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Ortaokul müdürlerinin etik liderlik davranışları ile
öğretmenlerin örgütsel özdeşleşme düzeyleri
arasındaki ilişkinin analizi

Analysis of the relationship between ethical
leadership behaviours of secondary school principals
and organisational identification levels of teachers

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ÖZ

Bu çalışma, ortaokul öğretmenlerinin örgütsel özdeşleşme düzeyleri ile okul müdürlerinin etik liderlik davranışları arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Araştırmada nicel araştırma yöntemlerinden biri olan ilişki araştırma modeli kullanılmıştır. Araştırmanın evrenini 2021-2022 eğitim öğretim yılında Samsun ilinin beş ilçesindeki ortaokul öğretmenleri oluşturmaktadır. Bu evrenden küme örnekleme yöntemiyle belirlenen 417 öğretmen örnekleme dahil edilmiştir. Veri toplama aracı olarak Kişisel Bilgi Formu, Etik Liderlik Ölçeği ve Örgütsel Kimlik Ölçeği kullanılmıştır. Verilerin analizinde tanımlayıcı istatistiklerin yanı sıra bağımsız gruplar t testi, tek yönlü varyans analizi, Pearson momentler çarpımı korelasyon katsayısı, çoklu doğrusal regresyon analizi kullanılmıştır. Sonuçlar öğretmenlerin, okul müdürlerinin etik liderliğine yönelik algılarının ve örgütsel özdeşleşme düzeylerinin yüksek olduğunu göstermiştir. Karar vermede etik liderlik boyutunda cinsiyete göre anlamlı farklılık bulunurken, iklimsel, iletişimsel ve davranışsal etik boyutlarında cinsiyete göre anlamlı bir farklılık bulunamamıştır. Eğitim düzeyi ve kıdem süresinde göre öğretmenlerin, okul müdürlerinin etik liderliğine yönelik algıları anlamlı bir farklılık göstermemektedir. Öğretmenlerin örgütsel özdeşleşme düzeyleri cinsiyet, eğitim düzeyi ve kıdem süresine göre anlamlı bir farklılık göstermemektedir. Öğretmenlerin örgütsel özdeşleşme düzeyleri ile okul müdürlerinin iklimsel, iletişimsel, davranışsal ve karar vermede etik liderlik davranışları arasında pozitif, güçlü ve istatistiksel olarak anlamlı bir ilişki bulunmuştur. Etik liderliğin; iletişimsel, davranışsal ve karar vermede etik liderlik boyutları öğretmenlerin örgütsel özdeşleşme algılarını pozitif ve anlamlı bir şekilde yordamaktadır. Tüm değişkenler birlikte öğretmenlerin örgütsel özdeşleşme düzeyinin %61'ini açıklamaktadır. Bu sonuçlar, okul müdürlerinin etik liderliğinin, öğretmenlerin okulla özdeşleşmesinde önemli bir unsur olduğunu göstermektedir.

Anahtar Sözcükler: etik, etik liderlik, örgütsel özdeşleşme, ortaokul yöneticileri, öğretmen

ABSTRACT

The present study has been conducted to analyze the relationship between organisational identification levels of secondary school teachers and ethical leadership behaviours of school principals. The correlational research model, one of the quantitative research methods, was used in the study. The study population includes secondary school teachers in five districts of Samsun province in the 2021-2022 academic year. Of this population, 417 teachers determined by cluster sampling method were included in the sample. Personal Information Form, Ethical Leadership Scale, and Organisational Identification Scale were used as data collection tools. Descriptive statistics, independent groups t-test, one-way analysis of variance, Pearson product-moment correlation coefficient, and multiple linear regression analysis were used in the analysis of the data. Results showed that teachers had high levels of organisational identification and perceptions regarding the ethical leadership of school principals. While a significant difference was found in the dimension of ethical leadership in decision making in terms of gender, no significant difference was found in environmental, communicational and behavioural ethics dimensions in terms of gender. Regarding education level and length of service, teachers' perceived ethical leadership behaviours of secondary school principals did not show a significant difference. Organisational identification levels of teachers were not significantly different in terms of their gender, education level and length of service. A positive, strong and statistically significant correlation was found between organisational identification levels of teachers and environmental, communicational, behavioural and decision-making ethical leadership behaviours of school principals. With the exception of environmental ethics, the other three dimensions of ethical leadership predicted teachers' perceptions of organisational identification positively and significantly. All variables together explained 61% of teachers' organisational identification level. These results show that ethical leadership of school principals is an important aspect of teachers' identification with the school.

Keywords: ethics, ethical leadership, organizational identification, secondary school principals, teachers

INTRODUCTION

The organisational importance of ethics, which is a universal phenomenon, has been observed after some scandals in world-renowned organisations (Morais & Moura, 2018). Since the institutional problems experienced in this context have caused damage to the trust in organisations and their reputation, ethics in management has started to be discussed more frequently and the characteristics of an ethical leader and the benefits that these characteristics will provide to the organisation have been frequently researched. Similarly, ethics is also discussed in educational organisations, but the meaning of the discussion changes in terms of the reasons for the existence of schools and the aims of education. For example, according to Sergiovanni (1992), who likened the school to the society, the school administrator should build a society based on the values and principles shared in the school. According to him, one of the main tasks of schools was to educate students as virtuous individuals. On the other hand, since there is a power hierarchy between the school administrator and the stakeholders, there should be an ethical dimension in the relations between the stakeholders. Therefore, it can be said that ethical leadership is extremely important for schools as educational organisations.

Ethics establishes the basic principles of appropriate action based on rules of behaviour (Fox & Meyer, 1995) and provides standards for doing the right thing at the right time (Nuttall, 2011). Managers, who have responsibilities towards employees, the organisation and other stakeholders in their routine actions, are also expected to take the right actions at the right time. In this respect, the most prominent and important characteristic of ethical leaders is that the decisions they make are morally correct (Turhan, 2007). It can be said that the way to achieve this is through the adoption of ethical principles and rules in decision-making processes. Ethical principles show what individuals should do in terms of rights, responsibilities, benefits to society, justice and virtues and they are important for the realisation of organisational goals (Aydın, 2014). School leaders should make rational decisions in a non-rational environment and defend these decisions by taking legal and ethical principles into account (Stader, 2013). On the other hand, ethical issues are important for providing a framework for decision-making and requiring reflection on the values underlying a particular human endeavour (Rebore, 2014).

Ethical leaders are principled individuals who make sincere, honest, compassionate, fair and balanced judgements (Starrat, 2004). Brown et al. (2005, s. 120), explained ethical leadership as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making”. Researchers who consider ethical leadership from the perspective of social learning state that ethical leaders become models for their followers with their ethical behaviours. They also emphasise that being an ethical leader requires being open and honest and treating employees fairly and respectfully.

Ethical leadership is regarded as “the heart of leadership” (Sergiovanni, 1992). Similarly, according to Ciulla (2006), who considers ethics as the heart of leadership, leadership is based on relationships between individuals, and ethics is concerned with how individuals treat each other in various relationships. In this respect, it can be said that it is ethics that directs the behaviours of leaders in their relationship with their followers. As a matter of fact, research shows that the path followed by school administrators in problem perception and solving processes will not be independent from the values they advocate (Sezgin et al., 2020). Hence, the values of the leader can be reflected in every part of the organisation. Ethical leadership is also effective in the decision-making process at school (Arar & Saiti, 2022). According to Rebore (2014), all ethical issues in the understanding of ethical leadership in educational administration are influenced by leaders’ understanding of what it means to be human and how individuals should treat each other. This understanding has a significant impact on the way leaders in the field of education manage their schools. It is very difficult for a principal or a superintendent to manage a school effectively without contradicting their own ethical values (Rebore, 2014).

In terms of defining social norms in educational leadership, ethical leadership, together with values such as equality and social justice, is important in the formulation of school policy (Ciulla, 2004). Ethical leaders should make teachers question their actions and the consequences of their actions by creating ethical awareness in schools as an organisation, support correct and democratic behaviours in schools, and take precautions against ethical risks that may be encountered in schools (Starrat, 2004). School administrators should be ethical leaders who are conscientious and a good example to the society. They should constantly observe ethics through their decisions and behaviour (Greenfield, 1991). According to Starrat (2003), if school administrators depart from the truth and engage in behaviours that undermine the trust of others, they act both unlawfully and unethically.

Yılmaz (2006) explained ethical leadership in four dimensions: “communicational ethics, environmental ethics, ethics in decision making and behavioural ethics”. Communicational ethics refers to school administrators’ admitting when they make mistakes, taking a constructive role in discussions between employees, not being a troublemaker, and not judging teachers because of their personal characteristics. Environmental ethics refers to the characteristics of the organisational climate such as the school administrator’s encouragement of teachers, preparing a suitable environment for the emergence of their creativity, increasing willingness to learn, and determining school rules objectively. Ethics in decision-making means that the administrator takes a systematic approach in finding solutions to problems, does not act for personal benefit in political, economic or religious matters, and fulfils their responsibilities honestly. Finally, behavioural ethics is defined as the school administrator’s ability to make self-evaluation, to protect individual rights at school, to respect social values, to be honest and realistic, and not to lie (Yılmaz, 2006).

Leaders’ having ethical leadership qualities result in the development of positive organisational behaviours by their followers. Leaders who adhere to ethical principles and values in their decisions and make the right decisions gain the trust of group members and influence them in this way, and ensure the development of virtues such as honesty, loyalty and integrity among group members (Turhan, 2007). Research in different fields shows that ethical leadership increases employee performance (Liman et al., 2019), organisational commitment (Aslan, 2021), and organisational citizenship behaviour (Çakıroğlu, 2015), and creates a creative climate in schools (İskele, 2009). There are significant negative relationships between ethical leadership and employees’ organisational silence (Wang et al., 2015) and organisational cynicism behaviours (Güler, 2023). In other words, as the manager shows ethical leadership, employees will be able to voice their opinions and think that the decisions or practices taken in the organisation are fair.

One of the important contributions of ethical leadership in organisations is the identification of employees with their organisations. According to the Turkish Language Association’s (TLA) Dictionary of Management Sciences, identification is defined as “the assimilation or integration of an object or an individual with all the characteristics of a set” (TLA, 1981). Tolman (1943, s. 142) defined the concept of identification as “individuals’ attachment to any group of which they feel themselves to be a part”. Organisational identification is defined as “the perception of belonging to or unity with a group, including success or failure” (Ashforth & Mael, 1989, s. 34) and “the cognitive link between oneself and the characteristics of organisational identity” (Dutton et al., 1994). Organisational identification based on Social Identity Theory provides information about the existence and strength of the bond between employees and the organisation (Tompkins & Cheney, 1985).

Organisational identification occurs when individuals perceive that some aspects of their self-context overlap with the characteristics of the organisation (Kalemci-Tüzün & Çağlar, 2008). Organisational identification refers to individuals’ associating the membership of the organisation with their self cognitively and emotionally. Cognitive identification is individuals’ feeling that they are a part of the organisation and adopting the values of the organisation; affective identification is individuals’ feeling proud of their membership (Riketta, 2005). In this regard, organisational

identification can be interpreted as employees' feeling of belonging to the organisation and considering themselves as an important member of the organisation. Therefore, it is possible to say that teachers with a high level of organisational identification have a sense of belonging to the school where they work and are proud of working in that school. Teachers who identify with the school embrace the values and goals of the organisation as their own and may feel themselves as important stakeholders of the organisation. The fact that teachers answer the question "Who am I?" within the framework of a common purpose according to the characteristics of both themselves and the school shows that they represent organisational identification in a sense.

In organisations where organisational identification is achieved, it can be seen that many positive benefits emerge for the organisation and employees. For example, in an environment where organisational identification is achieved, teachers have high professional motivation (Akman, 2017). As employees' level of identification increases, their job performance (Aksoy-Kürü, 2020; Cilasun, 2016; Riketta, 2005) and organisational citizenship behaviour (Çavuşoğlu, 2022) increase and their turnover intentions decrease (Knippenberg et al., 2007). It can be seen in the related literature that the ethical leadership of the manager plays a role in the observation of these positive outcomes expected to emerge as a result of organisational identification. Positive relationships have been reported in literature between ethical leadership and organisational identification in different samples such as bank employees (Palalar-Alkan & Arıkboğa, 2017), municipality employees (Kılınç, 2017), nurses (Awad & Khalifa, 2018), blue-collar employees (Aksoy-Kürü, 2020; Çakıroğlu & Öztürk-Başpınar, 2021), and lecturers (Sökmen et al., 2015). In the field of education, Mıhçı and Uzun (2020) examined the relationship between ethical leadership, organisational justice and identification in primary schools and found that organisational justice had a mediating role between ethical leadership and organisational identification of school principals. Kaya (2020) examined the relationships between ethical leadership, organisational trust and identification in a high school sample and found that ethical leadership positively affected both variables. Besides, there are some differences in teacher views according to school type in studies on ethical leadership (Çakıroğlu, 2015; Tayyar, 2023; Toksoy, 2011). So, the present study analysed the relationship between organisational identification of teachers working in secondary schools and ethical leadership behaviours of school administrators. As mentioned above, ethical leadership and organisational identification are two important concepts in educational organisations and significant relationships have been observed between them in different samples. In this study, it is thought that addressing this relationship in the context of secondary school will contribute to the literature. The research questions are as follows:

1. Do secondary school principals' levels of ethical leadership show significant difference in terms of demographic variables?
2. Do organisational identification levels of teachers working in secondary schools show significant difference in terms of demographic variables?
3. Is there a significant relationship between secondary school principals' ethical leadership behaviours and teachers' organisational identification levels?
4. Are secondary school principals' ethical leadership behaviours a significant predictor of teachers' organisational identification?

METHOD

Population and Sample

Population of the study includes 2,297 secondary school teachers working in secondary schools in Atakum, Canik, İlkadım, Ladik and Tekkeköy districts of Samsun province in the academic year 2021/2022. The sample, which was determined by using the cluster sampling method, included 417 teachers. Cluster sampling is preferred when the elements in the research population are spread over a wide area, and the units in the population are divided into subgroups according to some of their characteristics. Some units from these groups are randomly included in the sample

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(Gürbüz & Şahin, 2018). Of the teachers who participated in the study, 38.6% (n=161) were female and 61.4% (n=256) were male. It was found that 75.3% (n=314) had bachelor's degree, 22.8% (n=95) had master's degree and 1.9% (n=8) had doctorate degree. It was also found that 6.7% (n=28) had a maximum of 5 years of length of service, 12.9% (n=54) had 6-10 years, 25.4% (n=106) had 11-15 years, 27.6% (n=115) had 16-20 years and 27.3% (n=114) had 21 years or more length of service.

Data Instruments and Process

Personal Information Form including the variables of gender, education level and length of service, "Ethical Leadership Scale" developed by Yılmaz (2005) and "Organisational Identity Scale" developed by Taşdan (2013) were used in the study. "Ethical Leadership Scale" was developed to determine the ethical leadership levels of school administrators according to teachers' views. The scale consists of communicational ethics, environmental ethics, decision-making ethics and behavioural ethics subscales. There are 44 items in the scale and it is 5-point Likert type scale. The minimum possible score for the Communicational Ethics factor is 15 while the maximum possible score is 75. The minimum possible score for the Environmental Ethics factor is 11 while the maximum possible score is 55. The minimum possible score for the Ethics in Decision Making factor is 9 and the maximum possible score is 45. The minimum possible score for the Behavioural Ethics factor is 9 while the maximum possible score is 45. Identification dimension of the Organisational Identity Scale developed by Taşdan (2013) was used to determine teachers' identification levels. There are 15 items in the scale scored in 5-point Likert type. The minimum possible score of the scale is 15 and the maximum possible score is 75.

Permission was taken from the researchers who developed the scales during the data collection process. Ethics committee and implementation permission was taken from the institutions. With the completion of the official processes, on a voluntary basis, the teachers were given the scales in person.

Data Analysis

We used the SPSS 28.0 statistical package program for data analysis of research questions and JASP 17.0.1 for confirmatory factor analyses of scales. First, the data set was analysed and no missing data was found. Then the outliers that negatively affected the normal distribution were identified and removed from the data set according to the Mahalanobis distance cut-off point. Skewness and Kurtosis values of the variables were within the range of -3 to +3. Thus, the data are close to normal distribution. For this reason, parametric hypothesis tests were used. In the analysis, independent samples t-test was used for gender and education level variables and one-way analysis of variance (ANOVA) was used for length of service variable. Pearson Product Moment Correlation Coefficient values were calculated to determine the direction and strength of the relationship between school principals' ethical leadership behaviours and teachers' organisational identification levels. The predictive relationship between the variables was determined with Multiple linear regression analysis.

In the study, while interpreting the arithmetic means of the scales, the range of 1.00-1.79 was considered as "very low", 1.80- 2.59 as "low", 2.60- 3.39 as "medium", 3.40-4.19 as "high" and 4.20-5.00 as "very high". The interpretation of the correlation coefficient is high if the absolute value obtained is between 1.00 and 0.70, medium if it is between 0.70 and 0.30, and low if it is between 0.30 and 0.00 (Gürbüz & Şahin, 2018: 262). Cohen's d coefficient was used for effect size. In the interpretation of the coefficient, small (0.2), medium (0.5) and large (0.8) values suggested by Green and Salkind (2005) were considered.

Validity and Reliability

Cronbach Alpha coefficient was calculated to assess the reliability of the scales used in the study and found as 0.970 for identification dimension, 0.977 for communicational ethics, 0.902 for

environmental ethics, 0.915 for decision-making ethics and 0.971 for behavioural ethics. According to these results, it can be said that the scales have high reliability.

Validity of the scales was examined with Confirmatory factor analysis and goodness of fit indices were analysed. According to the values obtained, good fit and acceptable fit was found except the two values. They were close to the acceptable limit. χ^2/df was found acceptable for both scales. RMSEA value was found acceptable fit for ethical leadership. In terms of CFI and TLI values, ethical leadership scale showed acceptable fit and the organisational identification scale showed good fit. When the GFI value was examined, organisational identification scale was found to show good fit. Finally, when the SRMR value was analysed, both scales were found to show good fit.

Table 1
Goodness of Fit Criteria for The Scales

	Good fit	Acceptable fit	Values found	
			Ethical Leadership	Organisational Identification
χ^2/df^1	$0 \leq \chi^2/df \leq 3$	$2 \leq \chi^2/df \leq 5$	3.21	4.43
RMSEA ²	$0 < RMSEA \leq 0.05$	$0.05 < RMSEA \leq 0.08$	0.07	0.09
CFI ³	$0.95 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 0.95$	0.913	0.962
TLI ³	$0.95 \leq TLI \leq 1.00$	$0.90 \leq TLI \leq 0.95$	0.908	0.951
GFI ²	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$	0.841	0.971
SRMR ²	$0 < SRMR \leq 0.05$	$0.05 < SRMR \leq 0.10$	0.03	0.04

Source: 1Kline (2005), 2Schermelleh, Moosbrugger and Müller (2003), 3Bentler and Bonnet (1980)

Research Ethics

All the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were complied with in the whole process from planning, implementation, data collection to data analysis of this research. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out. In the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

Research ethics committee approval information

Name of the ethics committee: Ethics Committee of Ondokuz Mayıs University Social and Humanities Sciences Research Ethics Committee

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RESULTS

Descriptive statistics related to school principals' ethical leadership and teachers' organizational identification levels are exhibited in Table 2.

Table 2*Descriptive Statistics of the Scales*

Scales	N	\bar{X}	SD	Skewness	Kurtosis
Organisational identification	417	3.75	0.95	-0.772	0.313
Communicational ethics	417	3.63	0.99	-0.735	0.078
Environmental ethics	417	3.70	1.06	-0.317	2.325
Ethics in decision making	417	3.82	1.02	-0.861	0.619
Behavioural ethics	417	3.73	1.04	-0.849	0.173

As seen in Table 2, teachers' perceptions are high in communicational ($\bar{X} = 3.63$), environmental ($\bar{X} = 3.70$), behavioural ethics ($\bar{X} = 3.73$) and ethics in decision-making ($\bar{X} = 3.82$). Similar to these values, teachers' mean scores of organisational identification are also high ($\bar{X} = 3.75$).

The difference between secondary school principals' ethical leadership behaviours and teachers' identification levels according to gender variable was analysed with Independent samples t-test. Table 3 indicates the results.

Table 3*Comparison of Perceived Ethical Leadership Behaviours and Teachers' Organizational Identification in Terms of Gender*

Scales	Gender	N	\bar{X}	SD	t	p
Organisational identification	Male	161	3.64	1.05	-1.791	0.074
	Female	256	3.81	0.89		
Communicational ethics	Male	161	3.51	1.08	-1.959	0.051
	Female	256	3.70	0.93		
Environmental ethics	Male	161	3.59	1.11	-1.694	0.091
	Female	256	3.77	1.03		
Ethics in decision making	Male	161	3.69	1.08	-2.133	0.034*
	Female	256	3.91	0.98		
Behavioural ethics	Male	161	3.62	1.10	-1.731	0.084
	Female	256	3.80	0,99		

A statistically significant difference was obtained only in the dimension of ethics in decision making in terms of gender [$t(415) = .034, p < .05$]. Female teachers' perceptions of the decision-making subscale of ethical leadership in secondary school principals ($\bar{X} = 3.91$) were significantly higher than male teachers ($\bar{X} = 3.69$). Cohen's d coefficient calculated for effect size was 0.21, which is small. The mean scores of male and female teachers in communicational [$t(415) = .034, p > .05$], environmental [$t(415) = .091, p > .05$] and behavioural [$t(415) = .084, p > .05$] subscales of ethical leadership were not significantly different. There was also no significant difference between teachers' perceptions of organisational identification in terms of gender [$t(415) = .074, p > .05$].

The differences in school principals' ethical leadership levels perceived by teachers and teachers' perceptions of organisational identification in terms of education level was analyzed with independent sample t-test (Table 4).

Table 4

Analysis Results of The Perceptions of Teachers About Ethical Leadership Behaviours and Organisational Identification in Terms of Education Level Variable

Scales	Level of Education	N	\bar{X}	SD	t	p
Organisational identification	Bachelor's degree	314	3.75	0.94	0.229	0.819
	Master degree	103	3.73	1.01		
Communicational ethics	Bachelor's degree	314	3.64	0.99	0.529	0.597
	Master degree	103	3.58	1.01		
Environmental ethics	Bachelor's degree	314	3.69	1.08	-0.308	0.758
	Master degree	103	3.73	1.03		
Ethics in decision making	Bachelor's degree	314	3.84	0.99	0.413	0.680
	Master degree	103	3.79	1.12		
Behavioural ethics	Bachelor's degree	314	3.75	1.02	0.714	0.476
	Master degree	103	3.67	1.10		

Table 4 shows no statistically significant difference between teachers with bachelor's degree and teachers with master degree level in environmental ethics [$t(415) = .758, p > .05$], communicational ethics [$t(415) = .597, p > .05$], ethics in decision making [$t(415) = .680, p > .05$] and behavioural ethics [$t(415) = .476, p > .05$] subscales of ethical leadership scale and teachers' perceptions of organisational identification [$t(415) = .819, p > .05$].

Secondary school principals' ethical leadership behaviours and teachers' organisational identification levels in terms of length of service was compared with ANOVA. Levene's test results for homogeneity, which is one of the assumptions of ANOVA, showed that the variances were homogeneous in all scales ($p > 0.05$). The table below shows ANOVA results.

Table 5

Analysis Results of Teachers' Perceptions of Secondary School Principals' Ethical Leadership Behaviours in Terms of Length of Service

Scales	Source of variance	KT	SD	KO	F	p
Organisational identification	Between group	6.106	3	2.035	2.253	0.082
	Within group	373.126	413	.903		
Communicational ethics	Between group	3.408	3	1.136	1.149	0.329
	Within group	408.375	413	0.989		
Environmental ethics	Between group	6.471	3	2.157	1.919	0.126
	Within group	464.165	413	1.124		
Ethics in decision making	Between group	5.132	3	1.711	1.642	0.179
	Within group	430.263	413	1.042		
Behavioural ethics	Between group	7.707	3	2.569	2.408	0.067
	Within group	440.584	413	1.067		

Table 5 shows that the mean scores of teachers in the communicational ethics [$F_{(3-417)} = 1.149, p > .05$], environmental ethics [$F_{(3-417)} = 1.919, p > .05$], ethics in decision making [$F_{(3-417)} = 1.642, p > .05$] and behavioural ethics [$F_{(3-417)} = 2.408, p > .05$] scales regarding the ethical leadership of secondary school principals did not show statistically significant difference in terms of the variable of length of service. Similar to this result, the mean scores of teachers from organisational identification scale were not significantly different in terms of length of service [$F_{(3-417)} = 2.253, p > .05$].

Table 6 indicate that the results of Pearson correlation coefficient values for the correlation between school principals' ethical leadership and teachers' organisational identification.

Table 6*The Correlation Between Ethical Leadership and Organisational Identification*

Variables	Organisational identification	Communicational ethics	Environmental ethics	Ethics in decision making	Behavioural ethics
Organisational identification	1	0.76**	0.71**	0.74**	0.76**
Communicational ethics		1	0.89**	0.87**	0.91**
Environmental ethics			1	0.84**	0.86**
Ethics in decision making				1	0.91**
Behavioural ethics					1

$p^{**} < .01$

Table 6 shows a positive, strong and statistically significant correlation between organisational identification and communicational ethics ($r = 0.76$), environmental ethics ($r = 0.71$), ethics in decision making ($r = 0.74$) and behavioural ethics ($r = 0.76$).

Finally, the study examined how teachers' perceptions of secondary school principals' ethical leadership behaviours predicted teachers' organisational identification levels. Table 7 shows the results of the multiple linear regression analysis conducted for this purpose.

Table 7*Prediction Levels of Secondary School Principals' Ethical Leadership Behaviours on Teachers' Organisational Identification*

Independent variables	B	SE	β	t	p	Tolerance	VIF
Fixed	.905	.116		7.813	.000		
Communicational ethics	.343	.081	.357	4.256	.000	.133	7.516
Environmental ethics	.028	.063	.032	.453	.651	.192	5.206
Ethics in decision making	.214	.071	.229	3.021	.003	.163	6.153
Behavioural ethics	.180	.082	.196	2.197	.029	.118	8.503

$F_{(4-412)} = 163.489, p < .05, R = 0.783, R^2 = 0.613$

Communicational, environmental, decision-making and behavioural ethical leader variables of ethical leadership showed a significant correlation with organisational identification ($F_{(4-412)} = 163.489, p < .05$). The four subscales explain 61% of the change in teachers' perceptions of organisational identification. The order of significance of predictor variables on teachers' organisational identification are as communicational ethics ($\beta = .357$), ethics in decision making ($\beta = .229$), behavioural ethics ($\beta = .196$) and environmental ethics ($\beta = .032$). According to the results of the analyses, except for environmental ethics, the other three variables (communicational, decision making, behavioural) were found to be positive and significant predictors of teachers' perceptions of organisational identification ($p < .01$). According to regression analysis results, the regression equation for the prediction of teachers' organisational identification is as follows: Organisational identification = (0.343 x communicational ethics) + (0.214 x ethics in decision making) + (0.180 x behavioural ethics) + (0.028 x environmental ethics) + 0.905.

İsmail KÖKDEN, Ayşe KAZANCI TINMAZ

Ortaokul müdürlerinin etik liderlik davranışları ile öğretmenlerin örgütsel özdeşleşme düzeyleri arasındaki ilişkinin analizi

DISCUSSION and CONCLUSION

The results show that secondary school principals exhibited high level of ethical leadership behaviours according to teachers' perceptions. In other words, teachers think that school principals show high level of ethical leadership behaviours in communicational, environmental, behavioural ethics and decision-making. This finding is parallel to results found in some studies in the field of education (Arar & Saiti, 2022; Çakıroğlu, 2015; Gülcan et al., 2012; Güler, 2023; Kaya, 2020; Mıhçı, 2019; Tayyar, 2023). Unlike these studies, Yüksel (2021) found that the ethical leadership behaviours of preschool administrators were at a medium level according to the teachers. In this study, it was found that teachers' perceptions of organisational identification levels were also at a high level. This result is consistent with the findings of previously conducted studies (Akman, 2017; Chughtai & Buckley, 2009; Çavuşoğlu, 2022; Hatipoğlu, 2022; İmamoğlu et al., 2021; Kaya, 2020; Mıhçı, 2019). Thus, it can be said that teachers are integrated with the school they work in, that they want their schools to be in a good position in the society, and that being in a critical or negative comment or position would annoy them.

A statistically significant difference was found in favour of female teachers only in the ethics in decision making dimension. However, according to the effect size, the practical significance of this result is low. However, female teachers think that school principals show more ethical leadership characteristics in decision making. The reason for this may be that their opinions are taken into consideration and their expectations are met in the decision-making processes in school management. In this respect, it can be said that male teachers expect school principals to show more ethical leadership characteristics in decision-making processes. In communicational, environmental and behavioural ethics dimensions, no significant difference was found between the views of male and female teachers. In other words, male and female teachers have similar views about the ethical leadership behaviours. There are studies which concluded that teachers' perceptions in all dimensions of ethical leadership behaviour do not differ in terms of gender (Akın et al., 2023; Çakıroğlu, 2015; Güler, 2023; Gülcan, 2012; İskele, 2009; Mıhçı, 2019; Tayyar, 2023). Another result is that the organisational identification of teachers did not differ in terms of gender. This result was parallel with the research results by Atmaca (2021), Çavuşoğlu (2022), Mıhçı (2019), Okalaner-Eken (2023). Thus, it can be said that gender is not a determinant variable in organisational identification perceptions of teachers.

In the study, the views of teachers with bachelor's degree and teachers with master degree were compared in terms of education level. Teachers' views on the ethical leadership behaviours they perceived in secondary school principals did not differ in terms of education level. In other words, whether teachers had bachelor's degree or master degrees did not change their perceptions of ethical leadership behaviours towards school principals. It can be said that this finding is supported by the results of previous research (Akın et al., 2023; Çavuşoğlu, 2022; Güler, 2023; İskele, 2009; Mıhçı, 2019). Identification levels of teachers were also analysed in terms of education level and again no significant difference was found, similar to existing studies in the literature (Hatipoğlu, 2022; Mıhçı, 2019; Okalaner-Eker, 2023).

According to the results of the comparison made according to the variable of length of service, the ethical leadership behaviours perceived by teachers in secondary school principals did not show a significant difference, similar to the results of Çakıroğlu (2015), Güler (2023), Mıhçı (2019). Unlike these results, Yüksel (2021), who studied the opinions of pre-school teachers, found that the perceptions of teachers with a 10 year or more service were significantly higher in all dimensions than those with a 1-10 year long service, and Toksoy (2011), who studied the views of teachers working in primary schools, also found that the perceptions of teachers with higher years of service were higher than those at the beginning of the profession in various dimensions of ethical leadership. Tayyar (2023), who conducted a study with secondary and high school teachers, also found significant differences in four subscales and found that teachers with 11-15 years of experience had higher perceptions of ethical leadership towards school principals than teachers with less than 10 years of experience and teachers with 21 years of experience had higher

perceptions of ethical leadership towards school principals than teachers with 6-10 years of service. Unlike all these results, Gülcan et al. (2012) found a significant difference in favour of teachers with 1-10 years of service in the subscale of ethics in decision-making and in favour of teachers with 11-20 years of service in the subscale of behavioural ethics. The fact that different results were found in the literature in terms of length of service confirms that teachers' perceptions of ethical leadership are affected by various factors other than length of service. In addition, it can be said that factors such as the region where the research was conducted and teachers' expectations may also be effective. It was also found that the organisational identification levels of teachers working in secondary schools did not differ in terms of length of service. In the studies conducted by Atmaca (2021), Çavuşoğlu (2022) and Terzi et al. (2017), it was reported that length of service did not lead to a difference in organisational identification. Contrary to these results, there are also studies which found that organisational identification levels of teachers were different in terms of length of service. Okalaner-Eker (2023) found a significant difference between teachers with 6-10 years of service and those with 21 years and above, while Hatipoğlu (2022) found that teachers with 16-20 years of service had higher levels of organisational identification than teachers with 21 years and above, 0-5 years and 11-15 years of service.

A positive, strong and statistically significant correlation was found between the subscales of ethical leadership behaviours perceived by teachers for secondary school principals and organisational identification levels of teachers. In other words, as secondary school principals demonstrated ethical leadership behaviours, organisational identification levels of teachers increased. This conclusion reached in the literature is supported by studies conducted with teachers (Kaya, 2020; Mihci, 2019), academics (Topçuoğlu & Kaygın, 2023) as well as blue-collar employees (Aksoy-Kürü, 2020), company employees (Walumbwa et al. 2011), municipality employees (Kılınç, 2017) in different public or private sectors. Thus, it can be said that ethical leadership behaviours of leaders not only in educational institutions but also in different types of organisations strengthen employees' bonds with the organisation and increase their level of identification.

Finally, except for the environmental ethics subscale of ethical leadership, the other three subscales (communicational, decision-making, behavioural) predicted organisational identification of teachers at a significant level. Teachers' perceptions of ethical leadership explained 61% of the change in their perceptions of organisational identification. This result shows the importance of ethical leadership in organisational identification and is supported by the results in the field of education (Kaya, 2020; Mihci & Uzun, 2020). In addition, similar results were also found in different samples. In the study conducted with academics, it was determined that a one-unit increase in ethical leadership caused an increase of 0.370 on identification (Topçuoğlu & Kaygın, 2023). This rate was 44% in municipality employees (Kılınç, 2017), 61% in employees working in deposit banks (Palalar-Alkan & Arıkboğa, 2017), 11% in a study conducted with public employees (Çakıroğlu & Öztürk-Başpınar, 2021) and 95.8% in hotel employees (Karagöz, 2024). These results show that as managers demonstrate ethical leadership behaviour, organisational identification levels of employees will increase in different sectors, including education. Therefore, in line with all the results, it can be said that it is important that ethical leadership behaviour should be exhibited at a high level by administrators in the schools.

According to obtained results, these can be suggested: Despite the high level of ethical leadership behaviours of school principals, when the subscales of leadership behaviours perceived by male and female teachers are examined, it can be seen that the lowest average is in the communicational ethics dimension. In addition, since the most important predictor variable in identification is communicational ethics, activities can be organised for the development of ethical and effective communication skills of school principals. In this respect, it is important to provide training to school principals before and during their tenure. For the researchers, it can be

suggested to test the model tests by including the factors affecting the relationship between the two concepts.

Limitations of the Study

The research is limited to the opinions of teachers working in public secondary schools. Comparisons in the research are limited to demographic variables such as gender, seniority, and education level.

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Statement of Contribution Rate

The first author of the study contributed to the research planning, literature review, data collection, and discussion. The second author of the study contributed to research planning, literature review, data analysis, and writing of all subsections of the article.

Declaration of Conflict of Interest

As authors of the study, we declare that we have no conflicts of interest.

Statement of Publication Ethics

All the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were complied with in the whole process from planning, implementation, data collection to data analysis of this research. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out.

In the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞLETİLMİŞ ÖZ

Giriş

Evrensel bir olgu olan etiğin örgütsel düzeyde önem kazanması, dünyaca ünlü örgütlerde yaşanan bazı skandalların ardından gözlenmiştir (Morais & Moura, 2018). Bu kapsamda yaşanan kurumsal sorunlar örgütlere duyulan güvene ve onların itibarına zarar verdiği için yönetimde etik daha sık tartışılmaya başlanmış ve etik bir liderin hangi özelliklere sahip olması gerektiği, bu özelliklerin örgüte sağlayacağı faydalar sıklıkla araştırılmıştır. Eğitim örgütlerinde de benzer şekilde etik tartışılmakta fakat okulun varlık sebebi ve eğitimin amaçları bakımından tartışmanın anlamı değişmektedir. Örneğin okulu, topluma benzeten Sergiovanni'ye (1992) göre okul yöneticisinin okulda paylaşılan değerlere dayalı bir toplum inşa etmesi gerekir. Ona göre okulun temel görevlerinden birisi öğrencileri erdemli bireyler olarak yetiştirmektir. Diğer taraftan okul yöneticisi ve paydaşları arasında güç hiyerarşisi olduğu için paydaşlar arası ilişkilerde etik bir boyutun olması gerekmektedir.

Liderin etik liderlik özelliklerine sahip olması onu izleyenlerin birtakım olumlu örgütsel davranış geliştirmeleri ile sonuçlanır. Aldığı kararlarda etik ilke ve değerlere bağlı kalan, doğru karar veren lider, grup üyelerinin güvenini kazanır ve onları bu şekilde etkiler, grup üyeleri arasında dürüstlük, sadakat, doğruluk gibi erdemlerin gelişmesini sağlar (Turhan, 2007). Farklı alanlarda yapılan araştırmalar etik liderliğin; çalışan performansını (Liman vd., 2019), örgütsel bağlılığı (Aslan, 2021) ve örgütsel vatandaşlık davranışını artırdığını (Çakıroğlu, 2015), okulda yaratıcı bir iklim oluşturduğunu (İskele, 2009) göstermektedir. Etik liderliğin örgütlerde sağladığı önemli katkılardan birisi de çalışanların örgütleriyle özdeşleşmeleridir. Örgütsel özdeşleşme; "başarı veya başarısızlık durumlarını da içeren, bir gruba ait olma ya da birlik olma algısı" biçiminde tanımlanır (Ashforth & Mael, 1989: 34).

Örgütsel özdeşleşmenin gerçekleştiği örgütlerde, örgüt ve çalışanlar için pek çok olumlu kazanımlar ortaya çıktığı görülmektedir. Örgütsel özdeşleşmenin sağlandığı bir ortamda, öğretmenlerin iş motivasyonu yüksektir (Akman, 2017). Çalışanların özdeşleşme düzeyi yükseldikçe iş performansları (Aksoy-Kürü, 2020; Cilasun, 2016; Riketta, 2005) ve örgütsel vatandaşlık davranışı (Çavuşoğlu, 2022) yükselmekte, işten ayrılma niyetleri düşmektedir (Knippenberg ve diğ., 2007). Örgütsel özdeşleşme sonucunda ortaya çıkması beklenen bu olumlu çıktılarının gözlemlenebilmesinde yöneticinin etik liderliğinin rolü olduğu ilgili alanyazında görülmektedir. Banka çalışanları (Palalar-Alkan & Arıkboğa, 2017), belediye çalışanları (Kılınç, 2017), hemşireler (Awad and Khalifa, 2018), mavi yakalı işgörenler (Aksoy-Kürü, 2020; Çakıroğlu ve Öztürk-Başpınar, 2021), öğretim elemanları (Sökmen vd., 2015) gibi farklı örneklerde, etik liderlik ile örgütsel özdeşleşme arasında pozitif yönlü ilişkiler olduğunu ortaya koyan çalışmalar bulunmaktadır. Eğitim alanında ise Mihçı ve Uzun (2020), ilkokullarda etik liderlik ile örgütsel adalet ve özdeşleşme ilişkisini incelemiş ve örgütsel adaletin okul müdürünün etik liderliği ile örgütsel özdeşleşme arasında aracı rolü olduğunu belirlemiştir. Kaya (2020) lise örneğinde yaptığı çalışmada etik liderlik, örgütsel güven ve özdeşleşme arasındaki ilişkileri incelemiş ve etik liderliğin her iki değişkeni pozitif yönde etkilediğini tespit etmiştir. Bu çalışmada ise ortaokullarda görev yapan öğretmenlerin örgütsel özdeşleşmeleri ile okul yöneticilerinin etik liderlik davranışları arasındaki ilişkinin incelenmesi amaçlanmıştır. Yukarıda değinildiği üzere etik liderlik ve örgütsel özdeşleşme eğitim örgütlerinde önemli iki kavramdır ve farklı örneklerde aralarında anlamlı ilişkiler olduğu görülmüştür. Bu çalışmada da ortaokul bağlamında bu ilişkinin ele alınmasının literatüre katkı sağlayacağı düşünülmektedir.

Yöntem

Bu çalışma nicel bir araştırmadır ve ilişki araştırma modeli kullanılmıştır. Araştırmanın evreninde 2021/2022 eğitim öğretim yılında Samsun ilinin; Atakum, Canik, İlkadım, Ladik ve Tekkeköy İlçelerindeki ortaokullarda görev yapan 2.297 ortaokul öğretmeni bulunmaktadır. Evrenden, küme örneklem yöntemi kullanılarak belirlenen örnekte ise 417 öğretmen yer

almaktadır. Araştırmada cinsiyet, öğrenim durumu, kıdem değişkenlerinin yer aldığı Kişisel Bilgi Formu, Yılmaz (2005) tarafından geliştirilen "Etik Liderlik Ölçeği" ve Taşdan (2013) tarafından geliştirilen "Örgütsel Kimlik Ölçeği" (2013) kullanılmıştır. Araştırmada kullanılan ölçeklerin güvenilirliğini değerlendirmek için Cronbach Alpha katsayısı hesaplanmış ve tüm boyutlarda değerlerin 0.9 üzerinde olduğu görülmüştür. Kullanılan ölçeklerin geçerlikleri için doğrulayıcı faktör analizi yapılmış ve uyum iyiliği indisleri incelenmiştir. Ulaşılan değerlere göre bazı değerlerde iyi uyum, bazılarında ise kabul edilebilir uyum ortaya çıkmıştır. Veri analizi için JASP 17.0.1 ile SPSS 28.0 istatistik paket programı kullanılmıştır. Ön analiz işlemlerinin ardından araştırma sorularının cevaplanmasında parametrik hipotez testleri kullanılmıştır.

Bulgular

Cinsiyet değişkenine göre sadece karar vermede etik boyutunda anlamlı bir farklılık ortaya çıkmıştır [$t(415) = .034, p < .05$]. Kadın öğretmenlerin ortaokul müdürlerinde algıladıkları etik liderliğin karar verme boyutuna ilişkin algıları ($\bar{X} = 3,91$), erkek öğretmenlere göre anlamlı biçimde daha yüksektir ($\bar{X} = 3,69$). Etki büyüklüğü için hesaplanan Cohen d katsayısı ise 0.21 olup küçüktür. Öğretmenlerin örgütsel özdeşleşmelerine ilişkin algıları arasında da cinsiyete göre anlamlı farklılık görülmemiştir [$t(415) = .074, p > .05$]. Öğrenim durumu değişkenine göre ulaşılan bulgularda lisans ve lisansüstü eğitime sahip öğretmenlerin etik liderlik ölçeğinin iklimsel [$t(415) = .758, p > .05$], iletişimsel [$t(415) = .597, p > .05$], karar vermede etik [$t(415) = .680, p > .05$] ve davranışsal etik [$t(415) = .476, p > .05$] olarak bütün boyutlarında ve öğretmenlerin örgütsel özdeşleşme [$t(415) = .819, p > .05$] algılarında istatistiksel olarak anlamlı bir farklılık tespit edilmemiştir. Ortaokul müdürlerinin etik liderliğin iletişimsel [$F_{(3-417)} = 1.149, p > .05$], iklimsel [$F_{(3-417)} = 1.919, p > .05$], karar vermede etik [$F_{(3-417)} = 1.642, p > .05$] ve davranışsal etik [$F_{(3-417)} = 2.408, p > .05$] boyutlarına ilişkin ortaokullarda görev yapan öğretmenlerin puan ortalamalarının kıdem değişkenine göre istatistiksel olarak anlamlı bir farklılık göstermediği tespit edilmiştir. Bu sonuca benzer biçimde öğretmenlerin örgütsel özdeşleşme ölçeğinden elde ettikleri puan ortalamalarının da kıdemlerine göre anlamlı bir farklılık göstermediği belirlenmiştir [$F_{(3-417)} = 2.253, p > .05$].

Örgütsel özdeşleşmenin; iletişimsel etik ($r = .76$), iklimsel etik ($r = .71$), karar vermede etik ($r = .74$) ve davranışsal etik ($r = .76$) ile arasında pozitif yönde, güçlü ve istatistiksel olarak anlamlı bir ilişki vardır. Çoklu Doğrusal Regresyon Analizi sonuçlarına göre etik liderliğin iletişimsel, iklimsel, karar verme ve davranışsal etik değişkenleri birlikte, örgütsel özdeşleşme ile anlamlı bir ilişki sergilemişlerdir ($F_{(4-412)} = 163.489, p < .05$). Dört alt boyut, öğretmenlerin örgütsel özdeşleşmeye yönelik algılarındaki değişimin %61'ini açıklamaktadır. Standartlaştırılmış regresyon katsayılarına göre, yordayıcı değişkenlerin, öğretmenlerin örgütsel özdeşleşme üzerindeki önem sırası; iletişimsel etik ($\beta = .343$), karar vermede etik ($\beta = .214$), davranışsal etik ($\beta = .180$) ve iklimsel etik ($\beta = .028$) biçimindedir. Analiz sonuçlarına göre yordayıcı değişkenlerden iklim dışında diğer üç değişkenin (iletişim, karar verme, davranış) öğretmenlerin örgütsel özdeşleşme algıları üzerinde pozitif yönde ve anlamlı birer yordayıcı olduğu görülmüştür.

Tartışma ve Sonuç

Çalışmada cinsiyet değişkenine göre yapılan karşılaştırmada etik liderliğin sadece karar vermede etik boyutunda kadın öğretmenler açısından anlamlı bir farklılık elde edilirken öğretmenlerin örgütsel özdeşleşme düzeyleri cinsiyete göre anlamlı farklılık göstermemiştir. Buna göre cinsiyetin, öğretmenlerin özdeşleşme ve etik liderlik algılarında belirleyici bir değişken olmadığı söylenebilir. Benzer sonuç öğrenim durumu ve kıdem değişkenine göre yapılan karşılaştırmada da elde edilmiştir. Öğretmenlerin lisans veya lisansüstü mezunu olmaları ile mesleki hayatlarında geçirdikleri süre okul müdürlerine yönelik etik liderlik algılarını ve özdeşleşme algılarını değiştirmemektedir. Bu sonuçlara göre öğretmenlerin etik liderlik algısı ile özdeşleşme algısının bu değişkenler dışında çeşitli faktörler tarafından etkilendiği söylenebilir. Araştırmanın bir diğer sonucu, öğretmenlerin ortaokul müdürleri için algıladıkları etik liderlik davranışları ile öğretmenlerin örgütsel özdeşleşme düzeyleri arasında pozitif yönde, güçlü ve istatistiksel olarak

İsmail KÖKDEN, Ayşe KAZANCI TINMAZ

Ortaokul müdürlerinin etik liderlik davranışları ile öğretmenlerin örgütsel özdeşleşme düzeyleri arasındaki ilişkinin analizi

anlamli bir iliŖi olduđunu gstermiŖtir. BaŖka bir ifadeyle ortaokul mdrleri etik liderlik davranıŖları gsterdike ğretmenlerin rgtsel zdeŖleŖme dzeyleri artmaktadır. Literatrde ulaŖılan bu sonu; ğretmenlerle (Kaya, 2020; Mıhçı, 2019), akademisyenlerle (Topuođlu & Kaygın, 2023) yapılan alıŖmalar tarafından desteklendiđi gibi mavi yakalı iŖgrenler (Aksoy-Kr, 2020) Ŗirket alıŖanları (Walumbwa vd., 2011) gibi farklı sektrlerde yapılan alıŖmalar tarafından da desteklenmektedir. AraŖtırmada son olarak, iletiŖimsel, davranıŖsal ve karar vermede etiđin ğretmenlerin rgtsel zdeŖleŖmelerini anlamli dzeyde yordadıđı belirlenmiŖtir. ğretmenlerin etik liderlik algıları, rgtsel zdeŖleŖmeye ynelik algılarındaki deđiŖimin %61'ini aıklamaktadır. Bu sonu, rgtsel zdeŖleŖmede etik liderliđin nemini gstermekte olup eđitim alanında yapılan araŖtırma sonuları ile desteklenmektedir (Kaya, 2020; Mıhçı ve Uzun, 2020). Bunun yanında farklı rneklemlerde de benzer sonular elde edilmiŖtir. Belediye alıŖanlarında bu oran %44 (Kılın, 2017), mevduat bankalarında alıŖanlarda %61 (Palalar-Alkan & Arıkbođa, 2017), kamu personelleri ile yapılan alıŖmada %11 (akırođlu & ztrk-BaŖpınar, 2021) ve otel alıŖanlarında ise %95,8'tir (Karagz, 2024). Akademisyenler ile yapılan alıŖmada etik liderlikteki bir birimlik ykselmenin zdeŖleŖme zerinde 0,370'lik bir artıŖa sebep olduđu tespit edilmiŖtir (Topuođlu & Kaygın, 2023). Bu sonular yneticilerin etik liderlik davranıŖı gsterdike alıŖanların rgtsel zdeŖleŖme dzeylerinin eđitim de dahil olmak zere farklı sektrlerde ykseleceđini gstermektedir. Dolayısıyla tm sonular dođrultusunda etik liderlik davranıŖının okul yneticileri tarafından st dzeyde sergilenmesi gerektiđinin nemli olduđu sylenebilmektedir.