

The impact of ethical leadership on employee motivation and voice: A study on call center employees in the TRA2 region¹

Turhan Moç² 

² Turhan MOÇ, Doç. Dr., Iğdır Üniversitesi, İ.İ.B.F. İşletme Bölümü, Iğdır/TÜRKİYE

ABSTRACT

The primary aim of the current research was to examine whether ethical leadership behaviors of managers in private call centers located in provinces in the TRA2 region affected employee voice and motivation. In the study, ethical leadership, employee voice, and employee motivation were examined conceptually, and studies in the literature conducted with the variables discussed in this study and their results were included. The hypotheses developed based on the proposed model in accordance with the study's aim were tested by path analysis and interpreted. The study population consisted of private call center employees operating in the TRA2 region. An online survey method via Google Forms was employed as the data collection method. The data acquired from the survey study were analyzed by utilizing the SPSS and YEM AMOS statistical programs. The analysis showed that managers' ethical leadership behaviors significantly affected employee voice and motivation, and employee voice also significantly affected motivation. The difference analysis performed in the research identified significant differences between gender and employee voice and motivation, between marital status and employee voice and motivation, between ethical leadership and education and seniority, and finally, between the province of work and employee voice and motivation.

KEYWORDS

Ethic, ethical leadership, employee voice, employee motivation, call center.

Etik liderliğin çalışanların motivasyonuna ve sesliliğine etkisi: TRA2 bölgesi çağrı merkezi çalışanları üzerine bir araştırma

ÖZET

Bu çalışmanın temel amacı TRA2 bölgesindeki illerdeki özel çağrı merkezlerinde yöneticilerin etik liderlik davranışlarının çalışanların sesliliği ve motivasyonuna etkisinin olup olmadığının araştırılmasıdır. Çalışmada öncelikle etik liderlik, çalışanların sesliliği ve çalışanların motivasyonu kavramsal olarak incelenmiş ve alan yazında çalışmaya konu olan değişkenler ile yapılmış çalışmalara ve sonuçlarına yer verilmiştir. Çalışmanın amacı doğrultusunda önerilen modele dayanılarak oluşturulan hipotezler yol analizi ile test edilmiş ve yorumlanmıştır. Araştırmanın evreninin TRA2 bölgesinde faaliyet gösteren özel çağrı merkezi çalışanlarından oluşmaktadır. Veri toplam yöntemi olarak Google Form üzerinden çevrimiçi anket yöntemi kullanılmıştır. Anket çalışması sonucu elde edilen veriler SPSS ve YEM AMOS istatistik programları ile analiz edilmiştir. Analizleri sonucunda yöneticilerin etik liderlik davranışlarının çalışanların sesliliği ve motivasyonu üzerinde ayrıca çalışanların sesliliğinde motivasyon üzerinde anlamlı bir etkisi olduğu sonucuna ulaşılmıştır. Çalışmada yapılan farklılık analizleri sonucunda cinsiyet ile çalışanların sesliliği ve motivasyonu, medeni durum ile çalışanların sesliliği ve motivasyonu, etik liderlik ile

¹ Ethics committee approval was obtained for this study with the decision dated 25.10.2022 and numbered E-37077861-900-81879 of "Iğdır University Scientific Research and Publication Ethics Committee.

eğitim ve kıdem ve son olarak çalışılan il ile çalışanların sesliliği ve motivasyonu arasında anlamlı farklılıklar olduğu tespit edilmiştir.

ANAHTAR KELİMELER

Etik, etik liderlik, çalışanların sesliliği, çalışanların motivasyonu, çağrı merkezi.

Introduction

In today's rapidly growing and developing world, it is not as easy as it used to be for senior managers in organizations to easily overcome job problems and difficulties without the help of employees. The periods when only managers made decisions and employees had to fulfill these decisions unquestioningly seem to be over (Senge, 1990). Human capital has turned into an essential intellectual and strategic asset for organizations (Han, Chiang & Chang, 2010). As indicated by Drucker et al. (2008), "The most valuable asset of a company in the 20th century was its production equipment. The most valuable asset of an organization in the 21st century (whether commercial or non-commercial) will be its knowledge workers and their productivity." Organizations need the opinions and voices of employees for better processes, services, and products to sustain their competitive advantage (Botero & Van Dyne, 2009).

On the contrary, employees with psychological ownership and a sense of belonging to their organizations deserve to participate in organizational decision-making by utilizing their ideas. When employees participate in decision-making processes, they voluntarily allocate more time to their organizations and take more responsibility, which improves knowledge sharing, organizational commitment, and efficiency (Han, Chiang & Chang, 2010). The fact that employee voice, meaning that employees can freely express their ideas and thoughts without feeling any security concerns and participate in organizational decisions, becomes a culture of the organization will cause employees to be dedicated and committed to the organization, be satisfied, happy and therefore more motivated to their work. In today's business world, the most significant task of managers/leaders is to motivate their employees. It is only possible to increase the efficiency of employees in a stressful environment under intense competition and be organizationally successful by motivating employees (Lucas, 2014).

Nowadays, the advancement of technology has led to the emergence of new sectors and business areas. Call centers appear as a growing sector and business area with high employment opportunities in Turkey as well as worldwide. The intense work tempo of call center employees, time pressure, and the obligation to work with a higher efficiency may lead to adverse conditions in employee performance and organizational commitment (Keser, 2006). Ethical leaders who give a voice to their employees, convey high moral standards, and encourage and motivate their employees to state their opinions and suggestions about both ethical and other business processes and how work can be done may play a significant role in avoiding these adverse conditions. In this respect, the present research aimed to reveal the impacts of ethical leaders on the voice and motivation of call center employees by considering the TRA2 region.

Below, information obtained from the literature review on ethical leadership, employee voice, and employee motivation will be first given, and then the study's aim and methods will be introduced. Afterward, a summary of the analysis results and the discussion of the results will be presented. Finally, implications or recommendations for practice, theory, and future research will be summarized and presented.

Conceptual Framework

Ethical Leadership (EL)

Many scientists in the field of organizational behavior and management have researched the theories of ethical leadership (Mayer, et al., , 2012; Hannah et al., 2011; Chen, 2010; Zhu, 2008;

Brown & Trevino, 2006; Avolio & Gardner, 2005; Brown et al., 2005). Recent fraud in accounting records and intentional misreporting by the managers of major companies around the world, e.g., Enron, Worldcom, and Satyam, have caused managers to be questioned ethically with regard to honesty and morality. It is believed that the reason for this important situation, which has caused failures and negative consequences, is the unethical behaviors of managers. Therefore, management scientists emphasize that the role of ethical leadership in organizations and the relevant mechanisms should be researched.

In research on ethical leadership, which has gradually become popular, the concept of "ethical leadership" is defined from the perspective of Bandura's (1986) social learning theory as "the demonstration of normatively appropriate behavior through personal actions and interpersonal relationships and the promotion of such behavior to followers through two-way communication, reinforcement, and decision-making." The said conceptualization emphasizes that there are three main building blocks of ethical leadership: treating people fairly, acting as an ethical role model which allows followers to learn appropriate ethical behaviors from their leaders, and actively managing morality (Brown, 1986).

An ethical leader acts as a role model by displaying ethical and moral practices and thus encourages his/her followers to positive behaviors and attitudes (Brown & Trevino, 2006). This also affects voluntary behaviors that are beneficial for both employees and organizations (Newman et al., 2014; Yousaf et al., 2019). With the objective of being a reliable role model, ethical leaders build legitimacy (Brown & Trevino, 2006) and tend to be imitated by their followers. Followers are aware that they are judged not only by consequences but also by the way they perform their work (Brown et al., 2005). Ethical leaders encourage employees to have their own decisions and think in an independent manner (Walumbwa et al., 2011). Ethical leaders make sense of the role of their followers in organizations and assist them with making their work more meaningful (Den Hartog, 2015). Moreover, they motivate their followers to adapt to changes and be more innovative in the workplace (Chen & Hou, 2016) and therefore help them to perform better (Bouckenooghe, Zafar & Raja, 2015). Ethical leadership is considered to improve employee outcomes (Brown & Mitchell, 2010).

In this respect, an ethical leader, by being an ethical role model, encourages his/her subordinates to exhibit ethical behaviors not only through guidance and coaching but also through rewards and sanctions, enabling followers to comply with them (Mayer et al., 2012; Brown & Trevino, 2006). In brief, it is assumed that ethical leaders are considered by followers as exemplary, principled decision-makers of great virtues, including truthfulness, determination, justice, humility, tolerance, honesty, courage, responsibility, and enthusiasm (Mayer et al., 2012; Walumbwa & Schaubroeck, 2009).

Employee Motivation (EM)

Bartol and Martin (1998) regard motivation as a powerful tool reinforcing behavior and triggering the tendency to continue. Thus, motivation represents an intrinsic drive to satisfy an unsatisfied need and reach a specific goal. Moreover, it is a process that starts with a physiological or psychological need promoting a performance determined by a goal. Motivation is a concept that is used in more than one sense and has different meanings. However, Heathfield (2017) defined employee motivation as "the employee's intrinsic enthusiasm for work-related activities and the drive to perform them." According to Heathfield, it is an intrinsic drive allowing employees to decide to take action, and biological, social, rational, and emotional variables influence employee motivation (Heathfield, 2017). As stated by Kalimullah et al (2010), the goals of a motivated employee are compatible with the organization's goals and direct his/her efforts in this direction. Furthermore, the said organizations achieve higher success since their employees are constantly looking for ways to enhance their work. It is challenging to bring employees to their full potential in the workplace under stressful conditions, but it can only be achieved by motivating them. Employees with low motivation may be less efficient since they will probably

make much less effort in their job. However, in case of well-motivated employees, they help the organization to grow and survive by adapting to the quickly changing environment (Lindner 1998, s. 36). Lindner also states that the most challenging task of managers is to motivate employees since the factors that motivate employees are constantly changing from time to place and from individual to individual (Bowen & Radhakrishna 1991, s. 16-22). It is also possible to express motivation as a management process encouraging people to work better for the organization's overall benefit by providing incentives on the basis of their unmet needs. Here, the question to be asked is "Why do managers need to motivate employees?" (Herzberg, Mausner & Snyderman, 1959). As specified by Smith (1994), the reason for this is the survival of the organization. Amabile (1993) indicates that it is necessary for managers and organizational leaders to understand the motivation of their employees and learn how to motivate them effectively and that motivated employees are the pillars of a successful organization today and in the next century. Since leadership is all about doing the job properly, employees can also be motivated through appropriate leadership. To reach the goals, the leader must acquire the trust of employees and make them follow them. Moreover, employees should be motivated to ensure that they feel confident and properly fulfill their duties for the organization (Baldoni, 2005).

Motivation represents a significant factor encouraging employees to do their best and help the organization reach its important goals. Whereas positive motivation increases the efficiency of employees, negative motivation may reduce the efficiency of employees. Motivation is the most important issue related to employees in terms of managers and leaders.

Employee Voice (EV)

Hirschman (1970) expressed the concept of employee voice for the first time. Van Dyne and Le Pine define the concept of employee voice as "making innovative suggestions for change and being able to propose changes to standard procedures even when others disagree" (1998, s. 109).

In the organizational behavior literature, employee voice is defined as a reaction to dissatisfaction in organizations, an extra role behavior, or extra work, although it is not compulsory/obligatory. Employees who exhibit voice behavior perform above and beyond their duties in their work with their own free will. Employees share their suggestions, ideas, knowledge, or concerns about novel projects, procedures, injustices, abuses, or work-related problems with people who can take appropriate and necessary actions informally, innovatively, and deliberately in order to improve conditions or processes. Employees in organizations make constructive changes or improvements to change and improve the current status quo, although they disagree with others (Morrison, 2011; 2014). Premaux and Bedeian (2003) define voice as employees' verbal expression of their ideas and thoughts on work-related issues. Voice is the most constructive action in organizations and involves efforts to improve the status quo of the organization (Zengin, 2019).

Employee voice behavior ensures that employees can clearly and boldly express their ideas and opinions in order to recommend solutions or enhancements to work-related problems. The above-mentioned type of communication usually occurs between employees and decision-making authorities (Detert & Burris, 2007; Tangirala & Ramanujam, 2008). Employee voice behavior can be realized in organizations through the methods of upward influence, speaking up, issue selling, taking charge, voice, principled organizational dissent, and whistleblowing (Kulualp, 2016, s. 747-750).

Employee voice ensures the emergence of many organizational benefits, e.g., improving organizational decision-making, discovering the true causes of work-related problems (Morrison & Milliken, 2000), organizational commitment (Farndale et al., 2011), organizational innovation (Nemeth, 1985), increased organizational learning (Argyris & Schon, 1978), job satisfaction (Holland, Cooper & Sheehan, 2011; Wood & De Menezes, 2011), low turnover intention (Spencer,

1986), and employee engagement (Rees, Alfes & Gatenby, 2013; Ruck, Welch & Menara, 2017; Purcell, 2014).

Relationships Between Variables and Hypotheses

Relationships Between Ethical Leadership and Employee Motivation

As indicated by Ouakouak et al. (2020), ethical leaders take an essential part in increasing employee motivation. When leaders can serve as models and communicate well with employees, employees will be more motivated to work better. In their research on the impact of ethical leadership on the moral motivation of teachers in schools in Pakistan, Khan, Bauman, and Javed (2020) determined that ethical leaders increased their moral identity-based moral motivation.

In their study, Dannery and Ruswanti (2022) indicated that employee motivation was higher with ethical leaders who were willing to listen to employee opinions and complaints since employees felt supported by leaders to work harder. The study by Ufartiene and Fominiene (2017) on the role of leaders' ethical behavior in motivating employees in tourism organizations revealed a very strong and statistically significant correlation between the leader's ethics and motivation. Based on the above-mentioned opinions and research results, the hypothesis below was developed.

H1: Ethical leadership has a positive and positive impact on employee motivation.

Relationships Between Ethical Leadership and Employee Voice

Challenging the status quo usually leads to feelings of distress, disrupts interpersonal relationships, and damages employee image (Liu et al., 2010). Therefore, employee voice is inherently risky behavior. Furthermore, numerous contextual factors, especially leadership, significantly affect employees' decisions to make their voices heard (Morrison, 2011) because leaders have the resources and power to change conditions and policies (Detert & Burris, 2007).

Ethical leaders tend to speak publicly and criticize inappropriate actions since they do the right job as legitimate models in the workplace, and thus, they encourage their followers to learn through observation and to adopt the same behavior (Bandura & Walters, 1977). Moreover, ethical leaders provide and support conditions for speaking freely since they are worthy of greater trust and listen to employee concerns (Brown et al., 2005). Therefore, ethical leaders can be expected to encourage their subordinates to express their views. In the management literature, academicians have found in their studies that EL is positively associated with the EV of subordinates (Walumbwa and Schaubroeck, 2009; Chen & Hou, 2016; Avey et al., 2012; Qi & Ming-Xia, 2014; Hassan, 2015; Bai et al., 2019). Therefore, this study argues that ethical leadership encourages employee voice, which is the employee voice behavior, in order to fill the gap in the literature. Based on the above-mentioned opinions and research results, the following hypothesis was developed.

H2: Ethical leadership has a positive and positive impact on employee voice.

Relationships Between Employee Motivation and Employee Voice

As a way of communication, employee voice can be regarded as a motivational factor leading to job satisfaction as an expression of ideas and recommendations on work-related issues. When there is the opportunity for employees to state their ideas and thoughts in the workplace, they will begin to feel more valued and appreciated in their organization, which will motivate them and make them feel satisfied and contented (Alfayad & Arif, 2017). Employee voice is regarded as a basic form of motivation, helping employees to maximize their efforts and feel more satisfied (Dwomoh, 2012). In other words, employees become more motivated as employee voice behaviors increase.

Employee voice is not a spontaneous process; it occurs when the superior motivates subordinates through a superior-subordinate relationship (Fast et al., 2014). Participation in decisions is one of the most important tools of employee voice. According to Lucas (2014, s. 70), ensuring employees' participation in decisions with regard to the organization is of great importance for increasing employee motivation. Employees' participation in decisions will cause employees to feel happier, be satisfied with their job, have increased commitment to the organization and thus have increased motivation. In today's business world with intense competition, the most important duty of managers is to be able to motivate and retain their employees.

Employees become more motivated when they can easily and securely convey their thoughts, observations, and suggestions about their organizations to their managers, and thus work efficiency is ensured (Sevinç, 2015, s. 960). Based on the above-mentioned opinions and research results, the hypothesis below was developed.

H3: Employee voice has a positive and positive impact on employee motivation.

Method

Aim and Model of the Study

The present research aimed to study the influence of ethical leadership on employee voice and motivation. In line with this aim, Figure 1 below shows the study's model:

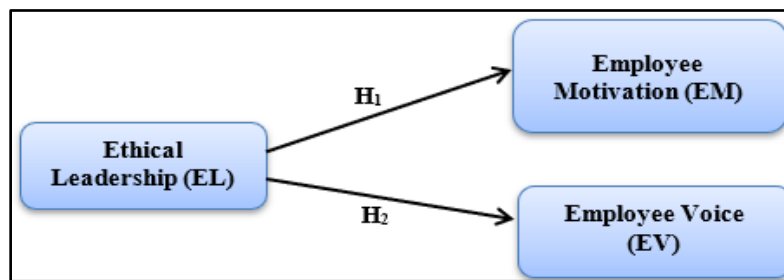


Figure 1 Model of the study

Population and Sample of the Study

The study's main population comprised employees of call centers operating in the TRA2 region (İğdir, Ağrı, Ardahan, Kars). The convenience sampling method was employed in the research. There are 457 employees actively working in the TRA2 region. Since the population size was known, the formula " $n = N \cdot t^2 \cdot pq / d^2 (N-1) + t^2 \cdot pq$ " (Ural & Kılıç, 2021, s. 43) was utilized to identify the sample size to represent the population. The sample size determined by predicting a confidence interval of 95% and an error margin of 5% for this population was calculated as 209. The number of employees who filled out the questionnaire, which was sent to employees by an online survey method via Google Drive, was 255. The survey study was terminated because this number provided the required number, 209.

Table 1 below contains the data on the demographic characteristics of the call center employees who participated in the research from the TRA2 region.

Table 1 Demographic results

Demographic Characteristics		n	%
Gender	Female	178	69.8
	Male	77	30.2
Marital status	Single	198	77.6
	Married	57	22.4

Education	Secondary Education and High School	32	12.5
	Associate Degree	131	51.4
	Undergraduate and higher	92	36.1
Seniority	1 year and less	112	43.9
	Between 2-4 years	122	47.8
	5 years and more	21	8.2
Age	25 years and below	139	54.5
	26-30	83	32.5
	31 years and above	33	12.9
Province of work ³	İğdir	124	48.6
	Kars	67	26.3
	Ağrı	64	25.1

Data Collection Tool

An online questionnaire via Google Forms was utilized as a data collection tool in the research. It comprises four sections, namely demographic variables, employee voice, ethical leadership, and employee motivation, respectively.

Ethical Leadership Scale: The Ethical Leadership Scale created by Brown et al. in 2005 contains 10 statements and a single dimension. The scale was adapted to Turkish by Tuna vd., (2012). The reliability of the five-point Likert scale "(1- Strongly Disagree, 5- Strongly Agree)" was found to be $\alpha = 0.928$.

Employee Voice Scale: The scale created by Van Dyne and LePine in 1998 consists of a total of 6 statements and a single dimension. It was adapted into Turkish by Arslan and Yener (2016). The reliability of the five-point Likert scale "(1- Strongly Disagree, 5- Strongly Agree)" was found to be $\alpha = 0.76$.

Employee Motivation Scale: The Employee Motivation Scale developed by Mottaz in 1985 was taken from Tahmaz's (2020) master's thesis. The reliability of the Employee Motivation Scale, consisting of a total of 6 statements, was found to be $\alpha = 0.936$.

Results

Results Regarding the Validity and Reliability of the Scales

Table 1 below shows the confirmatory factor analysis (CFA) findings of the variables discussed in the research. The findings of the goodness-of-fit values of each statement were examined by CFA. Since goodness-of-fit values were not within the desired limits in the literature, correction indices were used. As a result of using the correction indices, items 9 and 10 of the EL scale used in this study were excluded from the scale since they impaired the goodness-of-fit of the scale. With this analysis, the goodness-of-fit values of all three scales were in accordance with the accepted criteria (Kline, 2005; Şimşek, 2007), as seen in Table 2. In general terms, the model fit values indicated that the scale models used in the study were applicable.

Table 2 CFA model fit values and interpretations of the scales

	Perfect Fit	Acceptable Fit	EL	EV	EM
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd < 5$	2.661	2.666	1.745
RMSEA	$0 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.10$	0.081	0.081	0.054
SRMR	$0 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$	0.023	0.017	0.018
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$	0.957	0.975	0.980
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$	0.974	0.980	0.986
CFI	$0.97 \leq CFI \leq 1.00$	$0.95 \leq CFI \leq 0.97$	0.983	0.987	0.994

³ Since there is no private call center in Ardahan province, which is located in the TRA2 region, it is not included in the table.

Critical ratios should be ± 1.96 at a significance level of 0.05% (Hox & Bechger, 1998). As seen in Table 3, all values meet this condition, indicating it is statistically significant at a confidence level of 95%.

Table 3 CFA factor loadings of the scales

Factors	Factor Loadings	Mean	S.E.	C.R.
EL1	0.828	3.53	0.060	10.375
EL2	0.559	3.68	0.087	11.080
EL3	0.761	3.80	0.053	10.708
EL4	0.876	3.60	0.037	9.884
EL5	0.895	3.73	0.035	9.556
EL6	0.896	3.91	0.031	8.773
EL7	0.863	3.65	0.048	9.384
EL8	0.890	3.84	0.031	9.651
EV 1	0.818	3.71	0.042	9.319
EV 2	0.857	3.72	0.040	8.561
EV 3	0.853	3.67	0.043	8.659
EV 4	0.663	3.73	0.070	10.517
EV 5	0.615	3.91	0.067	10.679
EV 6	0.885	3.70	0.035	7.721
EM 1	0.813	3.52	0.051	9.566
EM 2	0.841	3.48	0.051	9.154
EM 3	0.853	3.60	0.046	8.928
EM 4	0.765	3.24	0.070	10.039
EM 5	0.831	3.56	0.054	9.315
EM 6	0.842	3.19	0.062	9.135

Factor loadings should be above 0.30 (Malthouse, 2001). It is seen that all values are above the 0.30 value, indicated by Malthouse. According to Table 3, the item factor loadings of the scales used in this study are above the threshold value of 0.30, specified by Malthouse. "Cronbach's Alpha (α)", "Structural Reliability (SR)", and "Convergent Validity (AVE)" analysis methods were applied to measure their reliability. Cronbach's alpha and structural reliability values should be higher than 0.70, and the convergent validity value AVE should be above 0.50 (George & Mallery, 2003; Fornell & Larcker, 1981). As seen in Table 4, the calculated reliability values confirmed that the scales of the variables used in the research were reliable.

Table 4 Descriptive Statistics and Reliability Kurtosis Results

Factors	α	SR	AVE
EL (Ethical Leadership)	0.943	0.944	0.69
EV (Employee Voice)	0.911	0.906	0.62
EM (Employee Motivation)	0.926	0.927	0.68

T-Test and ANOVA Analysis Results

Descriptive analyses were used to reveal whether there was a difference between the control and unobservable variables. Before descriptive analyses, normality analyses were performed to determine which of the parametric/non-parametric tests should be conducted. According to Büyüköztürk (2019), the fact that skewness and kurtosis values are in the range of ± 3 indicates that the data are normally distributed. As seen in Table 5, since the condition that the kurtosis and skewness values for all variables should be between ± 3 was fulfilled, the t-test was used for the control variables consisting of paired groups among parametric tests, and ANOVA parametric analyses were used for the control variables with more than two groups.

Table 5 Normality Test Results

Factors	Number of Items	Skewness	Kurtosis
EL (Ethical Leadership)	8	-0.700	-0.283
EV (Employee Voice)	6	-0.569	-0.086

EM (Employee Motivation)	6	-0.417	-0.653
--------------------------	---	--------	--------

Table 6 below presents the t-test analysis results.

Table 6 T-Test results

		Group	N	Mean	S.D	t	df	p
Gender	EL	Female	178	3.64	1.04487	-1.482	253	0.140
		Male	77	3.86	1.13232			
	EV	Female	178	3.64	0.95386	-2.631	253	0.009
		Male	77	3.97	0.84872			
	EM	Female	178	3.32	1.11045	-2.556	253	0.011
		Male	77	3.69	1.01502			
Marital status	EL	Married	198	3.66	1.10508	-1.393	253	0.165
		Single	57	3.88	0.94864			
	EV	Married	198	3.67	0.94922	-2.319	253	0.021
		Single	57	3.99	0.84069			
	EM	Married	198	3.29	1.05569	-3.942	253	0.000
		Single	57	3.92	1.09431			

In line with the results of the t-test carried out to reveal whether there was a difference between gender and marital status consisting of paired groups and the variables of EL, EV, and EM;

- There was a significant difference between gender and EV ($t=-2.631$, $p=0.009$) and EM ($t=-2.256$, $p=0.011$).
- There was a significant difference between marital status and EV ($t=-2.319$, $p=0.021$) and EM ($t=-3.942$, $p=0.000$).

Table 7 below shows the findings of the ANOVA analysis carried out to identify whether there was a difference between the education, seniority, age, and the province of work consisting of more than two groups and the variables of EL, EV, and EM.

Table 7 ANOVA analysis results

		Group	N	Mean	S.D	F	df	p
Education	EL	Secondary Education and High School	32	3.76	0.18556	4.029	2/252	0.019
		Associate Degree	131	3.87	.090076			
		Undergraduate and higher	92	3.46	0.11447			
	EV	Secondary Education and High School	32	3.79	0.15185	1.746	2/252	0.176
		Associate Degree	131	3.83	0.08075			
		Undergraduate and higher	92	3.59	0.10060			

		Secondary Education and High School	32	3.69	0.17510			
	EM	Associate Degree	131	3.47	0.09750	1.844	2/252	0.160
		Undergraduate and higher	92	3.29	0.11333			
		1 year and less	112	3.97	0.08325			
	EL	Between 2-4 years	122	3.50	0.10567	6.123	2/252	0.003
		5 years and more	21	3.57	0.26105			
		1 year and less	112	3.83	0.08115			
Seniority	EV	Between 2-4 years	122	3.64	0.08776	1.277	2/252	0.281
		5 years and more	21	3.80	0.23866			
		1 year and less	112	3.48	1.0069			
	EM	Between 2-4 years	122	3.40	0.09876	0.260	2/252	0.260
		5 years and more	21	3.33	0.28266			
		25 years and below	139	3.72	0.08517			
	EL	26-30	83	3.70	0.12621	0.036	2/252	0.965
		31 years and above	33	3.67	0.20768			
		25 years and below	139	3.66	0.07334			
Age	EV	26-30	83	3.82	0.11188	1.106	2/252	0.333
		31 years and above	33	3.86	0.17248			
		25 years and below	139	3.45	0.08804			
	EM	26-30	83	3.26	0.12807	2.744	2/252	0.66
		31 years and above	33	3.78	0.18826			
		İğdir	124	3.58	0.09364			
	EL	Kars	67	3.93	0.11624	2.395	2/252	0.093
		Ağrı	64	3.73	0.15290			
		İğdir	124	3.60	0.08108			
The Province of Work	EV	Kars	67	4.06	0.09274	5.599	2/252	0.004
		Ağrı	64	3.68	0.13543			
		İğdir	124	3.43	0.09860			
	EM	Kars	67	3.80	0.11885	8.094	2/252	0.000
		Ağrı	64	3.05	0.13648			

The findings of post-hoc Tukey's HSD test, which was conducted to identify between which groups there were positive differences as a result of ANOVA analysis, are given in Table 8.

Table 8 Post-Hoc Tukey's HSD test results

		Group		Mean	Mean Difference	p
Education	EL	Associate Degree	---	Undergraduate and higher	0.40795*	0.014
Seniority	EL	1 year and less	---	Between 2-4 years	0.47456*	0.002
The Province of Work	EV	İğdir	---	Kars	-0.45910*	0.001
		Kars	---	Ağrı	0.37232*	0.021
	EM	İğdir	---	Kars	-0.37358*	0.022
		İğdir	---	Ağrı	0.37534*	0.023
		Kars	---	Ağrı	0.74891*	0.000

According to the post-hoc tests performed to detect from which groups of the education, seniority, and province of work of call center employees a significant difference originated;

- It was observed that there was a significant difference between the "Associate Degree" group and "Undergraduate and higher" group with differences in employees' EL perceptions by their educational status. While the mean EL perception of employees in the "Associate Degree" group was 3.87, it was 3.46 for employees in the "Undergraduate and higher" group. In other words, it

can be stated that as the education level of employees increased, they less frequently questioned/evaluated the ethical leadership behaviors of their managers.

- It was observed that there was a significant difference between the "1 year and less" group and the "between 2-4 years" group with different EL perceptions by their seniority. The mean EL perception was 3.97 in the "1 year and less" group and 3.50 in the "between 2-4 years" group. This situation can be expressed as that as the seniority of beginners increased, their managers attached more importance to EL behaviors.
- It was observed that there was a significant difference between the groups working in the provinces of "İğdir" and "Kars" and in the provinces of "Kars" and "Ağrı" in terms of EV according to the province of work. The mean EV of employees in "İğdir," "Kars," and "Ağrı" provinces was 3.60, 4.06, and 3.68, respectively. As can be seen, the province with the highest EV was Kars, while the province with the lowest EV was İğdir. In other words, Kars was the province where employees in the TRA2 region could express and share their opinions the most.
- It was observed that there was a significant difference between the provinces of "İğdir" and "Kars," "İğdir" and "Ağrı" and "Kars" and "Ağrı" according to the province of work. The mean EM of employees in "İğdir," "Kars," and "Ağrı" provinces was 3.43, 3.80, and 3.05, respectively. As can be seen, the province with the highest EM was Kars, and the province with the lowest EM was Ağrı. In other words, employees who were most motivated for their work in the TRA2 region were in Kars, while employees who were least motivated were in Ağrı.

Testing of the Hypotheses

After the measurement model was verified, the hypotheses discussed in the research were tested over the structural model with a latent variable. As seen in Figure 2, hypothesis H1 (Ethical Leadership → Employee Motivation) was first tested, and hypothesis H1 was supported since EL predicted EM ($\beta=0.62$; $p<0.01$). In other words, the ethical leadership behaviors of managers affect employee motivation. Furthermore, EL explained 39% of EM ($R^2: 0.39$).

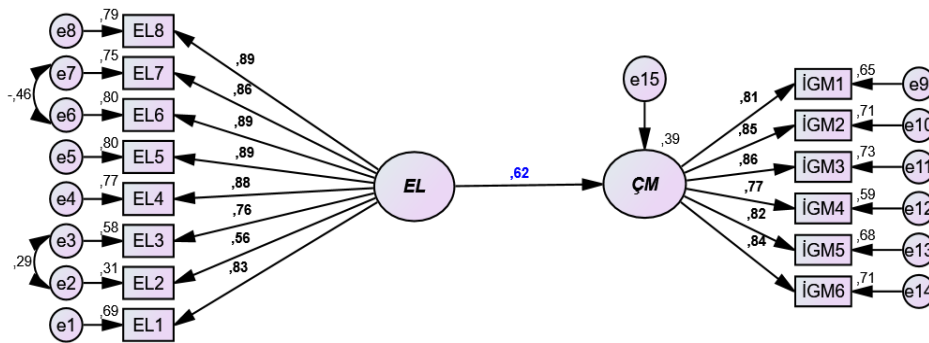


Figure 2 Testing hypothesis H1

In Figure 3 below, hypothesis H2 (Ethical Leadership → Employee Voice) was tested. According to the analysis results, hypothesis H2 was supported since EL affected EV ($\beta=0.79$; $p<0.01$). In other words, the ethical leadership behaviors of managers affected employee voice. Furthermore, EL explained 62% of EV ($R^2: 0.62$).

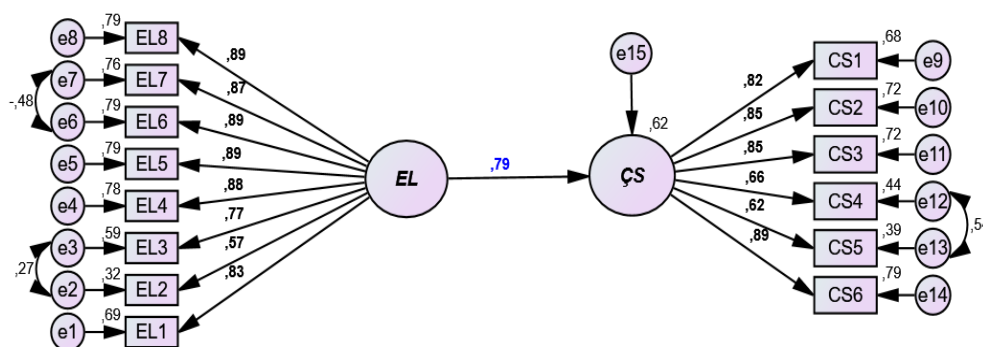


Figure 3 Testing hypothesis H2

In Figure 4 below, hypothesis H3 (Employee Motivation → Employee Voice) was tested. Hypothesis H3 was supported since EM affected EV ($\beta=0.61$; $p<0.01$). In other words, the motivation levels of employees affected their level of voice. Furthermore, EL explained 62% of EV ($R^2: 0.37$).

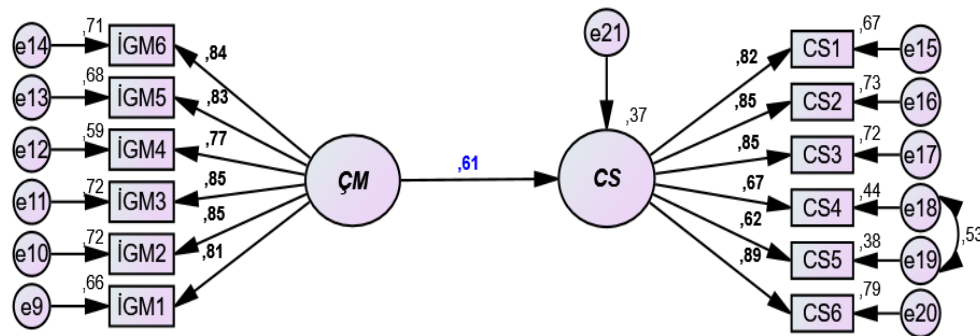


Figure 4 Testing hypothesis H3

Conclusion

This study investigated whether ethical leadership behaviors of managers in private call centers in the TRA2 region affected employee voice and motivation. According to the path analyses performed in line with the research aim, it was concluded that the ethical leadership behaviors of call center managers had a significant and positive impact on employee motivation (Figure 2). In other words, employee motivation increased as the ethical leadership behaviors of call center managers increased. This result is similar to the results obtained by Khan vd., (2020), Dannery and Ruswanti (2022), and Dannery and Ruswanti (2022) in the literature. We can recommend call center managers to create social media groups that will allow them to communicate well with their employees and organize joint social activities such as sports, trips, and picnics.

The study determined that the ethical leadership behaviors of managers had a significant positive impact on employee voice (Figure 3). In other words, employee voice increased with an increase in the ethical behaviors of call center managers while performing their managerial activities. We can indicate that employees can express themselves more easily, take part in decision-making processes with confidence, and state their ideas more easily in such an environment. The above-mentioned finding is in line with the findings of the research in the literature conducted by Walumbwa and Schaubroeck (2009), Chen and Hou (2016), Avey et al. (2012), Qi and Ming-Xia (2014), Hassan (2015) and Bai et al. (2019). In the study, it was concluded that the employee voice level affected employee motivation (Figure 4). These results are similar to the studies by Alfayad and Arif (2017), Dwomoh (2012), Fast et al. (2014), Lucas (2014), and Sevinç (2015) in the literature. We can recommend managers to create suggestion/complaint boxes within the organization where they can easily report their suggestions and complaints to their employees and hold meetings routinely where employees can present their opinions, ideas, and suggestions.

Furthermore, the study revealed that male employees compared to female employees and single employees compared to married employees exhibited more voice behaviors and were more motivated. We can attribute this to the fact that this region has a more patriarchal structure compared to other regions. It can be interpreted that women will hesitate to express their opinions and thoughts, especially to the opposite sex, due to the male-dominated family structure in this region, and furthermore, married employees will not be able to exhibit voice behaviors due to more familial responsibilities compared to single employees. Hence, we can recommend organizations in this region to train or employ female managers through whom female employees can express themselves freely without hesitation. The research detected

significant differences between ethical leadership behavior and education and seniority, and this significant difference was caused by employees with associate degrees and less than 1 year of education. Furthermore, it was determined that employees working in the provinces of Kars and Ağrı, respectively, in the TRA2 region, were able to exhibit significantly more voice behaviors and be more motivated for their work compared to the province of Iğdır. We can recommend that call center managers in Iğdır province should cooperate with managers in other provinces and that managers should change places on a provincial basis so that employees in Iğdır province can be more motivated. The study data are limited to the TRA2 region. The study can be conducted in different regions or across the country. Contributions can be made to organizational behavior and managerial literature by generalizing the results to be obtained.

References

- Alfayad, Z., & Arif, L.S.M. (2017). Employee Voice and Job Satisfaction: An Application of Herzberg's Two-factor Theory. *International Review of Management and Marketing*, 7(1), 150-156.
- Amabile, T.M. (1993) Motivational Synergy: Toward New Conceptualizations of Intrinsic and Extrinsic Motivation in the Workplace. *Human Resource Management Review*, 3, 185-201.
- Argyris, C., & Schön, D. (1978). *Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley. <https://doi.org/10.1177/017084068000100310>.
- Arslan, A., & Yener, S. (2016). İşgören sesliliği ölçeğinin türkçe'ye uyarlanması çalışması [Adaptation study of the employee voice scale to Turkish]. *Journal of Management and Economics Research*, 14(1), 173-191 . Retrieved from <https://dergipark.org.tr/tr/pub/yead/issue/21831/234670>.
- Avey, J. B., Wernsing, T. S., & Palanski, M. E. (2012). Exploring the process of ethical leadership: The mediating role of employee voice and psychological ownership. *Journal of Business Ethics*, 107(1), 21-34.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16 (3) , 315–338. <http://dx.doi.org/10.1016/j.leaqua.2005.03.001>.
- Bai, Y., Lin, L., & Liu, J. T. (2019). Leveraging the employee voice: A multilevel social learning perspective of ethical leadership. *The International Journal of Human Resource Management*, 30(12), 1869-19011-33.
- Baldoni, J. (2005). *Motivation Secrets*. Great Motivation Secrets of Great Leaders. http://govleaders.org/motivation_secrets.htm. (25.09.2022).
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory: A Social Cognitive Theory..* Englewood Cliff, N. J.: Prentice-Hall. 180-210.
- Bandura, A., & Walters, R.H. (1977). *Social learning theory* (Vol.1). Englewood Cliffs, NJ: Prentice-Hall.
- Bartol, K.M., & Martin, D.C. (1998). *Management*. McGraw Hill. New York, NY, 268-279.
- Botero, I. C., & Dyne, L. V. (2009). Employee voice behavior: Interactive effects of Imx and power distance in the United States and Colombia. *Management Communication Quarterly*, 23(1), 84-104. <https://doi.org/10.1177/0893318909335415>.
- Bouckenooghe, D.; Zafar, A & Raja, U. (2015). How ethical leadership shapes employees' job performance: The mediating roles of goal congruence and psychological capital. *J. Bus. Ethics*. 129, 251–264.
- Bowen, B.E., & Radhakrishna, R.B. (1991). Job satisfaction of agricultural education faculty: a constant phenomena. *Journal of Agricultural Education*, 32(2), 16-22.
- Brown, M. E., & Trevino, L. K. (2006). Ethical leadership: A review and future directions. *Leadership Quarterly*, 17(6), 595–616. <http://dx.doi.org/10.1016/j.leaqua.2006.10.004>.
- Brown, M. E., Trevino, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97 (2), 117–134. <http://dx.doi.org/10.1016/j.obhdp.2005.03.002>
- Brown, M.E., & Mitchell, M.S. (2010). Ethical and unethical leadership: Exploring new avenues for future research. *Bus. Ethics Q.* 20(4), 583–616.

- Büyükköztürk, Ş. (2013). *Sosyal bilimler için veri analizi el kitabı: İstatistik, araştırma deseni, SPSS uygulamaları ve yorum* [Data analysis manual for social sciences: Statistics, research design, SPSS applications and interpretation]. (18th Edition). Ankara: Pegem Akademi.
- Chen, A. S. Y., & Hou, Y. H. (2016). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. *The Leadership Quarterly*, 27(1), 1-13.
- Chen, S. (2010). The role of ethical leadership versus institutional constraints: A simulation study of financial misreporting by CEOs. *Journal of Business Ethics*, 93(Suppl 1), 33-52, <http://dx.doi.org/10.1007/s10551-010-0625-8>.
- Dannery, F., & Ruswanti, E. (2022). The Influence of Ethical Leadership on Ambiguity, Motivation, Stress, and Performance Employees of PT. *Aerospace*, 5(3), 28603-28616. DOI: <https://doi.org/10.33258/birci.v5i3.6961>.
- Den Hartog, D.N. (2015). Ethical leadership. *Annu. Rev. Organ. Psychol. Organ. Behav.* 2 (Volume publication date April 2015), 409–434. <https://doi.org/10.1146/annurev-orgpsych-032414-111237>.
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open? *Academy of Management Journal*, 50(4), 869–884.
- Drucker, P. F., Collins, J., Kotler, P., Kouzes, J., Rodin, J., & Rangan, V. K. (2008). *The five most important questions you will ever ask about your organization* (3rd ed.). San Francisco: Jossey-Bass.
- Dwomoh, G. (2012). The relationship between employee voice and organizational performance at electricity company of Ghana. *European Journal of Business and Management*, 4(6), 1-6.
- Farndale, E., Van Ruiten, J., Kelliher, C., & Hope-Hailey, V. (2011). The influence of perceived employee voice on organizational commitment: An exchange perspective. *Human Resource Management*, 50(1), 113-129. <https://doi.org/10.1002/hrm.20404>.
- Fast, N. J., Burris, E. R., & Bartel, C. A. (2014). Managing to stay in the dark: Managerial self-efficacy, ego defensiveness, and the aversion to employee voice. *Academy of Management Journal*, 57(4), 1013–1034.
- Fornell, C., & Larcker, D. F. (1981). Structural Equation Models with Unobservable Variables and Measurement Error: Algebra and Statistics. *Journal of Marketing Research*, 18, 382-388. <http://dx.doi.org/10.2307/3150980>
- George, D., & Mallery P., (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.)*. Boston: Allyn and Bacon.
- Han, T. S., Chiang, H. H., & Chang, A. (2010). Employee participation in decision making, psychological ownership and knowledge sharing: Mediating role of organizational commitment in Taiwanese high-tech organizations. *The International Journal of Human Resource Management*, 21(12), 2218-2233. <https://doi.org/10.1080/09585192.2010.509625>.
- Hannah, S. T., Avolio, B. J., & May, D. R. (2011). Moral Maturation and Moral Conation: A Capacity Approach to Explaining Moral Thought and Action. *Academy of Management Review*, 36(4), 663–685.
- Hassan, S. (2015). The importance of ethical leadership and personal control in promoting improvement-centered voice among government employees. *Journal of Public Administration Research and Theory*, 25(3), 697-719.
- Heathfield, S. M. (2017). *You Need to Know What Motivation Is – Really. The Balance. WWW document*. Updated 3 July 2017. Available at: <https://www.thebalance.com/what-is-employee-motivation-1918108>.(25.09.2022).
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The Motivation to Work*. New York: John Wiley & Sons.
- Hirschman, A.O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.
- Holland, P., Pyman, A., Cooper, B., & Teicher, J. (2011). Employee voice and job satisfaction in Australia: The centrality of direct voice. *Human Resource Management*, 50(1), 95-111. <https://doi.org/10.1002/hrm.20406>.
- Hox, J. J., & Bechger, T. M. (1998). An introduction to structural equation modeling. *Family Science Review*, 11(4). 354-373.

- Kalimullah, A. R., Yaghoubi, N. M., & Maloudi, J. (2010). Survey of Relationship between Organizational Justice and Empowerment. *European Journal of Economics, Finance and Administrative Sciences*, 24(26), 165-171.
- Keser, A. (2006). Çağrı merkezi çalışanlarında iş yükü düzeyi ile iş doyumunu ilişkisinin araştırılması [Investigation of the relationship between workload level and job satisfaction in call center employees]. *Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(1), 100-119.
- Khan, S.R., Bauman, D.C. and Javed, U. (2020), "A study on the effect of ethical leadership on teachers' moral motivation at schools in Pakistan", *International Journal of Educational Management*, 34(6), 965-985. <https://doi.org/10.1108/IJEM-06-2019-0198>
- Kline, R.B. (2005). *Principles and Practice of Structural Equation Modeling*. New York: Guilford Press. 154-186.
- Kulualp, H.G. (2016). Çalışan Sesliliği ile Bazı Kişisel ve Örgütsel Özellikler Arasındaki İlişkinin Belirlenmesi: Öğretim Elemanları Üzerine Bir Araştırma [Determining the Relationship Between Employee Voice and Some Personal and Organizational Characteristics: A Study on Instructors], *Ege Akademik Bakış Dergisi*, 16(4), 745-761.
- Lindner, R.J. (1998). Understanding Employee Motivation. *Journal of Extension*, 36 (3). (<http://www.ioe.org/ioe/1998iune/rb3.htmlf>. (07.10.2022),
- Liu, W., Zhu, R., & Yang, Y. (2010). I warn you because I like you: Voice behavior, employee identifications, and transformational leadership. *The Leadership Quarterly*, 21(1), 189-202.
- Lucas, P.A. (2014). *The Brand Immortal: How Communication Keeps Brands Alive*. Communication Annual. 70.
- Malthouse, E. (2001). How high or low must loadings be to keep or delete a scale item? *Journal of Consumer Psychology*, 10(1/2), 81-82.
- Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of Management Journal*, 55(1), 151–171. <http://dx.doi.org/10.5465/amj.2008.0276>.
- Morrison, E. F., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic academy of management. *The Academy of Management Review*, 25(4), 706-725. <https://doi.org/10.2307/259200>
- Morrison, E. W. (2011). Employee voice behavior: Integration and directions for future research. *The Academy of Management Annals*, 5(1), 373-412. <https://doi.org/10.5465/19416520.2011.574506>
- Morrison, E. W. (2014). Employee voice and silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 173-197. <https://doi.org/10.1146/annurev-orgpsych-031413-091328>.
- Mottaz J. C. (1985), The Relative Importance of Intrinsic and Extrinsic Rewards as Determinants of Work Satisfaction, *The Sociological Quarterly*, 26, No: 3, 365-385.
- Nemeth, C. J. (1985). Dissent, group process, and creativity. *Advances in Group Processes*, 2, 57-75.
- Newman, A., Kiazad, K., Miao, Q. & Cooper, B. (2014). Examining the cognitive and affective trust-based mechanisms underlying the relationship between ethical leadership and organisational citizenship: A case of the head leading the heart?, *J. Bus. Ethics*, 123(1). 113–123.
- Ouakouak, M. L., Zaitouni, M. G., & Arya, B. (2020). Ethical leadership, emotional leadership, and quitting intentions in public organizations: Does employee motivation play a role? *Leadership and Organization Development Journal*, 41(2), 257–279. <https://doi.org/10.1108/LODJ-05-2019-0206>
- Premeaux, S. F., & Bedeian, A. G. (2003). Breaking the silence: the moderating effects of self-monitoring in predicting speaking up in the workplace. *Journal of Management Studies*, 40(6), 1537-1562. <https://doi.org/10.1111/1467-6486.00390>.
- Purcell, J. (2014). "Time to focus on employee voice as a prime antecedent of engagement: rediscovering the black box'box", in D. Robinson and J. Gifford (eds), *The Future of Engagement Thought Piece Collection, Engage for Success Peer-Reviewed Thought Leadership Series*, London: Engage for Success.
- Qi, Y., & Ming-Xia, L. (2014). Ethical leadership, organizational identification and employee voice: Examining moderated mediation process in the Chinese insurance industry. *Asia Pacific Business Review*, 20(2), 231-248.

- Rees, C., Alfes, K., & Gatenby, M. (2013). Employee voice and engagement: Connections and consequences. *The International Journal of Human Resource Management*, 24(14), 2780-2798. <https://doi.org/10.1080/09585192.2013.763843>
- Ruck, K., Welch, M., & Menara, B. (2017). Employee voice: An antecedent to organizational engagement?, *Public Relations Review*, 43(5), 904-914. <http://doi.org/10.1016/j.pubrev.2017.04.008>.
- Senge, P. M. (1990). *The fifth discipline: the art and practice of the learning organization*. New York: Doubleday Business.
- Sevinç, H. (2015). Kamu Çalışanlarının Motivasyonunda Kullanılan Araçlar [Tools Used in Motivation of Public Employees]. *Uluslararası Sosyal Araştırmalar Dergisi*, 8(39), 944-964.
- Smith, G.P. (1994). Motivation. In W.R. Tracey (Ed.), *Human resources management and development handbook* (2nd ed., pp. 248-261). New York, NY: AMACOM.
- Spencer, D. G. (1986). Employee voice and employee retention. *Academy of Management Journal*, 29(3), 488-502.
- Şimşek, Ö. F., (2007). *Yapısal Eşitlik Modellemesine Giriş, Temel İlkeler ve LISREL Uygulamaları* [Introduction to Structural Equation Modeling, Basic Principles, and LISREL Applications]. Ankara: Ekinoks Eğitim ve Danışmanlık Hizmetleri, Siyasal Basın ve Dağıtım.
- Tahmaz, Z. (2020). *Personel Güçlendirme Ve İşgören Motivasyonu İlişkisi: Otel İşletmelerinde Çalışanlar Üzerine Bir Araştırma* [The Relationship Between Employee Empowerment and Employee Motivation: A Study on Employees in Hotel Businesses]. Master's Thesis (No:625297), İstanbul: Nişantaşı Üniversitesi Sosyal Bilimler Enstitüsü,
- Tangirala, S. & Ramanujam, R. (2008). Exploring nonlinearity in employee voice: The effects of personal control and organizational identification. *Academy of Management Journal*, 51(6), 1189-1203.
- Tuna, M. , Bircan, H. & Yeşiltaş, M. (2012). Etik liderlik ölçeği'nin geçerlilik ve güvenilirlik çalışması: antalya örneği [Validity and reliability study of the ethical leadership scale: The case of Antalya]. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 26(2), 143-155, Retrieved from <https://dergipark.org.tr/tr/pub/atauniiibd/issue/2705/35705>.
- Ufartiene, L.J. & Fominiene, V.B. (2017). *The Role Of Leader's Ethics Motivating Employees In The Tourism Organizations*. 4th International Multidisciplinary Scientific Conferences on Social Sciences, (1041-1049) DOI: 10.5593/sgemsocial2017/15/S05.135
- Ural, A.,& Kılıç, İ. (2021). *Bilimsel araştırma süreci ve SPSS ile veri analizi* [Scientific research process and data analysis with SPSS]. Ankara: Detay Yayıncılık.
- Van Dyne , L.& LePine , J.A. (1998). Helping and voice extra-role behaviors: evidence of construct and predictive validity, *The Academy of Management Journal*, 41(1), pp. 108 – 119.
- Walumbwa, F. O.& Schaubroeck, J. (2009). Leader personality traits and employee voice behavior: Mediating roles of ethical leadership and work group psychological safety. *Journal of Applied Psychology*, 94(5), 1275–1286. <http://dx.doi.org/10.1037/a0015848>
- Walumbwa, F.O., Mayer, D.M., Wang, P., Wang, H., Workman, K., & Christensen, A.L. (2011). Linking ethical leadership to employee performance: The roles of leader–member exchange, self-efficacy, and organizational identification. *Organ. Behav. Hum. Decis. Process.* 115(2), 204–213.
- Wood, S.,& De Menezes, L. M. (2011). High involvement management, high performance work systems and well-being. *The International Journal of Human Resource Management*, 22(7), 1586-1610. <https://doi.org/10.1080/09585192.2011.561967>.
- Yousaf, K., Abid, G., Butt, T.H., Ilyas, S., & Ahmed, S. (2019). Impact of ethical leadership and thriving at work on psychological well-being of employees: Mediating role of voice behaviour. *Bus. Manag. Educ.* 17(2), 194–217.
- Zengin, Y. (2019). Karanlık liderliğin örgütsel seslilik ve iş tatmini üzerindeki etkisi. *Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10(19), 310-337.
- Zhu, W. (2008). The effect of leadership on follower moral identity: The mediating role of psychological empowerment. *Leadership Review*, 8(-), 62–73.

Genişletilmiş Özet

Günümüzün hızla büyüyen ve gelişen dünyasında, örgütlerde üst düzey yöneticiler tarafından çalışanların yardımı olmadan iş sorunlarının ve zorlukların kolayca üstesinden gelebilmeleri eskisi kadar kolay olmadığı görülmektedir.

Sadece yöneticilerin karar verdiği ve çalışanlarında bu kararlara sorgusuz ve sualsiz gerçekleştirmek zorunda olduğu dönemler geride kalmış gibi görünmektedir (Senge, 1990). Beşeri sermaye, örgütler için çok önemli bir stratejik ve entelektüel varlığa dönüşmüş durumdadır (Han, Chiang & Chang, 2010). Drucker ve arkadaşlarının (2008) belirttiği gibi: "20. yüzyılda bir şirketin en değerli varlığı üretim ekipmanlarıydı. 21. yüzyılda örgütün en değerli varlığı (ister ticari ister ticari olmayan olsun) bilgi çalışanları ve onların üretkenliği olacaktır." Örgütler, rekabet avantajını sürdürmek için daha iyi süreçler, ürünler ve hizmetler için çalışanların görüşlerine, seslerine ihtiyaç duyarlar (Botero ve Van Dyne, 2009).

Öte yandan, örgütlere karşı aidiyet duygusu hisseden ve psikolojik olarak sahiplenen çalışanların, fikirlerini kullanarak örgütsel karar alma süreçlerinde yer almayı hak etmektedirler. Çalışanların karar alma süreçlerine katılımının bir sonucu olarak, çalışanlar örgütlere gönüllü olarak daha fazla zaman ayırmakta ve daha fazla sorumluluk almakta, örgütsel bağlılığı, verimliliği ve bilgi paylaşımını geliştirmektedir (Han, Chiang ve Chang, 2010). Çalışanların fikir ve düşüncelerini hiç bir güven kaygısı hissetmeden rahatça ifade edebilmesi, örgütle ilgili alınan kararlara katılabilmesi anlamına gelen çalışanların sesliliği örgütün bir kültürü haline geldikçe çalışanların örgüte adanmışlığına, bağlılığına, memnuniyetine, mutlu olmasına ve dolayısıyla daha çok işine motive olmasına neden olacaktır. Günümüz iş dünyasında, yöneticilere/liderlere düşen en önemli görev çalışanlarını motive edebilmektir. Yoğun rekabet altında stresli bir ortamda çalışanların verimliliğini arttırabilmek, örgütsel anlamda başarılı olabilmek ancak çalışanları motive ederek başarılabilir (Lucas, 2014).

Teknolojinin ilerlemesi günümüzde yeni sektörler ve yeni iş alanlarının doğmasına neden olmaktadır. Çağrı merkezleri tüm dünyada olduğu gibi ülkemizde de sayıları giderek artan ve yüksek oranda istihdam olanağına sahip bir sektör ve iş alanı olarak karşımıza çıkmaktadır. Çağrı merkezi çalışanlarının yoğun iş temposu, zaman baskısı, daha yüksek verimlilikte çalışma mecburiyeti çalışanın performansında ve örgüte olan bağlılığı gibi olumsuz durumlara neden olabilecektir (Keser, 2006). Bu olumsuz durumların yaşanmaması için çalışanlarına söz hakkı veren, yüksek ahlaki standartlar aktaran, çalışanlarına hem etik hem de işle ilgili diğer süreçler ve işin nasıl yapılabileceği hakkında görüş ve önerilerini dile getirmeye teşvik ederek onları motive eden etik liderler önemli rol oynayabilirler. Bu yönüyle bu çalışmanın amacı; çağrı merkezi çalışanlarının sesliliği ve motivasyonunda etik liderlerin etkisi TRA2 bölgesini dikkate alarak ortaya koymaktır.

Araştırmada veri toplama aracı olarak Google Form üzerinden çevrim içi anket tekniği kullanılmıştır. Sırası ile demografik değişkenler, çalışanların sesliliği, etik liderlik ve çalışanların motivasyonu olmak üzere toplam dört bölümden oluşmaktadır.

Çalışmanın ana kütlesi TRA2 bölgesinde (Iğdır, Ağrı, Ardahan, Kars) faaliyet gösteren çağrı merkezi çalışanlardan oluşmaktadır. Çalışmada kolayda örneklem yöntemi seçilmiştir. TRA2 bölgesinde aktif olarak 457 çalışan bulunmaktadır. Bu evrenin %95 güven %5 hata payı öngörülerek belirlenen örneklem sayısı 209 olarak hesaplanmıştır. Google Drive üzerinden çevrimiçi anket yöntemiyle çalışanlara gönderilen anketi dolduran sayısı 255 çalışandır. Bu sayı gerekli olan 209 adeti sağladığı için anket çalışmasına son verilmiştir.

Araştırmanın amacı doğrultusunda yapılan yol analizleri sonucunda çağrı merkezi yöneticilerinin etik liderlik davranışlarının çalışanların motivasyonları üzerinde anlamlı ve pozitif yönde etkisi olduğu sonucuna ulaşılmıştır. Araştırmada yöneticilerin etik liderlik davranışlarının, çalışanların sesliliği üzerinde anlamlı pozitif yönde etkisi olduğu tespit edilmiştir (Şekil 3). Başka bir ifade ile çağrı merkezi yöneticilerinin yönetsel faaliyetlerini yerine getirirken etiğe uygun davranışları arttıkça çalışanların sesliliği de artmaktadır. Çalışanlar böyle bir ortamda kendilerini daha rahat ifade edebileceklerini, karar alma süreçlerine güvenle katılabileceklerini ve fikirlerini daha rahat ifade edebileceklerini ifade edebiliriz. Ayrıca çalışmada sonucunda erkek çalışanların kadın çalışanlara göre ve bekâr çalışanların evli çalışanlara göre daha çok seslilik davranışı gösterdikleri ve motive oldukları tespit edilmiştir. Bu durumu nispeten diğer bölgelere göre daha ata erkil bir yapıya sahip olmasına bağlayabiliriz. Bu bölgede erkek egemen bir aile yapısı içinde olması kadınların fikirlerini ve düşüncelerini özellikle karşı cinse bildirmede çekineceklerinden ayrıca evli çalışanların bekârlara göre daha çok ailesel sorumluluklarından dolayı seslilik davranışı gösteremeyebileceklerini şeklinde yorumlayabiliriz. Bunun için bu bölgedeki örgütlere kadın çalışanların rahatlıkla kendilerini çekinmeden ifade edebilecekleri kadın yöneticiler yetiştirmelerini yâda istihdam etmelerini önerebiliriz. Çalışmada etik liderlik davranışı ile eğitim ve kıdem arasında anlamlı farklıklar olduğu, bu anlamlı farklılığın önlisans ve 1 yıldan daha az çalışanlardan kaynaklandığı tespit edilmiştir. Ayrıca TRA2 bölgesindeki sırasıyla Kars ve Ağrı illerinde çalışanların Iğdır iline göre anlamlı olarak daha çok seslilik gösterebildikleri ve işlerine daha çok motive olabildikleri tespit edilmiştir. Iğdır ilindeki çalışanların daha çok motive olabilmeleri için Iğdır ili çağrı merkezi yöneticilerinin diğer illerdeki yöneticiler ile işbirliğine gitmelerini ve yöneticilerin il bazında yer değiştirmelerini önerebiliriz. Çalışma verileri, TRA2 bölgesi ile sınırlıdır. Çalışma farklı bölgelerde yâda tüm yurttaki gerçekleştirilebilir. Elde edilecek sonuçlar genelleştirilerek örgütsel davranış ve yönetsel literatüre katkı sağlanabilir.