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EFFECTS OF SCHOOL MANAGERS' ETHICAL LEADERSHIP STYLES TO TEACHER'S ORGANIZATIONAL COMMITMENT BEHAVIORS SUMMARY

EFECTOS DE LOS ESTILOS DE LIDERAZGO ÉTICOS DE LOS ADMINISTRADORES ESCOLARES PARA EL COMPORTAMIENTO ORGANIZACIONAL DE LOS PROFESORES RESUMEN DE COMPORTAMIENTO

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Abstract

The aim of this study was to determine the relationship between the ethical leadership behaviors of the middle school administrators and the organizational commitment of teachers within North Cyprus Turkish Republic. In addition, the relationship between ethical leadership and the sub-dimensions of organizational leadership has been tried to be determined. It was determined by the research whether teachers' perceptions of ethical leadership, organizational commitment and sub-dimensions of both differed by the demographic characteristics of teachers. Within the scope of the study, the ethical leadership perception of the school administrators and the organizational commitment of the teachers were measured by two questionnaires. The scales was applied to 131 teachers working in secondary schools within the North Cyprus Turkish Republic. The collected data were subjected to statistical tests with SPSS 23.0 package program. The results of the tests are displayed with tables. As a result, a significant relationship was found between organizational commitment and ethical leadership and some of its sub-dimensions.

Keywords

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Effects of school managers' ethical leadership styles to teacher's organizational commitment behaviors summary pág. 226

Introduction

In the modern world, only the military and economic data are not sufficient to demonstrate the level of development of a country. One of the main issues that make the workforce efficient is the training given to the labor force. Because a country's development process is entirely on the shoulders of this labor force. For this reason, this labor force should be able to get the best possible training.

In order not to be overwhelmed by this heavy responsibility given to the educators, they should be able to provide a comfortable working environment, to help them to improve themselves and to eliminate their problems related to their livelihoods. In this way, educators can focus only on the education of the younger generation which is their sole responsibility.

In order for the educators to continue this focus without interruption, they must be loyal to their organization. Teachers who do not adopt the aims of the organization will soon lose their focus. In order to keep the organizational commitment of the educators at the highest level, school administrators need to show certain leadership behaviors. There isn't any meaningful research in North Cyprus Turkish Republic which measures the level of effect ethical leadership behaviors on teachers' organizational commitment.

The aim of this study is to determine the level of ethical leadership of teachers, school principals, and teachers' organizational commitment behaviors. Sub-problems related to research are as follows:

1.- Which ethical leadership behaviors in school administrators stand out according to teachers?
2.- Do teachers' perceptions of ethical leadership behaviors in school administrators differ according to age, seniority, gender and education level?
3.- Which organizational commitment behaviors of teachers stand out?
4.- Are the teachers' organizational commitment behavior differentiated according to the age, seniority, gender and education level of the teacher?
5.- What is the level of ethical leadership in school administrators according to teachers?
6.- What are the organizational commitment behaviors of teachers towards their institutions?
7.- Is there a relationship between the ethical leadership behaviors of the school administrators and the teachers' organizational commitment behaviors?
8.- What is the relationship between sub-dimensions of school managers' ethical leadership, demographic characteristics of teachers and teachers' conformity sub-dimension of organizational commitment behaviors?
9.- What is the relationship between sub-dimensions of school managers' ethical leadership, demographic characteristics of teachers and teachers' internalization sub-dimension of organizational commitment behaviors?
10.- What is the relationship between sub-dimensions of school managers' ethical leadership, demographic characteristics of teachers and teachers' identification sub-dimension of organizational commitment behaviors?

Ethical Leadership

In order to make a definition of ethical leadership; ethical leader: Kind of leadership whose adopters demonstrate moral and ethical behaviors in their relations with themselves

and with people. Also they are trying to encourage these subordinates through bi-directional communication, decision-making and support.[1] These leaders, as in the definition, firstly internalized the ethical leadership and also showing these behaviors in every action they made[2]. They also show these ethical behaviors in their relations with other people. By providing bi-directional communication with their subordinates; supporting them to exhibit behaviors to behave ethically. During the decision-making process, they decide to promote ethical behavior by taking into account the ethical dimension of the decision[3].

Ethical leaders' skills are examined in four dimensions: behavioral ethics, climatic ethics, communicative ethics, ethics in decision making[4].

Behavioral Ethics: Describes the act of equal treatment of all leaders in the organization and fair and honest behavior of the leaders. Apart from these behaviors, behaviors expected from an ethical leader are respect for others' opinions, sense of responsibility, commitment to the profession, understanding and belief[5].

Climatic Ethics: In order to create an effective organizational climate; the dissemination of ideas through a love-based approach, support of employees, the culture and vision of the organization in every possible way are foundation to establish creative workplace.[6] Climatic ethics has an impact on the psychological power of the people, the relationship between the behavior of the ethical leader and the organizational commitment of the individual[7].

Communicative Ethics: It is about establishing a bidirectional flow of information between the leader and his / her subordinates and thus ensuring job satisfaction. It is expected that honest, straightforward and open communication channels are increased the trust of subordinates to their leaders[8].

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Ethics in Decision Making: It is necessary to have knowledge about the subject to be decided to make a decision. The decision must be directed towards the benefit of society rather than personal interest. It is also necessary to ask the opinion of those who will be affected by the decision before making the decision. These are the elements required for the right decision.

There are other concepts in which a leader should consider the truth in truth. Leaders should take into account the universal ethical values of the decision at the time of decision making[9]. Even if these leaders face difficulties in their first decision moments, they will be able to secure their mutual communication by taking their approvals in the long run[10].

Organizational Commitment

Organizational commitment is a concept that is encountered in many places because of its connection with many subjects in literature. If it is necessary to made definition; it is an active commitment to the values and targets of the affiliated organization as if it is their own targets and values rather than a mere commitment[11].

O'Reilly and Chatman examine organizational commitment as a psychological commitment to an organization[12]. It is the identification of the person with the organization that creates the loyalty between the organization and the person. Commitment to this organization appears in three dimensions. These are harmony, identification and internalization[13].

Conformity: Through the behaviors and working, individuals are reached awards from the organization. The relationship between the person and the organization is weak. If the organization gives sufficient awards to the behaviors and working of the person, the relationship will continue[14].

Identification: The person establishes a satisfying relationship with the organization and other people within the organization and becomes proud of this relationship. In this way, a bond exists between the organization and the person.

Internalization: The values of the individual and the values of the organization became fully compatible. One feels completely as part of the organization.

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There is an interest relationship between the individual and the organization on conformity sub dimension. In the identification and internalization, a complete harmony between the person and the organization is mentioned.

Method

The model used in the research is the relational screening model[15]. The relational screening model is a research model for determining the existence and degree of the relationship between two or more variables. Dependent and independent variables were used in the relational research model[16].

In this research, the relationship between ethical leadership behaviors of school administrators, teachers' organizational commitment levels and the sub dimensions of both concepts were investigated. Two scales were used during this research. Ethical leadership scale has been tried to determine the ethical leadership levels of school administrators through the eyes of teachers. Ethical leadership is the sub-dimensions of ethics, decision-making ethics, climate ethics, behavioral ethics and communicative ethics are the dependent variables of ethical leadership. With Organizational commitment scale, teachers' organizational commitment levels were tried to be determined. Internalization, conformity and identification, which are the sub-dimensions of organizational commitment, constitute dependent variables of organizational commitment. Demographic information was also taken from the person to whom the scales were applied.

Working Group

The universe of the study is formed by the TRNC. The sample group consisted of 931 teachers from secondary schools at the secondary education department of the TRNC Ministry of National Education.

Sample size determination formula was used to determine sample size. After applying the formula, the required sample size was determined as 129 teachers. In order to reach the number of samples obtained, the number of people applied to the scale was increased by 10%. In order to determine the number of samples in the study, the sampling was calculated according to the following formula with 0.05 significance level and $p = 0.5$ $q = 0.5$ with sampling error of ± 0.08[17].

The sample integrity was determined randomly; 141 teachers from the middle school teachers of the study population were selected according to simple random sampling method[18]. 131 of these scales were accepted as valid. In the simple random sampling method, all elements constituting the universe are equal to the chance to be selected.[19]

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The reason why the secondary education institutions in the Turkish Republic of Northern Cyprus is taken as a sample group is to make a quantitative study more easily with the number of teachers in these institutions. The fact that there are more teachers under an administrator compared to primary education institutions will provide healthier data about school administrators.

Statistical Information on Demographic Characteristics of Teachers

In the study, age, gender, education level and seniority period were collected from the teachers. This data is processed and listed as follows.

	Frequency	Percentage	Valid percentage	Total Percentage
Male	34	26,0	26,0	26,0
Female	97	74,0	74,0	100,0
Total	131	100,0	100,0	

Table 1
Distribution of sample by gender

According to Table 1, 74% of the teachers surveyed were female teachers and 26% were male teachers.

	Frequency	Percentage	Valid percentage	Total Percentage
20-30 Age	48	36,6	36,6	36,6
31-40 Age	39	29,8	29,8	66,4
41-50 Age	30	22,9	22,9	89,3
51 and More	14	10,7	10,7	100,0
Total	131	100,0	100,0	

Table 2
Distribution of sample by age

According to Table 2, 36.6% of the surveyed teachers were 30 years and under, 29.8% between the ages of 30 and 40 years, 22.9% between the ages of 40 and 50 years, 10.7% and over.

	Frequency	Percentage	Valid percentage	Total Percentage
Undergraduate	1	0,8	0,8	0,8
Graduate	118	90,1	90,1	90,8
Postgraduate	12	9,2	9,2	100
Total	131	100	100	

Table 3
Distribution of sample by education level

According to Table 3, 0.8% of the teachers who are surveyed have undergraduate degree, 90.1% of them have graduate degree, and 9.2% have postgraduate degree.

	Frequency	Percentage	Valid percentage	Total Percentage
1-5 Year	43	32,8	32,8	32,8
6-10 Year	20	15,3	15,3	48,1
11-15 Year	17	13	13	61,1
16-20 Year	16	12,2	12,2	73,3
21-25 Year	18	13,7	13,7	87
26-30 Year	17	13	13	100
Total	131	100	100	

Table 4
Distribution of sample by seniority

According to Table 4, 32.8% of the teachers who were surveyed were 1-5 years seniority, 15.3% were senior for 6-10 years, 13% were 10-15 years seniority, 12.2% were 16-20. year seniority, 13,7% 21-25 years seniority, 13% 26-30 years seniority.

Collecting Data

The questionnaire forms, which were used as data collection tools, were applied in the spring term of 2018-2019 academic years. The participants were informed about the purpose of filling the questionnaire and the purpose of the research before filling the questionnaires. Based on volunteerism, they were given information and consent form. Necessary permits were obtained from TRNC Ministry of National Education before the scales were implemented. Participants were informed that personal information would be protected and no guidance was made on the items in the scales.

Analyzing Data

The data were analyzed by the researcher himself and the results of the two scales were evaluated. The questionnaires were subjected to Alpha Cronbach and correlation tests to measure the reliability of the questionnaires. After the data set was obtained from the scales for the analysis of the data, variables such as age, seniority, education level, gender, and sub-dimensions of ethical leadership and organizational leadership were subjected to ANOVA test by using SPSS 23.0 package program and descriptive statistical information was analyzed. Ethical leadership and organizational leadership were subjected to bi-directional correlation tests in order to find the relationships between the sub-dimensions of age, seniority, education degree and gender. In addition, descriptive statistical analyzes were made about age, gender, level of education and seniority duration variables.

Results

Findings and Comments by Ethical Leadership Scale

Ethical Leadership Scale (ELS) applied in this section and ethical leadership behaviors of school administrators from the eyes of teachers are examined. These ethical leadership behaviors are examined in four sub-dimensions of ethics, behavioral ethics, climatic ethics, communicative ethics and ethical decision-making. The findings of these four sub-dimensions and demographic characteristics are also included in this section.

Effects of school managers' ethical leadership styles to teacher's organizational commitment behaviors summary pág. 232

	Value Count	Average	Standard Deviation
Encourages teachers.	131	3,48	1,139
He tries to spread his own thoughts with a love based approach.	131	3,44	1,158
It sets concrete targets for the future.	131	3,49	1,084
Makes their own business with a sense of responsibility	131	3,66	1,094
Self-assessment.	131	3,35	1,123
Accepts errors.	131	3,26	1,244
Does not exhibit selfish behavior.	131	3,37	1,171
Prepares the appropriate environment for the creativity of the teachers	131	3,37	1,191
Teachers behave fairly.	131	3,4	1,226
Willing to learn.	131	3,51	1,173
Systematically approaching solutions.	131	3,48	1,172
Accepts that teachers can think differently.	131	3,43	1,209
Participates in constructive and understanding discussions.	131	3,4	1,214
Trustful	131	3,49	1,199
Acts honest.	131	3,5	1,153
Acts courageous in the face of events.	131	3,48	1,236
Ppatient.	131	3,47	1,211
Rewards the success of teachers in a fair way.	131	3,44	1,197
Humble.	131	3,47	1,198
Establishes the rules of the school correctly.	131	3,53	1,172
He treats people equal.	131	3,41	1,233
He treats all teachers with love.	131	3,43	1,15
He approaches the teachers with compassion.	131	3,33	1,112
In all conditions tells the truth.	131	3,52	1,205
Their statements are close to reality.	131	3,56	1,117
Conducts activities according to the principle of reality.	131	3,62	1,113
He respects the people around him.	131	3,63	1,132
It protects individual rights.	131	3,54	1,204
It respects the values of the society it is in.	131	3,69	1,202
Does not work to gain profit in political issues.	131	3,52	1,261
It does not carry out activities for religious purposes.	131	3,57	1,183
It does not behave in personal earning activities in the economic field.	131	3,63	1,152
Creates free environments for discussions.	131	3,37	1,235
Makes his professional responsibilities in a sense of honesty.	131	3,56	1,151
Effectively apply the decisions taken in the school.	131	3,52	1,198
Strives to improve its professional effectiveness.	131	3,55	1,158
Determines the size of the work done in the school.	131	3,61	1,049
Not have bad habits.	131	3,62	1,07
Not interfacial between teachers.	131	3,73	1,051
Merciful.	131	3,58	1,136
Teachers are sincere.	131	3,45	1,21
Teachers do not judge their personal characteristics	131	3,59	1,182
Thanks to the services provided, people feel a sense of gratitude.	131	3,49	1,173

	Value Count	Average	Standard Deviation
Knows the limits of behavior.	131	3,67	1,14
Valid Counts (list based)	131		

Table 5
Descriptive Statistics on the Ethical Leadership Scale

According to Table 5, teachers have the most positive characteristics of school administrators' ethical leadership behaviors:

• It is not interfacial between teachers.
• Respects the values of the society it is in.
• Know the limits of their behavior.

The most negative features are:

• Self-assessment.
• He approaches the teachers with compassion.
• Accepts errors.

		Valid Counts	Average	Standard Deviation	Standard Error	95% Average Confidence Interval	
						Lower Limit	Higher Limit
Climatic Ethics	20-30 Ages	48	3,4792	0,9905	0,143	3,1916	3,7668
	30-40 Ages	39	3,5058	1,0223	0,1637	3,1744	3,8372
	40-50 Ages	30	3,3061	0,9512	0,1737	2,9509	3,6612
	50 and More	14	3,7532	1,0207	0,2728	3,1639	4,3426
	Total	131	3,4768	0,9907	0,0866	3,3055	3,648
Behavioral Ethics	20-30 Ages	48	3,5255	1,0728	0,1548	3,214	3,837
	30-40 Ages	39	3,5727	0,9953	0,1594	3,25	3,8953
	40-50 Ages	30	3,3185	0,9194	0,1679	2,9752	3,6618
	50 and More	14	3,8651	0,951	0,2542	3,316	4,4142
	Total	131	3,5284	1,0038	0,0877	3,3549	3,7019
Communicative Ethics	20-30 Ages	48	3,45	1,0025	0,1447	3,1589	3,7411
	30-40 Ages	39	3,5333	1,0149	0,1625	3,2044	3,8623
	40-50 Ages	30	3,3022	0,8987	0,1641	2,9667	3,6378
	50 and More	14	3,6952	1,1728	0,3135	3,0181	4,3724
	Total	131	3,4672	0,9977	0,0872	3,2947	3,6396
Ethics in Organizational Decision Making	20-30 Ages	48	3,5139	0,9916	0,1431	3,226	3,8018
	30-40 Ages	39	3,6724	0,9469	0,1516	3,3654	3,9793
	40-50 Ages	30	3,3963	0,9552	0,1744	3,0396	3,753

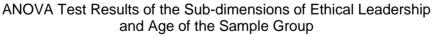|						
50 and More	14	3,8968	0,9074	0,2425	3,3729	4,4207
Total	131	3,5751	0,9624	0,0841	3,4087	3,7414

Table 6

Descriptive Statistical Information of the Ethical Leadership Scale Sub-Dimensions by Age

Table 6 shows descriptive statistical information on the distribution of the sub-dimensions of the ELS according to the age of the sample group. When the mean values of the sub-dimensions are taken into consideration, the highest average of 3.7532 and 50 years of age in the climatic ethics sub-dimension belongs to age between 3.3061 and 40-50 years. The highest mean behavioral ethics subscale is between 3,8651 and 50 years of age and the lowest average is between 3,3185 and 40-50 years of age. In the communicative ethics sub-dimension, the highest mean age was 3,6952 and the age of 50 and over belonged to the lowest average between 3,3022 and 40-50 years. The highest mean ethical dimension in organizational decision making ethics is between 3,8962 and 50 years of age and the lowest average is between 3,3963 and 40-50 years of age.

		Squares Total	df	Average Square	F	p
Climatic Ethics	Between Groups	1,9776	3	0,6592	0,6665	0,5741
	İnside of Group	125,6107	127	0,9891		
	Total	127,5883	130			
Behavioral Ethics	Between Groups	2,9852	3	0,9951	0,9873	0,4011
	İnside of Group	128,0047	127	1,0079		
	Total	130,9899	130			
Communicative Ethics	Between Groups	1,7293	3	0,5764	0,5734	0,6335
	İnside of Group	127,6706	127	1,0053		
	Total	129,4000	130			
Ethics in Organizational Decision Making	Between Groups	2,9570	3	0,9857	1,0658	0,3661
	İnside of Group	117,4499	127	0,9248		
	Total	120,4069	130			

Table 7

ANOVA Test Results of the Sub-dimensions of Ethical Leadership
and Age of the Sample Group

In Table 7, the sub-dimensions of the ethical leadership that teachers see in the school administrators and the differentiation of the teachers in terms of their ages are examined. As presented in the table, according to the ANOVA test for sub-dimension of the ethical leadership that teachers see at school administrators, there is no significant differentiation between the climatic ethical sub-dimension $[F_{(3-127)} = 0.6665, p > .05]$, between the behavioral ethics sub-dimension $[F_{(3-127)} = 0.9873, p > .05]$ between the communicative ethics sub-dimension $[F_{(3-127)} = 0.5734, p > .05]$ and ethics in organizational decision-making sub-dimension $[F_{(3-127)} = 1.0658, p > .05]$.

Conclusion

According to the teachers in school administrators, ethical leadership behaviors of school administrators are approximately 3.5 points according to the 5-point Likert scale. This is also the point that school administrators take. School administrators need to further increase their ethical leadership behavior or raise their perception of ethical leadership behaviors within teachers. When we look at the organizational commitment of the teachers, it is 3.3 points according to the 5-point Likert Scale. In the identification dimension, there is a significant decrease in average scores compared to other dimensions. In addition, when the averages on the basis of sub-dimensions were examined, a moderate level of organizational commitment behavior was evaluated by teachers. There was no significant difference in the perception of ethical leadership behaviors and organizational commitment among the middle school teachers in the TRNC. The points given were randomly distributed according to demographic characteristics. This homogeneous distribution also reveals that school administrators are understood in almost the same way as their counterparts in different sub-dimensions of ethical behavior. In conclusion, it is considered that there is a meaningful relationship between organizational leadership and ethical leadership. In terms of demographic characteristics, it was observed that there was no significant relationship between the school leadership's ethical leadership behaviors and the organizational commitment of the teachers.

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