Ethical Leadership and its Relationship to the Organizational Climate from the Teachers' Point of View in Jerusalem

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Abstract:

This study aims at identifying ethical leadership and its relationship to the organizational climate from the teachers' point of view in the city of Jerusalem in Palestine. It also explores the impact of the behavior of individuals and groups leading to satisfaction and its reflection on the organizational climate in the field of achieving its goals. It is analytical and quantitative at the same time. It includes two tools related to moral leadership and organizational climate from the teachers' point of view in Jerusalem, with (12) items covering the objectives of the study. The sample consisted of (50) teachers chosen randomly. The sample was distributed through Google Form via WhatsApp. The study was conducted between June and September 2022 at Public and Private Primary Schools. The results of this study showed that there is a relationship between ethical leadership and organizational climate from the teachers' point of view in Jerusalem. It also clarified that the level of awareness of values, moral leadership, and the organizational climate of teachers in Jerusalem schools are linked to each other. It also showed that there is a positive impact of the level of leadership and its reflections on the successful organizational climate in the schools of the city of Jerusalem.

Keywords: Ethical leadership. Organizational climate, behaviors, awareness.

القيادة الأخلاقية وعلاقتها بالمناخ التنظيمي من وجهة نظر المعلمين في القدس

الملخص:

تهدف هذه الدراسة التعرف على القيادة الأخلاقية وعلاقتها بالمناخ التنظيمي من وجهة نظر المعلمين بمدينة القدس في فلسطين. كما أن هذه الدراسة تستكشف أثر سلوك الأفراد والجماعات بما يؤدي إلى تحقيق الرضا وانعكاسه على المناخ التنظيمي في تحقيق أهدافها. تعتبر هذه الدراسة تحليلية وكمية. وتتضمن هذه الدراسة أداتان تتعلقان بالقيادة الأخلاقية والمناخ التنظيمي من وجهة نظر المعلمين في القدس وتشمل (12) فقرة تغطي أهداف الدراسة. تكونت العينة من (50) معلماً اختيروا عشوائياً. تم توزيع العينة من خلال نموذج جوجل (Google) عبر الواتس أب (WhatsApp). وقد أجريت الدراسة بين شهري يونيو وسبتمبر 2022 في المدارس الابتدائية الحكومية والخاصة. أظهرت نتائج هذه الدراسة أن هناك علاقة بين القيادة الأخلاقية والمناخ التنظيمي من وجهة نظر المعلمين في القدس. كما أوضحت أن مستوى الوعي بالقيم والقيادة الأخلاقية والمناخ التنظيمي للمعلمين في مدارس القدس مرتبطة يبعضها البعض. كما بينت أن هناك تأثيرا ايجابيا لمستوى القيادة وانعكاساته على المناخ التنظيمي الناجح في مدارس مدينة القدس.

كلمات مفتاحية: القيادة الأخلاقية. المناخ التنظيمي والسلوكيات والوعي.

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Introduction:

Various organizations are considered a vital tool in human societies, and individuals are considered the driving and effective element in these organizations. The presence of individuals within these organizations produces certain patterns of human interactions that affect the effectiveness of these organizations (Bromlet 2020: 351-355). He added that ethical leadership is considered one of the features that a leader should respond to. Respect for principles and an unwavering confidence in the rights and dignity of everyone else inspire morality in teaching. Instead of cultures dominated by personalities or ideology, ethical leaders create school cultures guided by fair and expressed standards. Everyone who serves at an ethical school understands and owns a clear mission and vision, as well as a sense of related principles and values. Every activity is weighed against this objective and mission (Mansour & Manar 2015: 107).

Ethical leadership is intended to influence the behavior of school teachers and direct it towards achieving the desired aims efficiently and effectiveness through managers owning a set of values and climate. It appears through managers exercising their tasks technical and managerial which would create a compatibility between the personal values of the workers and the values of the organizational values. It achieves positive interaction between individuals and the organization. The set of values that were identified in the current study are the values of honesty, the values of leadership, the values of reward and support, and the values of excellence. The degree of management practice is determined by values with the degree of teachers' response for the study tool and value management (Suker 2018: 254-259).

The ideals and principles would indeed be broken if the activity was finished. It is rejected as invalid. These values and ideas, together with the organization's mission and goal, are evident throughout all facets of the organization. The performance management process genuinely assesses the career and growth of the personnel (Chiang & Birtch, 2011). Ethical leaders should pick the circumstances that call for personal morality or check their morals at the gate whenever it is practical. The foundation upon which these education systems are built and run on a regular basis is moral behavior. Moral leadership is more crucial than ever. These five principles—justice, community, honesty, justice, and respect—form the foundation of such moral leadership. These five guiding concepts are seen to be crucial for reestablishing school culture (Douglas 2010: 45-46).

The term 'organizational loyalty' means that the teacher loves his school in which he works and conforms to achieve its aims and values. He is faithful to its reputation and is ready to sacrifice for it. He desires to continue working faithful for its success. As a result, the teacher tries hard to prove his loyalty through working hard for the sake of performing its values and duties. When head teachers are untrustworthy, a culture of suspicion quickly develops. This, in turn, creates a decline of faith, not only in the leadership, but also in the entire institution (Bromley, 2020: 351-355). It represents an effective leadership and inspires the head teachers to do all their best in order to make the educational process successful. Even though they have to have unpleasant talks or make unpopular judgments, ethical leaders always seem to be honest and open. They explain their thinking and logic for their conclusions, as well as the supporting facts. Furthermore, they provide colleagues with a chance to respond and therefore do not suppress criticism. If the leaders are unfair, a pervasive feeling of injustice prevails. Ethical leaders strive for equality and make absolutely sure that all decisions are made in a fair manner. They don't provide special treatment to certain of their coworkers unless it's an emergency (Day et al. 2001:39-56).

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Leaders in schools that don't value their staff members are less likely to earn others' esteem. Reputation, like power, is earned by behavior rather than being assured by a work function. All people deserve respect, according to ethical leaders. The individuals who make up the greater school community should listen carefully to what others have to say. They must value everyone's efforts and work hard to instill a sense of worth in their coworkers. In authoritarian companies where a senior leader's choice is uncontested and final, ethical leaders seldom take the helm. Schools shouldn't be dictatorships even when they are not democrac. Long-term prosperity necessitates collaboration and teamwork. If management fails to create a sense of community, employees seldom feel more connected.
 (Doon 1994).

Some leaders don't develop a sense of ownership over the school's mission and vision as a result. In other terms, they do not seem obligated to help in the idea's execution. A sense of meaning in one's life is fostered by the feeling that each member of the team is a part of something bigger than oneself and has a significant role to play in the achievement of society. Last but not least, moral leaders see it as their duty to build a school that will continue to thrive when they are gone. They therefore put in place long-term frameworks, institutions, guidelines, and procedures independent of the personality cult. A leader will quickly lose the trust and respect of those around them if they don't truly act with dignity and honesty.
(Reilly 2006). It is impossible to exaggerate the value of trust. Leaders that uphold moral principles do so with a strong sense of appropriateness. They always conduct passionately and in a role-model manner. Such cultures are facilitated by ethical head teachers who care about the wellbeing of their staff members and who effectively delegate. Additionally, they support their staff members' academic growth and promote a spirit of camaraderie or group independence. The staff accepts any impending change because they are involved in its activities as partners (Al-Tuwaijri2013: 43-45). In the present world, some firms employ eminent leaders in order to employ present leadership styles and stay up with the quick developments in management techniques due to worldwide developments. Additionally, it appreciates everyone's viewpoints and aims to increase their engagement as well as give them greater self-assurance and respect for their boys (Chiang and Birtch, 2011). Due to this, there will be an increase in production and patronage of this organization.

A leader's technique of administration has a direct impact on how successfully an organization achieves its goals and conveys its message. It depends on the strategies that the leader employs when working. There are different attributes that the leader's mentality must possess. These characteristics ought to improve the output of the firm (Al-Shammari 2012: 34). Most of Jerusalem school teachers are requested to share this research in accordance with the scale's contents. They have sufficient experience to respond to any questions pertaining to ethical leadership as well as its tenets.

Study Statement

The purpose of the ethical leadership at schools is generally reflected in every aspect of the school. The school management actually evaluates the employees' career and their development. Ethical leaders can select and choose certain situations and moral judgments or check their values at the gate whenever it becomes convenient. A moral behavior is the bedrock upon which these educational organizations are constructed and operate on a daily basis. Thus, leadership is considered so important than ever. The theme of organizational clime needs to be studied carefully because it reflects the nature of the actual environment in Jerusalem city. There is an urgent need to conduct more studies concerning ethical leadership that is based on five principles: justice, community, integrity, justice, and respect. These five principles are considered so important so as to rebuild the school communities. In additions, the studies that were conducted about this topic are

few according to the researcher's point of view. So, this study can reinforce the previous studies and enhance the content of this study.

Study Significance

The significance of this study comes from the need of conducting these important topics. Studying the level of ethical leadership and the awareness of values. The organizational climate of teachers in the schools of Jerusalem is so essential in the society. The process of investigating whether there is an effect of the level of value perceptions on the mark among the practice of leadership requires some efforts in the field of ethical leadership at schools so as to have a clear idea about the relationship between the leadership of schools and its teachers. This study used ethical and organizational climate in order to build a proposed model for this relationship. The study aims at expressing the teachers' organizational climate related to their school facilities, the importance of their leadership, and their leadership relations.

Study Objectives

The study aims at identifying the level of awareness of values, moral leadership, and organizational climate of teachers in the schools of Jerusalem. This study also aims at investigating whether there is an effect of the level of value perceptions on the mark among the practice of leadership. This study used ethical leadership and organizational climate in order to build a proposed model for this relationship. The study aims at expressing the teachers' organizational climate related to their school facilities, the importance of their leadership, and their leadership relations. Other aims have to clarify the school's climate, the teachers' climate, and the duty to their school vision. Finally, this study investigates the impact of an ethical leadership on educational organizations.

Study Questions

The study tries to answer the following questions:

1. What is the relationship between the ethical leadership and the organizational climate from the teachers' point of view in Jerusalem?

2. What is the relationship of the moral values prevailing in the school to the organizational climate?

Study Hypotheses

1.There are important values and ethics that govern the work of the primary schools from the teachers' point of view in Jerusalem.

2. There is a relationship of the moral values prevailing in the school to the organizational climate in Alquds city.

Definition of Terms

Ethical Leadership: It plays a big role in every institution. The leader actually represents the backbone of any institution, as he bears the responsibility to achieve the objectives related to the institution with the highest degree of efficiency and effectiveness. His impact often appears on the employees' behavior and performance. His leadership also affects on the level of their morale and job satisfaction (Mesut 2010).

Organizational climate: The organizational climate expresses the characteristics that distinguish one organization from another, as the individuals working within it perceive them, which makes these characteristics an influence in the formation of their attitudes and patterns of functional behavior. The organizational climate includes the methods, tools, standards, and elements that interact with each other and form the personality of the organization in all its aspects (Asif 2011: 14).

Moral Values: They guide a person to act on what is right and good for everyone. While ethics is the willingness to do the right thing (Schwartz 2005).

Limitations of the study

This study conducted between June to September 2022. The total samples of this study were consisting of 50 primary schools teachers in Jerusalem city - Palestine.

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Theoretical Framework

Most organizations and institutions of all kinds and fields of work compete to achieve excellence, based on their competitive capabilities. An institution represents the backbone of its competitive capabilities because of their distinctive role in achieving its goals. Organizations' management and leadership methods vary in directing the organization's resources and investing its capabilities and capabilities. This diversity, however, is the majority of management methods that revolve around working individuals by enhancing their role in improving their performance to perform the required role to the fullest, maintain, and develop that role. Lee and Mitchell (1994: 51-89) argued that the organizational climate and other institutions strive for their employees to be closely linked to their workplaces. They are ready to do everything they have in order to make it successful and raise it to high levels of performance. Along with its illusive and intrusive character, defining and understanding values is regarded a difficult and puzzling endeavor. Values have penetrated the collective awareness. Along with its illusive and intrusive character, defining and understanding values are regarded as a difficult and puzzling endeavor. According to Richmon (2003: 45), the principles are and how they're being examined and remained a contentious subject. Many academic researchers have configured from various angles in answer to the issue of what they are. There is a clear tendency in the ethical leadership material to use the words ethics or morality as a shady term for principles topics. In the unique social and cultural setting of Pakistan, this research focuses on the perceptions and level of awareness of instructors' personal values, as well as their impact on their pupils' valuing processes. This research used a thoroughly organized, self-reflection approach with six instructors from three distinct school locations under the qualitative approach. Virtues, role-modeling, compassion and empathy, country, and professional proficiency were among the values defined by the study participants. Biag and Shah (2013: 1-13) denoted that almost majority of the respondents said morals and ethics were the most important instructors among these principles. In contrast to their less experienced peers, the more educated instructors in this research were more disposed to analyze the bigger national, socioeconomic, and developmental picture. Professional newcomers, on the whole, were more concerned with wrestling with the technical and professional requirements of their trade. The logical value sort of consequences prevail in valuation procedures and trans-rational rules, according to this text; semi and rational conventional values are used in certain contexts. Through interactions with students, employees, families, and the broader community, the teacher-leader is deeply immersed in the life of the school. The values displayed by students, classmates, teachers, relatives, and the larger community have a tremendous impact on the operations and effectiveness of the teachers in the unique environment of the school in this relationship with many stakeholders.

The organizational climate includes a description of the internal work environment in all its dimensions and its social elements. Accordingly, it includes the nature of authority, leadership patterns, and administrative communication. It also includes the social environment represented by culture, values, and behavioral norms. The concept of organizational climate is rooted in the school of human relations and the behavioral school in management, which emphasized the impact of the social climate prevailing in the organization on the productivity of workers (Robbins and Coulter 2007: 50). It is the responsibility of the educational institution to reconsider the prevailing organizational climate and to create an atmosphere of harmony and human relations that would make the institution concerned with the feelings of the workers. The organizational climate can make them aware of the importance of the performance they perform in the institution. Then, the organizational climate is considered a social system with a relative stability in order to achieve educational goals (Imam 2009: 49). As a result of this broad range of connection with a range of stakeholders, a number of important issues and conflicts between individuals and groups await the instructors' attention. The personal beliefs of these instructors may occasionally clash with the

expected standards, and even with the personal beliefs of groups and individuals of stakeholders inside the school.

Literature Review

Suker (2018) conducted a study concerning leadership with values and their relationship to organizational climate. The aim of the study was to evaluate the degree toward which East Gaza Educational District administrators practice managing by values, as well as the concept of management loyalty among instructors in all these schools. The study investigates if there really is a link between the dimension of leadership loyalty and the degree of leadership by values practices. In organizational loyalty, the level makes towards the values that generate workers in the professional organization of the method value management. It also looked into whether the level of values implemented management has an effect on the link between organizational climate and the degree of principles practiced leadership. The descriptive method was employed to accomplish this. The study tools (two scales) were distributed to a sample of 266 teachers. A total of (265) teachers were given the study materials. According to the findings, there is a link between the level of administration by values implementation and the amount of both applied values and work loyalty. The study determined the level of beliefs as a mediating step has a noticeable influence on the link between the level of leadership by values practice and organizational loyalty.

Mansour, (2015) conducted a study concerning the degree of the school principal's practice of ethical leadership and its impact on the organizational climate from the point of view of primary school teachers in Taif Governorate. The aim of the study is to determine the relationship between the moral values prevailing among primary school principals and their relationship to the organizational climate, and the degree to which principals practice moral leadership in primary schools in Taif Governorate. At the primary stage in Taif Governorate, and using appropriate statistical methods. The researchers follow the descriptive method and designed a questionnaire of 41 questions. The study sample consists of 418 teachers chosen randomly. The study achieved several results: The most important of them are: A set of values have been reached that should govern the work in the primary school, including wisdom, justice, and tolerance. Each of them was measured according to a number of indicators. The degree of practice of primary school principals of moral values from the teachers' point of view was high for all values, and a relationship was found between the sovereignty of moral leadership for principal. The effectiveness of the organizational climate was also found in it. The study recommended that there is a need to pay attention to preparing training programs for leaders to train on practicing ethical leadership and supporting management ethics.

Darwish's (2012) study aimed at determining the patterns of organizational climate prevailing among the principals of education schools in Jerash Governorate- Jordan and their relationship to the morale of teachers. The sample of this study consisted of (674) male and female teachers, and it achieved several results. The most important one is that the prevailing organizational climate patterns among school principals from the point of view of the teachers of the schools of the Directorate of Education in Jerash Jordanian Governorate came to a high degree. So that, the level of morale among teachers was high, and a positive relationship was found. The positive patterns between organizational climate and areas of morale are also existed. The study tool is a measurement of twenty items that have to do with same topic. The results of the study also showed that there were no statistically significant differences in the patterns of organizational climate due to the gender variable. They also indicated that there were differences in the patterns of organizational climate in the pattern of relationships and communications due to the gender variable and in favor of females. There were statistically significant differences in the patterns of organizational climate on the two patterns of administrative leadership and decision-making due to the variable years of service and in favor of those with short experience (1-5) years. The results also showed that there were no statistically significant differences in the patterns of the organizational climate and in all

fields attributed to the variable of educational qualification. The study also indicated that there were statistically significant differences in the level of morale in the areas of professional standing. The relationship with students and on the total field of morale due to the variable of gender and the differences were in favor of female.

Hamidi, Mohammed (2008) wrote a study about the nature of the prevalent organizational climate in preparatory schools in the Kingdom of Bahrain. It aimed to identify the nature of the relationship between the organizational climate prevailing in preparatory schools in the Kingdom of Bahrain and the level of job satisfaction for male and female teachers at this stage. The sample of this study consisted of (450) male and female teachers.

The study tool consists of (21) items related to the patterns of organizational climate due to the gender variable. The study achieved several results: The male and female middle school teachers' satisfaction with the dimensions of the organizational climate was moderate. The organizational climate affects the job satisfaction of teachers more than that of female teachers in middle schools in the Kingdom of Bahrain. The highest levels of job satisfaction were from the physical environment, followed by the dimensions of human relations and the satisfaction of needs, Then, it came after that satisfaction with the administrative practices within schools. The job satisfaction of the middle school teacher in The Kingdom of Bahrain is linked to several organizational factors: The most important one is the extent to which the available capabilities are employed in the educational process, attention to school buildings, the availability of security, the safety factors, and the density of students in classrooms. There is a correlation between the organizational climate and the level of job satisfaction among middle school teachers in the Kingdom of Bahrain. There is also satisfaction of social needs. The nature of the relationship between the teacher and his colleagues is so clear. The nature of the relationship between him and his students is activated. The administrative practices are applied between the school administration's confidence and the amount of teaching loads there.

According to the previous studies, there is a similar relationship between the dimension of leadership loyalty and the level of leadership by values practices. This is consistent with Suker's (2018) study and Darwish's (2012) study. Actually, Hamidi's (2008) study is about the nature of the prevalent organizational climate in preparatory schools. It concentrated on the nature of the relationship between the organizational climate prevailing in preparatory schools and the level of job satisfaction for male and female teachers at this stage. Here, the aim of Hamid's study is nearly different than Darwish's (2012) and Suker's (2018) studies.

Methodology:

The Study Design: This study is analytical and quantitative. It describes the ethical leadership and its relationship to the organizational climate from the teachers' point of view in Jerusalem. **The population** of this study includes all the teachers who teach at governmental and private schools in Palestine particularly in Jerusalem city. **The sample** consists of (50) teachers who were chosen randomly. There are two tools that are applied on this study. They relate to the ethical leadership and the organizational climate. The two instrument tools consist of (12) items that cover the aims of this study. According to (Liker's) scale, the answers of these items are strongly agree, agree, neutral, disagree, and strongly disagree. The procedures were applied as follows: The two measurements are judged by a jury of experts who have the same major. They are mostly experienced teachers who are currently teach at schools in Jerusalem in Palestine. After judgment, the scales are distributed to the fifty teachers who currently work at different schools of Jerusalem. The researcher asked them to read the items and answer them carefully. Then, their responses were collected and discussed accurately. Their answers were statistically analyzed by using SPSS program. Frequency Test, The Mean, and the Standard Deviation Test were used in order to elicit the research questions.

Validity and Reliability

In order to measure the validity and reliability of the study tools, a group of twenty teachers who currently work at Public and Private Primary Schools of Jerusalem were chosen so as to answer the items of the two scales. Their answers were discussed and analyzed carefully. Their responses have nearly had the same content. According to the stability of the questionnaire for each dimension and for each axis by the (Alpha Cronbach) method, it ranged (0.69 - 0.81) for the dimensions of the ethical values axis for the school principal, and it reached (0.83) for the full axis. It ranged (0.71 - 0.84) for the organizational climate axis, and it reached (0.89) for the entire axis, which indicates that the questionnaire has high stability coefficients. Thus, the validity and reliability of the two tools were suitable to be applied on the study.

Study Results

The first research question is: What is the relationship between the ethical leadership and the organizational climate from the teachers' point of view in Jerusalem? To answer this question, it is necessary to have a look at the following table (1).

Table (1): Frequency Test, The Mean, and the Standard Deviation Test

No.	Items:	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1.	**The sample**	50	50	50	50	50	50
2.	**Frequency 5**	66.7%	60.0%	30.0%	46.7%	43.3%	56.7%
3.	**4**	14.8%	24.7%	40.0%	30.0%	26.7%	30.0%
4.	**3**	10.5%	8.7%	23.3%	16.7%	23.3%	6.7%
5.	**2**	4.5%	3.1%	3.1%	2.3%	3.1%	3.3%
6.	**1**	3.5%	3.5%	3.5%	4.3%	3.6%	3.3%
7.	**Total**	100%	100%	100%	100%	100%	100%
	Mean	4.1000	4.3667	3.9000	4.1333	4.0333	4.3333
8.	**Standard Deviation**	1.06188	0.99943	0.99481	1.04166	1.06620	0.99424

Note: Strongly agree = 5,   Agree = 4,   Neutral = 3,   Disagree = 2,   Strongly disagree = 1.

Table (1) indicated that the average Mean of the first six items (**See appendix 1 at the end of this research**) is (4.1200) with a Standard Deviation (1.026). This Mean is considered high according to Pearson's analysis. The coefficient value has a strong correlation. Concerning item one, the percent of (81.5%) of the participants strongly agreed and agreed that the ethical leadership and its relationship to the organizational climate in Jerusalem depend on cooperation and democratic styles. A percent of (10.5%) of the participants did not know if the ethical leadership and its relationship to the organizational climate depend on democratic styles and cooperation or not. The Mean of item two is (4.3667) with a Standard Deviation (0.09998). The percentage of (86.6%) of

the participants strongly agreed and agreed that an ethical leadership affects on educational organizations positively. The Mean of item three is (3.9000) with a Standard Deviation (0.99481). The average percent of items: (3, 4, 5,) and 6 is (78.5%). This percent is considered high. It means that values and loyalty are so important in teaching and learning process at schools. Teaching professionally and faithfully serve the society and achieve its aims. The organizational climate plays a big role in making the organization successful. Besides, cooperation with other teachers helps the school to be successful. The average Mean of the items: (3, 4, 5,) and 6 is 4. 0234 with a Standard Deviation 1.0323. A percent of more than 80% of the respondents agreed that cooperation, justice, good treatment, and respect between the ethical leader and his employees are essential for a successful work.

The answer of the second research question: What is the relationship of the moral values prevailing in the school to the organizational climate? To answer this question, it is essential to investigate the participants' responses to the items in the following table (2).

Table (2): Frequency Test, The Mean, and the Standard Deviation Test

		Item 7	Item 8	Item 9	Item 10	Item 11	Item 12
	The sample	50	50	50	50	50	50
	Frequency 5	31.0%	56.7%	59.0%	30.0%	46.7%	56.7%
	4	42.3%	16.7%	27.7%	40.0%	30.0%	26.7%
	3	20.0%	20.0%	6,7%	23.4%	16.7%	10.0%
	2	2.4%	3.1%	4.3%	3.3%	4.3%	3.1%
	1	4.3%	3.5%	2,3%	3.3%	2.3%	3.5%
	The Mean	3.9333	4.1000	4.3667	3.9000	4.1333	4.1000
	Standard Deviation	0.98027	1.06188	0..99943	0..99481	1.0416	1.06188

Note: Strongly agree = 5,   Agree = 4,   Neutral = 3,   Disagree = 2,   Strongly disagree = 1.

Table (2) denoted that the average Mean of items (7 to 11) (**See appendix 1 at the end of this research**) is (4.1300) with standard deviation (0.98688). This Mean is considered high. Regarding item seven, the percent of (73.3%) of the respondents strongly agreed and agreed that cooperation and making decisions between the ethical leader and his employees create a good organizational climate for achieving success.

The Mean of item seven is (3.9333) with a Standard Deviation (0.98027). In addition, the average percent of items (8 to 11) is (73.4%) . This percentage is considered high. This means that most of the participants assured that the school's situation, the teachers' position, and the organizational climate of their institution vision surely contribute in achieving the required steps for a successful organization. Most of the participants also agreed that an ethical leader has a strong relationship with the organizational situational at school. Besides, the principles of justice, community, integrity, and respect are considered so important so as to rebuild the organizational climate in Jerusalem. In additions, most of the respondents strongly agree that the moral leadership and the teachers' organizational climate in the schools of Jerusalem represent the degree of awareness of values. The

average Mean of the above mentioned items is (4.1333) with an average of Standard Deviation 1.01240. Regarding item twelve, the Mean of this item is (4.1000) with a Standard Deviation (1.06188). It indicated that the organizational climate in their school is interactive. There is a cooperation between the leader and all the employees in the field of decision-making and respect.

Discussion:

The above-mentioned results showed that most of the participants assured that the role of the leader is really important in the field of keeping his organization in safe and order. The position of a leader is like the captain of a ship. If he could not control his ship, it would be broken. Building the organization requires keeping the principles of justice, respect, community, and integrity. The organizational climate in schools is important for the sake of a successful performance because it represents a set of environmental characteristics of work which lead to a high degree of stability and stability. It also affects the individuals' behaviors and groups in a way that results achieving satisfaction and its reflection on the organization in the field of achieving its aims. As a result, an ethical leadership and its relationship to the organizational climate from the teachers' point of view in Jerusalem are actually so important for the successful organization and its work.

Future Studies

This study recommends the other researchers to conduct more researches concerning the role of the ethical leadership and its relationship to the organizational climate in other Palestinian cities.

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