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Perceived Integrity in Leadership, Job Satisfaction, and Work Engagement in Retaining Primary School Teachers in Their Profession: A Concept Paper

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ABSTRACT

Departed of the primary school teachers from their profession via the early retirement became a trend in these recent years in the education setting in our country. Despite that several proactive approaches to reduce the desire for early retirement has been taken according to the earlier studies, however the approach of headmaster's integrity in leadership that may reduce the desire of early retirement on teacher is still remain unclear. The leadership, integrity, ethics, and values of the headmaster at school come with numerous benefits not only to himself but also to teachers, students, stakeholders, and the school organization. School teachers who are engaged in their work are those who feel energetic, dedicated, and absorbed by their work. These engaged school teachers work hard (vigor), are involved (dedicated), feel happily engrossed (absorbed) in their work, and will remain in their job consistently. Furthermore, a headmaster who able to encourage job satisfaction on teachers will promote advances and consistently advantageous changes in the school. This concept paper is to outline the mediating effect that job satisfaction contributes in the relationship between perceived integrity in leadership and work engagement among primary school teachers in our nation, as well as to reveal a significant relationship between perceived integrity in leadership, work engagement, and job satisfaction among primary school teachers. Researcher asserted that the headmaster's integrity in leadership may reduce the desire of early retirement (by increasing work engagement) on primary school teachers.

1. Introduction

Leadership affects organization performance. Effective leadership is essential if organization needs to achieve the wide-ranging objectives set for school by the stakeholders. In order to achieve these objectives, effective leader needs to act according to and promote the professional norms of integrity, fairness, transparency, trust,

collaboration, perseverance, learning, and continuous improvement (National Policy Board of Educational Administration, 2015).

While work engagement is viewed as a combination of willingness to work (dedication, involvement, commitment, conscience) and the capability to work (energy, strength, and stamina) that can impact upon job productivity (Jackson, 2014). Engaged employees report fewer errors, are less likely to be involved in work-related injuries and accidents, exhibit more innovative work behaviour, and, when compared to their less engaged employees, engaged employees receive higher ratings from supervisors for effectiveness and job performance (Mahon et al., 2014).

Additionally, in the modern management world, employee's satisfaction is considered as one of an organization's primary motivators in creating quality, customer satisfaction, and productivity. It be believed that employees who possess a high level of satisfaction will have strong motivation, good morals, and will be effective and efficient in their work performance (Brunetto et al., 2000). Essentially, individuals' personal traits, the work environment, the organization they work for, and their interactions with employees can all have an impact on their level of job satisfaction (Anisa & Herman, 2020).

In the context of school, the importance of teacher work engagement suggests that headmasters should pay attention to this construct and that headmasters should consider their work and how their interactions with teachers can affect teacher work engagement. Hence, it is deemed crucial for the headmasters to assure high levels of work engagement possessed among the teachers in order to increase the productivity as well as the attainment of organizational goals (Sokolov, 2017).

Researches show that aside from teachers, headmaster is the most influential school-based factor in promoting school performance and student achievement. It is accurately believed that an effective headmaster is the key to a successful school, given the many roles and responsibilities that a headmaster fills at school. Headmaster is also as a public figure whose professional and personal behavior that should always uphold stakeholders' confidence in his leadership (Hanover Research, 2019).

Although they are arguably the most significant group of professionals, teachers are also highly inspirational since they work in the social environment of schools and focus on the growth of their students. However, due to the massive departure of teachers from the teaching profession, there is currently a major teacher shortage in the greatest economies in the world nowadays. These nations include Canada, New Zealand, Germany, Sweden, the United States, and the United Kingdom (Xaba, 2003). In Malaysian, a similar situation also exists in the educational setting in schools.

According to statistics from the Malaysian Department of Education, primary school teacher enrolment has decreased, indicating a downward trend from 230,631 teachers in 2017 to 225,762 teachers in 2021 (Li & Zhao, 2022). In their study using the Gray Prediction Model, Li and Zhao (2022) also stated that in the years 2022 to 2024, Malaysia's teacher population will continue to decline and the teacher-student ratio in schools will keep rising.

Correspondingly, the number of teachers in Malaysia also has decreased since 2017 as a result of the tendency towards early retirement among teachers. According to media sources, Malaysian teachers have been notably retiring early since 2017, with an expectation that over 10,000 teachers have made this decision annually over the past few years (Alzahari et al., 2022).

Undeniably, the early retirement trend among school teachers has had some detrimental effects on Malaysian schooling. Above all, the early retirement tendency has resulted in an acute shortage of experienced teachers, which could lead to increased class sizes, overworked on current remained teachers, and a reduction in individual's attention time spent with students. Second, the loss of specialized knowledge in various subjects and teaching methods could result from experienced teachers' early retirement. This might hinder students' exposure to different perspectives, ideas, and teaching methods (Li & Zhao, 2022).

Third, the Malaysian government may need to allocate additional budget on recruiting and training new teachers to fulfil the teacher's vacancies in school, as more teachers choose to retire early. This may result in an additional financial burden that could potentially strain on the education budget and have a consequence upon the way resources are allocated for other crucial areas of education, such as the infrastructure and learning materials for Ministry of Education (Li & Zhao, 2022).

It is critical to emphasize the value of experienced teachers. Drawing on their extensive experience, experienced teachers can serve as valuable mentors and resources for novice teachers. The loss of experienced teachers may harm the quality and credibility of education in particular (Mustapha et al., 2023). From the standpoint of researchers, the higher the level of work engagement of a teacher, the lesser the possibility for the teacher to quit the profession.

Several approaches to reduce the desire for early retirement of teachers have been adopted before according to past studies. Nonetheless, to what extent integrity in leadership of a headmaster can reduce the desire for early retirement among teachers still has not been investigated much. Teachers who are actively engaged in their work are less likely to consider leaving the job (Bakker et al., 2023). Researchers presumed that integrity in leadership can reduce the desire early retirement among teachers by increasing their work engagement (Rusyandi, 2015). For that reason, this concept paper aims to outline the impact of perceived integrity in leadership (IV) on work engagement (DV), with job satisfaction (MV) acting as a mediator in a midst of primary school teachers.

2. Literature Review

2.1. Past Studies

2.1.1. Perceived Integrity in Leadership

Perceived integrity in leadership referred to employees' perception of the moral behavioral demonstrated by their leader. Perception of leader integrity elicited a judgment that the leader is seen as a moral person (Sigma, 2018). Moorman et al. (2012) stated that perceived integrity in leadership is a multidimensional construct that capturing both perceptions that the leader holds moral values and professes and enacts those values with an exceedingly high degree of consistency.

A leader's persistent integrity is crucial to his capacity to fulfil his duties and responsibilities. A leader with a high degree of integrity usually demonstrates moral behaviors in his duties and responsibilities, such as being truthful, reliable, and disciplined. In contrary, a leader with low integrity frequently shows unethical behaviors, for instance dishonesty, greed, corruption, and violating the law or regulations while carrying out his duties and responsibilities (Suryadi et al., 2016)

Thereupon, high level of integrity in leadership on leader can builds trust relationship between himself and his employees, in turn improving job satisfaction, commitment, and engagement to employees' work, which subsequently improve the organization performance. Therefore, it is a leader's responsibility to build trust in employees (that will foster the job satisfaction) and communicated the integrity from the top to the bottom (Tasoulis et al., 2019).

Consequently, employee can significantly impact the assessment of leader's integrity in various ways. By knowing leader's values and what is expected of leader, by showing leader's values, and by leading through leader's values, a leader can espouse and enacts integrity that will lead to greater organizational effectiveness and build lasting trust (Christie & Fellow, 2014).

Hence, despite it's true that some researchers viewed integrity as simply an element of whole ethical behaviors, but it's also equally true that a leader coupled with integrity is present, visible, devoted, and has an intense relationship with his employees. Additionally, a leader's consistency has the capability to influence an employee's well-being,

satisfaction, engagement, and productivity, among additional qualities. Such consistency, which is an essential element of ethical leadership and may have a direct effect on the effectiveness of the leadership, depends on the integrity of that leader as a person (Hemberg & Salmela, 2021).

2.1.2. Work engagement

Carmona-Halty et al. (2019) stated that work engagement is a psychological work-based state that bring passion, immersion, energy and commitment towards work. Because work engagement is found to be more promising when it comes to employee behaviors and outcomes, Kuok and Taormina (2017) advocated that employees who are engaged perform better that those who are just motivated with the work. In addition, Kuok and Taormina (2017) also stated that despite that there may presence of other positive behaviors on employees in the world of work, however employees who are not engaged will not perform or produce results compatible the one who are engaged.

In line with Kuok and Taormina (2017), Wood et al. (2020) also uttered that work engagement had three dimensions, which were: 1) talking about positive things of the organization; 2) having strong willingness to be the member of that organization; and 3) the willingness to give efforts and show strong behavior to be able to contribute. Furthermore, in the area of human resource management, organizational commitment and work engagement are the two important factors in keeping potential and high-performance employees (Manalo et al., 2020).

Besides employees' engagement in their work may present the organization with advantages, empirical evidence also indicated that engagement employees are typically highly productive, satisfied with their careers, and contribute to the quality of management practices within the organization (Khawaja & Soomro, 2021). Therefore, it is imperative for leaders to comprehend the factors that contribute to employee engagement in the workplace, given the significant contributions they make to the organization's success. Ugwu et al. (2013) on the same token also discovered a correlation between employee work engagement and numerous advantageous job outcomes, including job satisfaction, performance, acting coping style, and creativity.

In that instance, leader must comprehend how and what motivates employees to devote themselves to their profession, expend energy on it, feel energized, forge a connection between their responsibilities and themselves, or become drawn to it (Demerouti et al., 2014). Employee' high engagement on work can revealed via different easily observable bodily and verbal expression that convey their immersion in work activities and their enthusiasm, such as open and alert posture, spontaneous smile and eye-contact, and positive attitude (Sauter et al., 2014). If leader able to influence the employee's work engagement effectively, it will bring a lot of advantages not only to the organization, but also to the employees' themselves in the aspect of healthy working attitude and mindset.

2.1.3. Job satisfaction

Job satisfaction is the degree of positive affect that an employee feels towards the organization. It may be a general satisfaction with the job or with specific dimensions of the job or workplace. Work itself, supervision, relationships with coworkers, prospects for advancement, financial benefits, the social environment, and workload are some of the many factors that contribute to job satisfaction.

While job satisfaction can also be understanding as the output of a positive emotional state of an employee (Dzuiba et al., 2020). When against one's services for the organization, the amount to which personnel perceives comfortable with his intrinsic and extrinsic rewards is job satisfaction (Statt, 2004). Tsai (2011) also stated that employee's job satisfaction is also increased by dynamic leadership behavior.

In essence, the level of job satisfaction that individual's experiences can be influenced by their personal characteristics, the work environment, the organization they work for, and their interactions with their coworkers (Anisa & Herman, 2020). Smith and Shields (2013) asserted that job satisfaction can be influenced by an employee's positive experience with their supervisor, in addition to the adequacy of their salary. Milanović et al. (2021) also substantiated the notion that an employee's job satisfaction is significantly influenced by their relationship with their

supervisor. In short, work satisfaction can be understood as the attitude of a person derived from the work environment (Bedarkar & Pandita, 2014).

In additional, satisfied employees will engage in tasks which extend beyond their formal job descriptions, such as assisting their colleagues and the organization in achieving the goals, when job satisfaction increases within the organization. Conversely, an organization may experience low job satisfaction as a result of factors such as excessive workload, unpleasant working conditions, uncertain job prospects, and other elements that negatively impact organizational performance (Wagner et al., 2015).

Hence, the primary determinant of an employee's performance, efficacy, and value to the organization is his job satisfaction. For instance, the behavior of leader as a supervisor is the most crucial of job satisfaction among employees. A productive workplace environment can be generated by addressing the factors that influence employee job satisfaction and then designing interventions that can be implemented by leader to include and enhance those factors (Munyewende et al., 2014).

2.2. Behavioral Integrity Theory and Two Factor Theory

The behavioral integrity theory and the two-factor theory form the foundation of this study. To begin with, the behavioral integrity theory, drawn from the social cognition and trust literature, explains how employees form perceptions of their leader's word-deed alignment and how these perceptions have consequences for employees.

As a result, in its conceptual model, leader behavioral integrity enhances employees' trust in leadership, which then positively impacts their attitudes, behaviors, and performance. The theory that a leader's behavioral integrity positively influences employee performance through trust and clear communication received significant support from subsequent empirical work (Palanski & Yamamarino, 2009).

Similarly, the emotions and behaviors of employees in the organization are primarily affected by the interactions they have with their leaders, as they frequently participate in daily affairs with the leader. Consequently, employees are able to intuitively perceive the words and actions of their leaders, which are indicative of leaders' leadership qualities. Employees' affective dedication, job satisfaction, emotional attachment to the organization, intent to stay on, and belief in administrative can be affected by the behavioral integrity of a leader. Consequently, the behavioral integrity of a leader will have a significant impact on the leadership exertion in the workplace and will have an extensive range of consequences for employees, teams, and organizations (Li et al., 2021).

Also, as the organization's representative, the leader's leadership behavior can directly impact employees' emotional commitment to the organization. The leader's concern, assistance, and empathy reflect the esteem, support, and insight of the employees. When guided by the concept of reciprocity, it is easier to inspire employees' appreciation and return, improve their emotional return to leaders and organizations, and increase their initiative at work (Li et al., 2021).

Thus, previous studies showed that a leader's behavioral integrity increases employees' in-role performance because it fosters employees' trust in their leader, which, in turn, energizes their in-role performance. Specifically, trust in leadership serves as a means to increase the predictability and reliability of leadership behaviors. According to a meta-analysis, employees' trust in leadership largely mediates the positive effects of a leader's behavioral integrity on in-role performance. Employees who perceive their leader as having high integrity also report clearer communication and a better understanding of their leaders' expectations (Choi et al., 2020).

On the other hand, employees who perceive their leader as untrustworthy will avoid from engaging with the leader, refrain from sharing their ideas, and become vulnerable to the leader who violate their trust. This is due to the fact that the employees' beliefs are disrupted by the discrepancy between the leader's words and actions, and they start to think that the leader may not genuinely concerned about them. To this end, the discernment of mistrust is regarded as a threat to the functioning of individuals, groups, and organizations, which can result in dissatisfaction, peer conflict, and poor leadership in organizations (Blau, 2017).

Therefore, researchers in this paper understand that behavioral integrity is the extent to which an employee believes their leader accurately represents both themselves and the core values in communication, typically through ongoing observation and monitoring. In simpler terms, Way et al. (2016) posited that behavioral integrity measures how much an employee perceives a leader "walks his talk" and, conversely, how much he thinks the leader "talks his walk."

Researchers in this paper also advocated that behavioral integrity was the root cause of effective leadership in an organization. This is because employees will develop trust in this leader if the leader can demonstrate his integrity as a leader through his leadership in the organization. This will have beneficial effects on employees, such as increasing their satisfaction, productivity, and creativity by developing their strengths, and eventually bringing a positive outcome to the organization (Jacoub, 2014).

On that account, in the context of this paper, researchers concluded that integrity in leadership is a pivotal key for a headmaster to ensure his leadership effectiveness and efficiency in the school, and should be looked into seriously by the headmaster. The development of trust from the teacher to the headmaster is subjective and an on-going process that will change time after time. Therefore, the headmaster needs to foster trust in the teachers by promoting integrity in leadership in the school and avoiding the formation of mistrust from the teachers (Simons et al., 2022).

Meanwhile, the two-factor theory is one of the content theories of motivation. This theory describes the factors that motivate employees by identifying their individual needs and desires, as well as the goals pursued to satisfy these desires (Galanakis & Peramatzis, 2022). Maslow's hierarchy of needs influenced the development of this theory by Herzberg, Mausner, and Snyderman in 1959 (Jones, 2011). In this theory, Herzberg perceived that motivators and hygiene factors were affecting separate aspects of job satisfaction. This belief differed from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum.

The factors that contribute to satisfaction (motivators) are: 1) a sense of personal achievement; 2) recognition; 3) challenging or stimulating work; 4) responsibility; 5) opportunity for advancement; 6) promotion; and 7) personal growth. In contrast, the factors that lead to dissatisfaction (hygiene) are: 1) organization policy, procedures, and administration; 2) quality of supervision; 3) relationships with supervisors and peers; 4) working conditions; 5) salary, wages, and other benefits; 6) job security; and 7) work-life balance (Ball, 2003).

Similarly, Robbins et al. (2013) opined that this theory promotes a two-stage process for motivating employees at work in practice. To apply this theory in the organization, the leader needs to eliminate the dissatisfaction (hygiene) factors that the employees are experiencing in the first place, as well as help employees find satisfaction (motivators). To create satisfaction at work, it is vital for leaders to address the motivating factors associated with work. A leader who acts with integrity in his leadership is able to develop satisfaction among his employees.

Therefore, in order to improve productivity, sustainability, and performance, a leader ought to implement hygiene factors and motivators within their organization. According to Seligman (1995), motivators can optimize satisfaction by reducing physical discomfort. Employees are more content with job security, favourable organizational policies, favourable working conditions, and opportunities. Motivation is a critical factor for improving employee performance, as it also ensures their continued employment for an extended period and, as a result, improves the organization's reputation (Palaniammal, 2013).

For that reason, researchers in this paper asserted that job satisfaction is a crucial factor in determining an employee's performance in their work. Leaders in the organization must understand and practice the motivators and hygiene factors outlined in this two-factor theory, as they are essential for establishing an effective organizational role and high-performing employees. Motivators and hygiene factors both serve as intrinsic and extrinsic motivations for the organization's employees.

Researchers also presumed that in the context of this concept paper, despite the fact that hygiene factors are support factors that do not directly affect the motivation of the teachers at school, excellent hygiene factors are able to cause

teachers to be satisfied and have no complaints, as these factors eliminate dissatisfaction and improve the performance of teachers to some extent in their work.

Likewise, researchers in this paper also posited that teachers' trust in the headmaster can foster their job satisfaction and ultimately promote their work engagement. This is because teachers who are satisfied with their work are not only happier, healthier, and more fulfilled, but they are also more likely to deliver better performance, services, and innovation in the school (Liou & Daly, 2014).

2.3. Relationship between Variables

Engelbreacht et al. (2017) noted that there is a joint relationship between a leader's integrity and work engagement. This is because trust is one of the most critical conditions for increasing employee engagement. A leader who embraces integrity in his leadership is able to gain the trust of the employee and influence the employee to engage in his work by creating an ethical and trusting work climate.

Adekanmbi and Ukpere (2021) asserted that a positive perception of integrity in leadership at the workplace typically leads to an employee's trust in the leader's ability to influence his behaviors and attitudes. Integrity in leadership fosters a work environment that values employees. An employee tends to achieve his goals and meet his psychological needs in a work environment where integrity in leadership flourishes. In a work environment that promotes integrity in leadership, employees can actively contribute to themselves and the organization by exhibiting several positive behaviors.

In the meantime, Gupta and Shaheen (2017) claimed that the primary driver for retaining employees is their level of work engagement and satisfaction with their job. They discovered that employee absenteeism, burnout, turnover, and intention to resign can all be determined by job satisfaction. Furthermore, research showed a substantial relationship between work engagement, satisfaction with job performance, and retention (Schaufeli, 2014).

Coupled with that, Pieters (2017) advocated that enhancing employee's levels of satisfaction in his job will likely influence his levels of work engagement, and the dimensions of job satisfaction can best predict work engagement on the employee. Having satisfied and engaged employee will most likely improves the quality of service and the organization performance within the service industry. Sehunoe et al. (2015) suggested that employee that is satisfied with his job tends to also experience work engagement.

3. Conceptual Framework

Christie and Fellow (2014) emphasized that a leader values five key elements of integrity in leadership, which are: 1) integrity as wholeness; 2) integrity as consistency between words and actions; 3) integrity as consistency in the face of adversity; 4) integrity as staying true to oneself; and 5) integrity as morality or ethics. This will be the concept of integrity in leadership that the researchers adopted in this paper. Researchers apply these dimensions in determining the integrity in leadership of the headmasters in this paper.

Teachers generally respect, trust, and rely on a headmaster who upholds integrity in his leadership. The headmaster is also able to balance respect and responsibility and share his values with others through his leadership at school (Drugger, 2011). Consequently, school members will perceive the headmaster as a leader with high integrity and be satisfied if he demonstrates moral and ethical characteristics in his leadership at school.

Meanwhile, the dimensions of work engagement encompass cognitive, emotional, and behavioral aspects (Schaufeli et al., 2008). Work engagement refers to "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption by the employee" (Schaufeli, 2012). To apply into the context of this paper, teachers' vigor can be defined as their investment in daily work tasks. Teachers' dedication can be defined as an attitude towards their professional tasks carried out with responsibility and a sense of belonging to their school. Also, absorption corresponds to a cognitive and emotional disposition, leading to high concentration and motivation that

persist while performing job activities (Bakker et al., 2023). Thus, if a teacher is able to demonstrate the above-mentioned working behavior at school, he is considered engaged in his work.

In addition, to identify the job satisfaction among primary school teachers in this paper, researcher applied the concept of job satisfaction that revealed by Foa et al. (2020). The inter-professional collaboration and positive relation between primary school teachers and their headmaster will be identify in this study. Job satisfaction serves as mediating variable two in this study.

Figure 1 below illustrates the conceptual framework of this paper. Researchers expected that job satisfaction significantly affects perceived integrity in leadership and work engagement as a mediator among primary school teachers. At the same time, as long as the headmaster consistently demonstrated leadership integrity at school, teachers would trust and satisfied with him. In this account, researchers assumed that perceived integrity in leadership has significant direct effects on job satisfaction among primary school teachers. This particular section of the research framework can be elaborated by the behavioral integrity theory. When teachers perceive that the headmaster has integrity in his leadership, teachers will trust the headmaster.

Figure 1
Conceptual framework of the paper
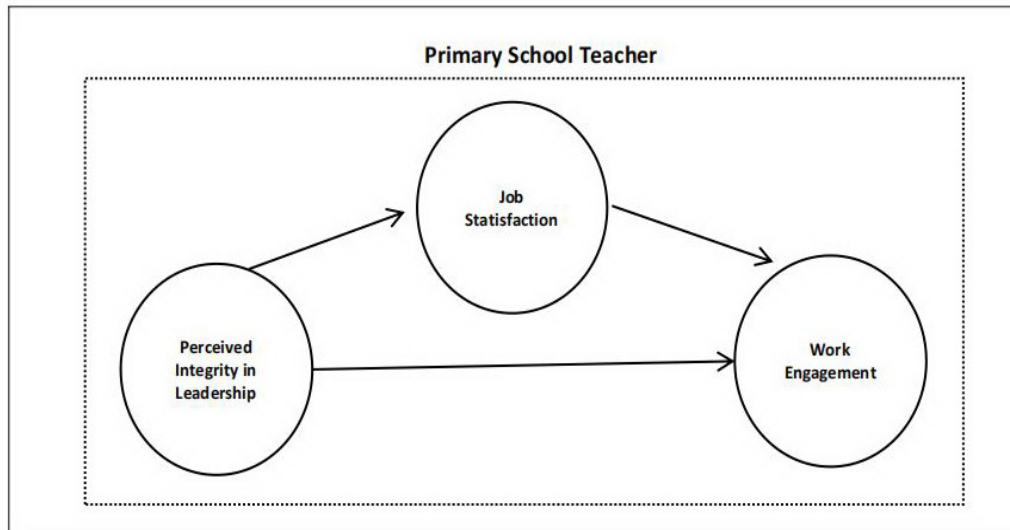
In parallel, teachers will also be more satisfied with their jobs and be more engaged at work when the headmaster is a person that they can trust. Thus, researchers predicted that amongst primary school teachers, job satisfaction has a significant direct effect on work engagement. The two-factor theory applies to this particular section of the study framework. Teachers will be satisfied in their jobs and foster their engagement in their work when they have trust in the headmaster.

4. Significance of the Paper

This paper is significant because it assessed the relationship of job satisfaction in between the perceived integrity in leadership of headmaster with work engagement of teacher in the primary schools. Headmasters can refer to and expand their knowledge from the literature in they efforts in developing an educational institution that can be both successful and competitive. An understanding the relationships in between the perceived integrity in leadership, work engagement, and the job satisfaction will also help headmasters to value and motivate their teachers to engage in work, accomplish school's goals, and retain in the teaching profession. Headmasters can also enhance the quality, efficacy, and efficiency of their leadership by creating the job satisfaction among their teachers.

In the interval, teachers who are engaged in their profession can better manage the heavy workload and related stress. Engaged teachers are important for at least two reasons for headmaster at school. First, students perform better and are better prepared for the future when teachers are more engaged in their work, and second, teachers who are actively engaged in their work are less likely to consider leaving the job (Bakker et al., 2023). Therefore, the study that conducted based on this concept paper may provide a portrait in making the leadership of headmaster as one of the proactive factors that may reduce the desire of early retirement among teachers in primary schools.

At the same time, the data and the finding that will be obtain from the future study that generated from this concept paper may also can be used as a guide to the policymakers in MOE to take proactive steps in implementing the policies to improve teacher job satisfaction and teacher retention, besides to increases their performance in their work. This is because teachers are playing the role as the second parents as they spend a lot of time with their students, besides act as the role models and mentors to students where they learn and develop their social skills from. Teachers that are dissatisfaction, low performance and intent to retire early definitely will affect schools' operations.

5. Summary

One of the most vital and essential elements of a nation's development is education. This is due to the fact that education is said to be the backbone of a nation in shaping its citizens' knowledge, values, and consciousness while also imparting a variety of skills. A country will have stronger GDP growth and greater standard of living for its citizens if the population has greater levels of education.

Leadership is a process where the leaders apply their influences over other behaviors in order to reach the goals of the organizations. Undeniably, leaders are the key person that represented the organizations, and their acting integrity in the organization can positively reflected on the organization outcomes. Individual leader integrity can affect outcomes such as trust, satisfaction, performance and employee retention, in the course of time.

Therefore, an effective headmaster must act in accordance with and promote integrity in his leadership at the school in order to successfully achieve the wide-ranging school objectives. The school's core and driving force is its leadership's integrity, which aims to improve performance and sustainability through efficient and effective administration.

Headmasters need to foster teachers' work engagement and passion in order to improve student performance and the effectiveness of the school as educational institution, as teachers' work engagement can benefit the school. This notion should be the headmaster's main priority, and headmaster ought to consider how his relationships with teachers and the integrity of his leadership at the school may influence the teachers' dedication to their work.

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