



DOI: <https://doi.org/10.57125/FED.2026.06.04>

How to cite: Sutiyatno, S. (2026). Does leadership ethics influence on teachers' performance with intervening role of organisational culture, leadership's communication, and quality of work life?. *Futurity Education*, 6(2), 54–72. <https://doi.org/10.57125/FED.2026.06.04>

Does Leadership Ethics Influence on Teachers' Performance with Intervening Role of Organisational Culture, Leadership's Communication, and Quality of Work Life?

Sukris Sutiyatno

Universitas Ma'arif Nahdlatul Ulama (UMNU-Kebumen, Indonesia),

<https://orcid.org/0000-0002-6000-6987>

***Corresponding author:** ssutiyatno@gmail.com.

Received: February 2, 2026 | **Accepted:** April 13, 2026 | **Available online:** May 10, 2026

Abstract: This study aims to examine the influence of leadership ethics on teacher performance through the intervening variables of organisational culture, leadership communication and quality of work life. This study used the entire population as respondents—a census study—comprising all teachers at three public vocational high schools in Magelang City, Central Java, Indonesia, totalling 179 teachers. Data were collected using a questionnaire and analysed using Partial Least Squares (PLS). Leadership ethics has a direct effect on organisational culture (coefficient = 0.276, $p < 0.0001$), on leadership communication (coefficient = 0.232, $p < 0.0001$), and on work-life quality (coefficient = 0.500, $p < 0.0001$). Meanwhile, organisational culture has a direct effect on teacher performance with a coefficient of (0.371, $p < 0.0001$), leadership communication has a direct effect on teacher performance with a coefficient of (0.243, $p < 0.005$), and conversely, quality of work life does not influence teacher performance with a coefficient of (-0.066, $p = 0.354$). Leadership ethics indirectly influences teacher performance through leadership communication, with a coefficient of (0.105, $p = 0.023$); likewise, leadership ethics indirectly influences teacher performance through organisational culture with a coefficient of (0.103, $p = 0.015$); however, leadership ethics does not indirectly influence teacher performance through quality of work life with a

coefficient of (-0.033, $p = 0.351$). The results of the study have implications for how a leader can implement and balance the focus of leadership by giving higher priority to and paying closer attention to variables that have a major influence on teacher performance. The results also have implications for the importance of building a theory of leadership ethics that is focused and specifically linked to teacher performance, school culture, and quality of work life.

Keywords: Leadership's ethics, Teacher's performance, Organisational culture, Leadership's communication, Quality of work life.

Introduction

Leadership has a very important and strategic role in organisational life; the progress and development of an organisation are often associated with the quality, greatness and toughness of its leaders. To meet the demands of organisational development, the organisation must be led by a figure who has the capability, commitment and integrity, superior quality, broad insight and the innovative power and courage to make changes to implement and develop the organisation he leads, while adhering to leadership ethics. Karim et al. (2019) explained that leadership has an important role in instilling values, beliefs, and norms in an organisation. The findings of their research construct leadership ethics, a leadership model that plays an important role in public service, within the theory of leader-member exchange, and can serve as a source of social learning for leadership ethics.

Leadership ethics is the set of moral principles and values one should apply when leading a team or organisation. Key leadership ethics include integrity, honesty, fairness, and a high degree of empathy. Leadership ethics refers not only to a leader's actions in making decisions but also to the way they influence those around them. A leader should set an example for teachers and students as a form of moral responsibility; they will imitate what the leader does. In this way, leaders teach employees to behave ethically and build their character (Johnson, 2018). Ethical leaders are grounded on integrity values in every behaviour, such as responsibility, honesty, fairness, and trustworthiness, so that ethical leadership can be a figure that inspires their followers. Leaders should set a good example and practice ethical leadership in every aspect of their lives. Ethical leaders respect their employees, listen to them, value their opinions, recognise everyone's contribution, and treat subordinates as important partners in the decision-making process to achieve common goals. Some popular approaches related to ethical leadership include situational theory and behavioural theory, in which leadership is linked to specific situations and behaviours. Ethical leadership is a new and currently popular approach in which ethical leadership should be under an ethical control or ethical umbrella (Ko et al., 2018).

Organisational culture has become a contributing factor in building and improving organisational performance; therefore, many leaders focus attention on its important role by instilling organisational cultural values in the work life of the organisation. Warrick et al. (2016) explained that organisational culture illustrates the environment where people work and influences how they feel, think, and act. Horowitz (2019) states that a leader can transform a culture by bringing in leadership from a culture whose ways she wants to adapt. Moreover, in facing and overcoming problems, ethical leadership has the courage and confidence that what is done to solve them is the truth (Muktamar, 2023).

A qualified leader manages employees with an appropriate attitude to achieve organisational objectives (Nanjundeswaraswamy & Swamy, 2013). One of the most important qualities required of a good leader is communication skills (Răducan & Răducan, 2013). Teachers are one of the most important components for the achievement of a quality education process, because teachers are the main actors as facilitators of the student learning process. Therefore, their presence and professionalism are very

influential in realising quality education. Teachers have a very strategic role in the educational process; therefore, teachers must always develop themselves so that they can help students or learners enter the ever-evolving world of science and technology. Leader behaviour in daily life can serve as a mirror for employees, helping them clearly understand values and use them as a basis for decision-making and ethical conduct. Pasricha et al. (2018) explained that ethical leadership can increase organisational productivity, solve various problems and conflicts that exist in the organisation, and build a quality and comfortable work life. Leadership ethics plays a role in reducing ethical violations in organisations (Sari, 2019).

Research Problem

Teachers are one of the most important components in achieving a quality educational process, as they are the main actors in facilitating student learning. The quality of education and learning is largely determined by teachers' capacity and professionalism in carrying out the learning process. However, there is still much criticism directed at teachers, namely their low level of competence, which affects the quality of education. Similarly, schools face difficult challenges in developing an organisational culture that reflects the environment in which people work and influences how they feel, think, and act. A school must be able to foster an academic culture that enables a productive teaching and learning process, one that can continuously improve and enhance its students' learning achievements, so that it can produce high-quality graduates. A conducive and high-quality school atmosphere and quality of school life are very important aspects for a harmonious relationship between the principal, teachers, and students. Conducive communication and interaction among school members can be achieved through a shared understanding of values such as trust, honesty, and transparency, and of norms such as rules and behaviours that are applicable and agreed upon by all members of the school community, as well as existing school customs. However, creating harmony in school life is not easy, so it requires a principal who upholds and enforces ethical values. This study aims to reveal the influence of ethical leadership on teacher performance through organisational culture, leadership communication, and quality of work life.

Research Focus

This study examines the influence of leadership ethics on teacher performance, with three mediating variables: organisational culture, leadership communication, and quality of work life in vocational high schools.

Research Aim and Research Questions

This study aims to examine the influence of leadership ethics on teacher performance, with organisational culture, leadership communication, and work-life quality serving as mediating variables in vocational high schools. The research question in this study is: Does leadership ethics have an effect, directly or indirectly, through the intervening variables of organisational culture, leadership communication, and quality of work life?

Literature Review

Leadership ethics is the set of moral principles and values one should apply when leading a team or organisation. Key leadership ethics include integrity, honesty, fairness, and a high degree of empathy. Leadership ethics consistently promotes ethical behaviour and provides examples of good behaviour in interactions for subordinates to emulate, thereby strengthening the relationship between leaders and followers (Alhaidan, 2025). Ethical leadership plays a key role in shaping organisational culture and enhancing organisational performance. Similarly, ethical leadership fosters trust and mutual respect among people in the organisation, thereby fostering commitment, openness, and cooperation (Kim & Lee, 2024).

Employee performance and integrity are closely related to ethical leadership; employees trust leaders who demonstrate emotional honesty and commitment to goals (Choi et al., 2020). Leadership ethics refers not only to the leader's actions in decision-making but also to the way they influence those around them. Leadership ethics play an important role in increasing teacher motivation and performance. Likewise, leadership ethics can create a work environment conducive to teachers improving their performance (Flores & Zacarias, 2024). Meanwhile, Mseti (2023) explains that integrity plays an important role in employee performance. Moreover, Ethical leadership plays an important role in organisational culture because leaders who consistently instil moral standards will inspire their followers to improve their performance and loyalty to the organisation.

Leadership ethics should be applied consistently. This means that leaders must follow ethical principles in every action and decision. Consistency in applying ethics creates clear expectations among team members about acceptable behaviour. Furthermore, Mphatsoane-sesoane (2025) explain that ethical leadership fosters values of trust, cooperation, and impartiality, enabling teachers to act as agents of digital inclusion, which is also part of their job performance. However, teachers are often not involved in strategic decision-making.

Ethics-based leaders tend to practice transparency in communication, providing honest, open information to team members and fostering a culture of open communication and mutual respect within the organisation. Ethics-based leaders promote transparency in communication as an integral part of their leadership. Ethical leaders are leaders who uphold ethics who always adhere to values in behaving and behaving and in making decisions not in favor of one party and prioritizing the interests of the organization. Likewise, he must have integrity values and be able to communicate assertively (A. Sharma et al., 2019). Ethical leadership also creates a solid foundation for building good relationships between leaders and team members. Leaders who are ethical and transparent in their communication are more likely to gain the trust and support of their team. Ethics-based leaders create a work environment that supports growth and development through constructive feedback, learning opportunities, and a culture that supports experimentation and innovation. This gives team members the space to try new things, learn from mistakes, and continually improve. Leaders who apply strong ethics in every aspect of their leadership have a positive impact on the organisation and their team members. One of the main benefits is creating a healthy work environment. When leaders make decisions based on the right principles and values, their members feel valued and supported. They feel that their leader is modelling integrity and morality.

Lalompoh & Hermawati (2019) revealed that the quality of work life contributes significantly to improving teacher performance. Similarly, the management competence of school principals and the emotional intelligence of teachers can act as intermediate variables. Sutiayatno (2022) found that work-life quality is influenced by leadership communication; therefore, leaders play a crucial role in creating and providing a comfortable and conducive work environment and work-life quality to enhance employee performance. Meanwhile, Albattat & Bentea (2025) found that workplace harmony and the availability of social support play an important role in improving teacher performance. Moreover, Ertürk (2022) states that the quality of teachers' working lives plays an important role in improving employee performance and job satisfaction by managing working conditions. Similarly, unfavourable working conditions and excessive workloads can reduce teacher performance. A positive perception of work-life balance and quality of working life among teachers improves the quality of their teaching performance. However, a low quality of working life tends to reduce teachers' performance. In addition, state that the quality of work life employees expect is when an organisation can meet their needs and expectations, so they feel comfortable, satisfied, and motivated to improve their performance. Conversely, if they do not find this quality of work life in their work environment, it will negatively impact their performance.

Materials and Methods

Research Design

This study employs a quantitative research approach using a survey method. The research subjects are teachers from three public vocational high schools in Magelang City, Central Java, Indonesia.

Population and Sample

This study used the entire population as its sample, consisting of all 179 teachers from three vocational high schools in Magelang City, Central Java, Indonesia. The population consists of 58% men and 42% women; 44% of the population is aged 27 to 40, and 56% is aged 41 to 60. Meanwhile, regarding educational background, 72% hold a bachelor's degree, and 28% hold a master's degree.

Instrument and Procedure

The data collection technique is a questionnaire. The leadership ethics questionnaire was developed and modified from that of nd(Craig & Gustafson, 1998). Then the organisational culture questionnaire was adapted from Sashkin & Rosenbach (2013). (Sashkin & Rosenbach, 2013). Meanwhile, the leadership's communication questionnaire was adapted from Schneider et al. (2015). The quality of work life questionnaire was adapted and modified from Cascio (2006). The questionnaire on teachers' performance was adapted from Saleh et al. (2023).

Data Analysis

Partial Least Squares (PLS) was used to analyse the data, and Confirmatory Factor Analysis was used to evaluate validity. Meanwhile, Indicators are measured by a loading factor $> .050$. Average Variance Extracted (AVE) should be $\geq .50$. Meanwhile, Reliability was measured based on Cronbach's alpha and Composite Reliability (CR) that must be greater than $> .70$.

Result

Construct Validity Measurement

Measurement of instrument validity was conducted through first-order and second-order evaluation. The results showed that all indicators and constructs met the required validity criteria, indicating that the measurement model was acceptable. A more detailed assessment of construct reliability, convergent validity, and discriminant validity is presented in the following tables 1. To provide a more complete evaluation of the measurement model, the study also reports construct reliability, convergent validity, and discriminant validity indicators in detail.

The reliability and convergent validity assessment showed that all constructs had strong internal consistency. Leadership Ethics obtained Cronbach's alpha of 0.975, composite reliability of 0.976, and AVE of 0.519. Organizational Culture obtained Cronbach's alpha of 0.972, composite reliability of 0.974, and AVE of 0.556. Leadership Communication obtained Cronbach's alpha of 0.957, composite reliability of 0.960, and AVE of 0.502. Quality of Work Life obtained Cronbach's alpha of 0.963, composite reliability of 0.966, and AVE of 0.545. Teacher Performance obtained Cronbach's alpha of 0.959, composite reliability of 0.962, and AVE of 0.497. These results indicate that the constructs achieved satisfactory reliability, while the AVE value for Teacher Performance was very close to the recommended threshold of 0.50.

Discriminant validity was assessed using the Fornell-Larcker criterion and HTMT ratio. The square roots of AVE were 0.721 for Leadership Ethics, 0.746 for Organizational Culture, 0.708 for Leadership Communication, 0.738 for Quality of Work Life, and 0.705 for Teacher Performance. These diagonal values

were higher than the relevant inter-construct correlations, supporting discriminant validity. In addition, the HTMT values among the major constructs were below the commonly accepted threshold, including Leadership Ethics-Organisational Culture = 0.285, Leadership Ethics-Leadership Communication = 0.449, Leadership Ethics-Quality of Work Life = 0.514, Leadership Ethics-Teacher Performance = 0.555, Organisational Culture-Leadership Communication = 0.121, Organisational Culture-Quality of Work Life = 0.297, Organisational Culture-Teacher Performance = 0.448, Leadership Communication-Quality of Work Life = 0.517, Leadership Communication-Teacher Performance = 0.349, and Quality of Work Life-Teacher Performance = 0.355. These findings support the model's adequate discriminant validity.

Construct Reliability Measurement

Measurement of instrument reliability is also carried out through first-order and second-order. Based on the results of the analysis, the instruments have acceptable reliability: internal reliability with a coefficient Cronbach's Alpha > .7; CR > 0.7, and AVE > 0.5. To provide a more comprehensive evaluation of the measurement model, the study reports detailed indicators of construct reliability and convergent validity for all latent variables.

Table 1

Construct Reliability and Convergent Validity

Construct	Cronbach's Alpha	Composite Reliability	AVE
Leadership Ethics	0.975	0.976	0.519
Organizational Culture	0.972	0.974	0.556
Leadership Communication	0.957	0.96	0.502
Quality of Work Life	0.963	0.966	0.545
Teacher Performance	0.959	0.962	0.497

The reliability and convergent validity assessment showed that all constructs had strong internal consistency. Leadership Ethics obtained Cronbach's alpha of 0.975, composite reliability of 0.976, and AVE of 0.519. Organisational Culture obtained Cronbach's alpha of 0.972, composite reliability of 0.974, and AVE of 0.556. Leadership Communication obtained Cronbach's alpha of 0.957, composite reliability of 0.960, and AVE of 0.502. Quality of Work Life obtained Cronbach's alpha of 0.963, composite reliability of 0.966, and AVE of 0.545. Teacher Performance obtained Cronbach's alpha of 0.959, composite reliability of 0.962, and AVE of 0.497. These findings indicate satisfactory construct reliability, while the AVE value of Teacher Performance was very close to the recommended threshold of 0.50. Discriminant validity was further assessed using the Fornell-Larcker criterion.

Table 2

Discriminant Validity Assessment Using Fornell-Larcker Criterion

Construct	Leadership Ethics	Organizational Culture	Leadership Communication	Quality of Work Life	Teacher Performance
Leadership Ethics	0.721				
Organizational Culture		0.746			
Leadership Communication			0.708		
Quality of Work Life				0.738	
Teacher Performance					0.705

The square roots of AVE were 0.721 for Leadership Ethics, 0.746 for Organisational Culture, 0.708 for Leadership Communication, 0.738 for Quality of Work Life, and 0.705 for Teacher Performance. These diagonal values were higher than the relevant inter-construct correlations, indicating that each construct shared more variance with its own indicators than with other constructs. This result supports adequate discriminant validity based on the Fornell-Larcker criterion.

Discriminant validity was also examined using the heterotrait-monotrait ratio of correlations (HTMT).

Table 3

Discriminant Validity Assessment Using HTMT

Construct Pair	HTMT Value
Leadership Ethics – Organizational Culture	0.285
Leadership Ethics – Leadership Communication	0.449
Leadership Ethics – Quality of Work Life	0.514
Leadership Ethics – Teacher Performance	0.555
Organizational Culture – Leadership Communication	0.121
Organizational Culture – Quality of Work Life	0.297
Organizational Culture – Teacher Performance	0.448
Leadership Communication – Quality of Work Life	0.517
Leadership Communication – Teacher Performance	0.349
Quality of Work Life – Teacher Performance	0.355

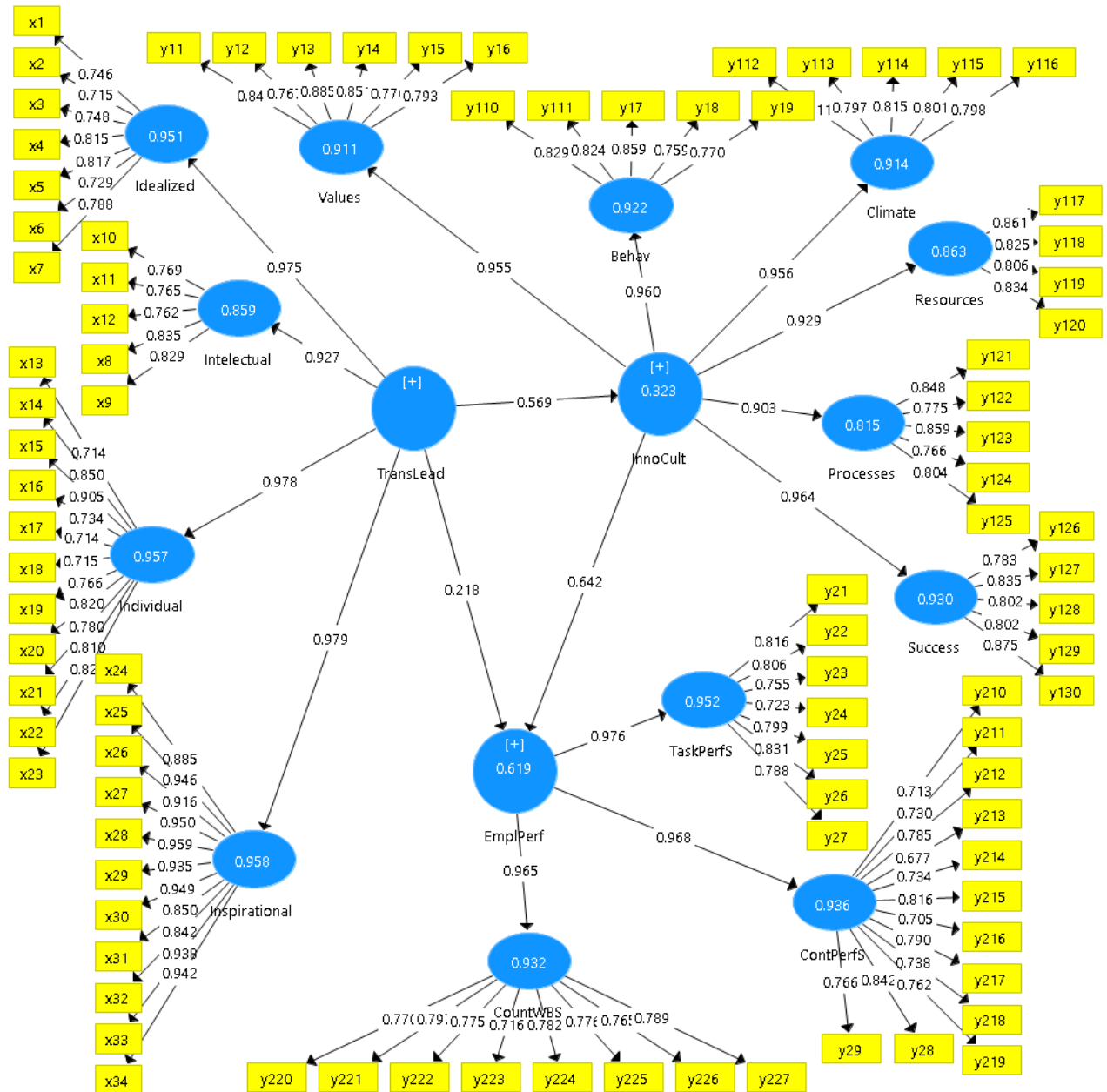
The HTMT values among the major constructs were below the commonly accepted threshold, including Leadership Ethics-Organisational Culture = 0.285, Leadership Ethics-Leadership Communication = 0.449, Leadership Ethics-Quality of Work Life = 0.514, Leadership Ethics-Teacher Performance = 0.555, Organisational Culture-Leadership Communication = 0.121, Organisational Culture-Quality of Work Life = 0.297, Organisational Culture-Teacher Performance = 0.448, Leadership Communication-Quality of Work Life = 0.517, Leadership Communication-Teacher Performance = 0.349, and Quality of Work Life-Teacher Performance = 0.355. These results further confirm that the model achieved adequate discriminant validity.

Measurement of Structural Model

The structural model evaluation showed that the endogenous constructs had the following coefficients of determination: Organisational Culture = 0.076 (Adjusted R² = 0.071), Leadership Communication = 0.188 (Adjusted R² = 0.184), Quality of Work Life = 0.250 (Adjusted R² = 0.245), and Teacher Performance = 0.413 (Adjusted R² = 0.399). The model fit was assessed using the standardised root mean square residual (SRMR), with values of 0.067 for the saturated model and 0.089 for the estimated model. These findings indicate that the model has acceptable explanatory power and an adequate approximate fit in the PLS-SEM framework.

Figure 1

Measurement of Structural Model



Hypothesis Testing

The results of hypothesis testing can be seen in the table below:

Table 4

Structural Testing Results

	Dependent	Independent	Koef.	tval	P
Direct Influence	Organizational Culture (OrgCult)	Leadership Ethics (LeEthic)	0.276	3.069	< 0.0001

	Leadership's Communication (LeadCom)		0.434	5.920	< 0.0001	
	Quality of Work Life (Qwork)		0.500	6.701	< 0.0001	
	Teacher Performance (TeachPerf)		0.361	3.729	< 0.0001	
	Teacher Performance (TeachPerf)	Organizational Cultur (OrgCult)		0.371	5.189	< 0.0001
		Leadership's Communication (LeadCom)		0.243	2.837	0.005
		Quality of Work Life (QWork)		-0.066	0.928	0.354 (tidak sig)
Indirect Influence	LeEthic -> LeadCom -> TeachPerf		0.105	2.280	0.023	
	LeEthic -> OrgCult -> TeachPerf		0.103	2.431	0.015	
	LeEthic -> QWork -> TeachPerf		-0.033	0.934	0.351	
Total Indirect Influence	Teacher Performance (TeachPerf)	Leadership Ethics (LeEthic)	0.175	2.546	0.011	
Total Influence	Teacher Performance (TeachPerf)	Leadership Ethics (LeEthic)	0.536	6.291	0.000	

Based on the table above, it can be explained that leadership ethics has a significant effect on organizational culture with a coefficient of 0.276 and $p < 0.05$, as well as leadership ethics has a significant effect on leadership communication with a coefficient of 0.434 and $p < 0.05$, leadership ethics has a significant effect on the quality of work life with a coefficient of 0.500 and $p < 0.05$, and also leadership ethics has a direct effect on teacher performance with a coefficient of 0.500 and $p < 0.05$. Organizational culture has a significant effect on teacher performance with a coefficient of 0.371 and $p < 0.05$, Leadership's communication has a significant effect on teacher performance with a coefficient of 0.243 and $p < 0.05$. However, quality work life has no effect on teacher performance with a coefficient of -0.066 and $p = 0.354$.

Meanwhile, leadership ethics indirectly affects teacher performance with the mediation of leadership's communication with a coefficient of 0.105 and $p < 0.05$, leadership ethics indirectly affects teacher performance with the mediation of organizational culture with a coefficient of 0.103 and $p < 0.015$, however, quality of work life does not successfully mediate the effect of leadership ethics on teacher performance with a coefficient of -0.033 and $p < 0.351$. The total indirect effect of leadership ethics on teacher performance through the mediating variables of organizational culture, leadership's communication, and quality work life with a coefficient of 0.175 and $p < 0.05$ and the total effect of both direct and indirect leadership ethics on teacher performance through the mediating variables of organizational culture, leadership's communication, and quality work life with a coefficient of 0.536 and $p < 0.05$.

These structural path results should be interpreted together with the model quality indicators. In particular, the R^2 value of 0.413 for Teacher Performance indicates that the model explains 41.3% of the variance in teacher performance. At the same time, the remaining endogenous constructs show lower

explanatory power, namely 0.076 for Organisational Culture, 0.188 for Leadership Communication, and 0.250 for Quality of Work Life.

Discussion

Direct Effect of Leadership Ethics on Organisational Culture, Leadership's Communication, Quality Work Life, and Teacher Performance

Based on the results of the study, it was found that leadership ethics has a direct effect on organisational culture, leadership communication and quality of work life. These results indicate that a leader who upholds leadership ethics plays an important role in shaping organisational culture, improving leadership practices, and fostering a high-quality work environment. Leaders who build an organisational culture can support creativity, encourage their people to find their own solutions when they face problems, and explore complex challenges by reframing problems and problem-solving. The attitude in fostering a culture of innovation should be open to new ideas and opinions, as well as employee initiatives, to drive better organisational change. A leader should trust employees to realise the positive impact of a culture of innovation (Kozioł-Nadolna, 2020). Organisational culture plays a very important role in organisational development, so a leader's ability to build organisational culture can be used to measure and reflect on one's leadership capacity. A leader who upholds ethical values in carrying out their duties and responsibilities typically has strong emotional intelligence. The trust gained from this emotional intelligence strengthens team cohesion, improves communication, and creates a stable and adaptive environment in facing organisational challenges (Mulya, 2024).

Leadership ethics plays an important role in managing various moral issues that arise in organisations. This role requires a leader's ability to make strategic decisions to improve teacher performance by fostering organisational culture, effective communication, and the quality of work life. Limpo & Junaidi (2022) found that employee job satisfaction is influenced by empowered and ethical leaders, and that it can act as a predictor variable for employee performance and organisational commitment. Ethics-based leaders not only practice personal integrity, but also seek to build a culture of ethics within their organisation. They may communicate ethical values openly, set a good example, and actively encourage team members to participate in building and maintaining this culture. Ethics-based leadership helps build trust among team members and external parties. Leadership ethics must be applied consistently. This means that leaders must follow ethical principles in every action and decision. Consistency in applying ethics creates clear expectations among team members about acceptable behaviour. Leadership ethics also create a solid foundation for building good relationships between leaders and team members. Leaders who are ethical and transparent in their communication are more likely to gain the trust and support of their team.

Ethical leadership can be explained as the ability of a leader to demonstrate values and normative rules for individual behaviour and develop interpersonal relationships by building two-way communication as a means of making decisions (Nazir et al., 2020). Ethics-based leaders tend to practice transparency in communication, providing honest and open information to team members. Building a culture of open communication and mutual respect within the organisation. Ethics-based leaders promote transparency in communication as an integral part of their leadership. Ethics-based leaders are considered to practice transparency in their communication actively. That is, they are open and honest about information on decisions, strategies, and organisational developments. Transparency creates trust among team members and reduces uncertainty, as they know they are receiving accurate and complete information.

One of the main benefits is that it creates a healthy work environment. When leaders make decisions based on the right principles and values, their members feel valued and supported. They feel that their

leaders model integrity and morality. Consistent integrity creates a good reputation for the leader and the organisation. This trust is invaluable social capital and can affect the organisation's performance and sustainability in the long run. By combining high integrity, consistency in actions and decisions, and concern for well-being, an ethics-based leader creates a conducive, high-quality work environment grounded in positive, sustainable values. Research conducted by Sutiyatno (2022) found that QWL is influenced by leadership communication. Moreover, leaders who possess ethical integrity and emotional stability and demonstrate consistency in their words and actions will find it easier to earn their team's trust. This trust creates a strong foundation for the team to work together harmoniously and overcome challenges together.

A leader can utilize ethical leadership by building two-way communication and decision-making by involving his subordinates to set an example, how to build interpersonal relationships, and promote ethical behavior in the organizational environment (Brown et al., 2005);(Neves, 2024). Ethics-based leaders create a work environment that supports growth and development through constructive feedback, learning opportunities, and a culture that supports experimentation and innovation. This gives team members the space to try new things, learn from mistakes, and continuously improve themselves. In addition, ethics-based leaders empower the team, build trust, and assign appropriate responsibilities. Focus on the personal and professional development of team members to create an environment where each individual can grow. Ethics-based leaders who encourage team empowerment, provide trust, and assign appropriate responsibilities, with a focus on the personal and professional development of team members, create an environment where each individual can grow and develop so that they can improve their performance. Effective leadership is closely related to ethics. Meanwhile, Wang & Morav (2021) state that ethical leadership plays a very important role in encouraging employee creativity.

Ethical leaders assign responsibilities according to each team member's abilities and potential. This not only creates opportunities for professional growth but also ensures that tasks and responsibilities align with individual expertise. Appropriate assignments motivate team members and enable them to thrive in their roles. Several studies have also revealed that ethical leadership plays a very important role in improving employee performance (Pawirosumarto et al., 2017); (Salas-Vallina et al., 2020); (A. Sharma et al., 2019). Ethics-based leaders' focus on personal and professional development demonstrates an awareness of the importance of individual growth. They may provide support, training, and resources to help team members improve their skills in both work and personal development. Leaders who uphold ethics in their lives, as manifested in moral traits and behaviours, are people who uphold morality. Ethics has an important role in developing a set of ideas, work relationships, and principles(Rabie & Abdul Malek, 2020);(Guo, 2022). Byun et al. (2018) reported a direct effect of ethical leadership on job performance.

Research conducted by Özdoğru & Sarier (2024) found that ethical leadership strongly influences job satisfaction, motivation, and organisational commitment. Teachers who are highly committed typically have a strong work ethic and consistently strive to improve their performance. Moreover, Net et al. (2024) a study was conducted at a vocational school, and the results confirmed that teacher performance is influenced by servant leadership, work ethic, organisational culture, and organisational commitment. Organisational performance, attitudes, and behaviour are positively influenced by ethical leadership (Taamneh et al., 2024).

The Direct Influence of Organisational Culture, Leadership Communication, and Quality Work Life on Teacher Performance

Organisational culture has a significant effect on teacher performance, with a coefficient of 0.371 and $p < 0.05$. Leadership communication has a significant effect on teacher performance with a coefficient of 0.243 and $p < 0.05$. However, the quality of work life does not affect teacher performance with a coefficient

of -0.066 and $p < 0.05$. School principals need to build an organisational culture to improve teacher performance. Dasmin et al. (2020) revealed that organisational culture affects teacher performance. On the contrary, Zhao et al. (2018) the results revealed that employees' performance is not influenced by organisational culture. Abdullah (2022) revealed that teacher job satisfaction requires a conducive and comfortable work environment. K. Sharma et al. (2025) found that a supportive and innovative culture correlates strongly and positively with employee performance. Similarly, Kanya et al. (2021) found that teacher performance is significantly influenced by school leadership, organisational culture, and teacher competence.

A study conducted by Puspitasri et al. (2024) confirms that teacher performance is significantly influenced by work-life quality, work culture, and workload. In addition, Rivero (2025) a strong relationship and influence were found among school culture, teacher performance, and academic achievement. Moreover, Figueroa & Abellana (2025) explains the important role of providing a conducive environment for enhancing teachers' innovative performance. Leadership plays a strategic role in the field of education because teachers' performance, improvements in educational quality, and student learning outcomes can all be enhanced through effective school leadership (Pitriani, 2024). Meanwhile, a study conducted by (Hadijah, 2024) recommends that teacher performance can be improved through strategic leadership. Teacher performance can be improved through transformational, democratic, and instructional leadership styles; therefore, leaders should foster motivation, professional growth among teachers, and student learning outcomes (Ahmed, 2024).

The quality of their work life influences a teacher's affective commitment to the profession. Teachers with affective commitment and a high-quality work life can improve their performance (Hasanati, 2018). To do their jobs well, staff and teachers need a work environment that supports and values their successes and achievements. They need leaders who can recognize their work achievements and guide them toward greater success. The motivation to do good work stems from a leadership style and a work environment that boosts self-confidence and empowers each individual (Sallis, 2007).

Based on the discussion above, it can be concluded that organisational culture, leadership communication, and quality of work life play an important role in improving teacher performance. However, the results of this study reveal that the quality of work life does not affect teacher performance.

The Indirect Effect of Leadership Ethics on Teacher Performance Through the Mediating Variables of Organisational Culture, Leadership Communication, and Quality Work Life

Leadership ethics indirectly affects teacher performance with mediation of leadership's communication with a coefficient of 0.105 and $p < 0.05$, leadership ethics indirectly affects teacher performance with mediation of organisational culture with a coefficient of 0.103 and $p < 0.015$; however, quality of work life does not successfully mediate the effect of leadership ethics on teacher performance with a coefficient of -0.033 and $p < 0.35$. Leadership ethics can utilise organisational culture as a bridge to improve teacher performance. Organisational culture can enhance creativity and the exchange of ideas both individually and collectively. Through a strong organisational culture, it can influence innovative work behaviour, which will then lead to increased productivity and positively impact organisational development. With qualified, creative, innovative and productive human resources, the organisation will automatically achieve the maximum expected growth and performance. Sanusi and Dibyantoro (2022) show that organisational culture has a positive and significant influence on innovative work behaviour, with higher organisational culture leading to greater innovative behaviour. Organisational culture plays a very important role in organisational development, so a leader's ability to build organisational culture can be used to measure and reflect on one's leadership capacity.

A positive and strong organisational culture will direct employees to carry out positive activities and serve as a driving force to improve work quality (Diana et al., 2021). Sihombing et al. (2017) added that the higher the organisational culture, the higher the employee performance, as measured by work results, individual work behaviour, responsibility, accountability, and transparency. Leadership ethics builds organisational culture in schools, improving teacher performance. Organisational culture is one of the most important variables for every company in fostering innovative attitudes and achieving performance through innovations that are important for preparing for competitiveness. The culture within an organisation has a significant influence on the formation of individual personalities, as it also fosters the creativity and innovative work behaviour of employees (Parashakti, Rizki, & Saragih, 2016). An ethical leader sets clear performance standards aligned with goals and responsibilities, so that employees can adjust their performance accordingly; however, leaders should also foster an organisational culture.

The principal's communication skills are needed when managing and mobilising teachers to carry out their duties. Principals need information literacy skills in communicating with all school and community members. Hasnadi (2019) suggests that information literacy skills include the ability to find information, synthesise information, know information, communicate information to others, use information and make information in decision-making and problem-solving (Herman, 2020). The success of the principal's task depends heavily on the quality of the principal's competence in communicating with all components of the school organisation. Communication is considered quality or effective if it is reciprocal and produces direct feedback in response to a message. Communication carried out in a two-way manner, with direct feedback, will greatly enable effective communication (Khairani et al., 2019). Effective communication is an important part of the organisation's efforts to achieve goals. Often, organisations fail to achieve goals due to ineffective communication. For example, orders from a leader, which are essentially part of communication activities, often become unclear and difficult to implement because the communication is not effective.

Various factors, including the quality of work life, influence teachers' performance. Quality of work life is defined as a process in which organisations respond to employee needs by developing mechanisms that allow employees to share in making decisions that shape their working lives. Important elements of quality of work life are job security, job satisfaction, good rewards, employee benefits, employee engagement and organisational performance (Gunawan & Hidayatullah, 2023). Quality of work life as a management system approach to coordinate and connect the potential of human resources (HR) within the organisation, and as a leadership effort to meet members' and the organisation's needs simultaneously and continuously. Nurlaili et al. (2023) revealed that the quality of work life influences teacher performance. The results showed that the relationship between quality of work life and teacher performance is strongly positive. This shows that the better the quality of work life for teachers, the better the teachers' performance; the worse the quality of work life, the lower the teachers' performance. A quality of work life that supports a harmonious work atmosphere will provide teachers with work enthusiasm and motivation, enabling them to improve their performance optimally.

Quality of work life Life that supports a harmonious work atmosphere will provide work enthusiasm to teachers, work motivation so that teachers will improve their performance optimally. Schools need to make teachers feel comfortable in their work and work environment so they feel satisfied at work. Many factors need to be considered to achieve teacher job satisfaction, one of which is paying attention to the quality of work life, which is the teacher's perception of their physical and psychological well-being at school. Quality of work life includes allowing teachers to make decisions about their work, the design of their workplace, and the need for greater creativity. Quality of work life refers to the extent to which teachers feel safe, prosperous, and able to develop themselves (Botutihe, 2010). However, Wadei et al. (2021) emphasised that the role of leadership ethics in employee performance decreases when employees

feel threatened by job safety. Leadership ethics play an important role in building trust among employees, stakeholders, and customers by prioritising transparency and accountability.

Conclusion

Based on the results of the study, it can be concluded that leadership ethics directly affects organisational culture, leadership communication and the quality of work life. Similarly, organisational culture and leadership communication affect teachers' performance. On the contrary, the quality of work life does not affect teachers' performance. Meanwhile, organisational culture and leadership communication can mediate the effect of leadership communication on teachers' performance. In contrast, quality work life did not successfully mediate the effect of leadership ethics on teachers' performance. The results of the study imply the importance of a principal in fulfilling his role as a school leader, who must focus on and maintain his ethical leadership values to build organisational culture, improve the quality of leadership communication, and create a conducive work environment to enhance teacher performance. These findings further underscore, as a direction for future research, the importance of fostering ethical leadership in educational institutions to ensure a healthy work environment, a positive organisational culture, and productive leadership communication aimed at improving teacher performance.

Suggestions for future research

The researchers recommend further research to include additional leadership variables and expand the scope of the study. Similarly, future research may employ different methods and tools to analyse the data.

Acknowledgements

The author would like to express his gratitude to the rector of "Universitas Ma'arif Nahdlatul Ulama" (UMNU-Kebumen), Dr Imam Satibi, M.Pd.I, and fellow lecturers who have always encouraged and motivated the author to conduct research.

Conflict of Interest

None

Funding

The Authors received no funding for this research.

References

- Abdullah, A. M. (2022). *The effect of teacher self-efficacy , workplace stress , workplace environment , and teacher engagement to improve the teacher ' s job satisfaction : A study on public and private sector universities of Iraq* Keywords. 22(February), 260–274. <https://doi.org/10.12738/jestp.2022.2.0019>
- Ahmed, A. A. (2024). *The Impact of Principal Leadership Styles on Teachers ' Job Performance in Primary Schools*. 5(3), 173–181.
- Albattat, A., & Bentea, C. C. (2025). *The influence of work-life balance on teacher performance in Zhengzhou , China*. September. <https://doi.org/10.3389/fpsyg.2025.1586128>
- Alhaidan, H. (2025). Ethical leadership in action: Understanding the mechanism of organizational justice and leaders' moral identity. *Human Systems Management*, 44(3), 477–489. <https://doi.org/10.1177/01672533241295609>

- Botutihe, S. N. (2010). Wwww.Tvri.Co.Id). *Sumbangan Keadilan Organisasi, Iklim Organisasi, Dan Kepuasan Kerja Terhadap Quality of Work Life*, 7, 240–253.
- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97(2), 117–134. <https://doi.org/10.1016/j.obhdp.2005.03.002>
- Butt, R. S., Altaf, S., Chohan, I. M., & Ashraf, S. F. (2019). *Analyzing The Role Of Quality Of Work Life And Happiness At Work On Employees Job Satisfaction With The Moderation Of Job Stress , Empirical Research Of Jiangu University*. 8(10), 1905–1915.
- Byun, G., Karau, S. J., Dai, Y., & Lee, S. (2018). A three-level examination of the cascading effects of ethical leadership on employee outcomes: A moderated mediation analysis. *Journal of Business Research*, 88(August 2017), 44–53. <https://doi.org/10.1016/j.jbusres.2018.03.004>
- Cascio, W. F. (2006). (2006). *Managing Human Resources: Productivity, Quality of Work Life, Productivity* (Seventh). McGraw-Hill/Irwin.
- Choi, Y., Yoon, D. J., & Kim, D. (2020). *Leader Behavioral Integrity and Employee In-Role Performance : The Roles of Coworker Support and Job Autonomy*.
- Craig, S. B., & Gustafson, S. B. (1998). Perceived Leader Integrity Scale (PLIS). *Leadership Quarterly*, 9(2), 446–447.
- Dasmin, A., Abdullah, T., & Setyaningsih, S. (2020). *Improving Teacher Performance through Organizational Culture , Transformational Leadership and Work Motivation*. 8(7), 33–40.
- Ertürk, R. (2022). *The Effect of Teachers ' Quality of Work Life on Job Satisfaction and Turnover Intentions To cite this article : Ertürk , R . (2022) . The effect of teachers ' quality of work life on job satisfaction and turnover The Effect of Teachers ' Quality of Work Life on Job Satisfaction and.*
- Figueroa, K. M., & Abellana, A. L. (2025). *Organizational Culture and Strategic Leadership on Teachers ' Innovative Work Behavior*. IX(2454), 23–35. <https://doi.org/10.47772/IJRISS>
- Flores, J. E., & Zacarias, A. M. (2024). *School Heads ' Ethical Leadership and Teachers ' Self - Efficacy and Motivation*. 5.
- Gunawan, S. I., & Hidayatullah, S. (2023). Pengaruh Quality of Work Life terhadap Kinerja Karyawan PT BCA Malang. *Sains Manajemen*, 9(1), 1–12. <https://doi.org/10.30656/sm.v9i1.5861>
- Guo, K. (2022). The Relationship Between Ethical Leadership and Employee Job Satisfaction: The Mediating Role of Media Richness and Perceived Organizational Transparency. *Frontiers in Psychology*, 13(May), 1–13. <https://doi.org/10.3389/fpsyg.2022.885515>
- Hadijah, N. (2024). *The Impact Performance of Leadership on Teacher*. 4(1), 13–18.
- Hasanati, N. (2018). *The Role of Work Life Quality towards Teacher ' s Professional Commitment*. 231(Amca), 653–656.
- Horowitz. (2019). *What you do is Who You are* (First Edit). HarperCollins Publishers Ltd.
- Johnson. (2018). *Meeting the ethical challenges of leadership*No Title (sixty). Sage.
- Journal, E. A. M. (2024). *QUALITY OF WORK-LIFE BALANCE AMONG TEACHERS AND THEIR PERFORMANCE*

IN FACE-TO-FACE CLASSES. 5, 528–543. <https://doi.org/10.5281/zenodo.12594312>

- Journal, I., Humanities, O., Puspitasari, D. R., Suharto, N., Saepulloh, I., Pribadi, L. A., Lase, D. R., Sari, H. P., Pendidikan, U., & Author, C. (2024). *Influence Of Quality Of Work Life, Organizational Culture And Workload On Teacher Performance*. 3(4), 2091–2104.
- Kanya, N., Fathoni, A. B., Ramdani, Z., & Info, A. (2021). *Factors affecting teacher performance 1*. 10(4), 1462–1468. <https://doi.org/10.11591/ijere.v10i4.21693>
- Karim, A., Mardhotillah, N. F., & Samadi, M. I. (2019). Ethical Leadership Tranforms Into Ethnic: Exploring New Leader'S Style of Indonesia. *Journal of Leadership in Organizations*, 1(2). <https://doi.org/10.22146/jlo.44625>
- Khairani, I., Efendi, E., & Saputra, E. (2019). Komunikasi Interpersonal Kepala Madrasah Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah Negeri 1 Aceh Timur. *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 2(3), 363. <https://jurnal.uinsu.ac.id/index.php/eduriligia/article/view/1837>
- Kim, D., & Lee, M.-J. (2024). The Role of Ethical Leadership in Enhancing Organizational Culture and Performance. *International Journal of Man Ag Ement*, 1(2), 2024–2030. <https://doi.journals.net/ijmbe>
- Ko, C., Ma, J., Bartnik, R., Haney, M. H., & Kang, M. (2018). Ethical Leadership: An Integrative Review and Future Research Agenda. *Ethics and Behavior*, 28(2), 104–132. <https://doi.org/10.1080/10508422.2017.1318069>
- Kozioł-Nadolna, K. (2020). The role of a leader in stimulating innovation in an organization. *Administrative Sciences*, 10(3). <https://doi.org/10.3390/admsci10030059>
- Lalompoh, A., & Hermawati, A. (2019). *The Quality of Work Life in School and Its Effect on the Teachers ' Performance*. 2(1), 23–31. <https://doi.org/10.31328/jsed.v2i1.909>
- Lanto, A. M. (2026). *Leadership Styles and Their Influence on Teacher Performance in School Administration*. 07(03), 151–159.
- Limpo, L., & Junaidi, J. (2022). Influence of empowering and ethical leadership on employees' job satisfaction, performance, and organization commitment. *Humanities and Social Sciences Letters*, 11(1), 22–36. <https://doi.org/10.18488/73.v11i1.3241>
- Mphatsoane-sesoane, L. (2025). *Analysing the role of ethical leadership in fostering teacher agency for inclusive digital pedagogical innovation*. 2.
- Mseti, E. (2023). The influence of ethical leadership on teaching performance in public higher learning institutions. *Indonesian Journal of Social Sciences*, 15(2), 65–77. <https://doi.org/10.20473/ijss.v15i2.46836>
- Mseti, E. (2024). *The influence of ethical leadership on the research performance of academic staff in public institutions of higher education in Tanzania*. 21(November), 1–16.
- Muktamar, A. (2023). The role of ethical leadership in organizational culture. *Jurnal Mantik*, 7(1), 2685–4236. <https://pdfs.semanticscholar.org/4ae5/4af5259e507c22ca74cbd8131202705df52d.pdf>
- Muktamar B, A. (2023). The role of ethical leadership in organizational culture. *Jurnal Mantik*, 7(1), 77–85. <https://doi.org/10.35335/mantik.v7i1.3635>

- Mulya, F. (2024). Peran Kecerdasan Emosional dalam Kepemimpinan: Menumbuhkan Budaya Kerja yang Tangguh. *Journal of Mandalika Literature*, 6(1), 435–444. <https://doi.org/10.36312/jml.v6i1.3851>
- Nanjundeswaraswamy, T. S., & Swamy, D. R. (2013). Quality of worklife of employees in private technical institutions. *International Journal for Quality Research*, 7(3), 431–442.
- National, T., & Ministry, E. (n.d.). *The relationship of ethical leadership with teachers ' organizational behavior, attitudes, and perceptions: a meta-analysis study*. 2024. <https://doi.org/10.1057/s41599-024-04070-6>
- Nazir, S., Shafi, A., Asadullah, M. A., Qun, W., & Khadim, S. (2020). How does ethical leadership boost follower's creativity? Examining mediation and moderation mechanisms. *European Journal of Innovation Management*, September. <https://doi.org/10.1108/EJIM-03-2020-0107>
- Net, W. W. W. P., Asih, W. P., Agung, A., Agung, G., & Ariawan, I. P. W. (2023). The Effect of Servant Leadership, Work Ethics, Organizational Culture, and Organizational Commitment on Teacher Performance in State Vocational High School in Denpasar City. *Pegem Journal of Education and Instruction*, 14(1), 127–132. <https://doi.org/10.47750/pegegog.14.01.15>
- Net, W. W. W. P., Asih, W. P., Agung, A., Agung, G., & Ariawan, I. P. W. (2024). *The Effect of Servant Leadership , Work Ethics , Organizational Culture , and Organizational Commitment on Teacher Performance in State Vocational High School in Denpasar*. 14(1), 127–132. <https://doi.org/10.47750/pegegog.14.01.15>
- Neves, M. de L. G. (2024). The relationship between ethical leadership, teacher motivation, and commitment in public schools in Portugal. *Frontiers in Education*, 9(January), 1–9. <https://doi.org/10.3389/feduc.2024.1456685>
- Nurlaili, N., Dewi, N., & Dwiyono, Y. (2023). Pengaruh dan Kontribusi Quality of Work Life terhadap Kinerja Guru. *Jurnal Ilmu Manajemen Dan Pendidikan*, 3(December), 201–208. <https://doi.org/10.30872/jimpian.v3ise.3206>
- Özdoğan, M., & Sarier, Y. (2024). The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: a meta-analysis study. *Humanities and Social Sciences Communications*, 11(1), 1–14. <https://doi.org/10.1057/s41599-024-04070-6>
- Pasricha durgaddm@iitr.ac.in, palvipasrichaiitr@gmail.com, P., Singh bindu.iitr15@gmail.com, B., & Verma pratibha.iitr2015@gmail.com, P. (2018). Ethical Leadership, Organic Organizational Cultures and Corporate Social Responsibility: An Empirical Study in Social Enterprises. *Journal of Business Ethics*, 151(4), 941–958. <http://10.0.3.239/s10551-017-35685-0><https://search.ebscohost.com/login.aspx?direct=true&db=bft&AN=131640599&lang=pt-br&site=ehost-live>
- Pawirosumarto, S., Sarjana, P. K., & Gunawan, R. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador hotels and resorts, Indonesia. *International Journal of Law and Management*, 59(6), 1337–1358. <https://doi.org/10.1108/IJLMA-10-2016-0085>
- Pitriani, E. (2024). *Educational Leadership in Improving School Performance and Teacher Professional Development : A Literature Review*. 3(October), 233–244.
- Rabie, M. O., & Abdul Malek, M. (2020). Ethical Leadership and Employee Ethical Behavior: A Moderated Mediation Mechanisms. *SEISENSE Journal of Management*, 3(2), 73–88.

<https://doi.org/10.33215/sjom.v3i2.321>

- Răducan, R., & Răducan, R. (2013). Landmarks of Christian and Adjustment in Romania Organizational Culture. *Procedia - Social and Behavioral Sciences*, 84, 279–282. <https://doi.org/10.1016/j.sbspro.2013.06.551>
- Rivero, J. A. (2025). *School Culture , Job Performance of Teachers , and Academic Achievement of Students*. 12(5), 292–308.
- Salas-Vallina, A., Simone, C., & Fernández-Guerrero, R. (2020). The human side of leadership: Inspirational leadership effects on follower characteristics and happiness at work (HAW). *Journal of Business Research*, 107(June), 162–171. <https://doi.org/10.1016/j.jbusres.2018.10.044>
- Saleh et al., (2023). (2023). European Journal of Educational Research. *European Journal of Educational Research*, 12(4), 1657–1665.
- Sallis, E. (2007). *Total Quality Management in Education (V)*.
- Sari, U. T. (2019). the Effect of Ethical Leadership on Voice Behavior: the Role of Mediators Organizational Identification and Moderating Self-Efficacy for Voice. *Journal of Leadership in Organizations*, 1(1), 48–66. <https://doi.org/10.22146/jlo.43771>
- Sashkin, M., & Rosenbach, W. E. (2013). *Culture Assessment*. 1–12.
- Schneider, F. M., Maier, M., Lovrekovic, S., & Retzbach, A. (2015). The Perceived Leadership Communication Questionnaire (PLCQ): Development and validation. *Journal of Psychology: Interdisciplinary and Applied*, 149(2), 175–192. <https://doi.org/10.1080/00223980.2013.864251>
- Sharma, A., Agrawal, R., & Khandelwal, U. (2019). Developing ethical leadership for business organizations: A conceptual model of its antecedents and consequences. *Leadership and Organization Development Journal*, 40(6), 712–734. <https://doi.org/10.1108/LODJ-10-2018-0367>
- Sharma, K., Joshi, C. K., Boopathy, C., & Kazmi, S. (n.d.). *The Impact Of Organizational Culture On Employee Performance : A Study Of Leadership Styles And Workplace Productivity*.
- Sutiyatno, S. (2022). The effect of leadership's communication ability on quality of work-life and employees job satisfaction. *International Journal of Human Capital in Urban Management*, 7(1), 55–68. <https://doi.org/10.22034/IJHCUM.2022.01.05>
- Sutiyatno, S., Santoso, K. I., & Susilo, G. (2022). The Role of Innovation Leadership in Teacher Commitment: A Study of Organizational Culture. *International Journal of Educational Methodology*, 8(3), 595–607. <https://doi.org/10.12973/ijem.8.3.595>
- Syahrani, M., Hernawaty, H., & Winarno, A. (2022). The Effect of Ethical Leadership On Job Performance: The Mediating Role of Public Service Motivation and Normative Commitment. *Journal of Leadership in Organizations*, 4(1). <https://doi.org/10.22146/jlo.70614>
- Taamneh, M., Aljawarneh, N., Al-Okaily, M., Taamneh, A., & Al-Oqaily, A. (2024). The impact of ethical leadership on organizational citizenship behavior in higher education: the contingent role of organizational justice. *Cogent Business and Management*, 11(1). <https://doi.org/10.1080/23311975.2023.2294834>
- Wadei, K. A., Chen, L., Frempong, J., & Appienti, W. A. (2021). The Mediation Effect of Ethical Leadership and Creative Performance: A Social Information Processing Perspective. *Journal of Creative Behavior*,

55(1), 241–254. <https://doi.org/10.1002/jocb.449>

Wang, S., & Morav, L. (2021). Exploring extrinsic and intrinsic work values of british ethnic minorities: The roles of demographic background, job characteristics and immigrant generation. *Social Sciences*, 10(11). <https://doi.org/10.3390/socsci10110419>

Warrick, D. D., Milliman, J. F., & Ferguson, J. M. (2016). Building high performance cultures. *Organizational Dynamics*, 45(1), 64–70. <https://doi.org/10.1016/j.orgdyn.2015.12.008>

Zhao, H., Teng, H., & Wu, Q. (2018). The effect of corporate culture on firm performance: Evidence from China. *China Journal of Accounting Research*, 11(1), 1–19. <https://doi.org/10.1016/j.cjar.2018.01.003>