

Research on The Relationship Between Ethical Leadership of Chinese University Presidents and Teacher Job Satisfaction

Duo Zhang*, MARIA LIRIA DACANAY

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Duo Zhang (Email: 15543114718@163.com)

Abstract: Research areas include the ethical leadership of university presidents (moral character, people-oriented, enhanced moral motivation, enhanced ethical awareness, professional abilities and abilities) and teachers' job satisfaction levels (satisfaction with job content, satisfaction with work environment, satisfaction Degree) career development, salary and benefits satisfaction), laying the foundation for improving teacher job satisfaction and the level of ethical leadership of university presidents. Enhance teachers' understanding of the moral leadership and job satisfaction of university presidents, and improve the development efficiency of teachers' work effectiveness. These areas improve the job performance of Jilin University of Economics teachers, provide work engagement, and help teachers improve job satisfaction and the moral leadership of university presidents. This study randomly selected 383 teachers or university leaders and used descriptive correlational design and Statistical Software for Social Sciences (SPSS) for data analysis. The results showed that the majority of the respondents were male (61.9%). In terms of age, the majority are 31-40 years old (27.4%) and 41-50 years old (29.0%). From the perspective of school positions, full-time teachers account for the highest proportion. (86.9%). From the perspective of teaching experience, teachers' teaching experience is concentrated in 6-10 years (33.2%). Moral quality (3.23), people-oriented (3.20), enhanced moral motivation (3.21), enhanced moral awareness (3.21), professional abilities and abilities (3.23), satisfaction with work content (3.20), satisfaction with work environment (3.19), career development satisfaction (3.17), salary and welfare satisfaction (3.16) Working environment, career development satisfaction, salary and welfare satisfaction, ultimately improve teachers; work efficiency.

Keywords: Chinese universities, Principals' ethical leadership, Teachers' job satisfaction, Relationship research.

1. Introduction

"The ethical influence of a university president refers to the positive impact generated by the president's moral behavior and values within the university. This influence plays a crucial role within the school environment. Firstly, the president's role as a moral role model can inspire faculty and students to uphold noble ethical standards, fostering the development of a moral culture within the institution. Secondly, the president's ethical leadership can enhance the school's reputation and attractiveness, drawing in high-quality education professionals and students. Furthermore, the president's ethical influence can shape the values and culture of the university, ensuring the preservation and continuity of its mission and vision, thus laying a solid foundation for the long-term development and success of the institution. Therefore, the ethical influence of the president is of paramount importance in shaping a positive school environment and nurturing students of good character.

Teacher job satisfaction refers to the overall satisfaction level of teachers with their work and professional life. It encompasses teachers' feelings regarding their work environment, compensation, career development opportunities, and support from the leadership. High teacher job satisfaction holds significant value for the development of the school. Firstly, satisfied teachers are more likely to remain in their educational roles for the long term, reducing the instability caused by staff turnover and contributing to the school's stability and continuity. Secondly, satisfied teachers are more willing to invest more time and effort in providing

high-quality education, thereby improving student learning outcomes. Moreover, they are more likely to actively engage in the school's development and improvement, contributing to the institution's strategic goals and mission. Thus, teacher job satisfaction not only enhances the school's reputation and attractiveness but also directly impacts the school's performance and sustainable development. Therefore, school management should prioritize and actively improve teacher job satisfaction to drive the comprehensive development of the institution.

The ethical influence of the university president has profound effects on teacher job satisfaction. Firstly, the president's role as a moral role model is crucial in shaping the university's moral culture. If the president demonstrates noble moral values and behavioral standards, teachers are often inspired and motivated, making them more likely to practice ethical principles actively in their work. This resonance can enhance teachers' professional satisfaction, as they feel they are working in a morally oriented work environment, which contributes to increased job satisfaction.

Secondly, the president's ethical leadership can influence teachers' career development and ethical decision-making. If the president emphasizes values such as honesty, integrity, fairness, and respect, teachers are more likely to make the right decisions when faced with ethical dilemmas. This moral guidance and support can alleviate teachers' professional stress and enhance their satisfaction.

Furthermore, the president's ethical influence can strengthen teachers' job satisfaction by building trust and fostering collaboration. When the president exhibits moral

integrity and fairness, teachers are more willing to work closely with the president, jointly driving the school's development and improvement. This positive atmosphere of cooperation helps reduce job dissatisfaction and conflicts among teachers, thereby increasing job satisfaction.

Lastly, the president's ethical leadership can also impact the school's reputation and attractiveness. If the president leads the school with a morally upright image, the institution often establishes a good reputation within the community and the education sector. This can attract more high-quality education professionals to join the school, further enhancing teacher job satisfaction as they have better career development opportunities and a favorable work environment.

In conclusion, the ethical influence of the university president has a significant and far-reaching impact on teacher job satisfaction. Through the president's role as a moral role model, moral guidance, trust-building, and reputation building, teachers are more likely to find satisfaction in their professional and ethical aspects, thereby making positive contributions to the school's development and success. Therefore, school management should prioritize and actively cultivate the ethical leadership skills of the president to create a morally oriented school environment and enhance teacher job satisfaction.

The purpose of the research on the relationship between the ethical leadership of Chinese university presidents and teacher job satisfaction in higher education institutions in China was to explore the impact of the president's ethical leadership on teacher job satisfaction and deepen our understanding of university management mechanisms. Through this study, the aim was to provide key insights for university leaders on how to enhance teacher job satisfaction through the president's role as a moral role model, ethical guidance, and the establishment of a moral culture, ultimately improving the quality of higher education, enhancing teacher performance, and promoting the sustainable development of the education sector. This research contributes valuable guidance for higher education management and policy-making, encouraging universities to better fulfill their educational missions and cultivate more passionate and dedicated educators."

2. Statement of the Problem

"This research aimed to investigate the correlation between the leadership of Chinese university presidents and teacher job satisfaction in higher education. Specifically, this study will answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Position in School
 - 1.4. Years of teaching experience
2. What is the assessment of the respondents on the level of ethical leadership of university presidents in terms of:
 - 2.1 Ethical qualities
 - 2.2 People-centric approach
 - 2.3 Moral motivation enhancement
 - 2.4 Enhancement of ethical awareness
 - 2.5 Professional competence and abilities
3. Is there a significant differences in the level of ethical leadership of university presidents when the demographic profile is taken as test factors
4. What is the assessment of the respondents on the level of job satisfaction of the teachers in terms of:

- 4.1 Satisfaction with job content
- 4.2 Satisfaction with the work environment
- 4.3 Satisfaction with career development
- 4.4 Satisfaction with compensation and benefits

5. Is there a significant differences in teacher job satisfaction when the demographic variables is taken as test factors

6. Is there a significant relationship between the ethical leadership of university presidents and teacher job satisfaction in higher education?

7. Based on the findings of the study, what innovative measures can be combined to develop a plan to enhance the ethical leadership of university presidents and teacher job satisfaction?

3. Scope and Delimitation of the Study

This study aimed to assess the current status and relationship between the ethical leadership of Chinese university presidents and teacher job satisfaction, providing essential reference points for improving the levels of ethical leadership among Chinese university presidents and teacher job satisfaction.

The research primarily focused on evaluating the current status and relationship between the ethical leadership of Chinese university presidents and teacher job satisfaction. Data analysis was conducted using methods such as literature review, questionnaire surveys, and mathematical statistics.

This study involved college Deans and 100 university teachers from Chinese universities. Data were collected through survey instruments, and assessment metrics included mean values, percentages, independent sample t-tests, and Pearson correlation coefficients. The research findings will be utilized as reference points to enhance the levels of ethical leadership among Chinese university presidents and teacher job satisfaction, contributing to the understanding of the current relationship between the ethical leadership of Chinese university presidents and teacher job satisfaction.

4. Theoretical Framework

This research was based on two theories that guided and informed the study. These theories are ethical ethics theory and leadership and management theory.

The study on the relationship between ethical leadership of Chinese university presidents and teacher job satisfaction involves multiple academic theories. Below are two key theories commonly applied in this field, along with brief explanations and analyses of each theory:

Ethical Ethics Theory:

Ethical ethics theory is a branch of ethics that focuses on the study of moral behavior and values, attempting to understand what is moral and why certain behaviors are considered moral or immoral. Here is a brief overview of the origin, development, and main content of ethical ethics theory:

The origin of ethical ethics theory can be traced back to ancient Greek philosophy, where Aristotle's "Virtue Ethics" and Plato's "Theory of Forms" laid its foundation. Christian ethics saw extensive development in medieval Europe, emphasizing the sanctity of ethics and Christian ethical principles. In modern philosophy, ethicists such as Kant, Nietzsche, and Jürgen Habermas proposed various ethical ethics theories, expanding the research in this field.

Virtue Ethics: Emphasizes the individual's character and virtues. According to Aristotle, a moral person possesses

virtues such as courage, wisdom, and justice.

Deontological Ethics: Emphasizes that the morality of an action depends on the action itself, not its consequences. Kant's "Categorical Imperative" is a typical example, suggesting that certain actions have universal moral obligations, regardless of their outcomes.

Consequentialist Ethics: Emphasizes that the morality of an action depends on its consequences. For example, utilitarianism considers the morality of an action based on the greatest happiness or the least suffering it produces.

Social Contract Ethics: Emphasizes moral agreements and contracts among members of society. This theory considers the roles and responsibilities of individuals within society.

Ethical ethics theories play a significant role in ethics, providing different theoretical frameworks for analyzing and explaining ethical issues. They help people better understand the principles and motivations behind ethical decision-making. Different ethicists and cultural backgrounds contribute different interpretations and insights into these theories. Therefore, ethical ethics theories continue to be an essential area of study in ethics.

Leadership And Management Theory:

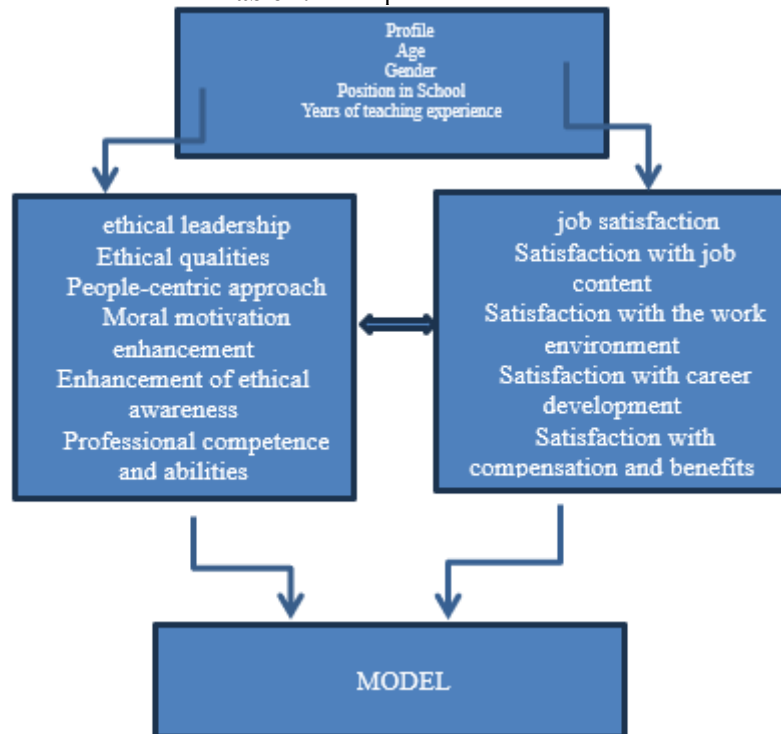
The origin of leadership and management theory can be traced back to ancient civilizations, such as the leadership principles and management techniques of ancient Rome and China. The development of modern leadership and management theory began in the early 20th century, influenced by the Industrial Revolution, the scientific management movement, and social changes. Early management theorists such as Frederick Taylor and Henry

Fayol introduced scientific management and management functions theory, emphasizing the systematic and normative nature of management. Leadership theory was strengthened in the mid-20th century, including various forms of leadership theories like situational leadership, transformational leadership, and servant leadership.

Taylor's theory emphasized the importance of job analysis and efficiency. It focused on optimizing work processes and increasing productivity by standardizing work tasks. Fayol's management functions included planning, organizing, commanding, coordinating, and controlling. This theory viewed management as a systematic activity. It emphasized that leaders should adjust their leadership styles based on different situations. Leaders needed to adapt to the abilities of employees and the nature of tasks to choose the most suitable leadership approach. Transformational leadership theory believed that leaders could achieve organizational change by encouraging employee innovation, boosting morale, and setting motivational goals. This theory emphasized the role of leaders in providing support and service to employees, advocating care, and addressing employees' needs.

The development of leadership and management theory reflected various management concepts and practices, helping organizations better understand and address leadership and management challenges. These theories provided multiple methods and strategies for management practices to enhance organizational performance, employee satisfaction, and innovation capability. As times evolved, leadership and management theories continued to evolve to adapt to the ever-changing organizational environment.

Table 1. Conceptual framework



The core focus of the study was to understand the relationship between the ethical leadership of Chinese university presidents and teacher job satisfaction. Firstly, an examination of input factors, such as participant demographics, the current state of ethical leadership, and job satisfaction levels, was conducted.

Next, differences in the demographics of teacher

participants regarding various factors were investigated through a questionnaire survey. Statistical analyses and correlation analyses were performed using SPSS software by Li Rong to explore these differences.

Finally, through the use of interviews, insights were gained into the issues influencing the ethical leadership of Chinese university presidents and teacher job satisfaction. This aimed

to provide a basis for further cultivating ethical leadership among Chinese university presidents and enhancing teacher job satisfaction.

5. Hypotheses

Ho1: There is no significant difference in the ethical leadership levels among participants when grouped according to profile variables.

Ho2: There is no significant difference in job satisfaction levels among participants when grouped according to profile variables.

Ho3: There is no significant correlation between ethical leadership and job satisfaction.

6. METHODOLOGY

6.1. Research Design

This study employed a descriptive quantitative research approach. Specifically, it utilized a descriptive comparative correlational research design, which was deemed appropriate because it aimed to assess the overview variables of ethical leadership of Chinese university presidents and teacher job satisfaction. The study aimed to evaluate the specific conditions of the relationship between ethical leadership of Chinese university presidents and teacher job satisfaction, with the assessment results serving as a reference for action plans. The survey method used a modified questionnaire as the tool for collecting participant information. The descriptive design was considered the most suitable design for this study

as, compared to other survey methods, it is the most extensive and inclusive tool. In the context of this study, researchers sought to describe the current status of ethical leadership of Chinese university presidents and teacher job satisfaction, provide guidance for enhancing both, and gain insights into the factors and implementation status influencing these aspects. This study aimed to offer guidance and recommendations for improving the levels of ethical leadership among Chinese university presidents and teacher job satisfaction, based on the research findings.

6.2. Research Participants

The research included 20 university presidents and 120 teachers from higher education institutions in Changchun province, China, as participants. Student participants in this study were current teachers from universities in Changchun province. These teachers had been actively involved in university-level teaching for a minimum of two years.

The surveyed university teachers were in-service educators from relevant universities in Changchun province, and they had been engaged in university-level teaching for at least two years. This research was conducted in a Chinese language environment using a questionnaire. After data collection was completed, the data were organized and then translated into English.

The research employed a random sampling method to select research participants. The study used the Slovin's formula to calculate the sample size (n). A total of at least 120 university teachers and leaders were selected as survey subjects from the pool of university educators.

Table 2. Participant Frequency and Respective Percentages

	Frequency
teacher	120
Total	120

6.3. Data Gathering Procedure

The researchers sought approval from the president to collect the relevant data required for the study. After receiving approval from the president, the researchers

collaborated with teachers from relevant universities in Changchun province. The researchers managed questionnaires for teacher participants through the Wenjuanxing website (<https://www.wjx.cn/>). Statistical analysis was conducted, including descriptive statistics, independent sample t-tests, one-way analysis of variance (ANOVA), and Pearson correlation coefficients, to organize, analyze, and interpret the responses of the participants in the questionnaire.

Statistical Treatment of the Data:

The results of the survey questionnaire were reviewed and analyzed. The average scores should reflect the following descriptions:

Quantitative data were statistically processed using the following statistical tools:

In the aforementioned study, descriptive statistics, independent sample t-tests, one-way ANOVA, and Pearson correlation coefficients are typically used, represented, and executed using the following specific methods and statistical tools:

1. Descriptive Statistics:

Descriptive statistics involve summarizing and expressing the collected data using descriptive measures such as mean,

standard deviation, percentiles, etc. This can be accomplished through basic statistical functions in software tools like Excel and SPSS.

2. Independent Sample T-Tests:

This method is used to analyze differences between variables among different genders. This can be executed using specialized statistical software like SPSS's analytical functions.

3. One-Way Analysis of Variance (ANOVA):

This is primarily used to analyze differences among three or more factors. Similarly, it can be implemented through the relevant functions in SPSS.

4. Pearson Correlation Coefficients:

Typically used to analyze the correlation between two or more factors. The calculation is often performed using software like SPSS or specialized statistical analysis software, represented by "r" and "p-value."

7. Results and Analysis

This chapter presents the results, analysis, and interpretation of the following data: an overview of the respondents, such as gender, age, position, and teaching experience, level of moral leadership, and the level of nine dimensions of job satisfaction.

7.1. The profile of the respondents

Table 3. The profile of participants

Profile		frequency	percentage
Age	30	102	26.6
	31-40	105	27.4
	41-50	111	29.0
	50+	65	17.0
	Total	383	100.0
Gender	male	237	61.9
	female	146	38.1
	Total	383	100.0
Position in School	Dean	27	7.0
	Principal	23	6.0
	Full-Time Teacher	333	86.9
	Total	383	100.0
Years Of Teaching Experience	1-5 years	109	28.5
	6-10 years	127	33.2
	11-15 years	85	22.2
	16 years and above	62	16.2
	Total	383	100.0

Table 3 presents a profile of the surveyed respondents, including Age, Sex, Position in School, and Years of Teaching

Experience. The results indicate that among the 383 respondents surveyed, the gender distribution shows a pattern of 61.9% male and 38.1% female. In terms of age, educators aged 31-40 and 41-50 account for 27.4% and 29.0%, respectively, totaling 56.4%, indicating a relative concentration in the middle to older age groups. Regarding the position in the school, full-time teachers represent the highest proportion at 86.9%, with management positions such as Dean (7.0%) and Principal (6.0%) being lower. In terms of teaching experience, teachers with 1-5 years of experience account for 28.5%, while those with 6-10 years and 11-15 years of experience constitute 33.2% and 22.2%, respectively. Overall, the respondents are predominantly male teachers, mainly concentrated in the age range of 31-50 years, and with teaching experience primarily distributed among those with more than 6 years of experience. This may reflect a certain proportion of senior teachers among the survey subjects, with women and management positions being relatively less in the overall composition.

7.2. The Assessment of The Respondents on The Level of Ethical Leadership of University Presidents in Terms Of:

7.2.1. Ethical Qualities

Table 4. Assessment of the Ethical Qualities

	Mean	SD	Descriptive	Rank
1.The principal always makes decisions in accordance with the principles of fairness and justice.	3.25	0.81	Very High	2.5
2. The principal always holds a high degree of moral standards for his own behavior.	3.23	0.79	High	4.5
3. 校 Long in the face of moral difficulties, can stick to the principles.	3.21	0.86	High	7.5
4. The principal respects and protects the rights and dignity of everyone.	3.26	0.81	Very High	1
5.Even under pressure, principals do not sacrifice moral principles to gain short-term gains.	3.21	0.90	High	7.5
6. The headmaster does not tolerate any form of dishonesty.	3.22	0.87	High	10
7. The principal cares about and considers the ethical and moral concepts of all parties.	3.25	0.83	Very High	2.5
8. Principals are able to identify and correct unethical behavior in the school.	3.23	0.86	High	4.5
9. The principal explicitly considers the moral consequences in his decision-making.	3.21	0.82	High	7.5
10. The principal treats everyone with a fair and selfless attitude.	3.21	0.84	High	7.5
Overall	3.23	0.68	High	/

Legend:3.25-4.00 Very High 2.50-3.24 High
1.75-2.49 normal 1.00-1.74 Very low

Table 4 displays the assessment of respondents on the level of ethical leadership of university presidents in terms of ethical qualities. The results show that overall, the evaluation of presidents' ethical and moral behavior covers ten aspects. In terms of the highest scores, items 1, 4, and 7 each received a score of 3.25, indicating that respondents view presidents as performing very highly in fairness, respecting rights, and concern for ethics and morals. This demonstrates that presidents are highly recognized for their fairness in decision-making, respect for rights, and concern for ethical concepts. However, items 5 and 9 received relatively lower scores, at 3.21 each, indicating that presidents' performances are relatively average in not sacrificing ethical principles for short-term benefits under pressure and in clearly considering ethical consequences in decision-making. This suggests areas for improvement, especially in handling pressure and explicitly considering ethical factors. Overall, the ethical and moral performance of presidents is rated as "High," with an overall average score of 3.23 and a standard deviation of 0.68. This means that in many aspects, presidents perform well in terms of ethical standards and principles, but there is room for improvement in specific areas.

Weng, W.Y. (2014) pointed out in the study that the personal qualities and leadership style of presidents

significantly influence these ethical and moral evaluations. If presidents themselves focus on fairness, respect for rights, concern for ethical concepts, and consider ethical factors in decision-making, then the evaluations in these aspects are higher. Personal qualities and leadership style play an important role in shaping organizational culture and values, so these high scores reflect the strong focus and actual behavior of presidents in these areas.

Zou, S.X., & Hu, Z.F. (2011) noted in their research that the internal systems and culture of the school also affect the ethical and moral performance of presidents. If a school has established a system and culture that emphasize fairness, ethical concepts, and respect for rights, as well as discipline and ethical standards, then the evaluations of presidents in these areas are also higher. The establishment of internal systems and culture can shape and regulate the code of conduct for presidents, making them more likely to perform well in ethical and moral aspects.

In summary, the combination of presidents' personal qualities and leadership styles with the internal systems and culture of the school contributes to the above results, leading to relatively high evaluations of presidents in ethical and moral aspects.

7.2.2. People-Centric Approach

Table 5. Assessment of the People-Centric Approach

	Mean	SD	Descriptive	Rank
1. The principal always cares about and pays attention to the individual needs and feelings of every employee and student.	3.23	0.83	High	2.5
2. The principal encourages open communication and listens to the opinions and suggestions of all parties.	3.19	0.82	High	7
3. Principals often care about and inquire about the well-being and health of faculty, staff and students.	3.16	0.86	High	9
4. When making decisions, the principal will consider the best interests of all those involved.	3.21	0.88	High	5
5. Principals pay attention to the personal and professional development of employees and provide opportunities for growth.	3.20	0.87	High	6
6. The principal treats every employee and student with respect and care, rather than just as a tool to complete the work.	3.22	0.80	High	4
7. When staff and students encounter difficulties, the principal will offer help and support.	3.24	0.85	High	1
8. The principal ensures that every employee and student has fair opportunities and resources in the school.	3.17	0.86	High	8
9. Principals focus on building an inclusive and caring school culture.	3.15	0.85	High	10
10. Principals emphasize human values rather than just academic or professional achievements.	3.23	0.78	High	2.5
Overall	3.20	0.69	High	/

Legend: 3.25-4.00 Very High 2.50-3.24 High
 1.75-2.49 normal 1.00-1.74 Very low

Table 5 shows the assessment of the respondents on the level of ethical leadership of university presidents in terms of a people-centric approach. The results indicate that overall, the evaluation of presidents in caring for the individual needs and feelings of employees and students, promoting communication, caring for health and welfare, and considering the interests of all is relatively high. Specifically, the highest scores were for item 7 and item 1, at 3.24 and 3.23 respectively, indicating that presidents perform most prominently in providing help and support and caring for individual needs. This demonstrates that presidents are highly recognized for their handling of difficulties and care for the individual needs of employees and students. On the other hand, in the overall evaluation, all items scored between 3.15 and 3.24, with an average score of 3.20 and a standard deviation of 0.69, rated as "High" level. This reflects that presidents perform well in caring for employees and students, encouraging communication, and focusing on the welfare of all. Overall, presidents received high evaluations for creating a campus culture of care, respect, and concern for all. This means that presidents' leadership styles of care and respect, and their emphasis on building a campus culture that attends to the individual needs and welfare of all members, help establish a positive work and learning environment, enhancing job satisfaction and academic achievement for employees and students.

Cao, Y.R. (2021) pointed out in the study that the leadership philosophy and sense of care of presidents are important factors affecting the results. If presidents themselves have a

leadership philosophy that focuses on individual needs, advocates open communication, and emphasizes the welfare of all, then this philosophy will be implemented throughout the school. The personal values and leadership styles of presidents have a profound impact on shaping school culture. This sense of care is transmitted to the faculty and staff through the exemplary effect of presidents, thereby creating a positive work and learning atmosphere throughout the school.

Yu, H.B. (2012) noted in the study that the construction of school culture and institutional arrangements also affect the results. If a school focuses on building a culture that emphasizes care, respect, and the welfare of all, and establishes corresponding systems and mechanisms to support this culture, then there are more opportunities for the individual needs of employees and students to be met. The school culture is advocated by the leadership and formed collectively within the organization. If the culture emphasizes humanitarian care and attention to every member, the evaluations of presidents in related aspects are higher.

In summary, the leadership philosophy of presidents and the construction of school culture together contribute to the above results, leading to high evaluations of presidents in caring for employees and students, encouraging communication, and focusing on the welfare of all. This sense of care and cultural construction helps form a positive and uplifting school atmosphere, thereby affecting the overall evaluation results.

7.2.3. Moral Motivation Enhancement

Table 6. Assessment of the Moral Motivation Enhancement

	Mean	SD	Descriptive	Rank
1. Principals often set moral examples for others through their own actions.	3.24	0.82	High	2
2. The principal encourages the staff and students to act according to high ethical standards.	3.26	0.80	Very High	1
3. The principal recognizes and rewards those employees and students who follow the ethical code.	3.22	0.81	High	4.5
4. When faced with ethical challenges, the principal provides clear guidance and support.	3.23	0.83	High	3
5. The principal provides the necessary protection and support for those who stick to moral principles in difficulties.	3.18	0.83	High	10
6. Principals have zero tolerance for violations of moral and ethical norms.	3.22	0.81	High	4.5
7. The principal encourages moral and ethical discussions for employees and students to think deeply.	3.19	0.88	High	8.5
8. Principals often emphasize the importance of morality in daily school activities and decision-making.	3.20	0.85	High	7
9. The principal gives special recognition to those who make moral and ethical contributions to the school.	3.21	0.82	High	5
10. Principals ensure that the school incentives and incentives are aligned with moral values.	3.19	0.87	High	8.5
Overall	3.21	0.67	High	/

Legend: 3.25-4.00 Very High 2.50-3.24 High
 1.75-2.49 normal 1.00-1.74 Very low

Table 6 shows the assessment of respondents on the level of ethical leadership of university presidents in terms of Moral Motivation Enhancement. The results indicate that the overall evaluation of presidents in setting moral examples, advocating high ethical standards, and rewarding those who

adhere to ethical norms is rated as "High," with an average score of 3.21 and a standard deviation of 0.67. Specifically, the highest score was for item 2, at 3.26, demonstrating that presidents excel in encouraging employees and students to adhere to high moral standards. Additionally, other

evaluations range between 3.18 and 3.24, showing a relatively balanced overall performance. Item 5 scored the lowest, at 3.18, suggesting that there is some room for improvement in providing support and protection for individuals who uphold ethical principles. However, the overall evaluation remains at a "High" level, indicating that presidents are highly recognized for setting moral examples, encouraging ethical standards, and rewarding moral behavior. This means that presidents actively work to promote ethical and moral values through role modeling, reward mechanisms, and cultural construction, creating a campus environment focused on morality and ethics. This leadership style of presidents helps shape a culture where all employees and students follow ethical standards, thereby fostering the enhancement of ethical and moral qualities within the school.

Huang, Y. (2020) pointed out in the research that the personal values and leadership style of presidents play a key role in these outcomes. If presidents deeply understand and value ethical and moral values, leading by example and encouraging employees and students to follow high moral standards, then this leadership style will have a positive impact throughout the school. The exemplary role of presidents is crucial for building an ethical atmosphere within

the school, as employees and students are often influenced by leaders, forming a common set of values and codes of conduct.

Wu, Y.M., Hua, S.Y., & Tong, H.B. (2013) noted in their research that the creation of school culture and institutional arrangements also affect the outcomes. If a school emphasizes the promotion of ethical and moral values, establishes related reward mechanisms, encourages discussion, and focuses on the importance of ethics in decision-making, then employees and students will be more motivated and have more opportunities to adhere to high moral standards. School culture plays a guiding role in influencing the impact of presidents and establishing correct values, with the establishment of systems further consolidating and transmitting the philosophy of presidents.

Overall, the leadership style of presidents and the shaping of school culture are two main reasons leading to the above results. The philosophy and cultural construction of presidents play a key role in setting moral examples and encouraging high ethical standards, thereby forming a positive ethical and moral atmosphere within the school.

7.2.4. Enhancement of Ethical Awareness

Table 7. Assessment of the Enhancement of Ethical Awareness

	Mean	SD	Descriptive	Rank
1. Principals often organize training programs or seminars on ethics and ethics.	3.22	0.82	High	5
2. The principal encourages the moral and ethical discussion and reflection within the school.	3.25	0.82	Very High	2.5
3. Principals support the courses and activities of moral education.	3.19	0.85	High	6.5
4. Principals often emphasize the importance of moral values in their daily work.	3.16	0.82	High	9.5
5. The principal ensures that new employees and students are given ethical and ethical training at entry or enrollment.	3.25	0.82	Very High	2.5
6. The Principal advocates and practices transparency, and encourages open discussions on moral and ethical issues.	3.21	0.83	High	6.5
7. The Principal provides resources and guidance for the solution of moral and ethical issues.	3.19	0.85	High	8
8. Principals can guide people to have a constructive dialogue in the face of moral disputes.	3.23	0.83	High	4
9. The principal regularly reviews and updates the school's ethics guidelines and ethical policies.	3.18	0.85	High	9.5
10 The principal encourages and supports moral and ethical self-improvement among staff and students.	3.27	0.82	Very High	1
Overall	3.21	0.67	High	/

Legend: 3.25-4.00 Very High 2.50-3.24 High
 1.75-2.49 normal 1.00-1.74 Very low

Table 7 shows the assessment of respondents on the level of ethical leadership of university presidents in terms of the Enhancement of Ethical Awareness. The results indicate that the overall evaluation of presidents in organizing ethical and moral training, encouraging moral discussion and reflection, and supporting ethical education courses is rated as "High," with an average score of 3.21 and a standard deviation of 0.67. Specifically, the highest score was for item 10, at 3.27, demonstrating that presidents excel in encouraging and supporting employees and students in their moral and ethical self-improvement. Additionally, other evaluations range between 3.16 and 3.25, showing a relatively balanced overall performance. Notably, the relatively lower scores for items 4 and 9, at 3.16 and 3.18 respectively, suggest there is some room for improvement in emphasizing the importance of moral values in daily work and regularly reviewing and updating the school's ethical standards and policies. However, the overall evaluation remains at a "High" level, indicating

that presidents are highly recognized for organizing moral training, encouraging moral discussion and reflection, and supporting ethical education. This means that presidents actively work to promote ethical education and encourage discussion and reflection through organizing training, supporting courses, providing resources, and guidance, creating a campus environment focused on moral and ethical education. This leadership style of presidents helps to foster ethical and moral education and discussion within the school, thereby enhancing all members' attention and cognition towards morality and ethics.

Qiu, X.M. (2017) pointed out in the research that the leadership decisions of presidents play a key role. If presidents have a strong sense of ethical education and actively promote moral training, support courses, and encourage discussion and reflection, then such decisions will have a positive impact throughout the school. The leadership decisions of presidents influence the direction and

development of the school. By making decisions related to ethical education, presidents can promote the enhancement of ethical awareness among all school members, thereby affecting the overall evaluation results.

Qing, S.L. (2021) noted in the research that the shaping of school culture and institutional arrangements also have a positive impact on the results. If a school focuses on building a culture that emphasizes ethical education and establishes corresponding systems and mechanisms to support the implementation of ethical education, then employees and students will more easily integrate into such a culture. School culture is advocated by the leadership and formed collectively within the organization. If the internal culture of the school

emphasizes the importance of ethical education, then the evaluations of presidents in related aspects will be higher.

Overall, the leadership decisions of presidents and the shaping of school culture together contribute to the above results. Presidents drive ethical education through their decisions, while school culture further consolidates and transmits the philosophy of presidents through the establishment of systems and cultural construction, creating a campus environment focused on ethical education. This joint effort leads to a positive overall evaluation of the state of ethical education within the school.

7.2.5. Professional Competence and Abilities

Table 8. Assessment of the Professional Competence and Abilities

	Mean	SD	Descriptive	Rank
1. Principals often organize training programs or seminars on ethics and ethics.	3.24	0.77	High	3.5
2. The principal encourages the moral and ethical discussion and reflection within the school.	3.23	0.84	High	6.5
3. Principals support the courses and activities of moral education.	3.24	0.78	High	3.5
4. Principals often emphasize the importance of moral values in their daily work.	3.22	0.80	High	8.5
5. The principal ensures that new employees and students are given ethical and ethical training at entry or enrollment.	3.22	0.78	High	8.5
6. The Principal advocates and practices transparency, and encourages open discussions on moral and ethical issues.	3.20	0.85	High	10
7. The Principal provides resources and guidance for the solution of moral and ethical issues.	3.27	0.78	Very High	1
8. Principals can guide people to have a constructive dialogue in the face of moral disputes.	3.23	0.82	High	6.5
9. The principal regularly reviews and updates the school's ethics guidelines and ethical policies.	3.25	0.83	Very High	3.5
10 The principal encourages and supports moral and ethical self-improvement among staff and students.	3.25	0.84	Very High	3.5
ProfessionalCompetenceAndAbilitie	3.23	0.65	High	/

Legend:3.25-4.00 Very High 2.50-3.24 High
1.75-2.49 normal 1.00-1.74 Very low

Table 8 shows the assessment of respondents on the level of ethical leadership of university presidents in terms of Professional Competence and Abilities. The results indicate that the overall evaluation of presidents in ethical and moral education, as well as professional competence, shows recognition at both "High" and "Very High" levels for ethical and moral education, with professional abilities also receiving high evaluations. Specifically, the highest scores were for items 7, 9, and 10, at 3.27, 3.25, and 3.25 respectively, demonstrating that presidents excel in providing resources and guidance to solve ethical issues, regularly reviewing and updating school ethical standards and policies, and encouraging and supporting employees and students in moral and ethical self-improvement. Similarly, high scores were obtained in ethical and moral training and discussion, new employee and student ethical training, and supporting ethical education courses. In terms of professional competence, the overall evaluation is at a "High" level, with an average score of 3.23 and a standard deviation of 0.65, indicating that presidents are highly recognized for their professional abilities and job performance. Although the scores for professional competence are slightly lower than those for ethical and moral education, they still remain at a high level, showing that presidents demonstrate certain professional qualities in educational management and leadership. This means that the high scores of presidents in both ethical and moral education and professional competence reflect their focus on ethical culture construction within the school,

provision of relevant training and resources, and exhibition of outstanding leadership and management skills in professional competence. This comprehensive evaluation helps to form a school atmosphere that emphasizes ethical education and professional qualities, promoting the development and enhancement of all members within the school.

Zou, S.X. (2011) pointed out in the research that presidents show clear leadership decisions and emphasis in the area of ethical and moral education. Through organizing training, supporting ethical education courses, and encouraging discussion and reflection, presidents have shown active decision-making and guidance in ethical and moral education. This stems from presidents' profound understanding of ethical values and a clear direction in shaping campus culture. Presidents' decisions focus not only on enhancing ethical and moral literacy at a theoretical level but also integrate ethical education into the school's daily life through practical actions and resource support, thereby promoting a learning and working environment within the school that emphasizes ethics and morality.

Wu, S.T. (2021) noted in the research that presidents exhibit exceptional qualities in professional competence. The high evaluations of professional qualities reflect the outstanding performance of presidents in educational management and leadership. This covers professional skills and talents in organizational operation, personnel management, and decision-making. The performance of presidents in professional competence further strengthens the

internal trust and recognition of their leadership in ethical and moral education within the school. Therefore, presidents' professional qualities and excellent capabilities in school management provide key support for forming the above results.

In summary, the positive decisions and professional

qualities of presidents complement each other, jointly leading to high evaluations in both ethical and moral education and professional competence. This leadership style and work ethic create a positive atmosphere throughout the school, facilitating the overall development of the school and the comprehensive enhancement of its members' qualities.

Table 9. The Assessment of The Respondents on The Level of Ethical Leadership

	Mean	SD	Descriptive	Rank
Ethical Qualities	3.23	0.68	High	1.5
People Centric	3.20	0.69	High	5
Moral Motivation Enhancement	3.21	0.67	High	3.5
Enhancement Of Ethical Awareness	3.21	0.67	High	3.5
Professional Competence And Abilities	3.23	0.65	High	1.5
Overall	3.22	0.65	High	/

Legend: 3.25-4.00 Very High 2.50-3.24 High
 1.75-2.49 normal 1.00-1.74 Very low

Table 9 shows the assessment of respondents on the level of ethical leadership of university presidents along with scores for various dimensions. The results indicate that the overall evaluation of the ethical leadership level of respondents is 3.22, with a standard deviation of 0.65, suggesting relatively high recognition in all aspects of ethical leadership. Specifically, the highest scores were in the areas of ethical quality, people-centric focus, moral motivation enhancement, and the strengthening of ethical awareness, with scores of 3.23, 3.20, 3.21, and 3.21 respectively. This demonstrates the respondents' high recognition of presidents in cultivating ethical qualities, focusing on employees and students, stimulating moral motivation, and enhancing ethical awareness. The consistency of the overall evaluation across different aspects indicates a relatively balanced performance by presidents in various facets of ethical leadership. The evaluation of presidents' professional competence and abilities was also high, at 3.23, reflecting their outstanding performance in educational management and leadership. This means that presidents have successfully established a school culture that emphasizes ethical values and concerns for all members through their comprehensive advantage in ethical leadership, by focusing on ethical qualities, people-centric approaches, moral motivation enhancement, and strengthening ethical awareness. This holistic style of ethical leadership helps to create a positive learning and working atmosphere within the campus, promoting the development and enhancement of all school members.

Chi, X. (2014) pointed out in the research that the performance of presidents in ethical qualities and people-centric care are key factors to the results. If presidents themselves possess high ethical standards, such as moral integrity, honesty, and uprightness, and can translate these qualities into practical leadership practices, their leadership style is more likely to be recognized by all members. Similarly, focusing on employees and students, centering on people, and showing care and respect for individual needs can create a positive cultural atmosphere within the school, enhancing the overall effectiveness of ethical leadership.

Chi, X. (2015) noted in the research that the active practices of presidents in encouraging moral enhancement and strengthening ethical awareness are also important reasons for the results. If presidents can improve employees' and students' moral motivation and ethical literacy through effective incentive mechanisms and training activities, while also emphasizing ethical awareness, the whole school is more

likely to form a culture that values ethical standards. The efforts of presidents in this area include organizing training, encouraging discussion and reflection, and providing resources, which help to strengthen the influence of ethical leadership within the school.

Overall, the exceptional overall performance of presidents in ethical leadership stems from their personal qualities and sense of care, as well as their leadership practices in motivation and emphasis on ethical enhancement. The successful practice of this leadership style has created a school culture that focuses on ethical values and concerns for all members, thereby creating favorable conditions for the development and enhancement of all members.

7.3. The Significant Differences in The Level of Ethical Leadership of University Presidents When Group By Profiles

7.3.1. Age

Table 10 presents the results of the t-test analysis, examining the significant differences in the ethical leadership levels of university presidents grouped by age. This indicates that there are no significant differences in the ethical leadership levels of university presidents when grouped by age. An analysis of the differences in evaluations across different age groups in dimensions such as ethical qualities, people-centric approach, moral motivation, ethical awareness enhancement, and professional competence was conducted. In the dimension of ethical qualities, the average scores did not significantly differ among different age groups, with a p-value of 0.61. Therefore, we accept the null hypothesis that there are no significant differences in evaluations of ethical qualities across different age groups. Similarly, in the dimension of the people-centric approach, the p-value is 0.68, leading to the acceptance of the null hypothesis that there are no significant differences in evaluations of the people-centric approach across different age groups. In the dimensions of moral motivation, ethical awareness enhancement, and professional competence, the average scores also did not significantly differ, with p-values of 0.78, 0.25, and 0.35, respectively. This implies that there are no significant differences in evaluations of ethical qualities, people-centric approach, moral motivation, ethical awareness enhancement, and professional competence among different age groups. This suggests that regardless of age differences, the respondents have relatively consistent views on ethical

qualities and professional competencies. This consistency reflects the overall success of the school in ethical education and professional training, leading to a high level of consensus

among members of different age groups regarding the school's ethical and professional qualities.

Table 10. Test of the Significant Differences In The Level Of Ethical Leadership Of University Presidents When Group By Age

	Mean	t	Sig	Interpretation	Decision	
Ethical Qualities	30	3.27	0.61	0.61	Not Significant	Accept NULL
	31-40	3.19				
	41-50	3.27				
	50+	3.15				
	Total	3.23				
People Centric	30	3.25	0.68	0.57	Not Significant	Accept NULL
	31-40	3.14				
	41-50	3.24				
	50+	3.15				
	Total	3.20				
Moral Motivation Enhancement	30	3.26	0.78	0.51	Not Significant	Accept NULL
	31-40	3.17				
	41-50	3.26				
	50+	3.14				
	Total	3.21				
Enhancement Of Ethical Awareness	30	3.25	0.25	0.86	Not Significant	Accept NULL
	31-40	3.19				
	41-50	3.23				
	50+	3.17				
	Total	3.21				
Professional Competence And Abilities	30	3.26	0.35	0.79	Not Significant	Accept NULL
	31-40	3.19				
	41-50	3.27				
	50+	3.20				
	Total	3.23				

Legend: $p < 0.05$

Liu, A.S. (2018) pointed out in their research that the school has successfully established a consistent ethical culture and values, resulting in similar perceptions and expectations among faculty and staff of different age groups regarding ethical qualities, people-centric approach, moral motivation, ethical awareness enhancement, and professional competence. This consistency arises from the school's steadfast commitment to ethical education, moral cultivation, and the enhancement of professional capabilities, forming a unified educational philosophy that ensures consistent expectations and evaluations among faculty and staff regarding the school's performance in these areas.

Liu, W.P. (2019) highlighted in their research that the school has implemented training and development programs tailored to faculty and staff of different age groups, ensuring that they have similar opportunities for development in areas

such as ethical qualities and professional competence. These training programs encompass ethical education, vocational skills development, and people-centric leadership development, ensuring that members of different age groups can make similar progress in these critical areas. Such training programs help overcome potential differences in the evaluation of the school's ethical qualities due to age disparities.

In summary, the consistent culture established by the school and the effective implementation of training programs are the main reasons for the consistent evaluation of the school's ethical qualities among different age groups. This reflects the school's successful practices in promoting a shared value system and the development of professional capabilities among faculty and staff.

7.3.2. Gender

Table 11. Test Of the Significant Differences In The Level Of Ethical Leadership Of University Presidents When Group By Gender

	Sex	Mean	t	Sig	Interpretation	Decision
Ethical Qualities	male	3.25	0.87	0.38	Not Significant	Accept NULL
	female	3.19				
People Centric	male	3.20	-0.10	0.92	Not Significant	Accept NULL
	female	3.21				
Moral Motivation Enhancement	male	3.23	0.69	0.49	Not Significant	Accept NULL
	female	3.18				
Enhancement Of Ethical Awareness	male	3.23	0.63	0.53	Not Significant	Accept NULL
	female	3.19				
Professional Competence And Abilities	male	3.24	0.34	0.74	Not Significant	Accept NULL
	female	3.22				

Legend: $p < 0.05$

Table 11 shows the results of the t-test analysis, examining the significant differences in the ethical leadership levels of university presidents grouped by school position. This indicates that there are no significant differences in the ethical leadership levels of university presidents when grouped by school position. The analysis of differences in evaluations across different school positions in dimensions such as ethical qualities, people-centric approach, moral motivation, ethical awareness enhancement, and professional competence showed variations. In the ethical qualities dimension, the average scores varied among positions, with deans scoring 3.09, presidents 3.15, and full-time teachers 3.25, with an overall average of 3.23. However, with a t-value of 0.85 and a p-value of 0.43, the high p-value leads us to accept the null hypothesis that there are no significant differences in evaluations of ethical qualities across different positions. Similarly, there were no significant differences across the dimensions of people-centric approach, moral motivation, ethical awareness enhancement, and professional competence. This means that although there are some differences in average scores among different positions, statistical analysis did not prove these differences to be significant. This reflects a similar perception and expectation among faculty and staff in different positions regarding ethical qualities and professional competencies. The explanation is that schools have implemented uniform training and development programs, aiming to cultivate consistent standards in ethics and professional competence across different positions.

Guo, X.J., & Zhang, L. (2015) pointed out in their research

that schools have implemented uniform training and development programs to ensure that faculty and staff in different positions receive similar training in ethical qualities and professional competencies. These training programs cover areas such as people-centric approach, moral motivation, ethical awareness enhancement, and professional competence, aiming to ensure all faculty and staff possess similar quality and capability levels. Through unified training standards, schools have eliminated significant differences in evaluations of ethical qualities among different positions.

Zhang, X.D. (2021) noted in their research that schools advocate and reinforce a consistent organizational culture that focuses on core values such as ethical qualities, people-centric approach, and moral motivation. This culture establishes common expectations and standards within the entire school, resulting in faculty and staff in different positions having similar attitudes and behaviors when facing ethical challenges and professional demands. This consistency in cultural values has a unifying effect on employees' evaluations of ethics.

In summary, uniform training and development programs, along with consistent organizational cultural values, have contributed to the convergence in evaluations of ethical qualities among different positions. Through these initiatives, schools strive to create an academic community with common values and standards, ensuring that all faculty and staff maintain a consistent level of ethical quality.

7.3.3. Position in School

Table 12. Test Of the Significant Differences In The Level Of Ethical Leadership Of University Presidents When Group By Position in School

		Mean	t	Sig	Interpretation	Decision
Ethical Qualities	Dean	3.09	0.85	0.43	Not Significant	Accept NULL
	Principal	3.15				
	Full-Time Teacher	3.25				
	Total	3.23				
People Centric	Dean	3.05	0.72	0.49	Not Significant	Accept NULL
	Principal	3.18				
	Full-Time Teacher	3.21				
	Total	3.20				
Moral Motivation Enhancement	Dean	3.13	0.62	0.54	Not Significant	Accept NULL
	Principal	3.10				
	Full-Time Teacher	3.23				
	Total	3.21				
Enhancement Of Ethical Awareness	Dean	3.13	0.30	0.75	Not Significant	Accept NULL
	Principal	3.17				
	Full-Time Teacher	3.22				
	Total	3.21				
Professional Competence And Abilities	Dean	3.13	0.51	0.60	Not Significant	Accept NULL
	Principal	3.18				
	Full-Time Teacher	3.25				
	Total	3.23				

Legend: $p < 0.05$

Table 12 shows the results of the t-test analysis, testing for significant differences in the ethical leadership levels of university presidents grouped by Years of Teaching Experience. This indicates that there are no significant differences in the ethical leadership levels of university presidents when grouped by Years of Teaching Experience. The results show that in the evaluation of ethical qualities, people-centric approaches, moral motivation enhancement, ethical awareness enhancement, and professional competence

and skills, presidents with early educational experience (1-5 years) exhibit higher levels in ethical qualities, people-centric approaches, and moral motivation enhancement. However, as years of teaching experience increase, these differences become insignificant. This may reflect that presidents with early educational experience place more emphasis on ethical qualities, interpersonal relationships, and moral motivation, while in the later stages of their career, presidents' performances in these areas tend to converge. Although the

differences are not significant, this finding still helps to understand in depth the leadership traits and focus areas of university presidents at different stages of teaching experience. This means that presidents with early educational experience place more emphasis on performances in ethical qualities, people-centric approaches, and moral motivation.

Wu, J.S. (2013) pointed out in their research that presidents who are early in their educational careers emphasize personal qualities and moral motivation more because, at this stage, they interact more directly with students and faculty, making them more sensitive to interpersonal relations and ethical motivation.

Liu, A.S. (2018) noted in their research that presidents with early educational experience invest more attention and effort in these leadership qualities to establish a positive campus culture and academic environment. As teaching experience increases, presidents focus more on broader career development, strategic planning, and management tasks, hence the differences in specific leadership qualities gradually diminish. This trend is due to career development and the accumulation of experience, leading to a convergence in overall leadership capabilities among presidents.

8. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1. Through the assessment of ethical leadership by university presidents, we can observe some differences across various years of teaching experience, gender, and positions. Firstly, based on the analysis by years of teaching experience, it was found that teachers with 1-5 years of experience gave higher ratings to the president's ethical leadership compared to those with 16 or more years of experience. This may be related to newer teachers being more easily influenced by leadership, while more experienced teachers may have higher expectations of leadership. Secondly, in terms of gender, there were no significant differences between male and female teachers in their assessment of the president's ethical leadership. This indicates that gender may not be a significant factor in evaluating a president's ethical leadership. Lastly, the assessment based on position showed no significant differences in ethical leadership among teachers of different positions. This suggests that a teacher's position may not be a major factor in evaluating the president's ethical leadership.

2. In the assessment of teacher job satisfaction, differences between various years of teaching experience, gender, and positions were also analyzed. The data revealed differences in satisfaction levels among teachers with different years of teaching experience. Teachers with 1-5 years of experience showed higher satisfaction with their job content, work environment, career development, and salary benefits, while those with 16 or more years of experience had lower satisfaction levels. This may be related to different expectations of career development and salary benefits among teachers at different stages of their careers. In terms of gender, male teachers showed slightly higher job satisfaction than female teachers, although the difference was not significant. Based on the analysis by position, full-time teachers had higher job satisfaction, whereas satisfaction levels were lower for principals and deans. This may reflect that management positions may come with more work pressure and responsibilities.

3. There seems to be some correlation between the ethical leadership of university presidents and teacher job

satisfaction. Teachers with 1-5 years of experience gave higher ratings both to the president's ethical leadership and their job satisfaction, while those with 16 or more years of experience rated both relatively lower. This may indicate that the president's ethical leadership has some impact on teacher job satisfaction, especially for relatively younger teachers. Overall, this data provides useful insights into the relationship between university presidents' ethical leadership and teacher job satisfaction. Understanding these differences and correlations can help school administrators better comprehend teachers' needs and develop more effective policies and measures to enhance teacher job satisfaction and overall performance.

9. RECOMENDATION

Based on the results, the researcher provides the following suggestion:

1. **Ethical Leadership Training and Development:** Schools can offer ethical leadership training and development programs for university presidents and their leadership teams. These trainings can help presidents better understand and practice ethical leadership principles to establish a more positive, trusting, and supportive leadership style. By providing training on ethics and values, presidents can better meet teachers' expectations, enhancing their trust and respect for the president. This will contribute to improving teachers' evaluations of the president's ethical leadership, thereby increasing their job satisfaction.

2. **Regular Feedback and Communication Mechanisms:** Schools can establish regular feedback and communication mechanisms to maintain open and transparent communication between presidents and teachers. Through regular dialogues, feedback meetings, and surveys, presidents can better understand teachers' needs and concerns and adjust based on their feedback. This communication mechanism helps build trust and closer relationships, thus improving evaluations of the president's ethical leadership and teachers' job satisfaction.

3. **Career Development and Incentive Programs:** Schools can develop career development and incentive programs to meet the expectations of teachers at different years of teaching experience. These programs can include offering more professional development opportunities, rewarding teachers for excellent work, and providing specific salary and benefits incentives. By tailoring plans to the needs of teachers at different stages, schools can enhance teachers' job satisfaction while also strengthening the impact of ethical leadership.

These recommendations can help improve the relationship between university presidents' ethical leadership and teacher job satisfaction, thereby enhancing overall teacher job satisfaction and contributing to the improvement of the school's overall performance and educational quality.

The proposed framework for promoting ethical leadership and faculty job satisfaction for university presidents

1. The principle of framework

In designing a framework to promote ethical leadership among university presidents and teacher job satisfaction, the principle of the framework is to establish a culture of trust, communication, and support to meet teachers' expectations and enhance their job satisfaction. This framework is based on the following principles: First, the importance of ethical leadership, emphasizing that presidents need to practice ethical principles to set an example and build teachers' trust and respect. Second, effective communication and feedback mechanisms to ensure that presidents can understand teachers'

needs and concerns and make timely adjustments based on their feedback. Finally, personalized career development and incentive programs to meet the expectations of teachers at different years of teaching experience, offering professional development opportunities and rewards to increase their job satisfaction. This framework aims to create a supportive environment that fosters a positive relationship between

ethical leadership and teacher satisfaction, contributing to improving the overall performance of educational institutions.

2 General Objectives

1. Improve teachers' job satisfaction
2. Enhance the performance of educational institutions
3. Cultivate moral leadership

Area of concern	General goal	Strategy/activity	Person involved	Expected output	Time frame
Different cultural backgrounds, personal values and educational goals lead to differences in understanding of moral leadership leading to insufficient job satisfaction	Improve teachers' job satisfaction	Cross-cultural education and communication training.	All faculty and staff of educational institutions, including university presidents, teachers, administrators, etc	To enhance the understanding and respect among educators of different cultural backgrounds and personal values, strengthen the cohesion of the education community, and improve teachers' job satisfaction.	1 year
The opacity of resource constraints and allocation may lead to perceived inequity and reduce teacher satisfaction	Enhance the performance of educational institutions	Establish a transparent resource allocation and supervision mechanism.	Senior management, faculty, staff, and regulators of educational institutions.	Establish a transparent resource allocation and supervision mechanism to improve the fairness of resource allocation and enhance the performance of educational institutions.	18 Months
The rapidly changing educational environment requires principals to adopt innovation, but changing uncertainty and resistance to new practices may lead to teacher uneasiness and dissatisfaction	Develop moral leadership	Promote a culture of innovation and continuous learning.	Principal, school leadership team, teachers, trainers, and education experts.	Build a culture that encourages innovation, provide training and support, enhance the capacity of change of educational institutions, and reduce the uneasiness and dissatisfaction of teachers.	6 Months

References

- [1] Ai, X.Y. (2022). A case study of the leadership of rural school principals—Based on a survey of Y School in X County, Linfen City [Dissertation]. Shanxi: Shanxi Normal University.
- [2] Bao, D.M. (2008). How "Three Rites" education made a famous school—A case study of Principal Wu Xifu's "Three Rites" educational philosophy. *Chinese Education Journal*, (8), 17-21.
- [3] Chen, S., Rong, J., & Guo, S. (2023). Exploring the Mechanism of Principal's Instructional Leadership in Promoting Student Well-being at School. *Educational Research*, 44(2),
- [4] Cao, Y.R. (2021). Research on the relationship between principals' moral leadership and teachers' job satisfaction [Dissertation]. Qufu Normal University.
- [5] Chi, X.X. (2014). The improvement path of principals' moral leadership. *People's Education*, (10), 34-37.
- [6] Chi, X.X. (2015). The improvement path of principals' moral leadership. *Basic Education Forum (Abstract Edition)*, (1), 47-50.
- [7] Chen, A.S., & Qin, J.B. (2020). Review of research on principals' cultural leadership in China. *Journal of Jiangxi Science & Technology Normal University*, (5), 80-86.
- [8] Cheng, X., & Zhang, S. (2023). Enhancing Principal Leadership under the "Double Reduction" Background. *Hubei Social Sciences*(3), 149-154.
- [9] Feng, J., & Yu, F. (2023). Research on the Factors Influencing Junior High School Teachers' Job Satisfaction: A Two-Level Analysis Model Based on 16,554 Junior High School Teachers in S City. *School Principal*(3), 52-56.
- [10] Fu, D., & Zhou, B. (2021). Construction of principals' governance capacity: Background, elements, and paths. *Modern Basic Education Studies*, 41(1), 54-59.
- [11] Du, P. (2023). Enhancing Principal Leadership to Guide High-Quality School Development. *New Curriculum Teaching: Electronic Edition*(4), 155-156.
- [12] Fan, X., & Bai, X. (2023). Hotspots and Trends in Research on Principal-Teacher Exchange Rotation in China: A Visualization Analysis Based on Citespace. *Higher Education Forum*(1), 14-20.
- [13] Gallup Research(2017) [https://www.gallup.com/workplace/238085/state-american-workplace-report.aspx?](https://www.gallup.com/workplace/238085/state-american-workplace-report.aspx)
- [14] Giles, Sunnie(2016). The most important Leadership Competencies According to Leaders Around the World <https://hbr.org/2016/03/the-most-important-leadership-competencies>
- [15] Guo, X.J., & Zhang, L. (2015). Research on the leadership of primary and secondary school principals in Hainan Province from the perspective of moral leadership. *Educational Observation (Mid-month)*, (3), 8-10.
- [16] Hou, Z. (2023). Strategies for Enhancing Principal's Curriculum Leadership. *Sichuan Education*(1), 14-15.
- [17] Hu, Y.X. (2013). Reflections on the implementation of vocational ethics education in vocational schools in the urbanization process—A sociological perspective. *Vocational Education Forum*, (19), 75-77.
- [18] Huang, Y. (2020). The reasons for the lack of moral leadership among university presidents in China and strategies for improvement. *Teach and Educate (Higher Education Forum)*, (5), 6-8.
- [19] Jiang, L., Tan, S., & Long, Q. (2023). The Impact of Work Stress on Kindergarten Teachers' Life Satisfaction: The Mediating Role of Self-Efficacy and Perceived Social Support. *Early Childhood Education Research*(3), 87-90.
- [20] Jian, Z.D., & Huang, H.L. (2019). Principals' moral leadership: The pillar of modernization of internal school governance. *Fujian Education*, (47), 10-13.

- [21] Jiang, D. (2023). Analysis of the Curriculum Leadership of Primary and Secondary School Labor Education Teachers: Implications, Constituent Elements, and Generation Pathways. *Progress: Teaching and Research*(4), 16-18.
- [22] Jiang, L., Liu, Y., & Hu, X. (2023). Strategies for Young Teacher Development under the "Strong Teacher Program": Based on the "Famous Principal Workshops." *Western Quality Education*, 9(2), 4.
- [23] Ji, C., Mo, X., & Zhou, Y. (2023). Research on the Mechanism of the Impact of Teacher Occupational Burnout on Job Satisfaction: A Survey of Primary and Secondary School Teachers in Zhejiang Province. *Journal of Teacher Education*, 10(1), 7.
- [24] Kuligowski, Kiely(2023) How to be an Ethical Ledaer:Tips for Success [https://www. businessnewsdaily.com/5537-how-to-be-ethical-leader.html](https://www.businessnewsdaily.com/5537-how-to-be-ethical-leader.html)
- [25] Li, X., Chen, C., Li, Z., & Chen, T. (2023). The Impact of School Climate on Job Satisfaction of Junior High School Science Teachers: A Cross-Level Mediation and Moderation Model Based on TALIS Data. *Journal of Teacher Education Research*, 35(1), 9.
- [26] Liu, J., Gao, T., Wang, J., Xing, X., Han, J., & Qu, G., et al. (2023). The Impact of Lean Implementation on Hospital Employee Satisfaction Based on Literature Analysis. *Chinese Hospitals*, 27(1), 45-48.
- [27] Liu, A.S. (2018). How principals of top U.S. universities demonstrate moral leadership: The case of Vanderbilt University's dormitory renaming. *Higher Education Exploration*, (6), 50-54.
- [28] Liu, W.P. (2019). The hierarchical strategy for realizing principals' moral leadership. *Fujian Education*, (47), 16-18.
- [29] Liu, A.S. (2018). How principals of first-class American universities show moral leadership: The case of Vanderbilt University's dormitory renaming event. *Domestic Higher Education Teaching Research Trends*, 0(17), 6.