Organizational Ethics and Teachers' Intent to Leave: An Integrative Approach

**Orly Shapira-Lishchinsky[1] and
Zehava Rosenblatt[2]**

Abstract

Purpose: The present study focuses on developing a conceptual framework that explores the relationships between teachers' intent to leave and a spectrum of ethics perceptions. The authors argue that these relationships are mediated by organizational commitment (affective and normative). **Research Design:** Organizational ethics was measured by teachers' perceptions of ethical climate (caring and formal), organizational justice (distributive and procedural), and tendency to misbehave. Participants were 1,016 schoolteachers from 35 schools affiliated with a secondary-level school network in Israel. **Findings:** Results of a multilevel analysis reveal direct relationships between intent to leave and dimensions of all three ethical constructs. The mediation effect of affective and normative commitment was full for caring climate and partial for procedural justice and tendency to misbehave. **Conclusions:** The contribution of this study is the integrative approach to organizational ethics as predicting teachers' intent to leave, an approach rarely taken in previous research. The results may have implications for educational policies that focus on improving ethical perceptions while containing teachers' voluntary turnover.

[1]Bar-Ilan University, Ramat-Gan, Israel
[2]University of Haifa, Israel

Corresponding Author:
Orly Shapira-Lishchinsky, Department of Educational Administration, Leadership and Policy, School of Education, Bar-Ilan University, Ramat-Gan 52900, Israel
Email: Shapiro4@mail.biu.ac.il

Keywords

Intent to leave, as a predictor of voluntary turnover (Lee & Mitchell, 1994), is a key concern in educational systems for securing and maintaining qualified workforce (Smylie & Miretzky, 2004). Containing teachers' intent to leave is becoming a primary target of school administrators, not only because of its considerable cost to human resource management (Harris, James, & Boonthanom, 2005). In schools, this factor poses a problem that carries unique organizational and pedagogical implications. Often teachers who consider leaving are the more qualified ones, which jeopardizes teaching standards in the school (Ingersoll, 2001). Because teacher quality depends, among other things, on experience, intent to leave can damage school reputation and faculty cohesion and consequently school effectiveness (Ingersoll, 2004). Research has consistently shown that teachers leave their work because of lack of satisfaction and burnout (Fore, Martin, & Bender, 2002; Guglielmi & Tatrow, 1998; Hale-Jinks, Knopf, & Kemple, 2006).

Studies have indicated a link between the way employees perceive ethics in their workplace and their intent to leave and voluntary leaving (e.g., Loi, Hang-yue, & Foley, 2006). The complex nature of teaching, because of its boundaries of time, place, content, and tasks, invites numerous situations in which ethical dilemmas might arise (Van Maanen, 1995). Teachers are moral agents in the school environment (Delattre & Russell, 1993; Higgins, 1995; Sergiovanni, 1996; Tirri, 1999). They are expected to be role models and to educate their students regarding values (Noddings, 1992; Starratt, 1991). Therefore, we tested our study's hypotheses on teachers to find whether this important relationship exists also in educational systems.

More than being part of individuals' makeup and behaviors, moral values reflect society's culture and its impact on the immediate environment. In organizations, ethics is a critical aspect of members' behavioral norms, and leadership is measured by the degree to which it inspires ethical standards to influence employees' behavior. Most current leadership development programs in Western countries emphasize the importance of ethical decision making to lead effectively (Begley & Stefkovich, 2007). Numerous studies have indicated that effective educational leadership is based on values (e.g., Brown, 2006; Rapp, 2002; Riester, Pursch, & Skrla, 2002). Because teachers' intent to leave may reduce school effectiveness (Ingersoll, 2001, 2004), we believe that value-based leadership may reduce teachers' intent to leave.

Recent studies have conveyed the importance of value-based leadership through the construct of "authentic leadership." Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) saw authentic leadership as promoting a positive ethical climate and an internalized moral perspective. These authors showed that authentic leadership was related to key organizational outcomes such as job satisfaction and work performance. In education, Begley (2006) and Begley and Stefkovich (2007) defined authentic leadership as an approach to presenting ethical leadership practices and moral literacy in a way relevant to school leaders.

Although previous research has tended to focus on single selected aspects of organizational ethics (Grissmer & Kirby, 1992; Johnsrud & Rosser, 2002; Ladebo, 2005; Liu & Meyer, 2005; Rosser & Townsend, 2006), this study deals with a spectrum of such aspects (ethical climate, organizational justice, tendency to misbehave) and their interrelationships. We selected these ethical constructs because of pervasive research interest in them in recent years. The study questions then are whether consistent relationships can be detected between intent to leave and organizational ethics as perceived by teachers and, if they can, how we can explain them.

The purpose of the study is to develop a theoretical framework, where the link between various dimensions of employees' perceptions of organizational ethics (organizational climate, organizational justice, and organizational misbehavior) and intent to leave is explained by a concept proven to be a potent mediator in organizational behavior research, namely, organizational commitment. Our study takes past research a step further, allowing a broader view of the influence of organizational ethics on teachers' intent to leave.

Intent to Leave

Intent to leave is the degree to which workers want to exchange their present jobs for others elsewhere (Hanisch & Hulin, 1991). It has been operationalized as employees' responses to items asking about thinking of leaving, the desirability of leaving, and the likelihood of leaving their current job (Blau, 1998; Hanisch & Hulin, 1991).

Intent to leave is often considered a withdrawal behavior, akin to behaviors such as lateness and absenteeism (Hanisch & Hulin, 1990, 1991). Work withdrawal occurs when employees stay at the job but decide to be less participative for some reason (e.g., low satisfaction with the job coupled with a risk of forfeiting a pension plan in the case of leaving).

The importance of studying employees' intentions to leave cannot be overstated. Employees with such intentions to leave are likely to reduce their

effort at work (Maertz & Campion, 1998), which in turn lowers their productivity and may affect their colleagues' motivation and effort (Tett & Meyer, 1993). Moreover, intent to leave is normally viewed as a proxy for actual voluntary turnover (Ladebo, 2005; Price & Mueller, 1986; Steel & Ovalle, 1984; Tett & Meyer, 1993), which is one of the behaviors most detrimental to organizational effectiveness (Shaw, Gupta, & Delery, 2005).

The theory of reasoned action suggests that intention is a psychological precursor to a behavioral act (Ajzen & Fishbein, 1980). An individual's intention to perform or not to perform a behavioral act is its immediate determinant. Based on this notion, an individual who nurtures the thought of leaving his or her school is more likely to do so if the right conditions exist. Several studies in educational settings have argued that teachers' intent to leave is related to their actual turnover (Lachman & Diamant, 1987; Ladebo, 2005; Rosser & Townsend, 2006). In practice, empirical studies on this relationship are relatively rare because of the need to rely on biased memory or on longitudinal designs. One example of a study conducted in educational institutions is that by Johnsrud and Rosser (2002) on 2,932 faculty members employed in a 10-campus system of public higher education in a western U.S. state. This study indicated a significant relationship between intent to leave and actual leaving ($r = .38$, $p < .05$).

Traditionally, studies have shown that employees tend to leave their jobs because of unfavorable work experience, above all job dissatisfaction (Griffeth, Hom, & Gaertner, 2000; Hom & Griffeth, 1995). Working conditions, such as interpersonal treatment, peer relations, leadership style and support, school climate, problems with student behavior and the handling of student discipline, parental support, and promotion in school, are directly associated with teachers' job satisfaction (Norton, 1999). A common theme behind these examples is related to social relationships.

Low salary has often been found to be a significant predictor of teachers' intent to leave (Liu & Meyer, 2005). The emphasis on financial benefits and career mobility has its theoretical roots in human-capital theory, which posits that employees act as intelligent labor market participants and navigate in and out of different professions by assessing the economic benefits and costs of such moves (Macdonald, 1999). Teachers' starting salaries lag behind those of other professionals in business and industry, and the teacher compensation system lacks differentiation by expertise and work quality (Grissmer & Kirby, 1992). Thus, teachers capable of developing skills for other careers may tend to leave.

Most of these predictors have ethical implications (e.g., promotion and salaries related to organizational justice), so we argue, based on growing research in organizational behavior, that teachers' perceptions about ethics in their workplace are major predictors of intent to leave. Studies show that

perceptions of low ethics in the workplace lead to job dissatisfaction and low commitment (Appelbaum, Deguire, & Lay, 2005; Cohen, 1995; Malloy & Agarwal, 2003; Peterson, 2002). It follows that when teachers perceive the ethics of their organizations as dissatisfying, they may become less committed to their jobs and may react with dysfunctional work attitudes such as considering leaving. Prior studies have provided both theoretical and empirical evidence on the relationship between perceived organizational ethics and intent to leave, as outlined below.

Next, we present a theoretical framework for our arguments, drawn from the literature on social exchange theory (Rousseau, 1995). We then review three key perceptions of organizational ethics (ethical climate, organizational justice, and tendency to misbehave) and empirical evidence of their relationships with intent to leave. To prepare the ground for our integrative approach, we show the interrelationships of the three ethical concepts and the mediating role of organizational commitment.

Ethical Climate and Intent to Leave

A substantial amount of research on ethical climate has been conducted in the past two decades, primarily driven by Victor and Cullen's (1987, 1988) initial work. These authors defined ethical climate as employees' perceptions of organizational norms regarding behavior and decisions, including those with ethical content. Ethical climate places respondents in the role of observer. It serves as a perceptual lens through which employees assess situations, which may help them identify ethical issues and solve these problems (Cullen, Parboteeah, & Victor, 2003).

Ethical climate, according to Victor and Cullen (1987, 1988), has two dimensions. One consists of basic ethical elements: egoism (maximizing self-interests), benevolence (maximizing joint interests), and principle (adherence to moral principles). The other consists of levels of analysis: individual, local (organizational), and cosmopolitan (societal). Cross-tabulation of the two dimensions produces nine ethical climates. Victor and Cullen (1988) collapsed them into five: (a) caring (egoism at the cosmopolitan level and benevolence at all levels, where employees have genuine interest in others' welfare, inside and outside the organization), (b) instrumental (egoism on the individual and local levels, where personal and organizational interests are most important), (c) rules (principle on the local level, where employees are mainly guided by organizational rules and procedures), (d) law and code (principle on the cosmopolitan level, where employees are guided by laws, regulations, and professional codes), and (e) independence

(principle on the individual level, where employees are guided by personal convictions and personal morality).

This five-factor structure was used in subsequent studies (e.g., Weber, 1995). A study by Rosenblatt and Peled (2002) in Israel replicated the five-dimension solution of ethical school climate, and two dimensions emerged as the most powerful and most valid predictors of school outcomes: caring and formal. The caring climate reflects concern for all who are affected by the school decisions, promoting values of compassion and attention to individual and social needs. It follows that teachers are likely to cherish a caring climate that attends to their interests. The formal climate combines two of Victor and Cullen's (1988) factors: rules and law and code. In such a climate, employees are expected to adhere to their organization's rules and to their profession's codes and regulations. Through ethical rules, everyone in the organization learns how to behave, which values are held in high esteem, and which behaviors are rewarded (Appelbaum et al., 2005). It follows that teachers are likely to appreciate a formal climate that protects them from abusive organizational processes. These two dimensions—caring and formal—have been adopted for the present study, where schools constitute the study site.

Social exchange theory has often been used in research on organizational behavior to explain the relationship between employees' perceptions and behavioral reactions (Robinson & Rousseau, 1994; Rousseau, 1995). This theory proposes that the parties in any given relationship seek balance and fairness in it. Employees who perceive their organization as treating them well will reciprocally increase their positive perceptions. Conversely, employees who feel they have been mistreated by the organization are likely to intensify their negative perceptions of it (Kickul, 2001) and may look for ways to retrieve the benefits to which they feel entitled to protect themselves from future mistreatment (Turnley, Bolino, Lester, & Bloodgood, 2004).

Consistent with this theory, we argue that ethical climate is part of the organizational inputs into the social exchange to which employees react. Ethical values deriving from an ethical climate give a sense of being part of a community, guide organizational members' behavior (Schein, 1990; Shapira-Lishchinsky, 2009), and often protect employees' rights. When employees feel at ease with organizationally endorsed values, they reciprocate with favorable work attitudes, such as intent to stay and organizational commitment; when they do not, they may react by developing intentions to leave the organization.

Based on the theoretical framework of the social exchange theory (Rousseau, 1995) presented above and on a number of studies (Appelbaum et al., 2005; Dickson, Smith, Grojean, & Ehrhart, 2001; Ingersoll, 2001, 2004) pointing to the relationship between ethical climate and intent to leave, we argue that both caring and formal types of ethical climate may predict

intent to leave. When teachers perceive their workplace as characterized by a caring climate, in which their emotional and other needs are carefully considered, or by a formal climate, in which the transparency of rules and regulations protects them from managerial abuse of their rights, they will be less likely to leave.

Organizational Justice and Intent to Leave

Studies on organizational justice have consistently shown that employees expect organizational decisions to be fair and that they engage in negative reactions to the organization, such as poor performance, absenteeism, and turnover, when they believe that they are subject to unjust decisions or outcomes (Greenberg, 1990, 1995; Moorman, 1991). Organizational justice is a term used to describe the role of fairness in the workplace (Greenberg, 1995). Specifically, it focuses on processes by which individuals determine whether they have been treated fairly and on the ways in which these perceptions affect other outcomes.

A grasp of the concept of justice is critical for understanding interpersonal relationships and organizational processes. Research has focused on two subdomains: distributive justice and procedural justice. The former refers to the fairness of outcomes affecting an employee and has been implicitly considered in the contexts of equity theory (Adams, 1965), relative deprivation theory (Crosby, 1982), and referent cognitions theory (Folger, 1986). These theories suggest that when receiving organizational outcomes, employees use principles such as equity (outcomes allocated based on inputs such as effort) or equality (outcomes allocated equally to all regardless of inputs) to establish the justness or unjustness of the outcome. Procedural justice describes the fairness of the procedures used to determine those outcomes (Shapira-Lishchinsky, 2010).

Research has provided evidence that procedural and distributive justice have different predictive roles, which may be based on different facets of exchange theory: economic exchange and social exchange (Kwon, 2006; Moorman, 1991). We use this argument to explain relationships between the two types of organizational justice and intent to leave. Distributive justice focuses on outcome distribution, whereas economic exchange focuses on reward-related transactions. Therefore, economic exchange may explain why teachers who feel unjustifiably underrewarded will tend to leave for a more rewarding workplace. Procedural justice focuses on social transactions and involves perceptions about the *way* one is treated in the allocation of organizational rewards. Therefore, we may expect social exchange, which is based on trust, loyalty, and the individual's commitment, to explain why a teacher who feels mistreated will develop intent to leave for a workplace that treats him or her with better social procedures.

Based on the theoretical framework presented above and on empirical studies (DeConinck & Bachmann, 2005; Greenberg, 1990; McFarlin & Sweeney, 1992) on the relationship between organizational justice and intent to leave, we argue that both distributive and procedural justice may predict intent to leave.

Tendency to Misbehave and Intent to Leave

Tendency to misbehave is measured by employees' perception of themselves or their colleagues engaging in malfunctional behaviors (Vardi, 2001). Misbehavior is a voluntary act, committed by choice (e.g., voluntary lateness, voluntary absence), which may violate shared organizational norms, core societal values, and standards of proper conduct (Vardi & Wiener, 1996). Misbehavior is about employees' motivation to conduct themselves poorly at work and to violate moral norms; hence, it is an inherent part of organizational ethics. We may assume that most employees throughout their work career engage in some degree of organizational misbehavior (Vardi & Weitz, 2004). Because employees' tendency to misbehave is related to the core norms espoused by the organization (Vardi, 2001), this construct may be measured by self-report but also by report of others' (e.g., colleagues) behavior.

When employees view their workplaces as characterized by employee misbehavior, they may tend to leave. The act of leaving will state that employees dissociate themselves from what they perceive as an unethical workplace. Yet tendency to leave is often considered a withdrawal behavior (Hanisch & Hulin, 1990, 1991; Koslowsky, Sagie, Krausz, & Singer, 1997), particularly when an employee searches for a new job while still on the old job. So from the organization's viewpoint, tendency to quit may represent a misbehavior act. Consistent with exchange theory, employees who perceive their workplace as unethical because of employee misbehavior will probably reciprocate with misbehavior—tendency to quit—of their own.

Relations Among the Three Perceptions of Organizational Ethics

Each of the ethical concepts presented above represents teachers' perceptions of a different aspect of organizational ethics. Organizational climate represents the workplace environment aspect, organizational justice represents managerial actions and procedures, and tendency to misbehave represents the degree of acceptability of voluntary misconduct. The three concepts are closely interrelated.

Caring climate and procedural justice both focus on human and social interactions among school members. Clear procedures that cater to the needs of organizational members are the core of both constructs. Gilligan (1982) viewed the ethics of care and justice as interrelated, both revolving around

responsibility and social relationships and both considering morality as the means to resolve interpersonal conflicts. Formal climate is closely related to both distributive and procedural justice, as all three concepts center on teachers' rights and on the structure and procedures of rules and regulations. Finally, research on organizational misbehavior indicates that it is closely related to ethical climate (Appelbaum et al., 2005; Peterson, 2002; Vardi, 2001), particularly in respect to employees' perceptions of these two organizational phenomena.

Although some of the values included in the ethical perceptions presented here may be potentially in conflict (e.g., caring vs. equality-based distributive justice), the competing values model (Quinn, 1988) informs us that although tension between conflicting values is inevitable, it may contribute to organizational effectiveness. This gives some credence to our integrative approach to the ethics concepts presented here and their presumed consistent relationship with teachers' intent to leave. It leads to our first hypothesis:

> *Hypothesis 1:* Ethical climate (caring, formal) and organizational justice (distributive and procedural) will be negatively related to intent to leave, while tendency to misbehave will be positively related to it.

Next, we prepare the ground for our argument about the mediating role of organizational commitment between teachers' ethical perceptions and their intent to leave.

Organizational Commitment as a Mediator Between Ethics Perceptions and Intent to Leave

Organizational commitment is defined as "a bond linking the individual to the organization" (Mathieu & Zajac, 1990, p. 171), making it difficult for the employee to leave. According to Meyer and Allen's (1997) widely used theory, organizational commitment, has three components: affective, normative, and continuance. Affective commitment refers to the teacher's emotional attachment to the organization, identification with it, and involvement in it. Teachers with a strong affective commitment continue employment with the organization because they *want to.* Normative commitment reflects a feeling of obligation to continue employment, so teachers with a high level of such commitment feel that they *ought to* remain with the organization. Teachers whose primary link with the organization is based on continuance

commitment remain owing to their awareness of the cost of leaving: They stay in the organization because they *need to.*

In a validity study by Meyer, Allen, and Smith (1993) among working nurses, affective and normative commitment proved more likely than continuance commitment to be associated with desirable organizational and occupation-relevant outcomes. Meyer, Stanley, Herscovitch, and Topolnytsky (2002) demonstrated differential results in regard to withdrawal cognitions, including turnover intentions: Affective commitment had the strongest positive correlation with these work behaviors, followed by normative commitment; continuance commitment was unrelated or negatively related to these variables. These studies indicated that both affective and normative commitments are more dominant than continuance commitment in predicting withdrawal behaviors and performance. Accordingly, here we focus on only the affective and normative commitment dimensions.

Consistent with psychological contract theory (Rousseau, 1995), we expect teachers who perceive their schools as being highly ethical to respond by increasing their commitment to the school. Numerous studies have shown that organizational commitment is related to the three ethical concepts advanced in the present study: ethical climate (Cullen et al., 2003; Schwepker, 2001; Trevino, Butterfield, & McCabe, 1998), organizational justice (Moorman, 1991; Randall & Mueller, 1995), and tendency to misbehave (Sims, 2002; Stewart, 2003).

We also expect organizational commitment to be related to intent to leave. Committed teachers who are attached to their workplace and feel they ought to be there will be more likely to remain. This argument is widely supported in the organizational behavior literature (Chiu, Chien, Lin, & Hsiao, 2005; Cohen, 2003; Griffeth et al., 2000; Wasti, 2003; Wong, Ngo, & Wong, 2002).

Organizational commitment may have a mediating role between perceptions of organizational ethics and intent to leave. This argument is based on Ajzen and Fishbein's (1977, 1980) and Mueller's (1986) perceptions–attitudes–behavior sequence theory. According to this theory, work perceptions, which are normally abstract, lead to attitudes that are normally directional (positive or negative). Attitudes lead to behaviors. Studies show that people who behave in different ways also differ predictably in their attitudes. Positive attitudes lead to good performance and negative attitudes lead to poor performance. It follows that attitudes concerning organizational commitment (high or low), originated by perceptions of school ethics, will lead to intent to leave (high or low).

A number of empirical studies have supported our mediation model. For example, Sims and Kroeck (1994) maintained that the negative relationships between a caring climate and turnover intention and between a formal climate and turnover intention were mediated by organizational commitment. Geurts,

Schaufeli, and Rutte (1999) found that the relationship between perceived inequity and turnover intention was fully mediated by organizational commitment. Finally, Parker and Kohlmeyer's (2005) survey results suggested that perceptions of fairness affected turnover intentions through the intermediary effect of organizational commitment. This leads to our second hypothesis:

> *Hypothesis 2:* Organizational commitment (affective, normative) will partially mediate the relationships between perception of ethics (ethical climate, organizational justice, tendency to misbehave) and intent to leave.

Gender, Seniority, and Intent to Leave

Previous studies have indicated that gender and seniority are closely related to intent to leave. In regard to gender, two theories offer an explanation of differential leaving patterns. Studies focusing on gender career choice have shown that although female employees choose to teach because working conditions are suited to the traditional female role, males who choose the teaching profession tend to view it as a means of social mobility (Ladebo, 2005). Therefore, males tend to leave school whereas females tend to stay.

Another explanation for why females tend to leave school less than males is based on similarity-attraction theory (Lachman & Diamant, 1987), which suggests that individuals are attracted to similar others and prefer to interact with them. In "pink" professions such as teaching, we expect female teachers to be less likely to leave than male teachers. This may apply to a country such as Israel, where female teachers constitute 73% of the teaching force, according to the Israel Central Bureau of Statistics (2005).

In regard to seniority, studies have shown that years of service do affect the tendency to leave. The risk of teacher attrition follows a well-known U-shaped pattern over time, with a high likelihood of leaving at the beginning of their career and near retirement (Grissmer & Kirby, 1992; Ingersoll, 2001; Liu & Meyer, 2005). For young, low-seniority teachers, teaching offers flexible time, which is particularly attractive to young mothers; hence, their tendency to leave decreases over time. At a later stage of the teaching career, high seniority implies reduced opportunities for alternative employment, accumulation of organization-specific work experience, and eligibility for financial and social benefits. Hence, the longer the seniority, the lower the intent to leave (Lachman & Diamant, 1987; Ladebo, 2005).

Because of these expected relationships, we use gender and seniority as control variables in our study analyses. Figure 1 summarizes the study model.
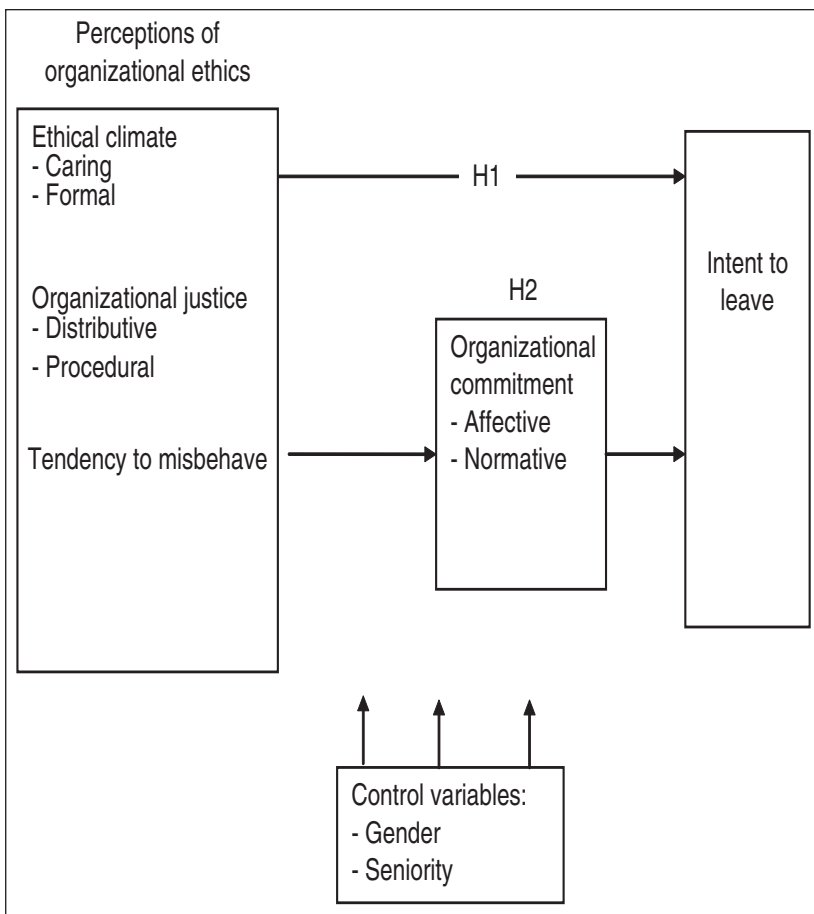
Figure 1. Summary of research model

Method

Study Sample

Participants were 1,016 teachers from 35 selected schools, representing approximately 67% of schools affiliated with a large technological high school network in Israel. Of the teachers affiliated with these schools, 73% agreed to participate. Other than providing technological programs, these schools are very similar to normal high schools in Israel in providing a full range of study programs (science, humanities, arts), complying with policy

and regulations of local educational authorities, and employing unionized teachers who are affiliated with the same unions as most Israeli high school teachers. In recent years, this network has changed its slogan from "technological schools" to "educating for life." Accordingly, these schools may represent most conventional high schools in Israel.

The average number of teachers at each school was 54.74 (*SD* = 25.54), and the average number of classes was 20.11 (*SD* = 9.30). Only teachers who had worked in a school more than 1 year were included in the study to ensure that all respondents had sufficient time to develop perceptions about their schools. The sample comprised 68% women, and participants' average age was 43.19 years (*SD* = 9.42). Average school tenure was 12.60 years (*SD* = 8.48), and average job seniority was 17.90 years (*SD* = 9.39). The majority of the teachers (86.1%) were tenured; the others were employed through temporary contracts. Most (53.7%) of the teachers in the sample had a bachelor's degree, whereas 35.7% held a master's degree. The remainder had nonacademic qualifications. These characteristics are similar to those of teachers in the education network under study and in other nontechnological schools in Israel (e.g., Rosenblatt & Inbal, 1999).

Data Collection[1]

Data for this study were collected by self-report questionnaires because of the nature of the data needed (perceptions and work attitudes), which precludes the option of objective or different-source data. Despite the obvious weaknesses of the self-report method (which are shared with many other methods in organizational behavior research), it is still the best assessment of how employees feel about and view their work (Spector, 1994).

Letters explaining the study's purpose and methods were sent to all 52 schools; the 35 schools covered by the study were those whose principals were willing to participate. Teachers filled out the questionnaires voluntarily during their free hours on school premises. The questionnaires were collected at the schools, not by mail, by research assistants. Participants were promised and given full anonymity. Each received a formal letter describing the study's goals and the researchers' commitment to preserve anonymity according to the Helsinki Treaty.

Instruments

Intent to leave. This measure tapped into teachers' tendency to leave their work. The measure was adopted from Walsh, Ashford, and Hill (1985).

Rosenblatt and Inbal (1999), who used this scale in studies on Israeli teachers, reported a reliability rate of $\alpha = .90$.

Ethical climate. This variable tapped into teachers' perceptions of what is ethically correct behavior and how ethical issues should be handled. We used Victor and Cullen's (1988) original 27-item Ethical Climate Scale, translated into Hebrew by Rosenblatt and Peled (2002). Because our model called for only two dimensions (caring and formal), we performed a factor analysis (principal components, varimax rotation) of the Hebrew version of the scale. Our analysis yielded six factors, the first two of which were selected for the present study. These factors were (a) caring climate, defined as a climate of concern for the welfare of all school members (corresponding to the friendship and social responsibility dimensions of the original index; 15.87% explained variance), and (b) formal climate, defined as a climate of compliance with professional and social codes and with the school's rules and regulations (corresponding to the rules and procedures, law and code, and efficiency dimensions of the original index; 15.68% explained variance). All the other factors proved negligible (6.85% to 9.61% explained variance).

Organizational justice. This 21-item measure was based on Moorman (1991) and was translated into Hebrew by Rosenblatt and Hijazi (2004). A factor analysis (principal components, varimax rotation) yielded three factors, of which the first two, representing the dominant types of justice (distributive and procedural), were selected for the present study. Distributive justice assessed the fairness of various school outcomes, including pay level, work schedule, and work load (20.33% explained variance). Procedural justice assessed the degree to which job decisions included mechanisms that ensured the acquisition of accurate and unbiased information, a voice for teachers in school matters, and an appeal process (37.08% explained variance).

Tendency to misbehave. The measure containing behavioral descriptions was derived from previous work by Robinson and Bennett (1995), Fimbel and Burstein (1990), and Vardi (2001). Teachers were asked to rate their endorsement of a wide range of work-related types of misconduct, such as lateness without permission or absence without true justification. To minimize the potential social desirability bias, teachers were not asked whether they themselves tended to misbehave but whether they were willing to accept the misconduct of others (Vardi, 2001). Respondents were asked to indicate whether certain behaviors in their school were acceptable to them.

Organizational commitment. Two of the original measures of Meyer and Allen (1997) were adopted. Affective commitment addressed teachers' perceptions of the reasons for wanting to remain at their school. Normative

commitment addressed teachers' perceptions of the reasons they ought to remain in their school.

Sample items, number of items, response ranges, and reliability coefficients obtained in this study are presented in the appendix.

Control variables included gender (0 = *men*, 1 = *women*) and seniority (ranges from 1 to 44 years; *SD* = 8.48).

Data Analysis

Multilevel analysis. The study is based on individual-level analysis, trying to capture *teachers' perceptions* in regard to their intent to leave and school ethics. However, because of the data's hierarchical nature (teachers nested within schools), the usual assumption of independence of all observations is not applicable. Following Hoffman's (1997) work, we maintain that teachers are organized in schools physically but also share common perceptions and attitudes. This approach is supported by several authors. Rousseau (1985) commented, "Most of what we study in and about organizations are phenomena that are intrinsically mixed level" (p. 2). Schnake and Dumler (2003) argued that the individual level of analysis is dominant in the study of organizational behavior even though the field is largely at the mixed level. We applied the mixed-model procedure of SAS. All variables entered into the model were at an individual level, and the group (school) level was included in the model as a random effect. Consistent with Chan's (1998) direct consensus model, we assumed that the import of the higher level construct (schools) lay in the consensus of the lower level units (individuals).

Mediation analysis. The aim of the mediation analysis was to test whether the relationship between organizational ethics and intent to leave was partly because of a mediation effect of organizational commitment (Hypothesis 2). To test this hypothesis, we adopted Kenny, Kashy, and Bolger's (1998) causal step approach, which is one of the most commonly used procedures to test a mediation effect (MacKinnon, Lockwood, & Williams, 2004). By this approach, four criteria need to be met to support a mediated relationship. First, the independent variables (caring climate, formal climate, procedural justice, distributive justice, and tendency to misbehave) must be related to the mediators (affective commitment, normative commitment). Second, the independent variables must be related to the dependent variable (intent to leave). Third, the mediators must be related to the dependent variables, with the independent variables included in the model. Fourth, mediation is considered full if the relationship between the independent and the dependent variables is no longer significant in the presence of the mediator (affective

and normative commitment). A relationship that is reduced but still significant in the presence of the mediator is evidence of partial mediation.

Results

Table 1 presents the descriptive statistics for the study variables. On the whole, correlations among the study variables were as expected. All ethical perceptions were significantly intercorrelated at levels ranging from medium to high, confirming our integrative approach (see collinearity diagnostics below). Intent to leave was significantly related to all the ethics perceptions. Both dimensions of organizational commitment were related to all ethics perceptions as well as to intent to leave, providing the basis for examining the mediating effect of organizational commitment between ethical variables and intent to leave. Results also showed that men harbored greater intention to leave than did women and that seniority was negatively related to intent to leave. Both were included as control variables in subsequent analyses.

Tables 2 and 3 present the results of the mixed-model analyses. Hypothesis 1, which argued that ethical perceptions would be related to intent to leave, was tested by multiple mixed-model regression analyses, where all ethical perceptions were entered as predictors (Table 3, Step 1). Results showed that caring climate, procedural justice, and tendency to misbehave were significantly (and in the expected direction) related to intent to leave, whereas formal climate and distributive justice were not; this partially supported Hypothesis 1.

A series of mixed-model regression analyses was used to test for the mediated relationships (Kenny et al., 1998) formulated in Hypothesis 2. Findings pertaining to the first criterion in the mediation analysis (independent variables relating to the mediating variable) are presented in Table 2. All the ethical perceptions, as well as the two control variables (gender and seniority), were included in two separate analyses for affective and normative commitment. These findings showed that organizational commitment was related to all ethics perceptions except for distributive justice (both affective and normative commitment) and tendency to misbehave (normative commitment only); this result partially satisfied Kenny et al.'s (1998) first criterion.

Findings pertaining to the second criterion in the mediation analysis (independent variables relating to the dependent variable) are presented in Table 3, Step 1. As stated above (in regard to the test of Hypothesis 1), results showed that only caring climate, procedural justice, and tendency to misbehave were directly related to intent to leave, which partially satisfied the second criterion.

Findings pertaining to the third criterion in the mediation analysis (mediating variable relating to the dependent variable, with the independent variables included in the model) are presented in Table 3, Step 2. Both affective and normative

Table 1. Individual-Level Means, Standard Deviations, and Correlations

	M	SD	2	3	4	5	6	7	8	9	10	11	12
1 Gender[a]			-.180**	-.097**	.037	-.059	.002	-.083**	-.085**	-.155**	.009	-.031	-.079*
2 Age	43.19	9.42	—	.634**	.024	-.058	-.077*	-.064*	-.033	-.037	.038	-.086**	-.053
3 Seniority	12.60	8.48		—	.124**	-.063*	-.037	-.083**	-.059	-.039	.088**	-.074*	-.080*
4 School size	668.81	329.06			—	-.072*	-.084**	.019	-.090**	.108**	-.109**	-.150**	.035
5 Caring climate	3.29	0.73				(.86)	.543**	.714**	.445**	-.316*	.555**	.558**	-.316**
6 Formal climate	3.88	0.60					(.87)	.513**	.233**	-.247**	.411**	.447**	-.247**
7 Distributive justice	2.79	0.89						(.87)	.452**	-.204**	.295**	.345**	-.204**
8 Procedural justice	3.67	0.77							(.94)	-.329**	.676**	.541**	-.329**
9 Tendency to misbehave	1.47	0.48								(.93)	-.153**	-.129**	.206**
10 Affective commitment	3.95	0.77									(.89)	.676**	-.564**
11 Normative commitment	3.53	0.83										(.83)	-.488**
12 Intent to leave	2.03	0.94											(.92)

Note: $N = 1,016$.
a. Men = 0; women = 1.
$*p < .05. **p < .01. ***p < .001$.

741

Table 2. Relationship of Ethical Variables to Organizational Commitment (Affective, Normative)

	Affective Commitment				Normative Commitment			
	B	SE	Effect Size	Tolerance	B	SE	Effect Size	Tolerance
Constant	1.1926***	.1772			0.6353***	.1921		
Gender[a]	0.0731	.0421	.0055	.9486	0.0461	.0458	.0325	.9492
Seniority	0.0119***	.0023	.1660	.9764	−0.0002	.0025	.0385	.9764
Caring climate	0.3077***	.0407	.2375	.4241	0.2908***	.0442	.2103	.4237
Formal climate	0.1426***	.0394	.1164	.6709	0.1940***	.0428	.1468	.6702
Distributive justice	0.0106	.0232	.0148	.8289	0.0452	.0253	.0573	.8296
Procedural justice	0.2667***	.0374	.2501	.4603	0.3102***	.0407	.2451	.4602
Tendency to misbehave	−0.0803*	.0419	−.0618	.9030	−0.0437	.0458	.0301	.9043
R^2	.39				.40			

Note: N = 1,016.
a. *Men* = 0; *women* = 1.
*$p < .05$. ***$p < .001$ (the mixed procedure).

Table 3. Mediation of the Relationship of Ethical Variables to Intent to Leave by Affective and Normative Commitment

	Step 1: The Relationship of Ethical Variables to Intent to Leave				Step 2: The Relationship of Affective and Normative Commitment to Intent to Leave, Including Ethical Variables			
	B	SE	Effect Size	Tolerance	B	SE	Effect Size	Tolerance
Constant	3.963***	.254			4.710***	.228		
Gender[a]	−0.225***	.061	.120	.948	−0.189***	.054	.117	.945
Seniority	−0.013***	.003	.143	.976	−0.009**	.003	.121	.937
Caring climate	−0.119*	.058	.070	.423	0.096	.053	.068	.396
Formal climate	−0.053	.057	.032	.670	0.073	.050	.051	.650
Distributive justice	−0.042	.034	.040	.830	−0.024	.030	.026	.825
Procedural justice	−0.347***	.054	.225	.460	−0.118*	.049	.091	.429
Tendency to misbehave	0.252***	.061	.130	.904	0.201***	.055	.118	.901
Affective commitment					−0.494***	.047	.324	.464
Normative commitment					−0.250***	.043	.183	.464
R^2	.18							

Note: N = 1,016.

a. Men = 0; women = 1.

*p < .05. **p < .01. ***p < .001 (the mixed procedure).

743

commitment were significantly related to intent to leave in the presence of all ethical perceptions, satisfying the third mediation criterion. Finally, testing for the fourth criterion of the mediation analysis (full or partial mediation), we looked at the remaining relationships between ethical perceptions and intent to leave in Table 3, Step 2. Results showed that the relationships between caring climate and intent to leave disappeared, suggesting full mediation, whereas the relationship of procedural justice (considerably) and intent to leave (moderately) was reduced, suggesting partial mediation. In sum, Hypothesis 2 was partially supported.

Given the magnitude of the correlations among several predictors seen in Table 1 (caring climate and distributive justice, $r = .714$; procedural justice and affective commitment, $r = .676$; and affective and normative commitment, $r = .676$), we examined whether these relationships were attributable to collinearity among the independent variables associated with the regression models. We conducted collinearity diagnostics by calculating the tolerance of the investigated variables (Table 2; Table 3). A rule of thumb is that if tolerance is less than .20, a problem with multicollinearity is indicated (O'Brien, 2007). Because all the tolerance variables were found higher than .20, we did not suspect collinearity among the investigated variables.

Finally, we calculated the effect size, which measures the magnitude of a treatment effect. As the measure of effect size in the regression model, we used an extended version of Cohen's d statistic, similar to Cohen's f effect size statistic. Because our regression analysis was based on a mixed model, it was not clear how to take account of the "random effect." Therefore, we used the t statistic as an effect measure (to confirm that the regression coefficient equals zero) divided by the square root of its corresponding degrees of freedom. We used the formula effect size = (t statistic)/sqrt(df). The indices were found to be low to medium (note that they are independent of sample size; Lipsey & Wilson, 1993).

The results generally supported the study hypotheses. The study set out to investigate the relations among an integrative framework of perceptions of organizational ethics, organizational commitment, and teachers' intent to leave. The results showed that affective and normative commitment together mediated the relationship between caring climate (full mediation) and procedural justice (partial mediation) on one hand and intent to leave on the other. As for tendency to misbehave, only affective (and not normative) commitment mediated the relationship between tendency to misbehave (partial mediation) and intent to leave. These results support the essence of the study's premise.

Finally, of the control variables included in the study model, only seniority was related to intent to leave through the mediating effect of affective commitment, but the effects were low. The study results are depicted in Figure 2.
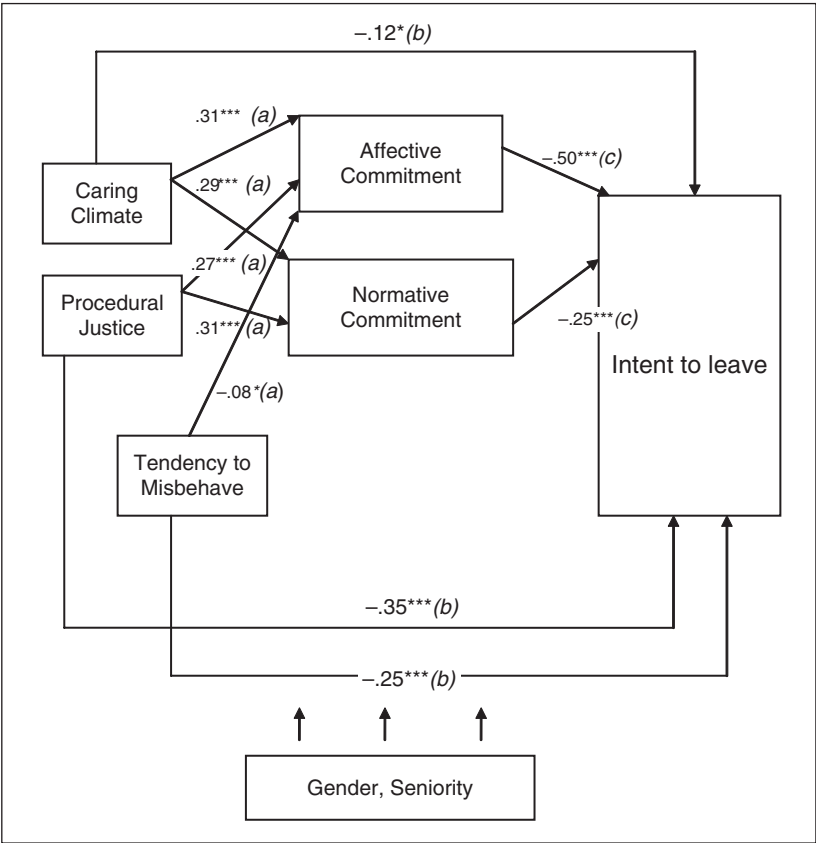
Figure 2. Summary of coefficient modeling results
Note: *N* = 1,016.
a. Figures based on Table 2.
b. Figures based on Table 3, Step 1.
c. Figures based on Table 3, Step 2.
*p < .05. **p < .01. ***p < .001 (the mixed procedure).

Discussion

The purpose of the study was to investigate the relationship between an integrative framework of perceptions of organizational ethics and teachers' intent to leave. The question was whether we could use this framework consistently to predict intent to leave: Previous research has addressed only bits and pieces of this theoretical framework. Results showed that the ethical constructs under study, ethical climate (caring and formal), organizational justice (procedural), and tendency to misbehave, were related to intent to leave, with the mediation of organizational commitment. The consistent direction of

these results as well as the interrelationships of the ethical perceptions gave credence to our integrative approach, where these perceptions were considered in one cohesive theoretical framework. This integrative approach to perceptions of organizational ethics makes a contribution to existing literature, where the three ethical perceptions traditionally have been studied separately in regard to employees' intent to leave.

We based our theoretical argument for the hypothesized relationships between ethical perceptions and intent to leave on the social exchange and psychological contract frameworks (Rousseau, 1995). Essentially, we argued that teachers expect their principals to provide working environments of high ethical standards and that, in exchange, teachers show loyalty by not intending to leave. When teachers are disenchanted by their school ethics, they may entertain thoughts of leaving, which implies diversion of energy and potentially spending time on job search. Although intending to leave is unquestionably a legitimate attitude on the part of employees, it may contain an unethical element in the eyes of management. Thus, a perception of ethical breach breeds "unethical" attitudes and behavior. Future studies would do well to directly investigate this speculative thesis, starting with qualitative investigations into the reasons teachers give for their intent to leave, followed by instruments that might discern reasons, intentions, and motives.

We found that organizational commitment has a mediating role between (perceptions of) organizational ethics and intent to leave. Previous studies have shown that intent to leave led to voluntary turnover (Lachman & Diamant, 1987; Ladebo, 2005; Rosser & Townsend, 2006). We suggest that the perceptions–attitudes–behavior theory (Ajzen & Fishbein, 1980; Mueller, 1986) explains this sequence: Although we showed that ethical perceptions led to leaving intentions (attitudes), other studies have shown that attitudes of intent to leave lead to actual leaving (behavior).

The relation of caring climate to both dimensions of organizational commitment was stronger than the respective relation of formal climate. In addition, the relationship between caring climate and intent to leave was significantly negative, whereas no significant relationship was found between formal climate and intent to leave. These findings may indicate that ethical climate centered on caring is more relevant and important to teachers who consider voluntary leave than is ethical climate centered on formality.

The distinctive results pertaining to caring and formal climates may be supported by Burns and Stalker's (1961) notions of organic and mechanistic metaphors of organizational form. Victor and Cullen (1988) themselves noted that these two organizational forms are important antecedents of ethical climate. The organic metaphor describes an organization in which roles and responsibilities are relatively fluid, dynamic, and less defined and decision-making authority lay at lower levels in the hierarchy (Dickson

et al., 2001). This metaphor may lead to a caring ethical climate that emphasizes teachers' participation in decision making and flexibility processes in schools. The machine metaphor, on the other hand, is generally used to describe an organization that is highly bureaucratic, in which behavior is primarily driven by rules and policies and where limits of responsibility are clearly defined.

In regard to the justice dimensions, only procedural, and not distributional, justice was found to predict intent to leave in the final model and was related to organizational climate. These findings are supported by other studies showing that procedural justice is of greater importance (predictive power) than is distributive justice (e.g., Konovsky, 2000). These results seem to indicate that to be more effective (at least in preventing employees from intending to leave) organizations may need to pay more attention to justice processes than to justice outcomes.

Differential results were also found in regard to the two dimensions of organizational commitment. Affective commitment had a stronger (negative) correlation with intent to leave, corroborating results of previous studies (Cohen, 2003; Meyer et al., 2002). The mediation analyses showed that only affective (and not normative) commitment mediated the relationship between tendency to misbehave and intent to leave. These findings are supported by other studies, indicating that affective commitment is more dominant than normative in explaining organizational behavior (Cohen, 2003; Somers, 1995). In our study, affective commitment may have been more sensitive than normative commitment to perceptions of organizational ethics because of the emotional element in the former. Teachers who perceived their workplace as ethical may have reciprocated with feelings of gratitude and appreciation, linked more likely to emotional attachment than to sense of obligation (normative commitment). This argument is in step with previous results mentioned earlier about consistent relations between perceptions of organizational ethics and job satisfaction (Appelbaum et al., 2005; Cohen, 1995; Malloy & Agarwal, 2003; Peterson, 2002).

Finally, in light of the evidence of a relationship between ethical perceptions and intent to leave, ethical perceptions will very likely be related to other organizational dysfunctional behaviors such as absenteeism and tardiness. Future research should explore the relationship between an integrative framework of organizational ethics, of the kind presented in this study, and a spectrum of withdrawal behaviors to better understand organizational dysfunctional attitudes and behaviors.

Theoretical Implications for Scholars

The present study offers three theoretical contributions. First, it contributes to our knowledge of teachers' perceptions of organizational ethics by

simultaneously considering various aspects of ethics in the workplace. Although previous studies have usually focused on one ethical factor at a time, our results offer an integrative framework. Second, it informs our understanding of individual-level predictors of teachers' intent to leave while also considering group affect. Third, it focuses our attention on the mediating role of organizational commitment as a consistent link between a spectrum of ethics perceptions and teachers' intent to leave.

Practical Implications for School Leaders

Practically, the study results imply that school leadership policies aiming at the attraction and retention of high-quality teachers should focus on organizational ethics. In particular, schools should promote high standards of caring climate and procedural justice and reduce tolerance of organizational misbehavior. Educational leaders should understand their ethical and moral obligation to create and promote ethics-oriented schools and should be particularly aware of possible inequities in their schools' operations (Scheurich & Skrla, 2003; Skrla, Scheurich, Garcia, & Nolly, 2004). Such awareness may be achieved through leaders' workshops, focusing on related attitude development, learning from life stories, and examining diversity issues. These and other methods may help educational leaders to develop their sensitivity to issues of need and fairness and act more ethically and effectively.

In schools, value-based inspiration should be strongly emphasized, given the supreme importance that educational institutions assign to personal and organizational values (Starratt, 1991). Therefore, we expect greater emphasis on ethical standards to lead to improved teachers' perceptions and attitudes. Finally, training programs in individual and organizational ethics may help align teachers' values and expectations with those of school leadership and with the ethical code of the teaching profession. Socialized and committed teachers would be less inclined to consider leaving school.

Limitations and Future Research

The self-reported study instrument was vulnerable to a same-source bias. With self-reports, results could have been influenced by social desirability responding, endangering the "trueness" of the study findings. Moreover, there was a risk of compromising validity and of inaccuracy because of memory decrement and systematic bias (Blau, Tatum, Ward-Cook, Doberia, & McCoy, 2005; Nicholson & Payne, 1987). We recommend that future studies apply a social desirability measure or some other guard against self-report bias.

Another limitation is related to the generalizability of the study results. The study sample was limited to teachers at technical high schools in Israel, and this may have affected external validity. However, as our main results proved consistent with those of other studies on school ethics and voluntary turnover (Ingersoll, 2001, 2004; Rosenblatt & Peled, 2002), there is reason to expect that they may apply to other schools in Israel and elsewhere.

Appendix

Study Measures, Sample Items, and Reliability

Measure (Source)	Sample Items	No. of Items	α
Intent to leave (Walsh, Ashford, & Hill, 1985)	The following statements deal with your attitudes toward your school. 1. I often think about leaving my school. 2. Recently I've been looking for a new job in other places. 3. I intend to leave school.	5	.92
Caring climate (Victor & Cullen, 1988)	The following statements deal with your attitudes toward your school. 1. In this school, people look out for each other's good. 2. In this school the major concern is the good of all the teachers in school. 3. In this school, it is expected that you will always do what is right for the community.	6	.86
Formal climate (Victor & Cullen, 1988)	The following statements deal with your attitudes toward your school. 1. Everyone is expected to stick to school rules and procedures. 2. In this school, the law or ethical code of the profession is the major consideration. 3. The most efficient way is always the right way in this school.	9	.87
Distributive justice (Moorman, 1991)	The following statements deal with your attitudes toward your school. 1. I think that my level of pay is fair. 2. Overall, the rewards I receive here are quite fair. 3. I feel that my school responsibilities are fair.	5	.87

(continued)

Appendix (continued)

Measure (Source)	Sample Items	No. of Items	α
Procedural justice (Moorman, 1991)	The following statements deal with your attitudes toward your school. 1. My principal makes sure that all teachers' concerns are heard before school decisions are made. 2. To make school decisions, my principal collects accurate and complete information. 3. All school decisions are applied consistently across all affected employees.	12	.94
Tendency to misbehave (Fimbel & Burstein, 1990; Robinson & Bennett, 1995; Vardi, 2001)	Please indicate whether you are willing to accept the following behaviors. 1. Missing work without a reasonable justification. 2. Make private phone calls with the school phone during school hours. 3. Using the copying machine for private purposes.	17	.93
Affective commitment (Meyer & Allen, 1997)	The following statements deal with your attitudes toward your school. 1. I really feel as if this school's problems are my own. 2. I think I could easily become as attached to another school as I am to this one. 3. This school has a great deal of personal meaning for me.	7	.88
Normative commitment (Meyer & Allen, 1997)	The following statements deal with your attitudes toward your school. 1. I would not leave my school right now because I have a sense of obligation to the people in it. 2. I would feel guilty if I left my school now. 3. One of the major reasons I continue to teach at this school is that I believe loyalty is important.	6	.83

Note: Responses to all measures range from 1 (*strongly disagree*) to 5 (*strongly agree*), except for tendency to misbehave, where responses range from 1 (*unacceptable*) to 5 (*acceptable*).

Acknowledgement

Declaration of Conflicting Interests

Financial Disclosure/Funding

Note

1. The present study is part of a larger research project on teacher withdrawal syndrome and school ethics.

References

Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 267-299). New York: Academic Press.

Ajzen, I., & Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis and review of empirical research. *Psychological Bulletin, 84*, 888-918.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior.* Englewood Cliffs, NJ: Prentice Hall.

Appelbaum, S. H., Deguire, K. J., & Lay, M. (2005). The relationship of ethical climate to deviant workplace behaviour. *Corporate Governance, 5*(4), 43-55.

Begley, P. T. (2006). Self knowledge, capacity and sensitive: Prerequisites to authentic leadership by school principals. *Journal of Educational Administration, 44*(6), 570-589.

Begley, P. T., & Stefkovich, J. (2007). Integrating values and ethics into post secondary teaching for leadership development. *Journal of Educational Administration, 45*(4), 398-411.

Blau, G. (1998). Testing the incremental effect of professional commitment on intent to leave one's profession beyond the effects of external, personal and work-related variables. *Journal of Vocational Behavior, 52*, 260-269.

Blau, G., Tatum, D. S., Ward-Cook, K., Doberia, L., & McCoy, K. (2005). Testing for time based correlates of perceived gender discrimination. *Journal of Allied Health, 34*(3), 130-137.

Brown, K. M. (2006). Leadership for social justice and equity: Evaluating a transformative framework and andragogy. *Educational Administration Quarterly, 42*, 700-745.

Burns, T., & Stalker, G. M. (1961). *The management of innovation.* London: Tavistock.

Chan, D. (1998). Functional relationships among constructs in the same content domain at different levels of analysis: A typology of composition models. *Journal of Applied Psychology, 83*, 234-246.

Chiu, C., Chien, C., Lin, C., & Hsiao, C. (2005). Understanding hospital employee job stress and turnover intentions in a practical setting. *Journal of Management Development, 24*(10), 837-855.

Cohen, A. (2003). *Multiple commitments in the workplace: An integrative approach.* London: Lawrence Erlbaum.

Cohen, D. V. (1995). Creating ethical work climates: A socioeconomic perspective. *Journal of Socioeconomics, 24*, 317-343.

Crosby, F. (1982). *Relative deprivation and working women.* New York: Oxford University Press.

Cullen, J. B., Parboteeah, K. P., & Victor, B. (2003). The effects of ethical climates on organizational commitment: A two-study analysis. *Journal of Business Ethics, 46*, 127-141.

DeConinck, J., & Bachmann, D. (2005). An analysis of turnover among retail buyers. *Journal of Business Research, 58*, 874-882.

Delattre, E., & Russell, W. (1993). Schooling, moral principles, and the formation of character. *Journal of Education, 175*(2), 23-43.

Dickson, M. W., Smith, D. B., Grojean, M. W., & Ehrhart, M. (2001). An organizational climate regarding ethics: The outcome of leader values and the practices that reflect them. *Leadership Quarterly, 12*, 197-217.

Fimbel, N., & Burstein, J. S. (1990). Defining the ethical standards of the high-technology industry. *Journal of Business Ethics, 9*, 929-948.

Folger, R. (1986). Rethinking equity theory: A referent cognitions model. In H. W. Bierhoff, R. L. Cohen, & J. Greenberg (Eds.), *Justice in social relations* (pp. 145-164). New York: Plenum.

Fore, C., Martin, C., & Bender, W. N. (2002). Teacher burnout in special education: The causes and the recommended solutions. *High School Journal, 86*(1), 36-44.

Geurts, S. A., Schaufeli, W. B., & Rutte, C. G. (1999). Absenteeism, turnover intention and inequity in the employment relationship. *Work & Stress, 13*(3), 253-267.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development.* Cambridge, MA: Harvard University Press.

Greenberg, J. (1990). Looking fair versus being fair: Managing impressions of organizational justice. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 12, pp. 111-157). Greenwich, CT: JAI.

Greenberg, J. (1995). *The quest for justice on the job: Essays and experiments.* Thousand Oaks, CA: Sage.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management, 26*, 463-488.

Grissmer, D. W., & Kirby, S. (1992). *Patterns of attrition among Indian teachers.* Santa Monica, CA: RAND.

Guglielmi, R. S., & Tatrow, K. (1998). Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research, 68*(1), 61-99.

Hale-Jinks, C., Knopf, H., & Kemple, K. (2006). Tackling teacher turnover in child care: Understanding causes and consequences, identifying solutions. *Childhood Education, 82*(4), 219-226.

Hanisch, K. A., & Hulin, C. (1990). Job attitudes and organizational withdrawal: An examination of retirement and other voluntary withdrawal behaviors. *Journal of Vocational Behavior, 37*, 60-78.

Hanisch, K. A., & Hulin, C. (1991). General attitudes and organizational withdrawal: An evaluation of causal model. *Journal of Vocational Behavior, 39*, 110-128.

Harris, K. J., James, M. L., & Boonthanom, R. (2005). Perceptions of organizational politics and cooperation as moderators of the relationship between stress and intent to turnover. *Journal of Managerial Issues, 17,* 26-42.

Higgins, A. (1995). Teaching as a moral activity: Listening to teachers in Russia and the United States. *Journal of Moral Education, 24*(2), 143-158.

Hoffman, D. A. (1997). An overview of the logic and rationale of hierarchical linear models. *Journal of Management, 23*, 723-744.

Hom, P. W., & Griffeth, R. W. (1995). *Employee turnover.* Cincinnati, OH: South-Western.

Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.

Ingersoll, R. M. (2004). Four myths about America's teacher quality problem. In M. A. Smylie & D. Miretzky (Eds.), *Developing the teacher workforce* (pp. 1-33). Chicago: University of Chicago Press.

Israel Central Bureau of Statistics. (2005). Nashim U'gvarim be'israel 1985-2005 [Women and men in Israel 1985-2005]. Jerusalem (Hebrew).

Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' moral and their intention to leave. *Journal of Higher Education*, *73*(4), 518-542.

Kenny, D. A., Kashy, D. A., & Bolger, N. (1998). Data analysis in social psychology. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., pp. 236-265). Boston: McGraw-Hill.

Kickul, J. (2001). Promises made, promises broken: An exploration of small business attraction and retention practices. *Journal of Small Business Management, 39*, 320-335.

Konovsky, M. A. (2000). Understanding procedural justice and its impact on business organizations. *Journal of Management, 26*, 489-511.

Koslowsky, M., Sagie, A., Krausz, M., & Singer, A. D. (1997). Correlates of employee lateness: Some theoretical considerations. *Journal of Applied Psychology*, *82*, 79-88.

Kwon, J. W. (2006). Distributive and procedural justice as predictors for organizational outcomes in Korea and Malaysia: An integrative model. *Business Review, 5*(1), 253-257.

Lachman, R., & Diamant, E. (1987), Withdrawal and restraining factors in teachers' turnover intentions. *Journal of Occupational Behavior, 8*, 219-232.

Ladebo, O. J. (2005). Effects of work related attitudes on the intention to leave the profession. *Educational Management Administration & Leadership, 33*(3), 355-369.

Lee, T. W., & Mitchell, T. R. (1994). An alternative approach: The unfolding model of voluntary employee turnover. *Academy of Management Review, 19*(1), 51-89.

Lipsey, M. W., & Wilson, D. B. (1993). The efficacy of psychological, educational, and behavioral treatment: Confirmation from meta-analysis. *American Psychologist, 48,* 1181-1209.

Liu, X. S., & Meyer, J. P. (2005), Teachers' perceptions of their jobs: A multilevel analysis of the teacher follow-up survey for 1994-95. *Teacher College Record, 107*(5), 985-1003.

Loi, R., Hang-yue, N., & Foley, S. (2006). Linking employees' justice perceptions to organizational commitment and intention to leave: The mediating role of perceived organizational support. *Journal of Occupational and Organizational Psychology, 79*, 101-120.

Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and Teacher Education, 15*, 835-848.

MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect: Distribution of the product and resampling methods. *Multivariate Behavioral Research, 39*(1), 99-128.

Maertz, C. P., & Campion, M. A. (1998). 25 years of voluntary turnover research: A review and critique. *International Review of Industrial and Organizational Psychology, 13*, 49-81.

Malloy, D. C., & Agarwal, J. (2003). Factors influencing ethical climate in a nonprofit organization: An empirical investigation. *International Journal of Nonprofit and Voluntary Sector Marketing, 8*(3), 224-250.

Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin, 108*, 171-194.

McFarlin, D. B., & Sweeney, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal, 35*, 626-637.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, practice, and application.* Thousand Oaks, CA: Sage.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of three-component conceptualization. *Journal of Applied Psychology, 78*, 538-551.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior, 61*, 20-52.

Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology, 76*, 845-855.

Mueller, D. J. (1986). *Measuring social attitudes. A handbook for researcher and practitioners.* New York: Teachers College Press.

Nicholson, N., & Payne, R. (1987). Absence from work: Explanation and attributions. *Applied Psychology: An International Review, 36*, 121-132.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education.* New York: Teachers College Press.

Norton, M. S. (1999). Teacher retention: Reducing costly teacher turnover. *Contemporary Education, 70*(3), 52-108.

O'Brien, R. M. (2007). A caution regarding rules of thumb for variance inflation factors. *Quality and Quantity*, *41*(5), 673-690.

Parker, R. J., & Kohlmeyer, J. M. (2005). Organizational justice and turnover in public accounting firms: A research note. *Accounting, Organizations and Society, 30*(4), 357-377.

Peterson, D. K. (2002). Deviant workplace behavior and the organization's ethical climate. *Journal of Business and Psychology, 17*(1), 47-61.

Price, J. L., & Mueller, C. (1986). *Absenteeism and turnover of hospital employees.* Greenwich, CT: JAI.

Quinn, R. E. (1988). *Beyond rational management.* San Francisco: Jossey-Bass.

Randall, C. S., & Mueller, C. W. (1995). Extensions of justice theory: Justice evaluations and employees' reactions in a natural setting. *Social Psychology Quarterly, 58*(3), 178-196.

Rapp, D. (2002). Social justice and the importance of rebellious imaginations. *Journal of School Leadership, 12*(3), 226-245.

Riester, A. F., Pursch, V., & Skrla, L. (2002). Principals for social justice: Leaders of school success for children from low-income homes. *Journal of School Leadership, 12*(3), 281-304.

Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behaviors: A multi-dimensional scaling study. *Academy of Management Journal, 38*, 555-572.

Robinson, S. L., & Rousseau, D. M. (1994). Violating the psychological construct: Not the exception but the norm. *Journal of Organizational Behavior, 15*, 145-259.

Rosenblatt, Z., & Hijazi, H. (2004). *Organizational justice in teacher promotions: Cultural differences.* Paper presented at the International Society for the Study of Work and Organizational Values conference, New Orleans, USA.

Rosenblatt, Z., & Inbal, B. (1999). Skill flexibility among school teachers: Operationalization and organizational implications. *Journal of Educational Administration, 37*(4), 345-365.

Rosenblatt, Z., & Peled, D. (2002). School ethical climate and parental involvement. *Journal of Educational Administration, 40*(4), 349-367.

Rosser, V. J., & Townsend, B. K. (2006). Determining public 2-year college faculty's intent to leave: An empirical model. *Journal of Higher Education, 77*(1), 124-147.

Rousseau, D.M. (1985). Issues of level in organizational research: Multi-level and cross-level perspectives. In L. Cummings & B. Staw (Eds.), *Research in organizational behavior* (Vol. 7, pp. 1-37). Greenwich, CT: JAI.

Rousseau, D. M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements.* Thousand Oaks, CA: Sage.

Schein, E. H. (1990). Organization culture. *American Psychologist, 45*, 109-119.

Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence: Creating high achievement classrooms, schools, and districts.* Thousand Oaks, CA: Corwin Press.

Schnake, M., & Dumler, M. P. (2003). Levels of measurement and analysis issues in organizational citizenship behavior research. *Journal of Occupational and Organizational Psychology, 76*, 283-301.

Schwepker, C. H., Jr. (2001). Ethical climate's relationship to job satisfaction, organizational commitment and turnover intention in the sales force. *Journal of Business Research, 54*, 39-52.

Sergiovanni, T. J. (1996). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco: Jossey-Bass.

Shapira-Lishchinsky, O. (2009). Towards professionalism: Israeli teachers' ethical dilemmas. *European Journal of Teacher Education, 32,* 469-483.

Shapira-Lishchinsky, O. (2010). Ethical dilemmas in teaching and nursing: The Israeli case. *Oxford Review of Education, 36* (6).

Shaw, J. D., Gupta, N., & Delery, J. E. (2005). Alternative conceptualizations of the relationship between voluntary turnover and organizational performance. *Academy of Management Journal, 48*, 50-68.

Sims, R. L. (2002). Ethical rule breaking by employees: A test of social bonding theory. *Journal of Business Ethics, 40*, 101-109.

Sims, R. L., & Kroeck, K. G. (1994). The influence of ethical fit on employee satisfaction, commitment and turnover. *Journal of Business Ethics, 13*, 939-947.

Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical leadership tool for developing equitable and excellent schools. *Educational Administration Quarterly, 40*, 133-161.

Smylie, M., & Miretzky, D. (2004). *Developing the teacher workforce.* Chicago: University of Chicago Press.

Somers, M. J. (1995). Organizational commitment, turnover and absenteeism: An examination of direct and interaction effects. *Journal of Organizational Behavior, 16*, 49-58.

Spector, P. E. (1994). Using self-report questionnaires in OB research: A comment on the use of a controversial method. *Journal of Organizational Behavior, 15*, 385-392.

Starratt, R. J. (1991). Building an ethical school: A theory for practice in educational leadership. *Educational Administration Quarterly, 27*, 185-202.

Steel, R. P., & Ovalle, N. (1984). A review and meta-analysis of research on the relationship between behavioral intentions and employee turnover. *Journal of Applied Psychology, 69*, 673-686.

Stewart, E. A. (2003). School social bonds, school climate, and school misbehavior: A multilevel analysis. *Justice Quarterly, 20*(3), 575-604.

Tett, R. P., & Meyer, J. P. (1993). Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings. *Personnel Psychology, 46*, 259-293.

Tirri, K. (1999). Teachers' perceptions of moral dilemmas at school. *Journal of Moral Education, 28*(1), 31-47.

Trevino, L. K., Butterfield, K. D., & McCabe, D. L. (1998). The ethical context in organizations: Influence on employee attitudes and behaviors. *Business Ethics Quarterly, 8*, 447-476.

Turnley, W. H., Bolino, M. C., Lester, S. W., & Bloodgood, J. M. (2004). The effects of psychological contract breach on union commitment. *Journal of Occupational Psychology, 77*, 421-428.

Van Maanen, M. (1995). On the epistemology of reflective practice. *Teachers and Teaching: Theory and Practice, 1*(1), 33-50.

Vardi, Y. (2001). The effects of organizational and ethical climates on misconduct at work. *Journal of Business Ethics, 29*, 325-337.

Vardi, Y., & Weitz, E. (2004). *Misbehavior in organizations: Theory, research, and management.* Mahwah, NJ: Lawrence Erlbaum.

Vardi, Y., & Wiener, Y. (1996). Misbehavior in organizations: A motivational framework. *Organization Science, 7,* 151-165.

Victor, B., & Cullen, J. B. (1987). A theory and measure of ethical climate in organizations. *Research in Corporate Social Performances and Policy, 9*, 51-57.

Victor, B., & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative Science Quarterly, 33*, 101-125.

Walsh, J. P., Ashford, S. J., & Hill, T. E. (1985). Feedback obstruction: The influence of the information environment on employee turnover intentions. *Human Relations, 38*, 23-46.

Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wernsing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management, 34*, 89-126.

Wasti, S. A. (2003). Organizational commitment, turnover intentions and the influence of cultural values. *Journal of Occupational and Organizational Psychology, 76*, 303-321.

Weber, J. (1995). Influence upon organizational ethical subclimates: A multi-departmental analysis of single firm. *Organization Science, 6*, 509-523.

Wong, Y., Ngo, H., & Wong, C. (2002). Affective organizational commitment of workers in Chinese joint ventures. *Journal of Managerial Psychology, 17*(7), 580-598.

Bios

Orly Shapira-Lishchinsky is a faculty member at the Department of Educational Administration, Leadership and Policy, in Bar-Ilan University, Israel, specializing in organizational ethics and withdrawal behaviors.

Zehava Rosenblatt is a faculty member in the Faculty of Education, University of Haifa, Israel, specializing in school human resource management, in particular, absence behavior, job insecurity, and training.