

# Index

- Absence/absenteeism, 62, 63–64, 81, 85
  - acceptance, 92–93
  - annual report of, 106
  - ethical aspects of, 70–71
  - frequency, 64, 65, 106, 109
  - measurement, 102–103
  - parental involvement in, 106
  - voluntary measures, 64–66
  - voluntary withdrawal, 71, 141
- Academic achievement, 4, 13, 19, 63
- Advisory committee, 23
- Age, 83
- American Association of Educators (AAE), 33
- AMOS 18.0 software, 93
- Antecedents, 63, 88
- Assimilation of book's contents
  - dealing with students, 132–133
  - keeping new teachers in system, 136–138
  - parental intervention to removing teacher from school, 127–128
  - sanctions against students uses of cellphone, 131–132
  - school principal's pressure to raising student's grades, 130–131
  - teacher's determination to bringing change in history studies, 128–129
  - teacher's tardiness to class, 135–136
  - unprofessional teacher, 133–135
- Attitudes, 3, 69, 81
  - of organizational commitment, 81
- Attrition, 62, 66–67, 71, 81, 84, 86, 103, 104, 106, 107, 110, 140
- Authentic leadership, 42, 43, 45, 93, 94, 125
  - development based on ethical incidents and team simulations, 125
- Balanced processing, 45, 125
- Behavioral regulations, procedures, and norms, 85–86
- Behaviors, 3, 69, 86, 88, 89, 91–95, 100, 105–106, 111–112, 122, 125, 135, 139–141
- Benevolence, 57
- Care, 74
  - ethics of, 60
  - morality of, 17–18, 121–122
  - for students learning, 37–38
  - for teacher, 107–108, 110
- Caring, 6–11, 48, 55–57, 74, 83–84, 95–96, 111, 121–122, 133, 139, 141
  - and equality-based distributive justice, 60
  - for students, 6
- Cases
  - absence frequency and duration, 106
  - annual report of teachers' absences, 106
  - dealing with student who threatened his teacher, 132–133
  - keeping new teachers in system, 136–138
  - parental intervention to remove a teacher from school, 127–128
  - parental involvement in teachers' absenteeism, 106

- sanctions against students' use of cellphones, 131–132
- school principal's pressure to raise student's grades, 130–131
- teacher's determination to bring about change in history studies, 128–129
- teacher's tardiness to class, 135–136
- unprofessional teacher, 133–135
- US code of ethics for educators, 33–35
- Citizenship behaviors, 91–94
  - integrative perspective, 91–92
  - motivational aspects of citizenship behavior and misbehavior, 94
- Climate
  - ethical, 55–57, 60, 73–74, 81–82, 86, 92–93, 111, 140
  - school, 57, 73–74, 91, 95, 108
- Codes of ethics, 27
  - analyzing codes of ethics in educational systems, 8–10
  - assimilation, 23, 26
  - Code of Professional Conduct for Educators from North Dakota, 34
  - in educational systems, 5, 7–10, 17
  - for educators, 6, 33–35
  - ethical school culture, 12
  - multidimensional model of ethical school culture, 11
  - parents' and community's involvement, 7
  - as promoting teachers' professional status, 29–31
  - and Standard Practices for Texas Educators, 34
  - of Tennessee Education Association, 34
- Cognitive process, 73
- Collegial relationships among teachers, 15–16
- Commitment
  - affective, 30, 58, 63, 64, 76, 79, 80, 81
  - continuance, 80
  - effective, 80
  - normative, 79–80
  - organizational commitment, 64, 79–81, 86, 140
- Committee members, 22
- Compensatory model, 61–62
- Competing values model, 60
- Conservation of resources theory, 88
- Constructivist approach, 118
- Continuance commitment, 80
- Corporate Ethical Virtues model (CEV model), 59
- Cosmopolitan level, 57
- Critical ethical incidents, 115–118, 121
  - authentic leadership development, 125
  - in educational leadership, 115–116
  - error management by, 116
  - in ethical context, 125
  - ethical quandaries in teachers
    - critical incidents, 126
  - learning ethical behaviors by engaging in TBS, 125
  - team simulations based on, 117–120
- Critical pedagogy, 19
- Cross-national aspects
  - assimilation of code of ethics, 23, 26
  - awareness of importance of process, 21–22
  - committee members, 22
  - feedback and supervision of process, 26
  - process of developing ethical code, 22–23
  - process of development and application of ethical codes, 24–25
- Cross-national view, 27–28
- Culture, 3
  - approaches to, 3
  - culturally responsive education, 19
  - ethical school, 12–14, 37–38
  - ethical, 21, 57–60
  - global ethical, 4

- national ethical, 4
- national, 3
- organizational, 57–58
- Decentralization of functions, 107–108
- Democratic education, 19
- Democratic Republic of Congo (DRC), 59
- Dimensions of organizational ethics, 60
- Discussability, 58–59
- Distributive aspect, 18
- Distributive justice, 55–56, 60, 76, 91, 97, 126
- Educational leader, 4, 21, 105, 484
  - and teachers, 27, 28
  - team simulations based on critical ethical incidents, 117–120
- Education, 17
  - authentic leadership in, 44
  - culturally responsive, 19
  - democratic, 19
  - departments, 110–112
  - models in sociology, 13
  - quality, 35, 140
  - relative autonomy and prestige, 30
  - research in, 4
  - stakeholders in, 6
- Educational leadership, 41, 118
  - critical ethical incidents in, 115–116
- Educational networks, 85
- Educational programs, 31
- Educational systems, 5, 18, 33, 47, 66, 77–78, 117
- Educators, 5, 6, 12, 17, 19, 22, 24, 25–28, 33–38, 41–42, 76, 106, 108, 140–141
- Egoism, 57
- Emotional theory, 75–76
- Employees, 80
- Enforcement process, 34
- Error management by critical ethical incidents, 116
- Ethical climate, 55–57, 60, 74, 81, 83, 86
  - and organizational commitment, 81
  - and teachers' withdrawal behaviors, 73–74
- Ethical code(s), 34
  - development for educators, 24–26
  - process of developing, 22–23
- Ethical decision making
  - among educational leaders, 51–52
  - processes, 41, 45, 51
- Ethical incidents (*see* Critical ethical incidents)
- Ethical knowledge, teachers'
  - professional status through, 30–31
- Ethical quandaries
  - among educational leaders, 47–49
  - dealing with, 116
  - in teachers critical incidents, 126
- Ethical school culture, 12, 13
  - factor, 14, 37–38
- Ethical/ethics (*see also* Organizational ethics), 3
  - context, 3–4, 115
  - culture, 21, 57–60
  - dilemmas, 4
  - of educational leadership and training, 41–42
  - national culture, 3
  - organization, 47
  - organizational perceptions, 86
  - perceptions of ethical school climate, 95–96
  - predictors, 73
  - reasoning, 17
  - role modeling of management and supervisors, 58
  - rules, 22, 57
  - standards, 58
  - of teacher turnover and attrition, 71
  - teachers, 15
  - of teachers' absences, 70–71
  - of teachers' tardiness, 70
  - of teachers' withdrawal behaviors, 69
- External mobility, 66
- External stakeholders, 5

- Extra-role behavior
  - toward school, 87
  - toward staff, 87
  - toward students, 87
- Feasibility, 58
- Four-dimensional model (4D model), 3
  - of authentic leadership, 125
- Freedom, 44
- Gender, 83, 84
- GLIMMIX procedure of SAS, 91
- Global approach, 3–4
- Global ethical culture, 4
  - vis-à-vis perception of ethics, 4
- Global ethical values, 5
- Global Leadership and Organizational Behavior Effectiveness project (GLOBE project), 3
- Human dignity, 121
- Independence, 7, 30, 57
- Independent model, 61
- Individual level, 57
- Inequality, 6, 13–16
- Institutional anomie theory, 4
- Instrumental, ethical climates, 57
- Integration approach, 18, 93
- Integrative model of student inequality, 13–16
- Inter-correlations, 92
- “Interaction with colleagues” 38
- Internal mobility, 66
- Internal stakeholders, 5
- International
  - aspects, 16
  - Association for Evaluation of Educational Achievement (IEA), 37
  - moral perspective, 45
- Investigative process, 28
- Involuntary absence, 65
- Involuntary measures of absence, 64–66
- Justice
  - procedural justice, 55–56, 76, 91, 97, 111
  - distributive, 55–56, 60, 76, 91, 97, 126
  - social, 4, 18–19, 21
  - morality of, 17–18, 121–122
- Law and code, 57
- Leadership, 105–106, 117, 118
  - authentic, 42, 43–45, 93–94, 125
  - development, 118
  - educational, 21, 41–42, 115–116, 118, 125, 140
  - ethical, 44, 118
  - moral, 42, 118
  - school, 38, 42, 91
  - transactional, 43, 93
  - transformational, 43
- Learner-centered education (LCE), 105
  - absence frequency and duration, 106
  - annual report of teachers absences, 106
  - parental involvement in teachers absenteeism, 106
- Learning ethical behaviors by
  - engaging in TBS, 125
- Mediating effect of organizational commitment, 80–81
- Ministry of Education, 94
- Misbehave and teachers’ withdrawal behaviors, 77–78
- Mistake-forgiving, 116
- Moral leadership, 42, 118
- Morality of care, 17–18, 121–122
- Morality of justice, 17–18, 121–122
- Motivational antecedents, 63
- Motivational aspects of citizenship behavior and misbehavior, 94
- Mplus statistical package, 93–94
- Multifaceted model of ethical dilemmas, 126
- Mystification of knowledge, 29

- National
  - approach, 3–4
  - Education Association, 33
  - ethical culture, 4
  - ethical values, 5
- Normative commitment, 79–80
- Official educational policies
  - and practiced policies, 121–123
- Official policies, 122
- Organisation for Economic
  - Co-operation and Development, 17
- Organization's ethical climate, 74
- Organizational
  - attributes, 13
  - behavior, 64
  - characteristics, 85
  - commitment, 64, 79–81, 86
  - culture, 57–58
  - ethical aspects, 41
  - justice, 55–59, 64
  - misbehavior, 94
  - reasons, 66
- Organizational citizenship behavior (OCB), 55, 87–89, 94
- Organizational ethics (*see also* Ethical/ethics), 81
  - culture and climate in context of ethics, 60
- Parent(al)
  - and community's involvement, 7
  - intervention to removing teacher from school, 127–128
  - involvement in teachers
    - absenteeism, 106
- Pedagogical philosophies, 19
- Pedagogy, 133
- Perceived psychological contract
  - breach in schools, 98–99
- Perceptions, 69
  - of ethical school climate, 95–96
  - ethics, 3
  - of justice, 56
  - of organizational justice in schools, 97–98
  - of tendency to misbehave in schools, 99–101
- Personal characteristics, 83, 86
  - age, 83
  - gender, 84
  - roles in school, 84–85
  - seniority, 83–84
- Personal reasons, 66
- Practiced policies, gap between official educational policies and, 121–123
- Predictors of teachers' absence and citizenship behaviors, 92–93
- Procedural justice, 55–56, 91
- Profession/al/alism
  - autonomy promotion, critical ethical incidents for, 116
  - Educators of Montana Code of Ethics, 34
  - standards, 48
- Programme for International Student Assessment (PISA), 4, 17
- Progression model, 61–62
- Psychological contract and teachers' withdrawal behaviors, 74–75
- Psychological empowerment, 93–94
- Quasi-Possion regressions, 92
- Questionnaire
  - perceptions of ethical school climate, 95–96
  - perceptions of organizational justice in schools, 97–98
  - perceived psychological contract breach in schools, 98–99
  - perceptions of tendency to misbehave in schools, 100–101
  - teachers' tardiness, 102
  - teachers' absenteeism, 102–103
  - teachers leaving schools (attrition/turnover), 103
- Reciprocity of effort, 29
- Relational transparency, 45

- Relations, 43–44
- “Relations with colleagues”, 6
- Respect of rules, dimensions, 38
- “Right to freedom”, 121
- Role-playing exercises, 118
- Rules, ethical climates, 57
  
- Sanctionability, 59
- Sanctions against students uses of
  - cellphone, 131–132
- School, 79
  - administration, 47
  - community, 15
  - environment, 55
  - ethical standards, 22
  - ethics, 73
  - external factors, 14–16
  - internal factors, 14–16
  - organizational attributes, 13
  - psychological contract breach, 98–99
  - regulations, 48
  - school-based processes, 13
  - school-wide absenteeism, 85
  - size, 85
- School principals, 51–52
  - ethical quandaries, 49
  - pressure to raising student’s grades, 130–131
- Self aspects, 43–44
- Self-awareness, 44–45, 125
- Seminars, 105
- Seniority, 83–84, 140
- Sequence theory, 94
- Simulation, 117, 108, 141
  - team, 117–120, 125
- Social distance, 29
- Social justice, 4, 21
  - in educational systems, 18
  - morality of care and morality of justice, 17–18
  - promote social justice in educational systems, 18–19
- Socialization model of employee, 85
- Socially just relationality, 18
- Socio-demographic predictors, 91
- Spillover model, 61
  
- Stakeholders, 11, 22, 27, 28, 48, 51, 60
- “Student-centered” attitude, 15
- Superiority approach, 18
- Supervision and feedback process, 26
- Supportability, 58
- “Supportive–forgiving”, 125
  
- Tardiness, 62, 70, 81, 84, 91
  - avoidable, 63
  - chronic, 63
  - unavoidable, 63
  - teachers, 101–102
- Teacher(s)
  - absences/absenteeism, 63–64, 70–71, 92, 102–103, 106
  - determination to bringing change in history studies, 128–129
  - ethical aspects of, 71
  - ethical quandaries in teachers’ critical incidents, 126
  - perceptions of authentic leadership, 93–94
  - profession, 15, 30–31, 34, 37–38, 78
  - tardiness, 62–63, 70, 101–102
  - turnover and attrition, 66–67
- Teachers’ withdrawal behaviors, 55, 61–67, 91–92
  - citizenship behaviors and, 91–94
  - decrease in, 105–106
  - ethical aspects, 69–71
  - and OCB, 87–89
  - organizational commitment and, 79–81
  - organizational ethics and, 73–78, 95–103
  - personal and organizational characteristics, 83–86
  - strategies for minimizing, 107–112
- Team-based simulations (TBS), 115, 125, 122
  - authentic leadership development based on, 125
  - based on critical ethical incidents, 117–120
  - learning ethical behaviors by engaging in, 125

- Tendency perceptions to misbehave in schools, 99–101
- Traditional equity theory, 75
- Training, 19, 51, 63, 92, 117, 125
  - programs, 133
  - sessions, 129, 137, 141
  - ethical aspects, 41–42
- Transactional leadership, 43
- Transformational leadership, 43
- Transparency, 58, 108
  - relational, 45, 125
- Trends in International Mathematics and Science Study (TIMSS), 4, 17, 37
- Turnover, 62, 66–67, 81, 84, 86
- Unethical behaviors, 66, 69, 71
- Unprofessional teacher, 133–135
- Virtue of authenticity, 43–44
- Visibility, 58
- Voluntary absence, 64–65, 93
- Withdrawal behaviours
  - (*see* Teachers' withdrawal behaviours)
- Workshops, 105, 108, 110, 112, 127, 141