

## STAKEHOLDER PERSPECTIVE OF ETHICAL LEADERSHIP: A SCALE DEVELOPMENT

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**Abstract:** The paper aims to develop the scale for measuring the stakeholder perspective of ethical leadership in Higher education institutions. This scale can be used to study the impact of ethical leaders on extended relationships with institution stakeholders instead of being limited to leader-follower relations. This qualitative study consists of three phases; the first is generating an item pool which includes an extensive literature review, an in-depth exploratory semi-structured interview conducted with 20 academicians in the Central University of Rajasthan, followed by the second phase of designing the scale by surveying 10 HR experts for expert testing. This study analyzes the data by conventional qualitative content analysis. In phase three, a multistage random sampling technique is used to conduct pilot testing on a sample of 30 respondents, 15 each from teaching and non-teaching staff, to ensure the reliability and validity of the items. After completing three methodology phases for this qualitative study, a final questionnaire is retained with 27 items. This scale can identify the most expected behavior of ethical leaders toward stakeholders. This instrument will be relevant for further empirical studies to measure the stakeholder perspective of ethical leadership rather than the leader-follower dimension.

**Keywords:** ethical leadership; higher education; stakeholders; qualitative analysis

### 1. Introduction

Higher Education Institutions (HEI) can survive in a dynamic environment in this competitive era by providing quality education to society. The services delivered by HEIs provide high-end learning outcomes and, ultimately, provide customer satisfaction (Hanaysha et al., 2011). So, customer satisfaction is crucial for every organization's survival, whether in the corporate or education sector (Razavi et al., 2012). The needs and expectations of various university stakeholders should be analyzed and prioritized to provide quality education. HEIs that fail to realize the needs of multi-stakeholders fail to deliver quality education, posing a danger to society. Also, educational managers and policymakers may fail to plan strategies for HEI's survival and competitiveness if there is no identification of relevant stakeholders and no effective leadership that deals with extended and broad categories of university stakeholders. This study focuses on generating customer satisfaction through ethical leadership behavior oriented toward multiple university stakeholders. Earlier, a similar notion of considering multiple university stakeholders was studied by Lovelock and Rothschild (1980), known as the Market Orientation (MO) concept. However, the idea of Market Orientation has been further replaced by the notion of Stakeholder Orientation (SO), which focuses on satisfying the

multiple stakeholders of the university and covers the multiple stakeholders of the society at large (Laczniak & Murphy, 2012). In previous studies, ethical leadership has been studied as the relationship between leader and follower (Brown et al., 2005), ignoring the ethical leader behavior criteria oriented toward stakeholders. The behavior exhibited by ethical educational leaders toward multiple stakeholders of society, which extends the notion of the leader-follower relationship, has been studied in this research. The operational definition of the stakeholder perspective of ethical leadership can be described as "the extended relationship of ethical leaders and multiple stakeholder groups of the society at large." The different stakeholders of HEIs may include students, teaching and non-teaching staff, parents, other accreditation bodies, the community, and society. The improved behavior of ethical leaders can contribute to society by adopting stakeholder orientation (Benneworth & Jongbloed, 2010).

Based on this idea, the stakeholder perspective of ethical leadership is a construct used to measure the effective management of stakeholders to provide satisfaction to multiple university stakeholders. The primary purpose of this study is to develop a scale for measuring stakeholder perspectives of ethical leadership in the context of Higher Education Institutions. This exploratory study is conducted through an extensive literature review, semi-structured interviews, and open-ended questions with 20 Central University of Rajasthan academicians. The respondents were from different hierarchical positions, including Dean, Head of Department, Professors, Associate Professors, and Assistant Professors. The open-ended questions asked by interviewees were based on dimensions identified in a previous study to form the stakeholder perspective of ethical leadership (Paharia, 2019).

Further, the psychometric properties of the SPEL (Stakeholder Perspective of Ethical Leadership) scale were tested through the reliability and validity of the scale. This research provides empirical support to the stakeholder perspective of ethical leadership in HEIs. Previous studies show that the dimensions explored for the stakeholder perspective of ethical leadership include communication, fairness, reward and punishment, role modeling, concern for society, concern for sustainability, people orientation, and moderation orientation (Paharia, 2019).

## **2. Literature Review**

### **2.1 Ethical Leadership in HEI**

Ethical educational leaders are role models for students and faculty since they display honest and truthful behavior. The actions taken to fulfill organizational goals are considered and analyzed first by keeping the institution's stakeholders in mind. To get the efforts and support of institutional stakeholders, the influence of managerial decisions is investigated to avoid the negatives on stakeholders. For this purpose, ethical educational leaders' communication skills play an imperative role in receiving benefits from the stakeholders. As per studies by Ugurlu and Sincar (2012), the other critical attributes of ethical leaders in HEIs needed to influence students, faculty positively, and another staff is open-mindedness, reliability, and honesty. To elevate institutional effectiveness, stakeholders' perceptions can be improvised regarding the ethical principles implemented by the ethical leaders to resolve any issues morally.

Along with this, the compliance of ethical standards of educational leaders, leaders may seek moral solutions and recommendations to problems from stakeholders (Aydin, 2001). He also studied the attributes like responsibility, democratic behavior, honesty, and justice of ethical

leaders to create an ethical environment. These ethical principles of ethical leaders can cultivate an ethical culture among the students, faculty, and non-teaching staff (Grace, 2000), giving an edge to organizations to survive in a competitive society (Karakouml & Kocabas, 2009). The ethical principles followed by leaders are managing the concerns of students and ensuring their well-being, acknowledging the diversity of staff and students, mutual respect for others, and teaching ethically (Couch & Dodd, 2005). The ethical relationship should be practiced professionally among academic leaders and stakeholders and also be implemented in terms of personal behavior (Novak, 2002).

## **2.2 Stakeholders of HEI**

Stakeholders of the institution are those who benefit from the institution by directly or indirectly inculcating morals and ethics in society (Freeman, 1984). Previous researchers have identified different categories of stakeholders. Mitchel et al. (1997) studied thirty-seven types of stakeholders of educational institutions, including students, teaching and non-teaching staff, parents, community, society, media, and placement companies. As per ECPE (2011), stakeholders of the educational institutions, along with former stakeholders mentioned, include government, funding bodies, and accreditation bodies. Stakeholder salience is identified in education institutions to meet and manage the concerns of the priority stakeholders. Reavill (1998) also identified other categories of stakeholders as suppliers of educational institutions, secondary schools, professional bodies, taxpayers, and the whole nation itself. The most important stakeholder of the university identified is students who act as pillars for the overall development of higher educational institutions (Jongbloed et al., 2008). Students are the reason for the educational institutions' existence (McClung and Werner, 2008). Thus, a call arises to evaluate and satisfy the most critical stakeholder, i.e., students of the institution. Hence continuous efforts are made to achieve student satisfaction (Neave, 2000). Larran et al. (2012) identified the government as an essential stakeholder of the institution and students as the government provides funding for students' welfare and interest.

## **2.3 Stakeholder perspective of ethical leadership in HEI**

In previous studies, ethical leadership has been studied from the leader-follower viewpoint, which is now extended to the leader-stakeholder relationship that focuses on stakeholder theory (Trevino et al., 2003). This concept is also supported by Frisch and Huppenbauer (2014), who studied ethical leadership with a much broader and extended notion of stakeholders. To Brown et al. (2005, p. 120) definition, they added the stakeholder perspective. They redefined ethical leadership as "the demonstration of normatively appropriate conduct towards all stakeholders through personal action and interpersonal relationships, and the promotion of such conduct to followers through two-way communication and decision-making." The stakeholder orientation shifts the focus to leader-stakeholder relations rather than limited leader-follower relationships. In recent studies, leaders have emphasized developing a good relationship with the stakeholders rather than the employees (Freeman et al., 2010).

Furthermore, Maak and Pless (2006) studied the leader's ethical responsibility to maintain a relationship with a broader range of stakeholders to sustain in stakeholder society. Ethical leaders are approaching the multi-stakeholder perspective of ethical leadership as they look for long-term results for their organization. To achieve this, the concerns of multiple stakeholders are prioritized by ethical leaders before making any organizational decisions (Weaver et al., 2005). Ethical leaders are morally obliged to ensure the concerns of multiple stakeholders for

a sustainable organization by maintaining transparency and disclosing information relevant to the stakeholders on time (Zhu et al., 2004).

The dimensions of the stakeholder perspective of ethical leadership studied by Paharia (2019) are communication, fairness, ethical guidance, reward and punishment, role modeling, concern for sustainability, concern for society, people, and moderation orientation. To achieve an organization's desired performance, one practical tool that ethical leaders utilize is communication. The desired goals can be achieved by communicating with the most relevant stakeholders as per stakeholder salience (Podnar & Jancic, 2006). Along with this, the organization's high performance is also achieved by effective communication displayed by the ethical leaders with the stakeholders (Kalshoven et al., 2011). This communication is necessary to make stakeholders understand their roles and expectations of the organization, leaving no space for confusion and creating obstacles in task performance (Howitt & McManus, 2012). In addition, two-way communications with the stakeholders offer diversity in ideas, solutions, and ideas for resolving any problem or creating innovation (Metcalf & Benn, 2013).

The second attribute of the stakeholder perspective of ethical leadership is fairness. Ethical leader practices fairness in terms of equal treatment of all, leaving no scope for favoritism (Kalshoven et al., 2011). Ethical leaders exhibit moral behavior by providing rights and respect to others (Zhu and Avolio, 2004). These leaders are fair enough to make decisions based on the principles and not favoritism (Trevino et al., 2003). Such leaders provide fair treatment by rewarding ethical actions and disciplining immoral actions (Cramwinckel et al., 2013). Weaver et al. (2005) studied that ethical leader practices fairness by explaining why the employee's goals are not being achieved. They also believe in distributing resources equally among all employees. Furthermore, right can also be observed in ethical leader behavior when listening to others before exhibiting procedural justice (Neubert et al., 2009).

Ethical guidance is the third dimension which shows the stakeholder orientation of ethical leadership. Ethical leaders are responsible for exhibiting ethical behavior towards different organization stakeholders, including employees, customers, shareholders, suppliers, and society (Mey et al., 2014). Barnard (2012) studied those ethical leaders who show ethical conduct towards multiple stakeholders and perform financially better than other organizations engaging in unethical conduct. Ethical leaders guide stakeholders by promoting and communicating ethical behavior (Kalshoven et al., 2011). Ethical leaders stress the importance of ethics to seek simple solutions while facing ethical dilemmas (Brown et al., 2005). Ethical leaders promote ethical behavior by communicating standards and reinforcing ethical conduct with rewards (Stouten et al., 2015).

Furthermore, reward and punishment are studied from the stakeholder perspective of ethical leadership. According to Trevino et al. (2003) and Brown et al. (2005), ethical leaders set ethical standards and ethical expectations to communicate and guide employees ethically. Employees' actions are judged based on these ethical expectations and are rewarded and disciplined as per the acts done. Toor and Ofori (2009) studied that ethical leaders engage themselves in behavior that will affect others in a positive sense and avoid immoral behavior that may harm others. The stakeholder perspective of ethical leaders also reflects the transactional component, where specific expectation standards are set for the behavioral

conduct of followers (Trevino et al., 2003). Followers are accountable for the rewards and punishments of their conduct in the organization.

Role Modeling is another dimension of the stakeholder perspective of ethical leadership. Ethical leaders act as role models for others and are judged morally and ethically right in their actions and decisions. These decisions should not harm other people and impact other people positively. The different stakeholders emulate the activities and behaviors exhibited by the ethical leaders, so they engage themselves in the right actions that are morally correct and may not harm others (Toor and Ofori, 2009). Ethical leaders must set ethical standards and expectations for others to earn profit and build strong, healthy, and ethically sound relationships with others (Nash, 1990).

The sustainability dimension of the stakeholder perspective of ethical leadership is related to the long-term performance and success of the organization (Eisenbeiss, 2012). For this purpose, ethical leaders are not only engaged in achieving organizational goals and earning a profit, but they look forward to creating sustainable values (Gini, 1998). These values include an ethical climate, transparency of roles, a sense of belongingness, and discharging corporate social responsibility (Sama and Shaof, 2008). Ethical leaders adopt sustainable values and moral obligations to attain success in the long run (Paine, 2003a).

Another dimension of the stakeholder perspective of ethical leadership concerns society as ethical leaders, apart from respecting people, respect the natural environment. Such a leader makes continuous efforts towards uplifting society by discharging beneficiary activities (Kooskora, 2004). Ethical leaders avoid actions that can adversely affect society and the environment (Kanungo & Mendonca, 1996). Such leaders conduct corporate social responsibility to better society and protect the environment (Waldman et al., 2006). Ethical leaders refrain from conducting profitable activities that negatively impact the community (Aronson, 2001).

The people orientation dimension of the stakeholder perspective of ethical leadership reflects the actions and decisions of ethical leaders who do not harm others (Fluker, 2002). The behavior and movement of such leaders intend to benefit people by engaging in welfare activities. The ethical leader calls for participatory decision-making, invites ideas from people, provides timely information, coaches, and mentors, and encourages people for betterment (Khuntia and Suar, 2004). These leaders value their healthy relationships with people (Resick et al., 2006) and have a high orientation for people by respecting them and showing honesty towards them (Northhouse, 2013).

Moderation orientation is another dimension of stakeholder orientation of ethical leadership where ethical leaders are willing to admit the mistake of others (Lee & Cheng, 2010) and accept their own mistakes, too (Paharia, 2019). Moderately oriented ethical leaders have tolerance for conflicting viewpoints of other stakeholders (Paharia, 2019) and possess temperance and humility (Eisenbeiss, 2012). Such leaders can self-control their desires and emotions. The moderation orientation dimension of ethical leaders allows them to make balanced decisions between achieving organizational goals and stakeholders' interests by prioritizing them (Hoenig, 2000).

### **3. Objectives of the study**

1. To study the stakeholder orientation of ethical leaders towards different institution stakeholders.

2. To develop a scale for measuring ethical educational leaders' actions and behavior towards stakeholders of Higher Education Institutions.

#### **4. Research Methodology**

This study has used conventional content qualitative analysis to understand the perspective of ethical educational leaders toward institution stakeholders. The methodology of this study initiates with conducting preliminary interviews with 20 respondents from the central university of Rajasthan to create a pool of initial items. These initial items were also extracted from a detailed descriptive literature review. Further, these items were checked for expert testing with the help of 10 HR experts. Experts examined the suitability of items generated initially through a five-point Likert scale. In this phase, items with CITC less than 0.6 and t-values less than 1 were eliminated. The rest of the items were retained in the questionnaire and further administered for the pilot study to ensure the reliability and validity of the questionnaire. For the pilot study, 30 respondents were chosen through multistage random sampling from the Central University of Rajasthan; items with low Cronbach alpha were eliminated. Each stage of the research methodology is presented in the following tables. This methodology develops a purified instrument for measuring the stakeholder perspective of ethical leadership.

#### **5. Results and Discussion**

The purification of scale for measuring the stakeholder perspective of ethical leadership is completed in three phases. Phase one is the generation of items by a qualitative study conducted among 20 academicians. In phase two, HR experts checked the content validity, eliminating 12 items with low CITC scores and t value. In phase three, the instrument's reliability was checked through pilot testing. The summary of the three phases is depicted in figure 1.

##### **PHASE ONE: Initial item Generation**

In this phase, the items were generated from the review of existing literature that studies the influence of ethical leadership on multiple stakeholders rather than leader-follower impact. Additionally, various items were generated from the in-depth explorative interviews conducted with 20 academicians in the Central University of Rajasthan from different hierarchical levels (03 Deans, 05 heads of department, 02 Professors, 06 Associate, and 04 Assistant Professors). All the items generated were listed together to remove redundant items and avoid repetition of items, resulting in 47 items.

##### **PHASE TWO: Content Validity Testing**

For content validity checking, ten experts from the HR domain analyzed the resulting 47 items from phase I with the help of a five-point Likert scale. The scale ranges from 1 to 5; 1 is strongly unfavorable, moving to 5, denoting strongly favorable. This methodology to ensure the content aptness of items was adopted by Trochim (2000). These responses obtained from experts were then used to calculate further corrected inter-item to total correlations (CITC) and t values with the help of SPSS version 21. Out of 47 items, 12 were removed, and only 35 were retained to proceed with the next pilot testing phase. The 12 items were eliminated with less CITC score

(less than 0.6) and t-values (less than 1). Table 1 highlights the details of CITC scores and t-values for the SPEL scale.

For calculating t scores, mean and t difference were calculated after arranging descending values of the average sum of responses obtained for each item through a questionnaire. The descending values of the average score were further divided into two quarters, upper and lower quarters. The mean score of both quarters was calculated individually, and the mean score difference was obtained. Items whose t-values were more significant than 1 were kept to proceed further. The rest of the items with t-values less than one were discarded (COM 2, COM5, FAIR8, EG16, RP 21, RM25, SUS29, SUS32, SOC36, PO42, MO43, and MO44). The t-values of the SPEL scale are depicted below in Table 2.

### **PHASE THREE: PILOT TESTING**

The instrument's reliability was tested in the third phase by conducting a pilot survey among 60 Central University of Rajasthan respondents. As this scale aims to measure the stakeholder orientation of ethical leadership, multiple categories of respondents were taken to ensure multiple stakeholders. A total of 60 respondents were asked to fill five-point Likert scale questionnaire, including 30 students, 15 teaching staff, and 15 non-teaching staff. After conducting a pilot study, 8 items were deleted, and the final 27 items were retained in the questionnaire. One item was deleted from ethical guidance, reward & punishment, role modeling, fairness, concern for sustainability, society, people, and moderation orientation. The reliability coefficient, Cronbach alpha, measured the scale's internal consistency. The constructs with Cronbach alpha of more than 0.7 show high reliability (Nunally, 1978). Table 3 shows the Cronbach alpha for both categories of respondents.

### **6. Conclusion and directions for research**

This study describes the behavior of ethical educational leaders in higher educational institutions catering to a broad range of stakeholders and not only to the followers. An extensive literature review has been conducted, and personal interviews have to explore the dimensions for the construct of the stakeholder perspective of ethical leadership. Nine dimensions have been studied in detail: communication, fairness, reward and punishment, ethical guidance, role modeling, concern for sustainability, concern for society, people, and moderation orientation explored in a previous study (paharia, 2019). Secondly, these dimensions have been empirically tested for validity and reliability to develop a scale to measure the construct of the stakeholder perspective of ethical leadership. The three stages employed for the development of the research instrument include initial item generation, content validity testing, and last one, pilot testing. CITC scores and t-values were calculated to test the validity of the scale. To analyze the scale's reliability, pilot testing was conducted on 60 respondents, out of which 30 respondents were students, 15 were from teaching, and 15 were from administrative staff. The Cronbach alpha for each of the nine dimensions for the first category of respondents, i.e., students, and the second category of teaching and non-teaching staff was observed above 0.7 as Communication (0.830, 0.803), fairness (0.920, 0.759), ethical guidance (0.735, 0.735), reward-punishment (0.770, 0.947), role modeling (0.814, 0.843), concern for sustainability (0.739, 0.850), concern for society(0.763, 0.885), people (0.920, 0.929) and moderation

orientation (0.814, 0.814). The EFA conducted on the stakeholder perspective of ethical leadership can further be confirmed through CFA in future studies.

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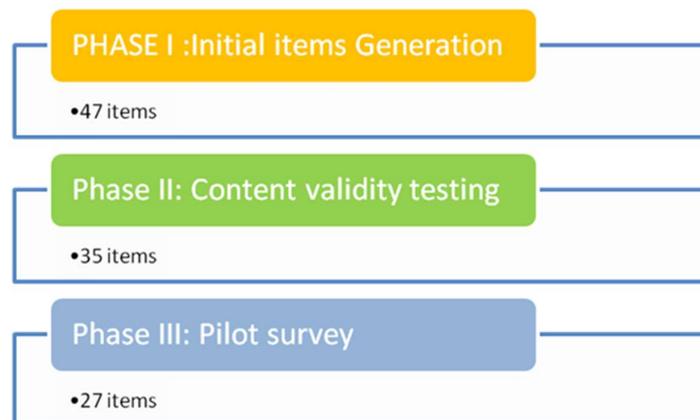


Figure 1. Phases of purification of SPEL scale

**Table 1. CITC scores for Stakeholder Perspective of ethical leadership scale**

S.No	Item Description	CITC Score
	Communication	

Com 1	My leader listens to stakeholders (students, teaching and non-teaching staff)	.765
Com 2	My leader disclose truth to everyone	.273
Com 3	My leader maintains transparency	.663
Com 4	My leader provides guidelines to employees	.904
Com 5	My leader shares information	.197
Com 6	My leader encourages open and honest information	.786
Com 7	My leader values the feedback from shared decision making	.762
	Fairness	
Fair 8	My leader is fair in assigning rewards and punishment	.286
Fair 9	My leader does not practice favoritism	.761
Fair 10	My leader treats all employees equally	.801
Fair 11	My leader does not make promises what he cannot deliver	.773
Fair 12	My leader does not criticize subordinates without good reason	.730
	Ethical Guidance	
EG 13	My leader support followers in making tough ethical decisions	.825
EG 14	My leader tells to behave ethically	.816
EG 15	My leader educates students for being future ethical leaders	.915
EG 16	My leader sets explicit ethical standards and expectations	.477
EG 17	My Faculty/ leader does not ask for sexual favors	.868
	Reward and Punishment	
RP 18	My leader holds followers accountable by using rewards and punishment	.951
RP 19	My leader uses rewards and discipline to encourage ethical standards among followers	.812
RP 20	My leader gives initials warning in private as a disciplinary action	.633
RP 21	My leader shares credit	.560
RP 22	My leader disciplines employees who violate ethical standards	.803
	Role Modeling	
RM 23	My leader ensures the responsibility of following moral standards	.860
RM 24	My leader engages in ethical behavior despite external pressures	.730
RM 25	My leader treat others incorrect way, setting an example for others	.008
RM 26	My leader himself demonstrate commitment and trust before expecting from others	.784
RM27	My leader responds to injustice happening around him	.742
	Concern for Sustainability	

SUS 28	My leader is concerned about means rather than end	.860
SUS 29	My leader does not intend to fulfill their self-interest at the expense of others	.469
SUS 30	My leader provides long term values to the stakeholders	.623
SUS 31	My leader focus on sustainability in terms of the development of people	.757
SUS 32	My leader is unwilling to compromise long term objectives for short term gain	.296
SUS 33	My leader makes Environmental Studies as a compulsory course for creating environmental awareness	.889
	Concern for Society	
COS 34	My leader has respect for the human environment and society	.871
COS 35	My leader helps to build a moral community	.723
COS 36	My leader takes into account the impact of their action on nature and surroundings	.453
COS 37	My leader is concerned about broader society and community	.911
COS 38	My leader looks toward creating an improved future for all	.695
	People Orientation	
PO 39	My leader considers the dignity and rights of all stakeholders	.960
PO 40	My leader maintains a high quality relationships with employees	.963
PO 41	My leader protects whistleblowers against the retaliation risk	.852
PO 42	My leader forgives the mistakes of others	.588
	Moderation Orientation	
MO 43	My leader is willing to admit mistakes	.216
MO 44	My leader has tolerance for conflicting viewpoint	-.258
MO 45	My leader successfully prioritizes the needs of stakeholders and institute	.931
MO 46	My leader stick to ethical values for the interest of stakeholders	.908
MO 47	My leader should give priority to social welfare over economic concerns	.863

**Table 2. t-values for Stakeholder perspective of Ethical Leadership Scale**

Item Number	Upper	Bottom	Difference	Item Number	Upper	Bottom	Difference
Com 1	4.33	3.00	1.33	RM 25	4.33	4.67	-0.34
Com 2	4.33	3.67	0.66	RM 26	5.00	3.67	1.33
Com 3	4.67	3.67	1.00	RM27	4.33	3.33	1.00
Com 4	5.00	2.67	2.33	SUS 28	4.33	2.67	1.66

Com 5	5.00	4.33	0.67	SUS 29	4.00	3.33	0.67
Com 6	5.00	4.00	1.00	SUS 30	4.33	3.33	1.00
Com 7	4.00	3.00	1.00	SUS 31	5.00	4.00	1.00
Fair 8	5.00	4.67	0.33	SUS 32	4.33	3.67	0.66
Fair 9	5.00	4.00	1.00	SUS 33	5.00	4.00	1.00
Fair 10	5.00	3.67	1.33	COS 34	5.00	4.00	1.00
Fair 11	5.00	3.67	1.33	COS 35	4.67	3.00	1.67
Fair 12	5.00	3.67	1.33	COS 36	4.67	4.23	0.44
EG 13	5.00	4.00	1.00	COS 37	4.67	2.23	2.44
EG 14	5.00	3.67	1.33	COS 38	4.67	2.67	2.00
EG 15	4.67	3.33	1.34	PO 39	5.00	2.67	2.33
EG 16	4.00	3.33	0.67	PO 40	5.00	3.33	1.67
EG 17	4.67	3.67	1.00	PO 41	4.00	4.00	0.00
RP 18	5.00	3.67	1.33	PO 42	5.00	4.33	0.67
RP 19	5.00	4.00	1.00	MO 43	4.00	3.67	0.33
RP 20	5.00	3.33	1.67	MO 44	4.00	4.33	-0.33
RP 21	4.00	3.33	0.67	MO 45	4.67	2.33	2.34
RP 22	4.67	3.33	1.34	MO 46	5.00	3.33	1.67
RM 23	4.33	2.00	2.33	MO 47	4.67	3.33	1.34
RM 24	5.00	3.33	1.67				

**Table 3. Cronbach Alpha for Stakeholder perspective of Ethical Leadership Scale**

Variables	Cronbach's alpha (r) For students	Cronbach's alpha (r) For teaching & Non-teaching staff
Communication	.830	.803
Fairness	.920	.759
Ethical guidance	.735	.735
Reward & Punishment	.770	.947
Role Modelling	.814	.843
Sustainability	.739	.850
Concern for Society	.763	.885
People Orientation	.920	.929
Moderation Orientation	.814	.814