THE VALIDITY AND RELIABILITY STUDY OF SCHOOL ADMINISTRATORS' ETHICAL LEADERSHIP SCALE

Asst. Prof. Dr. Celal Teyyar UĞURLU
University of Cumhuriyet Faculty of Education

Asst. Prof. Dr. Mehmet SİNCAR
University of Gaziantep Faculty of Education

Abstract

Right-wrong attitudes and behaviors of people working in the organizations which have different working areas as administrators are among the reasons of the problems existing in these organizations. In this study, it was aimed to bring the discussion surrounding reasons and results of attitudes and behaviors and the question: "what is ethical?" to the agenda and to develop the School Administrators' Ethical Leadership Scale based on primary school teachers' perceptions by focusing on educational organizations. The scale was tested on 130 teachers working at 6 primary schools in the city center of Adıyaman and Gaziantep through a 27-item test form. The data gathered were analyzed using SPSS. After the factor analysis, it was found that the test form was made of a whole construct consisting of factor loadings ranging from 0,536 to 0,870 and 25 items. After item analysis, it was seen that an item had a low level of correlation and t value. The scale was formed as a 24-item scale after this item was removed. In addition, the scale's coefficient of Cronbach Alpha internal consistency was calculated as 0,973.

Key Words: Ethics, Ethical Leadership, the Ethical Leadership Scale

OKUL YÖNETİCİLERİNİN ETİK LİDERLİK ÖLÇEĞİ'NİN GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI

Özet

Birbirinden farklı çalışma alanlarına sahip örgütlerde ortaya çıkan problemlerin nedenleri arasında bu kurumlarda yönetici olarak görev yapan kişilerin doğru-yanlış tutum ve davranışları önemli bir yer tutmaktadır. Tutum ve davranışların neden ve sonuçlarına ilişkin tartışma etik olan nedir? sorusunu gündeme taşımaktadır. Bu nedenle konuya eğitim örgütleri açısından bakılarak ilköğretim okulu öğretmenlerinin algılarına dayalı olarak bir yönetici etik liderlik ölçeği geliştirmek amaçlanmıştır. Ölçek 27 maddelik denemelik form şeklinde Adıyaman ve Gaziantep il merkezlerinde 6 ilköğretim okulunda görev yapan 130 öğretmene uygulanmıştır. Elde edilen veriler SPSS kullanılarak analiz edilmiştir. Gerçekleştirilen faktör analizinin sonucunda denemelik formun faktör yükleri 0,536 ile 0,870 arasında değişen ve 25 madde içeren tek bir yapıdan oluştuğu gözlenmiştir. Daha sonra yapılan madde analizleri sonucunda bir maddenin düşük korelasyon ve t değerine sahip olduğu görülmüş ve bu maddenin çıkarılmasıyla denemelik form 24 maddeden oluşan bir ölçek haline getirilmiştir. Ayrıca ölçeğin Cronbach Alfa iç tutarlılık katsayısı 0,973 olarak hesaplanmıştır.

Anahtar Sözcükler: Etik, Etik Liderlik, Etik Liderlik Ölçeği

Introduction

Scandals coming up in commercial, sports, religious organizations and governments have indicated that attitudes and behaviors of administrators, and the cause and effect of such attitudes and behaviors on the organization should be paid closer attention (Brown & Trevino, 2006). The discussion surrounding the cause and effect of attitudes and behaviors leads us to the question of what ethics is.

While "ethics" comes from the Greek word "ethos", "morality" is originated from the Latin word "moralis". Both terms are used as tradition, observance, and habit. Ethics means the examination of moral rules and values by pointing out what is ideal and abstract. Ethics is regarded as the philosophy of morality thus does not have the same meaning with morality (Aydın, 2001: 5, 6). Clarkburn (2002) says, "Ethics reflects the individual life" and points out that the society in which people reside forms its own ethical rules. Each organization develops its own ethical relational style in different cultures and structures.

Ethical values are described as the respect for and acceptance of the framework of others' beliefs and cultural formations, of being aware of values, of tolerance, and of understanding empathic behavior (Bagnall, 2002). It has been highly disputable that this framework has decreased during our time and has brought about ethical problems (Mayer, Kuenzi, Greenbaum, Bardes and Salvador, 2009; Mulki, J.P., Jaramillo, J.F., Locander, W.B., 2008). This situation questions how leaders should behave.

The concepts of ethics and morality are used to suggest similar meanings in social life (Pieper, 1999; Aydın, 2001; Haynes, 2002; Özarslan, 2006; Bayram, 2005). Social value judgments follow human beings wherever they go. Individuals also draw and determine a structure in which they bound their own behaviors. They make up a perceptual partnership with other members they interact with. Organizations, professions, groups, cliques maintain that their members must behave in the light of the same values and norms.

According to Agarwal and Melen, ethical actions shape some factors like intention to leave jobs in organizations, workers' commitment to their organizations, and improvement of production. Cullen, Parboteah and Victor suggest that deterioration in organizations' ethical climate causes decrease in commitment, increase in intention to leave jobs, deterioration in organizational citizenship (cited from Carlson, 2005).

According to research results, ethical leadership is influenced by administrators' individual characteristics. It is commonly accepted that ethical leaders should be open-minded, decisive, honest, and reliable. In this sense, ethical leaders are likely to share some certain characteristics with those of transformational, authentic, and spiritual leadership. Social learning theory is fundamentally based on ethical and unethical behaviors and the fictitious learning of the school staff. Ethical leadership behavior develops on the basis of social learning and perceptions of the school staff. Social learning theory provides the

opportunity to explain how and why ethical leaders influence the school staff (Brown & Trevino, 2006). The concepts of moral leadership and moral management (Güney, 2006) may as well be used to determine behaviors of the school administrators. Since universal ethical values have an important influence on administrators' behaviors, it is clear that moral leadership and ethical leadership develop from ethical values. Not only the school staff is influenced by ethical leaders, but also leaders' ethical and unethical behaviors have some effects on the school staff, which proves a correlation. Leaders acting ethically could be perceived by the school staff as reliable and honest leaders. According to social learning theory, ethical leaders become role models for their school staff.

The moral side of school administrators enhances controlling process of social activities of the school. School administrators play an effective role to solve ethical problems. While being involved in the solution process of ethical problems, school administrators, at the same time, can help determine compulsory ethical principles to be observed in school since the school goes through a variety of communication and interaction cycles every day. What is right or wrong is questioned. Managerial behaviors of school administrators might contribute to ethical questioning. Especially administrators, as people forming the focal point of ethical questioning, exhibit their own ethical behaviors. Ethical leadership, which comprises various concepts in itself, refers to behavioral models. Özdemir (2003) considers that ethics and leadership go hand in hand. Effective leadership emerges as a result of ethical behaviors, and effective behaviors arise from effective leadership as well. Kılavuz (2003) argues that ethics, like a compass, shows what is necessary but does not order to obey it. A compass only helps the individual find the right path; however, it cannot compel the individual to follow that path de facto. Similarly, ethics only helps an individual determine the willpower to take an action which is morally right without forcing the individual to take that action (Turan, 2009).

In the literature, ethical leadership has similar characteristics to those of charismatic transformational leadership, judicial leadership and honest leadership in the field of organizational behavior. These are characteristics like idealized influence, good role models, high ethical standards, and right behaviors. (Brown, Trewino & Harrison, 2005; Mayer, Kuenzi, Greenbaum, Bardes & Salvador, 2009). Emergence of ethical leadership in the field of organizational behavior requires one to examine administrators' behaviors in schools.

Managerial actions that should be based on rules, norms, values (Starratt, 1991; Patton, 2008) betterment of virtues, (Flynn, 2008), support for human rights (Rude, Paolucci and Comerford, 2005) encourage the school staff to be committed to their organizations. The organization's being effective, productive and vivid is directly proportional to the quality of the school staff's perceptions of ethical leadership. For example, principles of international ethical behaviors are stated together with some concepts such as neutrality, legitimacy, honesty, unity,

worthiness, objectivity, loyalty, leadership, accountability, permanency, transparency, prestige, equality, professionalism and reliability (TUSIAD, 2005).

Kant considers that the main goal of education is to actualize a kind of "moralization" and "humanization" process in accordance with moral law. With the sense of duty, an individual should make efforts to take actions, assert his/her authority and build a morally autonomous character in accordance with moral law as far as possible. For this reason, he says, "Act only according to that maxim whereby you can, at the same time, will that it should become a universal law" (Yayla, 2005).

Pieper (1999) considers that good education is the source of all goodness in the world. Hence we may think that education is affected by ethics, and it takes its shape in the light of ethical principles. Principles of Ethical Behaviors for State Employees and Regulations on Procedures and Principles of Application aim to establish an ethical culture in state-run institutions and organizations, determine ethical behavior principles which state employees have to obey while working in there, prevent situations which lead to mistrust in the society and give damage to principles like honesty, transparency, justice and neutrality in the process of carrying out their assignments, by means of increasing public trust in public administration and informing public about their rights to expect something from state employees (TBMM, 2004).

Besides determining school administrators' ethical behaviors according to teachers' perceptions, exhibiting ethical behaviors that teachers expect from their administrators is fairly significant to consolidate the schools' cultural structures. Harsman and Harsman (2008) point out that the relationship between leadership and culture help appreciate ethical leadership behavior and that culture provides sources of influence on ethical leadership behaviors.

Teachers may also see ethical behaviors of their administrators who are at the heart of their culture as a managerial means since administrators' ethical actions determine the shape the organization will take.

According to what Aydın (2001) quotes from Stoner and Wankel, the outcomes of administrators' ethical understanding are stated as follows:

Administrators constitute organizational effectiveness.

1. It is not the most important goal of managerial activities to keep the profit at the highest level.

2. Customers' participation is significant.

3. Honesty is an important characteristic of administrators at all levels.

4. Partners are the most significant helpers of administrators to cope with ethical dilemmas.

5. The school staff should be forced in terms of compliance to organizational standards.

6. All of the administrators need others' recommendations to cope with ethical dilemmas.

The ethical side of educational leadership is examined in a philosophical way (Heslep, 1997). However, statements in the field of ethical leadership mostly relate to private sector and managerial leadership (Morrell and Hartley, 2006). May et al. (2003) suggest that ethical leaders, by setting an example morally, render it easier for their observers to transform (Arslantaş and Dursun, 2008).

The possibility that ethical behaviors of school administrators consist of some immoral aspects is likely to change the school staff and parents' as well as other environmental factors' perceptions and views of the school. The level of administrators' ethical behaviors is closely related to their leadership behaviors. In this sense, determining administrators' ethical behaviors levels with regard to their ethical leadership may enable schools to question themselves institutionally in terms of their administrators and teachers in the future. In Turkey, Aydın (2001) evaluated principals' ethical behaviors under the headings of ethical principles such as observance, justice, responsibility, honesty, democracy, respect. Behavioral levels of administrators with respect to ethical principles they were supposed to obey were determined through a scale developed by Aydın (2001). Ethical leadership scale, which was developed by Yılmaz (2006), is also a scale development study which aims to determine behaviors of the school administrators with respect to ethical leadership. Teachers and other personnel working in schools are affected by school administrators' behaviors in a positive or a negative way. Like other organizations, schools are institutions where a communication cycle emerges between administrators and school staff. People communicate with each other, and some changes come out in their relationships through communication. Sometimes pragmatic ethics thought sometimes obligatory ethics thought may affect ethical behaviors. That's why, ethical behaviors of administrators need to be analyzed through different standpoints. Gupta and Sulaiman (1996) briefly define "ethics" as seeking answers to the question: "what should be done?" (Evin, 2007). Leaders attaching importance to ethical principles not only do their jobs well but also focus on doing right things. Administrators, as school leaders, are responsible both for duties to be carried out properly and for transformation of the schools as institutions in which those duties are carried out properly. In this respect, commitment to "ethics" functions as a means of carrying out duties properly in schools. In the relationship between the leader and school staff, perceptions of the school staff of ethical leadership determine the level of the school administrators' ethical behaviors. This puts school administrators' ethical leadership behaviors in a more disputable position. Ethical behaviors of administrators can be considered to be a variable starting an institution's ethical climate. For Victor and Cullen(1988), ethical climate is a part of occupational climate and organizational culture (Sağnak, 2005). Schools are affected by ethical behaviors of their administrators.

Hence the school staff is affected by administrators' ethical behaviors positively or negatively. To what extent teachers are affected by the ethical behaviors of administrators in schools should be known. Thus in this research, school-based administrator ethical leadership scale was developed.

When examining studies in the literature, one feels the need for various studies measuring different standpoints regarding educational organizations. This study will contribute to the literature as it is supposed to help determine school administrators' ethical leadership behaviors.

Methodology

In the development process of The School Administrators' Ethical Leadership Scale, the following phases were pursued:

Papers including open-ended questions were distributed to 20 primary school teachers working at various schools in Adıyaman in the 2009-2010 academic years by *paying attention to differences in their branches and the condition to have worked with their present administrators for at least three years.* Content analysis was performed with the answers given to these questions; in addition, 56 ethical statements were formed by reviewing literature (Brown, Trewino & Harrison, 2005; Yılmaz, 2005; Brown& Trevino, 2006; Mayer, et al. 2009). These statements were reduced to 27 ethical statements by authors based on views of experts (two academics). Opposite of each of 27 items in the scale arranged as a test form was an answer table made up of five items, and these items were numbered from 5 to 1. The choices that were on the opposite side of items and point equivalents were; 5=Strongly Agree, 4=Agree, 3=Moderately Agree, 2=Disagree, 1=Strongly Disagree.

The scale was applied on 130 teachers working at 6 primary schools via an appropriate sampling method in a 27-item test form in the city centers of Adıyaman and Gaziantep at random. During the application of the scale, every teacher answering the test form was accompanied, and forms were paid attention to be filled completely and without any errors.

The data obtained from the test form were analyzed using SPSS. To determine construct validity of the scale, factor analysis and technique of Principal Component Analysis were employed. In order to determine to what extent items in the scale sampled similar behaviors, item analysis was carried out based on total item, item remainder and the difference between bottom-up group averages. In addition, the reliability coefficient of the scale was calculated through Cronbach Alpha coefficient for internal validity.

Findings

In order to determine construct validity of the scale, factor analysis was done on the 27 items taking place on the testing form. The most common

technique, Principal Component Analysis, was performed to test whether all the items on the instrument evaluate the same structure and find out if the data collection instrument requires single factor or multi-factor analysis.

The Principal Component Analysis is a method widely used in practice and easy to interpret. It stands out as a multivariate statistical method used in the factor analysis applications. The researchers employed this kind of analysis as it aims to decrease one variable and reach significant conceptual constructs. Furthermore, the collected data were tested to see whether the data were appropriate for factor analysis with the results of Kaiser-Meyer-Olkin (KMO) appropriateness value and Bartlett test (Bartlette's Test of Sphericity) (Büyüköztürk, 2007: 123-125).

As a result of the Principal Component Analysis, *it was observed that KMO value of 27 items on the scale was ,935 and the Bartlett test result was significant (p<,000).* 25 items on the scale got a high factor loading value (, 40 and above), and 2 items got overlapping values. The scale clustered under 3 factors, eigenvalues of which were higher than 1. This situation could be seen in the scree plot formed according to eigenvalues (Graphic 1). However, after the first factor, a rapid decrease was noticed. This decrease indicated that the scale could have a general factor. Similarly, when eigenvalues and explained variance proportions are examined, the eigenvalue of the first factor (15,810) and explained variance proportion (%58, 556) could be interpreted as an indicator of a general factor. (Büyüköztürk, 2007:133).

Eigenvalues and explained variance proportions calculated regarding the results of Principal Component Analysis are shown in Table 1.

Table 1: *Explained Variance Proportions According to Principal Component Analysis*

Factors	Eigenvalue	Explained Variance (%)
Factor 1	15,810	58,556
Factor 2	1,424	1,424
Factor 3	1,320	1,320
TOTAL		68,718
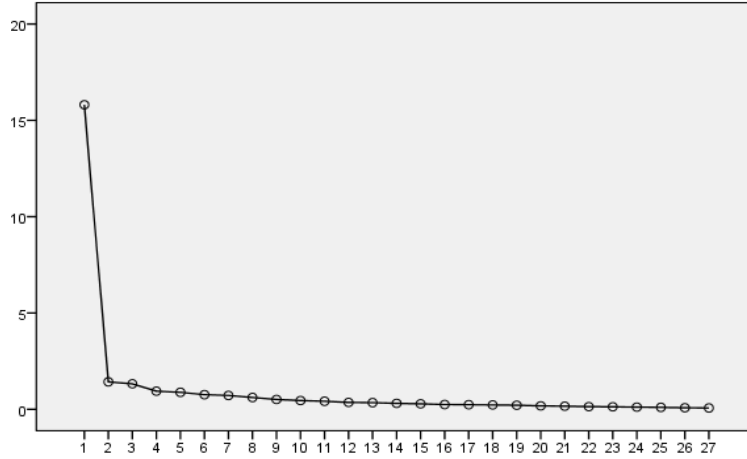
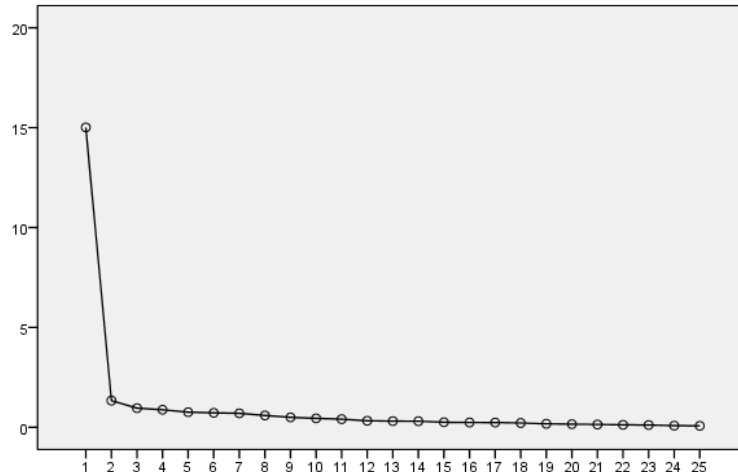**Graphic 1:** *Scree Plot Formed Based on Eigenvalues of Factors*.

With the removal of two overlapping items, it was observed that KMO value of 25 items in the scale was ,935 and the Barlett test result was significant (p<,000) as a result of repeated Principal Component Analysis. In the scale, 25 items had factor loading values ranging from ,536 to ,870. The scale clustered under 2 factors eigenvalues of which were higher than 1.This situation was seen in the scree plot that was formed based on eigenvalues (Graphic 2).

Like the first graphic, a rapid decrease was observed in the second graphic after the first factor. Similarly, when eigenvalues and explained variance proportions are examined, the eigenvalue of the first factor (15,014) and explained variance proportion (%60,055) could be interpreted as an indicator of a general factor. (Büyüköztürk, 2007:133).

Eigenvalues and explained variance proportions calculated regarding the results of Principal Component Analysis are presented in Table 2.

Table 2: *Explained Variance Proportions According to Repeated Principal Component Analysis*

Factors	Eigenvalue	Explained Variance (%)
Factor 1	15,014	60,055
Factor 2	1,334	5,335
TOTAL		65,391

Graphic 2: *The Scree Plot Formed Based on Eigenvalues of Factors*.

As a result of the Principal Component Analysis, it was observed that the scale had a single factor and consisted of 25 items. In addition to the data obtained from factor analysis, items' analyses regarding construct validity of the scale was performed. Item analysis processes were applied to determine whether the items on the scale measure a feature without interfering with other features. .

Total item, item remainder and item analysis based on difference between bottom-up groups averages (t-value) were performed in the present research. At the end of the analysis of total item and item remainder, it could be said that the group can reveal their perceptions regarding specified goals in an expected way if coefficient values of items are higher than 0,30 (Cohen, Manion and Morrison 2005:202). The related item is an appropriate item for the data gathering instrument if the T-value calculated in the item analysis according to the difference between bottom-up group averages is ,120, and if it is higher than 1,96 in the research conducted with more experimental subjects.

Item analyses concluded that one item had a low coefficient value (r<0,30) and it was decided to omit that item from the scale. After the removal of this final item, the scale consisted of 24 items. After this phase, the reliability coefficient of the scale (Cronbach Alpha) was determined as 0,973. The results regarding items of the scale are presented in Table 3:

Table 3: *The Results Regarding the Items in the Scale As a Result of Factor Analysis and Item Analyses*

	Items	Factor Load	X	SS	Total Item	Item Remainder	t	P
1	The administrator makes a decision about problems existing among the school staff after getting their opinions.	,870	3,75	1,11	,867	,856	8,399	.00
2	The administrator uses a clear and understandable language while addressing the school staff.	,868	4,04	1,03	,862	,849	10,284	00
3	The administrator evaluates his own behaviors in a critical way.	,862	3,40	1,15	,858	,845	9,511	00
4	The administrator approaches problems in a calm way.	,856	3,63	1,09	,851	,839	9,756	00
5	The administrator behaves understandingly in his/her relationships with teachers.	,854	3,68	1,04	,851	,833	12,030	00
6	The administrator provides information about decisions s/he makes completely and without making any discrimination.	,852	3,90	1,22	,853	,834	9,214	00
7	The administrator adds warmth to all of his relationships with teachers.	,835	3,50	1,20	,832	,817	10,411	00
8	The administrator pays attention to increase teachers' commitment to the school.	,827	3,77	1,14	,832	,809	9,049	00
9	While managing the school, the administrator exchanges ideas with teachers in the school.	,825	3,26	1,21	,834	,811	9,286	00
10	The administrator applies all the rules for the school staff equally.	,813	3,70	1,17	,809	,791	9,581	00
11	The administrator likes to share his/her experience and knowledge about school administration with the teachers.	,811	3,86	1,13	,815	,792	10,391	00
12	The administrator is impartial to teachers' political preferences while managing the school.	,806	3,92	1,01	,806	,782	8,003	00
13	The administrator tries to learn all of the teachers' ideas about subjects concerning the school staff without making any discrimination.	,794	3,50	1,14	,793	,776	8,586	00
14	The administrator asks teachers' opinions when facing ethical dilemmas.	,789	3,61	1,13	,789	,765	7,859	00

15	While making a decision about the school staff, the administrator pays attention to their legal rights.	,788	3,83	1,00	,783	,765	7,219	00
16	The administrator is not affected by his/her own individual characteristics.	,768	3,80	1,07	,772	,742	8,258	00
17	The administrator is conscientious.	,760	4,30	0,89	,756	,734	7,475	00
18	The administrator stands up to unethical behaviors.	,759	3,93	1,06	,754	,734	5,808	00
19	The administrator is sensitive to personal needs of the school staff.	,758	3,63	1,14	,760	,729	6,377	00
20	The administrator is aware of the values teachers adopt.	,718	3,62	1,10	,721	,696	9,727	00
21	The administrator sets school rules together with the teachers.	,702	3,32	1,22	,698	,682	7,576	00
22	The administrator treats fairly while delivering awards.	,702	3,43	1,20	,705	,674	6,673	00
23	The administrator is aware of the teachers' feelings.	,694	3,43	1,14	,697	,675	7,034	00
24	The administrator enjoys spending time with the teachers.	,536	3,30	1,16	,544	,509	5,956	00

After the results of factor analysis and item analyses, It was found that factor loadings of items were 0,536 and over, coefficient values regarding items were over 0,30, and the calculated t-values were significant and over,1,96. The scale, which was formed in the light of analyses and obtained values, was termed as "The School Administrators' Ethical Leadership Scale".

Conclusion and Discussion

Throughout history, an ethical understanding has existed in any place where humankind has assembled. This ethical understanding has differed from society to society, and it has had differences in the area of missions that have been carried out. Given this subject in terms of educational administration, it can be clearly stated that each school administrator must have ethical values in his/her value system; indeed, it is an indispensible obligation. Schools can be described as society's mirror, therefore, managing schools by simultaneously providing human resources to the society they are in and to other societies with ethical values should be accepted as being as important as managing a society with ethical values.

In this research, it was aimed to form the school administrators' ethical leadership scale based on primary school teachers' perceptions. In the development process of the scale, factor analysis was performed for the construct validity, and as a result of this, the scale was accepted as a 24-item scale with single factor. Factor loadings of the items were over .40. Cronbach Alpha value was calculated as .937 for the overall validity of the scale. In this sense, the scale stands out at a high level of validity. The variance that the scale accounts for is 65,391%. Psychometric features of the data gathering instrument prove that the scale

possesses a valid and reliable construct. Each item in this scale can be modified as a different ethical value, in addition, all of the items, forming a whole ethical structure, can be demonstrated among the features that administrators should have. In this sense, "The School Administrator's Ethical Leadership Scale" can be used for further research including school administrators' ethical behaviors.

In the present study, a one dimensional scale termed school administrators' ethical leadership scale was developed. "Ethical Leadership Scale" was previously designed by Yılmaz (2006) as a four-dimensional scale. Accordingly, the dimensions were categorized as ethics in decision-making, communicative ethics, behavioral ethics and climate ethics. The study conducted by Aydın (2001) is more like a questionnaire which includes sub-dimensions of observance, justice, responsibility, honesty, democracy and respect. The researchers, in the present study, have developed school administrators' ethical leadership scale as a one-dimensional measuring instrument. As it has been created as one-dimensional, the scale can be used to collect data about ethical leadership behaviors as a whole.

Brown, Trevino and Harrison (2005) also developed an ethical leadership scale originally designed for business organizations. That scale consists of 10 items. The scale investigates ethical behaviors of the administrators such as being reliable and honest, being involved in decision-making, listening to the staff and discussing values and behaviors in the organization with the staff. Bass and Avolio (2000) note that ethical leadership behaviors are related to transactional justice, honest leadership and transformational leadership (Brown, Trevino and Harrison 2005). For schools, it can be suggested that school administrators' ethical leadership behaviors are associated with the concepts of justice and transformational leadership. In terms of the literature, this point demonstrates the significance of an instrument to measure ethical behaviors of school administrators. Especially in recent years, problems emerging in ethical behaviors require putting more emphasis on ethics and ethical leadership.

The School Administrators' Ethical Leadership Scale was prepared based on ethics and philosophy of morality in terms of its structure. Schools are organizations where ethical relationships mostly exist. Teachers' perceptions of their administrators' ethical behaviors in educational organizations are important both at school level and level of administrators' behaviors in terms of school administration. Teachers' perceptions of ethical behaviors coming out at their schools may increase school administrators' effect on school climate and culture. In this sense, administrators' ethical leadership behaviors can be questioned with the developed The School Administrators' Ethical Leadership Scale.

In conclusion, administrators' ethical behaviors were questioned in terms of the concept of ethics. Administrators' ways of exhibiting ethical behaviors are accepted as features affecting culture and climate of the schools. (Clarkburn, 2002; Starratt, 1991; Patton, 2008). Such a scale renders it easier to determine the profiles of ethical behaviors of the administrators in schools as a whole.

Additionally, ethical leadership behaviors of administrators can be associated with different variables such as teachers' commitment to their schools, their perceptions of justice, their level of job satisfaction. The relations between administrators' ethical leadership behaviors and different concepts about schools (culture, climate, job satisfaction, commitment etc.) may contribute to school improvement studies.

References

Arslantaş, C.C. ve Dursun, M. (2003). "Etik lierlik davranışının yöneticiye duyulan güven ve psikolojik güçlendirme üzerindeki etkisinde etkileşim adaletinin dolaylı rolü", *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 8(1) 111-128.

Aydın, İ. (2001). Y*önetsel mesleki ve örgütsel etik*. Ankara:Pegem yayıncılık.

Aydın, İ. (2006). *Eğitim ve öğretimde etik*. Ankara:Pegem Yayıncılık.

Bagnall, R. G. (2002). "The Contingent University: An Ethical Critique". *Educational Philosophy and Theory*, (34) 1.

Bayram, S. (2005). *İşletme etiği ve çalışanların şirketlerinde mevcut olan etik uygulamalara ilişkin algılarının ölçümüne yönelik bir araştırma*. Yayımlanmamış Yüksek Lisans Tezi, Uludağ Üniversitesi, Bursa.

Brown, M.E., Trevino, L.K. (2006). "Ethical leadership: A review and future directions". *The Leadership Quarterly* 17, 595–616.

Brown, M.K., Trewino, L.K., ve Harrison, D.A. (2005). "Ethical leadership: A social learning perspective for construct development and testing". *Organizational Behavior and Human Decision Processes*, 97 (2005) 117–134.

Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analiz el kitabı.* Ankara: PegemA Yayıncılık

Carlson, S.C. (2005). *Ethical leadership: Influences of ethical climate, perceived organizational support, and perceived leader integrity.* Unpublished doctorate thesis, Nova Southeastern University.

Clarkeburn, H. (2002). The aims and practice of ethics education in an undergraduate curriculum: Reasons for choosing a skills approach. *Journal of Further and Higher Education,* 26, 4.

Cohen, L., Manion, L. ve Morrison, K. (2005). *Research Methods in Education*. New York: Taylor and Francis Group Publishing.

Evin, H (2007). "Eğitim yönetimi ve etik". *Elektronik Sosyal Bilimler Dergisi*, 6 (21), 106-114.

Flynn, G. (2008). "The Virtuous Manager: A Vision for Leadership in Business". *Journal of Business Ethics* , 78,359-372.

Güney, S. (2006). "Ahlaki Liderliğin Kavramsallaştırılması ve Ahlaki Yönetimde Liderliğin Yönü", *Yönetim ve Ekonomi, 13 (1) 134-148.*

Harsham, C.L. and Harsham, E.F. (2008). "The gordian knot of ethics: understanding leadership effectiveness and ethical behavior", *Journal of Business Ethics,* 78, 175–192.

Haynes, F. (2002). *Eğitimde Etik.* (S. K.Akbaş, Çev.). İstanbul: Ayrıntı Yayınları.

Heslep, R.D. (1997). "The practical value philosophical through ethical dimension of educational leadership". *Educational Administration Quarterly*, 33 (1), 67-85.

Hunt,S.D., Wood,V.R. Chonco,L.B. (1989). **"**Corporate Ethical Values and Organizational Commitment in Marketing". *Journal of Marketing*, 53 (3), 79-90.

Mayer,D.M., Kuenzi,M., Greenbaum, Bardes,R., ve Salvador,M. (2009). "How low does ethical leadership flow? Test of a trickle-down model". *Organizational Behavior and Human Decision Processes*, 108 (2009) 1-13.

Morrell, K., Hartley, J. (2006). "Ethics in Leadership: The Case of Local Politicians". *Local Government Studies*, 32 (1)55 – 70.

Mulki, J.P., Jaramillo, J.F., Locander, W.B. (2008). "Effect of ethical climate on turnoverintention: linking attitudinal and stress theory". *Journal of Business Ethics,* 78, 559–574

Özarslan, E. (2006). *Sosyal sorumluluk projelerinin desteklenmesinde etik değerlerin rolü üzerine karşılaştırmalı bir araştırma.* Yayımlanmamış Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi, İstanbul.

Özdemir, E. (2003). "Liderlik ve Etik". *Uludağ Üniversitesi İ.İ.B.F. Dergisi*, 22 (2), 151-168.

Patton, M.C. (2008). "Principles for Principals: Using the Realms of Meaning to Practice Ethical Leadership – National Recommendations". *National Forum of Applied Educational Research Journal*, 21 (3), 1-8.

Pieper, A. (1999). *Etiğe giriş*. (V. Atayman, G. Sezer, Çev.) İstanbul: *Ayrıntı Yayınları.*

Rude,H.A, Paolucci, P.E., ve Comerford, S. (2005). "Ethical Leadership: Supporting Human Rights and Diversity in Rural Communities". *Rurol Spedol Cducotion Quortcriy*, 24 (4), 26-31.

Sağnak, M. (2005). "İlkögretim Okullarında Görevli Yönetici ve Ögretmenlerin Örgütsel Etik İklim Türlerine İliskin Algı ve Doyum Düzeyleri". *Eurasian Journal of Educational Research,* 20, 203-211.

Starratt, R.J. (1991). "Building an Ethical School: A Theory for Practice in Educational Leadership". *Educational Administration Quarterly*, 27 (2), 185-202.

Tavşancıl, E. (2002). *Tutumların Ölçülmesi ve SPSS ile Veri Analizi*. Anakara, Nobel Yayınları.

TBMM (2004). Kamu Görevlileri Etik Kurulu Kanunu. *Resmi Gazete*. 29.6.1930/1532. http://mevzuat.meb.gov.tr/html/20.html

Turan, F. (2009) "İlköğretim müfettişlerinin etik rol davranışlarına ilişkin algıların mukayeseli incelemesi". *Milli Eğitim Dergisi*, 182, 141-167.

Yayla, A. (2005). "Kant'ın Ahlak Eğitimi Anlayışı". *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 38 (1) 73-86.*

Yılmaz, E. (2006). O*kullardaki örgütsel güven düzeyinin okul yöneticilerinin etik liderlik özellikleri ve bazı değişkenler açısından incelenmesi*. Yayımlanmamış Doktora Tezi, Selçuk Üniversitesi, Konya.