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**Predictive Relevance of Ethical Leadership, Quality of Work
Life, and Organisational Commitment: Lessons for Leaders**

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Abstract

Purpose: The study examined ethical leadership, quality of work life, and organisational commitment in colleges of education in Ghana. The main purpose was to assess whether ethical leadership of principals predicted the quality of work life and organisational commitment of tutors. Two hypotheses were generated based on the objectives to guide the study.

Materials and Methods: The quantitative cross-sectional design was used in this study. Three hundred and fifty tutors were selected using multistage sampling procedure. Three set of questionnaires were used to elicit responses from participants. Multivariate Multiple Regression and Structural Equation Modelling (SEM) were the statistical tools used to analyse the data gathered.

Findings: The findings of the study indicated among others that the sub-dimensions of ethical leadership (communicative ethics, climatic ethics, and behavioural ethics) were not predictors of sub-dimensions of the quality of work life. However, ethics in decision-making a sub-dimension of ethical leadership was a substantial predictor of relationship and cooperation and training and development a sub-dimension of quality of work life. The findings again showed that the sub-dimensions of ethical

leadership (communicative ethics, climatic ethics, and behavioural ethics) were not predictors of sub-dimensions of organisational commitment. However, ethics in decision-making a sub-dimension of ethical leadership was a substantial predictor of continuance commitment a sub-dimension of organisational commitment. The findings were discussed in relation to the literature.

Unique Contributions to Theory Policy and Practice: It was recommended among others that principal leaders in the colleges should foster an ethical environment in their institutions, by providing relevant ethics and soft skills training such as positivity, communication, delegation, problem-solving, and empathy. Again, principal leaders should prioritise creating an inclusive work environment where every tutor felt valued and respected. This involved actively promoting diversity, ensuring equal opportunities for growth, and addressing discrimination. It is believed that through this culture of respect, tutors are more likely to feel engaged, and motivated, thereby enhancing their overall quality of work life.

Keywords: *Ethical Leadership, Quality of Work Life, Organisational Commitment, Retention, Turnover.*

INTRODUCTION

Education remains a vital tool for national development and the development of human cognitive and thinking processes, including the enhancement of wisdom. For as long as humans have existed, education has been critical in the spread of knowledge, truth, goodness, and beauty (Broudy, 2017). This means that if people do not get educated, they might not be able to do certain things or have certain skills. According to Frost (2019), leadership and teachers play important roles in making sure that our educational system grows. Teachers are responsible for not only making sure that students learn but also ensuring that the school system is safe (Stronge, 2018). Yukl (2012, p. 8) defines leadership as “the process of influencing others to understand and agree on what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”.

The history of ethical leadership dates back to Plato and Aristotle, who were credited with developing ethical theory (Tuominen, 2016). The word ethics comes from the Greek word *ethos*, which means "customs", "behaviour", or "personality" (Gülcan, 2015). This is the origin of the term "ethical leadership". Primarily, ethics is concerned with defining and prescribing moral standards and behaviour (Ellemers, 2017). Ethical leadership is defined as “the demonstration of 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 et al., 2005, p. 120). Being ethical as a professional teacher and a leader is to demonstrate conduct for the common good that is acceptable and appropriate in every area of life (Ampomah, 2021). In educational management, ethical leadership has emerged as a crucial paradigm, especially when it comes to school leadership. Teachers’ organisational commitment and quality of work life are greatly impacted by principals, who are moral leaders. Fairness, honesty, and concern for others are the hallmarks of ethical leadership, which build mutual respect and trust among team members (Brown & Treviño, 2006).

Ethical leadership is critical in the management and administration of a successful college. However, reports indicate that there are “repetitive ethical scandals such as trick and corruption in corporate and public sector organisations today” (Yukl et al., 2013, p. 38; Kim & Brymer, 2011, p. 680). People are reportedly becoming irritated and dissatisfied with their leaders’ performance as a result of the aforementioned (Brown et al., 2005). Employee awareness of these ethical issues is the reason for recent increase in attention given to ethics and integrity concepts (Qing et al., 2020). The success of educational institutions depends on highly motivated teachers. A study by Liu and Wang (2022) indicate that teachers feel appreciated and are more dedicated to their jobs when school leaders act morally. Teachers who see their profession as relevant and in line with their beliefs are more intrinsically motivated when ethical leadership is present (Smith & Carter, 2023). A study by Kim and Lee (2023), showed that teachers gain faith in their leaders and are more satisfied with their jobs when they act honourably and put justice first. High levels of trust foster a collaborative school atmosphere and lessen job stress (Garcia et al., 2022). Additionally, teachers who have faith in their leaders are more likely to communicate honestly, exchange creative ideas, and stick with their schools (Williams & Davis, 2023). Poor leadership and discontent at work are major reasons why many teachers quit their jobs, making teacher retention a global problem. By creating a productive workplace where teachers are valued and encouraged, ethical leadership lessens this difficulty (Hernandez & Roberts, 2023). Patel et al. (2023), postulate that schools with ethical leaders have lower turnover rates because teachers are less inclined to look for other jobs when they feel that their jobs are stable and fair. Furthermore, schools that support ethical leadership draw and keep skilled

teachers, guaranteeing continuity in the education of their students (Owen & Harrison, 2022). Ethical leadership improves teacher effectiveness and student outcomes by reducing burnout and job dissatisfaction in schools (Martinez & Clark, 2023).

The concept of Quality of Work Life (QWL) is complex and includes social, psychological, and physical aspects of the workplace. Sabonete et al. (2021) defined QWL as work-life balance, safe working conditions, and growth opportunities. According to Dinham and Scott (2000), teachers on permanent contracts have higher QWL than those on temporary or precarious contracts. Teachers' QWL is greatly improved by opportunities for continuous professional development (CPD) (Reddick et al., 2012). Organisations that put employee well-being first by providing fair pay, job security, and work-life balance report greater levels of job satisfaction (Kumar & Sharma, 2022). Zhao et al. (2023), also postulate that employees' intrinsic motivation rises and they perform better when they feel appreciated and supported. This is supported by Brown and Lee (2023), when they said schools that guarantee a favourable QWL experience have higher teacher morale, which in turn creates a more engaging learning environment for students. Low teacher turnover in schools guarantees consistency in curriculum implementation and student learning (Gonzalez & Wright, 2023). Employers who prioritise professional development, work-life balance, and encouraging leadership foster enduring employee loyalty (Sullivan et al., 2023).

One important factor influencing teacher performance and retention is organisational commitment (OC), which is the psychological bond that a person has with their organisation. Meyer and Allen (1991), described organisational commitment as "A psychological state that characterises an employee's relationship with an organisation and has implications for the decision to continue or discontinue membership in the organisation." Three aspects of organisational commitment were distinguished by Meyer and Allen (1991): affective, continuance, and normative. Teachers with higher organisational commitment are more committed to their work and match their objectives with those of the school (Nassir & Benoliel, 2025). By encouraging trust, openness, and moral decision-making, principal ethical leadership has been shown to improve teachers' affective commitment (Yukl et al., 2013).

The principal's role as a college leader is unique. The principal must use all the skills and attitudes that are associated with ethical leadership to make the college succeed. Hence, the principal's leadership effort in achieving the vision and mission is quite crucial. The available literature shows that there is no evidence-based research on how ethical leadership correlates with QWL and organisational commitment in the educational sector at the college in Ghana, despite the growing interest in ethical leadership and its effects on organisational outcomes. By investigating how these variables interact, this study seeks to close this gap and add to the larger conversation about tutor commitment, and college leadership, and it is believed that policymakers and educational leaders can create plans to boost tutor effectiveness, create better college environments, and encourage sustained commitment by understanding these dynamics.

Justification of the Study

Gaps in previous studies indicate that the concept of ethical leadership has never been addressed from the perspective of quality of work life and organisational commitment among college principals and tutors. Zehra et al. (2022) studied ethical leadership as a predictor of perceived work environment and organisational employees' commitment and organisational effectiveness. Adeoye (2021) conducted a study on the mediating role of quality of work life and organisational commitment in the link between transformational leadership and organisational citizenship behaviour. This paper sought to fill this gap.

Another gap that was addressed focused on data analysis tools. Adeoye (2021) used descriptive and Pearson correlation to analyse the hypotheses. Zehra et al. (2022) used the PLS-SEM to

analyse ethical leadership as a predictor of perceived work environment and organisational commitment. This paper adopted Multivariate Multiple Regression and Structural Equation Modelling (SEM) to measure ethical leadership of principals, quality of work life and organisational commitment of tutors.

Statement of the Problem

Ethical leadership is one of the vital tools for effective management, tutor well-being and commitment. This important management tool, however, appears to be less effectively used in colleges of education. In our rapidly- evolving college landscape, tutors face increasing demands to deliver high quality outcomes. In spite of this, many colleges struggle with tutor dissatisfaction, low organisational commitment, and a declining sense of trust and collaboration which might affect quality of work life. Research suggests that ethical leadership marked by integrity, and a commitment to the well-being of others can be a powerful force in addressing challenges (Brown & Treviño, 2006). It appears some principals hardly resonate with tutorial staff in undertaking assigned task. Hence, the question that is bothering the researcher's mind is, what relationship exists among ethical leadership of principals', quality of work life and organisational commitment of tutors? While ethical leadership has been linked to positive organisational outcomes in other sectors (Yukl et al., 2013), its specific application and impact within the college where the stakes are uniquely tied to shaping future generations calls for deeper investigation. Addressing this gap is vital to creating college culture where tutors feel empowered to excel and remain committed to their roles.

Purpose of the Study

The purpose of the study was to investigate the predictability of ethical leadership, quality of work life, and organisational commitment of tutors in colleges of education in Ghana.

Objectives of the Study

1. To determine whether ethical leadership of principals predicts quality of work life of tutors.
2. To investigate whether ethical leadership of principals predicts organisational commitment of tutors.

Hypotheses

H₁: Principals' ethical leadership will significantly predict quality of work life of tutors.

H₂: Principals' ethical leadership will significantly predict organisational commitment of tutors.

EMPIRICAL LITERATURE

Ethical Leadership and Quality of Work life (QWL)

Research shows that ethical leadership has a crucial impact on the quality of work life (QWL) in educational settings. Fu et al. (2020) discovered that ethical leadership has a positive effect on teachers' trust and job satisfaction, which are essential aspects of QWL. When teachers operate under ethical leaders, they are more inclined to feel appreciated and inspired. Ethical leaders promote fairness in task distribution, performance assessments, and decision-making, which directly influences QWL (Walumbwa et al., 2011). Ethical leadership promotes an environment of psychological safety, allowing teachers to express their concerns and share their ideas without apprehension, consequently improving QWL (Royal, 2020).

The connection between ethical leadership and QWL is crucial for fostering a positive and effective educational atmosphere. When schools implement ethical leadership strategies, they can improve QWL, resulting in increased teacher satisfaction, lower turnover rates, and better

educational results. Research conducted by Özdoğru and Sarier (2024) examining the link between principals' ethical leadership and teachers' organisational behaviour, attitudes, and perceptions indicated that ethical leadership has a favourable impact on teachers' commitment to the organisation and diminishes occurrences of unethical behaviour, thus fostering a more supportive work environment. Naeem et al. (2020) investigated how ethical leadership influences work engagement among young university educators, highlighting organisational trust as a mediating variable. The findings suggest that ethical leadership strengthens organisational trust, which in turn boosts teachers' engagement in their workplace. Similarly, a study by Ng et al. (2015) looked into how effective school principals harmonise their personal ethical leadership qualities with their desire to distribute leadership responsibilities. The findings indicate that school leaders who successfully incorporate ethical principles into their leadership styles can foster a more cooperative and encouraging atmosphere for teachers and promoting QWL.

Despite the positive impact of ethical leadership on QWL, challenges such as finding a balance between institutional demands and individual expectations persist. Research conducted by Saroop (2020) indicates that even within ethical leadership frameworks, high workloads or limited resources can negatively affect QWL. The strain that ethical leadership puts on staff members to uphold high moral and ethical standards is one of its main disadvantages. Although this is typically advantageous, placing too much focus on ethical conduct can lead to an unrealistic workplace where staff members feel under continual scrutiny (Kim & Park, 2023). Teachers at schools with highly ethical leadership frequently suffer from emotional tiredness as a result of the ongoing strain to maintain integrity, live up to high ethical standards, and resolve difficult ethical quandaries (Lee & Patterson, 2022). Burnout can result from this stress, which lowers QWL.

Workplace disputes and a decline in morale can result from ethical leaders enacting new ethical polices without enough employee participation (Garcia et al., 2022). Dissatisfaction and a diminished commitment to the organisation might result from teachers' resistance to ethical changes in educational contexts that call for them to modify long-standing teaching methods (Nguyen & Taylor, 2023). While ethical leadership promotes a culture of integrity, it may also result in a restrictive setting where teachers feel overburdened by leadership duties (Adams et al., 2022). By taking a more well-rounded approach, institutions may overcome the difficulties associated with ethical leadership. Research shows that ethical leaders should promote employee autonomy and participative decision-making to lessen annoyance (Stewart & Hall, 2023).

Ethical Leadership and Organisational Commitment

Studies have shown that ethical leadership of school principals significantly impacts teachers' commitment to organisational goals. For instance, Engelbrecht et al. (2017) found that ethical leadership positively affects organisational commitment among employees in educational settings. Similarly, Demirtas and Akdogan (2015) reported that ethical leadership is inversely related to workplace deviance and enhances employees' affective commitment. Ethical leadership fosters a positive work environment, where teachers feel valued, respected, and supported, enhancing their commitment to the school. Bedi et al. (2016) conducted a meta-analytic review and found that ethical leadership positively correlates with subordinate outcomes such as organisational commitment.

Ahmad et al. (2017) explored the impact of ethical leadership on teachers in Pakistan and found that ethical leadership significantly improved teachers' affective and normative commitment. Yidong and Xinxin (2013) argued that ethical leadership promotes ethical climates in schools,

which in turn increases teachers' loyalty to the organisation. Ethical leadership influences organisational commitment through: trust and fairness.

Principals' who demonstrate fairness and ethical behaviour build trust, which is foundational for organisational commitment (Colquitt et al., 2001). Ethical leaders serve as role models, influencing teachers to align with organisational values and norms (Brown & Treviño, 2006). With their role in supportive environment, an ethical leader creates an environment of psychological safety, allowing teachers to express concerns and innovate, which fosters deeper commitment (Walumbwa et al., 2011).

Quality of Work Life (QWL) and Organisational Commitment

In the educational sector, QWL and organisational commitment are critical elements that impact student performance, and teacher retention. QWL and organizational commitment in school strongly correlates (Koyuncu & Demirhan, 2021). Since Supportive Environment strengthens teachers' emotional attachment to the school, a study by Akar (2018) demonstrated that high QWL strongly predicts affective commitment among teachers. QWL has been found by Greenhaus and Powell (2006) to have a favourable impact on normative commitment by encouraging a feeling of duty and devotion. Collaborative and inclusive cultures amplify the positive effects of QWL on commitment (Fullan, 2007). Excessive workloads and student behavioural issues can weaken the relationship between QWL and commitment (Skaalvik & Skaalvik, 2010). The interplay between QWL and organisational commitment is pivotal in shaping the effectiveness and sustainability of schools. High QWL not only enhances teacher well-being but also strengthens their commitment to their schools.

Haj et al. (2024) assert that QWL significantly enhances affective commitment, where employees develop an emotional attachment to their organisation. Their study in the education sector revealed that teachers who perceived their work environment as supportive and inclusive were more likely to demonstrate commitment and align their professional goals with those of the school. Similarly, a study by Piong (2016) found that ethical leadership not only influenced teachers QWL and satisfaction but also their intent to stay in their roles, emphasising its critical role in organisational retention strategies. Further, Ahmad et al. (2024) explored the psychological dimensions of the ethical leadership, work environment and their impact on organisational commitment. Their findings indicated that a psychologically safe work environment where individuals feel free to express their opinions without fear of judgment or retaliation as a result of the leader's belief in ethics positively affects all three dimensions of organisational commitment: affective, normative, and continuance. This highlights the importance of fostering ethical leadership where teachers feel respected and valued. Moreover, a study by Rehman et al. (2024) emphasised the role of leadership in shaping the work environment and, consequently, organisational commitment. They observed that ethical and transformational leadership styles make teachers motivated and fostered loyalty, reducing turnover intentions.

Recent research indicates that ethical leadership does not necessarily result in significant improvements and organisational commitment. Ethical leadership has been connected in certain educational institutions to higher work expectations, bureaucratic pressures, and resistance to change, which ultimately fails to improve QWL or teacher commitment (Kim & Lee, 2023). Hernandez and Roberts (2023) report that schools with strict ethical leadership structures experienced a decline in teacher motivation because of the impression of micromanagement and an excessive focus on following the rules rather than using innovative teaching techniques. Research by Patel et al. (2023) also found that in schools where ethical leadership focused heavily on policy enforcement without teacher involvement in decision-making, staff

engagement declined. Teachers who perceived ethical reforms as impractical or overly idealistic showed reduced commitment to institutional goals, negatively impacting overall school culture. The study, therefore, suggests that future studies could examine how ethical leadership interacts with cultural differences in educational institutions.

MATERIALS AND METHODS

Quantitative cross-sectional survey was the methodology used to investigate ethical leadership of principals', quality of work life (QWL) and organisational commitment of tutors. Creswell (2014) postulates that cross-sectional surveys provide a snapshot of current attitudes, behaviours, or conditions, which can be used to infer trends or compare groups. According to Bryman (2016), cross-sectional designs are efficient ways to collect data from a large number of respondents without the prolonged commitment of longitudinal tracking.

Population

The target population for the study comprised all tutors in colleges of education in Ghana. The nature of the research problem requires data from a large number of perspectives, hence, the use of all college tutors. Statistics from the Colleges of Education Tutors Association of Ghana (CETEAG) puts the population of tutors for 2022/2023 academic year at 1995. The accessible population comprised tutors from eighteen (18) colleges who have spent at least five years in their respective colleges.

Sampling and Sample Technique

Multistage sampling procedure which divides large population clusters into smaller clusters over time was used (Taherdoost, 2016). Multistage sampling is useful for studies targeting large populations spread across diverse locations, where a direct random sampling of individuals is impractical. Babbie (2020) indicates that sampling in stages saves time and resources, particularly in studies involving widespread populations. A sample size of 350 respondents was used for the study after data collected had been edited.

Instruments

Three set of questionnaires were the data collection instruments. First, Yilmaz's (2006) Ethical Leadership Scale (ELS). The instrument was measured on a four-point Likert scale 1=Strongly Disagree (SD), 4=Strongly Agree (SA). The reliability analysis conducted for ELS test produced communicative ethics sub-scale Cronbach's alpha value of (.97). Climate ethics scored (.95), decision-making ethics scored (.94), and behavioural ethics scored (.90), respectively (Yilmaz, 2006). This suggests that there is adequate internal consistency as far as the instrument is concerned.

The second set of questionnaires was the Quality of Work Life (QWL) scale by Saklani (2010). This scale was designed to assess employees' perceptions of various aspects of their work environment and organisational context that contribute to their overall QWL. The questionnaire is a four-point Likert scale and the items were rated from Strongly Disagree (SD = 1) to Strongly Agree (SA = 4). This QWL Scale has been widely used in organisational studies to understand how various dimensions of quality of work life impact employee satisfaction, productivity, and retention.

The Organisational Commitment Scale developed by Meyer and Allen (1991) was also used. The questionnaire is a four-point Likert scale and the twenty-four (24) items were rated from Strongly Disagree (SD = 1) to Strongly Agree (SA = 4). For scores obtained using the affective scale, Jaros and Culpepper (2014) reported median reliability coefficients of .85; for scores

obtained using the continuance scale, .79; and for scores obtained using the normative scale, .73.

Eligibility Criteria

The eligibility criteria for inclusion in this study were that tutors are holders of second degree, and had spent at least five years in the college and they could make informed decisions about their principal's ethical leadership qualities in the college.

Confirmatory Factor Analysis (CFA) of Ethical Leadership Scale

The validity of the Ethical Leadership scale is presented in this section. Figure 1 summarizes the CFA's specifics.

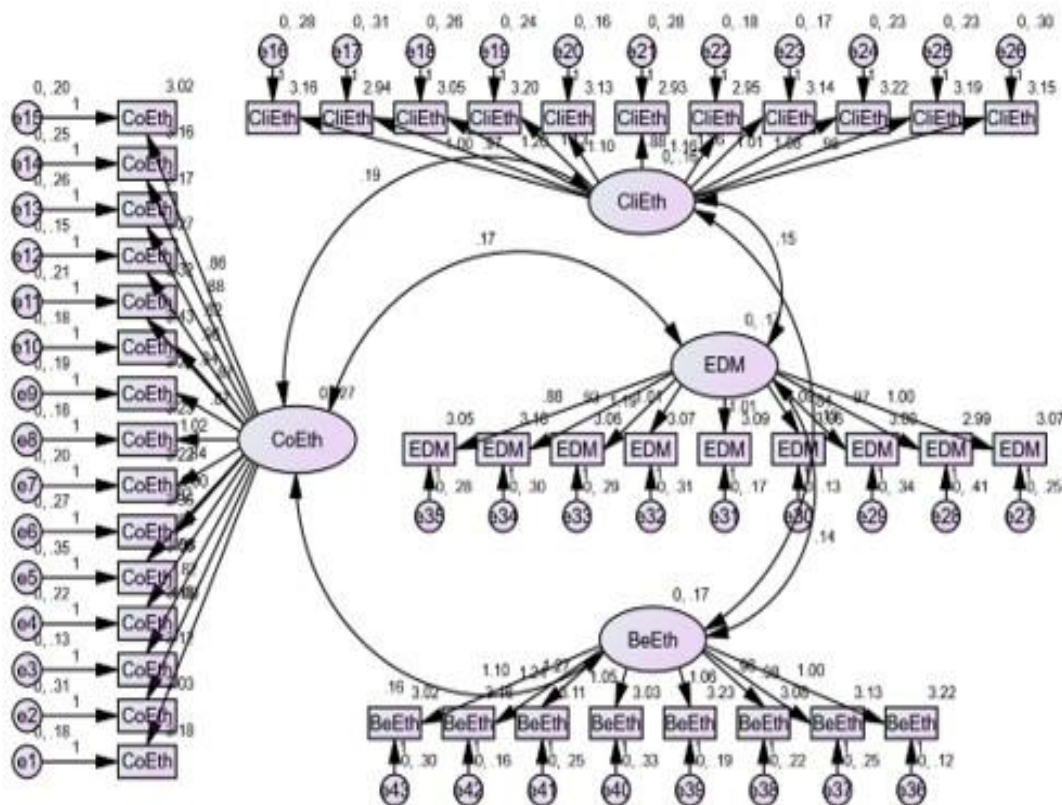


Figure 1 Ethical Leadership Scale

The CFA in Figure 1 shows the item or factor loadings and discriminant validity. The ethical leadership scale shown in Figure 1 comprised 43 items and was divided into four subscales: communicative ethics, climatic ethics, and ethics in decision-making, and behavioural ethics. Communicative ethics (CoEth) had 15-items, followed by climatic ethics (CliEth) with 11-items, ethics in decision making (EDM) 9-items, and then behavioural ethics (BeEth) with 8-items (see Figure 1). The details of the items are shown in Table 1.

Table 1: Discriminant Validity (EL)

Variable	CoEth	CliEth	EMD	BeEth
Communicative Ethics	(.57)*			
Climatic Ethics	.89	(.52)*		
Ethics in Decision-Making	.80	.89	(.57)*	
Behavioural Ethics	.77	.83	.82	(.79)*

*Values in parenthesis are square roots of AVEs

As shown in Table 1, the correlations between the respective dimensions were greater than the square root of the AVEs of the relevant dimensions. In addition to determine discriminant validity, the HTMT correlation ratio was again, examined, which necessitated that the correlation ratios of the dimensions be less than 0.90 (Hensler et al., 2015). As a result, the intercorrelation value (.89, .89, and .82) of the sub-scale of the ethical leadership scale was lower than the value of .90. This condition explains why there is no concern with multicollinearity between or among the constructs. As a result, all of the ethical leadership scales observed variables were classified into their respective dimensions. Hence, it was determined that discriminant validity has been established. For the final data collection, 43 items were chosen. The factor loadings of each item are shown in Figure 1 together with the hypothesised model for ethical Leadership.

Table 2: Mean and Standard Deviation Scores of Ethical Leadership

Scale/sub-scales	N	Mean	SD
Communicative Ethics	250	3.18	.459
Climate Ethics	250	3.15	.428
Ethics in Decision-Making	250	3.06	.418
Behavioural Ethics	250	3.21	.439

The mean scores of ethical leadership range from 1.0 to 4.0, where higher scores depict high practice skills, whereas, and lower scores depict low practice of ethical leadership skills. Relatively, among the dimensions of ethical leadership, behavioural ethics was the highest ($M = 3.21$, $SD = .439$), while ethics in decision-making was the lowest ($M = 3.06$, $SD = .418$) in terms of practice (Table 2).

FINDINGS

Hypothesis 1

H₁: Principals' ethical leadership will significantly predict quality of work life of tutors

This hypothesis aimed to test whether or not principals' ethical leadership could predict tutors QWL. The results are in two folds. The first part looks at the subdimensions of ethical leadership as predictors of sub-dimensions of QWL. The relationship between the overall constructs of ethical leadership and QWL is examined in the second section. In multivariate

multiple regression, QWL as a criterion (work environment, organisational culture, relationship and cooperation, training and development, compensation and reward, facilities, job satisfaction and security, autonomy of work and adequacy of resources) and ethical leadership as a predictor (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics) were both multidimensional. The criterion variable has numerous dimensions, therefore, after meeting criteria like normality, linearity, homoscedasticity, and multicollinearity, a strict alpha level was chosen to prevent type I error (rejecting the null hypothesis when in fact there are no significant results). To do this, the researcher applied the Bonferroni adjustment recommended by Tabachnik and Fidel (2011), in which the original alpha was divided by the number of dimensions in the criteria variable. This means that $0.05/9 = 0.005$ and that .005 was the new alpha level. Table 3 presents the results.

Table 3: Multivariate Multiple Regression of sub-dimensions of Ethical Leadership and Quality of Work Life (QWL)

Criterion	Parameter	B	Std. Error	T	Sig.	95% Confidence Interval		Partial Eta Squared
						Lower Bound	Upper Bound	Squared
Work Environment	Intercept	3.754	0.845	4.44	0	1.359	6.148	0.074
	ComEth	0.01	0.024	0.433	0.666	-0.058	0.079	0.001
	ChiEth	-0.022	0.04	-0.549	0.584	-0.136	0.092	0.001
	EDM	0.039	0.043	0.888	0.376	-0.084	0.162	0.003
	BeEth	0.119	0.049	2.435	0.016	-0.019	0.257	0.024
Organisation Culture	Intercept	6.225	0.718	8.667	0	4.191	8.26	0.235
	ComEth	0.036	0.02	1.752	0.081	-0.022	0.094	0.012
	ChiEth	0.043	0.034	1.264	0.207	-0.053	0.14	0.006
	EDM	0.029	0.037	0.785	0.433	-0.076	0.133	0.003
	BeEth	-0.086	0.041	-2.083	0.038	-0.204	0.031	0.017
Relation and Cooperation	Intercept	10.212	0.854	11.963	0	7.794	12.63	0.369
	ComEth	-0.056	0.024	-2.299	0.022	-0.125	0.013	0.021
	ChiEth	0.009	0.04	0.218	0.827	-0.106	0.124	0
	EDM	0.124	0.044	2.822	0.005	0	0.248	0.031
	BeEth	-0.032	0.049	-0.647	0.518	-0.171	0.108	0.002
Training and Development	Intercept	6.857	0.917	7.474	0	4.258	9.456	0.186
	ComEth	-0.011	0.026	-0.402	0.688	-0.084	0.063	0.001
	ChiEth	0.023	0.044	0.531	0.596	-0.1	0.146	0.001
	EDM	0.135	0.047	2.869	0.004	0.002	0.269	0.032
	BeEth	-0.024	0.053	-0.461	0.645	-0.174	0.126	0.001
Compensation and Reward	Intercept	9.334	0.785	11.893	0	7.111	11.557	0.366
	ComEth	-0.039	0.022	-1.728	0.085	-0.102	0.025	0.012
	ChiEth	0.042	0.037	1.123	0.263	-0.064	0.147	0.005
	EDM	0.019	0.04	0.469	0.64	-0.095	0.133	0.001
	BeEth	-0.059	0.045	-1.31	0.192	-0.188	0.069	0.007
Facilities	Intercept	10.257	0.797	12.878	0	8.001	12.514	0.404
	ComEth	-0.015	0.023	-0.66	0.51	-0.079	0.049	0.002
	ChiEth	0.02	0.038	0.53	0.597	-0.087	0.127	0.001
	EDM	-0.059	0.041	-1.437	0.152	-0.175	0.057	0.008
	BeEth	-0.028	0.046	-0.606	0.545	-0.158	0.102	0.001
Job satisfaction and security	Intercept	7.295	0.753	9.683	0	5.161	9.429	0.277
	ComEth	0.019	0.021	0.879	0.38	-0.042	0.08	0.003
	ChiEth	0.001	0.036	0.018	0.985	-0.101	0.102	0
	EDM	0.069	0.039	1.784	0.076	-0.041	0.179	0.013
	BeEth	-0.065	0.043	-1.493	0.137	-0.188	0.058	0.009
Autonomy of Work	Intercept	7.334	0.794	9.239	0	5.085	9.583	0.258
	ComEth	0.02	0.023	0.873	0.384	-0.044	0.084	0.003

	CliEth	-0.02	0.038	-0.544	0.587	-0.127	0.086	0.001
	EDM	0.113	0.041	2.771	0.006	-0.003	0.228	0.03
	BeEth	0.025	0.046	0.539	0.59	-0.105	0.154	0.001
Adequacy of Resources	Intercept	8.119	1.142	7.111	0	4.885	11.353	0.171
	ComEth	-0.045	0.032	-1.387	0.167	-0.137	0.047	0.008
	CliEth	0.029	0.054	0.536	0.593	-0.124	0.182	0.001
	EDM	0.087	0.059	1.484	0.139	-0.079	0.253	0.009
	BeEth	0.015	0.066	0.228	0.819	-0.172	0.202	0

NOTE: ^aR-squared = .090 (Adjusted R-squared = .075). ^bR-squared = .054 (Adjusted R-squared = .039). ^cR-squared = .044 (Adjusted R-squared = .029). ^dR-squared = .071 (Adjusted R-squared = .056). ^eR-squared = .029 (Adjusted R-squared = .013). ^fR-squared = .039 (Adjusted R-squared=.024). ^gR-squared=.027 (Adjusted R-squared=.011). R-squared=.106 (Adjusted R-squared=.091).Rsquared=.022(AdjustedR-squared=.006).

Table 3 displays the findings of the multivariate multiple regression test, which included, communicative ethics, climatic ethics, ethics in decision-making and behavioural ethics which were used as predictors of the criteria for work environment, organisational culture, relationship and cooperation, training and development, compensation and reward, facilities, job satisfaction and security, autonomy of work and adequacy of resources. $F(9, 237) = 38.789$, Wilk's lambda =.404, $p = .000$, indicating that Wilk's lambda test for the omnibus hypothesis that all beta values across the dependent variables equal to zero were statistically significant. With work environment as the criterion for QWL, and $R^2 = .090$, $p = .000$. This shows that .9% of the variance in work environment that is QWL was explained by ethical leadership such as communicative ethics, climatic ethics, and ethics in decision-making and behavioural ethics. With QWL that is organisational culture as the criterion, $R^2 = .054$, $p = .000$. This shows that 5.4% of the variance in QWL that is organisational culture is explained by sub-dimensions of ethical leadership (communicative ethics, climatic ethics, and ethics in decision-making and behavioural ethics). With regard to QWL, relationship and cooperation as the criterion, $R^2 = .044$, $p = .000$. This revealed that 4.4% of sub-dimensions of ethical leadership (communicative ethics, climatic ethics, and ethics in decision-making and behavioural ethics) explained its variance.

With $R^2 = .071$, $p = .000$, revealed that 7.1% of the variance in QWL that is training and development is explained by sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics). Further, $R^2 = .029$, $p = .000$ revealed that 2.9% of the variance in QWL, compensation and reward is clarified by sub-dimensions of ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics. Again, with facilities as a dimension of QWL the outcome variable, $R^2 = .039$, $p = .000$, revealed that 3.9% of the variance in QWL that is facilities is explained by sub-dimensions of ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics. Moreover, with regard to QWL, job satisfaction and security as the outcome variable, $R^2 = .027$, $p = .000$, showed that 2.7% of the variance in QWL that is job satisfaction and security is explained by sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics). Similarly, with regard to autonomy of work as a dimension of QWL as the criterion, $R^2 = .106$, $p = .000$, showed that 10.6% of the variance in QWL that is autonomy of work is explained by sub-dimensions of ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics. With regard to QWL which is adequacy of resources as the criterion, $R^2 = .022$, $p = .000$, revealed

that 2.2% of sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics) explained its variance.

The study further revealed the individual dimensional predictors. Using QWL a criterion, communicative ethics [$b = .010$; $t = .433$; $p = .666$; *Boot95%CI* (-.058, .079)], climatic ethics [$b = -.022$; $t = -.549$; $p = .584$; *Boot95%CI* (-.136, .092)], ethics in decision making [$b = .039$; $t = .888$; $p = .376$, *Boot95%CI* (-.084, .162)], and behavioural ethics [$b = .119$; $t = 2.435$; $p = .016$, *Boot95%CI* (-.019, .257)], sub-dimensions of ethical leadership were not predictors of QWL (Work Environment). The results imply that tutors with ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics are not likely to be happy at work. Again, using organisational culture as a criterion, communicative ethics [$b = .036$; $t = 1.752$; $p = .081$; *Boot95%CI* (-.022, .094)], climatic ethics [$b = .043$; $t = 1.264$; $p = .207$; *Boot95%CI* (-.053, .140)], ethics in decision making [$b = .029$; $t = .785$; $p = .433$, *Boot95%CI* (-.076, .133)], and behavioural ethics [$b = -.086$; $t = -2.083$; $p = .038$, *Boot95%CI* (-.204, .031)], sub-dimensions of ethical leadership were not predictors of organisational culture a dimension of QWL. The findings suggest that tutors with communicative ethics, climatic ethics, ethics in decision making, and behavioural ethics dimensions of ethical leadership are less likely to be enthused in their work culture. Further analysis, showed that relationship and cooperation as an outcome variable, all the dimensions of ethical leadership, communicative ethics [$b = -.056$; $t = -2.299$; $p = .022$; *Boot95%CI* (-.125, .013)], climatic ethics [$b = .009$; $t = .218$; $p = .827$; *Boot95%CI* (.106, .124)], and behavioural ethics [$b = -.032$; $t = -.647$; $p = .518$; *Boot95%CI* (-.171, .108)], were not predictors of relationship and cooperation a dimension of QWL. However, ethics in decision making [$b = .124$; $t = 2.822$; $p = .005$, *Boot95%CI* (.000, .248)], was a significant predictor of relationship and cooperation. With regard to training and development as a criterion, communicative ethics [$b = -.011$; $t = -.402$; $p = .688$; *Boot95%CI* (-.084, .063)], climatic ethics [$b = .023$; $t = .531$; $p = .596$; *Boot95%CI* (-.100, .146)], and behavioural ethics [$b = -.024$; $t = -.461$; $p = .645$, *Boot95%CI* (-.174, .126)], sub-dimensions of ethical leadership were not predictors of training and development a dimension of QWL. However, ethics in decision-making [$b = .135$; $t = 2.869$; $p = .004$, *Boot95%CI* (.002, .269)] was found to be a predictor of training and development. The study revealed that compensation and reward as a criterion, communicative ethics [$b = -.039$; $t = -1.728$; $p = .085$; *Boot95%CI* (-.102, .025)], climatic ethics [$b = .042$; $t = 1.123$; $p = .263$; *Boot95%CI* (-.064, .147)], ethics in decision making [$b = .019$; $t = .469$; $p = .640$, *Boot95%CI* (-.095, .133)], and behavioural ethics [$b = -.059$; $t = -1.310$; $p = .192$, *Boot95%CI* (-.188, .069)], were not predictors of compensation and reward (QWL). With regard to facilities as a criterion, communicative ethics [$b = -.015$; $t = -.660$; $p = .510$; *Boot95%CI* (-.079, .049)], climatic ethics [$b = .020$; $t = .530$; $p = .597$; *Boot95%CI* (-.087, .127)], ethics in decision making [$b = -.059$; $t = -1.437$; $p = .152$, *Boot95%CI* (-.175, .057)], and behavioural ethics [$b = -.028$; $t = -.606$; $p = .545$, *Boot95%CI* (-.158, .102)], were not predictors of facilities a dimension of QWL. The results imply that tutors with communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics are not likely to have facilities at work.

The results showed that job satisfaction and security as an outcome variable of QWL, communicative ethics [$b = .019$; $t = .879$; $p = .380$; *Boot95%CI* (-.042, .080)], climatic ethics [$b = .001$; $t = .018$; $p = .985$; *Boot95%CI* (-.101, .102)], ethics in decision-making [$b = .069$; $t = 1.784$; $p = .076$, *Boot95%CI* (-.041, .179)], and behavioural ethics [$b = -.065$; $t = -1.493$; $p = .137$, *Boot95%CI* (-.188, .058)], were not predictors of job satisfaction and security. With regard to autonomy of work as a criterion, communicative ethics [$b = -.020$; $t = .873$; $p = .384$; *Boot95%CI* (-.044, .084)], climatic ethics [$b = -.020$; $t = -.544$; $p = .587$; *Boot95%CI* (-.127,

.086)], ethics in decision making [$b = .113$; $t = 2.771$; $p = .006$, *Boot95%CI* (-.003, .228)] and behavioural ethics [$b = .025$; $t = .539$; $p = .590$, *Boot95%CI* (-.105, .154)], sub-dimensions of ethical leadership were not predictors of autonomy of work a dimension of QWL.

Finally, the study revealed that adequacy of resources as a criterion, communicative ethics [$b = .045$; $t = -1.387$; $p = .167$; *Boot95%CI* (-.137, .047)], climatic ethics [$b = .029$; $t = .536$; $p = .593$; *Boot95%CI* (-.124, .182)], ethics in decision-making [$b = .087$; $t = 1.484$; $p = .139$, *Boot95%CI* (-.079, .253)], and behavioural ethics [$b = .015$; $t = .228$; $p = .819$, *Boot95%CI* (-.172, .202)], were not predictors of adequacy of resources (QWL). The results imply that tutors with communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics are not likely to have adequate resources in their work.

Table 4: Regression Model for Ethical Leadership and Quality of Work Life (QWL)

Model	<i>B</i>	<i>SE</i>	<i>CR</i>	<i>P</i>	95% Confidence Interval	
					Lower	Upper
(Constant)	70.461	3.948	17.884	.000	62.685	78.236
Ethical Leadership	.083	.029	2.868	.004	.026	.140

*Significant, $p < .05$; $R = .179$; $R^2 = .032$

From Table 4, ethical leadership explained 3.2% of the variance in QWL. Ethical leadership was a substantial predictor of QWL [$b = .08$; $P = .004$; *Boot95%CI* (.026, .140)]. This result ($B = .08$) implies that ethical leadership positively predicts QWL.

Hypothesis 2

H₂: Principals' ethical leadership significantly predicts organisational commitment of tutors.

This hypothesis aimed to test whether or not ethical leadership of principals could predict the organisational commitment of tutors. The relationship between the sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics) and organisational commitment (affective commitment, continuance commitment, and normative commitment), as well as the overall construct of ethical leadership and organisational commitment is examined in this section. The criteria variable has multiple dimensions, therefore after meeting assumptions like normality, linearity, homoscedasticity, and multicollinearity, a strict alpha level was chosen to prevent type I error (rejecting the null hypothesis when there are no substantial results). To do this, the researcher applied the Bonferroni adjustment recommended by Tabachnik and Fidel (2011), in which the original alpha was divided by the number of dimensions in the criteria variable. So, since $0.05/3 = 0.017$, the new alpha level was set at .017. In doing so Multivariate Multiple Regression was used to test the hypothesis. Table 5 provides the results.

Table 5: Multivariate Multiple Regression of sub-dimensions of Ethical Leadership and Organisational Commitment

Criterion	Parameter	B	Std. Error	T	Sig.	95% Confidence Interval		Partial Eta Squared
						Lower Bound	Upper Bound	
AF	Intercept	12.943	1.299	9.965	0	9.822	16.064	0.288
	ComEth	-0.065	0.037	-1.767	0.078	-0.154	0.024	0.013
	CliEth	0.013	0.062	0.218	0.828	-0.135	0.161	0
	EDM	0.042	0.067	0.624	0.533	-0.119	0.202	0.002
	BeEth	0.126	0.075	1.68	0.094	-0.054	0.306	0.011
CC	Intercept	12.747	1.513	8.426	0	9.112	16.383	0.225
	ComEth	-0.04	0.043	-0.924	0.357	-0.143	0.064	0.003
	CliEth	-0.029	0.072	-0.402	0.688	-0.201	0.144	0.001
	EDM	0.197	0.078	2.53	0.012	0.01	0.383	0.025
	BeEth	0.023	0.087	0.265	0.791	-0.187	0.233	0
NC	Intercept	8.682	1.011	8.586	0	6.252	11.112	0.231
	ComEth	-0.033	0.029	-1.149	0.252	-0.102	0.036	0.005

NOTE: ^aR-squared = .028 (Adjusted R-squared = .012). ^bR-squared = .038 (Adjusted R-squared = .023). ^cR-squared = .022 (Adjusted R-squared = .006).

Table 5 presents the results of a multivariate multiple regression test in which the requirements for affective commitment, continuance commitment, and normative commitment were predicted by communicative ethics, climatic ethics, ethics in decision making, and behavioural ethics. Wilk's lambda was used to determine whether the omnibus hypothesis that all beta values for the dependent variables were equal to zero was statistically significant. $F(3, 243) = 46.955$, Wilk's lambda = .633, $p = .000$. With affective commitment (AF) as a dimension of organisational commitment as the criterion, $R^2 = .028$, $p = .000$, this shows that 2.8% of the variance in affective commitment was explained by ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics. With continuance commitment as the criterion, $R^2 = .038$, $p = .000$, shows that 3.8% of the variance in continuance commitment is explained by sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics). With regards to the organisational commitment that is, normative commitment as the criterion, $R^2 = .022$, $p = .000$, revealed that 2.2% of sub-dimensions of ethical leadership (communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics) explained its variance.

In the case of dimensional predictions, it was individually based. Using affective commitment as a criterion, communicative ethics [$b = -.065$; $t = -1.767$; $p = .078$; *Boot95%CI* (-.154, .024)], climatic ethics [$b = .013$; $t = .218$; $p = .828$; *Boot95%CI* (-.135, .161)], ethics in decision making [$b = .042$; $t = .624$; $p = .533$, *Boot95%CI* (-.119, .202)], and behavioural ethics [$b = .126$; $t = 1.680$; $p = .094$, *Boot95%CI* (-.054, .306)], sub-dimensions of ethical leadership were not predictors of affective commitment. The outcomes imply that tutors with ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics are not likely to have an affective commitment to their work.

With regard to continuance commitment (organisational commitment) as a criterion, communicative ethics [$b = -.040$; $t = -.924$; $p = .357$; *Boot95%CI* (-.143, .064)], climatic ethics [$b = -.029$; $t = -.402$; $p = .688$; *Boot95%CI* (-.201, .144)], and behavioural ethics [$b = .023$; $t =$

.265; $p = .791$, *Boot95%CI* (-.187, .233)], sub-dimensions of ethical leadership were not predictors of continuance commitment a dimension of organisational commitment. However, ethics in decision-making [$b = .197$; $t = 2.530$; $p = .012$, *Boot95%CI* (.010, .383)] was found to be a predictor of continuance commitment. The result implies that tutors with communicative ethics, climatic ethics, and behavioural ethics are not likely to have continuance commitment but tutors with ethics in decision-making tend to put up continuance commitment to their work.

Using normative commitment (NC) as a criterion, communicative ethics [$b = -.033$; $t = 1.149$; $p = .252$; *Boot95%CI* (-.102, .036)], climatic ethics [$b = .047$; $t = .982$; $p = .327$; *Boot95%CI* (-.068, .162)], ethics in decision-making [$b = .087$; $t = 1.677$; $p = .095$, *Boot95%CI* (-.038, .212)], and behavioural ethics [$b = -.050$; $t = -.856$; $p = .393$, *Boot95%CI* (-.190, .090)], sub-dimensions of ethical leadership were not predictors of normative commitment. The outcomes imply that tutors with ethical leadership such as communicative ethics, climatic ethics, ethics in decision-making, and behavioural ethics are not likely to have a normative commitment to their work.

The study further looked at the total construct of ethical leadership in predicting the total construct of organisational commitment. The exogenous (predictor) variable was the total construct of ethical leadership which was measured continuously. The criterion variable was the total construct of organisational commitment, which was also measured continuously. The details of the simple linear regression analysis are shown in Tables 6 and 7.

Table 6: Model Summary and Fit Statistics of the Relationship between the Total Construct of Ethical Leadership and the Total Construct of Organisational Commitment

Model		Sum of Squares	Df	Mean Square	F	Sig.	R ²
1	Regression	91.163	1	91.163	2.0905	.0090	0.12
	Residual	7782.421	248	31.381			
	Total	7873.584	249				

- a. Dependent Variable: Total Construct of Organisational Commitment
- b. Predictors: (Constant), Total Construct of Ethical Leadership

Table 7: Coefficient of the Prediction of the Total Construct of Ethical Leadership and the Total Construct of Organisational Commitment

Model	B	SE	T	P	LLCI	ULCI
1 (Constant)	35.508	2.887	28.513	.000	29.822	41.195
Ethical Leadership	.036	.021	-1.322	.090	-.006	.078

B—Unstandardized Coefficient; SE—Standard Error; LLCI—Lower Limit Confidence Interval; ULCI—Upper Limit Confidence Interval.

The outcomes in Table 6 highlight the model summary and fit statistics of the regression results. It was revealed from the analysis that the data, which comprised the total construct of ethical

leadership and the total construct of organisational commitment does not fit the model, $F(1, 248) = 2.905$, $p = .090$. The outcome of the evaluation also showed that ethical leadership explained about 1.2% of the variability in organisational commitment.

Table 8: Moderating Role of Sub-Dimensions of Organisational Commitment in the Relationship between Ethical Leadership and Quality of Work Life

Model	Variable	B	SE	t-value	p-value	BootLL	BootUL
1	(Constant)	97.4835	14.4155	6.7624	.0000	69.0899	125.8772
	Ethical Leadership	-.2547	.1055	2.4145	.0165	-.4625	-.0469
	Affective Commitment	-1.7670	.9661	1.8289	.0686	-3.6699	.1360
	EL*AC	.0224	.0070	3.1823	.0016	.0085	.0360
2	(Constant)	102.0082	20.8641	4.8892	.0000	60.9132	143.1032
	Ethical Leadership	-.2167	.1499	1.4457	.1495	-.5119	.0785
	Continuance Commitment	-1.8010	1.2530	1.4373	.1519	-4.2691	.6671
	EL*CC	.0174	.0089	1.9517	.0521	-.0002	.0350
3	(Constant)	108.5856	16.0310	6.7735	.0000	77.0101	140.1611
	Ethical Leadership	-.2985	.1146	2.6055	.0097	-.5242	-.0728
	Normative Commitment	-3.7521	1.5980	2.3480	.0197	-6.8996	-.6046
	EL*NC	.0378	.0114	3.3216	.0010	.0154	.0602

* Significant, $p < 0.05$

Table 8 presents results on the moderating role of sub-dimensions of organisational commitment in the link between ethical leadership and QWL. In model 1, affective commitment was found as a substantial moderator between ethical leadership and QWL ($b = .0224$; $SE = .0070$; $t = 3.1823$; $p = .0016$, *Boot95%CI* (.0085, .0363). However, continuance commitment was not found as a substantial moderator between ethical leadership and QWL ($b = .0174$; $SE = .0089$; $t = 1.9517$; $p = .0521$, *Boot95%CI* (-.0002, .0350) in model 2. In model 3, normative commitment was found as a moderator between ethical leadership and QWL ($b = .0378$; $SE = .0114$; $t = 3.3216$; $p = .0010$, *Boot95%CI* (.0154, .0602). The result implies that organisational commitment was a substantial moderator between ethical leadership and QWL of tutors.

FINDINGS

From the study, the results revealed that the sub-dimensions of ethical leadership (communicative ethics, climatic ethics, and behavioural ethics) were not predictors of sub-dimensions of quality of work life. However, ethics in decision making, a sub-dimension of ethical leadership, was a substantial predictor of relationship and cooperation, and training and development sub-dimensions of quality of work life. When the total construct of ethical leadership was merged it predicted the total construct of quality of work life of CoE tutors.

The results again revealed that the sub-dimensions of ethical leadership (communicative ethics, climatic ethics, and behavioural ethics) were not predictors of sub-dimensions of organisational commitment. However, ethics in decision-making, a sub-dimension of ethical leadership was a substantial predictor of continuance commitment, a sub-dimension of organisational commitment. When the total construct of ethical leadership was put together it did not predict the total construct of organisational commitment of CoE tutors in Ghana. The result further showed that when organisational commitment was paired with ethical leadership and quality of work life, organisational commitment was a substantial moderator between ethical leadership and quality of work life of tutors.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Ethical leadership was a significant predictor of quality of work life, according to the findings of the study. The study suggests that principal leaders with great impact on workers commonly exercise certain leadership practices on followers. Per these practices, principal leaders should aim to make the quality of work life satisfactory for the staff. The reason behind this is that as long as an individual is satisfied with work and personal life, it is anticipated that the tutor will perform better.

The study also revealed that ethical leadership did not predict the organisational commitment of tutors. It can be concluded that ethical leadership can transform tutors' commitment to work which can lead to a positive impact on tutors' productivity. When leaders cannot influence their followers positively, tutors' productivity becomes low. When this happens, tutors' put up negative attitudes and behaviours.

The study again revealed that organisational commitment was a substantial moderator between ethical leadership and quality of work life of tutors. For this reason, organisations aiming to improve employee well-being, interventions should simultaneously emphasise developing ethical leadership and fostering organisational commitment through supportive policies, culture-building activities, and employee engagement initiatives.

The positive impact of ethical leadership on QWL and organisational commitment implies that the variables play key roles in the principal's task as the administrative head of the college and that his or her ability to deal effectively with tutors ethically will affect the institutional climate. It is believed that adequate and efficient use of the variables in the management of colleges could help to explain potential changes in tutorial staff institutional practices and performance and again, the application of these variables may minimise tutors' turnover, and possibly increase productivity.

Recommendations

Based on the findings, the following recommendations were made:

1. Principal leaders in the colleges should foster an ethical environment in their institution, by providing relevant ethics and soft skills training such as positivity, communication,

delegation, problem-solving, and empathy. By creating an ethical work environment, leaders may be able to greatly decrease turnover rates to increase productivity. As evidenced by Johnson et al., (2023) that schools with ethical leadership frameworks demonstrated 25% lower turnover rates than those with less transparent leadership systems. This is again supported by Chen and Wang's (2023) longitudinal study which reported teacher retention in schools that used ethical leadership principles.

2. Principal leaders should prioritise creating an inclusive work environment where every tutor feels valued and respected. This involves actively promoting diversity, ensuring equal opportunities for growth, and addressing discrimination. In doing this CoE principals must model fairness in decision-making, openly communicate expectations, and encourage feedback to build trust. By nurturing a culture of respect, tutors are more likely to feel engaged, and motivated, thereby enhancing their overall quality of work life. Lijun and Te (2024) discovered that ethical leadership boosted a good organisational culture, which in turn made teachers more inclined to go above and beyond the call of duty.
3. The principals should use approaches such as good role models, improving relations with tutors, and establishing trust and mutual respect during meetings and other engagements with tutors to increase organisational commitment and prevent them from quitting work.

Contributions of the Paper

The relationships of these constructs of ethical leadership, quality of work life, and organisational commitment are crucial for organisational success. Research underscores the importance of ethical leaders in cultivating a work environment that inspires commitment, ultimately driving organisational performance and employee well-being. Future studies could explore moderating factors, such as cultural context and individual differences, in these relationships to provide deeper insights.

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