

Research Article

DOI 10.33897/fujp.v6i1.208

Role of Perceived Ethical Leadership and Integrity in Willingness to Report Ethical Problems among Police Employees

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Abstract

Background. The present study aimed to investigate the relationship between perceived ethical leadership, integrity, and willingness to report ethical problems among police employees. It was also intended to determine the role of demographic factors (gender, education, and job experience) in relation to study variables.

Method. The sample comprised of 450 police personnel including both men and women with age range from 25-52 years. Measure of Ethical Leadership Scale (Brown, Trevino, & Harrison, 2005), Integrity and Code of Silence Questionnaire (Klockars, Ivkovich, & Haberfeld, 2007), and Willingness to Report Ethical Problems (Hassan, Wright, & Yukl, 2014) were used. Results showed that perceived ethical leadership and integrity positively predicted willingness to report ethical problems.

Results. Findings of multivariate analysis based on 2x2x3 MANOVA along gender, education, and experience indicated that women police personnel being highly educated, and having extended job experience indicated favorable perceptions of ethical leadership, higher level of integrity and more willingness to report ethical problems as compared to their counterparts. However, male police personnel with extended job experience reflected inverse relationship with study variables.

Implications. Findings of the present study might bear fundamental basis in augmenting understanding about ethical leadership practices in law enforcing personnel so as to maximize enhanced built-in checks for regulating malpractices in police system.

Keywords. *Ethical leadership, integrity, willingness to report ethical problems, police employees.*



Introduction

Leaders should act as a source of ethical guidance for employees, and set as role model for their followers. Ethical leadership is an emerging concept which place emphasizes on employee's honesty, uprightness and morale, which in turn, are imperative for the organizational effectiveness and efficiency (Brown et al., 2005). In addition, Engelbrecht, Van Aswegen, and Theron (2005) also declared that practicing ethics of the middle level managers tend to resolve moral issues in organization. Therefore, in the present study, it is attempted to determine the predictive role of perceived ethical leadership and personal values of integrity in determining the tendency to become a whistle blower and report ethical problems in one's organization.

Brown et al. (2005) conceptualization of ethical leadership has two main aspects: firstly, the moral manager component (e.g., rewarding, punishing, communicating, emphasizing, ethical standards, role modeling ethical behavior) and secondly, the moral person component (e.g., justice, integrity, concern for others, trustworthiness). In the broader climate literature (Caldwell, 2009; Goodwin, Costa, & Adonu, 2004; Tasdoven & Kaya, 2014), research indicates that leaders act as interpretive filters of organizational processes and policies for group members (Huberts, Six, & Lasthuizen, 2008). Engelbrecht et al. (2005) found that transformational leadership has a constructive relationship with ethical climate in organizations. The integrationist model of ethical decision making in organizations, proposed by Brown et al. (2005) suggests that ethical conclusions are the outcomes of the interaction of the individual's stage of cognitive moral development, involving individual and situational constituents.

The ethical leaders with clear vision provide all the clear descriptions to their employees or stakeholders. They also ensure the responsibility and they direct them so that they can better be able to response confidently (Fombrun & Van, 2004; Jenks, Johnson, & Matthews, 2012). The extent to which a person feels supported in an organization has a direct and positive effect on their self-esteem (Goodwin et al., 2004). Numerous studies (Petriglieri, & Stein, 2012; Twigg, Fuller, & Hester, 2008; Turner, Barling, Epitropaki, Butcher, & Milner, 2002) indicated that fair and a better personal relation with followers; surely enhances the credibility of leaders and the leader's moral authority by their followers. Moreover it would increase the self efficacy of followers in terms of their leaders' ethical behavior (Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009).

Integrity means that a person's behavior is consistent with espoused values (Collison, 2020) and that the person is honest and loyal (Huberts et al., 2008). Organizational effectiveness and achievement increases with one of the most important value that is integrity which lies within an organization. To breach the integrity would also breach the rights and freedom of citizens, which, in turn, may have repercussions with all the strategies and particulars of organizational legitimacy (Collison, 2020; Kozodoy, 2021). The character can be tested through uprightness and integrity as these require a person always to do or say the correct thing no matter what the circumstances are or what others may think about it (Caldwell, 2009). As part of employee selection attributes of hostility, honesty, job commitment, moral reasoning, self-restraint, and proneness to violence, sociability, thrill seeking, vocational identity, and work ethics are equally desirable and appraised to build the individual's profile (Onyemah, 2008).

Huberts et al. (2008) identified that when there is integrity, moral values, honestly among individuals it is an exemplary behavior as it would be coherent with laws, rules and regulations. The delinquency, conflicts of interest, fraud, improper use of office may cause the violation of integrity (Cooper-Hakim & Viswesvaran, 2005). Mackey, McIntosh, and Phipps (2021) establish the nine types of integrity violations can be differentiated in the public sector. Not all integrity policies and practices target each type of violation as Kohan and Mazmanian (2003) found very different antecedents for every circumstances of violation (leadership styles, ethical climate, and moral awareness). Goldstein (as cited in Jenks et al., 2012) concluded that police have authorities and often they misuse and tend to corrupt for their personal gains.

When an individual feels and willing to say anything about the problems related to ethics in their particular organization (Miceli, Near, & Dworkin, 2013); however, individuals feels restrict or if they feel afraid to say anything about the problems related to ethics in their particular organization, then the ethical leadership may decrease their nervousness (Walumbwa et al., 2009). Employees working under the leader characterized as an affectionate, fair-minded, an honest and trustworthy are more likely to contemplate that the leader would approve with their possible solutions suggested by them.

In addition such leaders would appreciate their apprehensions and would also respond to them accordingly (Mackey et al., 2021; Neubert et al., 2009). Brown et al. (2005) originate that ethical leadership is significantly related to followers' acceptance to report problems and issues involved.

Den Hartog and De Hoogh (2009) asserted that there are two forms of ethical leadership which correlates (integrity, equality and empowering behavior) with subordinates' trust and commitment. In addition to this, perceived ethical leader behavior is positively associated with trust as well as affective and normative commitment and negatively to continuance commitment (Twigg et al., 2008). Perceived empowering behavior is also highly related to affective commitment than perceived fairness and integrity (Franklin, 2020).

Huberts et al. (2008) explored the link between three aspects of leadership that is role modeling, openness and rigidity and several types of integrity violations within the Dutch police force. Findings revealed that role modeling, rigidity, and openness of leaders influence the behavior of police officers, but the impact of the variables on the different types of integrity violations varies. Role modeling is significant in limiting unethical conduct in the context of interpersonal relationships; whereas, employees appear to follow the leader's integrity standards in their everyday interaction with each other. Moreover strictness is also important, but appears to be particularly effective in controlling delinquency, corruption and the misuse of resources.

Researches (Tasdoven & Kaya, 2014; Kozodoy, 2021) illustrated that there is a positive relation amid perceived ethical leadership and willingness to report ethical issues. Ethical leaders would report internally if the relationship with employees is open and ethically strong. This is also supported by social theory arguing that the information processing (Khan et al., 2012), when there is more uncertainty than individuals consult with external variables through which they determine the behavior. Furthermore as per the concept of whistle blowing (Miceli et al., 2013), employees perception of leaders with ethics and their reappraisals is correlated with their reports sent to higher authorities.

If there is an unethical behavior and it has been reported accurately then they would perceive their leaders as bursting with moral values and high on ethical considerations; however, another research (Malik & Qureshi,) depicted that employees do not acquire work related motivation from ethical leaders rather perceive them to be more rigid in implementing official rules and exhibit less flexibility in accommodating individual needs of the employees. Numerous studies indicate (Cooper-Hakim & Viswesvaran 2005; Goodwin et al., 2004; Hassan et al., 2014) that with higher morale given by leaders would decrease the turnover rate; and may increase the devotion towards organization; and also increases citizenship behavior and improve job performance. Further, Mackey et al. (2021) showed that ethical leadership increased employees concern against moral problems in work settings by increasing the perceptions of psychological safety.

Present study aims to determine the perception of ethical leadership, integrity, and willingness to report ethical problems experienced by police personnel particularly in the current scenario prevailing across the country. Pakistan has been facing turmoil and critical situation since the last decade. Such anti-state activities have been carried out by those persons who think against the state, which are actually working on their agendas and have their own vested interests in order to create chaos, disharmony, and demoralize the nation. Therefore, police work has been acknowledged as the most psychologically perilous profession in the world (Kohan & Mazmanian, 2003; Malik & Qureshi, 2020). Policemen are persistently exposed and vulnerable to various traumatic situations ranging from threats to themselves, their own lives and their fellow police officers to witnessing criminal tricks, riots, bribery, injury, bombing, violence, and often even killing people (Khalid, 2016). Therefore, the purpose of present study is three fold. Firstly, owing to the sensitivity of the very nature of police job, it is imperative to understand the functioning of more unconventional and innovative models of management such as ethical leadership and how perceptions of middle level police personnel would influence their own work related behaviors. Secondly, police department places high value on the integrity (both as a state and trait) of its employees; which in turn, determine most of the organizational outcomes.

However, there is scarcity of indigenous empirical studies about the possible role of integrity in controlling the occupational and professional behavioral manifestations especially in the wake of numerous native studies (Fasihuddin, 2013; Khan et al., 2012; Malik & Qureshi, 2020) highlighting the presence of corruption and sleazing practices in police management. Thirdly, on a global front, the ability to act as a whistle blower has been fairly under researched concept and existing literature is relatively silent about the major determinants that initiate and foster the courage in employees to express their concerns about organizational malpractices. Therefore, the present study attempted to explore the confluence of leadership style and personal attribute of integrity in determining the tendency to report ethical and moral problems existing in police force. Finally, current study also attempted to investigate the differential role of personal (gender & education) and work related (job experience) demographics in the backdrop of major constructs.

The objectives of present study were to investigate the relationship among perceived ethical leadership, integrity, and willingness to report ethical problems among police employees. It also attempted to determine the role of various demographics (gender, education, and job experience) in relation to study constructs among police employees.

Hypotheses

In the context of above mentioned objectives following hypotheses were outlined:

1. Perceived ethical leadership and integrity positively predict willingness to report ethical problems.
2. Female police employees are more likely to express favorable perceptions of perceived ethical leadership, and elevated levels of integrity and willingness to report ethical problems as compared to their male counterparts.
3. Police personnel with higher level of education would express favorable perceptions of ethical leadership, integrity, and willingness to report ethical problems.
4. Police personnel with extended job experience tend to have positive perceptions of ethical leadership, integrity, and willingness to report ethical problems.

Method

Sample

Primarily the present study employs co-relational research design and relies on cross sectional data. In the present study, convenient sampling technique was used to collect the data from police employees ($N = 450$) among both men ($n = 266$) and women ($n = 184$). Age of the respondents ranged from 25 to 52 years ($M = 32.30$, $SD = 7.44$); while, educational qualification of the respondents included 286 intermediate (women = 101 & men = 185) and 164 graduates (women = 83 & men = 81). Respondents were acquired from police stations located in Islamabad ($n = 69$), Rawalpindi ($n = 181$), and Lahore ($n = 200$). Overall job experience of the respondents ranged from minimum 1 year to maximum 18 years ($M = 10.43$, $SD = 8.50$); while job period of the respondents on the present work station ranged from minimum 6 months to maximum 3 years ($M = 2.24$, $SD = 1.31$), respectively. An inclusion criterion was based on job experience of at least one year in the police service.

Instruments

The following measures have been used to assess the construct of the study:

Ethical Leadership Scale. Ethical Leadership Scale (Brown et al., 2005) consisted of 10 items, and it was used to measure perceptions of ethical leadership among police personnel. It was self-report measure with all positively phrased items. Responses on the scale were acquired on 5-point Likert scale, ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Possible score range that could be attained on this scale was 10 – 50 with high score indicating favorable perceptions of ethical leadership. Alpha reliability of Ethical leadership Scale was .85 as reported by Brown et al. (2005); while in the present study internal consistency coefficient of .81 was achieved for this scale.

Integrity and Code of Silence Questionnaire. To assess honesty and truthfulness of police personnel, Integrity and Code of Silence Questionnaire (Klockars et al., 2007) was used. The scale consisted of 12 items and responses on the scale were acquired on 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Possible score range that could be allocated on this scale was 12 to 60 with high score indicated higher level of integrity. The reliability of Integrity and Code of Silence Questionnaire was .78 (Klockars et al., 2005) whereas in the present study alpha reliability of .75 was achieved for this scale.

Willingness to Report Ethical Problems Scale. A self-report measure of Willingness to Report Ethical Problems Scale (Hassan et al., 2014) consisting of 5 items was employed to assess the readiness of police personnel to report ethical problems. Responses on scale were acquired on 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Possible score range that could be attained on this scale was 5 - 25 with higher score indicating more compliance to account ethical problems. Coefficient of internal consistency reported by original author was adequate (.79; Hassan & Wright, 2014); whereas, alpha coefficient of .77 was attained in the current study.

Procedure

Official permission was acquired from the administrative heads of particular police stations. Participants were individually approached and their informed consent was acquired. They were also assured about confidentiality of their personal data and information regarding official permission from their administrative heads was also shared with them. Initially, rapport was built with all respondents on individual basis so as to ease out their concerns and apprehensions relating to sharing their personal opinion. In addition, any particular queries of individual respondent was genuinely explained and answered by the researchers. Participants were also guaranteed that their replies do not influence their repute in their own department as all the information would be anonymous.

At times it was hard to collect data in one time; therefore, multiple visits were made to each police station to gather the required data. Afterwards, each respondent was graciously thanked for their cooperation and sharing of valuable information.

Results

To determine the association among perceived ethical leadership, integrity, and willingness to report ethical problems, Pearson Product Moment correlation was computed. In addition, multiple linear regression analysis was carried out to determine the variance in willingness to report ethical problems generated by predictors. Finally, group differences were tabulated to determine the role of demographics (gender, education, and job experience) in relation to study variables.

Results based on Pearson Product Moment Correlation indicate that ethical leadership is significantly positively aligned with integrity ($r = .47, p < .00$) and willingness to report ethical problems ($r = .34, p < .00$). Similarly integrity is also significantly positively related with willingness to report ethical problems ($r = .29, p < .01$).

In addition, Multiple Linear Regression is computed to determine the predictive role of ethical leadership and integrity in willingness to report ethical problems among police personnel (see Table 1).

Table 1

Multiple Linear Regression for Predictors of Willingness to Report Ethical Problems (N = 450)

Predictors	B	β	R ²	ΔR^2	Willingness To Report Ethical Problems			
					F	S.E	LL	UL
Step 1								
Constant	40.41					1.47	15.51	21.31
Ethical Leadership	.22	.36*	.19	.17	30.16*	0.02	2.04	7.12
Step 2								
Constant	24.71					1.37	-22.01	11.46
Ethical Leadership	.18	.31*				0.01	-3.03	-0.08
Integrity	.29	.43*	.23	.21	26.76*	0.04	-2.19	-0.15

* $p < .01$

Results presented in Table 1 show predictive role of perceived ethical leadership and integrity in explaining variance in willingness to report ethical problems. It has been found that perceptions of ethical leadership explained 17% variance in willingness to report ethical problems; while, integrity elicited 21% variance in the criterion variable; thereby rendering to be a stronger predictor of willingness to report ethical problems. These findings, hence; provide empirical support in favor of H1.

Group Differences

Initially independent sample t-test was used to determine gender and educational differences; while one way ANOVA was used to tabulate group differences across job experience of respondents. Findings revealed significant group differences along these demographics; therefore, it is more meaningful and parsimonious to tabulate multivariate analysis in order to establish the interplay of personal demographics. Multiple Analyses of Variance employing 2x2x3 model was carried out to determine the role of gender, education, and job experience across study variables. Gender included both men and women; while education of respondents included two categories (intermediate and graduation), and job experience comprised of three groups (1-6 years, 6.1 to 12 years, & 12.1 to 18 years).

Table 2

MANOVA for Gender, Education, and Job Experience Across Study Variables (N =450)

Variables	Women (n=184)						Men (n=266)					
	Intermediate (n=101)			Graduation (n=83)			Intermediate (n=185)			Graduation (n=81)		
	1-6 yrs (n=45)	6.1-12 yrs (n=34)	12.1-18 yrs (n=22)	1-6 yrs (n=37)	6.1-12 yrs (n=26)	12.1-18 yrs (n=20)	1-6 yrs (n=68)	6.1-12 yrs (n=74)	12.1-18 yrs (n=43)	1-6 yrs (n=31)	6.1-12 yrs (n=30)	12.1-18 yrs (n=20)
$\bar{x}(SD)$												
PEL	23.40 (6.18)	26.77 (7.01)	29.50 (5.47)	33.46 (6.52)	36.90 (5.71)	40.51 (8.66)	31.20 (7.00)	28.55 (7.47)	24.00 (9.55)	27.11 (8.46)	22.47 (7.11)	19.18 (8.53)
Integrity	28.00 (9.53)	31.82 (8.37)	34.43 (7.31)	30.41 (6.82)	33.15 (7.23)	37.56 (7.54)	32.57 (6.71)	30.14 (8.11)	26.80 (8.19)	27.84 (7.22)	23.58 (6.25)	20.61 (6.66)
WTREP	12.00 (5.09)	14.33 (5.30)	17.18 (6.33)	15.75 (6.44)	18.18 (4.16)	21.83 (5.90)	18.48 (6.20)	15.11 (6.45)	12.40 (5.61)	16.11 (4.33)	13.36 (5.90)	10.26 (4.80)

Note. Main Effect: $F = 127.33$ ($p < .001$); PEL = Perceived Ethical Leadership; WTREP = Willingness To Report Ethical Problems; Yrs. = Years

Results indicate a significant multivariate main effect for gender (Wilk's $\lambda = .877$, $F(2, 448) = 37.81$, $p < .001$); education (Wilk's $\lambda = .929$, $F(2, 448) = 44.27$, $p < .001$); and job experience (Wilk's $\lambda = .816$, $F(2, 448) = 29.80$, $p < .001$). All interaction effects were significant.

Results presented in Table 2 reveal that women police personnel having higher level of education and serving for longer period of time in police stations express favorable perceptions of ethical leadership, augmented level of integrity, and more willingness to report ethical problems. Conversely, male police employees exhibit quite different scenario depicting that with extended job experience in police department resulted in poor perceptions of ethical leadership, lower integrity and lesser willingness to report ethical problems. These findings offer partial support for H2, H3, and H4.

Discussion

The present study attempted to examine the relationship among perceived ethical leadership, integrity, and willingness to report ethical problems among police employees. It is also attempted to determine the role of various demographics (gender, education and job experience) in relation to study variables.

Findings of the study indicated that ethical leadership and integrity positively predicted the willingness to report ethical problems.

These findings can be best explained from the dual perspectives of social learning theory (Bandura as cited in Kalshoven & Den Hartog, 2009) and resource dependence theory (Davis & Cobb, 2010). Collinson, (2020) postulated that individual's learning is pretty much contingent upon the environment (constituting people and events) which serves as a reciprocal stimulus in shaping our cognitions and behaviors. Kozodoy (2021) further added through their resource dependence theory that leaders in organizational settings serve as major source of approval and controlling the outcomes of subordinates' behaviors.

In addition, perceptions of employees regarding the type of leadership prevailing in one's organizational context had great influence on the expression of truthful thoughts and behaviors (Petriglieri & Stein, 2012). Likewise, leaders serve as role models which further describes the idea that individuals can learn if pay close attention and then copy those attributes, principles plus performances of credible role models. Therefore, ethical leaders act more as a mentor because of their smart guidance and they also draws a great attention to their behavior which is perceives to be as a model for their followers (Miceli et al., 2013). In addition, derivations of empirical studies (Mackey et al., 2021; Kohan & Mazmanian, 2003) suggested that ethical leadership assist in reducing any kind of fear and hesitation of employees in their expression to say something about problems related to ethics in their particular organizations (Jenks et al., 2012). Tasdoven and Kaya (2014) inferred that there is always a positive alignment of effectiveness of perceived ethical leadership with the leader's morality including truth-telling, reliability in which leaders can be trusted or a component of integrity which is said to be a principled behavior. Furthermore, positive perceptions of ethical leadership in work settings are found to generate favorable behavioral manifestations of responsibility, integrity, trustworthiness and genuineness (Khalid, 2016; Williams & Jim, 2021). Similarly, Franklin (2020) asserted that ethical leaders tend to heighten the level of moral awareness, moral reasoning, and integrity among the followers.

Findings based on multivariate analysis showed that women police personnel with higher level of education and extended job experience exhibited favorable perceptions of ethical leadership, more integrity, and willingness to report ethical problems as compared to men. This pattern of gender differences are sufficiently established in earlier studies conducted in workplaces scenarios. For instance, Williams and Jim (2021) concluded on the basis of meta analysis of 34 studies that women workers tend to be higher on business and moral ethics, honesty, integrity, and truthfulness and less inclined to be indulged in white collar crimes. Hassan et al. (2014) further added that female workers tend to report positive perceptions of morality in their immediate person in charge and augmented experiences of morality, integrity, and genuineness as personal dispositions.

Similarly, Tasdoven and Kaya (2014) inferred that female operators tend to point out moral and ethical problems and constraints at workplace as compared to their male counterparts. Franklin (2020) illustrated that female managers are more likely to choose to speak to the boss and express discomfort, and proportionally almost twice as many females as males signaled they would speak to the organization's ethics officer.

A handful set of studies (Caldwell, 2009; Engelbrecht et al., 2005; Twigg et al., 2008) illustrated that women with elevated levels of academic and professional education are inclined to be more conscious of ethical dilemmas and constraints in their vocational setups and are likely to be more expressive about such issues. Huberts et al. (2008) also demonstrated that women employees in banking sector with enhanced academic and occupational skills are inclined to report favorable perceptions of authentic leadership, psychological ownership, and morality in their work behaviors. Numerous studies (Collinson, 2020; Fasihuddin, 2013; Petriglieri, G., & Stein, 2012) revealed that experienced female employees acted more morally and with integrity as compared to men with lesser work experience. Trevino (as cited in Mackey et al., 2021) explains that scholastic and vocational training coupled with extended work experience sharpens the managerial skills and moral reasoning of front line female managers as compared to male employees. A more detailed elaboration is given by Miceli et al. (2013) inferring that women opted more rigorous strategies in determining their judgment and how they reason about moral dilemmas which subsequently determine their moral actions. Various occupational factors such as type of leadership, work experience, and managerial post also assert differential influence in male and female workers. Kozodoy (2020) pointed out that education, itself, is essentially a moral undertaking more education among women staff leads towards better perception of principled leadership, veracity, honor, and readiness to report moral problems to higher officials.

Results of the present study also revealed that men with higher education and more work experience tend to exhibit negative perceptions of ethical leadership, lower integrity, and less willingness to report ethical problems.

A much similar finding has been reported by Onyemah (2008) declaring that male police officers with more years of job experience have been found to be indulged in immoral work behaviors and were found guilty of ethical misconduct. A probable reason offered in a very recently indigenous study (Malik & Qureshi, 2020) deliberated that police system prevailing in our society has its own social and cultural pitfalls which essentially engulf the officials as a subsystem of organization-fit. Fasihuddin (2013) further added that it may not be the matter of personal choice rather the existing organizational practices and ever increasing political influence in law enforcing agencies which serve as a pulling factor and push the police officers to indulge in certain organizational practices in order to reflect their organizational commitment. Khalid (2016) explain that police personnel with extended job experience are more aware of the loopholes of the police and judicial system and hence, are inclined to exhibit negative perceptions of authenticity and morality of their leaders and tend to be low on the indicators of honesty, integrity, and truthfulness.

Limitations and Suggestions

The present study bears few potential drawbacks which highlight the need to interpret the findings with caution. Firstly this study uses correlation design, with limiting the ability to draw inferences on more sustainable basis. Hence, the use of longitudinal research design in upcoming empirical investigations may broaden the understanding related to personal and organizational factors in relation to study constructs. Secondly, the use of self report measures may carry the element of social desirability; therefore, future studies may make use of qualitative assessment so as to enhance the deeper understanding of the study variables. Thirdly, though the sample was taken from different cities but yet it is not sufficiently large enough to be generalized on the larger population; hence, inclusion of more diverse and larger sample would increase the generalization potential of the results. Finally, target sample of the employees was consisted of single occupational group, that is police sector. The future endeavors may take contrasted comparison across various occupational groups so as to capture the diversity of phenomenon across various professional settings.

Implications

There are some notably sound implications which can be derived from the findings of the current study. Firstly, there is dire need to develop customized leadership training programs which specifically focus the explicit needs of the police personnel in order to enhance ethical awareness among them. Secondly, intervention modules can be developed that foster the positive, yet, malleable desired attributes in police personnel such as honesty, integrity, discipline, and sanctity of work values. Thirdly, young police officers newly joining the force must be given orientation of soft skills encompassing good communication proficiency, interpersonal skills, and courage to come forward when experiencing organizational misconduct. Fourth, there is an equally important need to design trainings and workshop programmes for better induction and adjustment to ever increasing challenges of their real work related problems. Finally, it's a wakeup call for policy makers and higher management to introduce long term reforms inclusive of revised monetary packages so as to culminate the problems of integrity. For better integrity employees social skills can affect the good will of organization and there will be better perception of general population towards police employees. Promotion criteria for police personnel should emphasize personal dispositions of integrity, motivation, and commitment towards their work.

Conclusion

The results of study have indicated an important and significant positive role of the employee's perception of ethical leadership in integrity and willingness to report ethical problems. It has been concluded that perceived ethical leadership and integrity are the basic components for any organization to make it successful and better. In order to make organization sustainable, the organizations should focus on their employee's integrity to make them more competent. Trainings and workshops should be organized in the organization by the human resource management department with collaboration of I/O psychologist to enhance the perception of ethical leadership.

Declaration

Ethics approval and consent to participate.

Formal official permission has been acquired from respective heads of the stations. Afterwards, individual informed consent had been attained from each respondent prior to data collection.

Consent for publication. Consent approved by the authors.

Availability of data and materials. Not Applicable

Competing Interests. The authors are well informed and declared no competing interests.

Funding. National Institute of Psychology, Quaid-i-Azam University has approved this research study. We have not received any funding to execute this research study, the rigorous procedure of collecting data, and other associated processes to conduct this study.

Authors' contribution. Aisha Zubair conceptualized the idea, contributed to study design, completed the entire article, including introduction, literature, discussion, and conclusion. Aisha Zubair also edited the original manuscript before submission. Arooj Mujeeb conceptualized the idea, contributed to study design, completed the entire article, including introduction, literature, discussion, and conclusion. Arooj Mujeeb also edited the original manuscript before submission.

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