

The relationship between school ethical climate and school effectiveness in Israel 2020

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Abstract

The current research discusses the ethical aspects that were currently not studied yet in the context of the teacher attrition phenomenon and its impact on school effectiveness, which is measured in this research by promoting achievements basing the assumption that teacher perception of ethical climate might explain teacher attrition behaviors, including leaving teaching (Rosenblatt & Shapira-Lishchinsky, 2017). This research has examined teacher perceptions of school ethical climate through three dimensions found to be relevant in the 21st-century era in the aspects of organizational climate in general and school climate in particular, caring ethical climate, law and code ethical climate, and instrumental ethical climate. For this purpose, quantitative research is based on the pioneer researchers Victor & Cullen's (1987, 1988) questionnaire and self-report of teachers regarding teacher tendency to leave the teaching profession, and their perception of learner achievement promotion in the context of ethical climate in their school was used. To deepen and expand the understanding of teacher perceptions, qualitative research including in-depth interviews was also performed. The research population consisted of 223 teachers from elementary and junior high schools in Israel. The current research indicates a principal finding that expresses the influence and importance of a caring ethical climate in reducing attrition behaviors and teacher attrition intentions and promoting learner achievements. Moreover, it was found that law and code ethical climate is correlated with promoting student achievements, and therefore integrating these two ethical climate dimensions will be the foundation for a program for new and senior teacher preservation in the education system. The research findings are currently relevant since the education system in Israel faces a severe shortage of teachers due to increased teacher attrition of teaching.

Keywords: school effectiveness; ethics; ethical climate; teacher turnover

Introduction

The prosperity of a country depends on the quality of education in its educational institutes and the quality of education is a result of school effectiveness (Behlol et al, 2019). Education systems are committed to be adjusted to the changing reality and maximizing school effectiveness (Volansky, 2020). School effectiveness is one of the subjects on every educational institute's agenda and it measures a school's ability to achieve its goals

(Raith & Starke, 2017). Many researches in the organizational field indicate that ethics, values, and fairness are important in workplaces and related to the organization's performance (Atkins & Caldwell, 2013). Ethics and climate are terms that were found to have positively correlated with student achievements and school effectiveness (Granvik Saminathen et al, 2018). The current Research seeks to examine this correlation through teacher attrition indices and learner achievements. Teacher perceptions of school ethical climate were found in research as predicting attrition behavior including leaving teaching (Shapira-Lishchinsky, 2017). The current research will mention ethical aspects that have not yet been explored at this time to the teacher attrition phenomenon and its influence on the entire education system. Discussing ethical aspects of educational resource management may lead to activities for reducing the attrition phenomenon and leading schools in Israel to excellence in achievements and social gap reduction. In addition, the ethical climate will be examined through teacher perceptions, and in accordance were selected three ethical climate dimensions that were found to be relevant to the 21st century in the context of organizational climate in general and school climate in particular, caring ethical climate, law and code ethical climate and instrumental ethical climate. The main research question will be examined through three main questions. One will examine the correlation between teacher perceptions of school ethical climate and the teacher attrition phenomenon. The second will refer to the correlation between ethical climate and school effectiveness, which is measured through achievements. The third and last question will examine the correlation between gender and ethical climate perceptions, school effectiveness, and teacher attrition. The current research seeks to find the correlation between school ethical climate, measured through teacher perceptions of ethical climate predicting attrition behaviors, and the worrying phenomenon Israeli and worldwide education systems currently cope with - teacher attrition of teaching for other professions in the labor market. The research questions will examine attrition intention and school effectiveness by using a combination of quantitative research and qualitative research, while the quantitative research will include about 211 questionnaires distributed to collect data from elementary and junior high school teachers regarding their perceptions of ethical climate indices. The qualitative research will include in-depth interviews of elementary and junior high school teachers, which will provide a deeper and wider perception of teacher perceptions of ethical climate regarding effectiveness indices. The phenomenon of teacher attrition from education systems in developed countries is one of the most disturbing phenomena in recent years (König et al, 2020; Sperling, 2015). Teachers leaving the teaching profession causes education systems all over the world, as well as in Israel, severe shortage of teachers, especially quality teachers who are experienced. According to the UNESCO report, there is a large international shortage of about 32 million teachers in the educational system in the elementary and secondary education stages. This shortage is expected to worsen and grow to 69 million teachers missing by 2030 (UNESCO, 2016). The current research tries to find

out what can be done to reduce the attrition phenomenon, at the school level, out of qualitative and quantitative research on ethical climate perceptions, and discuss less the attrition causes. This research aspires to answer the question of what causes educators, most of them have selected teaching out of value motives and sense of mission, and a desire to promote the students of the State of Israel, to take attrition behavior and leave teaching for other professions in the labor market. The starting point of the current research is the fact that throughout the world, as well as in Israel, education is a key resource for the economic development of a country and social disparities reduction, and teachers are the educational resource that drives education systems. Therefore, discussing ethical aspects in schools and in teacher perception of ethical climate in their school, which predict teacher attrition behavior, including leaving teaching, might be a basis for developing a potential tool to preserve teachers in the education system.

Literature review

Ethical climate

In light of global economic development, organizational development has brought morals and ethics to the front stage and made them a very influential issue in the organization (Teresi et al, 2019).

Ethical climate draws a lot of the business ethics researchers' attention and is considered a type of organizational climate that reflects employee perception of organization policy and ethical procedures (Martin & Cullen 2006). Moreover, it is perceived as a significant component in the organization's life because it directly influences individual and organizational behaviors and outcomes and is the organization's core as representing negative and positive behaviors and perceptions of employees in the organization (Teresi et al, 2019).

Many researches about ethical climate were performed in the last decades, but most of them were motivated by the pioneering work of Victor & Cullen (1987, 1988), that defined ethical climate as "prevailing perceptions of typical organizational practices and procedures that have ethical content" (Victor & Cullen 1988, p. 101).

Victor & Cullen (1988, 1990) suggested a two-dimensional ethical climate model, one dimension representing basic ethical approaches: egoism, generosity, and principles. The second dimension represents analysis levels: personal, local, and cosmopolitan. The factor analysis showed five ethical climate types: "caring" ethical climate, in which the main consideration is what is best for all organization employees; "instrumental" ethical climate, in which the personal interest is above all; "rules and regulations" ethical climate, "law and code" ethical climate and "independence" ethical climate, by which each employee may decide what is right and what is wrong. According to the

researchers' model (ibid), the instrumental climate is a result of combining "egoism/individual" and "egoism/local" climate types; the "caring" climate is derived from combining "benefits/individual" and "benefits/local". Ethical Organizational Climate (EOC) is a climate used by the organization to help its employees to understand the work environment and direct them to proper behavior (Kuenzi, et al, 2020). Organizational climate is more concrete for the employees and easier to be changed than culture, therefore my research focuses on EOC.

One of organizational ethics' main dimensions is school ethical climate (Shapira-Lishchinsky, 2017). The term school ethical climate in literature reflects teachers' mutual perceptions regarding formal and informal procedures about what is permitted and what is forbidden and how should moral issues be handled. It also reflects common perceptions and beliefs about the organization's priorities and expectations for decision-making norms and moral behavior (Reichers & Schneider, 1990; Shapira-Lishchinsky, 2016), and represents teacher's perceptions about school policy, procedure, and processes that have ethical meaning (Rosenblatt & Shapira-Lishchinsky, 2017). It may be added that the school ethical climate also reflects the moral and social values of the school and contributes to learning processes design and student achievement raise (Thapa et al, 2013), therefore, schools must create a positive ethical climate in which both, teachers and students will efficiently study (Luo et al, 2007). The current study focused on three dimensions of the ethical climate that were found to be prominent and relevant at this time: *caring ethical climate*: researchers see caring as the core component of a positive ethical school climate that is any educational success cornerstone (Thapa et al, 2013), therefore they are convinced that nurturing a caring school climate that encourages and promotes effective learning is one of the most important goals of education institutes today (Corland, 2018; Ng et al, 2013). *Law and code ethic climate*: Ethical rules dictate to employees how they should behave. The climate of the law and the ethical code is based on the fair allocation of resources and transparency of protocols, therefore it is seen as protecting its employees from abusive relations on the part of the management and from harming their rights (Shapira-Lishchinsky and Rosenblatt, 2010). *Instrumental ethical climate*: The egoism principle is the base of the instrumental ethical code and refers to behavior based on self-good and combines two theoretical constructions: self-interest and organizational interest (Murphy & Clinton, 2016; Martin & Cullen, 2006).

School Effectiveness

Country prosperity depends on education quality in education institutes in the country, and education quality is a direct result of school efficiency (Behlol et al, 2019). According to the OECD, in equal education systems, all students can acquire knowledge and skills regardless of their personal, social, and economic background, so the idea of efficient

schools (Ramberg et al, 2019) is looking beyond the influence of personal characteristics as social background or economic status, as Coleman (Coleman et al,1966) claimed, and not referring it as a factor of achievement differences, but focus on improving school level to improve student scholastic and social achievements (Ayalon et al, 2019). The educational effectiveness research is aimed to respond what are the parameters or qualities that make schools effective, and how and what can be done to have as many excellent schools as possible (Alfirević et al, 2016). Many researches on the organizational subject point out the importance of ethics, values, and fairness in the workplace and their connection to the organization's performance (Atkins & Caldwell, 2013). Moreover, the researches show the correlation between school climate and its influence on student achievements and school effectiveness (for example, Clemens, 2016 Grosin et al, 2004). Terms related to school climate as discipline, and the relationship between teachers and students, were found correlated to student scholastic achievements and even essential to their success (for example, Arens et al, 2015; Hughes et al, 2015; Peterson et al, 2016). Effective schools are perceived as having a pleasant school atmosphere, the leadership is strong, and the staff has high ethical morals, all of these are perceived to bring high performance and low discipline problems level (Gottfredson et al, 2001). Improving school climate empowers student sense of belonging to the school and even help to raise scholastic achievements in school (Wen, 2017). Moreover, school climate gets so much attention due to its potential to improve student achievements regardless of family demography. High students' performance was found in schools with a positive school climate, while schools with a low school climate have lower performance levels and higher levels of violence and crime (Ruiz et al, 2018). A positive school climate was found correlated to high motivation to study among students and high achievements (Goddard et al, 2015; Jones & Shindler, 2016). Moreover, researchers attribute great educational importance to the ethical climate in the school effectiveness context. Ethics and climate are terms with a positive correlation to student achievements and school effectiveness (Granvik Saminathen et al, 2018).

Teacher turnover phenomenon

The teacher turnover phenomenon in the education system in developed countries is one of the most disturbing phenomena in the last few years (Sperling, 2015). This phenomenon influences education system stability all over the world (Talis report, 2020), and it is examined by turnover rates in the education system (Elyashiv-Zimmerman, 2013, 2015). Teacher turnover is defined as withdrawal behavior and withdrawal behavior among teachers is defined as a set of activities teachers take to push themselves away from their work (Shapira-Lishchinsky, 2012). According to the progression model, a teacher does not leave the system suddenly. Prior to this decision, there are withdrawal behaviors that are expressed in coming late to school, then absences and finally leaving (Shapira-Lishchinsky & Tsemach, 2014). "Tendency to leave" is an additional important term, which was

discussed in the research literature on the subject of teacher turnover. The tendency to leave is considered in psychologic models as a preliminary step for actual leaving, and in many cases, researchers tend to use it as a dependent variable as an alternative for leaving index (Bothma & Roodt, 2013; Brewer et al, 2012). According to the UNESCO report (2016), there is a great international shortage of about 32 million teachers in the education system in elementary and secondary education stages. This shortage may grow to about 69 million lacking teachers by 2030. The report editors noted that one of the main factors found related to the lack of teachers is teacher attrition from the education system. However, in secondary education, there is a shortage of about 22 million teachers, while about 9 million are lacking due to teacher attrition (Bar Zohar & Josephsberg Ben-Yehoshua, 2020).

Teacher turnover worldwide perspective

Teacher attrition in the education system is a phenomenon characterizing many countries and it is expressed mainly among teachers at the beginning of their career that tend to permanently leave teaching, although among them there are some very talented teachers (Sperling, 2015, Arviv-Elyashiv R. & Zimmerman V., 2013, 2015). Researchers believe (for example, Harris & Sass, 2011; Rivkin et al, 2005; Rockoff, 2004) that the first years of teaching are important for the teacher, not only for building knowledge and skills, but also to shape their perceptions and attitudes about the profession and the desire to stay in it. Researches show that in each experience year (seniority) there is a teacher contribution to student achievements, while the contribution is mainly seen in the first five years of teaching (Talis report, 2020).

The new teacher attrition phenomenon is described in the professional literature in two main terms. The first term “revolving door” or “in and out of schools each year” was determined by the researcher Ingersoll (2001), and it refers to teachers’ ratio of entering and leaving the education system. The “revolving door” situation expresses the constant number of new teachers in the teaching attrition process, so, at any time there are new teachers entering the system, teachers that leave it attrite the system even before assimilation (Haseisi, 2013). The researcher Ingersoll (2001) claims that increasing the number of new teachers will not solve the problem, therefore, a political plan has to be formed in order to prevent new teacher attrition and improve the new teacher integration process (Ingersoll, 2012). The second term is “silent crisis”, determined by the researcher Rinke (2008), who describes the teacher attrition phenomenon as a very serious crisis that is not properly treated in the education system.

The new teacher attrition phenomenon is explained by researchers as a very reasonable phenomenon, assuming that currently, with a very wide occupational supply, we cannot expect that a teaching career will be perceived by employees as a lifetime profession (Johnson, 2004; Olson & Anderson, 2007; Kelchtermans, 2017), but yet, new

teacher attrition is a problem with serious consequences for schools and student achievements (OECD, 2005).

The teacher turnover rate in advanced countries is 15% - 28% and in the United States, England and Australia is 5% - 10% (Makela et al,2014). According to the OECD, many experienced teachers in all countries leave teaching before retiring. However, there is a higher rate of beginning teacher turnover than experienced teacher turnover (Guarino et al, 2006; OECD, 2005). According to literature, teacher turnover during the first years of teaching is 5%-50% (Clandinin et al, 2015), therefore, by the UNESCO evaluation until 2020, 1,705,000 teachers will be needed in North America and Western Europe countries to fill the gaps created by teacher turnover (UNESCO, 2013). The teacher turnover rate in Israel after one year is 10%, and teacher turnover after three years is 20.8% (Boe, 2007). In Canada, for example, the turnover rate after the first year is 16% (Government of Alberta, 2015) in Australia is 25% (Kearney, 2014) and in the USA 13.8% (Perda, 2013).

The examination of teaching attrition rate in different stages shows, according to the OECD findings, that the attrition pattern graph looks like the letter U, since teacher attrition rate is high in the first years of teaching, then there is a sharp decrease and afterward, there is additional increase towards and before retirement (Sperling, 2015; Guarino et al, 2006; Richardson & Watt, 2016). The research literature shows that not only new teachers leave, but also senior experienced teachers leave teaching (Liu & Ramsey, 2008). The research of Richardson & Watt (2016) proves that teachers' exhaustion changes due to seniority. However, the researchers have found that the high exhaustion rates are much more common among new teachers than among senior teachers and that the rates of teachers who leave increase among teachers in the final stages of their careers (Guarino et al, 2006).

Teachers turnover phenomenon in Israel

According to the OECD findings, the annual rate of teacher attrition in Israel is over 6%. According to the Central Bureau of Statistics findings (2019), in 2017 7,392 teachers left the education system in Israel compared to 7,050 teachers in 2016, namely an increase of 4.9%. It was also found that between 2009 and 2017 teacher turnout rates were stable, an average of about 4% per year.

Between 2001 to 2016 there is a slight downward trend in teachers who left the system from an average of 4.6% in the years 2001-2003 to an average of 3.9% in the years 2014-2016. In addition, according to the Central Bureau of Statistics (2019) findings, the teacher turnover phenomenon is higher among secondary education teachers, namely in high schools in state education, among young men up to the age of 29, and senior male teachers from 50 years and up.

The Central Bureau of Statistics (2019) findings also show that in the years 2001–2016 there is a downward trend of new teachers who left the system after one year from an average of about 15% in 2001-2003 to an average of about 11% in 2014-2016. Turnover rates after 3 years are also in a downward trend, from an average of about 23% in 2001-2003 to an average of about 19% in 2012-2014. The turnover phenomenon of new teachers characterizes more secondary education teachers among men ages 40 and up (Central Bureau of Statistics in Israel, 2019).

According to the Central Bureau of Statistics in Israel, there is a shortage of about 7,700 teachers in all disciplines in the education system of Israel (updated 2018).

Research Methodology

The main goal of this research was to identify the best ethical climate for reducing the phenomenon of teacher attrition, teacher retention, strengthening ethics, and increasing school effectiveness. Four main objectives were defined:

- Collect information about teacher perceptions of ethical climate in their school.
- Examine and measure teacher intention of teaching profession attrition.
- Collect teacher attrition data according to teacher seniority (including new) at different career stages.
- Analyze the correlation between school effectiveness indices (teacher attrition and student achievements) and ethical climate indices.

It is mixed research: quantitative and qualitative research.

Quantitative research: I used this method to collect data from teachers about perceptions of ethical climate indices, attrition intention, and school effectiveness.

211 Teachers – from 12 schools in the northern region of Israel. Schools: elementary and junior high school - 33 male teachers and 178 female teachers.

Tool 1: Questionnaire (Quantitative) – perceptions of ethical climate, attrition intention, and school effectiveness.

The questionnaire examines dimensions of caring ethical climate, laws and codes ethical climate, and instrumental ethical climate, while attrition intention will be examined directly with ethical climate indices.

Qualitative research: Depth interviews were performed for a sample of 12 teachers.

Tool 2: Interview questionnaire for teachers (group 2)

A questionnaire composed of 12 depth questions that focus on perceptions of ethical climate, attrition intentions, achievements as school effectiveness index, and COVID19 effect.

The research findings

The research findings will be presented through the three main research questions:

Question 1: What is the relationship between an ethical climate and the phenomenon of teachers leaving teaching? What are the dimensions of the ethical climate that may help reduce the phenomenon of teachers leaving the teaching profession?

The research findings indicate a clear correlation between the ethical climate in general and the caring ethical climate, especially in schools, and the phenomenon of teacher attrition in teaching. Namely, the research has found that when a caring component exists in the organization, its management, and its teaching staff, it is the main factor in influencing teachers to stay in teaching.

when school climate is characterized by the staff caring for personal interests, i.e., the ethical climate includes the instrumental ethical climate at its level, teacher attrition desire increases. Teachers (females) who have perceived the ethical climate as instrumental at a high level, have expressed great frustration and high attrition desire.

new teachers tend more to attrition tendency, in the current research senior and older teachers have expressed less attrition desire and less willingness to make changes in their careers.

Desire to leave school for different work and the reasons/intention to leave

33 men and 178 women participated in the research. It was found that men have communicated more with others regarding leaving school, but when they are asked if they would be interested in leaving school they answer that they do not want to. Men also perceive the school environment as more caring towards the community.

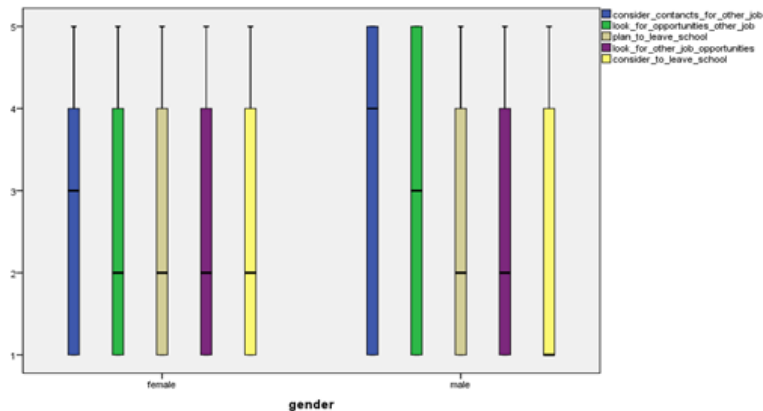


Figure 1: Box-plot diagrams present different levels of readiness to leave school for another job, for female and male subjects

It was found that the reasons for leaving are similar among men and women. Most of the participants agree that lack of rules and codes, unethical behavior of the staff or the principal, as well as staff concern for their own personal interests instead of school interests will increase their desire to leave (also in T-test - in independent samples).

Question 2: Which ethical climate dimensions will lead to increased school effectiveness (student achievements)?

The law and code dimension of school ethical climate has a significant and strong correlation with student achievements and school effectiveness. Namely, teacher perception is that the more keeping rules, regulations, laws, and codes are, the higher the student achievements and the school's effectiveness.

All the teachers in the current research support and encourage making a formal ethical code document for educators in the Israeli education system that does not exist yet.

The caring component was found to be correlated with promoting achievements and school effectiveness, so the more the school keeps the laws and codes, the fewer ethical problem it has, and the more caring for teacher welfare, the more effective the school and the higher the student achievements.

The research findings indicate a positive correlation between school and community interests. when teachers care for the school's interests, the school's effectiveness increases and so are the learner's achievements. However, according to the researcher's opinion, an instrumental ethical climate expresses the individual's interest. In this case, the instrumental ethical climate was found to have a bad influence.

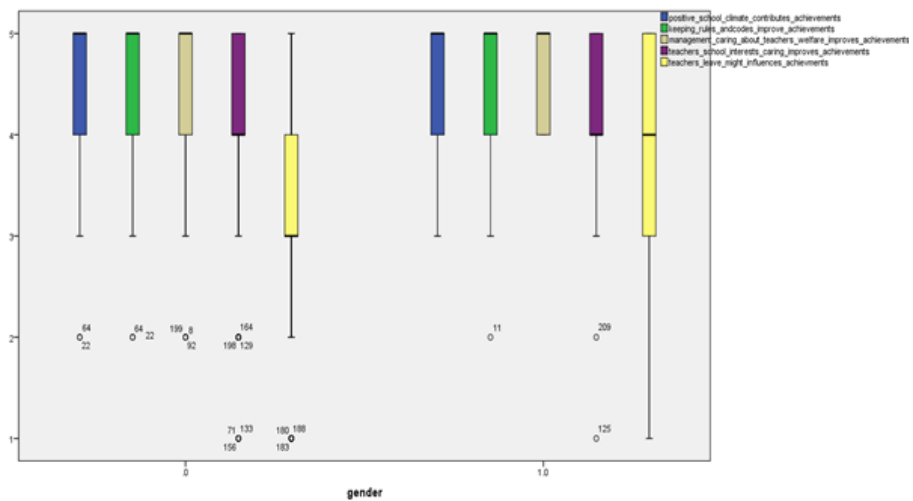


Figure 2: Perceptions regarding the correlation between ethical climate and improving student achievements

Question 3: gender on the perceptions of ethical climate at school, school effectiveness, and teachers leaving the teaching profession. What is the effect of gender on the perceptions of ethical climate at school, school effectiveness, and teachers leaving the teaching profession?

Men have communicated more with others regarding school attrition but expressed less desire to actually leave

The quantitative research found that women do not think that teacher attrition influences student achievements, while men very much agree that there is an effect. However, the qualitative research indicates that women very much believe that teacher attrition of teaching influences achievement promotion.

Most of the participants, both men, and women agree that the instrumental climate that is expressed in caring for personal interests affects student achievements and school effectiveness.

Men note law and code ethical climate and instrumental ethical climate more than women. Compared to women who value the caring climate as a basis for work both in the qualitative research and quantitative research, apparently because the women population in the system is bigger and requires them to work in cooperation to increase school effectiveness.

Men agree that teachers' concern for each other improves student achievements, compared to women that less evaluate teamwork.

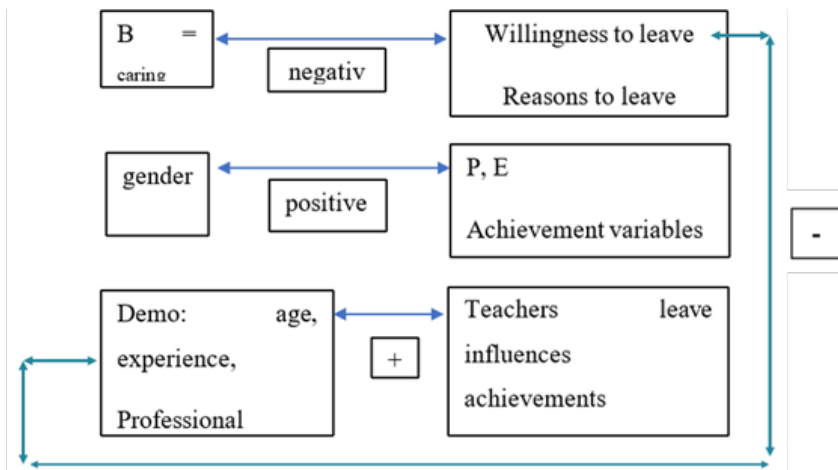


Figure 3: Model

The model illustrates the following correlations:

- a. Caring has a negative correlation with the desire to leave variables. The factor influencing teacher desire to leave is not law and code, but caring school climate. The more caring the system, the less the teacher plans to leave school and will have less desire to leave thoughts.
- b. Gender (male=1, female=0) has a positive correlation with school climate.
- c. All data has a positive correlation with law and code ethical climate (P).
- d. The demographic profile (age, teaching experience, and teacher type) are negatively correlated with the desire to leave intentions and school effectiveness (student achievements) perception – the older the teacher and the more experienced, he will have less desire to leave intentions.

Discussion

The correlation between teacher perceptions of school ethical climate and teacher attrition

The current research has examined three ethical climate dimensions that were found relevant in the 21st century: caring ethical climate, law and code ethical climate, and instrumental ethical climate. These days, in 2022, the Israeli education system copes with a severe crisis of teacher attrition of teaching. An updated report of the Central Bureau of Statistics from March 15, 2022, says that there is a 23.7% increase. This data worries policymakers and places the education system with a difficult challenge. The

current research findings come to shed light on the teacher attrition phenomenon and propose a possible solution to reduce teacher attrition tendency and find the right way for teacher retention in the education system. The research findings indicate a clear correlation between the ethical climate in general and the caring ethical climate, especially in schools, and the phenomenon of teacher attrition in teaching. Namely, the research has found that when a caring component exists in the organization, its management, and its teaching staff, it is the main factor in influencing teachers to stay in teaching, so when there is no caring on behalf of the management and the teaching staff, teacher willingness to leave increases. The research literature supports this important finding. Researchers do see caring as a core component of a positive ethical school climate and perceive it as one of the cornerstones of any educational success, which encourages and promotes effective learning (Thapa et al, 2013; Corland, 2018). Therefore, the current research findings are a milestone in building a model for teacher preservation in the Israeli education system in particular and education systems in general, by which principals should nurture a caring school climate and increase school ethics by using a clear law and code system (Lei & Bing, 2017, Hsien & Wang, 2016, Nedkovski, 2017). The research findings clearly reveal that the ideal school climate, is as mentioned a caring ethical climate, combined with a law and code climate, and teachers act by clear rules, laws, and codes that management respects and follow. Practical application of laws and codes will provide teachers with trust and satisfaction and increase the motivation to work, and will eventually reduce attrition behavior of teachers, reduce attrition tendency, and will even increase the school effectiveness, which is measured in this research through achievements, and influenced by teacher attrition, especially quality and professional teacher in cour disciplines, language, mathematics, sciences, and English. According to the current research findings, teachers indicate that when school climate is characterized by the staff caring for personal interests, i.e., the ethical climate includes the instrumental ethical climate at its level, teacher attrition desire increases. This finding consists of many researchers who claim that the egoism dimension in the organization may bring its members to suffer unethical behaviors (Trevino et al, 2006). The researcher's Another important finding that has to be discussed in this chapter, which refers to teacher attrition and nurturing a school ethical climate that will reduce attrition tendency, refers to new teachers. The research findings support the fact that new teachers tend more to attrition tendency because in the current research senior and older teachers have expressed less attrition desire and less willingness to make changes in their careers.

Researchers have found that beginning teachers tend more to leave teaching related attrition to the phenomenon of "Reality Shock" after graduation (Timor, 2017). This phenomenon describes the gap between what they have studied and their actual role and the difficulty to merge the studied theories and the field needs (Carmel & Badash, 2019) in addition to the stress, high responsibility, emotional exhaustion, and burnout

that were found to be the factors for these teachers' attrition (Chang, 2009; Ingersoll & Strong, 2011). The current research, based on the research findings, calls for immediate change, which will be expressed in supporting and escorting the new teachers in school while increasing the caring ethical climate that was found to be the main factor in influencing the teacher's desire to stay or leave teaching.

The correlation between ethical climate and school effectiveness measured through achievements

The current research findings indicate that the law and code dimension of school ethical climate has a significant and strong correlation with student achievements and school effectiveness. Namely, teacher perception is that the more keeping rules, regulations, laws, and codes are, the higher the student achievements and the school's effectiveness. This finding consists of the research literature that indicates that ethical climate is correlated with school effectiveness, and was found to be guiding the employees in organizations on how to act and function in the organization. It appears that in order to improve school effectiveness and organizational performance, a system of rules and ethical codes that suits its goals must be developed. The laws and codes system makes the employees adopt these principles that are based on laws and codes and guide their behavior in the organization (Altuntaş et al, 2020; Yeşil et al, 2017; Ercan & Alptekin, 2018). Moreover, all the teachers in the current research support and encourage making a formal ethical code document for educators in the Israeli education system that does not exist yet. This finding supports additional broad research performed in Israel by the researcher Shapira-Lishchinsky (2017) called to set an ethical code for educators in Israel that will be an important means to promote a school ethical climate that promotes and improves learner achievements (Fisher, 2013).

All the research participants agree that a positive school climate, one that includes a caring component, also contributes to improving learner achievements. Researchers strengthen this finding and claim that nurturing a caring ethical school climate, which encourages and promotes effective learning by showing caring to students, was found to be one of the most important educational goals of education institutes in the 21st century (Ng et al, 2013; Corland, 2018).

Regarding the instrumental dimension of ethical climate, the research findings indicate a positive correlation between school and community interests. Researchers agree with this finding and claim that when referring to the local level of moral aspect, the individual will aspire to maximize the organization's interests and its economic welfare, and thus help to increase the organizational effectiveness (Liu et al, 2016; Cheng & Wang, 2015; Essien et al, 2019). Therefore, when teachers care for the school's interests, the school's effectiveness increases and so are the learner's achievements. However, according to the researcher's opinion, an instrumental ethical climate expresses the individual's

interest. In this case, the instrumental ethical climate was found to have a bad influence on satisfaction (Wang & Hsieh, 2012), organizational commitment (Cullen et al, 2003), employee turnover (Stewart et al, 2011), and organizational corruption (Stakovich & Simha, 2013), these dimensions badly influence the organizational effectiveness (Murphy & Clinton, 2016). Therefore, in schools that have a high level of instrumental ethical climate, the organization, and its members might suffer from unethical behaviors such as sloppy work (Trevino et al, 2006) as the current research has found.

The correlation between gender and ethical climate, school effectiveness, and teaching attrition

The main characteristic of education systems in the last decades should be noted - a large number of women in the system compared to a minority of men, while men in the education system are mainly in management positions (Hertzog & Walden, 2010). The education system in Israel is feminized. In 2011, about 71% of all teaching and education employees were women. These findings indicate that the percentage of women in education and teaching is significantly higher than men (Maskit & Tal, 2016). 33 men and 178 women have participated in the current quantitative research and additional 12 women were interviewed in the qualitative research. The research has found that men have communicated more with others regarding school attrition, but expressed less desire to actually leave. This finding emphasizes and reflects a situation where men have more opportunities to leave school and the teaching profession, but they find that the school environment is good for them, so they are not in a rush to leave and choose to stay and be part of the education system. This data seems to be a result of the fact that men are mainly in management positions in the education system (Hertzog & Walden, 2010), treated better at school by the management and their colleagues, and that men are more optimistic about their workplace. These differences are expressed in the research literature that presents differences in the social expectation of women and men. Namely the social expectation of men is that working in teaching will have the main financial reward in their life, more than it is for women. However, the social expectation for women is that they have to bear other roles or additional roles that are not financially rewarded, as the burden of child care (Roth et al, 2012). This finding may also be used to recruit male teachers, presenting the positive aspect from a manly point of view, and thus try to reduce the common opinion that teaching is a mainly feminine profession and reduce the problem of teacher shortage. The current research, which indicates more attrition intentions of women than their men colleagues, supports several previous researches. Researchers explain that teaching is not a distinctly feminine field, therefore men who come are usually full of determination, mission, love, and perseverance for the profession. In addition, a variety of occupations opened for women in recent decades has led women to look for more rewarding professions and less sticking to this traditional profession

(Elyashiv & Zimmerman, 2013, 2015; Hoxby & Leigh, 2004). Regarding school effectiveness that is measured through achievement promotion, The current quantitative research found that women do not think that teacher attrition influences student achievements, while men very much agree that there is an effect. However, the qualitative research indicates that women very much believe that teacher attrition of teaching influences achievement promotion. Finally, in examining the gender difference regarding school ethical climate perceptions, it is found that most of the participants, both men, and women, agree that the instrumental climate that is expressed in caring for personal interests affects student achievements and school effectiveness. This finding is supported by the research literature, assuming that the instrumental ethical climate is based on the egoism principle that refers to behavior based on self-interest (Murphy & Clinton, 2016, Martin & Cullen, 2006). An additional finding of the current research indicates that men note law and code ethical climate and instrumental ethical climate more than women. Compared to women who value the caring climate as a basis for work both in the qualitative research and quantitative research, apparently because the women population in the system is bigger and requires them to work in cooperation to increase school effectiveness. Researchers do agree that a caring ethical climate implies behavior that is based on cooperation (Cullen et al, 2003). Staff members tend to share information and discuss ethical issues. Staff nurturing and developing in the organization and creating a caring organizational environment will increase the mutual trust among staff members (Lei & Bing, 2017; Hsien & Wang, 2016; Nedkovski, 2017). It was also found in the current research that men agree that teachers' concern for each other improves student achievements, compared to women that less evaluate teamwork. A caring ethical climate was found to be significantly influencing staff performance. Staff members not only help each other but also unite to reduce conflicts and promote their colleague's performance (Lei & Bing, 2017).

Conclusions

The education system demand from schools to increase school effectiveness while on the other hand there is an increasing phenomenon of teacher attrition and a severe shortage of teachers puts the education system in Israel in a complex and challenging problem that requires looking for possible solutions to reduce the attrition phenomenon, retention of new and senior teachers and recruiting new teachers. The current research, which has referred to both phenomena, in their ethical aspects' context, as it is perceived by teachers within the school climate, has found a correlation between school ethical climate and teacher attrition or staying intentions as well as their motivation to promote student achievements as expressing school effectiveness. The current research findings call to increase the caring ethical climate in schools, which was found to be encouraging and increasing the level of management caring for

the educational staff, increasing the trust level, satisfaction, and teacher motivation at work. This increase might be the foundation for teacher escort and retention programs in the education system. Increasing the law and code ethical climate in addition to encouraging and promoting a formal ethical code document for educators might be used to reduce unethical behaviors, empower teachers, raise the motivation to promote learner achievements, and increase school effectiveness.

The current results strengthen the importance of examining teacher perceptions of ethical climate in the context of teacher attrition intentions and gender aspects.

Herein are the main conclusions of the current research:

- Caring ethical climate should be cultivated in schools since in the current research it was found to be reducing attrition thoughts, attrition tendency, and increased teacher satisfaction.
- The factors and reasons that encourage teachers to stay in the education system must be invested more, it has to be cultivated and strengthened, and the attrition factors should be less dealt with.
- The research findings indicate differences in men's and women's perceptions about attrition intentions. Since men find that they are treated well, they express satisfaction and a tendency to stay in the education system, recruitment of male teachers, who are now a minority in the education system, should be encouraged.
- To promote school effectiveness, a caring ethical climate and law and code ethical climate should be strengthened, and a formal ethical code document for teachers in Israel should be developed, because now there is no such document.

The research recommendations for future research

The research recommendations for future research

- Conducting follow-up research on the teacher attrition phenomenon that deals with demographic aspects along with ethical perceptions in the school climate. The variable combination can provide a broader image of the attrition phenomenon due to the urgent need to reduce it.
- Increasing research on the subject of teacher perceptions and factors that encourage teachers to stay in the teaching profession and less engage with attrition factors.
- The research findings may lead to action of all levels in the educational leadership in Israel - the headquarters of the Ministry of Education, schools, and education departments in the local authorities, which will work to reduce the teacher attrition phenomenon and lead schools to excellence in achievements and reduce social gaps.

- A model for teacher retention should be presented to school principals - in principal training and workshops that are based on the research findings.
- A monitoring mechanism should be created for school principals, thereby identifying unethical behaviors of school principals, which encourage teacher attrition.
- Accompanying and supporting programs for new teachers and increasing care for them, especially after graduation.
- The findings of a previous research project aimed to examine the influence of the COVID-19 pandemic on teacher attrition desire¹ did not indicate an attrition desire during the lockdown time. Therefore, it is required to have continued research that compares ethical climate, school effectiveness, stress and load in teacher work, and attrition desire in the two teaching types. The one is teacher telecommuting in distance learning without social face-to-face interaction with the school principal, teaching staff, parents, and students, and the other, is a regular when teachers work in school.

The research limitations

In psychological models, attrition tendency is considered a preliminary stage to actual attrition, and in many cases, researchers tend to use the attrition tendency as a dependent variable as an alternative to the attrition index (Bothma & Roodt, 2013; Brewer et al, 2012). However, this index should be treated carefully because other researchers have indicated a low correlation between attrition tendency and actual attrition, mainly due to the unstable character of attrition tendency, and teachers may change their decision in reaction to events they experience in a specific time (Cohen et al, 2016).

- The findings are based on self-reports of teachers; therefore, it represents their opinions, perceptions, and beliefs, their activity description, and interpretation of the question intention. self-report may be influenced by the general culture and the education system in a specific country (Shapira-Lishchinsky, 2017).
- The research findings reflect the perspective of teachers in the Israeli education system where there is no official ethics code document for teaching staff. The existence of an official code can shape a different map, and in case of investigations developed in countries which have developed such document, different results can be expected to come out.

¹ <https://link.springer.com/book/9783031094231>

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