

# Chapter 3

## Ethical Leadership Effect on Augmented Reality in Education Through OCB and Teacher Engagement Support in Africa

**Shashi Kant**

 <https://orcid.org/0000-0003-4722-5736>


*Lovely Professional University, India*

**Wako Jio**

 <https://orcid.org/0009-0003-6192-459X>

*Bule Hora University, Ethiopia*

**Abhishek Sharma**

 <https://orcid.org/0000-0001-9190-3341>

*Lovely Professional University, India*

**Zerihun Kinde Alemu**

 <https://orcid.org/0000-0002-8546-2882>

*Ethiopian Civil Service University, Ethiopia*

### ABSTRACT

*This chapter is about the effects of ethical leadership on the augmented reality (AR) in educational integration in the Horn of Africa where organizational citizenship behavior (OCB) works as the intervening factor through teacher engagement as well as support. To measure the connections among ethical leadership, AR utilization, as well as OCB, teacher engagement, as well as institutional support, the sample size*

DOI: 10.4018/979-8-3373-7508-3.ch003

*was 390 educators who were surveyed. The analysis included the use of exploratory factor analysis (KMO = 0.87) that proved the validity of the constructs of its measures. The model was along with validated using confirmatory factor analysis (CFA) that depicted good fit indices to hold up the theoretical structure. Structural equation modeling through AMOS software found that OCB as well as positive increases in engagement of teachers mediated a significant direct as well as indirect rule of ethical leaders in developing AR adoption. Findings depict that ethical leadership contributes into creating an atmosphere that supports innovative teaching methods.*

## INTRODUCTION

The use of technology in the learning process has become one of the most imperative aspects in learning globally (Prasittichok et al., 2024). Among the technologies, augmented reality (AR) along with takes pride in breaking new grounds since the technology can be used to present immersive learning environments (Akinradewo et al., 2025); that can be used to attract students in unconventional ways (Walker et al., 2025). Ethical leadership or the approach wherein integrity, fairness, along with responsibility are promoted has become popular as a crucial determinant of educational practices (Drljević et al., 2024). Having emerged out of the necessity of the leaders to exemplify moral conduct to the followers, the concept has been associated through a better performance in the organization such as teacher participation as well as student achievement (Crogman et al., 2025). The empirical literature features the positive function of ethical leadership on different educational outcomes, but there is not much investigation specifically examining how ethical leadership can affect the AR adoption (Ahdhianto et al., 2025). Investigation has depicted that ethical leaders would be able to create an environment of support that promotes teacher involvement along with innovation but the practical constraints (van As & Cooke, 2024), like resistances to change, not having the adequate training, as well as resources are some of the most imperative challenges to effective adoption of AR to the classroom (Hallinger et al., 2025). Along with, the function of organizational citizenship behavior (OCB) in the relationship is not discussed much posing a very big gap in the literature (Gobinath et al., 2024).

The chapter will focus on exploring the linkages among ethical leadership, AR usage, OCB, teacher engagement, as well as institutional support in the Horn of Africa, thus alleviating the investigation gaps along with gaps in addressing such problems. It attempts to present an in-depth grasp of how ethical leadership can aid the implementation of the AR technologies in the educational process that will ultimately guide future researchers as well as policymakers. The primary inquiry driving this investigation is: ***“How does ethical leadership affect the implementation***

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