

## **Effect of Ethical Leadership Behaviours on the Teachers' Ethical Commitment Level in Secondary Schools**

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### ***Abstract***

The purpose of this study is to understand the relationship between ethical leadership and organizational commitment in secondary schools. Research was conducted with teachers serve in secondary schools located in district of Turhal in the Tokat/Turkey. In consequence of the study, analysis conducted with data set over recurrent and applicable 195 scales. Arithmetic average and standard deviation values were calculated in research to determine perception level concerning organizational commitment behaviour of teachers and ethical leadership behaviours of school administrators. Simple regression analysis were conducted to test how well explain variables in the study each other. According to research findings, it was shown that the perception level of ethical leadership was high and among other dimensions, dimension of attendance commitment had the highest level of commitment.

**Key Words:** leadership, ethical leadership, organizational commitment

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## **Extended Summary**

### **Introduction**

There is an ethical value in relationship between beginning and end of any business (Svensson and Wood, 2008). Ethical values function as basic action resources of administrators. According to conceptions of Çelik with reference to Sergiovanni, ethical leadership is a type of leadership aimed at juniors impressed by moral power (Çelik, 1999, 88). In the present time when ethical problems become more of an issue as business ethics and ethical leadership problems, there are strong discussions about increasing behavioural responsibility of each school administrator (Brown, Trevino and Herrison, 2005; Mulki, Jaramillo and Locander, 2008).

The concept of ethics is tried to be explained in the context of moral responsibility which have to be followed by educationalists both in daily and school life, moreover, it is emphasised that educationalists are set to a task that they provide help students by comprehension of ethical values and encourage students to exhibit proper behaviours (Furman, 2004; Gutek, 2001). As for organizational commitment, it is defined as individual admittance of organizational objectives and values or strong desire to sustain organizational membership (Hunt and Morgan, 1994; Chang and Chelladurai, 2003). The character of organization and its relation with employees of organization are defined as organizational commitment (Straiter, 2005). Relation of organizational commitment with different variables can position the commitment as input or output. Numerous researches were conducted that present relationship between leadership and commitment in different organization (Çakınberk and Demirel, 2010; Şama and Kolamaz, 2011). The researches present that not only attitudes and behaviours but also factors such as organizational trust, organizational citizenship, perception of organizational identity and organizational image effect on organizational commitment accompanied by attitudes and behaviours of leader/administrator.

For that purpose, answers were sought for questions below to present the relationship between ethical leadership behaviours and organizational commitment.

- What is the level of teachers' perception concerning organizational commitment and school administrators' perception concerning ethical leadership behaviours?
- Do the ethical leadership behaviours of school administrators predict organizational commitments of teachers?

### **Methodology**

This research has such a depictive qualification and relational survey model. Workgroup of the research consists of teachers served in all secondary schools located in Turhal during the school year 2011-12.

285 teachers served in 11 secondary schools located in Turhal during research period. 28.2% of participatory teachers are women and %71.8 of them are men. Working years of teachers range between 1 and 32 years. Average seniority of

teachers is 13.5 years. Service lengths of 32% of participants are 1-9 years, 43% of participants are 10-19 years and 25% of participants are 20 years and over. It was shown that service lengths of participants in their institutions vary between minimum 1 year and maximum 25 years.

Ethical Leadership Scale which was developed by Uğurlu and Sincar ( $\alpha=.97$ ) and Organizational Commitment Scale ( $\alpha=.76$ ) which was developed by Meyer, Allen and Smith and adapted to Turkish by Sarıdede (2004) were used in the research. Data collection tools delivered to all of teachers within head to head communication and 203 of these measurement tools returned. In consequence of examination, incorrectly filled measurement tools were eliminated and 195 scales were evaluated totally.

Arithmetic average and standard deviation values were calculated in research to determine perception level concerning organizational commitment behaviour of teachers and ethical leadership behaviours of school administrator. Simple regression analysis were conducted to test how well explain variables in the study each other.

### **Findings**

In general, it was determined that teachers have a perception that school administrators present ethical leadership behaviours typically. One can say that legal obligations to assemble teachers' council, group teachers' council and division teachers' council and existence of binding regulations effect the perception of ethical behaviour in decision making. Teachers' perception concerning organizational commitment behaviours of administrators was calculated in "mid" level ( $\bar{=2.89}$ ) and this value fell behind of perception levels concerning ethical leadership behaviours of school administrators. Also teachers' perception concerning sub-dimensions of administrators' organizational behaviours takes place in "mid" level in the context of emotional commitment ( $\bar{=2.85}$ ), attendance commitment ( $\bar{=3.07}$ ) and normative commitment ( $\bar{=2.74}$ ).

Acquired data shows that ethical leadership behaviours of school administrators are significant predictors of teachers' organizational commitments and explained part of the relationship is only 6% of total relationship. In this regard, regression analysis was conducted to determine to what extent emotional commitment, attendance commitment and normative commitment which are evaluated within the scope of organizational commitment by ethical leadership behaviours of school administrator were explained and to ensure whether the prediction is significant or not. However, it was determined that ethical leadership behaviours of school administrators explain approximately 4% of teachers' perceptions concerning their emotional commitment, approximately 2% of their perceptions concerning attendance commitment and approximately 6% of their perceptions concerning normative commitment.

### **Conclusion**

Findings derived from the research show consistency the results of similar researches which specified the topic of school administrators' perception concerning ethical leadership behaviours as research subject. When considered that themes such as purpose, value, virtue, respect, peace, etc. are given to people in school

logical symptoms in comparison to parents of disabled children with a higher level

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of education. The reason why parents of disabled children with a higher level of education, experience less psychological symptoms might be the facts that they can access resources more easily, they feel more sufficient regarding child care and edu-

environment today, one can say that there is no coincidence that findings of the research show similarity with results of other researches. Namely, school administrators show features of ethical leadership because of the nature of job when all aspects of their institutions are considered. Another finding derived from the research that teachers exhibit organizational commitment behaviours in “mid” level. When considering sub-dimensions of organizational commitment; average values calculated for emotional commitment ( $\bar{x}=2.84$ ), attendance commitment ( $\bar{x}=3.07$ ) and normative commitment ( $\bar{x}=2.24$ ). Additionally, it was shown that ethical leadership behaviours of school administrator explain emotional commitment, attendance commitment and normative commitment concerning teachers’ organizational commitment separately. These results suggest that ethical leadership behaviours of school administrators predict organizational commitment significantly whether as a whole or dimensions of emotional commitment, attendance commitment and normative commitment.

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