, & Khandelwal, 2019; Bashir & Gani, 2020). Personal acceptance and opinions based on organizational and individual objectives are referred to as organizational commitment. Affective, continuation, and normative dimensions are three well-known dimensions of commitment (Junaidi, Anwar, Alam, Lantara, & Wicaksono, 2022). Additionally, commitment is crucial in fostering employee loyalty to a company (Luz, de Paula, & de Oliveira, 2018).

The competitive advantage and loyalty of a company are closely correlated with the relationships and engagement that employees cultivate. It also impacts individuals' capacity for goal-achieving at emotional, mental, and spiritual levels. Emotional well-being has recently been established by organizational leaders in relation to employee engagement (Jha & Singh, 2019; Fu, Long, He, & Liu, 2020; Mwesigwa, Tusiime, & Ssekiziyivu, 2020).

Adeoye (2021) examined, with a particular focus on non-faculty members, the relationship between employee commitment, ethical leadership, and organizational efficiency in an academic setting. It has been discovered that ethical leadership affects employees' commitment and work ethics. Additionally, a strong correlation was shown to exist between ethical leadership, employees' commitment, and organizational performance.

Ethical leadership and organizational citizenship behavior (OCB)

Ethical leadership practices and organizational citizenship behaviors are positively correlated with people orientation, fairness, power sharing, concern for sustainability, ethical guidance, role clarification, and integrity, according to a study conducted at a public university in Pakistan (Khan *et al.*, 2017). Organizational citizenship practices are affected both directly and indirectly by ethical leadership. To accomplish their objectives, effective businesses consider toing best utilize and retain their people resources. A key to building and enhancing human resources is ethical leadership. On the other hand, implementing ethical leadership (EL) in a company fosters innovation and creativity, boosts staff morale, develops employee

potential, and increases levels of excitement for work (Rehman, Yusoff, Zabri, & Ismail, 2018).

Strydom (2021) investigated ethical leadership and performance. The social learning process linked to ethical leadership altered by cultural value orientations, which can be explained by applying social cognitive theory. It was discovered that performance in and out of roles was favorably correlated with ethical leadership. The connection between ethical leadership and organizational citizenship behavior was, however, adversely influenced by vertical collectivism and horizontal individualism and, positively moderated by horizontal collectivism. The association between organizational citizenship behaviors (OCB) and ethical leadership (EL) examine by Mohamed and Yuhuan (2021). The findings suggest that both direct and indirect effects of ethical leadership exist on organizational citizenship behaviors.

The process by which an ethical leader influences employee behaviors was examined in Neubert *et al.* (2013), one of the first attempts to report on the impact of EL on OCBs and organizational commitment among employees. Their study results confirmed that EL and OCBs have a significantly positive correlation. The results emphasize the importance of considering ethics when working in the field. Furthermore, the impact of EL behaviors on employee OCBs was the subject of earlier research by Brandon (2013), Liu *et al.* (2013), Philipp and Lopez (2013), and Weng (2014). They put forth a theory regarding the connection between EL behaviors and employee OCBs, which contends that when a manager exhibits high levels of EL, employees feel more a part of the company and, as a result, produce OCBs.

Ali *et al.* (2018) discovered a positive link between ELs and specific OCBs in the same text. The findings of this study have practical implications for public sector leaders because, exhibiting ethical leadership behaviors can lead to the development of organizational citizenship behaviors. Furthermore, this result was consistent with the findings of Khan *et al.* (2016), which found a positive correlation between ethical leadership and organizational citizenship behaviors.

Wang and Sung (2016) and Yang and Wei (2018) investigated the links between EL, jealousy at work, and OCB-oriented OCB-I in the same environment. Their findings showed that EL had a beneficial effect on the generation of employee OCBs. In addition, the outcomes of

additional research by Neubert *et al.* (2013) and Brandon (2013) demonstrate a significantly positive link between EL and OCBs.

Regarding the favorable link between organizational citizenship behaviors and the application of ethical work models, such as equity, justice, and integrity, our findings concur with those of Ali *et al.* (2018). The more of these components there are, the more likely it is that employees will have OCBs. The results of this study support the findings of earlier studies (Brandon, 2013; Khan *et al.,* 2016; Wang & Sung, 2016) that found a positive association between EL and OCBs. The relationship between EL and OCBs is positive.

Ethical leadership and Leader Effectiveness

According to Brown *et al.* (2005) and De Hoogh and Den Hartog (2008), leadership effectiveness is positively correlated with fairness and role clarification, but not with power sharing. Related research indicates beneficial links, although few studies specifically address the relationship between effectiveness and ethical leadership.

The qualitative study suggests that a leader's effectiveness is contingent on both his/her style of leadership and his/her ethical example. The relationship between an ethical leadership style and effectiveness was also examined by the researcher. On the one hand, the impact of ethical leadership on organizational performance is taken into considered; on the other hand, this researcher examines the relationship between leadership effectiveness and organizational performance and compares, the two results. The relationship between variables, the effectiveness of the leader, and the ethical leadership style is mostly determined by organizational performance. This is why there is a relationship between the variables.

Ethical leadership and Employee Effectiveness

As far as we know, no research has been conducted on the subject of ethical leadership and employee effectiveness. Corresponding studies point to a beneficial correlation. He contends that treating staff members fairly, consistently, and compassionately increases their performance because it increases their willingness to complete tasks assigned by their supervisors. According to the theory of positive reciprocity, workers perform better under the ethical guidance of leaders (Gouldner, 1960). Accordingly, we anticipate that employee

performance is positively correlated with fairness, integrity, and people orientation (Wang, Feng, & Lawton, 2017).

An "effective leadership system in order to organize the members and the functions of the organization" (Masood & Zia-ur-Rehman, 2017) is obviously bound by the structural system, which is bound to the functions of an organization and is built in accordance with the goals and objectives of the organization as a whole. This researcher defines leadership effectiveness as the ability of a leader to manage an organization effectively and efficiently in all functional areas that are part of the corporate demographic environment. Effective leadership is seen as a result of a leader's capacity to influence people to perform diverse responsibilities and produce favorable organizational outcomes, according to Madanchian *et al.* (2017).

It is crucial to recognize that effective leadership impacts the performance of organizations as, in the words of academics, "effective leadership is a key indicator for firm achievement or failure while investigating all the variables that contribute to institutional achievement" (Madanchian *et al.*, 2017).

The effect of effective leadership on organizational performance and the effect of ethical leadership on organizational performance, according to this researcher, both variables fall into the same category and are recognized as favorable organizational outcomes. In their investigation into the role that leadership plays in improving employee performance, Rida and Ayesha (2018) concluded that ethical leadership motivates workers to engage in organizational activities and complete tasks quickly.

Ethical leadership and Trust in leaders

We examined the relationship between trust in leaders and ethical leadership practices using the Pearson product-moment correlation coefficient. Among teachers and school principals, there was a substantial positive connection ($r(438) = .94$, $p < 0.05$) between ethical leadership and trust in leaders. Because the sig. 2-tailed level is.000, there is a statistically significant association between respondents' perceptions of their principals' ethical leadership practices and their degree of trust in them. Accordingly, trust increases in tandem with an increase in ethical leadership practices (Sharmini, Azlin, Mohamed, Bity, & Vasanthan, 2021).

Consistent with previous studies, we anticipate a favorable correlation between ethical leadership and trust. Brown *et al.* (2005) discovered strong connections with trust. Furthermore, De Hoogh and Den Hartog (2009) discovered a relationship between trust in management, fairness, and power sharing. According to social exchange theory, when managers and staff engage in positive relationships, trust increases (Blau, 1964). Trust is probably generated by fairness, compassion, consistency, and open communication among ethical leaders. Sharing authority is a leader's way of expressing trust that subordinates might reciprocate favor.

Ethical Leadership and Employee Job Satisfaction

Ethical Leadership

Ethics (i.e., behavior and attitude) in the workplace are now used as a technique to improve interactions between coworkers, including transparency, equality, and trust (Luz *et al.*, 2018; Goswami, Agrawal, & Goswami, 2021). According to Sharma *et al.* (2019) and Hoang *et al.* (2021), ethical leadership is characterized by the application of normative principles to individual activities and the development of interpersonal relationships through two-way communication to reach decisions. Leadership also means knowing what a person needs and wants and how to provide it for them. It comprises five dimensions: autonomous (ethical members), communitarian (society), legalist (process and norms), and egoistic (selfish).

Additionally, ethics is now a norm for leaders and staff members as well as a set of standards for social communication and interaction on a personal and group level (Na-Nan & Ekkasit, 2019). Therefore, to inspire workers and improve organizational effectiveness, ethical concepts must be applied in business processes. According to Muncy and Vitell (1992), this study discusses personal ethics predicated on whether a scenario is "right" or "wrong." However, the distinctive quality serves as a crucial catalyst for resolving ethical dilemmas and encouraging commitment. Furthermore, ethical leadership has been shown to be critical in improving employee job satisfaction, according to several studies (Pawirosumarto, Sarjana, & Gunawan, 2017; Sharma *et al.*, 2019; Salas-Vallina, Simone, & Fernandez-Guerrero, 2020).

Job Satisfaction

Both financial and non-financial dimensions of job quality are correlated with job satisfaction (Claus, 2019). It also relates to an individual's psychology and perspective of his/her job and

working environment, including his/her attitude, feelings, and level of happiness (Hendri, 2019; Junaidi, 2021; Junaidi *et al.*, 2022). In general, there is a high positive correlation between psychological and personal feelings and job satisfaction (Kundu, Kumar, & Gahlawat, 2019; Maley, Dabic, & Moeller, 2020). Sometimes employers and managers prioritize profits over the welfare of their workforce, which fuels employee discontent (Valaei & Rezaei, 2016; Coggburn, Paul, & Mark, 2017; Sharma *et al.*, 2019).

According to research, personal psychology is essential in addressing the relationship between workers' workplace engagement and satisfaction (Havold, Havold, & Glavee-Geo, 2021; Dhamija, Gupta, & Bag, 2019; Shrotryia & Dhanda, 2020). However, in this context, empirical studies and theoretical advancements are worthy of consideration due to the lack of studies evaluating the interaction between these variables. Additionally, the advantages of ethical assistance programs help managers, staff members, and businesses. As a result, organizational performance and employee happiness seems to be more appealing. To put it another way, managers and staff can improve their relationships. Effective cooperation centered on the company's objectives and vision will foster meaningful relationships among individuals and demonstrate commitment to the organization. Furthermore, it would be interesting to examine how managers' ethical leadership and sense of empowerment relate to their ability to forecast workers' job happiness and teamwork involvement. Both governmental and private organizations are affected by this change.

A number of academics have focused on investigating ethical leadership in corporate settings. A leader's ethics and attitude directly impact the performance and efficiency of their organization's processes (Freire & Claudia, 2020; Fu *et al.*, 2020; Jha & Singh, 2019; Qing *et al.*, 2020). It plays a major and significant role in determining managers' moral results and success. It is important because some managers disregard the ethical implications of their leadership styles. Because of historical ethics, staff members also take note of their leader's support for ethical standards.

The necessity for managers to provide their employees with sincere direction also makes ethical leadership imperative. Employee competition fosters excellent performance, potential development, and the realization of leadership potential. One of their unique qualities is their ability to use innovative thinking and creativity to accomplish various tasks. It is possible that employees' traits toward cognitive and emotional processes are influenced by ethical

leadership. Employees' performance will suffer when supervisors are not around to serve as role models. They were also respectful, which could encourage workers to maintain one other's spirits and performance.

Finding key positions that contribute to a company's sustainable competitive advantage is the primary objective of this strategy. Fostering teamwork and inspiring workers can improve work efficiency (Ouakouak, Mohammed, Michel, & Bindu, 2020). As revenue has a favorable effect on improving employee productivity, several scholars have focused on the organization's requirement for strong ethical standards.

Mwesigwa *et al.* (2020) claimed that the field of leadership styles has evolved into one that offers employees opportunities for employees to advance their abilities. Because of this, the employee feels valued by the company and is therefore empowered. In addition, these phenomena may affect employee satisfaction with their jobs. Based on preliminary research, job satisfaction among employees is positively impacted by ethical leadership (Freire & Claudia, 2020; Ouakouak *et al.*, 2020; Qing *et al.*, 2020; Goswami *et al.*, 2021).

2.9 Summary and Knowledge Gaps

Ethics and morals are topics covered by many positive leadership theories. Nonetheless, ethical leadership addresses and encompasses the entire range of ethical behaviors in leadership. Numerous scholars have studied the impact of ethical leadership practices on organizational performance worldwide. Similar statements are made by many case studies, but those that are based on only one case study seem to be missing the mark. Without giving greater consideration to the multidimensional measures of ethical leadership behaviors and organizational performance, most research endeavors concentrate primarily on unidimensional measures of ethical leadership and particular outcomes or performance indicators of an organization. Furthermore, ethical leadership behaviors still need to be better understood because they are still developing.

As far as researcher's knowledge concerned, no prior research has been conducted in the area of study that examines ethical leadership practices and how they affect organizational performance in TVET setting. As a result, no study examining ethical leadership practice and its effect on organizational performance in selected public TVET colleges in the west Gojjam

zone was found. Furthermore, there is still very limited work on cross-cultural differences that needs to be explored. This, as well as the issue, motivated the researcher to carry out the current investigation.

2.10 Conceptual Framework

In recent years, the role of ethical leadership in enhancing organizational performance has gained significant attention across various sectors, including educational institutions. This study explores the impact of ethical leadership practices on the organizational performance of selected public TVET colleges in the West Gojjam Zone of the Amhara Region. Ethical leadership, characterized by integrity, transparency, and fairness, is expected to influence various facets of organizational effectiveness within the unique context of vocational education and training.

Ethical leadership practices and organizational performance dimension is often associated with theories such as social learning theory and social exchange theory. By examining these theories, this study seeks to clarify how ethical leadership practices influence the performance outcomes of TVET colleges.

This is a diagram of the relationship between independent and dependent variables. This study examined the relationships and effects of independent variables on the dependent variable of organizational performance. This was carried out based on the research hypothesis and objectives stated in Chapter 1. Variables were used to measure dimensions with different values among the issues.

The independent variables are variables that a researcher used to work out and hypothesize their influence on the dependent variable (organizational performance), which includes seven ethical dimensions, as stated above in the research scope; namely fairness, integrity, people-orientation, power sharing, role clarification, ethical guidance, and concern for sustainability.

The dependent variable organizational performance was change due to the change in the independent variables, as discussed and stated in the theoretical and empirical parts of the review literatures in the above section. The performance of organizations is affected by many factors. However, the researcher hypothesized the following main indicators of ethical leadership with employee job satisfaction, effectiveness of the leader, organizational

commitment, and trust in the leader, organizational citizenship behavior, employee effectiveness, and organizational performance.

The Ethiopian context, characterized by diverse cultural norms and educational policies, may shape the implementation and effectiveness of ethical leadership practices within TVET colleges. Governmental regulations, community expectations, and historical institutional practices are critical contextual factors that may influence both ethical leadership behaviors and organizational outcomes. The conceptual framework and emphasize its relevance to understanding the dynamics of ethical leadership and organizational performance in the context of TVET colleges in the West Gojjam Zone of the Amhara Region, Ethiopia. Therefore, based on ethical leadership style, organizational performance, and a review of literature, the following conceptual framework is developed below for the study to be conducted:

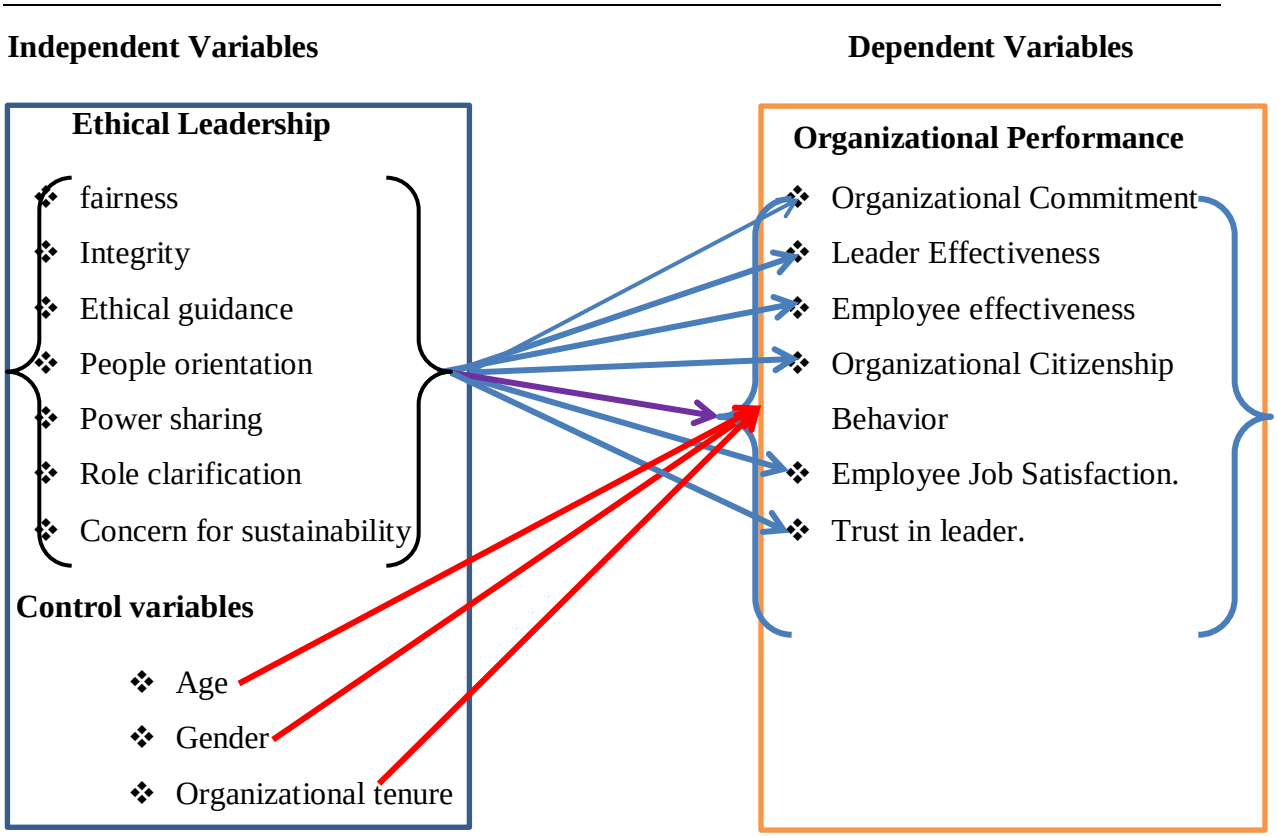


Figure 2. 1. Modified Research Conceptual Framework **(Bandura, 1986)**

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research methodology that the researcher followed during the entire study. This research considered issues such as the description of the study area, the research paradigm, the research approach, the research design, the target population, sample size and sampling techniques, data types and sources, and the data collection and analysis method. Finally, validity and reliability tests and research protocols for the participants were considered.

3.1 Research Area

The study area comprises Adet TVET College, Merawi TVET College and, Durbietie Polytechnic College, which are found in the Adet, Merawi and, Durbietie town administrations in the West Gojjam Zone of Amhara National Regional State, Ethiopia. Moreover, these colleges are convenient for the study because they are near the researcher and can provide information about the trainers involved in different fields of study. Therefore, valuable primary and secondary data can be collected with an available budget and time. This is shown figuratively below:

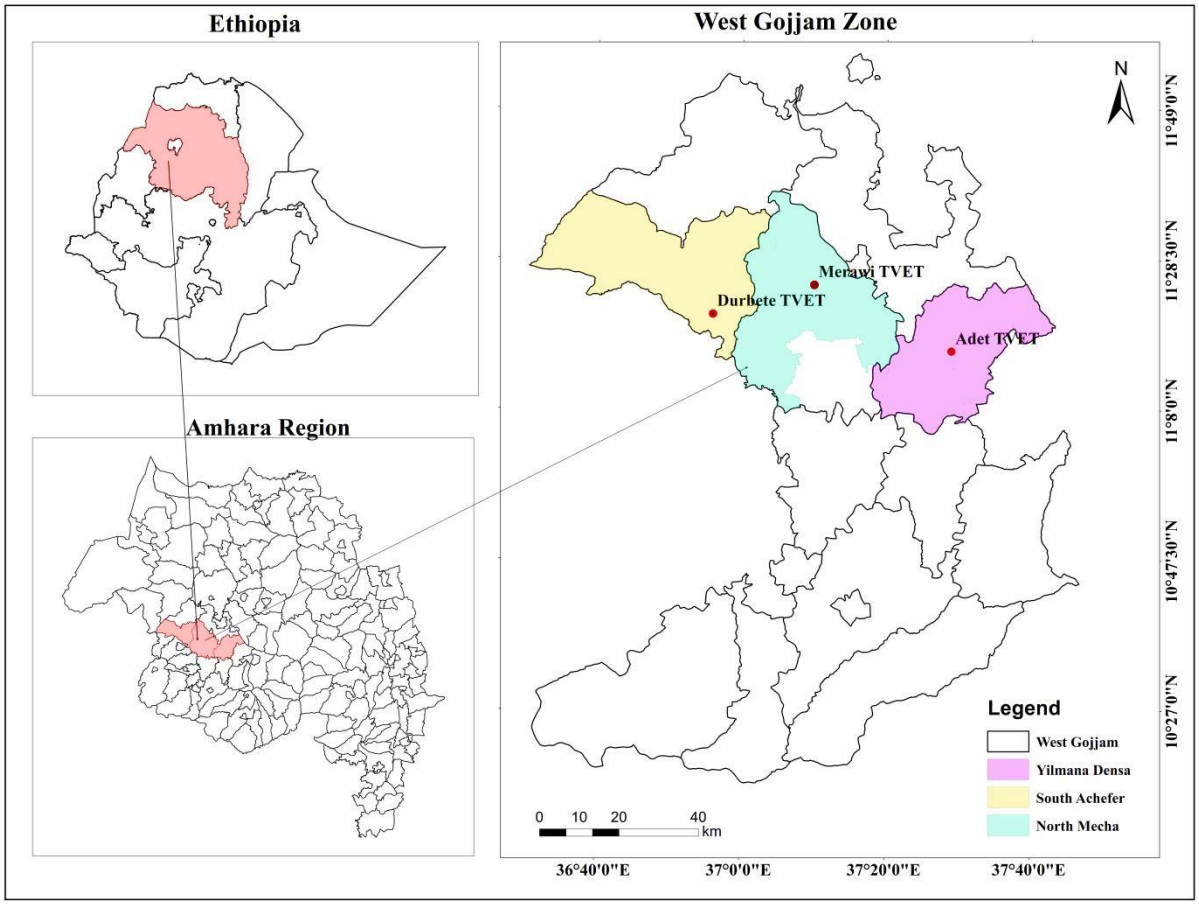


Figure 3. 1. Map of Research Area

Source: Arc10+3 GIS

3.2 Research Paradigm

A research paradigm is a set of presumptions and ideas that provide the researcher with control over how the study is conducted (Creswell, 2014). A researcher's perspective on the world is shape by a research paradigm.

The researcher can view the world from a variety of worldviews and schools of thinking. Postpositivism, social constructivism and pragmatism are these knowledge claims (Creswell, 2012). Instead of focusing on a particular view (on one extreme), the researcher emphasized the pragmatism of hybridity to understand the research problems in detail. Therefore, in this study, the researcher focused on the pragmatic view of mixed research to examine the effects

of ethical leadership on organizational performance. Pragmatists freely choose research approaches and designs that best meet the needs and purposes of the study.

3.3 Research Approach

In modern times, the most popular and sophisticated research strategy is the mixed-methods approach. Using this method, a researcher simultaneously examined both quantitative and qualitative data types and compared the findings to support or refute each other (Creswell, 2012). However, in the modern world, the goal of convergent triangulating both quantitative (broad numeric trends) and qualitative (detailed views) data is to better understand the research problems than either quantitative or qualitative approaches alone (Creswell, 2018). This was the rationale for the use of combined strategies (quantitative and qualitative data). Therefore, this study employed a mixed research approach to assess current ethical leadership practices and their effects on organizational performance at selected public TVET colleges in the West Gojjam Zone of the Amhara Region.

3.4 Research Design

According to Creswell (2013), "research design" refers to the plans and procedures for a study, which can vary from broad assumptions to specific procedures for gathering data and analyzing it. These procedures are typically referred to as the "blue print" of the study. The type and manner of data collection, the information source, and the sampling strategy used in the study were all explained and justified by the research design (Creswell, 2012).

There are three study designs for a mixed research approach: exploratory sequential (QUAL-QAUN), explanatory sequential (QUAN-QAUL), and concurrent (QUAN+QAUL). Nevertheless, a concurrent research strategy was used to conduct this study. Converging or triangulating quantitative and qualitative data to provide a thorough and comparative examination of the research problem is made easier by a concurrent procedure. With this approach, the researcher gathers both types of data simultaneously, integrates and triangulates the data, and then interprets the overall results (Creswell, 2014).

In order to investigate some issues, the researcher also employed this design to nest data into a larger data collection procedure (Creswell, 2014). This research design was chosen by the researchers because it enables them to triangulate results from the study's discrete quantitative

and qualitative components and, by putting the results side by side, facilitates a more thorough analysis of the problems (Creswell, 2013).

This allows for confirmation, cross-validation, or corroboration of the two sets of results, with an overall interpretation within a single study. As a result, broad numerical trends from quantitative research are combined with detailed concepts from qualitative research. Therefore, this study's design was appropriate for this study to assess, understand, and examine ethical leadership practices and their effect on organizational performance in selected TVET colleges in West Gojjam Zone, Amhara Region.

3.5 Target Population

In the context of research, the population refers to all entities interested in the subject under investigation. The study scope determined the precise population. The total number of items from which samples can be taken is referred to as the population. Thus, those with an interest in and involvement in the subject area, such as zone and regional leaders, management members, department heads, non-management staff, chairmen of education and training boards, and others, were the participants in this study.

A target population is a population that the researcher intends to studying, according to Mugenda (2003). Thus, the direct participants of the selected public TVET colleges and interested parties in the study area constitute the target population for this research. Employees of the Adet, Merawi and, Durbietie TVET Colleges in the West Gojjam Zone, including management, department heads and, non-management staff, are displayed in Table 3.1. Deans and other management members comprise management; in other instances, instructors and other employees comprise non-management staff.

Therefore, for this study, the target respondents were 290 management, department head, and non-management employees currently employed by the organization permanently. Of the total population, 51 were management and department heads (Adet, Merawi, & Durbietie TVET Colleges report, 2023). Furthermore, key informant interviewees participated in this investigation.

3.6 Sampling Techniques and Sample Size

A small group of individuals selected to represent the entire population from the target population is called a "sample." It is a subset of the population. Using a technique called sampling; a researcher can draw conclusions about the population from the sample results. A population found in a listed or registered form that is appropriate for the respondent's selection is known as a sampling frame. The set of study units has a chance to be selected. The list of the population units from which the sample was obtained is known as the sampling frame.

A sampling frame, according to Kothari (2004), is a set of evidence used to select a sample population for numerical treatment. As a result, 290 employees exist at selected public TVET colleges in the study area. The human resources department at the college registers and records these employees. These registered employees are referred to as sampling frames. As a result, the total population is divided by the sample size, or, in other words, after knowing the sample intervals ($290/168 = 1.73 \approx 2$). The researcher can select from the target population. As a result, the first sample is selected from the first two lists using the lottery method, and then the lists are circled by jumping the two lists from the sample frame. The first number selected by the lottery method in this study was number two.

Both probability and non-probability sampling techniques were applied. By providing each subject with an equal chance of being chosen, the probability sampling technique was used to collect quantitative data types from the population. By using this technique, each participant has an equal and unrestricted opportunity to be selected to serve as a representative of the population. When the population is composed of individuals with similar characteristics, this approach works well.

On the other hand, for homogeneous populations with small subgroups or strata, the researcher used stratified sampling, which has variations among strata. However, a systematic random sampling approach was used to select participants. As a result, the total population and sample size were 290 and 168, respectively.

In addition to probability sampling, the non-probability sampling technique was used to select the main deans, education and training board chairmen, zone heads, and regional heads to

collect qualitative data using the purposive sampling technique. Therefore, key informant interviewees were selected by the purposive sampling technique purposefully to answer semi-structured interviews, while representative college employees were selected by the systematic random sampling technique to answer semi structured questionnaire as previously determined.

Sample size determines by the number of people the researcher needs to obtain results that reflect the target population as precisely as needed. An appropriate sample size depends on the type of problem being investigated, the required precision, and the availability of resources. As the number of factors increases, the sample size should also increase to avoid sampling errors and bias in the results.

Different scholars use different approaches to determine sample sizes. In this study, the sample size determination formula stated by Yamane was used at a 95% confidence level or a 5% degree of variability. This formula is used to determine the respondent's size based on the total number of employees at the selected colleges in the study area. It is appropriate to determine the sample size for finite populations using Yamane's (1967) formula as follows: $\mathrm{n} = \frac{\mathrm{N}}{1+\mathrm{N(e)2}} \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots Equation\ 1$

Where: n is the total sample size of respondents, N is the total population size, and e is the minimum acceptable level of precision (5% level of significance). As a result, the sample size for this research was as follows:

$$n = \frac{290}{1+290(0.05)2} \quad n = \frac{290}{1+290(0.0025)} \quad n = \frac{290}{1+0.725} \quad n = \frac{290}{1.725}$$

$$n = 168.11 \qquad n \approx 168$$

For the purpose of gathering quantitative data, the researcher would thus have a total of 168 sample sizes drawn from 290 populations. Samples were chosen from three different strata: management level 14 in the first stratum, department heads (16) in the second stratum, and 138 non-management employees in the third stratum. In addition, eight respondents were specifically chosen for interviews to gather qualitative data for the three colleges in the study area, including zone leaders, main deans and, chairmen of the education and training boards

of selected TVET colleges. To obtain the number of respondents in each selected TVET College and stratum, the researcher can divide the total number of respondents by the size of each group.

Table 3. 1. Population and Sample Size Distribution of Selected Public TVET Colleges

No	West Gojjam Zone selected public TVET Colleges	TVET College management			TVET College Department Heads			TVET College administrative employees and teachers			ANRS Labor and Training bureau head			West Gojjam Zone labor and Training department heads			TVET College education and training Board chairman			TVET College Main Dean		
		Population	Proportion in %	Sample size	Population	Proportion in %	Sample size	Population	Proportion in %	Sample size	Population	Proportion in %	Sample size	Population	Proportion in %	Sample size	Population	Proportion in %	Sample size	Population	Proportion in %	Sample size
1	Durbietie Polytechnic College	9	57.93%	5	8	57.93%	5	87	57.93%	50							1	100%	1	1	100%	1
2	Merawi TVET College	9	57.93%	5	10	57.93%	6	81	57.93%	47							1	100%	1	1	100%	1
3	Adet TVET College	7	57.93%	4	8	57.93%	5	71	57.93%	41							1	100%		1	100%	1
Total Population and sample size		25	57.93%	14	26	57.93%	16	239	57.93%	138	1	100%	1	1	100%	1	3	100%	3	3	100%	3
Sampling Techniques		Systematic random sampling			Systematic random sampling			Systematic random sampling			Purposive sampling			Purposive sampling			Purposive sampling			Purposive sampling		
Total population of the 3 TVET colleges in the study area =290																						
Total respondents of the 3 TVET colleges for quantitative data that were selected using systematic random sampling technique =168																						
Proportion/Percentage of target respondents to the total population when participating in the study = 57.93 %																						
Total number of respondents for qualitative data that were selected using the purposive sampling technique =8																						

Source: Adet, Merawi, and Durbietie TVET colleges' second quarter report and researcher's computation (2023)

3.7 Data types and Sources

This study employed primary and secondary data sources to combine quantitative and qualitative data. The main source of data for this research was a set of semi structured questionnaires given to department heads, non-management employees and management staff at selected public TVET colleges in West Gojjam Zone. Employees at particular TVET colleges were asked to complete the survey. Management members, department heads and, non-management employees at particular public TVET colleges were thought to be the best study participants because they were seen as actively participating in ethical leadership practices and carrying out daily tasks with a high degree of responsibility. To supplement the findings of the primary data sources, additional secondary data sources were gathered from both published and unpublished materials, including books, reports, journals, websites, and other pertinent written sources.

3.8 Methods of Data Collection and Analysis

3.8.1 Data Collection Methods

In order to obtain important research, primary and secondary data sources were used. The primary source of information was the first-time respondents. Concurrently, semi structured questionnaires and semi structured interviews were conducted to gather information from employees and other stakeholders about ethical leadership practices and their impact on organizational performance. Furthermore, secondary data were collected through document analysis. To address the study questions and achieve the objectives, the researcher focuses on questionnaires and key informant interviews. To improve communication, the questionnaire and interview were completed after translation into Amharic. To refine individual opinions and maximize the benefits of the data, various data collection techniques were used.

3.8.1.1 Questionnaire

Semi-structured questionnaire used by the researcher to ensure that pertinent data were collected as part of the data collection methods. Closed questions required a predetermined

response, while open questions required a detailed explanation from the respondents. For this reason, both open-ended and closed-ended study questions were used. Creswell (2012) asserted that the use of questionnaires, which comprise both closed-ended and open-ended questions, has the benefit of generating closed-ended responses and yielding useful data that supports the ideas and notions found in the literature.

From many data collection instruments, the questionnaire was selected as an instrument because it is more economical by saving the researcher's time, effort, and cost than other methods, and it is found to be more appropriate to gather the feelings and responses of respondents, which avoids interviewer bias and guidance that can impact the legitimacy and reliability of data collection.

The questionnaires have two parts. The first part of the questionnaire contained the demographic profile of the respondents, and the second part focused on the dependent and independent variable measurement items in the study. The questionnaire was constructed to address the basic research questions and objectives listed in Chapter 1.

The researcher used setting statements of "agree or disagree" on 5-point scale, or Likert scale. The questionnaires were designed in a way to be clear, brief, and understandable to the respondents by checking their content and face validity.

According to Antunes *et al.* (2017) and, other authors the dependent and independent variables have measurement statements that improve respondents ability to select their level of agreement on a five-point Likert scale, going through strongly disagree (measured as 1), disagree (measured as 2), no opinion/neutral (measured as 3), agree (measured as 4), and strongly agree (measured as 5). Furthermore, the investigator employed open-ended inquiries to obtain recommendations from the participants regarding the main determinants of ethical leadership practices and their impact on organizational performance.

To reduce communication barriers, the questionnaires were written in English and translated into Amharic spoken locally. As a result, the questionnaire includes questions on personal information, ethical leadership practice dimensions, and the dependent variable (organizational performance), which was chosen for this study's measurement statement items or dimensions.

3.8.1.2 Interview

In-depth information about people's viewpoints, backgrounds, and experiences is best gathered through interviews, especially when sensitive topics are discussed. Considering this, a semi-structured set of predetermined questions was prepared and administered to the main deans, board chairs, zonal heads, and regional heads of the colleges. These individuals possess in-depth knowledge of ethical leadership practices and their impact on organizational performance within the study area.

Greater, more profound insights can be gained from in-depth interviews, which also allow for a direct and unrestricted exchange of information between parties. In order to address the research's objectives and questions, the researcher conducted an in-depth interview with the respondents, who were chosen using a purposive (non-probability) sampling technique. To make the questions easier to understand, they were first developed in English and then translated into Amharic. According to Creswell (2014), an interview protocol is a document that a qualitative researcher uses to capture and document data from interviews were considered.

3.8.1.3 Document Analysis

It is necessary to validate or check the consistency of information obtained through questionnaires and interviews on ethical leadership practices and their effect on organizational performance, and finally to give a conclusion and recommendation at the end of the study. Data collection processes on issues associated with ethical leadership practices and their effects on organizational performance in selected public TVET colleges were performed. This would help the researcher focus on important data and not overemphasize irrelevant data collected from secondary sources. Using a letter of authorization from the FDRE Technical and Vocational Training Institute, the researcher personally approached the recognized bureaus and dean offices of three public TVET colleges to obtain their consent.

Following agreement with appropriate organizations, the researcher explains his goals and advantages. Then, a sample of participants in selected public TVET colleges were given questionnaires and conducted. As requested by the researcher, participants were conducted to respond to each question on their own. Additionally, the interviews and document analysis

were conducted concurrently with the chosen participants, in accordance with this requirement.

3.8.2 Data Analysis Methods

This study was effectively conducted using descriptive and inferential statistics. To determine which variables were significant and which were not, as well as to interpret the main findings, descriptive analysis techniques like percentage, mean, frequency, and standard deviation (SD) and inferential statistics like Pearson's correlation, model appropriateness, and simple regression analysis were used. Following the collection of data from the respondents, the statistical package for social sciences (SPSS) version 20 software was used to code, compute, and analyze the data. In addition, data were gathered through interviews and document analyzes to support the survey questionnaire and triangulate the results.

The associations and effects of the independent variable on the dependent variable were ascertained by simple Pearson's correlation and regression analysis, respectively. Pearson's correlation analysis is used to demonstrate how strongly the dependent and independent variables are related. Pearson's correlation coefficient was used to obtain the inter-correlation coefficients (r). The range of the correlation coefficient is from -1.00 to +1.00. A perfectly negative relation has a value of -1.00. A correlation coefficient value of 0.00 indicates no relationship; whereas a value of +1.00 indicates a perfect positive relationship.

Unlike the simple "reject or do not reject" choice, the p-value in Pearson correlation analysis aims to provide a measure of the strength of the test results (Jibat, 2013). The degree of correlation between variables in a Pearson correlation analysis was mostly determined by the power of the relationship (r). To test the hypothesis and determine the correlations between variables, the study used descriptive and inferential statistics. The results of qualitative data analysis thematically were presented in a narrative manner, and the computed, processed, and interpreted quantitative data are presented in tables.

3.9 Model Specifications

A statistical method called simple linear regression uses various explanatory variables to predict the value of a response variable. Because it is appropriate when one metric-independent variable influences one or more metric-dependent variables, it was used to

determine the relative importance of an independent variable to the performance of the organization. Because the mean and standard deviation values in the dataset are continuous, a linear regression model was used to analyze the data gathered on the Likert scale. Put another way, a Likert scale results are used to compute the overall mean and SD values, which is why the simple linear regression model is being used. It can be expressed using the following mathematical formula:

$$Y = \beta_0 + \beta_1 X1 + £ \quad \text{.....Equation 2}$$

Where;

Y = Employee Job satisfaction (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$…….Equation 3

Where;

Y = Organizational Commitment (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$……Equation 4

Where;

Y = Employee Organizational Citizenship Behavior (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1 = Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$……...Equation 5

Where;

Y = Trust in Leader (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$…….Equation 6

Where;

Y = Leader Effectiveness (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$……Equation 7

Where;

Y = Employee Effectiveness (dependent variable)

β0 = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

$Y = \beta_0 + \beta_1 X1 + £$……..Equation 8

Where;

Y = organizational performance (dependent variable)

$\beta 0$ = the constant or Y-intercept, respectively

X_1= Ethical leadership (independent variable).

β_1= the predictor variable partial change, coefficient, or slope.

£= other unspecified variables

An Excel file suitable for this use is the Statistical Package for Social Sciences (SPSS) version 20 software. A simple regression model is a suitable for a single dependent variable influenced by two or more independent numeric variables. Thus, the researcher was employed. Additionally, dependent variables variations in response to changes in independent variables were predicted by the researcher using this model. Furthermore, to determine the relative significance of ethical leadership with respect to organizational performance and six dimensions of particular public TVET colleges in the West Gojjam Zone, Amhara Region.

3.10 Operational Definition of Variables

In this study, the criteria used to measure the level of variables were determined using a five-point Likert scale. Hence, the result of the data analysis regarding each variable was measured and defined by considering the following categories: 5 strongly agree, 4 agree, 3 undecided, 2 disagree, and 1 strongly disagrees. The table below shows how variables were operationalized in the study to make them measurable. This indicates the concepts and scale of measurement.

Table 3. 2. Operational Definitions of Variables

Variables	Conceptualization	Unit	Operationalization
Fairness (IV)	Not practicing favoritism, which means treating others in a way that is right and equal and, enabling them to make principled and fair choices (*Khan et al., 2017*).	Ordinal	All variables were measured using five-point Likert scales denominating one as "strongly disagree" and five as "strongly agree," with 4, 4, 3,7,6,5, and 5 items for each independent variable
Integrity (IV)	Being true to oneself and showing consistency in words and actions (Palanski & Yammarino, 2009).	Ordinal	
Concern for sustainability (IV)	Social responsibility to care about the environment by stimulating and recycling materials used for different productions and using them often (*Kalshoven et al., 2010*).	Ordinal	
Ethical guidance (IV)	Communicating about ethics, explaining ethical rules, and promoting and rewarding ethical conduct (*Kalshoven et al., 2010*).	Ordinal	
People orientation (IV)	Real concern for people, where ethical leadership reflects genuine care, respect, and support for followers to ensure that their aspirations are fulfilled (Khalid & Bano, 2015).	Ordinal	
power sharing (IV)	An opinion that enables employees to have more control over their duties, be less dependent, and have their say in decision-making (*Khan et al., 2017*).	Ordinal	
Role clarification (IV)	Clarifying responsibilities, knowing what they will be accountable for, and being given every opportunity to use their abilities to achieve the objectives to which they have agreed and committed (Armstrong, 2006).	Ordinal	

Employee Job satisfaction (DV)	Good feelings about a job result from an evaluation of its characteristics, which include the nature of work, administration style, relationships with co-workers, remuneration, working conditions, and job security (*Torlak et al., 2021*).	Ordinal	and, 8, 7, 8, 10, 4, and 2 for dependent variables, respectively.
Organizational commitment (DV)	An employee wishes to continue working for an organization or leave it" (*Jigjiddorj et al., 2021*).	Ordinal	
Employee Organizational Citizenship Behavior (DV)	Contributions to the maintenance and enhancement of the social and psychological contexts of organizations that support task performance (Organ, 1988).	Ordinal	
Trust in the leader(DV)	The employee's willingness to accept vulnerability based on positive expectations of the intentions of the leader (*Schoorman et al., 2007*).	Ordinal	
Leader effectiveness (DV)	An outcome when leaders demonstrate their ability to influence others to perform in their various roles and generate positive organizational outcomes (*Madanchian et al., 2017*).	Ordinal	
Employee effectiveness (DV)	The ability of employees to achieve organizational goals more effectively and efficiently (Robbins & Dame, 2013).	Ordinal	
Organizational performance (DV)	The outcomes of an institution, which are measured against projected outcomes, aims, and purposes, are measured through various methods of objective and subjective measurement (*Danford et al., 2004*; Ali & Anwar, 2021).	Scale	

3.11 Pilot Test of the Research Instruments

Variables used by practitioners and researchers to support subject, client, or patient assessment or evaluation are known as research instruments. The tools were used to measure or gather information on various topics, from psychological health to physical functioning. In order to make sure the research instruments were valid and reliable before actual data collection was conducted, the researcher conducted a validity and reliability test prior to starting the analysis to examine how the independent variables affected the dependent variables.

As a result, Liben TVET College, which was excluded from the sample of selected public TVET colleges, carried out a pilot test. Before conducting data collection, the researcher distributed 22 questionnaires to teachers, department heads, administrative experts and, management members of Liben TVET College to test the questionnaires' reliability.

3.12 Validity and Reliability of the Instruments

In quantitative and mixed research, the researcher should pass through a series of steps before analyzing the data. Accordingly, the researcher checked the reliability and validity of the questionnaire.

3.12.1 Validity Test

The degree to which variations detected using a measuring tool represent actual variations among the subjects being tested is referred to as validity (Kothari, 2004). Content validity is "established by showing that the test instruments are a sample of a universe in which the investigator is interested," according to Cronbach and Meehl (1955). There is no numerical way to describe it, but it can also be ascertained by a panel of experts, who assess how well the measuring device satisfies the requirements if it includes a representative sample of the universe. It makes most of its decisions based on judgment and intuition. It cannot be quantified, but it can also be ascertained by a group of individuals who will assess the measuring device's compliance with the requirements.

Researchers, senior professional friends and, research advisors were among the experts who examined the length and wording of all variables (items) to assess the overall validity of the instrument. This included checking the instrument's clarity, item wording, scale use, inclusiveness, and identification of irrelevant questionnaires. To gain input on improving the validity of the instruments in accordance with content validity and face validity, the researcher also distributed a pilot test of the questionnaires to the management team, department heads, administrative experts and, instructors of the 22 Liben TVET College.

To further improve the validity of the study instrument, the researchers also obtained and included the views of senior researchers, senior professional friends, the research adviser and, respondents at Liben TVET College. As a result, both internal and external validity was guaranteed by this study.

3.12.2 Reliability Test

Although the study employed adapted standardized scales, Cronbach's alpha reliability tests were used for internal consistency analysis to confirm the questionnaire reliability. When a study's findings can be replicated using a comparable approach, the research instrument is considered reliable. Reliability is defined as the degree to which results are consistent across time and an accurately represent the entire population under study (Mugenda, 2003).

Reliability is the capacity of a measuring device to repeat the same measurements accurately and consistently across multiple occasions. The measurement has a high degree of reliability if it can accomplish that; if not, it has a low level of reliability. When examining multi-dimensional constructs, which are measured by a complete scale and not just one component, Likert scale measurements are typically the most appropriate scales to evaluate the reliability of a scale measurement (Paul, 2016).

Cronbach's alpha was used to quantify the reliability in terms of internal consistency. The Cronbach's alpha coefficient has a range of 0 - 1, with the reliability of the instrument increasing as it approaches 1. In order to demonstrate internal consistency, the alpha coefficient typically needs to be at least 0.70, which means that it can be more than 0.9 excellent, more than 0.8 very good, more than 0.7 good, more than 0.6 acceptable

(questionable), and less than 0.5 poor (not acceptable) (DeVellis, 1991). Similar to this, Tavakol and Dennick (2011) stated that a Cronbach's alpha result is reliable and consistent if its value falls within the acceptable range of 0.70 to 0.95, which is the minimum required criterion in social science research.

Cronbach's alpha for all 73 items in the study (34 ethical leadership measurement items and the rest 39 organizational performance outcome measurement items) was therefore 0.958, above the minimum acceptable alpha value 0.70. The subsequent table displays the specific instrument measure for Cronbach's alpha result. Therefore, this result proved that the data used for this study were reliable, and the questionnaires were administered to the research respondents for data collection.

Table 3. 3. Reliability Analysis of Measurement Items

Variables	Cronbach's Alpha	No of Items	Decisions
Fairness	0.824	4	Very Good
Power sharing	0.710	5	Good
Role Clarification	0.886	5	Very Good
People Orientation	0.700	6	Good
Concern for Sustainability	0.830	3	Very Good
Ethical Guidance	0.883	7	Very Good
Integrity	0.961	4	Excellent
Ethical Leadership	0.894	34	Very Good
Employee Effectiveness	0.698	2	Almost Good
Organizational Citizenship Behavior	0.853	8	Very Good
Employee Job satisfaction	0.806	8	Very Good
Organizational Commitment	0.842	7	Very Good
Leader Effectiveness	0.835	4	Very Good
Trust in Leaders	0.921	10	Excellent
Organizational Performance	0.946	39	Excellent
Overall Reliability	0.958	73	Excellent

Source: Survey Results (2023)

3.13 Ethical Issues

According to Leedy (2013), conducting any research requires following an ethical protocol to be truthful and ethical. The fundamental principle of ethical research is to maintain and protect the rights and human dignity of each participant. The participants informed by the researcher that their information would be kept confidential and used only for the study. The study was conducted with, ethical considerations in mind prior to data collection. It was not required of anyone not to participate or bring information. The name was not included on the questionnaire paper to protect the confidentiality of the respondents. Every piece of data evidence collected from the participants was kept secret. Additionally, the researcher appropriately acknowledged the contributions of others' ideas, methods, findings, and words. Consciously and securely, an interview and document analysis was conducted. Consequently, the confidentiality of the data collected from the participants was protected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION, AND DISCUSSION

Introduction

In this chapter, data collected from questionnaires, key informant interviews, and document analysis were presented, analyzed, interpreted, and discussed based on the study's research questions and objectives. This chapter covers the respondents' response rate, demographic profile, Univariate analysis, classical linear regression assumptions, and multivariate analysis using the SPSS version 20 software package and thematic analysis techniques. Hence, the presentation, analysis, interpretation, and discussions were based on data sources about the study of ethical leadership practices and their effect on organizational performance, in the case of selected public TVET colleges in West Gojjam Zone, Amhara Region.

This section presented, analyzed, interpreted, and discussed data collected through data collection methods from primary sources in order to meet the study objectives. For manageability, the information gathered from respondents via questionnaires was streamlined, compressed, and changed so that readers could understand it in relation to the topics being discussed. The demographic profile of respondents, descriptive and inferential analysis results of the independent and dependent variables are presented. Finally, the researcher also included thematic analysis for qualitative data sources.

4.1 Data Editing and Coding

Before the primary data were analyzed, the questionnaire was examined after gathering data, and its accuracy was verified. Absent or incomplete responses were omitted from the analysis that followed. The methods for coding, removing codes, and correcting data input errors—a process referred to as "clearing the data"—were all followed in this study (Rubin & Babbie, 2010).

4.2 Respondent Response Rate

The questionnaires were distributed to management members, department heads, administration employees, and teachers of selected public TVET colleges at Durbietie Polytechnic College, Merawi TVET College, and Adet TVET College through face-to-face contact. Of the 168 questionnaires, 159 were collected, and the remaining 9 (5.36%) did not respond.

Although the questionnaires had a nominal response rate of 94.64%, only 152 (90.48%) of them could be used for additional analysis, and the remaining 7 (4.17%) were discarded because of incompleteness and missing values. The fact that the deans, department heads, and process owners assisted in distributing and gathering the questionnaires contributed to the comparatively high response rate.

According to Rubin and Babbie (2010), a response rate of 70% is "very good" for additional evaluation. Furthermore, according to Blumberg (2014) and Kingori (2017), a response rate of 50% or above is considered appropriate, a response rate of 60%–70% is good, and a response rate of greater than 70% is excellent for analysis. Therefore 90.48%, or more than 70%, of respondents responded to this study, which is an excellent response rate for analysis.

Table 4. 1. Respondents Response Rate

Questionnaires	Amount in Number	Percentage
Sample size	168	100%
Collected questionnaires	159	94.64%
uncollected questionnaires	9	5.36%
Discarded questionnaires	7	4.17%
Usable questionnaires	152	90.48%
Respondents Response Rate		90.48%

Source: Survey Results (2023)

Furthermore, the distribution and response rates of the questionnaires in each selected public TVET college are presented in Table 4.2 below:

Table 4. 2. Respondents Response Rate in Each Sampled TVET College

S/N	Name of sampled Public TVET College	Planned Response	Usable Responses	Respondents Response Rate in %
1.	Durbietie polytechnic College	60	53	88.33%
2.	Merawi TVET College	58	52	89.66%
3.	Adet TVET College	50	47	94%

Source: Survey Results (2023)

4.3 Demographic Characteristics of Respondents

Understanding an overview of the respondent's characteristics was important for further analysis of their responses and was indicated in the study to understand from whom the data was collected. Accordingly, the TVET College trainers and instructors, administrative staff, deans, board chairmen, zonal labor and training head, and ANRS labor and training head. Hence, attempts were made to describe the background of the respondents that, was directly or indirectly related to the objectives of the study.

Demographic factors served as the basis for the study questionnaire and were significant indicators of performance in a particular organization. Although the study is not greatly affected by demographic characteristics, the researcher still took into account those that were thought to be related to the study. As a result, a summary was provided for the demographic factors of gender, education, work experience, age, marital status, TVET College name, and college position. The following frequencies and percentages were used to present, examine, and have a discussion about these demographic variables.

Table 4. 3. Demographic Characteristics of Respondents

Items	Category	Frequency	Percentage
Gender	Male	107	70.4%
	Female	45	29.6%
	Total	152	100%
Educational Background	Primary or Secondary Education	1	0.7%
	Diploma (C Level)	28	18.4%
	Degree (B Level)	106	69.7%
	Masters (A Level)	17	11.2%
	Total	152	100%
Work Experience	1-5 Years	30	19.7%
	6-10 Years	68	44.7%
	11-15 Years	43	28.3%
	16 and above years	11	7.2%
	Total	152	100%
Age	20-25 Years	6	3.9%
	26-30 Years	63	41.4%
	31-35 Years	64	42.1%
	36 and above Years	19	12.5%
	Total	152	100%
Marital status	Married	116	76.3%
	Unmarried	33	21.7%
	Divorced	2	1.3%
	Widowed	1	0.7%
	Total	152	100%
Name of TVET College	Adet TVET College	47	30.9%
	Merawi TVET College	52	34.2%
	Durbietie Polytechnic College	53	34.9%
	Total	152	100%
Position in the College	Management Member	14	9.2%
	Department Head	13	8.6%
	Administrative Staffs/ Experts	44	28.9%
	Academic Staff/ Teacher	81	53.3%
	Total	152	100%

Source: Survey Results (2023)

The information gathered on the respondents' position, name of TVET College, age, gender, work experience, and educational background is evaluated and given in Table 4.3. In order to ascertain the gender distribution of the study participants, the respondents were asked about their gender. 107 (70.4%) of the respondents were male, and 45 (29.6%) were female when we looked at their gender. This indicates that the majority of respondents were male; therefore, it is generalized that the majority of selected personnel of public TVET colleges were male.

The small number of women in TVET College may have a negative influence on the performance of organizations. This fact shows that the enormous potential of women does not contribute to their college performance. Because women constitute roughly half of the total population, excluding them from participating in college activities had a negative impact.

Regarding the respondents' level of education, 106 (69.7%) of them were degree holders, 28 (18.4%) of them were diploma holders, and 17 (11.2%) of them were master holders. Furthermore, only 1 (0.7%) respondent had primary or secondary education. Consequently, this finding suggests that the majority of respondents had a good educational background and were aware of the benefits of ethical leadership practices for organizational performance. Thus, this condition forces them to participate in and be involved in the performance of organizations in the study area to be effective and efficient.

Inquiring about the duration of their employment, respondents were asked to consider the amount of work experiences they had. Accordingly, 68 (44.7%) respondents indicated that they had 6–10 years of work experience, and 43 (28.3%) had between 11 and 15 years of work experience in the college. Thirty (19.7%) respondents said they had worked in TVET colleges for one to five years, while the remaining eleven (7.2%) said they had worked there for sixteen years or more. Therefore, this result indicated that most respondents knew ethical leadership styles that are practiced in the selected public TVET colleges. Likewise, they were well-experienced and knew ethical leadership practices and organizational performance relationships.

Throughout the investigation, respondents were also asked to level with their age group. As a result, Table 4.3 demonstrates that the age group of 31 to 35 accounts for 64 (42.1%) of the total respondents, while the 26 to 30 age group accounts for 63 (41.4%). Six (3.9%) and the rest, 19 (12.5%), belonged to the age groups of 20 to 25 years old and 36 and older, respectively. This suggests that young people made up the bulk of the respondents. Thus, the researcher deduced from this conclusion that young leaders and employees were considered productive in their field if they could positively impact the success of the organization's activities and that they were strong enough to provide additional abilities.

In addition, respondents were asked their marital status. According to Table 4.3, 116 (76.3%) respondents were married, and the remaining 33 (21.7%), 2 (1.3%), and 1 (0.7%) respondents were single, divorced, and widowed, respectively. This suggests that most workers in this research region are long term residents. This presents an exciting and significant opportunity to contribute to the long-term viability of selected public TVET colleges in the west Gojjam.

Finally, respondents were also asked about their position at TVET College. As shown in Table 4.3, the majority of respondents were academic staff or teachers, which accounted for 81 (53.3%), followed by administrative experts, who accounted for 44 (28.9%). The remaining 14 (9.2%) and 13 (8.6%) were management members and department heads, respectively, which indicates the representation of the sample for all groups within the selected public TVET colleges.

Furthermore, the cross-tabulation in Table 4.4 depicts that 72 of the 107 male respondents had a degree, 17 had a diploma and masters, respectively, and1 had at least a primary or secondary education level. However, the female respondents were 34 degree and 11 diploma holders. From this cross-tabulation result, the researcher can understand and generalize that there was master inaccessibility for female employees in the selected public TVET colleges. As the researcher observed during the transect walk and obtained data from the qualitative findings, only one higher education institutions was found in the country, which provides postgraduate programs in vocational occupation for academic staff and no educational access for administration staff at other universities. Due to this, master's-level education accessibility for females was very weak.

Table 4. 4. Educational Background and Gender of Respondents

Educational Background of Respondents * Gender of Respondents Cross tabulation				
		Gender of Respondents		Total
		Male	Female	
Educational Background of Respondents	Primary or Secondary education	1	0	1
	Diploma (C Level)	17	11	28
	Degree (B Level)	72	34	106
	Masters (A Level)	17	0	17
Total		107	45	152

Source: Survey Results (2023)

From Table 4.5, out of the total 14 respondents, 12 male respondents were management members, and out of the total 13 respondents, 12 male respondents were department heads. However, the respondents of females were only 2 and 1 holds management members and department heads current positions in the selected public TVET colleges, respectively. From this cross-tabulation result, the researcher can understand and generalize that there was less opportunity for middle- and operational-level managerial positions for females in the study area. As the researcher observed during quantitative data collection and obtained data from qualitative findings, there were not enough females in managerial positions in the study area. Because of this, women's participation in managerial positions was very weak.

Table 4. 5. Position in the College and Gender of Respondents Cross Tabulation

Position of Respondents in the College * Gender of Respondents Cross tabulation				
		Gender of Respondents		Total
		Male	Female	
Position of Respondents in the College	Management Member	12	2	14
	Department Head	12	1	13
	Administrative Staff/ Expert	22	22	44
	Academic Staff/ Teacher	61	20	81
Total		107	45	152

Source: Survey Results (2023)

4.4. Univariate Analysis

Each independent and dependent variable's mean and standard deviation values were computed and determined using descriptive statistics. Respondents were required to rate their level of agreement on the statement of measurement items for each variable. It was an appropriate measurement to address the research questions and objectives of this study.

The overall mean was further calculated to determine the level of respondents' average responses for each construct in the study area. The mean value indicates the location of a data set's "center" value. The standard deviation (SD) value quantifies data dispersion from the mean value among respondents' responses. It is calculated as the square root of the variance to give us an idea of how "spread out" the values were around the mean in a dataset. The higher the SD value, the more widely distributed the values in the sample.

According to Burns (2008), the following ranges represent the decision criteria for the overall mean score of the data: strongly disagree (1.00 to 1.80), disagree (1.81 to 2.60), neutral (2.61 to 3.40), agree (3.41 to 4.20), and strongly agree (4.21 to 5.00). Additionally, if the standard deviation result is greater than one, there is a greater variance among respondents' response levels; if the value is less than one, there are no significant differences among respondents' responses on the measurement items. A low SD indicates that the data are closely grouped around the mean, which indicates greater reliability, whereas a higher SD indicates that the data are widely distributed(less reliable).

Furthermore, the researcher used the cut-off or "reference" mean by calculating the average mean (summation of the highest and lowest Likert scales and divided by two), that is, (5 + 1)/2 = 3, to compare and contrast the decisions of the respondents' level of agreement.

In this study, descriptive statistics, such as mean and standard deviation, were used to examine ethical leadership practices and their effect on organizational performance in selected public TVET colleges in the west Gojjam zone of the Amhara region to answer specific objectives and research questions. Therefore, the mean scores and standard deviations of both the independent and dependent variables are listed and described below.

4.4.1. Level of Ethical Leadership Practices in Selected Public TVET Colleges

The first objective of this study was to identify the level of ethical leadership practices in selected public TVET colleges in the West Gojjam Zone, Amhara Region. Therefore, to address this research objective, the respondents were asked to rate their level of agreement on the measurement items of ethical leadership practices in the selected public TVET colleges. The findings of the mean and standard deviation of the scores are as follows:

Table 4. 6. Level of Ethical Leadership Practiced in Selected TVET Colleges

Measurement items of ethical leadership behaviors	N	Mean	Std. Deviation
Concern for Sustainability	152	3.9342	.75860
Role Clarification	152	3.8197	.76713
Ethical Guidance	152	3.6466	.87183
Integrity	152	3.5806	.94580
Power sharing	152	3.5184	.75445
Ethical Leadership	152	3.4887	.51232
People Orientation	152	3.1480	.70386
Fairness	152	2.7730	.78392

Source: Survey Results (2023)

In Table 4.6, the average value of the items on ethical leadership was 3.49, indicating a high level of agreement among respondents. The mean values ranged from 2.77 to 3.93 across each dimensions of ethical leadership. According to Burns (2008), this suggests a neutral to agree level attitude toward the measurement items. The mean score of ethical leadership was 3.49 (SD =0.51). The practice of ethical leadership in the surveyed public TVET colleges is high. Among the dimensions of ethical leadership, concern for sustainability received the highest mean score of 3.93 (SD =0.76), followed by role clarification (M = 3.82, SD =0.77), ethical guidance (M = 3.65, SD =0.87), integrity (M = 3.58, SD =0.95), power sharing (M = 3.52, SD =0.75), people orientation (M = 3.15, SD =0.70), and fairness (M = 2.77, SD =0.78).

In order to support the survey, primary data was also obtained through interviews with college deans, education and training board chairmen, the West Gojjam zone labor and training head,

and the regional labor and training head. As planned, a total of eight interviews were conducted in this sector. The interviewees said that the following themes emerged: Ethical leadership has a significant role in the performance of any organization in general and TVET colleges specifically in the region and study area. The college's performance was not effective and sustainable unless the leaders practiced ethical leadership and inspired the employees to practice different ethical leadership dimensions accordingly, according to the interview respondents. However, the practice of ethical leadership dimensions differed from moderate to high level. Therefore, the researcher understood from these themes (findings) of the interviewee and the quantitative survey result that there was a high level of ethical leadership in the study area. Thus, the results were similar for quantitative and qualitative data types.

The result supported by previous researchers (Jackline, 2021) also found that there was a high level of ethical leadership practices in deposit-taking SACCOs in Kenya. In the other way, the result of this research opposed the findings of Sabir (2020) a study on "ethical leadership perceptions and its impact on teachers' commitment in Pakistan" and Tamene and Belaynesh (2021) on "ethical leadership practices and factors affecting it in the south Addis Ababa district commercial bank of Ethiopia" that there was a moderate level of ethical leadership practices in the study organization. Generally, the researcher can conclude that there was a high level of ethical leadership practices in selected public TVET colleges in West Gojjam Zone, Amhara Region.

4.4.2 Level of Organizational Performance in Selected Public TVET Colleges

The second specific objective of this study was to assess the level of organizational performance in selected public TVET colleges in West Gojjam Zone. Amhara Region. Therefore, to address this research objective, respondents were asked to rate their level of agreement on the measurement items of organizational performance in selected public TVET colleges. The findings of the mean and standard deviation of the scores are as follows:

Table 4. 7. Level of Organizational Performance in Selected Public TVET Colleges

Measurement items of organizational performance	N	Mean	Std. Deviation
Organizational Citizenship Behavior	152	4.0979	.66874
Organizational Commitment	152	3.6203	.79736
Employee Effectiveness	152	3.6151	.86405
Leader Effectiveness	152	3.5510	.92667
Organizational Performance	152	3.5411	.60866
Trust in Leader	152	3.5336	.81419
Employee Job Satisfaction	152	2.8289	.80261

Source: Survey Results (2023)

From the above, Table 4.7 depicts that the average mean value of organizational performance measurement items was 3.54; this value was high, and in each item of the dimensions, mean values were found between 2.83 and 4.10. As Burns (2008) stated, this mean value result indicated that respondents were rate neutral to agree level of agreement on the measurement items. The organizational performance dimension with the highest mean score was organizational citizenship behavior (mean = 4.10, SD = 0.67) followed by organizational commitment (M = 3.620, SD = 0.80), employee effectiveness (mean = 3.615, SD = 0.86), leader effectiveness (mean = 3.55, SD = 0.93), trust in the leader (mean = 3.53, SD =.81), and employee job satisfaction (mean = 2.83, SD = 0.80).

In order to support the survey, primary data was also obtained through interviews with college deans, education and training board heads, the West Gojjam zone labor and training head, and the regional labor and training head. As planned, a total of eight interviews were conducted in this sector. The interviewees said that the following themes emerged: Ethical leadership has a significant role in the performance of any organization in general and TVET colleges specifically in the region and study area. The college's performance was not effective and sustainable unless the leaders practiced ethical leadership and inspired the employees to practice different ethical leadership dimensions accordingly, according to the interview respondents.

However, the practice of organizational performance outcomes was different, from moderate to high. This organizational performance difference was due to different internal and external factors depending on the nature of the organization, rather than leadership practices. Therefore, the researcher understands from these themes (findings) of the interviewee and the quantitative survey result that there was a high level of organizational performance in the study area. Thus, the results were similar for quantitative and qualitative data types. The result supported by previous researchers (Jackline, 2021) also found that there was a high level of organizational performance in deposit-taking SACCOs in Kenya. Generally, the researcher can conclude that there was a high level of organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara Region.

4.5 Multivariate Analysis

4.5.1 Correlation Analysis

This section describes the inferential statistical analysis of the data, which includes correlation analysis, coefficient determination, analysis of variance, and simple regression analysis. An objective of this study was to examine the relationship between the independent and dependent variables in the study area. To determine the relationship between predictors and outcome variables, the study used a tool called Pearson correlation analysis. The Pearson correlation method is used to determine the relationship between two numerical scale variables. The value measured by coefficient of correlation (r). The numerical value ranges from +1 to -1. This gives us an indication of the association between variables.

In general, $r > 0$ indicates a positive relationship, $r < 0$ indicates a negative relationship, and $r = 0$ indicates no relationship. Here, $r = +1$, and $r = -1$ describe perfect positive and negative correlations, respectively. To compute the correlation (closeness) between dependent and independent variables, the study conducted an inferential statistical analysis of Pearson's coefficient of correlation (r). The strength or power of an association can be described by using Evans (1996) guiding rules: $r = 0.00$ up to 0.19 is very weak, $r = 0.20$ up to 0.39 is weak, $r = 0.40$ up to 0.59 is moderate, $r = 0.60$ up to 0.79 is strong, and $r = 0.80$ up to 1.00 is a very strong relationship among variables.

Table 4. 8. Correlation and Collinearity Diagnosis between Variables

		EL	EE	OCB	EJS	OC	LE	TL	OP
EL	Pearson Correlation	1**							
	Sig. (2-tailed)								
	N	152							
EE	Pearson Correlation	.397**	1**						
	Sig. (2-tailed)	.000							
	N	152	152						
OCB	Pearson Correlation	.551**	.306**	1**					
	Sig. (2-tailed)	.000	.000						
	N	152	152	152					
EJS	Pearson Correlation	.449**	.481**	.284**	1**				
	Sig. (2-tailed)	.000	.000	.000					
	N	152	152	152	152				
OC	Pearson Correlation	.567**	.439**	.373**	.548**	1**			
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	152	152	152	152	152			
LE	Pearson Correlation	.675**	.412**	.361**	.486**	.581**	1**		
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	152	152	152	152	152	152		
TL	Pearson Correlation	.738**	.403**	.396**	.486**	.639**	.768**	1**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	152	152	152	152	152	152	152	
OP	Pearson Correlation	.753**	.689**	.579**	.737**	.801**	.822**	.832**	1**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	152	152	152	152	152	152	152	152

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

Where: **EL**: Ethical Leadership, **EE**: Employee Effectiveness, **OCB**: Organizational Citizenship Behavior, **EJS**: Employee Job Satisfaction, **OC**: Organizational Commitment, **LE**: Leader Effectiveness, **TL:** Trust in Leader and **OP**: Organizational Performance

Source: Survey Results (2023)

From the above, Table 4.8 shows that there is a significant positive relationship between ethical leadership and employee effectiveness. The correlation between ethical leadership and employee effectiveness was investigated using a correlation coefficient. There was a moderately positive correlation between ethical leadership and employee effectiveness ($r(152) = 0.40$, $p < 0.01$) among the employees and leaders of selected public TVET colleges. There was a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of employee effectiveness in their employees because the sig. 2-tailed level is.000.

The findings supported by Rida and Ayesha (2018) also found that ethical leadership had a positive correlation with employee effectiveness at the Khadim Ali Shah Bukhari Institute of Technology (KASBIT). Therefore, ethical leadership influence is essential to increasing employee performance; they concluded that ethical leadership creates interests for employees in organizational activities so they can accomplish tasks efficiently.

The second sub-section of Table 4.8 depicts that there is a significant positive relationship between ethical leadership and organizational citizenship behavior. The correlation between ethical leadership practice and organizational citizenship behavior was investigated using the Pearson product-moment correlation coefficient. There was a moderately positive correlation between ethical leadership and organizational citizenship behavior ($r(152) = 0.55$, $p < 0.01$) among the employees and leaders of selected public TVET colleges. There is a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of organizational citizenship behavior in their leaders because the sig. 2-tailed level is.000.

Previous research that emphasized the role that ethical leadership practices play in improving organizational citizenship behaviors, as well as the connection between ethical leadership and organizational citizenship behaviors, supported these findings. The findings suggest a direct relationship between organizational citizenship behaviors and ethical leadership (Mohamed & Yuhuan, 2021).

Like the variables in Table 4.8, there is a significant positive relationship between ethical leadership and employee job satisfaction. This study used the Pearson correlation coefficient to examine the relationship between ethical leadership practices and employee job satisfaction.

There was a moderately positive correlation between ethical leadership and employee job satisfaction ($r(152) = 0.45$, $p < 0.01$) among the employees of selected public TVET colleges. There is a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of employee job satisfaction in their employees because the sig. 2-tailed level is.000. Previous studies have also supported the idea that ethical leadership is positively correlated with employee job satisfaction behaviors (Tarhan & Ahmet, 2015).

A moderate positive correlation was observed between organizational commitment and ethical leadership, as indicated by the data in Table 4.8. The correlation between ethical leadership practice and organizational commitment was investigated using the Pearson product-moment correlation coefficient. There was a moderately positive correlation between ethical leadership and organizational commitment ($r(152) = 0.57$, $p < 0.01$) among the leaders and employees of the selected public TVET colleges. There is a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of organizational commitment in their leaders and employees because the sig. 2-tailed level is.000. Previous studies have also supported this idea that ethical leadership has a positive and significant correlation with organizational commitment (Lita & Junaidi, 2023).

From the above, Table 4.8 indicates a significant positive relationship between ethical leadership and leader effectiveness. The correlation between ethical leadership practice and leader effectiveness was investigated using the Pearson product-moment correlation coefficient. There was a strong positive correlation between ethical leadership and leader effectiveness ($r (152) = 0.68$, $p < 0.01$) among the leaders of selected public TVET colleges. There is a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of leader effectiveness in their leaders because the sig. 2-tailed level is.000. Previous studies have also supported this idea that results from qualitative research findings indicate that a leader's effectiveness is related to the leader's ethical example and leadership style (Wang *et al.*, 2017).

As with the above variables, Table 4.8 displays that there is a significant positive relationship between ethical leadership and trust in the leaders. The correlation between ethical leadership practice and trust in leaders was investigated using the Pearson product-moment correlation coefficient. There was a strong positive correlation between ethical leadership and trust in leaders ($r (152) = 0.74$, $p < 0.01$) among the leaders of selected public TVET colleges. There is a statistically significant correlation between respondents' perceptions of the level of ethical leadership practice in their leaders and their level of trust in their leaders because the sig. 2-tailed level is.000. Previous studies also supported the idea that ethical leadership has a strong positive and significant correlation with trust in leaders (Sharmini, Azlin, Mohamed, Bity, & Vasanthan, 2021).

The last but not the least, Table 4.8 illustrates that, there is a significant positive relationship between ethical leadership and organizational performance. The correlation between ethical leadership practice and organizational performance was investigated using the Pearson product-moment correlation coefficient. There was a strong positive correlation between ethical leadership and organizational performance ($r (152) = 0.75$, $p < 0.01$) in selected public TVET colleges. There is a statistically significant correlation between respondents' perception of the level of ethical leadership practice in their leaders and their level of organizational performance in their selected public TVET colleges because the sig. 2-tailed level is.000. The result was supported by Kamalakannan (2021), who also found a strong positive and significant correlation between ethical leadership and organization performance.

In order to support the survey, the information gained from documented ethical guidelines or policies within TVET colleges and self-reported ethical behaviors from eight planned interviews merged themes shows that, there is positive correlation between ethical leadership and organizational performance and their identified organizational outcome measures such as organizational commitment and others with different strength. Thus, the results were similar for quantitative and qualitative data types.

4.5.2 Regression Analysis

The third objective of this study was to examine the effects of ethical leadership on the organizational performance of selected public TVET colleges in the study area. Therefore, the researcher identified ethical leadership practices such as fairness, power sharing, role clarification, people orientation, concern for sustainability, ethical guidance, integrity, and overall ethical leadership from theories, prior studies, and the literature. Therefore, the researcher must evaluate the predicting capacity of the predictor (an independent variable) on the dependent variable (organizational performance). As a result, a regression analysis was employed to determine the effect of the predictors on the outcome (dependent) variable. However, before running the simple linear regression analysis, the researcher assumed classical linear regression.

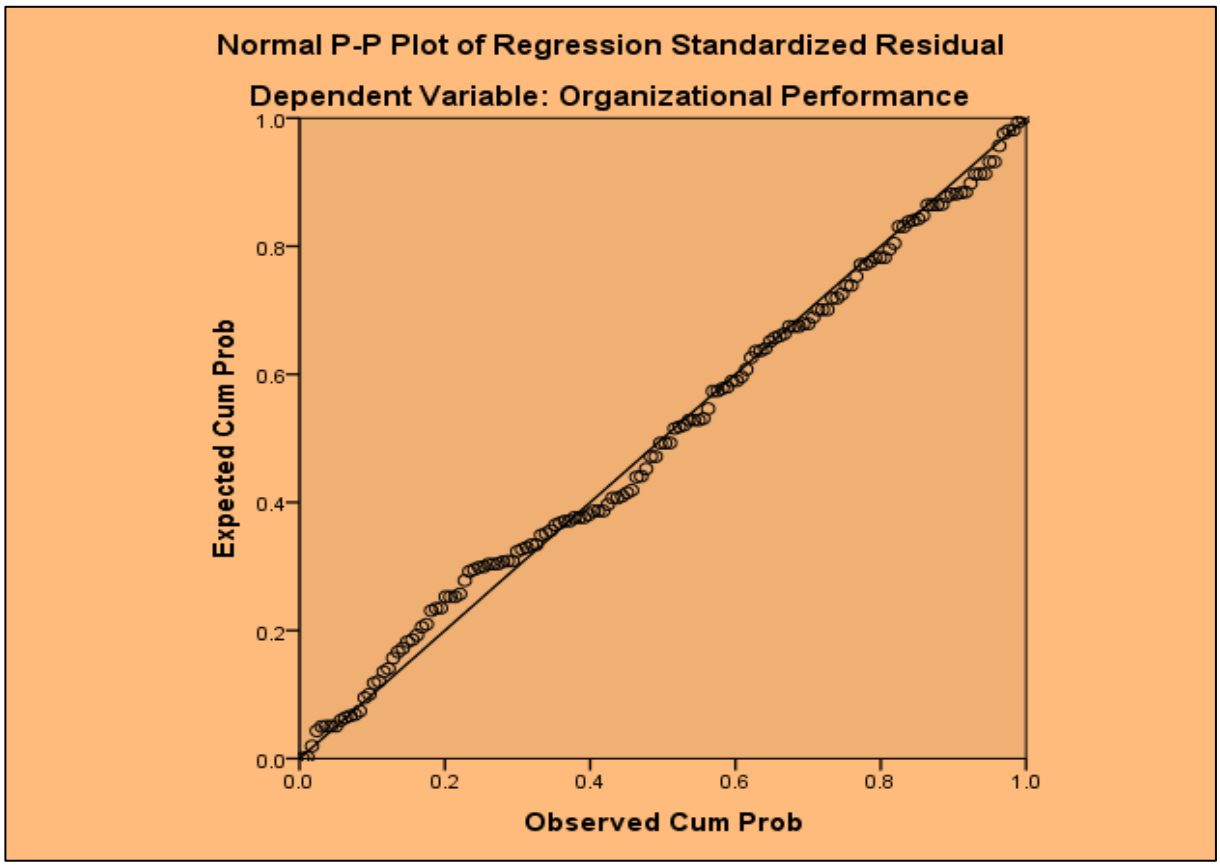
4.5.2.1 Classical Linear Regression Assumptions (CLRA)

There are some assumptions that need to be checked before conducting simple linear regressions. These assumptions are: linearity, normality, autocorrelation, homoscadecity, and no multicollinearity model fits.

I. Linearity Test

According to the linearity assumption, a straight-line relationship between the predicted outcome variable scores and the residuals were checked. Lim (2008) stated, goodness-of-fit statistics are used to evaluate the degree to which the sample regression function fits the data. This assumption can be tested using residual values in the scatter P-P plot between the independent and dependent variables.

The degree of correlation between changes in independent and dependent variables is known as linearity. To determine whether the relationship between the dependent variable (organizational performance) and independent variable is linear, p-p plots of regression residuals were generated using the SPSS 20 software package.



Source: Survey Results (2023)

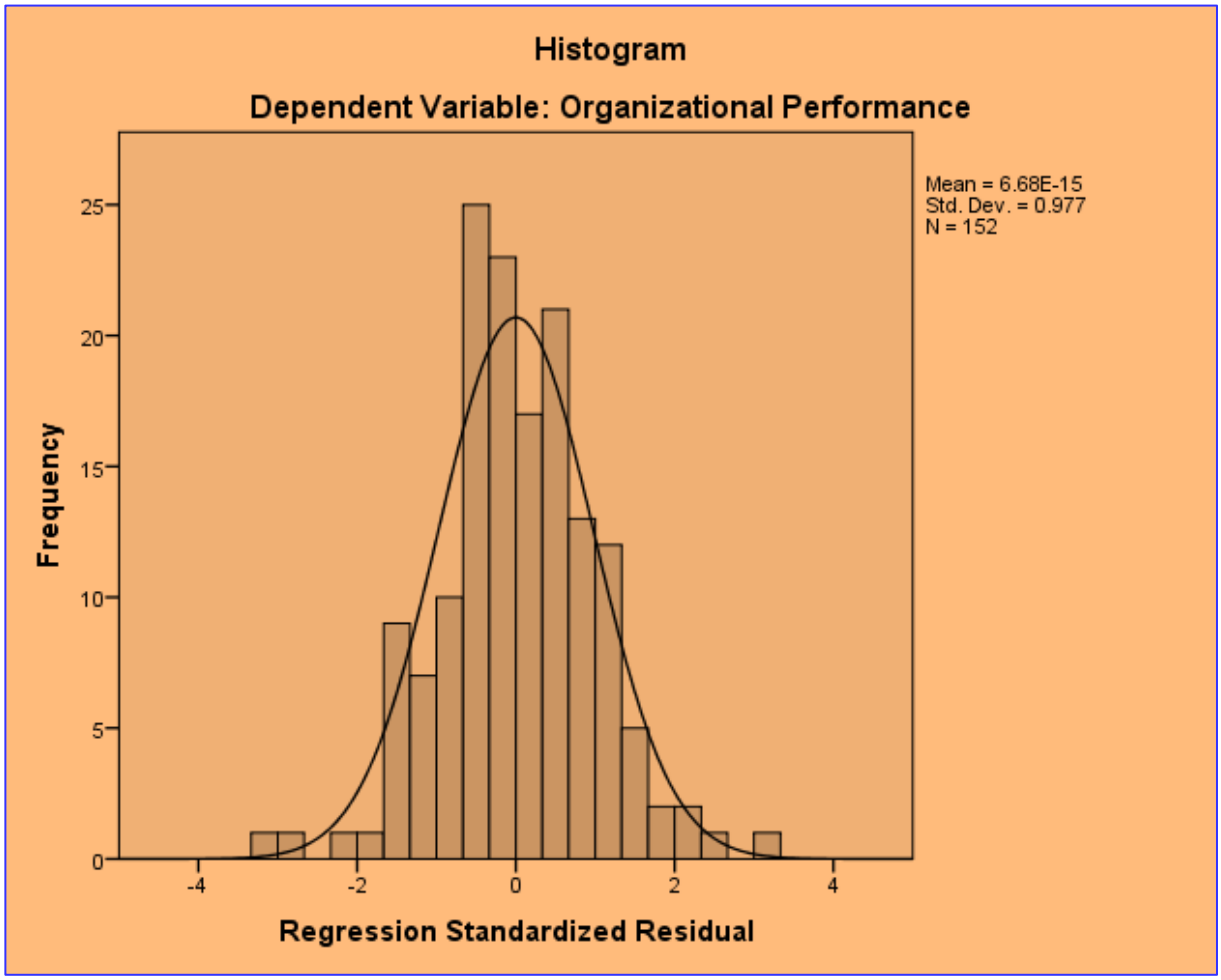
Figure 4. 1. Nominal P-P Plot of Residuals

Figure 4.1 describes that the residuals have a straight-line relationship with the predicted outcome of the organizational performance variable score. Thus, the linearity assumption was satisfied.

II. Normality Test

A symmetrical, bell-shaped curve with the highest frequency of scores in the middle and lower frequencies around the extremes is referred to as normal (Gravetter, 2000). A histogram can be used to verify whether residuals are normal, which is defined as having a normal

distribution around the expected (dependent variable) scores. The histogram should have a bell-shaped structure, and the regression-standardized residual should be between -3 and +3 if the residuals are normally distributed about their mean of zero.



Source: Survey Results (2023)

Figure 4. 2. Histogram of Standardized Residuals

As shown in Figure 4.2 (the histogram), no highly skewed or kurtosis-like variables were observed. This implied that there were no violations of the assumption of normality. Normality can be observed in the data distribution when the curve does not pass through either the left or right side (Handriani, 2021). Furthermore, the histogram is bell-shaped, which leads one to conclude that the residuals are normally dispersed. Thus, no violations of the assumption of a normally distributed error term were observed.

III. Multicollinearity Test between Independent Variables

To determine whether the independent variables in the model have strong inter-correlations, a multicollinearity test is carried out. In a multivariate regression model, there should not be any strong correlations between the independent variables (Keith, 2013). When multiple independent variables exhibit strong correlations with one another, this phenomenon is known as multicollinearity (Keith, 2013). Variance inflation factors (VIF) and tolerance values can be used to assess multicollinearity, which can also be examined using Pearson correlation analysis with explanatory variables.

Keith (2013) stated that tolerance is a statistic that shows how much variability of a given independent variable cannot be explained by another independent variable in the model. High multicollinearity and a magnified standard error of the regression coefficients are observed when the tolerances are close to zero. Although it is preferable for the value to be less than 5, the general guideline for a significant VIF value should not exceed 10. Low tolerance (0.1–1.0) and high VIF (> 10) results indicate multicollinearity (Keith, 2013).

On the other hand, if the VIF value is greater than 10 and the tolerance value is less than 0.10, then there are serious signs of a multicollinearity problem. The multicollinearity test was performed in this study, and the results are presented in the following table.

Table 4. 9. Multicollinearity Test between Independent and Dependent Variables

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Ethical Leadership	1.000	1.000
a. Dependent Variable: Organizational Performance			

Source: Survey Results (2023)

As shown in Table 4.9, the VIF values are less than four and the tolerance values are greater than 0.1, which indicates that there are no multicollinearity problems in the model. Generally, if the values of VIF for all variables are less than 10 and the tolerance values are greater than 0.1, then there is no multicollinearity among the predictor variables.

Therefore, the multicollinearity of this study variable shows that ethical leadership has tolerance = 1.00 and VIF = 1.00. In general, these results show that tolerance > 0.1 and VIF<4 indicate no multicollinearity problems between independent variables in the dataset.

IV. Autocorrelation Test

The variance of the residual should be independent because simple regression analyses are not independent of each other. Autocorrelations can be tested using the Durbin-Watson test. The Durbin-Watson value is assumed to be between 0 and 4; values close to 1.5 to 2 require little or no autocorrelation in the data, and the assumptions are satisfied. This occurs when residuals close to 2. From this test, the Durbin-Watson value was approximately 1.88. As a result, it falls between 0 and 2 (see Table 4.16 below). The fact that Durbin-Watson value is close to 2 indicates that the autocorrelation assumption is not violated.

Table 4. 10. Autocorrelation Test between Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.753[a]	.567	.564	.40181	1.876

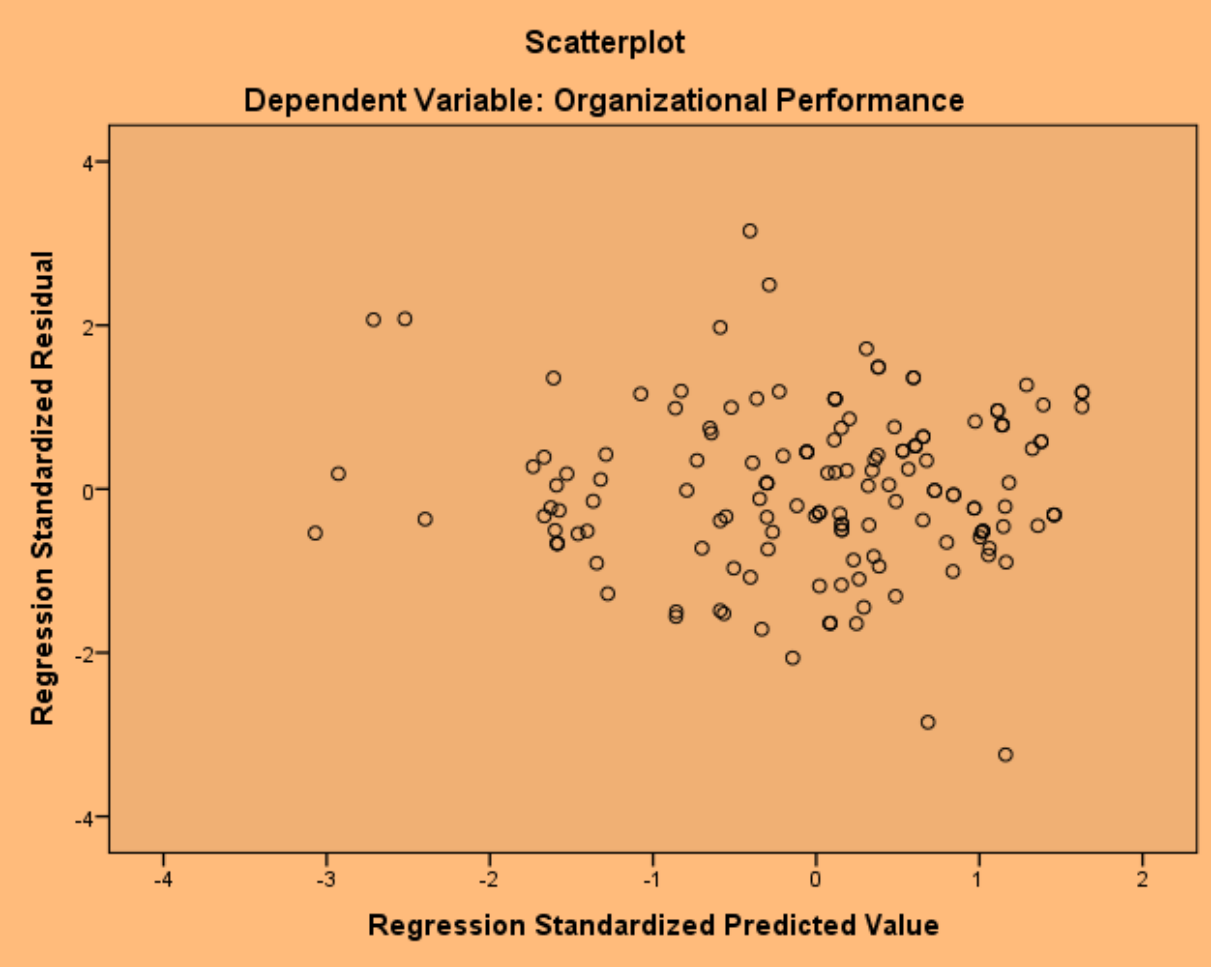
a. Predictors: (Constant), Ethical Leadership

b. Dependent Variable: Organizational Performance

Source: Survey Results (2023)

V. Homoscadecity Test

The residual's variance ought to remain constant. All levels of the independent variables are assumed to have fairly equal variance in errors (Osborne, 2002). A plot of the standardized residuals from the standardized predicted value of the regression can be used to visually inspect homoscadecity (Osborne, 2002). After visually examining the homoscadecity test, the researcher concluded that there is no hetroscadecity issue and that the dots are distributed evenly and randomly throughout the scattered diagram, as shown in Figure 4.3. Thus, the homoscadency assumption is satisfied. An evenly distributed value is produced when the residual values are ideally dispersed along a horizontal line.



Source: Survey Results (2023)

Figure 4. 3. Scatter Diagram of Results

Thus, from an explanation of the information presented in the five tests, one can conclude that there are no significant data problems that would lead one to conclude that the assumptions of classical linear regressions have been seriously violated. Therefore, the researcher can perform simple linear regression analysis.

4.5.2.2 Simple Regression Analysis Results

The third objective of this study was to examine the effects of ethical leadership on the organizational performance of selected public TVET colleges in the West Gojjam Zone, Amhara Region. In order to study the relationship between the dependent (organizational performance) and independent (ethical leadership) variables and specify the best predictors of

organizational performance, a simple regression model was applied. A simple regression model was used to calculate the coefficients of both the dependent and independent variables.

Therefore, for this study, a simple regression model was used to enhance the model's testing and the hypotheses regarding the variables. This gives information about the significance or insignificance of the variables that were involved in the model, whereas R^2 explains how much variance in the dependent variable is explained by the model or how much organizational performance is explained by the built-in independent variables in the model. The statements of the hypothesis were expressed based on the independent variable (ethical leadership) with regard to the organizational performance and their dimensions of selected public TVET colleges to come up with the results.

4.5.2.2.1 Results of Regression Analysis for Ethical Leadership and Employee Effectiveness

Table 4. 11a. Regression Model Summary for Employee Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.397[a]	.158	.152	.79562	1.987

a. Predictors: (Constant), Ethical Leadership
b. Dependent Variable: Employee Effectiveness

Table 4. 11b. ANOVA Analysis for Employee Effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.783	1	17.783	28.093	.000[b]
	Residual	94.952	150	.633		
	Total	112.735	151			

a. Dependent Variable: Employee Effectiveness
b. Predictors: (Constant), Ethical Leadership

Table 4. 11c. Coefficients of Simple Regression Model for Employee Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.278	.446		2.869	.005
	Ethical Leadership	.670	.126	.397	5.300	.000

Source: Survey Results (2023)

The three critical elements identified in Table 4.11a above are R, R^2, and adjusted R^2. The regression coefficients R =0.397[a], R^2 =0.158, and adjusted R^2 =0.152. From Table 4.11a, R =0.397 (39.7%) indicates the relationship between the dependent and independent variables; R^2 means the multiplication of the value of R by itself to show the variation in the dependent variable by the independent variables. It is a measure of goodness of fit. Hence, the value of R^2 (15.8%) indicates that 15.8% of the variation in the employee effectiveness of selected public TVET colleges can be explained by the independent variables. The coefficient of determination is defined as adjusted R^2. This section presents simple regression model that has one independent variable that affects the dependent variable.

In this case, the values of the adjusted R^2 (15.2%) of employee effectiveness of selected TVET colleges are explained by the independent variable in this model. Adjusted R^2 is suitable for explaining employee effectiveness using one independent variable as the dependent variable.

Therefore, 15.2% of the independent variable (ethical leadership) has the power to explain the employee effectiveness of selected public TVET colleges (the dependent variable) in West Gojjam Zone. The remaining 84.8% affected by other variables that are outside the control of this study. This model is consistent with the standard error of 0.796, which is a measure of precision. Here, is the standard deviation of the residuals in the dataset.

At a significance level of 0.000, the ANOVA regression model was found to be suitable and adequate for the data, as indicated in Table 4.11b above. The findings show that, from a statistical standpoint, the model as a whole is significant and appropriate. Given that the model's significance value (.000) was $p<0.05$, it was considered significant. This suggests that the model's explanation of the variation was not the result of random chance.

The above Table 4.11b shows the ANOVA analysis of the regression model. The researcher carried out the ANOVA test to quickly identify whether there was a significant relationship between the predictors and dependent variables. The "regression" sum of squares value is the sum square of the difference between the overall mean and each group mean (SS = 17.783, df = 1). "Residuals" sum of squares value indicates the sum square of the deviation of each observation from its group mean (SS = 94.952, df = 100). The F value (F = 28.093, df = 1, p = 0.000) is the ratio of the "regression" and "residuals" mean squares. Therefore, the overall regression model is statistically significant with the independent variables (ethical leadership) and organizational performance at a 5% level of significance.

The researcher can also check R^2 using the following formula from the above Table 4.11a:

$$\mathbf{R^2 = 1 - \frac{SS\ of\ RES}{SS\ of\ TOT} = 1 - \frac{94.952}{112.735} = 1 - 0.842 = 0.158 = 15.8\%}$$

Where: SS of RES = sum of squares of residuals, SS of TOT = sum of squares of total

$$\mathbf{Mean\ Square = \frac{SS\ of\ R}{df} = \frac{17.783}{1} = 17.783}$$

Where: SS of R = sum of squares of regression, df = degree of freedom

$\mathbf{F = \frac{Mean\ square\ of\ regression}{Mean\ square\ of\ residual} = \frac{17.783}{0.633} = 28.093}$; Therefore, we can check the ANOVA table results and R^2 using different calculation mechanisms, as stated above. R^2, on the other hand, is used to explain one dependent variable by one independent variable. The researcher used an adjusted R^2 value to explain and determine how much the dependent variable was explained by the independent variables.

As revealed in Table 4.11c, there are two types of coefficients: standardized and unstandardized. Standardized coefficients (β) help compare the importance of the independent variable to the dependent variable. In other words, the independent variable with the highest coefficient value has a greater impact on the change in the dependent variable (employee effectiveness) of selected public TVET colleges than the other independent variable with a lower coefficient value.

However, Pallant (2020) stated that to construct a simple regression equation, unstandardized coefficient B values should be used, interpreted, and discussed by the researcher. Accordingly, the unstandardized coefficient (B) indicates that a change of one unit in the independent variable affects the dependent variable. It also denotes by a regression coefficient with a constant value in a simple regression equation. In the model, the independent variable is considered statistically significant if its significant value for each variable is less than a p-value of 0.05.

In other words, the probability of the results (employee effectiveness) occurring by chance is less than the 0.05 level of significance because of unit changes in the independent variable. Therefore, Pallant (2020) extended the idea that it can be used to predict the value of a dependent variable, given the values of one or more independent variables, by calculating a regression equation. Therefore, the equation can be written as follows using, the unstandardized coefficient B values.

$$\mathbf{Y = \beta 0 + \beta 1 X1 + \varepsilon} \ldots\ldots\ldots\

the coefficient is positive (0.670), there is a positive relationship between the two variables in the model. The finding is consistent with Rida and Ayesha (2018), who found that ethical leadership, has a positive effect on employee effectiveness' at the p 0.05 level of significance.

4.5.2.2.2 Results of Regression Analysis for Ethical Leadership and Organizational Citizenship Behavior

Table 4. 12a. Regression Model Summary for Organizational Citizenship Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.551[a]	.303	.299	.55998	1.709
a. Predictors: (Constant), Ethical Leadership b. Dependent Variable: Organizational Citizenship Behavior					

Table 4. 12b. ANOVA Analysis for Organizational Citizenship Behavior

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.493	1	20.493	65.353	.000[b]
	Residual	47.036	150	.314		
	Total	67.529	151			
a. Dependent Variable: Organizational Citizenship Behavior b. Predictors: (Constant), Ethical Leadership						

Table 4. 12c. Coefficients of Simple Regression Model for Organizational Citizenship Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.589	.314		5.068	.000
	Ethical Leadership	.719	.089	.551	8.084	.000

Source: Survey Results (2023)

According to Table 4.12a above, the R2 value was 0.303. Based on organizational performance measures of selected public TVET colleges in the West Gojjam Zone, this shows that ethical leadership accounts for 33 percent of the variance in organizational citizenship behavior. Other factors not included in the study account for the remaining sixty-nine percent of the variance.

The ANOVA Table 4.12b indicates that, at the 99% confidence level, P = 0.000 is significant, indicating that the regression model is suitable for the relationship between ethical leadership and organizational citizenship behavior.

Based on the regression results presented in Table 4.12c above, an increase of one unit in ethical leadership leads to a corresponding 0.719 increase in organizational citizenship behavior, with a constant of 1.589 in the model. Thus, organizational citizenship behavior is favorably and significantly influenced by ethical leadership. This suggests that staff members are happy with the services provided by selected public TVET colleges that practice ethical leadership. The results are consistent with those of Mohamed and Yuhuan (2021), who discovered a strong correlation between organizational citizenship behavior and ethical leadership.

4.5.2.2.3 Results of Regression Analysis on Ethical Leadership and Employee Job Satisfaction

According to Table 4.13a below, the R2 value was 0.202. It shows that, as a measure of the performance of selected public TVET colleges in the West Gojjam Zone, employee job satisfaction varies, with ethical leadership accounting for 20.2% of the variance. Other factors not included in the study account for the other 79.8% of the variance.

The regression model can be utilized to explain the relationship between ethical leadership and employee job satisfaction, as demonstrated by the ANOVA Table 4.13b, where P = 0.000 is significant at the 95% confidence level.

With a constant in the model of 0.374, a unit increase in ethical leadership leads to 0.704 increases in employee job satisfaction, as shown by the regression findings in Table 4.13c.

Consequently, ethical leadership has a favorable and substantial impact on employees' job satisfaction. Therefore, this suggests that ethical leadership is necessary if the goal is to boost employee job satisfaction through earning the public's trust. The results are consistent with those of Tarhan and Ahmet (2015), who found that job satisfaction among employees, is significantly impacted by ethical leadership.

Table 4. 13a. Regression Model Summary for Employee Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.449[a]	.202	.197	.71943	1.838

a. Predictors: (Constant), Ethical Leadership
b. Dependent Variable: Employee Job Satisfaction

Table 4. 13b. ANOVA Analysis for Employee Job Satisfaction

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.634	1	19.634	37.934	.000[b]
	Residual	77.638	150	.518		
	Total	97.271	151			

a. Dependent Variable: Employee Job Satisfaction
b. Predictors: (Constant), Ethical Leadership

Table 4. 13c. Coefficients of Simple Regression Model for Employee Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.374	.403		.927	.355
	Ethical Leadership	.704	.114	.449	6.159	.000

Source: Survey Results (2023)

4.5.2.2.4 Results of Regression Analysis for Ethical Leadership and Organizational Commitment

Table 4. 14a. Regression Model Summary for Organizational Commitment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.567[a]	.322	.317	.65883	1.870

a. Predictors: (Constant), Ethical Leadership

b. Dependent Variable: Organizational Commitment

Table 4. 14b. ANOVA Analysis for Organizational Commitment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.895	1	30.895	71.177	.000[b]
	Residual	65.109	150	.434		
	Total	96.004	151			

a. Dependent Variable: Organizational Commitment
b. Predictors: (Constant), Ethical Leadership

Table 4. 14c. Coefficients of Simple Regression Model for Organizational Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.540	.369		1.464	.145
	Ethical Leadership	.883	.105	.567	8.437	.000

Source: Survey Results (2023)

The value of R^2 was 0.322, as shown in Table 4.14a above. This indicates that ethical leadership explains 32.22% of the variance in organizational commitment as a measure of the performance of selected public TVET colleges in West Gojjam Zone, while the remaining 67.8% can be attributed to other factors that are not covered in this study.

The ANOVA Table 4.14b shows that the regression model can be used to explain the effect of ethical leadership on organizational commitment because, P = 0.000 is significant at the 95% confidence level.

Considering the regression findings in Table 4.14c above, a unit increase in ethical leadership results also increases 0.883 in organizational commitment, with a constant in the model of 0.540. Thus, ethical leadership positively and significantly influences organizational commitment. As such, this implies that if ethical leadership intends to increase their organizational commitment by gaining the trust of members of the public, they must engage in ethical leadership. The findings are similar to those of Lita and Junaidi (2023), who discovered that ethical leadership has a significant impact on organizational commitment.

4.5.2.2.5 Regression Analysis Results for Ethical Leadership and Leader Effectiveness

Table 4.15a below displays the value of R2, which was 0.455. Results show that, when leader effectiveness is used as a measure of the performance of selected public TVET colleges in the West Gojjam Zone, ethical leadership accounts for 45.50% of the variance. Other factors not included in the study make up the remaining 54.5% of the variance.

The ANOVA Table 4.15b shows that the regression model can be used to explain the effect of ethical leadership on leader effectiveness because, P = 0.000 is significant at the 95% confidence level.

Based on the regression results presented in Table 4.15c below, an increase of one unit in ethical leadership also leads to 1.220 increases in leader effectiveness, with a constant of -0.705 in the model. The effectiveness of a leader is thereby favorably and considerably impacted by ethical leadership. This suggests that ethical leaders must practice ethical leadership if they hope to win over the public's trust and become more effective. These results are consistent with those of Wang *et al.* (2017), who found ethical leadership has a significant effect on leader effectiveness.

Table 4. 15a. Regression Model Summary for Leader Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.675[a]	.455	.451	.68639	2.037

a. Predictors: (Constant), Ethical Leadership
b. Dependent Variable: Leader Effectiveness

Table 4. 15b. ANOVA Analysis for Leader Effectiveness

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.998	1	58.998	125.226	.000[b]
	Residual	70.670	150	.471		
	Total	129.667	151			

a. Dependent Variable: Leader Effectiveness
b. Predictors: (Constant), Ethical Leadership

Table 4. 15c. Coefficients of Simple Regression Model for Leader Effectiveness

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.705	.384		-1.835	.068
	Ethical Leadership	1.220	.109	.675	11.190	.000

Source: Survey Results (2023)

4.5.2.2.6 Regression Analysis Results for Ethical Leadership and Trust in Leaders

The value of R^2 was 0.544, as shown in Table 4.16a below. This indicates that ethical leadership explains 54.40% of the variance in trust in leaders as a measure of the performance of selected public TVET colleges in West Gojjam Zone, while the remaining 45.6% can be attributed to other factors that are not covered in the study. The ANOVA Table 4.16b shows that the regression model can be used to explain the effect of ethical leadership on trust in leaders because, P = 0.000 is significant at the 95% confidence level.

Considering the regression findings in Table 4.16c below, a unit increase in ethical leadership results in 1.172 also increases in trust in a leader with a constant in the model of -0.556. Thus, ethical leadership positively and significantly influences the trust in a leader. Therefore, this implies that if ethical leaders want to increase their trust in an employee by gaining the trust of members of the public, they must engage in ethical leadership. The findings are similar to those of Sharmini *et al.* (2021), who discovered that ethical leadership has a significant impact on trust in leaders.

Table 4. 16a. Regression Model Summary for Trust in Leader

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.738[a]	.544	.541	.55161	2.092
a. Predictors: (Constant), Ethical Leadership b. Dependent Variable: Trust in Leader					

Table 4. 16b. ANOVA Analysis for Trust in Leader

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54.458	1	54.458	178.976	.000[b]
	Residual	45.641	150	.304		
	Total	100.099	151			
a. Dependent Variable: Trust in Leader b. Predictors: (Constant), Ethical Leadership						

Table 4. 16c. Coefficients of Simple Regression Model for Trust in Leader

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.556	.309		-1.799	.074
	Ethical Leadership	1.172	.088	.738	13.378	.000

Source: Survey Results (2023)

4.5.2.2.7 Regression Analysis Results for Ethical Leadership and Overall Organizational Performance

Table 4. 17a. Regression Model Summary for Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.753[a]	.567	.564	.40181	1.876

a. Predictors: (Constant), Ethical Leadership
b. Dependent Variable: Organizational Performance

Table 4. 17b. ANOVA Analysis for Organizational Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.723	1	31.723	196.486	.000[b]
	Residual	24.218	150	.161		
	Total	55.940	151			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Ethical Leadership

Table 4. 17c. Coefficients of Simple Regression Model for Organizational Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.420	.225		1.866	.064
	Ethical Leadership	.895	.064	.753	14.017	.000

Source: Survey Results (2023)

Results in Table 4.17a show that ethical leadership is correlated with organizational performance up to 0.753 (R = 0.753). Furthermore, ethical leadership explained 56.7% of the variations in organizational performance. This means that the remaining 43.3% of variations in organizational performance can be explained by other variables not considered in this model.

Regarding ANOVA Table 4.17b, the regression model is statistically significant, with a p-value of 0.000, which is <0.01 (F ratio = 196.486). This suggests that the model is sufficiently

robust to explain the relationship and variations between the predictor and dependent variables.

The effect of ethical leadership, as indicated by the coefficients in Table 4.17c, on overall organizational performance can be summarized in a simple linear regression equation as follows:

$$\mathbf{Y = \beta 0 + \beta 1 X1 + \varepsilon} \ldots\ldots\ldots\

These results are supported by earlier studies that highlighted the importance of ethical leadership practices in enhancing organizational performance (Yusuf *et al*., 2014; Obicci, 2015; Jonyo, 2017). Similarly, Alshammari, Almutairi, and Thuwaini (2015) indicated that sound ethical leadership practices enhanced firm successes, which equally contributed significantly to organizational performance. Therefore, the results of this study suggested that engaging in ethical leadership practices plays a critical role in selected public TVET colleges' performance.

Consistent with social learning theory (Bandura & Walters, 1977), our results suggest that ethical leadership positively influence organizational outcomes by fostering a supportive organizational culture and enhancing employee commitment. These findings underscore the importance of fostering a culture of ethical leadership within TVET colleges, emphasizing the role of leadership training programs in cultivating ethical competencies among administrators and academic staffs. While ethical leadership practices show promise in enhancing organizational performance, challenges such as resource constraints, bureaucratic structures, and local cultural norms may impact the implementation and effectiveness of these practices within TVET colleges.

As a result, when aiming for selected TVET colleges to perform better, their leaders should strengthen their ethical leadership practices, as this could lead to improved organizational performance. The transformational leadership theory, which idealized impact by strengthening ethical practices through role modeling, ethics training, and enforcing a code of ethics, enhances performance, which is consistent with the increase in performance as ethical leadership practices increase.

4.5.3 Hypothesis Testing

There was a proposed hypothesis that showed a statistically significant and directional linear relationship between a single dependent variable and an independent variable. From the coefficients of the regression function, the slope coefficients of each independent variable and their directional (+ or -) values were tested for significance. The tests were conducted at a 95% confidence interval or a 0.05 significance level, as shown in Table 4.18 below:

Table 4. 18. Summary Results of Hypothesis Testing

No	Hypothesis	Beta(β) value	P-value	Result
1	**H_{1a}**: There is a statistically significant positive relationship between ethical leadership and leader effectiveness in selected public TVET colleges in the West Gojjam Zone, Amhara	0.675	.000	Supported
2	**H_{1b}** There is a statistically significant positive relationship between ethical leadership and organizational citizenship behavior (OCB) in selected public TVET colleges in the West Gojjam Zone, Amhara region.	0.551	.000	Supported
3	**H_{1c}** There is a statistically significant positive relationship between ethical leadership and trust in leaders in selected public TVET colleges in the West Gojjam Zone, Amhara	0.738	.000	Supported
4	**H_{1d}** There is a statistically significant positive relationship between ethical leadership and employee effectiveness in selected public TVET colleges in the West Gojjam Zone, Amhara region.	0.397	.000	Supported
5	**H_{1e}** There is a statistically significant positive relationship between ethical leadership and employee job satisfaction in selected public TVET colleges in the West Gojjam Zone, Amhara region.	0.449	.000	Supported
6	**H_{1f}** There is a statistically significant positive relationship between ethical leadership and organizational commitment in selected public TVET colleges in the West Gojjam Zone, Amhara region.	0.567	.000	Supported

7	**H_{1g}** There is a statistically significant positive relationship between ethical leadership and organizational performance in selected public TVET colleges in the West Gojjam Zone, Amhara region.	0.753	.000	Supported

Source: Survey Results (2023)

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

Introduction

This chapter presents the main points of the findings and gives a summary and conclusion based on the study objectives regarding ethical leadership practices and their effect on organizational performance in selected public TVET colleges in the West Gojjam Zone. It also provided recommendations based on the study's main findings and conclusions.

5.1 Summary of Major Findings

The success of organizational performance is closely linked to the implementation of ethical leadership practices. Adopting ethical leadership is a basic requirement for all organizations worldwide. Furthermore, to guarantee organizational performance in service organizations generally and higher education specifically, the Ethiopian government is paying close attention to ethical leadership. Even with their massive investments in the field, many public TVET colleges struggle with unethical leadership, which negatively impacts organizational performance.

Therefore, the main purpose of this study was to examine ethical leadership practices and their effects on the organizational performance of selected public TVET colleges in the West Gojjam Zone. The study employed a mixed-methods research approach with a concurrent research design to compare and contrast quantitative and qualitative data types. Primary and secondary data sources were used in the investigation. In order to answer the research questions, the study collected primary data sources using survey questionnaires, interview-guided questionnaires, and document analysis. The reliability and validity of the questionnaires were checked before data collection. The Cronbach's alpha coefficient of the reliability test was 0.958 (95.8%).

One of the primary sources of the study was 168 distributed questionnaires; 152 (90.48%) of them properly responded to, collected, and analyzed. The samples were selected using a systematic random sampling technique. Key informant interviews were also conducted using purposive (non-probability) sampling techniques with the main deans, education and training board chairmen, zonal labor and training heads, and regional labor and training heads. Furthermore, a document analysis was conducted. SPSS v-20 software was used for descriptive statistical analysis and inferential statistical analysis. In order to perform simple regression analysis, classical linear regression assumptions like linearity by p-p plot, normality by histogram, homoscadecity by scatter plot test, multicollinearity by VIF and tolerance, and autocorrelation by the Durbain-Watson test were checked. To assess and investigate the effect of an independent variable on a dependent variable inferential statistical analysis technique was used. The study also used secondary data from journal articles, office reports, previous thesis, and other books.

A summary of the major findings was made in line with the objectives of the study. The overall objective of this study is to examine ethical leadership practices and their effects on organizational performance in selected public TVET colleges in the West Gojjam Zone. After conducting different investigation on the variables of the study, the study comes up with the following major findings;

The study found the level of ethical leadership practices in selected public TVET colleges; the findings of the study recognized that there was a high level of ethical leadership practices (M = 3.49, SD = 0.51), specifically concern for sustainability (M = 3.49, SD = 0.51), role clarification (M = 3.82, SD = 0.77), ethical guidance (M = 3.65, SD = 0.87), integrity (M = 3.58, SD = 0.95), power sharing (M = 3.52, SD = 0.75), people orientation (M = 3.14, SD = 0.70), and fairness (M = 2.77, SD = 0.78) were practiced.

The study also found the level of organizational performance in selected public TVET colleges; the findings of the study recognized that there was a high level of organizational performance (M = 3.54, SD = 0.61), specifically: organizational citizenship behavior (M = 4.10, SD = 0.67), organizational commitment (M = 3.62, SD = 0.80), employee effectiveness

(M = 3.62, SD = 0.86), leader effectiveness (M = 3.55, SD = 0.93), trust in the leader (M = 3.53, SD = 0.81), and employee job satisfaction (M = 2.83, SD = 0.80).

The study findings confirm that ethical leadership has a positive effect on organizational performance (B = 0.895, p 0.000). In particular, it had more influence on trust in the leader (B = 1.172, p 0.000), followed by leader effectiveness (B = 1.220, p 0.000), organizational commitment (B = 1.883, p 0.000), organizational citizenship behavior (B = 0.719, p 0.000), employee job satisfaction (B = 0.704, p 0.000), and employee effectiveness (B = 0.670, p 0.000).

The correlation coefficient result indicated that all dependent variables were positively correlated with ethical leadership practices in selected public TVET colleges. The findings confirmed that ethical leadership had a positive correlation with organizational performance (r = 0.75), particularly a strongly positive correlation with trust in leaders (r = 0.74), followed by leader effectiveness (r = 0.68), organizational commitment (r = 0.57), organizational citizenship behavior (r = 0.55), employee job satisfaction (r = 0.45), and employee effectiveness (r = 0.40). This indicates a moderately positive relationship between independent and dependent variables.

5.2 Conclusion

This study was initiated to examine ethical leadership practices and their effects on organizational performance in selected public TVET colleges in the west Gojjam zone of Amhara region. The study found that the level of ethical leadership practice in selected public TVET colleges in the west Gojjam zone of Amhara region has a mean score of 3.49. This indicates a high mean score which refers leaders of the colleges have a high ethical leadership level with in the college. The mean scores of concern for sustainability, role clarification, ethical guidance, integrity, power sharing and people orientation dimensions of ethical leadership are high by having a mean score between 3.41 and 4.20. This result shows the selected public TVET colleges practices the six ethical leadership dimensions (i.e. concern for sustainability, role clarification, ethical guidance, integrity, and power sharing and people

orientation) highly. But the mean score of fairness was 2.77 which are moderate. This depicts the practice of fairness ethical leadership dimension is moderate in the colleges.

The study also found that the level of organizational performance in selected public TVET colleges in the west Gojjam zone of Amhara region has a mean score of 3.54. This indicates a high mean score which refers a high performance level with in the selected public TVET colleges. The mean scores of organizational citizenship behavior, organizational commitment, employee effectiveness, leader effectiveness, and trust in leader dimensions of organizational performance are high by having a mean score between 3.41 and 4.20. This result shows the selected public TVET colleges achieve the five organizational performances (i.e. organizational citizenship behavior, organizational commitment, employee effectiveness, leader effectiveness, and trust in leader) highly. But the mean score of employee job satisfaction was 2.77 which are moderate. This depicts employee job satisfaction of organizational performance dimension is moderate in the colleges.

There is a positive and strong relationship between ethical leadership and organizational performance, ethical leadership and trust in leaders, and ethical leadership and leader effectiveness by having positive P-value and correlation coefficient of 0.753, 0.738, and 0.675 respectively. Organizational commitment, organizational citizenship behavior, and employee job satisfaction have a positive and moderate relationship with ethical leadership by having 0.567, 0.551, and 0.449 correlated coefficient respectively and positive P-value. Finally, employee effectiveness has almost a moderate but positive relationship with ethical leadership by having a positive P-value and 0.397 correlated coefficient.

Finally, the study finding shows ethical leadership has a positive significant effect on organizational performance dimensions separately and the overall organizational performance by having 0.000 significance value. The findings suggest that an emphasis on ethical leadership practices enhances college performance.

5.3 Recommendations

Based on the major findings obtained and the conclusions drawn, the following recommendations were forwarded to enhance ethical leadership practices and their effect on organizational performance in selected public TVET colleges in the West Gojjam zone:

- The selected public TVET colleges in particular and West Gojjam TVET colleges in general should give high attention and work to raise the moderate level of fairness from ethical leadership dimensions in all organizational activities, and follow a strategy that strengthens ethical leadership practices in organizational leadership practices. Strategies such as conferences or periodic training sessions, seminars and a continuous platform of ethical leaders developing for managers and their employees on a regular basis must be undertaken to make managers proactive about issues of ethical leadership. Lastly, every selected public TVET College staff member should have free access to or own a copy of the manual containing the codes of ethics guiding the performance of colleges at the point of employment.
- The selected public TVET colleges in particular and West Gojjam TVET colleges in general should work to raise the moderate level of employee job satisfaction organizational performance dimensions to a higher level and following a strategy that strengthens the performance of the organization in strategic planning and leadership.
- The college's management should attempt to embrace ethical leadership as an indicator that helps to improve the quality of service and products and increases employee commitment to organizational effectiveness and performance.
- Establish mechanisms for continuous monitoring and evaluation of ethical leadership practices and their impact on organizational performance metrics. This could include regular feedback loops and performance reviews. Therefore, zonal and regional leaders of labor and training should support, monitor, and evaluate the performance of the college regularly.
- Implement structured leadership development Programmes that emphasize ethical leadership principles and practices tailored to the specific needs of TVET colleges in the region.
- Encourage further research to explore the longitudinal effects of ethical leadership practices on organizational performance in TVET colleges over time and across TVET contexts such as organizational climate, stakeholder engagement, and leadership styles within the region specific to the Ethiopian TVET context.

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APPENDENCES

Appendix A. Questionnaires

FDRE Technical and Vocational Training Institute

Faculty of TVET Leadership and Management

Department of TVET Leadership and Management

Dear respondents,

This questionnaire is prepared for the study entitled "**Ethical leadership practices and its effect on organizational performance: the case of selected public TVET Colleges, West Gojjam zone, Amhara Region.** "This is for the partial fulfillment of MA in TVET leadership and Management. Through this questionnaire, the researcher would like to get your view regarding the ethical leadership of your leaders at workplace which is **Adet/Merawi/Durbietie** TVET College. Since the information you provide will serve as a basis to know ethical leadership practices and its effect on organizational performance, your genuine response to the questions that follow are highly are taken as essential assets to the success to this study. The researcher would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your response to the best of your knowledge.

Note:

- Read all the questions before attempting to answer the questions
- Do not write your name on the questionnaire
- There is no need to consult others to fill the questionnaire
- Provide appropriate responses by using "√" or "X" mark to choose one of the Likert Scales
- For every item, you have to give only one answer.
- Please, write your response for open ended items on the space provided.

If you have any concerns in regard to the research, please contact me.
Phone number: 0996295364/0918057620
Gmail: fekadumuche@gmail.com

Thank you in advance for your cooperation!

Part one: Demographic Profile of the Respondents

1. Gender

   1) Male ☐ 2) Female ☐

2. Educational background

1) Primary or Secondary education ☐ 2) Diploma (C Level) 3) Degree (B Level) ☐

4) Masters (A Level) ☐

3. Work experience in Years

1) 1- 5 ☐ 2) 6- 10 ☐ 3) 11-15 ☐ 4) 16 and above ☐

4. Age of Respondent

   1) 20-25 ☐ 2) 26-30 ☐ 3) 31-35 ☐ 4) 36 and above ☐

5. Marital Status

   1) Married ☐ 2) Single ☐ 3) Divorced ☐ 4) ☐ Widowed

6. Name of TVET College 1) Adet ☐ 2) Merawi ☐ 3) Durbietie ☐

7. Your position in the College 1) Management Member 2) Department head

   3) Administrative Staff/ Administrative Expert ☐ 4) Academic Staff/ Teacher ☐

Instruction of the specific questions for the study:

Please indicate your options for the following close ended questions put your answer "√" or "X" mark for the item given in rating scales. If the question is given in open ended please attempt to write your precise answer.

Notice: the rating scales stands for: 5= Strongly Agree, 4 = Agree, 3= Neutral/Undecided, 2= Dis agree and 1= Strongly Disagree

The following questions/items are prepared to ask about ethical leadership practices and its effect on organizational performance in selected public TVET Colleges of West Gojjam zone. The questions divided in to two categories so that you can determine various aspects of leaders and organizational perception towards ethical leadership practices and its effect on organizational performance.

Part II: Closed ended questionnaires for Teachers, Administrative Employees, Department Heads and Management Members

	A. Questions related to ethical leadership construct Dimensions				
Fairness	Rating scale				
	5	4	3	2	1

1.	My leader holds me responsible for work that I gave no control over.					
2.	My leader holds me responsible for things that are not my fault.					
3.	My leader pursues his/her success at the expense of others.					
4.	My leader is focused mainly on reaching his/her goals.					
Power sharing						
1.	My leader allows subordinates to influence critical decisions.					
2.	My leader allows others to participate in decision making.					
3.	My leader will reconsider decisions on the basis of recommendations by those who report to him/her.					
4.	My leader do not delegates challenging responsibilities to subordinates.					
5.	My leader Permits me to play a key role in setting my own performance goals.					
Role clarification						
1.	My leader indicates what the performance expectations of each group member.					
2.	My leader explains what is expected of each group member.					
3.	My leader explains what is expected of me and my colleagues.					
4.	My leader clarifies priorities.					
5.	My leader clarifies who is responsible for what.					
People orientation						
1.	My leader is interested in how I feel and how I am doing.					
2.	My leader takes time for personal contact.					
3.	My leader pays attention to my personal needs angry at each other.					
4.	My leader takes time to talk about work-related emotions.					

5.	My leader is genuinely concerned about my personal development.					
6.	My leader sympathizes with me when I have problems.					
Concern for sustainability						
1.	My leader would like to work in an environmentally friendly manner.					
2.	My leader shows concern for sustainability issues.					
3.	My leader stimulates recycling of items and materials in our department.					
Ethical guidance						
1.	My leader clearly explains integrity related codes of conduct.					
2.	My leader explains what is expected from employees in terms of behaving with integrity.					
3.	My leader clarifies integrity guidelines.					
4.	My leader ensures that employees follow codes of integrity.					
5.	My leader clarifies the likely consequences of possible unethical behavior by myself and my colleagues.					
6.	My leader stimulates the discussion of integrity issues among employees.					
7.	My leader compliments employees who behave according to the integrity guidelines.					
Integrity						
1.	My leader keeps his/her promises.					
2.	My leader can be trusted to do the things he/she says.					
3.	My leader can be relied on to honor his/her commitments.					
4.	My leader always keeps his/her words.					
	B. Questions related to organizational Performance/Outcomes					
Employee Effectiveness						
1.	The employee is effective in his/her daily work.					

2.	The employee overall functioning is satisfactory.					
Organizational Citizenship Behavior(OCB)						
1.	I willingly help fellow professionals when they have work related problems.					
2.	I willingly help new comers to get oriented towards job.					
3.	I am always ready to lend a helping hand to those around me.					
4.	I always try to avoid creating problems for co-workers.					
5.	I am mindful of how my behaviour affects other people's jobs.					
6.	I don't abuse the rights of others.					
7.	I always keep myself abreast of changes in the organization.					
8.	I keep myself updated with organizational announcements & memos.					
Employee Job Satisfaction						
1.	I always satisfied with my colleagues.					
2.	I always satisfied with my manager.					
3.	I always satisfied with my job.					
4.	I always satisfied with the working conditions.					
5.	I always satisfied with the organization and management.					
6.	I always satisfied with my career development opportunities.					
7.	I always satisfied with my payment.					
8.	Overall, I always satisfied with my job.					
Organizational commitment						
1.	I feel like 'part of the family' at my organization.					
2.	I feel emotionally attached to this organization.					
3.	I believe that a person must always be loyal to his or her organization.					
4.	I would be happy to spend the rest of my career with this organization.					

5.	I really feel that this organization's problems are my own.					
6.	I feel a strong sense of belonging to my organization.					
7.	This organization has a great deal of personal meaning to me.					
Leader effectiveness						
1.	My leader is effective when evaluating as a leader.					
2.	My leader is fruitful in realizing its objectives.					
3.	My leader ensures its staff adherence to laws, regulations and contract.					
4.	My leader is gifted of drawing the desirable resources to yield its product/ amenities.					
Trust in leader						
1.	I feel that my leader listens to what I have to say.					
2.	I proceed on the basis that my leader will act in good faith.					
3.	I act on the basis that my leader displays integrity in his/her actions.					
4.	I think that my leader appreciates additional efforts I make.					
5.	I act knowing that my leader will keep his/her word.					
6.	I believe that my leader follows through promises with action.					
7.	I feel that my leader is available when needed.					
8.	I believe that my leader keeps personal discussions confidential.					
9.	I feel that my leader trusts his/her employees to work without excessive supervision.					
10.	I feel that my leader can be trusted to make sensible decisions for the college's future.					

Part III: Open ended questionnaires for Teachers, Administrative Employees, Department Heads and Management Members

If you have any comment/suggestion about your college ethical leadership practices and its effect on organizational performance please answer the below questions:

- Could you please explain your college ethical leadership practices?

- Could you please explain the effects of ethical leadership on organizational performance in your college?

- Could you please explain the practices for ethical leadership effectiveness in your college?

Thank you in advance for your cooperation!

Appendix B. Interview Guiding Questions

FDRE Technical and Vocational Training Institute

Faculty of TVET Leadership and management

Department of TVET leadership and management

Dear respondents,

This Interview guiding questions is prepared for the study entitled **"Ethical leadership practices and its effect on organizational performance: the case of selected public TVET Colleges, West Gojjam zone, Amhara Region.** "This is for the partial fulfillment of MA in TVET leadership and Management. Through this Interview guiding questions, the researcher would like to get your view regarding the ethical leadership of your leaders at workplace which is **Adet/Merawi/Durbietie** TVET College. Since the information you provide will serve as a basis to know practices and challenges ethical leadership, your genuine response to the questions that follow are highly are taken as essential assets to the success to this study. The researcher would like to make sure that all the information you provide will remain confidential and will be used for research purpose only. So please be confident and frank to give your response to the best of your knowledge.

Part IV. Interview guiding questions for Deans, Education & Training Board chairman, Zonal Labour & Training Head and Bureau Labour & Training Head

Interview Guide

Key interview discussions will be done with Deans, Education & Training Board chairman, Zonal Labour & Training Head and Bureau Labour & Training Head

- **Date of the interview held _____**
- **Place where the interview held _____**
- **Time duration when interview has taken _____**

1. Could you please explain and clarify ethical leadership practices in your college? And what are the indicators/manifestations?
2. Do you apply different ethical leadership dimensions with in different tasks/situations in the college? For example, participation of employees/yours in decision making activities.
3. Do you think ethical leadership practice is effective in your college? What are the indicators of their effectiveness and ineffectiveness?

4. Do you think ethical leadership practices effect on college/organizational performance? For example, employee job satisfaction, organizational commitment, trust in leader, organizational citizenship behavior, leader effectiveness, employee effectiveness
5. Do you think ethical leadership behaviors/dimensions and college/organizational performance have correlation? Is that positive or negative relation?

Thank you in advance for your cooperation!

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Appendix C: Supportive Documents and Figures during Data Collection

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ለሚመለከተው ሁሉ

የፌዴራል ቴክኒክና ሙያ ስልጠና ኢንስቲትዩት የቴክኒክና ሙያ አመራርና አስተዳደር ትምህርት ክፍል የ2ኛ ዲግሪ ተማሪ የሆነው/ችው ሰሚራ መሀመድ አማኘ ትምህርታቸውን ለማጠናቀቅ ያህል Ethical leadership practices and its effect on organizational performance: The case of selected Public TVET Colleges, West Gojjam Zone, Amhara Region ss በሚል ርዕስ የጥናትና ምርምር ስራ በመስራት ላይ የሚገኝ/የምትገኝ ሲሆን ለጥናትና ምርምር ስራቸው አስፈላጊ የሆኑ መረጃዎችን ከመስሪያ ቤታችሁ/ከድርጅታችሁ ማግኘት እንዲችሉ በእናንተ በኩል አስፈላጊው ድጋፍና ትብብር እንዲደረግላቸው እየጠየቅን ለሚደረግላቸው ማንኛውም ቀና ትብብር ከወዲሁ ምስጋናችንን ከታላቅ አክብሮት ጋር ለማቅረብ እንወዳለን።

ከምስጋና ጋር

APPROVED AND CONTROLLED COPY

☎ 0116 4644 55 Director General Fax/ፋክስ 0116465675/78 ፖስታ 190310 Website: www.etu.edu.et
☎ 0116 4577208 Research and community service Directorate ☎ 0118548035 PR
☎ 0116464309 Administrative Directorate ☎ 0118933128 General Director Office
☎ 0118548874 Distance and Continuing Education ☎ 0116453334 HR
ማሳሰቢያ: ሁልጊዜ የማንዘቢያ ቁጥሮችን የጉዳዩን ርዕስና የሚመለከተውን ክፍል ይጥቀሱ
Reminder: please Always Provide Ref. No. and Attention to

በአማራ ብሄራዊ ክልላዊ መንግስት
ቴክኒክ መምሪያ ኢንዱስትሪያል
ልማት ቢሮ የአዴት ቴክኒክና
ሙያ ማሰልጠኛ ኮሌጅ

Ref 422/ቅ.ሰ/27

Date 10/11/2015

To: Federal TVTI

Addis Ababa

Subject: Confirmation Letter

This is to certify that Fekadu Muche Amogne, a student of Federal TVT institute Leadership and Management Department, has taken necessary data from our organization Adet TVET College. For his research entitled "Ethical Leadership practices and its effect on organizational performance: the case of selected public TVET Colleges of West Gojjam Zone, Amhara Region."

"With Best Regards"

ምንይችል አለም አወቀ
Minychil Alem Awoke
የኮሌጁ ዲን

Amhara National Regional State
Bureau of Labour & Training
Durbete Poly Technic College No.4

Ref 619/05/08

Date 17/11/2008 E.C

To: Federal TVTI

Addis Ababa

Subject: Confirmation Letter

This is to certify that Eskadu Muche Amogne, a student of Federal TVT institute Leadership and Management Department, has taken necessary data from our organization Durbietie Poly Technic College. For his research entitled "Ethical Leadership practices and its effect on organizational performance: the case of selected public TVET Colleges of West Gojjam Zone, Amhara Region."

"With Best Regards"

DEAN OF THE COLLEGE

አማራ ብሔራዊ ክልላዊ መንግሥት
Amhara National Regional state
ሰራና ስልጠና ቢሮ
Labour and Training Bureau
ሜጫዊ ቴክኒክና ሙያ ማሰልጠኛ ኮሌጅ
Merawi Technical & Vocational Training college
✉ 06 ☎0583300915

Ref ሜ/ቴ/ኮሌ/ፖ/ዲ/48/01/10

Date 18/11/2015

To: Federal TVTI

Addis Ababa

Subject: Confirmation Letter

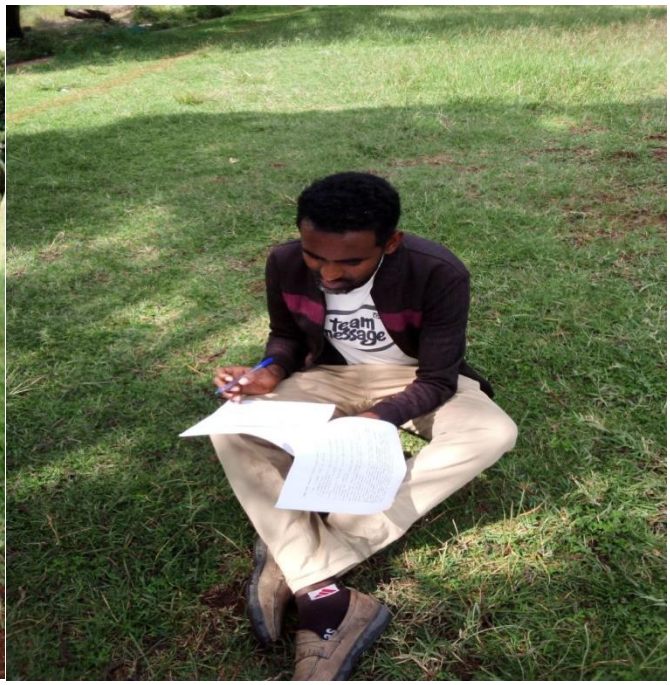
This is to certify that Fekadu Muche Amogne, a student of Federal TVT institute Leadership and Management Department, has taken necessary data from our organization Merawi TVET College. For his research entitled "Ethical Leadership practices and its effect on organizational performance: the case of selected public TVET Colleges of West Gojjam Zone, Amhara Region."

"With Best Regards"

Adamu Kassa Demlew

Dean







በአግባቡ የተፈጸመ ሲሆን ትምህርታቸውን ላሻሻሉት ለ9ኙ ልዩነቱ ከብር 1500.00 በላይ ሆኖ እያለ ያለአግባብ ክፍያ ተፈጽሞ ተገኝቷል።

✓በትምህርት ማሻሻል፡-ከብር 5358 ወደ ብር 7071 የገባ ብዛት 4፤ከብር 4609 ወደ ብር 7071 ብዛት 2፤ከብር 6193 ወደ ብር 8017 ብዛት 2፤ከብር 7071 ወደ ብር 10,150 ብዛት 1 ናቸው።

ኮሌጁ የከፈለው ሂሳብ ሲሰላ፡-

✓ከብር 7071-4609=2,462*4ወር+የ20 ቀን=ብር 11,489.00*2 አሰልጣኝ=22,978.00

✓ከብር 8017-6193=1,824*4ወር+የ20 ቀን=ብር 8,512.00*2 አሰልጣኝ=17,024.00

✓7071-5358=1,713*4ወር+የ20 ቀን=ብር 7,994.00*3 አሰልጣኝ=23,982.00

✓7071-5358=1,713*2ወር=ብር 3,426.00*1 አሰልጣኝ=3,426.00

✓10,150-7071=3,079*4ወር+የ20 ቀን =ብር 14,369.00*1 ኢንስትራክተር=14,369.00

ጠቅላላ በትምህርት ማሻሻል ብቻ የተከፈለ ብር 78,699.00 ሲሆን መከፈል የነበረበት ጥቅሙ የ2013 ዓ.ም በጀት አመት ሆኖ ልዩነቱ ከብር 1500 በላይ ከሆነ ለ2 ይካፈላል በሚለው መሰረት ብር 78,699/2=ብር 39,350.00 ያለአግባብ ክፍያ ተፈፅሞ ተገኝቷል።

5.36. አዲት ቴክኒክና ሙያ ኮሌጅ

ከሃምሌ 01/2012 ዓ.ም ጀምሮ በኮሌጁ የደረጃ እድገት ተጠቃሚ የሆኑ ብዛት 3፤ ጥር 01/2013 ዓ.ም የደረጃ እድገት ተጠቃሚ የለም፤አዲስ የተቀጠሩ አሰልጣኞችና ኢንስትራክተሮች ብዛት 1 ሲሆኑ፤ከየካቲት 11/2013 ዓ.ም ጀምሮ ትምህርት ያሻሻሉ ብዛት 2 ናቸው።ከእነዚህ መካከል ከደረጃ እድገት ተጠቃሚዎች ለ3ቱ እና ለአንዱ አዲስ ቅጥር በመመሪያው መሠረት ክፍያው በአግባቡ የተፈጸመ ሲሆን ትምህርታቸውን ላሻሻሉት ለ2ቱ ልዩነቱ ከብር 1500.00 በላይ ሆኖ እያለ ያለአግባብ ክፍያ ተፈጽሞ ተገኝቷል።

✓በትምህርት ማሻሻል፡-ከብር 5358 ወደ ብር 7071 የገባ ብዛት 1፤ከብር 6193 ወደ ብር 8017 ብዛት 1 ናቸው።

ኮሌጁ የከፈለው ሂሳብ ሲሰላ፡-

✓ከብር 8017-6193=1,824*4ወር+የ20 ቀን=ብር 8,512.00*1 አሰልጣኝ=8,512.00

✓7071-5358=1,713*4ወር+የ20 ቀን=ብር 7,994.00*1 አሰልጣኝ=7,994.00

ጠቅላላ በትምህርት ማሻሻል ብቻ የተከፈለ ብር 16,506.00 ሲሆን መከፈል የነበረበት ጥቅሙ የ2013 ዓ.ም በጀት አመት ሆኖ ልዩነቱ ከብር 1500 በላይ ከሆነ ለ2 ይካፈላል በሚለው መሰረት ብር 16,506/2=ብር 8,253.00 ያለአግባብ ክፍያ ተፈፅሞ ተገኝቷል።

5.37. ባህርዳር ፖሊ ቴክኒክ ኮሌጅ

ከሀምሌ 01/2012 ዓ.ም ጀምሮ በኮሌጁ የደረጃ እድገት ተጠቃሚ የሆኑ ብዛት 42፤ ጥር 01/2013 ዓ.ም የደረጃ እድገት ተጠቃሚ ብዛት 14፤አዲስ የተቀጠሩ አሰልጣኞችና ኢንስትራክተሮች የለም በ2013 ዓ.ም ትምህርት ያሻሻሉ ብዛት 19 ናቸው።ከእነዚህ መካከል ከደረጃ እድገት ተጠቃሚዎች ለ14ቱ በመመሪያው መሠረት ክፍያው በአግባቡ የተፈጸመ ሲሆን ትምህርታቸውን ላሻሻሉት ለ14ቱ ልዩነቱ ከብር 1500.00 በላይ ሆኖ እያለ ያለአግባብ ክፍያ ተፈጽሞ ተገኝቷል።

✓በትምህርት ማሻሻል፡-ከብር 5358 ወደ ብር 7071 የገባ ብዛት 2፤ከብር 6193 ወደ ብር 8017 ብዛት 3፤ከብር 7071 ወደ ብር 10,150 ብዛት 5፤ከብር 8017 ወደ ብር 10,150 ብዛት 4፤ናቸው።

ኮሌጁ የከፈለው ሂሳብ ሲሰላ፡-

✓ከብር 8017-6193=1,824*4ወር+የ20 ቀን=ብር 8,512.00*3 ኢንስትራክተሮች=25,536.00

✓7071-5358=1,713*4ወር+የ20 ቀን=ብር 7,994.00*2 ኢንስትራክተሮች=15,988.00

✓10,150-8017=2,133*6 ወር=ብር 12,798.00*4 ኢንስትራክተሮች=51,192.00

✓10,150-7071=3,079*4ወር+የ20 ቀን =ብር 14,369.00*5 ኢንስትራክተር=71,845.00

ጠቅላላ በትምህርት ማሻሻል ብቻ የተከፈለ ብር 164,561.00 ሲሆን መከፈል የነበረበት ጥቅሙ የ2013 ዓ.ም በጀት አመት ሆኖ ልዩነቱ ከብር 1500 በላይ ከሆነ ለ2 ይካፈላል በሚለው መሰረት ብር 164,561.00 /2=ብር 82,281.00 ያለአግባብ ክፍያ ተፈፅሞ ተገኝቷል።