

## The Effect of Ethical Leadership on Organizational Justice, Organizational Citizenship and Job Satisfaction

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### Abstract

The aim of the study is to explain the effect of ethical leadership on organizational justice, organizational citizenship, and job satisfaction. The study group includes 488 teachers and the study was chosen by using a simple random sampling method. Teachers' participation is convenience sampling. Data were collected with the ethical leadership scale, organizational justice scale, and organizational citizenship scale. As a result of the analysis, it was concluded that the scales were reliable. The research hypotheses were tested using structural equation modeling as well as variables. According to the hypothesis, ethical leadership has an effect on organizational justice, organizational citizenship, and job satisfaction, organizational justice with ethical leadership has an effect on job satisfaction, and, organizational citizenship with ethical leadership affects job satisfaction. In light of these results, it shows that all hypotheses are supported. In summary, it can be said that ethical leadership has an effect on organizational outputs. This situation reveals the importance of ethical leadership.

**Keywords:** Ethical leadership, job satisfaction, organizational citizenship, organizational justice, teacher

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## Introduction

Ethics has become an increasingly popular and researched area in today's world. 2,130,000 searches have been made on Yahoo for business ethics and at least 16 institutes and centers are investigating this issue (Fulmer, 2004). In recent years, when we talk about institutions, there are also unethical behavior and scandals. These events seem to cover all areas from the business world to the education world (Brown & Trevino, 2006). Ethical problems such as student-teacher border violations in educational institutions carelessness in behavior (Barrett, Headley, Stovall, & Witte, 2006), subjectivity in grading, gift culture in schools (Aydın, Güner, Toptaş, & Erdemli, 2020), pressure and inadequacy are observed in these schools (Güngör & Özkara, 2017). Managers may solve these problems which are in educational institutions with value-based behaviors.

Some of the values-based executive behaviors are spiritual, ethical, servant, and authentic leadership (Dinh, Lord, Gardner, Liden, Meuser, & Hu, 2014). Ethical leaders transfer their values to people, become role models, and solve problems before they arise. If ethical leaders cause the existence of an ethical culture, ethical behaviors will increase (Brown, Treviño & Harrison, 2005; Key, 1999). Ethical leaders do not only follow the simple rules known but they are also a very important source for employees as ethical guidance and they are responsible for moral development in the organization (Lashway, 1996; Mihelic, Lipicnik & Tekavcic, 2010). It can be said that ethical leaders may encounter various challenges in these institutions.

When the perception of organizational justice perception is low these absenteeism and depressive symptoms increase (Ybema & Van, 2010), the employees's job performance decreases, they sabotage the work, and they give their responsibilities to someone else (Serinkan & Erdiş, 2014). If an injustice is perceived in the organization in disciplinary proceedings such as wages, promotions, shifts, rewards, and punishment, employees may exhibit negative behaviors towards the organization (İçerli, 2010). The health of the employees is negative due to the stress experienced by the employees who have the perception of injustice (Elovainio et al., 2005). Employees experience many problems such as psychiatric disorders, psychological distress, accident risks, and inflammatory disorder (Elovainio et al., 2010; Kivimäk et al., 2003; Kivimäki, et al., 2005; Tepper, 2001). In summary, the most important problem faced by employees may be the perception of organizational justice.

It is not possible to provide quality education, achieve the desired success, and achieve the expected goals without the behavior of organizational citizenship in schools (Belogolovsky & Somech, 2010; Chen, Hui & Sego, 1998; DiPaola & Hoy, 2005; DiPaola & Tschannen-Moran, 2001; Dunlop & Lee, 2004; Khalid, Jusoff, Othman, Rahman and Ismail, 2010; Podsakoff & MacKenzie, 1997; Oplatka, 2009). If employees do not voluntarily contribute to their organizations outside of their responsibilities, this may have negative consequences for the organization in terms of performance (Bauer, Dekas, Welle, Kurkoski, & Sullivan, 2013; Katz, 1964). Organizational citizenship behaviors are a significant variable in the ascending performances of teachers in schools (Alanoğlu & Demirtaş, 2019; Tosun & Bostancı, 2019). The organizational citizenship of teachers' behaviors in schools could be significant for educational institutions.

If the job satisfaction for teachers is high, it is beneficial to the school and students, while teachers with low job satisfaction want to leave the school and they cannot provide the necessary support to the institution and the students (Altinkurt & Yılmaz, 2014; Rhodes, 1987 Gardner, 2010; Hoy & Miskel, 2010; Johnson, Kraft & Papay, 2012; Klassen and Chiu, 2010). The job satisfaction for teachers impacts on their performance (Koç, Yazıcıoğlu, & Hatipoğlu, 2009). In other words, the high job satisfaction of teachers is very important for institutions. Therefore, school administrators as leaders should positively affect the job satisfaction of teachers.

We believe that ethical leadership can solve problems related to organizational citizenship, justice, and job satisfaction. Some studies showing the direct impact of ethical leadership on organizational justice, organizational citizenship, and job satisfaction in the context of educational institutions show the contribution to the literature (Büyükyılmaz ve Ay, 2017; Kılıç 2020). However, school administrators need to identify the steps they need to take for more effective collaboration; these steps extend from their positive attitudes toward the school to their motivation in daily practices.

### **Ethical Leadership**

Ethical leaders should be models, justify, produce ethical content, share authority, and have honesty and moral thinking. In this way, ethical leaders make ethical decisions and reveal useful behaviors (Anello, 1992; Brown & Trevino, 2006; Kalshoven, Hartog & Hoog, 2013). Ethical leadership is honesty, human focus, ethical awareness, encouragement, motivation, and accountability (Resick, Hanges, Dickson, & Mitchelson, 2006). In addition to the positive qualities that ethical leaders have, it is also very important to convey them to their followers.

Ethical leaders talk about values; act fairly in the distribution process; set ethical standards; and establish an ethical corporate culture (Key, 1999; Yukl, Mahsud, Hassan & Prussia, 2013). When leaders act ethically and head reward systems and punishment to support ethical behavior, they establish acceptable group norms (Mayer, Aquino, Greenbaum, & Kuenzi, 2012). That is, they model and encourage ethical behavior (Stouten, Dijke, & Cremerier, 2012). In this context, ethical leadership is an effort to produce and convey positive values and create an ethical corporate culture. The concept of ethical leadership could solve many problems related to organizational justice, satisfaction, and citizenship. Ethical leadership may form at different levels of organization and in different relationships with different variables even though the literature on ethical leadership has not paid enough attention to test the different variables in one SEM model. In other words, this study will determine the relationship among organizational justice, job satisfaction, organizational citizenship, and ethical leadership as defined below.

### **The Relationship between Organizational Justice and Ethical Leadership**

Organizational justice can be about the justice of the managers (Whitman, Caleo, Horner, Carpenter, & Bernerth, 2012). In other words, justice in an organization helps us make personal evaluations of the ethical and moral behavior of managers (Cropanzano, Bowen, & Gilliland, 2007). Moral behavior is the characteristic of an ethical leader (Zhu, May, & Avolio, 2004). For ethical leaders, having an element of justice in the work environment may be the most important issue. Therefore, ethical leaders constantly emphasize justice in the work environment. Establishing as open relationships with employees as possible and making fair decisions about them are characteristics of an ethical leader (Strom, Sears, & Kelly, 2014; Neubert, Carlson, Kacmar, & Chonko, 2009) Ethical leaders are moral managers. Ethical leaders have adopted universal principles, such as equality, justice, and honesty, and they believe that their colleagues should also adopt these values. From this point of view, ethical leaders create and maintain a justice environment within the organization (Yıldız, 2019).

Managers who have fair and ethical behaviors in the organization exhibit ethical behaviors. The ethical environment helps employees to establish a positive relationship with each other (Zhu, May, & Avolio, 2004). Some studies show a positive relation between ethical leadership and justice (Acar, Kaya, & Şahin, 2012; Akatay, Kısacık, & Yücekaya, 2016; Al Halbusi, Williams, Mansoor, Hassan & Hamid, 2020; Ayık, Yücel, & Savaş, 2014; İbrahim, 2016; Mıhçı & Uzun, 2020; Kğın, Aktaş & Köripek, 2013; Yıldız, 2019). Ethical leaders consider factors such as justice, reliability, and honesty as a part of their leadership behavior. Therefore, these are ethical leaders' characteristics.

### **The Relationship between Organizational Citizenship and Ethical Leadership**

Organizational citizenship behavior is not compulsory for the employee. They do not contain a penalty or require a specific reward. Citizenship behavior is the behavior that is performed to enhance the organizations' effectiveness and efficiency depending on individual preference (DiPaola & Hoy, 2005). In short, organizational citizenship behaviors are individuals' voluntary contributions to them (Dekas, Bauer, Welle, Kurkoski, & Sullivan, 2013; Organ, Podsakoff, MacKenzie, 2006). Ethical leaders show their organizational citizenship behaviors by increasing the motivation of their followers. Followers trust fair ethical leaders. Accordingly, employees tend to increase their performance, take responsibility, and participate in decisions (Madenoglu, Uysal, Sarier, & Banoğlu, 2014). By imitating ethical leaders' behaviors, employees can exhibit organizational citizenship behaviors (Bedi, Alpaslan, & Green, 2016). In addition, some studies show which are indicating a significant and positive relationship between organizational citizenship behaviors and ethical leadership. Moreover, many studies revealed this type of moral leadership has a positive impact on the behavior of organizational citizenship (Çakıroğlu & Tabancalı, 2017; Wang & Sung, 2016; Yang, Ding & Lo, 2016; Ruiz-

Palomino, Ruiz-Amaya, & Knörr, 2011; Qasim, Rizvi & Irshad, 2020). The moral qualities of ethical leaders are important for individuals to exhibit the behavior of organizational citizenship.

### **The Relationship between Job Satisfaction and Ethical Leadership**

Job satisfaction could be explained as a positive perception of the job as a result of her/his experiences. In addition to this, job satisfaction describes how the individual feels about her/his job (Locke, 1976; Spector, 1997). Managers' behaviors are related to employees' job satisfaction (Smith, 1997). Besides, teachers' job satisfaction is directly and indirectly affected by their managerial behavior (Bogler, 2001). Çelik, Dedeoğlu & İnanir (2015) revealed in their research that job satisfaction is affected by ethical leadership. Similarly, there are direct and indirect relations between job satisfaction and ethical leadership (Güngör, 2016; Işık, 2020; Neubert, Carlson, Roberts, Kacmar & Chonko, 2009; Shafique, Kalyar & Ahmad, 2018). In other words, their ethical behavior increases, and employees have more positive thoughts toward their jobs (Okan & Akyüz, 2015; Yates, 2014). If employees do not have job satisfaction, absenteeism occurs, stress and conflict occur, negativities occur in the state of health, and the rate of quitting increases (Şimşek, Çelik & Akgemci (2014).

### **The Relationship between Job Satisfaction and Organizational Justice**

Organizational justice and job satisfaction are among the most studied subjects about organizations. In addition to this, the relationship between job satisfaction and organizational justice can be observed (Konovsky, Folger, & Cropanzano, 1987; Özer, 2007; Altinkurt & Yılmaz, 2012; ClayWarner, Reynolds & Roman, 2005; Yelboğa, 2012). If employees' perceptions of their organizations are positive, commitment and job satisfaction increase. Otherwise, motivation and job satisfaction are expected to decrease (Beugré, 2002; Tutar, 2007). As a result of justice's existence in the organization, it will ensure the formation of high productivity, a positive work environment, personal satisfaction, and a strong organizational culture. These factors provide job satisfaction for employees (Altinkurt & Yılmaz, 2012).

### **The Relationship Between Organizational Citizenship and Job Satisfaction**

Some definitions are related to organizational citizenship that promotes employees' organizations apart from voluntary behaviors (Bauer, Dekas, Welle, Kurkoski & Sullivan, 2013; Katz, 1964; Organ, 1988). People with a high perception of organizational citizenship behavior help their colleagues in things they cannot do. In addition, these people take proactive measures before problems arise (Gök, 2007; Sezgin, 2005). Besides, it explains the attitude of the employee towards her/his job (Kondalkar, 2007). Individuals with high job satisfaction have higher job satisfaction. In fact, if employees have high job satisfaction, their job performance is also high (Robbins & Judge, 2015).

Consequently, the following research hypothesis will be tested and analyzed:

- H1: The ethical leadership has an effect on organizational justice
- H2: The ethical leadership has an effect on organizational citizenship
- H3: The ethical leadership has an effect on job satisfaction
- H4: The organizational justice with ethical leadership has an effect on job satisfaction
- H5: The organizational citizenship with ethical leadership has an effect on job satisfaction

### **Method**

The aim of the study is to explain the effect of ethical leadership on organizational justice, organizational citizenship, and job satisfaction. We used the relational survey model. This model is to find out the change's existence that coexists among the variables as well as this change's degree (Fraenkel & Wallen, 2009). The created model was performed with the structural equation modeling (SEM). Structural equation modeling was used with the AMOS program to test this model. In addition, structural equation modeling was used for the first time in the field of social sciences (Bayram, 2010). The main purpose of this model is to take into account the error rates of observed

variables when compared to traditional methods (Schumacker and Lomax, 2004). Figure 1 is presented for this model.

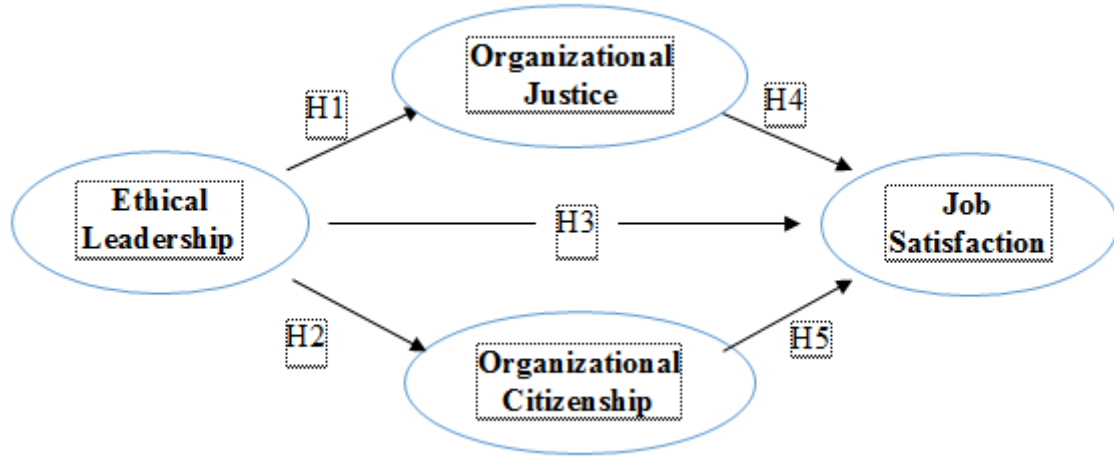


Figure 1. The Target Model for the Effect of Ethical Leadership on Organizational Justice, Organizational Citizenship and Job Satisfaction

This study was conducted in the central districts of Erzurum province. The study group consists of 488 randomly selected teachers. The participating teachers were chosen with a simple random sampling method and teachers' participation is convenience sampling (Balci, 2015). It has been determined that the sample number of more than 200 people is a large sample size and the sample number is sufficient according to the result of the  $p(p+1)/2$  formula (Bayram, 2011). 44.5% of the teachers participating in the study are female ( $n=217$ ), and 55.5% are male ( $n=271$ ). 37.3% of the teachers work in primary school ( $n=182$ ), 35.9% of the teachers work in secondary school ( $n=175$ ) and 26.8% of the teachers work in high school ( $n=131$ ). 42% of them have teaching experience between 1-10 years ( $n=205$ ), 37.1% of them teachers work between 11-20 years ( $n=181$ ) and 20.9% of them have teaching experience of 21 years or more ( $n=102$ ). When we look for the teachers according to their educational status, 59.8% of them have education at the undergraduate level ( $n=292$ ) and 40.2% of them have graduate level ( $n=196$ ).

### Ethics Statement

Research ethics approval was obtained by Cyprus Science University Ethics Committee (Date: 17.01.2022/ Decision number: 2022/01.005).

### Data Collection Tools

#### Ethical Leadership Scale

Brown, Treviño, and Harrison (2005) developed "Ethical Leadership Scale" and Tuba, Bircan, and Yeşiltaş (2012) adapted it into Turkish to determine education institution managers' ethical leadership behavior in terms of teachers. The scale includes ten items and these items form one factor. Tuna, Bircan, and Yesiltaş (2012) calculated Cronbach's Alpha reliability coefficient as .928. For this research, goodness-of-fit statistics are  $X^2/sd=2.24$ ,  $GFI=.97$ ,  $CFI=.98$ ,  $AGFI=.95$ ,  $NFI=.97$ ,  $RMSEA=.05$  and  $SRMR=.02$ . Cronbach's Alpha was .90.

#### Organizational Justice Scale

Hoy and Tarter (2004) developed the "Organizational Justice Scale", and Taştan and Yılmaz (2008) adapted it into Turkish to find out the perceptions of teachers on organizational justice. This scale includes 10 items and one factor. The Cronbach's Alpha value of the scale was .92. For this research, goodness-of-fit statistics are  $X^2/sd=1.49$ ,  $GFI=.98$ ,  $CFI=.99$ ,  $AGFI=.97$ ,  $NFI=.98$ ,  $RMSEA=.03$  and  $SRMR=.02$ . Cronbach's Alpha was .88.

### Organizational Citizenship Scale

DiPaola, Tarter, and Hoy (2005) developed The “Organizational Citizenship Scale” and Taştan and Yılmaz (2008) adapted it into Turkish to find out teachers' perceptions of organizational citizenship. This scale includes twenty-one items and these items are the single factor. For his research, Cronbach's Alpha was .87. The confirmatory factor analysis for this research, goodness-of-fit statistics are  $\chi^2/df=1.93$ , GFI=.96, CFI=.98, AGFI=.95, NFI=.97, RMSEA=.04 and SRMR=.03. Cronbach's Alpha was .89.

### Job Satisfaction Scale

Ho and Au (2006) developed this scale and Demirtaş (2010) adapted it into Turkish to understand teachers' job satisfaction levels. The scale includes five items and a single factor. The goodness-of-fit statistics are  $\chi^2/df=2.09$ , GFI=.99, CFI=.99, AGFI=.98, NFI=.98, RMSEA=.05 and SRMR=.02. The Cronbach's Alpha was .77.

### Data Analysis

Hypotheses have been tested with structural equation modeling (SEM) and variables investigating relationships by using multiple regression (Balçı, 2015). We examined missing outliers and data. Accordingly, the z scores of the data were calculated and scores that were not  $\pm 3$  were evaluated the extreme values (Çokluk, Şekercioğlu, & Büyüköztürk, 2012) and were excluded from the analysis. Mahalanobis distances were evaluated to examine the multivariate extreme values of the data. Accordingly, the proposed value of 16.266 (Akbulut, 2011) was taken as a reference, since there are three predictive variables in the study. Therefore, data above this value were excluded from the analysis. There is no multi-connection problem when the Tolerance value is greater than 0.10 and the VIF value is less than ten (Hair, Black, Babin, Anderson, & Tatham, 2006). Tolerance and VIF values for organizational justice variables were (.82; 1.21), for organizational citizenship behavior (.89; 1.12), and job satisfaction (.77; 1.29), respectively. Durbin-Watson value was examined to examine whether there is autocorrelation between the variables. The Durbin-Watson value can be between 1.5 and 2.5, and the situation is an indication that there is no auto-correlation between variables (Öztürk 2005). The Durbin-Watson value was 1.742.

### Findings

The mean, standard deviation, and correlation values of the research variables are presented in Table 1.

Table 1.

Mean, Standard Deviation and Correlation Values of Variables

	$\bar{X}$	Ss	Ethical Leadership	Organizational Justice	Organizational Citizenship	Job Satisfaction
Ethical Leadership	3.77	.63	1			
Organizational Justice	4.31	.51	.31*	1		
Organizational Citizenship	3.64	.66	.40*	.20*	1	
Job Satisfaction	3.94	.53	.37*	.41*	.32*	1

\*  $p < .01$ ; N=488

In Table 1, teachers' perceptions of school administrators ethical leadership are  $\bar{X}=3.77$ , their perception of organizational justice is  $\bar{X}=4.31$ , their perception of organizational citizenship is  $\bar{X}=3.63$ , and their perception of job satisfaction is  $\bar{X}=3.94$ . There is a positive relationship between organizational justice and ethical leadership ( $r=.31$ ;  $p < .01$ ), organizational citizenship ( $r=.40$ ;  $p < .01$ ), and job satisfaction ( $r=.40$ ;  $p < .01$ ). It was concluded that there is a directional relationship. There is a positive relationship between organizational citizenship and organizational justice ( $r=.20$ ;  $p < .01$ ) and job satisfaction ( $r=.41$ ;  $p < .01$ ). In addition, organizational citizenship and job satisfaction have a positive relationship ( $r=.32$ ;  $p < .01$ ). SEM analysis is in Figure 1.

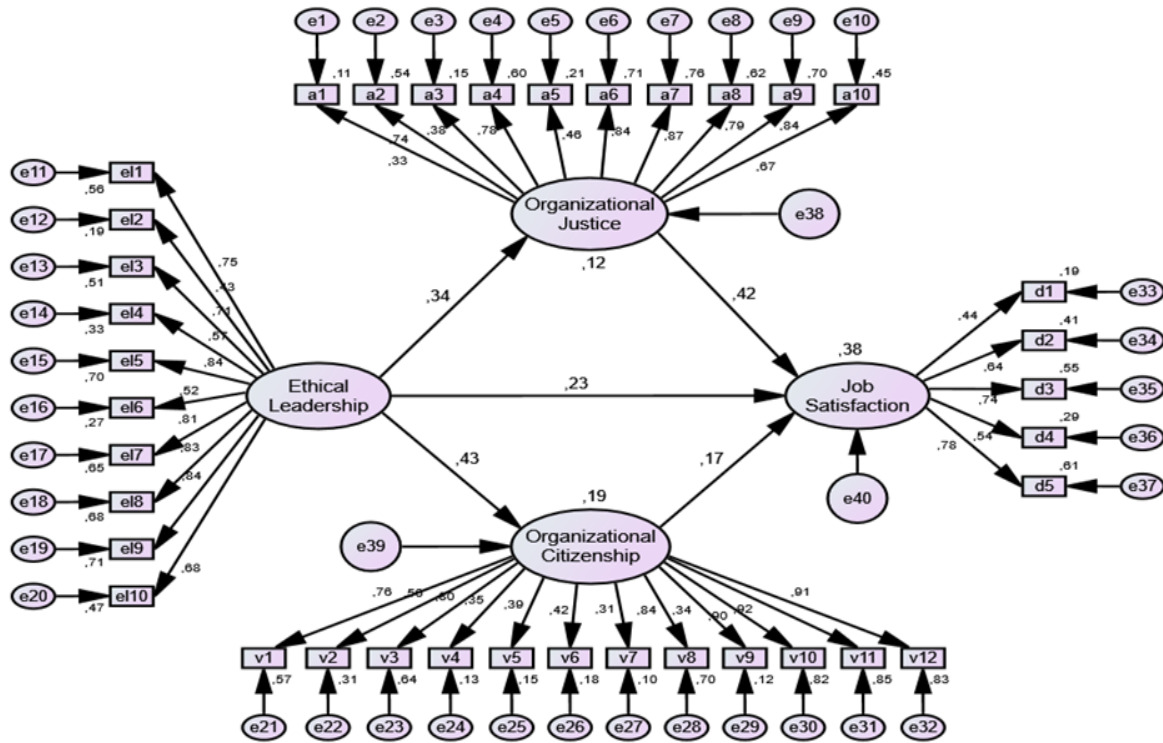


Figure 2. Model for the Relationship between Ethical Leadership, Organizational Justice, Organizational Citizenship, and Job Satisfaction

We use fit's goodness values to determine if the model created is verified or not (Byrne, 2010). The reference fit values' goodness and the values obtained from the model are in Table 2.

Table 2.

Reference Goodness of Fit Values and Values Obtained from the Model

Fit Indices	Reference Fit Values	Model Fit Values
X <sup>2</sup> /sd	0 ≤ X <sup>2</sup> /sd ≤ 3	1.67
CFI	.90 ≤ CFI ≤ 1.00	.95
GFI	.90 ≤ GFI ≤ 1.00	.90
AGFI	.85 ≤ AGFI ≤ 1.00	.88
NFI	.90 ≤ NFI ≤ 1.00	.90
RMSEA	.00 ≤ RMSEA ≤ 1.00	.04
SRMR	.00 ≤ SRMR ≤ .10	.05

In Table 2, the model fit values are X<sup>2</sup>/sd=1.67, CFI=.95, GFI=.90, AGFI=.88, NFI=.90, RMSEA=.04 and SRMR=.05. It is within the limit values specified in the literature (Bollen, 1989; Byrne, 2010; Hu & Bentler, 1999; Schermelleh-Engel, Moosbrugger, & Müller, 2003; Kline, 2016; Tanaka & Huba, 1985). Connection coefficients, critical ratios, standard deviations, and significance values between variables in the model are in Table 3.

Table 3.

Connection Losses, Critical Ratios, Standard Deviation and Significance Value

Relationships	Regression Values	Standard Error	Critical Ratio
Ethical Leadership → Organizational Justice	.34	.03	5.18*
Ethical Leadership → Organizational Citizenship	.43	.06	8.63*
Ethical Leadership → Job Satisfaction	.23	.03	3.98*
Organizational Justice → Job Satisfaction	.42	.11	5.04*
Organizational Citizenship → Job Satisfaction	.17	.02	3.17*

\* p&lt;.01; N=488

Regression values, standard error, and critical ratio are for ethical leadership ( $\beta=.34$ ,  $p<.01$ ,  $t=5.18$ ), organizational citizenship ( $\beta=.43$ ,  $p<.01$ ,  $t=8.63$ ), and job satisfaction ( $\beta=.23$ ,  $p<.01$ ,  $t=3.98$ ) positively and significantly. In addition, organizational justice positively and significantly affected job satisfaction ( $\beta=.42$ ,  $p<.01$ ,  $t=5.04$ ) and organizational citizenship ( $\beta=.17$ ,  $p<.01$ ,  $t=3.17$ ). In addition, 38% of the total variance in job satisfaction can be explained by the model. Similarly, the 38% change in job satisfaction is job satisfaction organizational justice, and ethical leadership. In light of these results, it shows that all hypotheses are supported.

### Discussion, Conclusion, and Suggestions

School principals have important responsibilities to achieve the goals. School principals have many duties such as the curriculum, professional development, providing discipline, and supervising them. In addition to these duties, the school principal should be the leader of the school. Ethical leadership contributes to the formation of holism by affecting all people in the school. In the light of the analysis, the hypotheses were confirmed.

According to the first hypothesis, ethical leadership has an effect on organizational justice. The School principals' leadership affects organizational justice significantly and positively. Research about them supports this finding (Acar, Kaya, & Sahin, 2012; Ayık, Yücel & Savas, 2014; Mıhçı & Uzun, 2020; Gripper, 2021; Kuğun, Aktaş & Köripek, 2013). Ethical leaders are moral managers. They behave ethically and act according to ethical rules both in their daily and professional life (Ng & Feldman, 2015). Ethical leaders who display transparent behaviors in their organizations create a perception of organizational justice (Wells & Walker, 2016). Organizational commitment is about behaviors such as organizational trust and organizational conflict. In addition, these are closely related to ethical behavior (Cropanzano, Bowen, & Gilliland, 2007). Ethical behaviors and organizational justice are significant for achieving employees' satisfaction and reaching the organization's goals (Greenberg, 1990). Ethical leadership explains procedural, interactional, and distributive justice (Çıraklı, Uğurluoğlu, Şantaş, & Çelik, 2014).

According to the second hypothesis, ethical leadership has an effect on organizational citizenship. To sum up, the school principals' ethical leadership behaviors affect organizational citizenship significantly and positively. The result appears to be supported (Çakıroğlu & Tabancalı, 2017; Wang & Sung, 2016; Yang, Ding & Lo, 2016; Ruiz-Palomino, Ruiz-Amaya & Knörr, 2011; Qasim, Rizvi & Irshad, 2020). Organizational citizenship behavior is beneficial for the organization, however, it is optional behavior that is not followed and rewarded by the organization (Organ, 1988). Ethical leaders who consider the interests of employees have an effect on organizational citizenship by making fair and balanced decisions (Brown, Treviño, & Harrison, 2005). Similarly, ethical leaders form a reliable environment and contribute to organizational citizenship (Yang, Ding, & Lo, 2016). Employees tend to show pro-social behaviors such as organizational citizenship behaviors (Bedi, Alpaslan, & Green, 2016). In addition, ethical leadership enables employees to support each other in the organization and reveals organizational citizenship behavior (Avey, Wernsing, & Palanski, 2012).

According to the third hypothesis, ethical leadership has an effect on job satisfaction. The school principals' ethical leadership behaviors affect job satisfaction significantly and positively. When the studies which are about job satisfaction and ethical leadership are examined, the result appears to be supported (Çelik, Dedeoğlu, & Inanir, 2015; Güngör, 2016; Işık, 2020; Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009; Shafique, Kalyar, & Ahmad, 2018). Job satisfaction is the consequence of the values which employees attach to his/her job (Locke, 1976). Ethical leaders provide job satisfaction for the employees (Brown, 2005). The administrators' ethical behaviors in schools are



significant for target satisfaction (Güngör, 2016). The ethical behaviors increase the employees' job satisfaction and the commitment (Ahmed, Shad, Mumtaz, & Tanveer, 2012). Ethical leadership behaviors provide job satisfaction with their daily tasks (Brown & Treviño, 2006). Leaders are exemplary role models for their followers (Yukl, Mahsud, Hassan, & Prussia, 2013). When they have a positive attitude, it affects job satisfaction positively (Kacmar, Bachrach, Harris, & Zivnuska, 2011).

According to the fourth hypothesis, organizational justice with ethical leadership has an effect on job satisfaction. Similarly, Al-Zu'bi (2010) stated that employees' job satisfaction depends on the organizational justice by the managers. There is a positive and significant relationship among distributive justice (Özer & Urtekin, 2007; Sezgin & Yıldızhan, 2013), procedural justice (İşcan & Sayın, 2010; Mossholder et al., 1998;), interpersonal justice (Özer & Urtekin, 2007; Yelboğa, 2012) and informational justice (Loi, Yang, & Diefendorff, 2009; Yelboğa, 2012) and job satisfaction. The fifth hypothesis, organizational citizenship with ethical leadership has an effect on job satisfaction. Similarly, Swaminathan & Jawahar (2013) showed a relationship between job satisfaction and organizational citizenship. Individuals have a positive attitude towards their jobs. Therefore, they focus on high job performance and revealing the behaviors that are helping others (Serinkan, & Erdiş, 2014; Murphy, Athanasou & King, 2002; Zeinabadi, 2010).

School managers should be enlightened on the importance of ethical leadership behaviors. Continuously creating ethical values that will provide an ethical environment can provide justice for the organization, increase the citizenship behavior of teachers, and provide satisfaction that is about the job. Schools should be fair. For example, teachers should be given equal duties and responsibilities. In order to increase organizational citizenship behaviors, activities should be organized to ensure and improve the cooperation of teachers. Ensuring that ethical values become a part of the institutional culture in schools can help managers and employees naturally adopt ethical leadership behaviors. This, in turn, can enhance organizational justice and job satisfaction. Developing open communication and collaboration strategies among school administrators can strengthen organizational citizenship and enable more effective implementation of ethical leadership principles. School administrators should be open to the views and feedback of employees, which can reinforce the perception of organizational justice and increase employee job satisfaction. Including ethical leadership criteria in the performance evaluations of school administrators can facilitate the encouragement and rewarding of ethical behaviors.

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**Ethics statement:** In this study, we declare that the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" are complied with and that we do not take any of the actions based on "Actions Against Scientific Research and Publication Ethics". At the same time, we declare that there is no conflict of interest between the authors, which all authors contribute to the study, and that all the responsibility belongs to the article authors in case of any ethical violations.

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