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**THE EFFECTS OF SCHOOL ADMINISTRATORS' ETHICAL LEADERSHIP
BEHAVIORS ON TEACHERS' JOB SATISFACTION**

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**MƏKTƏB İDARƏÇİLƏRİNİN ETİK LİDERLİK DAVRANIŞLARININ
MÜƏLLİMLƏRİN İŞ MƏMNUNİYYƏTİNƏ TƏSİRLƏRİ**

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**ВЛИЯНИЕ ЭТИЧЕСКОГО ЛИДЕРСКОГО ПОВЕДЕНИЯ ШКОЛЬНЫХ
АДМИНИСТРАТОРОВ НА УДОВЛЕТВОРЕННОСТЬ УЧИТЕЛЕЙ РАБОТОЙ**

Summary. In this research, the effect of school administrators' ethical leadership behaviors on teachers' job satisfaction was examined. The research was carried out with quantitative methods. Findings were collected through survey forms. The sample consists of 799 teachers. Data analyzes were carried out using multiple linear regression test on SPSS program. The study found that the ethical leadership behaviors of school administrators explained a significant part of teachers' job satisfaction. However, it was determined that only the climatic leadership sub-dimension of ethical leadership had a positive and significant effect on teachers' job satisfaction. It was concluded that when the climate leadership behaviors of school administrators increase, teachers' job satisfaction will also increase.

Keywords: *ethical leadership, job satisfaction, teacher, school administrator, education*

Xülasə. Bu tədqiqatda məktəb rəhbərlərinin etik liderlik davranışlarının müəllimlərin iş məmnunluğuna təsiri araşdırılmışdır. Tədqiqat kəmiyyət üsulları ilə aparılmışdır. Nəticələr sorğu formaları vasitəsilə toplanmışdır. Sorğuda 799 müəllim iştirak etmişdir. Məlumatların təhlili SPSS proqramında çoxsaylı xətti reqressiya testindən istifadə etməklə aparılmışdır. Tədqiqat nəticəsində müəyyən edilmişdir ki, məktəb rəhbərlə

rinin etik liderlik davranışları müəllimlərin iş məmnunluğunun əhəmiyyətli hissəsini təşkil edir. Bununla belə, tədqiqatın nəticəsinə əsasən etik liderliyin yalnız mühit liderliyi alt ölçüsünün müəllimlərin iş məmnunluğuna müsbət və əhəmiyyətli təsir göstərdiyi müəyyən edilmişdir. Belə ki, məktəb rəhbərlərinin mühit liderliyi davranışları artdıqca müəllimlərin iş məmnuniyyəti də artacaq.

Açar sözlər: etik liderlik, iş məmnuniyyəti, müəllim, məktəb rəhbəri, təhsil

Резюме. В этом исследовании изучалось влияние этического лидерского поведения руководителей школ на удовлетворенность учителей работой. Исследование проводилось с использованием количественных методов. Результаты были собраны с помощью анкет. В опросе приняли участие 799 учителей. Анализ данных проводился с использованием теста множественной линейной регрессии в программном обеспечении SPSS. В результате исследования было установлено, что этическое лидерское поведение директоров школ существенно влияет на удовлетворенность учителей работой. Однако, согласно результатам исследования, только под-измерение лидерства среды этического лидерства оказало положительное и значимое влияние на удовлетворенность учителей работой. Таким образом по мере того, как поведение директоров школ в области лидерства среды возрастает удовлетворенность учителей работой также повышается.

Ключевые слова: этическое лидерство, удовлетворенность работой, учитель, руководитель школы, образование

Leadership is a vital phenomenon for every organization. The rapid change in the social sphere has led to the change and differentiation of leadership characteristics. The nature, habits and behaviors of leaders have revealed different leadership approaches. One of the leadership approaches discussed is ethical leadership. With the globalization process, important ethical problems arise in many disciplines. The necessity and value of ethical principles for leadership have been documented over time as well as today.

The idea of ethical leadership was documented for the first time in the literature as a result of the research conducted by Brown, Trevino and Harrison (2006), and is defined as the individual's compliance with moral rules and encouraging compliance with regulations by communicating with and supporting them (1). Maintaining relationships based on ethical principles and values and prioritizing them is the most important aspect of ethical leadership (2). Ethical leadership is a form of leadership that involves managers in activities that comply with legislation and legal regulations in individual efforts and social interactions. The purpose of this type of leadership is to instill a sense of morality in people by establishing a communication network.

A comprehensive understanding of ethical leadership can only be achieved by examining it in all its aspects. Ethical leadership consists of four different sub-dimensions: behavioral

ethics, climate ethics, communication ethics and decision-making ethics (3). There are fundamental values in behavioral ethics such as equality, justice, virtue, sincerity and honesty (4). In the climate ethics dimension, it is predicted that a positive and pleasant climate in the workplace will affect the productivity of employees. In terms of communication-based ethics, the manager can analyze the situations s/he encounters and produce practical solutions only by creating a strong communication network (3). The most critical issue in terms of decision-making ethics is that the decisions made by the leader are emotionally correct. A leader who is confident in the ethical decisions s/he makes increases his/her employees' commitment to the organization by participating in the development of values such as honesty and loyalty (5).

Leaders in every organization must demonstrate ethical leadership behaviors. On the other hand, it is much more important for managers in institutions that are important for society, especially in educational institutions, to exhibit ethical behavior, considering their responsibilities and duties in educating individuals and providing them with the desired behaviors (6).

When school administrators exhibit ethical leadership behaviors, it can be predicted that a healthy and ideal school climate will be created in the school, communication and interaction between the school's stakeholders will increase, and the quality of the education

students receive will increase. In addition, it can be expected that the job satisfaction of school employees, especially teachers, will increase.

Job satisfaction is the employee's positive feelings and thoughts about his/her job. Job satisfaction is the state of mental happiness or positive emotion resulting from the employee's evaluation of his/her job and environment (7). People often spend most of their lives at work. Therefore, the happiness and satisfaction that employees feel from their jobs will positively reflect on every aspect of their lives. The reflection of the employee's satisfaction and pleasure at work into his/her personal life will increase his/her morale and motivation, especially his/her mental and physical health, family life, productivity and performance in the organization (8).

The ethical behavior of school administrators contributes to the school achieving its goals by affecting teachers' job satisfaction. A high satisfaction rate of teachers, which is at the center of education and training activities, will lead to an increase in the performance of the schools where they work and therefore an increase in their effectiveness (9). Educational organizations are considered the embodiment of society and are of the greatest importance to society. Individuals who will complete this training program are expected to have a positive impact on society, and teachers and administrators in the education system have important roles in creating this expectation. In particular, the ethical leadership style exhibited by the school administration towards teachers will indirectly affect teachers' approach to students. This will ultimately lead to achieving the intended goals for students in schools.

Many studies in the literature have revealed that there is a significant, positive relationship between ethical leadership and job satisfaction, and that the ethical leadership approach adopted by managers has a positive effect on staff satisfaction (10,11,12). However, no study has been found that directly evaluates the relationship between the ethical leadership behavior of school administrators and teachers' job satisfaction.

This research aimed to investigate the effect of school administrators' ethical leadership behaviors on teachers' job satisfaction in order to

make a contribution to filling the gap in the literature. This research will be important to contribute to in-service training for school leaders by providing data on teachers' ethical behavior and job satisfaction. It is expected that the research findings will play a role in disseminating ethical leadership behavior in schools. In addition, results on the effects of ethical leadership behaviors and its sub-dimensions on teachers' job satisfaction are expected to be valuable for both administrators and teachers.

Method. The research was conducted using quantitative methods and a relational screening model. The sample of the research consists of 799 teachers determined by convenience sampling method. The data of the research was collected through survey forms. The survey forms consisted of three parts. The first part included a personal information form targeting demographic information. The second part included the Ethical leadership scale, which was used to determine the ethical leadership levels of school administrators through teachers' opinions. The scale is a 5-point Likert type scale developed by Yilmaz (2005), consisting of 44 items, with reliability coefficients measured at 0.79 and above (3). The third part included the job satisfaction scale. This scale was developed by Weiss et al. (1967) and consists of 20 items of 5-point Likert type with a reliability coefficient of 0.88 (13).

The data of the study were analyzed using descriptive statistics and multiple linear regression analysis on the IBM SPSS 25 program. The statistical significance was measured at 0.05 alpha level.

Results. According to the findings showing the demographic characteristics of the participants in Table 1, it is seen that 94% of the participating teachers are women and 6% are men. While 4.8% of the participants are under the age of 25, 23.3% are between the ages of 25-35, 40.4% are between the ages of 35-50 and 31.5% are aged 50 and over. While 59.9% of the participants in the study have a bachelor's degree, 40.1% have a master's degree or doctorate degree. While 22.7% of the participants have been teaching for less than 5 years, 11.8% have been doing it for 6-10 years, 21.2% have been

doing it for 11-20 years, and 44.4% have been doing it for more than 21 years. While 35.3% of the participants stated that they had been working in their institution for less than 5 years, 10.1%

stated that they had been working for 6-10 years, and 54.6% stated that they had been working for more than 11 years.

Table 1. Descriptive Findings Regarding Teachers' Sociodemographics

Variables	Groups	f	%
Gender	Female	751	94.0
	Male	48	6.0
Age	25 and below	38	4.8
	25-35	186	23.3
	35-50	323	40.4
	50 and above	252	31.5
Levels of Education	Bachelor's degree	479	59.9
	Master's degree or doctorate degree	320	40.1
Work Experience	1-5 years	181	22.7
	6-10 years	94	11.8
	11-20 years	169	21.2
	21 years and above	355	44.4
Experience in the Institution	1-5 years	282	35.3
	6-10 years	81	10.1
	11 years and above	436	54.6

Table 2 shows the findings regarding the average scores teachers received from the job satisfaction scale and ethical leadership behaviors scale. According to the answers given by the teachers, it is seen that the average job satisfaction level is 3.70±1.02. This finding shows that teachers' job satisfaction is above average. When the sub-dimensions of the ethical leadership behaviors scale are examined, teachers give an average of 3.80±1.11 points to the climatic ethical behaviors of school

administrators, an average of 3.88±1.17 points to their communicative ethical behaviors, and an average of 3.92±1.18 points to their behavioral ethical behaviors, and they gave an average of 3.90±1.18 points to their ethical behavior in decision making. It is understood that teachers evaluate school administrators at a similar level in terms of the sub-dimensions of ethical leadership and their evaluations are slightly above average.

Table 2. Descriptive Statistics of Job Satisfaction and Ethical Leadership Scales

Scales	Mean	Sd.
Job Satisfaction	3,70	1.02
Climate ethics sub-dimension	3,80	1.11
Communicative ethics sub-dimension	3,88	1.17
Behavioral ethics sub-dimension	3,92	1.18
Ethics sub-dimension in decision making	3,90	1.18

The results of the regression analysis conducted to determine to what extent ethical leadership behaviors affect job satisfaction are shown in Table 3. According to the findings, it was seen that the model created was statistically significant and ethical leadership behaviors could explain 49.5% of the variance of the job satisfaction variable. According to the results, it appears that communicative ethics, behavioral

ethics and ethical behavior in decision-making do not have a statistically significant effect on job satisfaction. On the other hand, it is seen that climatic ethical behavior affects job satisfaction significantly and positively ($\beta=0.416, p<0.01$). In other words, increasing climatic ethical behavior in school administrators increases teachers' job satisfaction.

Table 3. *The Effect of Ethical Leadership Behaviors on Job Satisfaction*

Variables	B	S.E.	β	<i>t</i>	<i>p</i>
Constant	1.240	0.092		13.474	0.000
Climate ethics	0.380	0.070	0.416	5.392	0.000
Communicative ethics	0.049	0.098	0.057	0.501	0.617
Behavioral ethics	0.081	0.110	0.094	0.731	0.465
Ethics in decision making	0.132	0.089	0.153	1.472	0.141

$F_{(4, 794)} = 194.699, p < 0.01, R^2 = 0.495$

Conclusion. Ethical leadership has a significant impact on every behavior in the organization, which in turn affects job satisfaction. The ethical leadership approach is a form of leadership that focuses on morality, but requires the leader to be an individual who sets a good example for his followers. This quality allows us to say that there is a direct relationship between ethical leadership and job satisfaction (14). A tolerant and egalitarian management style is an integral part of an ethical leadership style, and this style is effective in the context of the impact of ethical leadership on job satisfaction. The tolerant and egalitarian management of an ethical leader is expected to increase the happiness of his/her followers (11).

In this research, the effect of school administrators' ethical leadership behaviors on teachers' job satisfaction was examined. The study concluded that the ethical leadership behaviors of school administrators explain a significant part of teachers' job satisfaction. However, it was determined that only the climatic leadership sub-dimension of ethical leadership had a positive and significant effect on teachers' job satisfaction. No significant effects were detected for the sub-dimensions of communicative ethics, behavioral ethics and decision-making ethics. The findings of previous studies in the literature are compatible with the findings of this study. Previous studies have also pointed out that ethical leadership is effective on job satisfaction (10,11,12,15,16).

This research has shown that one of the important determinants of teacher job satisfaction is the ethical leadership behavior of school administrators, and among ethical leadership behaviors, school administrators' behaviors to create a suitable working climate increase

teachers' job satisfaction. Schools and teachers are vitally important as they shape the future of a country. Favorable school climate and conditions and high job satisfaction of teachers will positively affect the quality of education and the development of students. Therefore, it seems necessary for school administrators to demonstrate ethical leadership behaviors as well as other leadership characteristics.

In order to improve the ethical leadership behaviors of school administrators, it is necessary to first raise awareness among school administrators about the necessity of this. Subsequently, school administrators need to be continuously trained in ethical leadership through in-service training. It would also be appropriate to provide leadership and ethical leadership training to teacher candidates during their undergraduate education. Regular supervision of school administrators regarding ethical leadership practices will also help school administrators improve themselves in the field of ethical leadership.

This research examined the effects of school administrators' ethical leadership behaviors on teacher job satisfaction and reached important results. However, the findings of this research are limited by the sample and conditions of the research. Future studies should enrich the literature in this field by examining the same topic more frequently with different sample groups.

Scientific innovation: Explains the importance of leadership skills of school principals.

Practical importance and relevance: It is important in terms of improving the leadership skills of school principals. This direction can be taken into account in the interviews organized to appoint school leaders.

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