

DOI: <https://doi.org/10.63332/joph.v5i9.3317>

## The Level of Values-Based Leadership and its Impact on Job Stability Among Teachers in Al Dhahirah Governorate Schools in the Sultanate of Oman

Sheikha bint Bati Al-Balushi<sup>1</sup>, Saif bin Nasser Al-Azri<sup>2</sup>, Ahmad Mohammed Jalal Al-fawair<sup>3</sup>

### Abstract

*This study aimed to explore level of values-based leadership and its impact on job stability among teachers in Al Dhahirah Governorate schools in the Sultanate of Oman. To achieve the study's objectives, a descriptive research methodology was employed. The study relied on a questionnaire as the primary tool for data collection, which consisted of 19 items distributed across three sections: demographic information, values-based leadership, and job stability. The validity and reliability of the instrument were confirmed. The questionnaire was administered to a random sample of 146 teachers from Al Dhahirah Governorate. The results indicated that the level of implementation of values-based leadership was high, and the level of job stability among the sample was also high. Linear regression analysis revealed that values-based leadership accounted for 66% of the variance in job stability among the teachers in the study sample. Based on these findings, several recommendations were proposed, most notably: enhancing human values in educational leadership through training programs; activating the role of the leader as a role model in professional conduct and discipline by adhering to administrative laws and regulations; and conducting future research on the impact of educational leaders' commitment to values-related practices.*

**Keywords:** Values-Based Leadership, Job Stability, Sultanate of Oman.

### Introduction

Values-based leadership is an administrative vision grounded in the belief that values form a fundamental framework for guiding human behavior to achieve desired organizational goals. From this perspective, educational institutions strive to create supportive learning environments that enhance the educational process amid the rapidly changing global environment in general, and in the Sultanate of Oman in particular. Values-based leadership is considered one of the most important modern approaches adopted in educational administration, as it seeks to direct individuals according to ethical and professional principles (Al-Taie & Khattak, 2024). This significantly contributes to creating a more positive and stable work environment (Ibrahim, 2021). Given the pivotal role of values-based leadership in promoting job stability among employees in educational institutions in Oman, as in other countries worldwide, the government has placed great emphasis on developing the educational system. This is reflected in Oman Vision 2040, which aims to improve the quality of education across various educational stages.

<sup>1</sup> PhD Candidate in Educational Leadership, University of Nizwa, Email: [01890576@uofn.edu.om](mailto:01890576@uofn.edu.om)

<sup>2</sup> Assistant Professor of Curriculum and Instruction, University of Nizwa, Email: [saifnasser@unizwa.edu.om](mailto:saifnasser@unizwa.edu.om)

<sup>3</sup> Associate Professor of Special Education, University of Nizwa, Email: [fawair@unizwa.edu.om](mailto:fawair@unizwa.edu.om)



Therefore, achieving job stability for teachers is considered essential and fundamentally related to sustaining distinguished educational performance (Al-Saghir, 2024). Values-based leadership refers to a style of leadership grounded in core ethical values. It emphasizes role modeling and decision-making that aligns with principles such as honesty, justice, accountability, and compassion. Unlike leadership that focuses solely on reinforcing authority or achieving short-term results, values-based leaders prioritize purpose, integrity, and the well-being of others. Within an educational institution, this form of leadership fosters trust and cultivates a shared sense of direction. As Gentile (2010) explains, values-based leadership empowers individuals to act according to their principles, even in difficult situations (p. 7).

Values-based leadership plays a significant role in fostering sustainable educational environments. When leaders act according to fundamental values such as integrity, respect, and responsibility, this leads to increased trust and commitment among both teachers and students. This approach promotes a culture in which ethical decision-making becomes the norm rather than the exception. Research has shown that schools led by values-driven leaders experience higher morale and improved performance at all levels. As Kouzes and Posner (2012) affirm, leaders who embody the values they advocate contribute to building stronger organizational cultures (p. 45). On the other hand, Values-based leadership requires a unique set of skills that enable leaders to align their actions with ethical principles. Key skills include self-awareness, active listening, empathy, ethical decision-making, and the ability to inspire others through integrity and vision. These skills help leaders build authentic relationships and foster inclusive, purpose-driven environments. Leaders who master these competencies are better equipped to navigate complex challenges while remaining true to their core values. According to Freeman and Auster (2011), such skills are essential for leaders who aim to create sustainable and ethical organizations (p. 16).

This study aims to examine the extent to which values-based leadership affects the job stability of teachers in schools in Al Dhahirah Governorate, one of the educational governorates of the Sultanate of Oman, which includes 86 schools. The research seeks to uncover the relationship between the values-based leadership practices implemented by school principals and their impact on teachers' job stability. Furthermore, the study aims to provide recommendations that can enhance the application of values-based leadership practices to achieve a more stable, efficient, and effective educational environment that promotes the advancement of the educational process (Al-Harbi, 2021).

### **Problem Statement and Research Questions**

1. What is the level of implementation of values-based leadership in Al Dhahirah Governorate schools from the teachers' perspective?
2. What is the level of job stability in Al Dhahirah Governorate schools from the teachers' perspective?
3. To what extent does values-based leadership contribute to job stability among teachers in Al Dhahirah Governorate schools in the Sultanate of Oman?

### **Research Objectives**

This study aims to:

1. Identify the level of implementation of values-based leadership in Al Dhahirah Governorate schools from the teachers' perspective.
2. Determine the level of job stability among teachers in Al Dhahirah Governorate schools from their own perspective.
3. Analyze the degree of contribution of values-based leadership in enhancing job stability among teachers in Al Dhahirah Governorate schools in the Sultanate of Oman.
4. Provide recommendations to improve values-based leadership practices to promote a stable and supportive work environment.

### **Problem Statement**

Values-based leadership is considered one of the most prominent administrative approaches that contribute to fostering a positive and effective work environment, as well as building professional relationships based on respect, trust, and appreciation among all stakeholders. In light of the internal and external challenges facing the educational field, there is an increasing need for educational leaders who adopt ethical and humanitarian values that help enhance job satisfaction, and stability among teachers. Several studies have emphasized the importance of strengthening human relations within the workplace (Jowaily & Mahmoud, 2024). For instance, Al-Ghareeb and Jassim (2023) concluded that personal ethics, relational ethics, and administrative ethics influence actual teacher turnover. Additionally, Al-Balawi (2023) recommended developing and distributing a guide on ethical leadership practices to various educational administrations. Moreover, Niekerk and Botha (2017) highlighted that values impact school culture by helping maintain order and achieve educational goals.

This study aims to ensure that the value-based practices of school principals positively affect teachers' job stability. Despite the efforts made by the Ministry of Education in the Sultanate of Oman to prepare and qualify educational leaders through training workshops and courses at the Specialized Institute, there is a lack of scientific studies that provide reliable indicators reflecting the outcomes of these efforts. This current study seeks to address this gap.

### **Significance of the Study**

#### **Theoretical Significance:**

This study contributes new knowledge regarding values-based leadership practiced by some school principals and its impact on achieving job stability. Additionally, this study is considered pioneering and forward-looking for researchers in this field, as the topic is relatively new in the Sultanate of Oman. The study uniquely explores the relationship between the effect of values-based leadership by school principals and job stability among teachers, highlighting the impact of this leadership style.

#### **Practical Significance:**

From a practical perspective, this study will assist stakeholders and decision-makers in understanding the effect of implementing values-based leadership by school principals on achieving job stability. Moreover, the study will provide a validated scientific instrument that researchers can utilize in conducting future research and studies.

## **Study Terms**

### **Leadership:**

Leadership is a reciprocal influence that achieves common goals through persuasion and interaction, affected by the leader's and followers' perceptions of the situation and the group (Al-Nimr, 2011).

### **Values:**

Values are a set of standards and criteria agreed upon among individuals, used as a reference to guide their behavior and evaluate their actions. They act as a measure distinguishing right from wrong, contributing to building social relationships and regulating interactions among individuals within society (Al-Jallad, 2008).

## **Values-Based Leadership**

### **Job Stability:**

Job stability refers to employees' ability to concentrate on their work without thinking about leaving their jobs, thanks to the guarantees provided by the institution, which enhances their sense of belonging and job security (Awad, 2008).

## **Scope of the Study**

The scope of this study is defined as follows:

- **Thematic Scope:** The study focuses on values-based leadership and its impact on job stability.
- **Human Scope:** Public school teachers in Al Dhahirah Governorate.
- **Temporal Scope:** The academic year 2024–2025.
- **Spatial Scope:** Public schools in Al Dhahirah Governorate, Sultanate of Oman.

## **Theoretical Framework and Previous Studies**

This research addresses two fundamental topics: values-based leadership and its impact on job stability. The focus is on the extent to which values-based leadership affects job stability, especially concerning the retention of qualified human competencies capable of performing their roles and responsibilities effectively within the school work environment. Job stability is a practical and sensitive issue experienced in many work environments, not limited to educational settings.

### **First: The Concept of Values-Based Leadership**

- **General Concept of Values-Based Leadership:**

Values-based leadership is an administrative vision rooted in the belief in values as a fundamental structure to fulfill aspects of human behavior to achieve desired goals in favor of the institution (Jowaily & Mahmoud, 2024).

- **Values-Based Leadership in Western Thought:**

It is leadership that focuses on dealing with the whole human being—not only

economically, socially, or psychologically—but as an entity seeking to achieve its life goals.

Resick defines values-based leadership as “leadership based on four fundamental dimensions widely accepted globally: collective motivation, integrity, altruism, and encouragement. This leadership respects human rights and preserves the dignity of others.”

- **Values-Based Leadership in Arab-Islamic Thought:**

Tariq Al-Suwaidan defines values-based leadership as: “The leader’s ability to mobilize followers’ thinking toward the intended goal according to sound values that govern human behavior. These sound values are determined through Sharia, then reason, then social customs, and finally personal conscience” (Baaji, 2018).

### **Previous Studies**

1. **A study titled "Practicing Values-Based Management among Deans of Education Faculties at Al-Azhar University and Its Role in Improving the Quality of Work Life for Faculty Members"**

Conducted by Bassam Salah Jowaily in 2024, this study aimed to measure the extent of practicing values-based leadership by deans of education faculties at Al-Azhar University in Egypt and its role in improving faculty members’ quality of work life. The descriptive approach was used due to its suitability for the study’s objectives and nature. The tool employed was a questionnaire randomly applied to a sample of 151 faculty members from the education faculties.

Theoretical results indicated a significant positive impact of values-based management practice on quality of work life, enhancing cooperation, establishing justice principles, granting employees greater autonomy, thus motivating them to work efficiently and effectively. It also helped establish a fair and balanced work environment, enhancing employee satisfaction and reducing work pressure.

The study emphasized the need to select highly competent leaders, enhance human relations in the workplace, and promote a culture of participation and transparency, thereby improving institutional performance and achieving strategic goals more effectively. Practical results included:

- The degree of practicing values-based management by deans was moderate according to faculty members.
- Overall values of knowledge management, relationships, and structure were at a “moderate” level.
- Quality of work life among faculty members was moderate.
- There was a statistically significant positive correlation between practicing values-based management and quality of work life.

2. **A study titled "The Effect of Ethical Leadership in Reducing Employee Turnover Intentions"**

Conducted by Dr. Mohammed Al-Ghareeb and researcher A. Tamadur Jassam in 2023, the study aimed to identify the impact of ethical leadership on reducing employee turnover intentions in the Ministry of Education and its educational institutions in Iraq.

The descriptive-analytical approach was used, with a questionnaire applied to a sample of 140 individuals, and 79 valid responses analyzed. Results showed a statistically significant effect of ethical leadership across its dimensions (personal ethics of the leader, relational ethics, and administrative ethics) in reducing turnover intentions. However, no significant effect was found between ethical leadership and actual turnover or demographic variables such as age, gender, educational qualification, years of experience, and job title.

### **3. A study titled "Ethical Leadership among Department Managers and Its Relationship to Job Happiness among Administrative Staff at Tabuk University"**

Conducted by Dr. Khalifa bin Hamad Al-Balawi, professor of management and planning at Tabuk University.

The study aimed to reveal the relationship between department managers' ethical leadership practices and the level of job happiness among administrative employees at Tabuk University. It also measured the degree of practice and level of job happiness and analyzed differences based on gender, experience, and educational qualification. Using a descriptive-analytical approach with a questionnaire distributed to 286 administrative employees, results indicated that department managers practiced ethical leadership at a very high degree and that overall job happiness was high. There was a strong positive correlation between the two variables.

No statistically significant differences were found in responses regarding ethical leadership practice and job happiness according to study variables, except for educational qualification, favoring those with a bachelor's degree or higher. The study recommended preparing a guide for ethical leadership practices distributed to various departments and enhancing job happiness among employees with less than a bachelor's degree.

### **4. Study titled "Value-Based Leadership Approach: A Way for Principals to Revive the Value of Values in Schools"**

Conducted by Molly van Niekerk and Johan Botha (2017), this qualitative study explored principals' perceptions of values, their role in schools, and how these values are applied, preserved, promoted, and developed within South African schools. It was conducted within the educational context and policies of the South African Ministry of Education. The study employed a qualitative social constructivist approach, assuming knowledge development occurs through social communication. Tools included semi-structured interviews with nine principals participating in an advanced school leadership program and thematic analysis of data. Interviews were recorded, transcribed, and main themes were identified and analyzed. Findings showed diverse understandings of values—some viewed them as principles and behaviors, others as rules. Values influenced school culture by helping regulate order and achieve educational goals. Values also played a role in leadership styles, with some principals applying them systematically and others using them informally based on their leadership approach.

#### **Study Instruments**

- **Instrument Construction:**

The study instruments were developed after reviewing related studies on values-based leadership and job satisfaction/stability, including works by Jowaily & Mahmoud (2024), Al-Saghir (2024), Tamadur & Jassim (2023), Al-Ghareeb & Jassim (2023), Ibrahim (2021), and Al-Harbi (2021). These sources helped form the initial draft of the questionnaire items for values-based leadership and job stability.

- **Instrument Validity:**

To ensure that the questionnaire items accurately reflected the study's objectives, they were presented to a panel of experts in psychology and educational administration. Feedback led to improvements in phrasing and vocabulary, and one item was removed based on expert opinion.

- **Instrument Reliability:**

After piloting the revised questionnaire on a sample of 34 teachers from Al Dhahirah Governorate, reliability was calculated using Cronbach's Alpha. The overall reliability for the values-based leadership questionnaire was 0.965, and for the job stability questionnaire was 0.969.

<b>Dimension</b>	<b>Cronbach's Alpha</b>
<b>Empathy</b>	0.958
<b>Humility</b>	0.943
<b>Integrity</b>	0.950
<b>Role Model</b>	0.963
<b>Overall Reliability</b>	0.965

Table (1)

details the reliability of the four dimensions of the values-based leadership questionnaire:

## **Study Results**

To obtain the study results and answer its research questions, the researchers applied the study instruments to a sample of 146 teachers working at the Ministry of Education in Al-Dhahirah Educational Governorate. The sample was randomly selected. The primary researcher contacted school principals in the governorate, due to her position as a principal of a lower primary school, and requested that teachers complete the study instruments, which were converted into two electronic questionnaires. After data collection, the results were analyzed sequentially according to the research questions. The following presents the results organized by research question.

### **Research Question 1:**

#### **What is the level of application of value-based leadership in Al-Dhahirah schools from the teachers' perspective?**

To answer this question, arithmetic means and standard deviations were used to assess the overall level of application of value-based leadership, as well as for each domain of the questionnaire and to determine the response level of the study sample. The following judgment criterion (Table 2) was applied:

Arithmetic Mean	Evaluation Level
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

Table 2: The Following Judgment Criterion

The analysis showed that the overall mean score for value-based leadership was 3.9447 with a standard deviation of 0.85444, indicating a **high level** of application.

Further, the mean scores for each domain were extracted and ranked in descending order for ease of comparison (Table 3):

Value-Based Leadership Domains	Mean	Std. Deviation
Role Modeling	4.0681	0.93992
Empathy	4.0138	0.85526
Integrity	3.8706	0.93999
Humility	3.8167	0.93883

Table 3:

Mean scores for each domain of questionnaire of value-based leadership

All domains of the value-based leadership questionnaire were rated at a high level. The domain of role modeling ranked first with a mean of 4.0681, followed by empathy (4.0138), integrity (3.8706), and humility (3.8167).

The researchers interpret the high level of value-based leadership by school principals as a positive indicator reflecting their deep awareness of the importance of fostering a school culture based on respect, justice, and responsibility. This high level is attributed to their commitment to embodying educational values in daily practices, establishing human relationships based on trust and mutual respect with teaching staff, and possessing a clear vision and ethical mission guiding decisions and behaviors that serve the interests of students and teachers alike. This performance is also attributed to accumulated experience, training programs provided by the Ministry of Education at the governorate and specialized institute levels, and the principals' personal conviction rooted in Islamic teachings and the exemplary leadership of the Prophet Muhammad (peace be upon him).

## Detailed Analysis of Each Value-Based Leadership Domain

### 1. Empathy Domain

All items in the empathy domain were rated at a high level (Table 3). Items indicating that the principal shows genuine concern for teachers' personal and professional circumstances scored highest. Researchers noted that despite principals' evident concern, work pressures and diverse cultural backgrounds may hinder deeper continuous communication with all teachers. Developing principals' interpersonal skills through targeted training is essential to enhance a respectful and trust-based school environment, positively

270 *The Level of Values-Based Leadership and its Impact*  
 impacting professional performance and school climate.

Item	N	Mean	Std. Deviation
The principal shows genuine concern for teachers' personal and professional circumstances	145	4.23	1.014
The principal provides support to teachers in difficult situations	145	4.21	1.013
The principal deals with teachers' mistakes with kindness and aims to guide rather than punish	145	3.92	1.061
The principal helps teachers to overcome work-related stress	145	3.87	1.101
The principal listens attentively to teachers' challenges without premature judgment	145	3.83	1.087

Table 4: Means of Empathy Domain ITEMS.

## 2. Humility and Sacrifice Domain

As shown in Table 4, the item “The principal avoids boasting about achievements and attributes success to teamwork” scored highly (mean=4.01). This reflects the principal's awareness of humility and collective success as indicators of effective leadership. Avoiding boastfulness indicates professional maturity and enhances belongingness and motivation among staff.

Item	N	Mean	Std. Deviation
The principal avoids boasting about achievements and attributes success to teamwork	145	4.01	1.158
The principal shows willingness to sacrifice time and effort to serve teachers and facilitate their work	145	3.93	1.097
The principal shares responsibilities with teachers without arrogance or authoritarianism	145	3.92	1.112
The principal prioritizes team interests over personal interests in decision-making	144	3.92	1.141
The principal admits mistakes to teachers and strives to correct them	145	3.28	1.090

Table 4: Means of Humility and Sacrifice Domain items.

## 3. Integrity and Justice Domain

The item "The principal demonstrates a strong commitment to ethical values in administrative practices" scored highest in this domain (Table 6). This is justified by the principal's educational role as a role model, strong sense of responsibility, and commitment to fair and transparent decision-making.

Item	N	Mean	Std. Deviation
The principal demonstrates a strong commitment to	142	4.22	1.011

<b>ethical values in administrative practices</b>			
<b>The principal ensures application of school regulations to all without exception</b>	145	3.90	1.091
<b>The principal makes decisions based on clear and transparent criteria</b>	145	3.73	1.082
<b>The principal treats all teachers fairly without bias or discrimination</b>	144	3.64	1.210

Table 5: Means of Integrity and Justice Domain items.

#### 4. Role Modeling and Discipline Domain

The item “The principal exemplifies respect for others and accountability” received a high score (Table 6). This reflects the principal’s understanding that behavior and actions impact the school environment, and effective leadership relies on mutual appreciation and responsible decision-making to foster trust and discipline.

<b>Item</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>The principal sets an example in respecting others and taking responsibility</b>	144	4.19	1.033
<b>The principal adheres to school rules, motivating others to comply</b>	145	4.10	1.097
<b>The principal exhibits disciplined and professional behavior in daily dealings</b>	145	4.06	1.092
<b>The principal follows up task execution accurately and holds self-accountable before others</b>	145	3.99	1.102
<b>The principal adheres to attendance and departure times, serving as a role model</b>	145	3.97	1.076

Table 6: Means of Role Modeling and Discipline Domain items.

#### Research Question 2:

**What is the level of application of job stability in Al-Dhahirah schools from the teachers' perspective?**

The mean and standard deviation were calculated for the entire job stability scale and each item, using the same judgment criterion as in Research Question 1. Table 7, presents the results. All items scored at a high level. The highest-rated item was “I feel job security” (mean=3.96), followed by “I have a strong sense of belonging to the educational institution” (mean=3.85). This reflects teachers feeling valued and supported, which aligns with Maslow’s hierarchy of needs, where belongingness follows basic needs and serves as a significant motivator for job stability and performance.

<b>Item</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>I feel job security in my work and do not fear losing my job without reason</b>	3.96	1.148

<b>I have a strong sense of belonging to the educational institution where I work</b>	3.85	1.128
<b>The school administration values my efforts, enhancing my desire to continue</b>	3.59	1.158
<b>I find psychological and professional comfort in my current work environment</b>	3.57	1.212
<b>I wake up every day motivated to go to work and practice my profession</b>	3.57	1.148
<b>I wish to continue this job until retirement if conditions remain the same</b>	3.55	1.245
<b>I believe my job balances my professional and personal life</b>	3.52	1.155
<b>I think positively about my future career within this institution</b>	3.46	1.161
<b>I do not consider looking for another job because I am satisfied with my current job</b>	3.32	1.306
<b>I do not worry about any future changes affecting my job stability</b>	3.26	1.155

Table 7: Means of Job Stability Questionnaire Items.

Overall mean = 3.5514, Std. deviation = 0.95774.

### Research Question 3:

**What is the degree of contribution of value-based leadership to job stability among teachers in Al-Dhahirah schools?**

A simple linear regression analysis was conducted to determine the predictive contribution of value-based leadership (satisfaction) to job stability. Results (Tables 11, 12, 13) indicate that satisfaction statistically significantly predicts job stability among teachers.

- Correlation coefficient:  $R = 0.668$  (moderate to strong positive correlation).
- Coefficient of determination:  $R^2 = 0.446$ , indicating that 44.6% of the variance in job stability is explained by satisfaction, with 55.4% attributed to other variables.
- ANOVA results show the regression model is statistically significant ( $F = 107.99$ ,  $df = 1, 134$ ,  $Sig. = 0.000 < 0.05$ ).
- Regression coefficients show an unstandardized coefficient  $B = 0.594$  for satisfaction, significant at  $p < 0.05$ , and standardized Beta = 0.668, indicating a positive and direct effect.

Hence, satisfaction is an important predictor of job stability among teachers.

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of Estimate
1	0.668	0.446	0.442	0.64148

Table 8: Model Summary

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	44.435	1	44.435	107.985	0.000
Residual	55.140	134	0.411		

Table 9: ANOVA

Variable	B (Unstandardized)	Std. Error	Beta (Standardized)	t	Sig.
Constant	1.815	0.211	—	8.589	0.000
Satisfaction	0.594	0.057	0.668	10.392	0.000

Table 10: Regression Coefficients

### Recommendations:

- 1- Enhance Human Values in Educational Leadership Through training programs that focus on empathy, appreciation, and respect for teachers' feelings and circumstances, contributing to the creation of a stable and effective work environment.
- 2- Instill a Culture of Integrity and Justice within Schools By adopting transparent and clear systems for promotions and rewards that ensure equal opportunities and strengthen the sense of job security and organizational belonging.
- 3- Activate the Role of the Leader as a Role Model in Discipline and Professional Conduct Through adherence to laws and administrative regulations supported by continuous training, positively influencing teachers' behavior and job stability.
- 4- Continuously Recognize and Motivate Teachers Both Materially and Morally Given the significant role this plays in increasing work motivation and reinforcing professional loyalty to the educational institution, through systems like "Ejada" and internal school reinforcement.
- 5- Involve Teachers in Educational Decision-Making Enhancing their sense of responsibility and professional belonging while reducing workplace tension among staff.
- 6- Provide Continuous Opportunities for Professional Growth and Development Via training courses that meet teachers' needs and enhance their sense of appreciation and career advancement, facilitated by specialized institutes and training centers across various governorates in Oman.
- 7- Conduct Future Studies on the Impact of Educational Leadership's Commitment to Values Especially those related to balancing work and personal life environments and their reflection on teachers' job stability in the Dhahirah Governorate.

### References

Enhance Human Values in Educational Leadership

Through training programs that focus on empathy, appreciation, and respect for teachers' feelings and circumstances, contributing to the creation of a stable and effective work environment.

2- Instill a Culture of Integrity and Justice within Schools

By adopting transparent and clear systems for promotions and rewards that ensure equal opportunities and strengthen the sense of job security and organizational belonging.

3- Activate the Role of the Leader as a Role Model in Discipline and Professional Conduct

Through adherence to laws and administrative regulations supported by continuous training, positively influencing teachers' behavior and job stability.

4- Continuously Recognize and Motivate Teachers Both Materially and Morally

Given the significant role this plays in increasing work motivation and reinforcing professional loyalty to the educational institution, through systems like "Ejada" and internal school reinforcement.

5- Involve Teachers in Educational Decision-Making

Enhancing their sense of responsibility and professional belonging while reducing workplace tension among staff.

6- Provide Continuous Opportunities for Professional Growth and Development

Via training courses that meet teachers' needs and enhance their sense of appreciation and career advancement, facilitated by specialized institutes and training centers across various governorates in Oman.

7- Conduct Future Studies on the Impact of Educational Leadership's Commitment to Values

Especially those related to balancing work and personal life environments and their reflection on teachers' job stability in the Dhahirah Governorate.

References:

- Al-Balawi, K. (2023, March). Ethical leadership among department directors and its relationship to job happiness among employees at the University of Tabuk. *Journal of Islamic University for Educational and Social Sciences*, 347–390.
- Al-Ghareeb, M., & Jassim, T. M. (2023, October 1). The impact of ethical leadership on reducing employee turnover intentions. *Arab Journal of Humanities and Social Sciences*, 1–30.
- Al-Harbi, K. bin G. (2021, October). Educational leadership styles of leaders and their impact on teachers' job performance in public education schools in Al-Madinah Al-Munawwarah. *International Journal of Educational and Psychological Sciences*.
- Al-Taie, M., & Khattak, M. N. (2024). The impact of perceived organizational support and human resources practices on innovative work behavior: does gender matter?. *Frontiers in Psychology*, 15, 1401916.
- Al-Sagheer, T. A. (2024, March 1). The role of educational leadership and its impact on improving performance and developing the educational process in educational institutions in light of transformational leadership, its dimensions, and roles. *Al-Raihan Journal*.
- Al-Sayed Mohamed Ibrahim, H. A.-D. (2021, November 26). Development of educational leadership in professional standards for school administration and leadership in the Sultanate of Oman in light of models from some Arab countries. *Journal of Arts, Literature, and Humanities and Social Sciences*.
- Baaji, S. (2018, May). Values-based leadership from an Islamic perspective. *Global Islamic Economics Journal*.
- Freeman, R. E., & Auster, E. R. (2011). Values, authenticity, and responsible leadership. *Journal of*

- Business Ethics, 98(1), 15–23.
- Gentile, M. C. (2010). *Giving voice to values: How to speak your mind when you know what's right*. Yale University Press.
- Jouili, W., & Mahmoud, B. S. (2024, April). Practice of values-based management among deans of education colleges at Al-Azhar University and its role in improving faculty members' quality of work life. *Journal of Education*, 1–125.
- Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge* (5th ed.). San Francisco, CA: Jossey-Bass.
- Molly van Niekerk, & Botha, J. (2017). *Value-based leadership approach: A way for principals*. North West University Private Bag x6001 Potchefstroom 2520, South Africa.