Comparison of School Administrators and Teachers' Understandings of Moral and Their Decision-Making Strategies

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Abstract
The purpose of this research is to examine whether there is a relationship between the moral understanding adopted by school administrators and teachers and the decision-making strategies. In order to achieve the purpose of the research, data collection was carried out in the 2022-2023 academic year through a group of participants selected by purposeful sampling method among school administrators and teachers working in Sivas province. Exploratory sequential mixed method was used in the research. Qualitative data was obtained using a personal information form and open-ended survey questions, and quantitative data was obtained using the School Administrators' and Teachers' Moral Understandings Scale and Decision Strategies Scale. When the qualitative findings of the research are examined; Regarding what the concept of "morality" means, it is seen that the concepts of "justice", "honesty" and "equality" come to the fore. In terms of decision-making situations, it is seen that school administrators and teachers mainly express the concepts of "justice" and "fairness". When the quantitative findings were examined, it was concluded that school administrators' and teachers' understanding of morality and some of its sub-dimensions and decision-making strategies and some of its sub-dimensions showed significant differences in terms of some of the variables of age, gender and union membership status. It has been observed that the moral understanding of school administrators and teachers significantly predicts their decision-making strategies.

Keywords: Moral Understandings, Ethics, Decision, Decision Strategies

Introduction

It has been known that living together is inevitable since the beginning of humanity. The required positions within the society are filled by individuals suitable for the task, ensuring that people are served in the areas they need. In this way, people who come together by sharing tasks form societies. Order in society can only be achieved through rules. Rules can be examined in two groups: written and unwritten. While official officials mostly provide the operation and follow-up of unwritten rules are mainly carried out by individuals who make up the society. In this case, society is faced with the concepts of "management" and "morality". Because the whole of the actions of directing, controlling and evaluating the material and human resources in the most efficient way in a formal organization created to achieve the determined goals is defined as management (Aydın, 2018). Morality has been defined as the social consciousness, forms of behavior or forms of ideological relations, values, moral views, norms and principles that have been created specific to a social structure, segment or class, and that regulate their attitudes towards a particular community, class or state, and that they have concretely determined in the historical process (Çalışlar, 1983). The fact that it is transmitted culturally also facilitates the acceptance and adaptation of individuals' understanding of morality.

When the sources of moral understanding are examined, it is possible to see that there are philosophical foundations, developmental foundations, religious belief foundations and cultural foundations. The acceptability of these foundations may vary from society to society, climate to climate, different religions and cultures, causing moral understanding to vary according to social differences. This difference can occur between two villages, any two cities within the borders of the same state, or even between different generations within the same lineage. Therefore, the fact that individuals, who are the input of human resources, which are the most essential component of the management mechanism and are directed, controlled and evaluated for the organization, are culturally acquainted with the understanding of morality long before they meet the goals of the organization, suggests that the management process cannot be independent of the understanding of morality.

The management process consists of decision-making, planning, organizing, communication, coordination, directing and evaluation elements. In this case, it would not be wrong to say that the act of managing and management begins with the act of decision-making and is shaped according to this action.

The act of decision making is; In case of a problem, it is defined as choosing the most appropriate one among the possible ways to solve the problem (Aydın, 2018). According to Griffiths (1959), an organizational structure is shaped by the characteristics, quality and functionality of the decision-making process. Therefore, it states that the act of decision-making is the basic building block of the management process.

When the concepts of "morality", "management", "decision" and "decision-making" mentioned above are carefully examined, it is seen that their common features are their ability to influence societies. Based on this determination; Whether the strategies used by administrators, who are decision makers within the management system framed by legislation, are influenced by moral understandings that are fed from various sources or formed through cultural transfer, and especially when considering the school administrators, if there is a relationship between moral understandings and decision strategies, to what extent is this research. These thoughts inspired this research.

Within the theoretical framework stated above, answers to the following sub-problems were sought within the scope of the research;

Sub-Problems Related to Qualitative Data

1. According to the opinions of school administrators and teachers, what does the concept of "morality" mean?

2. According to the opinions of school administrators and teachers, what are the moral characteristics that school administrators should have?

3. According to the opinions of school administrators and teachers, what are the moral characteristics that a manager should have?

4. According to the opinions of school administrators and teachers, what is the emotional state when making a decision on any issue?

5. According to the opinions of school administrators and teachers, what are the principles taken into consideration when deciding on any issue?

6. How do school administrators and teachers evaluate themselves on whether they make an easy decision or not when making a decision on any issue?

7. What are the approaches of school administrators and teachers to solving a problem encountered at school?

Sub-Problems Related to Quantitative Data

1. What is the distribution of the moral understanding of school administrators and teachers in terms of moral theories?

2. Do the moral understanding of school administrators and teachers vary according to gender, age and the unions they are members of?

3. What are the decision-making strategies of school administrators and teachers?

4. Do the decision-making strategies of school administrators and teachers vary according to gender, age and the unions they are members of?

5. To what extent do the moral understanding of school administrators and teachers predict their decision-making strategies?

Method

Research Model

The purpose of this research is comparing the moral understanding and decision-making strategies of school administrators and teachers. One of the most critical factors in determining the research model is the social paradigm. Social paradigms; It is a set of values and beliefs that guide the researcher on how to carry out actions in scientific studies (Killam, 2013). In this context, it can be stated that the paradigm of the qualitative phase of the research is based on the interpretive paradigm, and the paradigm of the quantitative phase is based on the functional paradigm. The reason for applying the interpretive paradigm in the qualitative phase is; This is due to the fact that interpretive paradigms tend to be nominalist, voluntarist and anti-positivist (Burrel and Morgan, 1979). The application of the functional paradigm stems from the fact that it is a paradigm that argues that the social world consists of concrete structures and is therefore relatively unchangeable (Günbayı, 2018).

Another important criterion in determining the research model in scientific research is the purpose of the research (Cohen, Manion, & Morrison, 2007). Because the research model must be determined in accordance with the purposes of the research. In this context, the mixed research method was used, taking into account the purpose of the research. The most important reason why mixed method research is preferred is; The strengths of both qualitative and quantitative research methods can be used together. In

some cases, the use of qualitative or quantitative data alone may not be sufficient to solve problems encountered in social sciences due to the complexity of the problems. In such cases, mixed method research is used where qualitative and quantitative research is used together (Creswell, 2013). In this study, an exploratory sequential mixed design, one of the mixed methods designs, was used. Exploratory mixed pattern; It is a mixed research design in which qualitative data is first collected and analyzed, and then quantitative data is created and applied in the light of the results (Creswell and Clark, 2018). This research method was preferred because the moral understanding scale of school administrators and teachers used in this study was developed by the researcher in the light of qualitative findings.

In the first phase of the research, which was conducted to find answers to the sub-problems of qualitative data, the document analysis method based on open-ended survey questions was used. Document analysis is a systematic method used to examine and evaluate written, printed or electronic documents, to develop a perspective on the subject and to interpret data (Corbin and Strauss, 2008). The answers given by the participants to the open-ended survey questions in their own words were collected in the form of free composition writing. The data was analyzed in depth by reaching codes from the opinions obtained, sub-themes from the codes, and themes from the sub-themes (Saldana, 2019).

The second stage of research in which the exploratory sequential mixed design is adopted is the process of obtaining, analyzing and interpreting quantitative data. For this reason, the descriptive method was adopted to find answers to the 1st and 3rd sub-problems regarding the quantitative data of the study, and the causal comparison model was adopted to find answers to the 2nd, 4th and 5th sub-problems. The purpose of descriptive screening models is; is to clearly picture, describe or describe the characteristics of a phenomenon or situation. In the field of education, a descriptive screening model is used to determine attitudes, beliefs, demographic characteristics and opinions about a subject (Johnson and Christensen, 2014). The causal comparative method was preferred because it enables the detection and comparison of differences between subgroups of the variables examined (Sözbilir, 2014). Determination of the moral understanding of school administrators and teachers and the decision-making strategies they adopt according to the variables of gender, age and union membership status; It was carried out using the "School Administrators' and Teachers' Moral Understandings Scale", developed by Arslan (2023), in a 5-point Likert type, and the "Decision Strategies Scale", developed by Kuzgun and Bacanlı (2005) in a 4-point Likert type.

Research Group

The study group of the research; It was discussed under two headings: "The Study Group Where Qualitative Data Collected" to define the study group for the data obtained from the participants with open-ended survey questions, and "The Study Group for Collecting Quantitative Data" to define the study group for the data obtained with Likert-type scale forms.

Researching Group Where Qualitative Data Was Collected

The participants, whose opinions were taken with open-ended survey forms in the research, constitute the study group of the research, a total of 29 school administrators and teachers working in primary and secondary education institutions, determined by paying attention to maximum diversity in Sivas province. The reason for choosing the maximum variation sampling method is to ensure diversity and to prevent participants from concentrating on any one variable in terms of independent variables. The frequency and percentage values of the data obtained from the study group according to independent variables are given in Table 1 below.

Table 1. Distribution of the researching group from which the qualitative data of the research was collected, regarding independent variables

	Variables	n	Percentage (%)
Gender	**Female**	12	41.30
	Male	17	58.70
	Total	29	100.0
Age	**21-30**	4	13.,79
	31-40	11	37.93
	41-50	9	31.03
	51-65	5	17.24
	Total	29	100.0

Education Level	**Bachelor's Degree**	22	75.86
	Master's Degree	6	20.68
	PhD Graduate	1	3.44
	Total	29	100.0
Managerial Duty	**Yes** — Years of Service in Management — **1-5**	4	13.79
	6-10	3	10.34
	11-15	2	6.90
	16-20	1	3.44
	No	19	65.52
	Total	29	100.0
Union Membership Status	**Yes** — ***EBS**	12	41.38
	TES	7	24.13
	ES	3	10.34
	E.iŞ	2	6.90
	Other	2	8.57
	No	3	10.34
	Total	29	100.0

EBS : *Eğitimciler Birliği Sendikası*
TES : *Türkiye Eğitim, Öğretim ve Bilim Hizmetleri Kolu Kamu Çalışanları Sendikası*
ES   : *Eğitim ve Bilim Emekçileri Sendikası*
E.İş : *Eğitim ve Bilim İşgörenleri Sendikası*

When we look at the distribution of men and women in terms of gender variable, the participants who participated in the research by expressing their original opinions through open-ended survey forms; It is seen that 12 (41.30%) are women and 17 (58.70%) are men. When looking at the distribution in terms of age variable options; 4 participants are in the 21-30 age group (13.79%), 11 participants are in the 31-40 age group (37.93%), 9 participants are in the 41-50 age group (31.03%), and 5 participants are in the 51-65 age group. (17.24%). When the participants are examined according to the educational status variable; It is seen that 22 participants (75.86%) have a bachelor's degree, 6 participants (20.68%) have a master's degree and 1 participant (3.4%) has a doctorate degree. According to the managerial task variable; 4 participants (13.79%) have been in management for 1-5 years, 3 participants (10.34%) have been in management for 6-10 years, 2 participants (6.90%) have been in management for 11-15 years and 1 participant (3%) has been in management for 11-15 years. ,44) had a tenure of office between 16 and 20 years in administration, and 19 participants (65.52%) did not have any school administrative duties. Finally, according to the union membership status variable, 12 participants (41.38%) are members of the EBS, 7 participants (24.13%) are members of the TES, 3 participants (10.34%) are members of the ES members, 2 participants (8.57%) were members of E.İş, 2 participants (8.57%) were members of one of the other unions and 3 participants (10.34%) were not members of any union.

Researching Group Where Quantitative Data Was Collected

To research; The participants filled out the "School Administrators' and Teachers' Moral Understanding Scale" and "Decision Strategies Scale", which were prepared in likert type, in accordance with their opinions; It consists of a total of 309 school administrators and teachers working in primary and secondary education institutions in Sivas province, determined by paying attention to maximum variation sampling method. The frequency and percentage values of the data obtained from the study group according to the independent variables are shown in Table 2 below.

Table 2. Distribution of the research group from which the quantitative data of the research was collected, according to independent variables

Variables		n	Percentage (%)
Gender	**Man**	168	54.4
	Woman	141	45.6
	Total	309	100.0
Age	**21-30**	38	12.3
	31-40	120	38.8
	41-50	83	26.9

		51-65	68	22.0
		Total	309	100.0
Union Membership Status *	**Yes**	***EBS**	117	37.9
		TES	79	25.6
		ES	20	6.5
		E.iŞ	19	6.1
		Other	19	6.1
	No		55	17.8
		Total	309	100.0

EBS : Eğitimciler Birliği Sendikası
TES : Türkiye Eğitim, Öğretim ve Bilim Hizmetleri Kolu Kamu Çalışanları Sendikası
ES : Eğitim ve Bilim Emekçileri Sendikası
E.İş : Eğitim ve Bilim İşgörenleri Sendikası

When the participants who participated in the research with their answers to the scales were examined according to gender variable; It is seen that 168 (54.4%) are men and 141 (45.6%) are women. When examined according to age variable; 38 participants were in the 21-30 age group (12.3%), 120 participants were in the 31-40 age group (38.8%), 83 participants were in the 41-50 age group (26.9%) and 68 participants were in the 51-65 age group. (22.0%). Finally, according to the union membership status variable, 117 participants (37.9%) are members of the EBS, 79 participants (25.6%) are members of the TES, 20 participants (6.5%) are members of the ES members, 19 participants (6.1%) are members of E.İş, 19 participants (6.1%) are members of one of the other unions and 55 participants (17.8%) are not members of any union.

Findings

Findings Obtained from the Analysis of Qualitative Data

"What Does The Concept Of 'Morality' Mean, According To The Views Of School Administrators And Teachers?" Findings Regarding the Question

The first question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "What does the concept of "morality" mean, according to the views of students, school administrators and teachers?"It was determined as. In order to find an answer to this question, participants were asked what the concept of "morality" means through open-ended survey forms. Theme analysis and descriptive analysis were applied to the data obtained, and the analysis results were discussed separately in terms of "teachers" and "school administrators".

As a result of the theme analysis and descriptive analysis of the answers given by teachers (n = 19) regarding what the concept of morality means, four sub-themes were reached. These sub-themes; When similar codes came together, they were called "rights", "virtue", "social" and "individual". It is seen that the highest frequency is expressed with the code "being fair", which is evaluated in the sub-theme of rights (f = 8).

The meaning of the concept of morality, after "being fair" and "honesty", according to its frequency; "to respect personal rights" (f=3), "to fulfill the requirements of one's profession", "to have a conscience", "to comply with religious orders" (f=2), "to comply with customs", "social acceptance", "Unchangeable from society to society" "having accepted universal principles", "treating those under management equally" and "every job that benefits society" (f = 2), "being consistent in their actions", "being objective", "having merit", "a set of unwritten rules", "sum of values", "being constructive" and "keeping personal distance from people" (f = 1).

As a result of the theme analysis and descriptive analysis of the answers given by school administrators (n = 10) regarding what the concept of morality means, four sub-themes were reached. These sub-themes; When similar codes came together, they were named "rights", "virtue", "social" and "utilitarianism", and the highest frequency was "honesty" and "obeying religious orders", which were evaluated in the "virtue" and "social" sub-themes (f = 4). It was seen that it belonged to the codes.

Regarding the concept of morality, it is seen that the codes with the highest frequency are "being fair" from the "rights" sub-theme and "integrity" from the "virtue" sub-theme (f = 3).

Other answers given regarding what the concept of morality is: "treating those under management equally", "a set of unwritten rules" and "socially accepted values" (f = 2), "fulfilling the requirements of one's profession", "being consistent in one's actions", "having merit" and "ensuring employee happiness" It is expressed as (f = 1).

As a result of analyzing the data obtained from teachers and school administrators regarding what the concept of morality is, it is seen that some similar and different sub-themes emerged. In this context, it is seen that four sub-themes were reached with the data obtained from both teachers and school administrators. Of the four sub-themes, it is seen that the sub-themes "rights", "virtue" and "social" are common sub-themes reached by both teachers and school administrators. In terms of differences in the sub-themes reached, it is seen that there are "individual" sub-themes for teachers and "pragmatism" sub-themes for school administrators.

In the data obtained from teachers, the code with the highest frequency was "being fair" (f = 8), while in the data obtained from school administrators, the code with the highest frequency was "honesty" (f = 4) and "obeying religious orders" (f = 4). can be seen. Regarding what the concept of morality is, some common codes were found in the analysis results obtained from both the data obtained from teachers and the data obtained from school administrators. These; They are "being fair", "honesty", "being consistent in their actions", "having merit", "obeying religious orders", "social acceptances" and "a set of unwritten rules". The fact that these codes come together and show similarities in the sub-themes of "rights", "virtue" and "social" indicates the existence of a common understanding of what the concept of morality means.

It is seen that some of the codes obtained from the analysis results differ according to teachers and school administrators. For example; While the code "ensuring employee happiness" is found in the results obtained from school administrators, the codes "fulfilling the requirements of their profession" and "treating those under their management equally" are found in the results obtained from teachers. The fact that these codes have been reached shows that the concept of morality can be interpreted according to the position, status and problems encountered in society. "What is morality?" from the perspective of a school administrator. While there is no need to give an answer to the question, it seems that when there is a problem regarding equality between employees in the same environment, it is debatable whether it is moral or not. Similarly, teachers; "What is morality?" While he did not answer the question "satisfying the employees" or "ensuring employee happiness", a school administrator who took employee happiness as his mission asked "What is morality?" It may be an answer to the question.

Another point that draws attention according to the analysis results is; although the number of teacher participants (n=19) was greater than the school administrator participants (n=10), the code "obeying religious orders" was expressed more by school administrators in the codes obtained regarding what the concept of morality is. It can be stated that this situation is related to an understanding of morality that is based more on religious foundations when defining the concept of "morality" for the participants who work as school administrators than for the teacher participants.

These results show that; When the concept of morality is mentioned, "justice", "honesty", "consistency", "social acceptances" etc. Common concepts that are nourished by the cultural infrastructure, such as, come to mind. In addition, with the situational approach of individuals who interpret the concept of morality, different definitions of morality may emerge depending on their position in society, their expectations from society, notable problems in working life or positive behaviors.

"According To The Opinions Of School Administrators And Teachers, What Are The Moral Characteristics That School Administrators Should Have?" Findings Regarding the Question

The second question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "What are the moral characteristics that school administrators should have, according to the opinions of school administrators and teachers?" It was determined as . In order to find an answer to this question, participants were asked through open-ended survey forms: "What do you think are moral characteristics?" "What are the moral characteristics/qualities that school administrators should have?" The question has been managed. Theme analysis and descriptive analysis were applied to the data obtained, and the analysis results were discussed separately in terms of "teachers" and "school administrators".

As a result of the theme analysis and descriptive analysis of the answers given by teachers (n = 19) about the moral characteristics that school administrators should have, four sub-themes were reached. These sub-themes; When similar codes came together, they were called "rights", "virtue", "social" and "individual". It is seen that the highest frequency is expressed by the code "acting fairly" evaluated in the sub-theme of rights and the code "honesty" evaluated in the sub-theme of virtue (f = 11).

According to the answers given by teachers regarding the moral characteristics that school administrators should have, it is seen that the second highest frequency is expressed with the code "acting according to the principle of equality" in the sub-theme of rights (f = 8). It also includes codes such as "impartiality", "gender equality", "regardless of branch" and "rules for everyone", which are thought to correspond within the meaning of the code "acting in accordance with the principle of equality".

Other answers given by teachers regarding the moral characteristics that school administrators should have were "fulfilling the requirements of their profession", "having an exemplary personality", "being respectful" (f = 4), "integrity", "being able to empathize" (f = 3), "being reliable", "having merit", "being compassionate" (f = 2), "respecting personal rights", "acting in accordance with the legislation", "being consistent in their actions", "being objective", "being correct", "to be able to distinguish between wrong", "to be tolerant", "to be responsible", "to have common sense", "to be helpful", "to have national-spiritual values", "to be solution-oriented", "to act without prejudice" and "to be criticized" It is seen that it is expressed as "to be" (f = 1).

As a result of the theme analysis and descriptive analysis regarding the answers given by school administrators (n = 10) regarding the moral characteristics and the moral characteristics that school administrators should have, four sub-themes were reached. These sub-themes; when similar codes came together, they were called "rights", "virtue", "social" and "individual". It is seen that the highest frequency is expressed with the code "acting fairly", which is evaluated in the sub-theme of rights (f = 5).

According to the answers given by school administrators regarding the moral characteristics and the moral characteristics that school administrators should have, the second highest frequency is "acting according to the principle of equality" in the rights sub-theme, "being respectful" in the virtue sub-theme and "being able to empathize" in the individual sub-theme. It is seen that it is expressed with the code (f = 3).

Other answers given by school administrators regarding this question are; "being reliable", "being honest", "being compassionate", "being humble", "having national-spiritual values" (f = 2), "acting in accordance with the legislation", "fulfilling the requirements of one's profession", "in one's actions" to be consistent", "to have a conscience", "to be tolerant", "to have common sense", "to have loyalty", "to be patient", "to act in accordance with unwritten social rules", "to be criticized " and "to do one's job fondly" It can be seen that it is in the form of " (f = 1).

As a result of analyzing the data obtained from teachers and school administrators regarding the moral characteristics that school administrators should have, it is seen that some similar and different approaches emerged. In this context, it is seen that four sub-themes were reached with the data obtained from both teachers and school administrators. These sub-themes; it is seen that the sub-themes of "rights", "virtue", "social" and "individual" are common sub-themes reached by both teachers and school administrators.

In the data obtained from both teachers and school administrators, it is seen that the code with the highest frequency regarding the moral characteristics that a school administrator should have is "acting fairly". In other words, both teachers and school administrators equated school administrators' interpretation of morality with acting fairly.

"According To The Opinions Of School Administrators And Teachers, What Are The Moral Characteristics A Principal Should Have?" Findings Regarding the Question

The third question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "What are the moral characteristics that an administrator should have, according to the opinions of school administrators and teachers?" It was determined as. In order to find an answer to this question, participants were asked through open-ended survey forms: "In general, what kind of moral characteristics should a manager have?" The question has been managed. Theme analysis and descriptive analysis were applied to the data obtained and the analysis results were discussed separately in terms of "teachers" and "school administrators".

As a result of the theme analysis and descriptive analysis made on the answers given by the teachers (n = 19) regarding the moral characteristics and the moral characteristics that school administrators should have, four sub-themes were reached. These sub-themes; When similar codes came together, they were called "rights", "virtue", "social" and "individual". It is seen that the highest frequency is expressed with the code "acting fairly", which is evaluated in the sub-theme of rights (f = 13).

According to the answers given by teachers regarding the moral characteristics that a manager should have in general, the second highest frequency is expressed with the code "acting in accordance with the principle of equality" in the sub-theme of rights (f = 7). It also includes codes such as "impartiality", "gender

equality", "regardless of branch" and "rules for everyone", which are thought to correspond within the meaning of the code "acting in accordance with the principle of equality".

Other answers given by teachers regarding the moral characteristics that a manager should have in general were "being respectful" (f=4), "being reliable", "having national-spiritual values" (f=3), "being consistent in their actions", "being objective", "having a conscience", "having merit", "being compassionate", "having an exemplary personality", "integrity", "having come to his position with objective criteria" (f = 2), "personality" It is expressed as "respecting one's rights", "fulfilling the requirements of one's profession", "acting in accordance with customs", "being constructive", "doing one's job with pleasure", "acting without prejudice", "being polite" and "being able to empathize" (f = 1). It appears to be done.

As a result of the theme analysis and descriptive analysis made on the answers given by school administrators (n = 10) regarding the moral characteristics and the moral characteristics that school administrators should have, three sub-themes were reached. These sub-themes; when similar codes came together, they were called "rights", "virtue" and "individual". It is seen that the highest frequency is expressed with the code "acting fairly", which is evaluated in the sub-theme of rights (f = 5).

According to the answers given by school administrators regarding the moral characteristics that a manager should have in general, the second highest frequency is expressed by the code "acting according to the principle of equality" in the rights sub-theme and "caring about the opinions of the staff" in the individual sub-theme (f = 4)

Other answers given by school administrators regarding this question are; "to be reliable", "to be honest", "to have a vision", "to be able to empathize" (f=2), "to fulfill the requirements of one's profession", "to be consistent in one's actions", "to be responsible", "to be tolerant", It can be seen that the following are: "being open to criticism", "doing one's job fondly", "acting without prejudice", "being polite", "being humble" and "being understanding towards one's employees" (f=1).

"According To The Opinions Of School Administrators And Teachers, What Is The Emotional State Experienced When Making A Decision On Any Issue?" Findings Regarding the Question

The fourth question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, was determined as "What is the emotional state when making a decision on any issue, according to the opinions of school administrators and teachers?" In order to find an answer to this question, the participants were asked the question "How would you describe your emotional state when you have to make a decision on any issue?" through open-ended survey forms. Theme analysis and descriptive analysis were applied to the data obtained, and the analysis results were discussed separately in terms of "teachers" and "school administrators".

"How would you describe the emotional state you feel when you have to make a decision on any issue?" As a result of the content analysis of the answers given by teachers (n = 19) to the question, four sub-themes were reached. These sub-themes; When similar codes come together; They are named as "Rational Decision", "Impulsive/Intuitive Decision", "Dependent Decision" and "Undecided Decision". It can be seen that the code with the highest frequency is expressed as "considering justice" (f = 4). It is seen that the codes with the second highest frequency are "thinking result-oriented", "taking care to be moral" and "listening to my conscience" (f = 3).

The other answers given were "impartially", "emotionally", "in consultation", "considering the logic", "stressed", "hesitantly" (f=2), "decisively", "taking initiative", "caring about its compliance with the "legislation", "fearful", "nervous" and "with a feeling of empathy", "caring about its sincerity" and "undecided" (f = 1) it is seen that it is expressed as.

"How would you describe the emotional state you feel when you have to make a decision on any issue?" As a result of the content analysis of the answers given by school administrators (n=10) to the question, four sub-themes were reached. These sub-themes; When similar codes came together, they were called "Rational Decision", "Impulsive/Intuitive Decision", "Dependent Decision" and "Undecided Decision". It is seen that the codes with the highest frequency are expressed as "caring about personal rights" and "tense" (f = 2).

Other answers given were "determinedly", "emotionally", "taking initiative", "caring about compliance with the legislation", "stressed", "fearful", "listening to my conscience", "feeling urgent" and "undecided" (f = 1).) is seen to be expressed as.

"According To The Opinions Of School Administrators And Teachers, What Are The Principles Taken Into Account When Making Decisions On Any Issue?" Findings Regarding the Question

The fifth question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "What are the principles taken into consideration when making decisions on any issue, according to the opinions of school administrators and teachers?" It was determined as. In order to find an answer to this question, participants were asked through open-ended survey forms: "What kind of situations / principles do you take into consideration when you decide on any issue?" The question has been managed. Theme analysis and descriptive analysis were applied to the data obtained, and the analysis results were discussed separately in terms of "teachers" and "school administrators".

"What kind of situations/principles do you take into consideration when you decide on any issue?" As a result of the theme analysis and descriptive analysis regarding the answers given by school administrators (n=10) to the question, five sub-themes were reached. These sub-themes; When similar codes come together; They are named "Rights", "Emotional", "Social", "Process" and "Utilitarianism". It can be seen that the code with the highest frequency is expressed as "must be fair" (f = 4).

Other answers given were "employee happiness should be taken into consideration", "it should be sustainable", "it should be implemented considering the result", "it should be beneficial" (f = 2), "it should be in accordance with the legislation", "it should be impartial", "the decision should be moral", it is seen that it is expressed as "accuracy should be observed", "it should be applicable", "experiences should be taken into account" and "joint action should be taken with the employees" (f = 1).

"How Do School Administrators And Teachers Evaluate Themselves On Whether They Make Decisions Easily Or Not?" Findings Regarding the Question

The sixth question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "How do school administrators and teachers evaluate themselves on whether they make decisions easily or not when making a decision on any issue?" It was determined as follows. In order to find an answer to this question, participants were asked through open-ended survey forms: "How do you evaluate yourself in terms of whether you can make decisions easily when you have to make a decision?" The question has been managed. Theme analysis and descriptive analysis were applied to the data obtained, and the analysis results were discussed separately in terms of "teachers" and "school administrators".

"When you have to make a decision, how do you evaluate yourself whether you can make a decision easily or not?" When the answers given by teachers (n=19) to the question are examined, it is seen that the code with the highest frequency is "I cannot decide easily" (f=7), and the code with the second highest frequency is "I can decide easily" (f=6). It is seen that the other answers are collected in the codes "It may change depending on the conditions" (f = 4) and "I decide by measuring and weighing" (f = 3).

"When you have to make a decision, how do you evaluate yourself whether you can make a decision easily or not?" When the answers given by school administrators (n=10) to the question are examined, it is seen that the codes have equal frequencies. These frequencies are "I can decide easily", "I decide by measuring and weighing." and "I cannot make decisions easily" (f=3).

"What Are The Approaches Of School Administrators And Teachers Towards Solving A Problem Encountered At School?" Findings Regarding the Question

The seventh question regarding the qualitative data of this research, which aims to compare the moral understanding of school administrators and teachers and the decision-making strategies they adopt, is "What are the approaches of school administrators and teachers to the solution in case of a problem encountered at school?" It was determined as follows. In order to find an answer to this question, participants were asked through open-ended survey forms: "What is your general approach to the problem when you have to solve any problem in your school?" The question has been managed. Theme analysis and descriptive analysis were applied to the data obtained and the analysis results were discussed separately in terms of "teachers" and "school administrators".

"When you have to solve any problem/problem in your school, what is your general approach to the problem?" As a result of the theme analysis and descriptive analysis regarding the answers given by teachers (n=19) to the question, four sub-themes were reached. These sub-themes; When similar codes come together; They are named as "Subjective Approach", "Environmental Approach", "Utilitarian

Approach" and "Situational Approach". Among the codes obtained, it is seen that the "solution-oriented" code has the highest frequency (f = 6).

When the data obtained is examined, it is seen that the codes "resource-oriented" (f=4) and "with a constructive approach" (f=3) are among the most frequently expressed approaches.

"When you have to solve any problem/problem in your school, what is your general approach to the problem?" Other answers given by teachers to the question: "result oriented", "by calculating the profit and loss", "by consultation", "approaching with tolerance and communication" (f=2), "looking with an impartial eye", "calmly and over time", "in a fair manner", " by ensuring stakeholder satisfaction", "the approach of the majority of the group also determines my approach" and "varying depending on the situation" (f = 1).

As a result of the content analysis made on the answers given by school administrators (n = 10) to the question "What is your general approach to the problem when you have to solve any problem / issue in your school?", four sub-themes were reached. These sub-themes; When similar codes come together; They are named as "Subjective Approach", "Environmental Approach", "Utilitarian Approach" and "Situational Approach". Among the codes obtained, it is seen that the codes "consulting" and "resource-oriented" have the highest frequency (f = 3). Other codes obtained from the data are "calm and in time", "solution-oriented", "fair" (f = 2), "ensuring stakeholder satisfaction", "changing according to the situation", "with a constructive approach" and "results-oriented"

Some common codes were found in the analysis results obtained from both the data obtained from teachers and the data obtained from school administrators in their approaches to solving problems encountered at school. Among these common codes, it can be seen that the approaches with the highest frequency in both participant groups are "solution-oriented" and "resource-oriented" solution approaches. Among the codes obtained from the opinions of teachers and school administrators regarding the solution to a problem encountered at school, the others that are common are "fairly", "with a constructive approach", "calmly and over time", "by consultation", "by ensuring stakeholder satisfaction", It was observed that there were codes such as "result oriented" and "varies depending on the situation".

It is seen that some of the codes obtained from the analysis results differ according to teachers and school administrators. It is seen that the approaches of "looking with an impartial eye" and "by calculating the profit and loss" are formed as codes obtained from the opinions of teachers, unlike the codes obtained from the opinions of school administrators. If we look at the results from a broad perspective, the concepts of "justice" and "rights" mentioned in all sub-problems are also seen in the approaches to solving a problem encountered at school. In addition to these concepts, teachers also emphasized impartiality and brought the concept of equality to the fore. It is thought that the common codes expressed by teachers and school administrators were generally revealed due to the idea of sharing responsibility by involving stakeholders in the process. In general terms, while there are issues that differ in the opinions of teachers and school administrators regarding other sub-problems, it can be seen that their approaches to solving a problem encountered at school are quite similar.

Findings Obtained from the Analysis of Quantitative Data

"What Is The Distribution Of Moral Understandings Of School Administrators And Teachers In Terms Of Moral Theories?" Findings Regarding the Question

The first question of the research regarding the quantitative data is "What distribution does the moral understandings of school administrators and teachers have in terms of moral theories?" It is in the form. Descriptive statistics regarding the moral understandings of school administrators and teachers and their sub-dimensions are included in this question; Answers were sought by examining the averages, arithmetic mean and standard deviation values of the lowest and highest scores obtained from the overall scale and its sub-dimensions. Table 3 below shows the analysis findings.

Table 3. Descriptive statistics of the scores received from the moral understandings of school administrators and teachers scale

	n	Minimum	Maximum	M	SD
Moral Understandings	309	3.25	4.96	4.32	.34
Personal Rights and Virtue	309	3.25	5.00	4.35	.37
Happiness	309	2.57	5.00	4.38	.48
Social Values and Faith	309	1.80	5.00	4.13	.61

When the findings in Table 3 are examined, it is seen that the average of the lowest scores obtained from the entire School Administrators and Teachers' Moral Understandings of Scale is 3.25 and the average of the highest scores is 4.96. It was determined that the arithmetic mean of the overall scale was 4.32 and the standard deviation value was .34.

When examined in terms of the sub-dimensions of the School Administrators' and Teachers' Moral Understanding Scale, it is seen that the mean of the lowest scores obtained from the personal rights and virtue sub-dimension is "3.25", the mean of the highest scores is "5.00", the arithmetic mean of the scores obtained is "4.35" and the standard deviation value is " It appears to be .37". It is seen that the mean of the lowest scores obtained from the happiness sub-dimension is "2.57", the mean of the highest scores is "5.00", the arithmetic mean of the scores obtained is "4.38" and the standard deviation value is ".48". It is seen that the mean of the lowest scores obtained from the social values and beliefs sub-dimension is "1.80", the mean of the highest scores is "5.00", the arithmetic mean of the scores obtained is "4.13" and the standard deviation value is ".61".

"Do The Moral Understandings Of School Administrators And Teachers Differ According To Gender, Age And The Union They Are Members Of?" Findings Regarding the Question

The second question of the research regarding the quantitative data is "Do the moral understandings of school administrators and teachers vary according to gender, age and the unions they are members of?" In order to find an answer to this question; T-test was applied to determine whether the moral understanding of school administrators and teachers differed according to the gender variable and ANOVA tests were applied to determine whether the moral understanding differed according to age and the unions they were members of. The findings of the analyzes are given in Table 4 below.

Table 4. Examination of the scores obtained from the scale of moral understanding of school administrators and teachers according to gender, age and union membership status variables

Sub dimensions	Gender	n	M	SD	df	t	p
Moral Understandings	Man	168	4.31	.33	307	-.152	.879
	Woman	141	4.32	.35			
Personal Rights and Virtue	Man	168	4.34	.37	307	-.922	.357
	Woman	141	4.38	.38			
Happiness	Man	168	4.35	.51	307	-1.410	.160
	Woman	141	4.42	.43			
Social Values and Faith	Man	168	4.21	.57	307	2.472	.014
	Woman	141	4.04	.65			

	Age	n	M	SD	ANOVA F	p	Post-Hoc
Moral Understandings	21-30	38	4.26	.35	2.419	.066	-
	31-40	120	4.27	.39			
	41-50	83	4.37	.30			
	51-65	68	4.36	.27			
Personal Rights and Virtue	21-30	38	4.32	.38	2.880	.036	Between 41-50 and 51-65*
	31-40	120	4.34	.39			
	41-50	83	4.45	.36			
	51-65	68	4.28	.33			
Happiness	21-30	38	4.39	.43	3.061	.028	Between 31-40 and 51-65*
	31-40	120	4.31	.53			
	41-50	83	4.36	.45			
	51-65	68	4.53	.40			
Social Values and Faith	21-30	38	3.95	.60	5.074	.002	Between 21-30 and 51-65* Between 31-40 and 51-65*
	31-40	120	4.03	.67			
	41-50	83	4.20	.59			
	51-65	68	4.33	.50			

	Union Membership Status	n	M	SD	ANOVA F	p	Post-Hoc
	(1) Eğitim Bir Sen	117	4.34	.33	2.539	.029	

Moral Understandings	(2) Türk Eğitim Sen	79	4.39	.32			Between (2) and (4) *
	(3) Eğitim Sen	20	4.24	.33			
	(4) Eğitim İş	19	4.13	.36			
	(5) Other	19	4.27	.33			
	(6) Not Member	55	4.27	.36			
Personal Rights and Virtue	(1) Eğitim Bir Sen	117	4.37	.38			
	(2) Türk Eğitim Sen	79	4.41	.37			
	(3) Eğitim Sen	20	4.37	.32	1.120	.350	-
	(4) Eğitim İş	19	4.25	.36			
	(5) Other	19	4.28	.39			
	(6) Not Member	55	4.29	.38			
Happiness	(1) Eğitim Bir Sen	117	4.31	.49			
	(2) Türk Eğitim Sen	79	4.51	.44			
	(3) Eğitim Sen	20	4.40	.49	2.185	.056	-
	(4) Eğitim İş	19	4.29	.46			
	(5) Other	19	4.51	.44			
	(6) Not Member	55	4.34	.49			
Social Values and Faith	(1) Eğitim Bir Sen	117	4.29	.49			Between (1) and (3)
	(2) Türk Eğitim Sen	79	4.20	.62			
	(3) Eğitim Sen	20	3.70	.75	7.556	.000	Between (1) and (4)
	(4) Eğitim İş	19	3.62	.77			
	(5) Other	19	3.90	.59			
	(6) Not Member	55	4.12	.57			

p>.05

The scores of school administrators and teachers from the School Administrators' and Teachers' Moral Understandings of Scale do not show a significant difference according to gender ($t_{(307)}$= -.152; p=.879>.05). In other words, gender has no effect on the total score of moral understanding.

Scores of school administrators and teachers from the sub-dimensions of the School Administrators' and Teachers' Moral Understanding of Scale; for the personal rights and virtue sub-dimension ($t_{(307)}$= -.922; p=.357>.05), for the happiness sub-dimension ($t_{(307)}$=-1.410; p=.160>.05) does not show any significant difference.

For the social values and beliefs sub-dimension, there is a significant difference in favor of male participants according to gender as ($t_{(307)}$=2.472; p=.014<.05). The effect level of significant difference was determined by the eta-squared (η^2) value.

It was found to be η^2=.019. Since $.01 \leq \eta^2 = .019 < .06$, it was observed that there was a significant difference between male and female participants in the social values and beliefs sub-dimension with a small effect size in favor of men.

According to the ANOVA Test results regarding the sub-dimensions of the School Administrators' and Teachers' Moral Understanding Scale; F(3,305)=2.880, p=.036<.05 in the personal rights and virtue dimension, F(3,305)=3.061 p=.028<.05 in the happiness sub-dimension, F(3,305)=5.074, p in the social values and belief dimension. Since =.002<.05, there are significant differences between the groups in terms of age variable.

Since the variances regarding the personal rights and virtue sub-dimensions and the social values and beliefs sub-dimensions were homogeneous and the sample sizes were different, the Bonferroni Test was preferred among the Post-Hoc Tests. Since the variances related to the happiness sub-dimension are not homogeneous and the sample sizes are different, Dunnet C Test was preferred among the Post-Hoc Tests. According to the Bonferroni test results for the personal rights and virtue sub-dimension, it was seen that there was a significant difference between those aged 41-50 and those aged 51-65, in favor of those aged 41-50. According to the Dunnet C test results for the happiness sub-dimension, it was observed that there was a significant difference between those aged 31-40 and those aged 51-65, in favor of those aged 51-65. According to the results of the Bonferroni test for the social values and beliefs sub-dimension, the difference between the ages of 21-30 and 51-65 is in favor of those between the ages of 51-65, and among those between the ages of 31-40 and those between the ages of 51-65, there is a preference for those between the ages of 51-65. It was observed that there was a significant difference in favor of those in the range.

In light of the findings, it was seen that participants in the 51-65 age group received higher average scores than other age groups in all sub-dimensions of the scale. The idea that moral understandings existing in

society can be transferred from generation to generation under the influence of factors such as traditions, customs and traditions is also supported by this finding.

According to the ANOVA results of the School Administrators' and Teachers' Moral Understandings Scale, there is a significant difference as F(5,303)=2.539, p=.029<.05. Since the variances related to the scale were homogeneous and the sample sizes were different, Bonferroni Test was preferred among Post-Hoc Tests. According to the Bonferroni test results, it was seen that there was a significant difference between those who were members of Türk Eğitim Sen and those who were members of Eğitim İş Union in favor of those who were members of Türk Eğitim Sen.

According to the ANOVA Test results regarding the sub-dimensions of the School Administrators' and Teachers' Moral Understandings Scale; Since F(5,303)=1.120, p=.350>.05 in the personal rights and virtue dimension and F(5,303)=2.185, p=.056>.05 in the happiness dimension, there is no significant difference between the groups in terms of the union membership status variable. . However, there is a significant difference in the social values and belief sub-dimension as F(5,303)=7.556, p=.000<.05. Since the variances related to the sub-dimension are not homogeneous and the sample sizes are different, Dunnet C Test was preferred among the Post-Hoc Tests. According to the Dunnet C test results, it was seen that there was a significant difference between Eğitim Bir Sen members and Eğitim Sen members in favor of Eğitim Bir Sen members, and between Eğitim Bir Sen members and Eğitim İş members in favor of Eğitim Bir Sen members. It is known that Eğitim Bir Sen and Türk Eğitim Sen unions differ from Eğitim Sen and Eğitim İş unions both in terms of worldview and political foundations (Çalışkan and Batmaz, 2022). The fact that there is a significant difference in terms of understanding of morality and its sub-dimensions, Social Values and Belief, in terms of union membership status also supports this idea.

"What Are The Decision-Making Strategies of School Administrators And Teachers?" Findings Regarding the Question

The third question of the research regarding the quantitative data is "What are the decision-making strategies of school administrators and teachers?" It is in the form. Descriptive statistics regarding the decision-making strategies and sub-dimensions of school administrators and teachers for this sub-problem; Answers were sought by examining the averages, arithmetic mean and standard deviation values of the lowest and highest scores obtained from the overall scale and its sub-dimensions. Table 5 below shows the analysis findings.

Table 5. Descriptive statistics results of the scores received from the decision strategies scale

	n	Minimum	Maximum	M	SD
Decision Strategies	309	1.80	2.90	2.28	.22
Logical Decision	309	1.80	3.90	2.91	.40
Impulsive/Intuitive Decision	309	1.10	3.30	2.13	.43
Independent Decision	309	1.90	3.70	2.87	.35
Undecided Decision	309	1.00	3.10	1.96	.39

When the findings in table 5 are examined, it is seen that the average of the lowest scores obtained from the entire Decision Making Strategies Scale is "1.80" and the average of the highest scores is "2.90". It was determined that the arithmetic mean of the overall scale was "2.28" and the standard deviation value was ".22".

When the Decision Making Strategies Scale is examined in terms of its sub-dimensions, it is seen that the mean of the lowest scores obtained from the logical decision sub-dimension is "1.80", the mean of the highest scores is "3.90", the arithmetic mean of the scores obtained is "2.91" and the standard deviation value is .40. It is seen that the mean of the lowest scores obtained from the Impulsive/Intuitive decision sub-dimension is "1.10", the mean of the highest scores is "3.30", the arithmetic mean of the scores obtained is "2.13" and the standard deviation value is ".43". It is seen that the mean of the lowest scores obtained from the independent decision sub-dimension is "1.90", the mean of the highest scores is "3.70", the arithmetic mean of the scores obtained is "2.87" and the standard deviation value is ".35". It is seen that the mean of the lowest scores obtained from the indecisive decision sub-dimension is "1.00", the mean of the highest scores is "3.10", the arithmetic mean of the scores obtained is "1.96" and the standard deviation value is ".39".

"Do The Decision-Making Strategies Of School Administrators And Teachers Differ According To Gender, Age And The Union They Are Members Of?" Findings Regarding the Question

The fourth question of the research regarding the quantitative data is "Do the decision-making strategies of school administrators and teachers vary according to gender, age and the unions they are members of?" It is in the form. In order to find an answer to this sub-problem; T-test was applied to determine whether the decision-making strategies of school administrators and teachers differ according to the gender variable and ANOVA tests were applied to determine whether the decision-making strategies differ according to age and the unions they are members of. The findings of the analyzes are given in Table 6 below.

Table 6. Analysis results of the scores received from the decision strategies scale according to the variables of gender, age and union membership status

	Gender	n	M	SD	df	t	p
Decision Strategies	Man	168	2.30	.23	307	2.098	.037*
	Woman	141	2.25	.20			
Logical Decision	Man	168	2.93	.40	307	.505	.614
	Woman	141	2.90	.40			
Impulsive/Intuitive Decision	Man	168	2.17	.44	307	1.731	.084
	Woman	141	2.08	.40			
Independent Decision	Man	168	2.85	.32	307	1.085	.279
	Woman	141	2.89	.37			
Undecided Decision	Man	168	1.99	.40	307	1.297	.196
	Woman	141	1.93	.37			

	Age	n	M	SD	ANOVA F	ANOVA p	Post-Hoc
Decision Strategies	21-30	38	2.30	.21	2.829	.039	Between 31-40 and 51-65
	31-40	120	2.24	.21			
	41-50	83	2.28	.22			
	51-65	68	2.34	.21			
Logical Decision	21-30	38	2.92	.37	2.470	.062	-
	31-40	120	2.86	.42			
	41-50	83	2.90	.37			
	51-65	68	3.02	.38			
Impulsive/Intuitive Decision	21-30	38	2.21	.45	1.763	.154	-
	31-40	120	2.06	.40			
	41-50	83	2.14	.44			
	51-65	68	2.18	.44			
Independent Decision	21-30	38	2.91	.35	.321	.810	-
	31-40	120	2.87	.37			
	41-50	83	2.87	.36			
	51-65	68	2.84	.29			
Undecided Decision	21-30	38	2.00	.47	.638	.591	-
	31-40	120	1.93	.37			
	41-50	83	1.95	.40			
	51-65	68	2.00	.38			

	Union Membership Status	n	M	SD	ANOVA F	ANOVA p	Post-Hoc
Decision Strategies	(1) Eğitim Bir Sen	117	2.27	.18	1.721	.129	-
	(2) Türk Eğitim Sen	79	2.28	.26			
	(3) Eğitim Sen	20	2.20	.17			
	(4) Eğitim İş	19	2.22	.25			
	(5) Other	19	2.31	.23			
	(6) Not Member	55	2.34	.20			
Logical Decision	(1) Eğitim Bir Sen	117	2.91	.40	.227	.951	-
	(2) Türk Eğitim Sen	79	2.92	.40			
	(3) Eğitim Sen	20	2.96	.45			
	(4) Eğitim İş	19	2.90	.45			
	(5) Other	19	2.98	.43			

	(6) Not Member	55	2.89	.37			
Impulsive/Intuitive Decision	(1) Eğitim Bir Sen	117	2.08	.39	2.552	.028	Between (3) and (6)*
	(2) Türk Eğitim Sen	79	2.18	.44			
	(3) Eğitim Sen	20	1.91	.45			
	(4) Eğitim İş	19	2.05	.39			
	(5) Other	19	2.16	.50			
	(6) Not Member	55	2.24	.42			
Independent Decision	(1) Eğitim Bir Sen	117	2.81	.32	2.555	.028	Between (1) and (2)*
	(2) Türk Eğitim Sen	79	2.96	.37			
	(3) Eğitim Sen	20	2.92	.31			
	(4) Eğitim İş	19	2.97	.34			
	(5) Other	19	2.85	.31			
	(6) Not Member	55	2.81	.38			
Undecided Decision	(1) Eğitim Bir Sen	117	1.93	.33	1.104	.358	-
	(2) Türk Eğitim Sen	79	1.97	.45			
	(3) Eğitim Sen	20	1.89	.39			
	(4) Eğitim İş	19	1.91	.42			
	(5) Other	19	1.93	.31			
	(6) Not Member	55	2.06	.43			

p>.05

It is seen that the scores received by school administrators and teachers from the Decision Strategies Scale show a significant difference according to gender ($t_{(307)}$ = 2.098; p=.037<.05). In other words, decision strategies differ significantly according to the gender variable.

The effect level of significant difference was determined by the eta-squared (η^2) value.

It was found to be $\eta2$ = .014. Since $.01 \leq \eta^2$ = .014 < .06, it was observed that decision strategies showed a significant difference between male and female participants with a small effect size in favor of men.

Scores received by school administrators and teachers from the Decision Strategies Scale sub-dimensions; for the logical decision sub-dimension ($t_{(307)}$=.505; p=.614>.05), for the impulsive/intuitive decision sub-dimension ($t_{(307)}$1.731; p=.084>.05), for the independent decision sub-dimension. It does not show a significant difference according to gender, as it is ($t_{(307)}$=1.085; p=.279>.05) for the sub-dimension and ($t_{(307)}$=1.297; p=.196>.05) for the undecided decision sub-dimension.

One-way ANOVA test was applied to determine whether the decision-making strategies of school administrators and teachers differ according to the age variable.

One-Way ANOVA Test is used to understand whether there is a difference between the groups. When the ANOVA test result is p <.05, it is stated that there is a difference between the groups in terms of age variable. According to the ANOVA results of the School Administrators and Teachers' Decision Making Strategies Scale, there is a significant difference between at least any two groups, as F(3,305) = 2.829, p = .039 <.05. Since the variances regarding decision-making strategies are homogeneous and the sample sizes are different, the Bonferroni Test was preferred among Post-Hoc Tests. According to the Bonferroni test results, it was observed that there was a significant difference between those aged 31-40 and those aged 51-65 in favor of those aged 51-65.

According to the ANOVA Test results regarding the sub-dimensions of the Decision Making Strategies Scale of school administrators and teachers; F(3,305)=2.470, p=.062>.05 in the logical decision dimension, F(3,305)=1.763, p=.154>.05 in the impulsive/intuitive decision dimension, F(3,305)=.321, p in the independent decision dimension. =.810>.05, and in the undecided decision dimension, F(3,305)=.638, p=.591>.05, so there is no significant difference between the groups in terms of age variable.

According to the analysis results; It can be said that the reason why the decision-making strategies of the participants in the 51-65 age group differ compared to the participants in the 31-40 age group is due to the influence of experiences in proportion to age.

One-way ANOVA test was applied to determine whether the decision-making strategies of school administrators and teachers differ according to the union membership status variable.

One-Way ANOVA Test is used to understand whether there is a difference between the groups. When the ANOVA test result is p <.05, it is stated that there is a difference between the groups in terms of the union membership status variable. According to the Decision Making Strategies Scale ANOVA results of school administrators and teachers, there is no significant difference in terms of the union membership variable as F(5,303)= 1.721, p = .129>.05.

According to the ANOVA Test results regarding the sub-dimensions of the Decision Making Strategies Scale of school administrators and teachers; Since F(5,303)=.227, p=.951>.05 in the logical decision dimension and F(5,303)=.1.104, p=.358>.05 in the undecided decision dimension, there is a significant difference between the groups in terms of the union membership status variable. There is no.

Because school administrators and teachers have F(5,303)=2.552, p=.028<.05 in the impulsive/intuitive decision sub-dimension and F(5,303)=2.555, p=.028<.05 in the independent decision sub-dimension of the Decision Making Strategies Scale. There is a significant difference. Since the variances regarding the Impulsive/Intuitive decision and independent decision sub-dimensions were homogeneous and the sample sizes were different, the Bonferroni Test was preferred among the Post-Hoc Tests. According to the Bonferroni Test results in the impulsive/intuitive decision dimension; There was a significant difference between Eğitim Sen members and non-union members in favor of non-union members. This means that school administrators and teachers who are not members of any union make significantly more impulsive/intuitive decisions than school administrators and teachers who are members of Eğitim-Sen. According to the Bonferroni Test results in the independent decision dimension; A significant difference was observed between Eğitim Bir Sen members and Türk Eğitim Sen members in favor of Türk Eğitim Sen members. The conclusion that can be drawn from this is that school administrators and teachers who are members of Türk Eğitim Sen make significantly more independent decisions than school administrators and teachers who are members of Eğitim Bir Sen.

"To What Extent Do School Administrators' And Teachers' Moral Understanding Predict Their Decision-Making Strategies?" Findings Regarding the Question

The fifth question of the research regarding the quantitative data is "To what extent do the moral understanding of school administrators and teachers predict their decision-making strategies?" It is in the form. In order to find an answer to this sub-problem; simple regression analysis was performed. Analysis results are given in table 7 below.

Table 7. Simple regression analysis results on the effect of school administrators' and teachers' moral understandings on decision-making strategies

Variables	B	Standart Error	β	t	p
Constant*	1.922	.158		12.186	.000
Moral Concepts	.084	.036	.131	2.316	.021

Decision Making Strategies - (The Dependent Variable) Constant
** R= .131   R²= .017

When the analysis results are examined, it is seen that the effect of the independent variable on the dependent variable is significant (p = .021 < .05). In other words, it was observed that the moral understandings of school administrators and teachers was a significant predictor of decision-making strategies (R = .131, R² = .017). According to the results obtained, it can be said that their understandings of morality can explain 1.7% of the decision-making strategies adopted by school administrators and teachers.

Conclusions, Discussions and Suggestions

"According to the views of school administrators and teachers, what does the concept of "morality" mean?" According to the results of the analysis conducted to find an answer to the first question, the code "being fair", which is mainly found in the "rights" sub-theme, was obtained from the participants for the concept of "morality". The number of people who state that the concept of morality is "honesty" comes second. It is seen that the number of people who express the concept of morality as "respecting personal rights" comes in third place.

When the data obtained from school administrators were analyzed, the most common codes were "honesty" and "obeying religious orders" to explain the concept of "morality". It is seen that those who state that the concept of morality means "correctness" and "being fair" come in second place.

When the data obtained from school administrators and teachers are taken together, regarding what the concept of "morality" means; It can be stated that the codes "being fair", "honesty", "accurate", "obeying religious orders", and "being respectful" were obtained.

In his research titled "Classroom teachers' views on moral education", Karaca (2020) concluded that, according to teachers, the most important moral value is "honesty".

Gül (2018), in his research, he stated that schools have a great responsibility in the formation of social morality. He stated that this duty belongs to teachers and all school employees, starting from school administrators. In this context, he stated that school administrators should be individuals with managerial ethical values, and this is achieved by giving importance to merit in appointment as school administrators. He also stated that ethical understanding in school management will be achieved by using management processes effectively and prioritizing moral behavior.

"According to the opinions of school administrators and teachers, what are the moral characteristics that school administrators should have?" According to the results of the analysis conducted to find an answer to the question, for the "moral characteristics that school administrators should have", the codes "acting fairly" in the "rights" sub-theme and "honesty" in the "virtue" sub-theme were mainly were obtained from the participants. Regarding the "moral characteristics that school administrators should have", it is seen that the views that constitute the code "acting in accordance with the principle of equality" in the "rights" sub-theme come in second place. Regarding the "moral characteristics that school administrators should have", it is seen that the number of opinions that constitute the codes of "fulfilling the requirements of one's profession" in the "rights" sub-theme and "having an exemplary personality" and "being respectful" in the "virtue" sub-theme come in third place. .

"According to the opinions of school administrators and teachers, what are the moral characteristics that school administrators should have?" According to the results of the analysis carried out to find an answer to the question, the code "acting fairly", which is mostly found in the "rights" sub-theme, was obtained from the participants for the "moral characteristics that school administrators should have". Regarding the "moral characteristics that school administrators should have", the codes of "acting in accordance with the principle of equality" in the "rights" sub-theme, "being respectful" in the "virtue" sub-theme and "being able to empathize" in the "individual" sub-theme are the second of the views. It appears to be next in line. regarding the "moral characteristics that school administrators should have", "being reliable", "honest", "compassionate" and "being humble" in the "virtue" sub-theme and "having national-spiritual values" in the "social" sub-theme. It can be seen that the number of opinions constituting codes comes in third place.

In their research by Elçiçek and Doğruel (2021), the five values that teachers want to see most in administrators are; In order of importance; They concluded that these are "justice", "legislative knowledge", "problem-solving", "innovation" and "trust". It is seen that among these values, "justice" and "trust" values overlap with the results reached in answering the second question of our research.

"According to the opinions of school administrators and teachers, what are the moral characteristics that a manager should have in general?" According to the results of the analysis conducted to find an answer to the question, the code "acting fairly", which is mostly found in the "rights" sub-theme, was obtained from the participants for the "moral characteristics that a manager should have". Regarding the "moral characteristics that a manager should have", it is seen that the opinions that constitute the codes of "acting in accordance with the principle of equality" in the "rights" sub-theme and "being honest" in the "virtue" sub-theme come in second place. Regarding the "moral characteristics that a manager should have", it is seen that the number of opinions that constitute the codes of "being respectful" in the "virtue" sub-theme comes in third place.

"According to the opinions of school administrators and teachers, what are the moral characteristics that a manager should have in general?" According to the results of the analysis conducted to find an answer to the question, the code "acting fairly", which is mostly found in the "rights" sub-theme, was obtained from the participants for the "moral characteristics that a manager should have". Regarding the "moral characteristics that a manager should have", it is seen that the opinions that constitute the codes of "acting in accordance with the principle of equality" in the "rights" sub-theme and "caring about the opinions of his staff" in the "individual" sub-theme come in second place. Regarding the "moral characteristics that a manager should have", the number of opinions that constitute the codes of "being reliable" and "being honest" in the "virtue" sub-theme and "having a vision" and "being able to empathize" in the "individual" sub-theme are in the third place. It appears to be coming.

When the data obtained from school administrators and teachers are taken together, the moral characteristics that should be found in a manager in general are "acting fairly", "acting in accordance with the principle of equality", "honest, reliable, respectful, exemplary, compassionate, humble, having national-spiritual values". It can be stated that there is a perception that there should be people who are "able to empathize", "care about the opinions of their staff" and "have a vision".

In Özmen (2014)'s research which gives advises in the fields of politics and management, was evaluated from the perspective of managers and the governed. It has been stated that administrators should have

competencies such as "equality", "maintaining peace", "politeness" and "accuracy" in their responsibilities towards the public.

"According to the opinions of school administrators and teachers, what is the emotional state when deciding on any issue?" According to the results of the analysis conducted to find an answer to the question, the code "considering justice", which is mostly found in the "logical decision" sub-theme, was obtained from the participants for "the emotional state when making a decision on an issue". Regarding the "emotional state when deciding on an issue", the views that constitute the codes of "result-oriented thinking" and "taking care to be moral" in the "logical decision" sub-theme and "by listening to my conscience" in the "impulsive/intuitive" sub-theme are also included in the second. It appears to be next in line. Regarding the "emotional state when making a decision on an issue", the codes "impartially", "emotionally", "consulting" and "considering its compatibility with logic" in the "logical decision" sub-theme and the "impulsive/intuitive decision" sub-theme. It is seen that the number of opinions forming the codes "stressed" and "hesitant" comes in third place.

"According to the opinions of school administrators and teachers, what is the emotional state when deciding on any issue?" According to the results of the analysis conducted to find an answer to the question, for the "emotional state when deciding on an issue", the most common codes from the participants were the code "caring about people's rights" in the sub-theme of "logical decision" and the code "nervous" in the sub-theme of "impulsive/intuitive decision". has been obtained. All other codes obtained regarding "emotional state when making a decision on an issue" are equal in number; In the "logical decision" sub-theme, the codes "decisively", "emotionally", "taking the initiative" and "caring about compliance with the legislation", in the "impulsive/intuitive" sub-theme the codes "stressed", "fearful" and "listening to my conscience", The code "feeling urgent" was obtained in the "dependent decision" sub-theme, and the "undecided" code was obtained in the "undecided decision" sub-theme.

When the data obtained from school administrators and teachers are taken together, it is seen that when making a decision on an issue, "considering justice", "thinking result-oriented", "taking care to be moral", "listening to conscience", "caring about personal rights" in relation to the emotional state they are in. It was understood that the emotional states expressed with the codes "and tense" were experienced intensely.

In Altın (2021)'s study, it was stated that educational organizations are organizations that focus on people. Therefore the emotions, excitement and enthusiasm of individuals are essential factors in achieving success. In the study, no description was made regarding the emotional states of the administrators during the decision-making process, still, it was concluded that school administrators' ability to control their emotions at a high level significantly affected the work efficiency, job satisfaction and organizational commitment of individuals.

"According to the opinions of school administrators and teachers, what are the principles are taken into consideration when deciding on any issue?" According to the results of the analysis conducted to find an answer to the question, for "principles taken into consideration when deciding on any issue", the codes "must be equitable" in the "rights" sub-theme and "must be goal-oriented" codes in the "utilitarianism" sub-theme were primarily obtained from the participants. . Regarding the "principles taken into consideration when deciding on any issue", the views that constitute the codes "must be in accordance with the legislation" and "must be impartial" in the "rights" sub-theme, and "the decision must be moral" and "accuracy must be observed" in the "social" sub-theme. It is seen that it comes in second place. Regarding the "principles taken into consideration when deciding on any issue", the code "employee happiness should be taken into consideration" in the "emotional" sub-theme, the code "must be honest" in the "social" sub-theme, and the code "must be implemented considering the result" in the "pragmatism" sub-theme. It is seen that the number of opinions forming the codes "must be beneficial" and "must be beneficial" come in third place.

"According to the opinions of school administrators and teachers, what are the principles taken into consideration when deciding on any issue?" According to the results of the analysis carried out to find an answer to the question, the code "must be fair", which is mostly found in the "rights" sub-theme, was obtained from the participants for "principles taken into consideration when deciding on any issue". Regarding the "principles taken into consideration when deciding on any issue", the code "employee happiness should be taken into consideration" in the "emotional" sub-theme, the code "must be sustainable" in the "process" sub-theme, and the code "it should be implemented considering the result" in the "pragmatism" sub-theme. It is seen that the opinions that constitute the codes "must be beneficial" and "must be beneficial" come in second place. All other codes obtained regarding "principles taken into consideration when deciding on any issue" are equal in number; In the "rights" sub-theme, the codes "must be in accordance with the legislation" and "must be impartial", in the "social" sub-theme, the codes "the decision must be moral" and "accuracy must be observed", in the "process" sub-theme, the codes "must be

applicable", "experiences must be taken into account" and "must collaborate with employees" codes were obtained.

When the data obtained from school administrators and teachers are taken together, regarding the principles taken into consideration when deciding on any issue, "it must be equitable", "it must be goal-oriented", "it must be in accordance with the legislation", "it must be impartial", "the decision must be moral", It has been understood that the principles expressed with the codes "accuracy must be observed", "employee happiness must be taken into consideration", "it must be sustainable", "it must be beneficial" and "it must be implemented considering the result" have been adopted.

In Beldağ and Yaylacı's (2015) study, they found that the value orientation that most of the teachers and school administrators take into consideration when deciding on an issue is organizational-socially oriented.

"How do school administrators and teachers evaluate themselves on whether they can make decisions easily on any issue?" According to the results of the analysis conducted to find an answer to the question, the code "I cannot make a decision easily" was obtained most frequently from the participants regarding how they evaluated themselves regarding whether they could make a decision easily on any issue. It is seen that the code "I can easily decide" comes in second place regarding how they evaluate themselves regarding whether they can make a decision easily or not when deciding on any issue. Regarding how they evaluate themselves regarding whether or not they can make a decision quickly when making a decision on any issue, it is seen that the codes "it depends on the conditions" and "I decide by measuring and weighing" come in third place.

"How do school administrators and teachers evaluate themselves on whether they can make decisions easily on any issue?" According to the results of the analysis conducted to find an answer to the question, it is seen that the opinions expressed regarding how they evaluate themselves and whether they can make decisions easily on any issue come together in three codes in equal numbers. These codes are expressed as "I can decide easily", "I decide by measuring and weighing" and "I cannot decide easily". In the study of Titrek et al.'s (2013) Self-Consciousness Level of Teacher Candidates and Self-Esteem and Decision

In his studies examining the Relationship Between Giving Styles Teacher candidates perceived their self-awareness levels at the highest level,

They claimed that they perceived their self-esteem and decision-making styles to be low. Additionally, there is a moderate and negative significant relationship between self-awareness, self-esteem and careful decision-making. While being found; There is a positive, significant and low-level relationship between avoidant, procrastinator and panic decision-making styles.

When the data obtained from school administrators and teachers are taken together, it is seen that both teachers and school administrators have a similar approach regarding how they evaluate themselves on whether they can make decisions easily on any issue. The fact that no research has been found in the literature on whether school administrators and teachers can make decisions easily makes the findings of this research unique.

"What are the approaches of school administrators and teachers to solving a problem encountered at school?" According to the results of the analysis carried out to find an answer to the question, the code "solution-oriented", which is mostly found in the "subjective approach" sub-theme, was obtained from the participants for "approaches to the solution in case of a problem encountered at school". Regarding "approaches to solving a problem encountered at school", it is seen that the "resource-oriented" code in the "subjective approach" sub-theme comes in second place. Regarding "approaches to solving a problem encountered at school", it is seen that the code "with a constructive approach", which is also in the "subjective approach" sub-theme, comes in third place.

"What are the approaches of school administrators and teachers to solving a problem encountered at school?" According to the results of the analysis carried out to find an answer to the question, the code "resource-oriented" in the sub-theme of "subjective approach" and the code "by consultation" in the sub-theme of "environmental approach" were mostly obtained from the participants for "approaches to the solution in case of a problem encountered at school". . Regarding "approaches to solving a problem encountered at school", it is seen that the codes "solution-oriented", "fairly" and "calmly and over time", which are in the sub-theme of "subjective approach", come in second place. Regarding "approaches to solving a problem encountered at school", the code "by providing stakeholder satisfaction" in the "environmental approach" sub-theme, the "result-oriented" code in the "utilitarian approach" sub-theme, and the "according to the situation" code in the "situational approach" sub-theme. It can be seen that the codes "with change" come in third place.

When the data obtained from school administrators and teachers were considered together, it was understood that the codes "solution-oriented", "resource-oriented", "with a constructive approach" and "consultation" were adopted regarding approaches to solving a problem encountered at school.

In their study by Pehlivan and Demirtaş (2019), it is seen that the aim is to reveal the practices carried out to make discipline effective in solving various problems in secondary schools and high schools. In the research findings, school administrators' perception of the problems experienced in the school It is seen that they stated that they take preventive, supportive and corrective activities in case of problems. In addition, it is also among the results that administrators resort to cooperation with teachers and informing parents in order to maintain discipline and solve problems. The results of the research show "preventive discipline" and "teacher-parent-administrator" cooperation. It is seen that the results largely overlap with the results of our research, such as "resource-oriented approach" and "consultation approach".

In their study by Öztürk and Titrek (2020) stated that if school administrators make decisions without consulting teachers during problem-solving processes, they encounter opposition from teachers. In this case, the importance of participation in the decision is seen when making any decision in the problem solving process.

The first question of the research, to which an answer was sought through quantitative data, was "What distribution does the moral understanding of school administrators and teachers have in terms of moral theories?" is the question.

According to research findings; It is seen that the average of the lowest scores obtained from the entire School Administrators and Teachers' Moral Understandings of Scale is 3.25 and the average of the highest scores is 4.96. It was determined that the mean of the overall scale was 4.32 and the standard deviation value was .34. it can be seen that the scores obtained from the scale are above the average value of 3.00.

When examined in terms of scale sub-dimensions; It is seen that the mean of the lowest scores obtained from the "personal rights and virtue" sub-dimension is "3.25", the mean of the highest scores is "5.00", the arithmetic mean of the scores obtained is "4.35" and the standard deviation value is ".37". It is seen that the mean of the lowest scores obtained from the "Happiness" sub-dimension is "2.57", the mean of the highest scores is "5.00", the arithmetic mean of the scores obtained is "4.38" and the standard deviation value is ".48". It is seen that the mean of the lowest scores obtained from the social values and beliefs sub-dimension is "1.80", the mean of the highest scores is "5.00", the mean of the scores obtained is "4.13" and the standard deviation value is ".61".

In Berdibek and Aküzüm's (2021) study, it is seen that the aim is to evaluate the behavior of classroom teachers within the scope of ethical principles from the perspective of school administrators. According to the research findings; It is seen that classroom teachers adopt professional ethical principles at a high level from the perspective of school administrators.

The second question of the research, which was answered through quantitative data, is "Do the moral understanding of school administrators and teachers differ according to gender, age and the union they are members of?" is the question. In this context, according to the results of the T-Test applied to determine whether the moral understanding of school administrators and teachers differs according to the gender variable; The scores that school administrators and teachers receive from the moral understanding scale do not show a significant difference according to gender. In other words, gender has no effect on the total score of moral understanding.

From the sub-dimensions of the School Administrators' and Teachers' Moral Understandings of Scale for school administrators and teachers; It was observed that there was no significant difference according to gender for the "personal rights and virtue" and "happiness" sub-dimensions. However, for the "social values and belief" sub-dimension, there is a significant difference in favor of male participants according to gender. To understand the level of significant difference, the η^2 effect level was calculated and found to be η^2=.019. This value shows that this significant difference in favor of male participants in the social values and beliefs sub-dimension is at a small effect level.

One-way ANOVA test was applied to determine whether the moral understanding of school administrators and teachers differed according to the age variable.

According to the ANOVA results of the School Administrators' and Teachers' Moral Understandings Scale, it was seen that the data obtained from the moral understandings scale in general did not show a significant difference between the groups in terms of the age variable.

According to the ANOVA Test results regarding the sub-dimensions of the School Administrators' and Teachers' Moral Understandings Scale; It was observed that there were significant differences between the groups in terms of age variable in the sub-dimensions of "personal rights and virtue", "happiness" and "social values and belief".

Significant differences; In the "personal rights and virtue" sub-dimension, it was observed that there was a significant difference between those aged 41-50 and those aged 51-65, in favor of those aged 41-50. In the "Happiness" sub-dimension, it was observed that there was a significant difference between those aged 31-40 and those aged 51-65, in favor of those aged 51-65. In the sub-dimension of "social values and beliefs",

the difference between the ages of 21-30 and 51-65 is in favor of those in the 51-65 age range, and the difference between the ages of 31-40 and those between the ages of 51-65 is in favor of those in the 51-65 age range. It was observed that there were significant differences in favor of those found.

A one-way ANOVA test was applied to determine whether the moral understanding of school administrators and teachers differed according to the union membership status variable.

According to the ANOVA results of the School Administrators' and Teachers' Moral Understandings Scale, there is a significant difference in terms of the union membership status variable. It has been observed that there is a significant difference between those who are members of Türk Eğitim Sen and those who are members of Eğitim İş Union, in favor of those who are members of Türk Eğitim Sen.

According to the ANOVA Test results regarding the sub-dimensions of the School Administrators' and Teachers' Moral Understandings of Scale Scale; There is no significant difference between the groups in the "personal rights and virtue" and "happiness" sub-dimensions in terms of the union membership status variable. However, there is a significant difference in the "social values and belief" sub-dimension in terms of the union membership status variable. It was observed that there was a significant difference between Eğitim Bir Sen members and Eğitim Sen members in favor of Eğitim Bir Sen members, and between Eğitim Bir Sen members and Eğitim İş members in favor of Eğitim Bir Sen members.

In the study by Akbaba and Erenler (2011), it was aimed to determine what kind of factors affect the ethical decision-making approaches of tourism department students and to investigate whether there is a significant difference in terms of the gender variable. According to the research findings, it was concluded that the ethical decision-making approach did not make a significant difference in terms of the gender variable.

The third question of the research, which was answered through quantitative data, is "What are the decision-making strategies of school administrators and teachers?" is the question. According to research findings; the average of the lowest scores obtained from the overall Decision Making Strategies Scale is "1.80" and the average of the highest scores is "2.90". It was determined that the arithmetic mean of the overall scale was "2.28" and the standard deviation value was ".22". The fact that the lowest mean that can be obtained from the scale is 1.00 and the highest mean is 4.00 shows that the level of decision strategies of the participants responding to the scale is at the average level.

When examined in terms of the sub-dimensions of the Decision Making Strategies Scale, the mean of the lowest scores obtained from the "rational decision" sub-dimension is "1.80", the mean of the highest scores is "3.90", the arithmetic mean of the scores obtained is "2.91" and the standard deviation value is .40. can be seen. It is seen that the mean of the lowest scores obtained from the "Impulsive/Intuitive decision" sub-dimension is "1.10", the mean of the highest scores is "3.30", the arithmetic mean of the scores obtained is "2.13" and the standard deviation value is ".43". It is seen that the mean of the lowest scores obtained from the "independent decision" sub-dimension is "1.90", the mean of the highest scores is "3.70", the arithmetic mean of the scores obtained is "2.87" and the standard deviation value is ".35". It is seen that the mean of the lowest scores obtained from the "Undecided decision" sub-dimension is "1.00", the mean of the highest scores is "3.10", the arithmetic mean of the scores obtained is "1.96" and the standard deviation value is ".39".

It can be seen that various studies have been conducted in the literature within the framework of the concepts of decision-making strategies or decision-making styles. It is also evident that many different groupings were used in these studies. Some studies and study findings that contribute to these different groupings are as follows; It is seen that Deniz and Korkmaz (2022) in their mentioned careful decision-making style, procrastinator, panic and avoidant decision-making styles and examined the relationship of these decision-making styles with problem-solving skills.

In Şirin and Güner's (2018) study, it is seen that they use the classification of decision strategies as logical, impulsive, dependent and indecisive and examine their relationship with job satisfaction.

The fourth question of the research, which was answered through quantitative data, is "Do the decision-making strategies of school administrators and teachers differ according to gender, age and the unions they are members of?" is the question. In this context, according to the results of the T-Test applied to determine whether the decision-making strategies of school administrators and teachers differ according to the gender variable; It was determined that the scores received by school administrators and teachers from the decision strategies scale showed a significant difference according to the gender variable. The η^2 effect level was calculated to understand the level of significant difference. It was observed that this significant difference in favor of male participants was at a small effect level.

Scores received by school administrators and teachers from the Decision Strategies Scale sub-dimensions; There is no significant difference according to gender in the sub-dimensions of "logical decision", "impulsive/intuitive decision", "independent decision" and "undecided decision".

A one-way ANOVA test was applied to determine whether the decision strategies of school administrators and teachers differ according to the age variable. According to the ANOVA results of the data obtained from the overall Decision Making Strategies Scale, there is a significant difference between any two groups. It was observed that there was a significant difference between those aged 31-40 and those aged 51-65, in favor of those aged 51-65.

According to the ANOVA test results regarding the sub-dimensions of the decision-making strategies scale of school administrators and teachers, there was no significant difference between the sub-dimensions in terms of age variables.

One-way ANOVA test was applied to determine whether the decision-making strategies of school administrators and teachers differ according to the union membership status variable. According to the ANOVA results of the Decision Making Strategies Scale of school administrators and teachers, there is no significant difference in the data obtained from the overall scale in terms of the union membership variable.

According to the ANOVA Test results regarding the sub-dimensions of the decision making strategies scale of school administrators and teachers; There is no significant difference between the groups in terms of the union membership status variable in the "logical decision" and "undecided decision" sub-dimensions. There is a significant difference in the "impulsive/intuitive decision" and "independent decision" sub-dimensions in terms of the union membership status variable. Regarding the Impulsive/Intuitive decision and dependent decision dimensions, a significant difference was observed between Eğitim Sen members and non-union members in favor of non-union members. In the dependent decision dimension; A significant difference was observed between Eğitim Bir Sen members and Türk Eğitim Sen members in favor of Türk Eğitim Sen members.

In the research titled "Decision Making Strategies of School Administrators" by Izgar and Altınok (2013), the decision-making strategies of school administrators were examined, and according to the research findings, it was determined that the independent decision-making strategy score averages in terms of gender variable showed a significant difference in favor of female participants. It has been observed that the decision-making strategies of managers do not show a significant difference according to the school type variable, but in terms of the educational background variable, there is a significant difference in the logical decision-making strategy sub-dimension in favor of managers with postgraduate education.

In Alver et al.'s (2006) research, it was examined whether the decision-making strategies of school administrators change according to variables such as the types of schools they work in, working hours, gender, age and education level. According to the research results; It was found that the average scores of school administrators obtained from the decision strategies scale did not differ significantly in terms of variables such as gender, age, education level, type of school and working hours as administrators.

In Şirin and Güner's (2018) research, the decision-making strategies of participating school administrators and teachers were examined in terms of gender, marital status, education level and title variables, and it was observed that no significant difference was reached. In terms of the age variable, it was observed that participants between the ages of 30-40 experienced the highest level of indecision, while the participant group over 41 years of age experienced the lowest level of indecision.

The fifth question of the research, which was answered through quantitative data, is "To what extent do the moral understanding of school administrators and teachers predict their decision-making strategies?" is the question. In this context, a simple regression analysis was conducted to determine to what extent the moral understanding of school administrators and teachers predicts their decision-making strategies. When the analysis results were examined, it was determined that there was a significant relationship between the independent variable and the dependent variable. In other words, the moral understanding of school administrators and teachers was found to be a significant predictor of decision-making strategies.

In Doğanay's (2020) study, it is seen that it is aimed to determine the effect of morality and social interaction in managers by modeling action coordination. According to the research results; It has been seen that the concept of morality interacts with philosophical, religious and administrative dimensions. Considering that managerial dimensions cannot be considered independently of the concept of decision, it has been observed that the findings of our research support the conclusion that moral understandings predict decision-making strategies at a low level.

In Tüysüz (2022)'s research; the responsibilities of administrators were mentioned and the importance of school administrators having professional and moral values was discussed, based on the idea that the decisions taken by an administrator affect not only the people they manage but also all the stakeholders they interact with. According to the results obtained; It has been stated that reminding certain values and ethical principles and setting an example with their behavior are among the duties and responsibilities of administrators, and that in order to achieve the goals of educational institutions, there must be school administrators with high moral values.

If we need to make a suggestion in the light of the results of this research; The fact that the concepts of morality and decision-making strategies, which were the subject of the research, had not been studied in the sample of school administrators and teachers, inspired this research. When the literature was reviewed, no comparative studies of the concept of morality and decision-making strategies were found in different samples. For this reason, the relationship between moral understanding and decision-making strategies can be investigated in samples of management levels of various professional groups.

Another suggestion is; morality and morality knowledge education is included in the curriculum. For this reason, it can be investigated to what extent the educational activities carried out in educational institutions cause desired positive behavioral changes in individuals who complete their education period in terms of moral characteristics, and if the results are insufficient, research topics can be determined on the changes that should be made in the curriculum in order to develop moral behaviors.

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