Influence of School Managers' Ethical Leadership Behaviors on Organizational Culture: Teachers' Perceptions[1]

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Abstract

Problem Statement: Frequently researched, organizational effectiveness is influenced by leadership, organizational culture and climate, organizational commitment, and job satisfaction; additionally, for effective, sustainable management, ethical leadership, which also influences organizational culture, is emphasized. To our knowledge, no previous studies exist on the relationship (and predictiveness) between ethical leadership and organizational culture. Therefore, this study's general purpose was to identify the influence of school managers' ethical leadership behaviors on organizational culture as perceived by teachers.

Purpose of the Study: The general purpose of this study is to identify the influence of ethical leadership behaviors of school managers on organizational culture as perceived by teachers. It thus aims to fill a scientific gap in this field and make a contribution by sharing results and suggestions based on our findings.

Method: Based on the relational screening model, this descriptive study's participants were 3302 teachers serving in 323 schools in the city of Duzce and its districts during the 2013–2014 school year. The Ethical Leadership Scale (ELS) and the Organizational Culture Scale (OCS) were used as data collection tools. Ethical leadership (and its sub-dimensions)was considered the independent variable, while organizational culture (and its

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sub-dimensions)was the predicted dependent variable. Regression analysis was performed to discover to what extent these variables were predicted.

Findings: We found a fairly high level of positive significant correlation between ethical leadership and organizational culture. Regression analysis showed that ethical leadership is a strong predictor of organizational culture.

Conclusion and Recommendations: We found a moderate-to-high positive significant correlation between ethical leadership and organizational culture. Regression analysis showed that ethical leadership strongly predicts organizational culture. Our findings revealed a positively significant correlation between ethical leadership behaviors and organizational culture; ethical leadership is a strong predictor of organizational culture. The more ethical leadership behaviors managers display, the more teachers' perceptions of organizational culture positively increase. Recommendations are to implement social and distributional justice among teachers and the fair distribution of awards and punishments, along with transparent inspection.

Keywords: Management, Leadership, Ethical Leadership, Organization, Organizational Culture.

Introduction

Organizations arise as a result of the actions takenby people and construct their own structures. These structures create their environments through activities. That means organizations play an active role in building the environment that deals with itself (Tsoukas&Chia, 2013). The effectiveness of an organization mostly depends on the effectiveness of its management. Organizational effectiveness appears to be one of the most fundamental management problems of our time because many studies have been conducted to determine factors that increase it. By drawing upon employees' limited but diverse skills, each organization ensures that its employees complement one another (Aydin, 2010). But the fact that leadership, organizational culture and climate, organizational commitment, and job satisfaction—in addition to employees—influence organizational effectiveness is reported by both foreign (Mintzberg, 2014; Lunenburg & Ornstein, 2013; Robbins & Judge, 2013;Hoy&Miskel, 2010) and Turkish (Elci, Sener&Alpkan, 2012) researchers. A person working alone does not need any coordination mechanism because he or she can simply consider what is needed and adjust appropriately. When two or more persons are involved, however, the situation changes, and coordination among thoughts and considerations must be accomplished. This is where leaders and leadership are needed (Mintzberg, 2014). Furthermore, organizational management is not only the management of visible resources but also of organizational members' "meaning worlds"(Sisman, 2011). In other words, the science of management relates directly to human behaviors. According to current management understanding, however,

analyzing only procedural organizational structure or human behaviors does not suffice for understanding an organization (Basaran, 2008). Just as each human fingerprint differs, in cultural terms, each organization is unique in its formation and operation. This ensures or requires each organization to develop its own unique leadership role (Yukl, 2002).

This understanding of uniqueness has also shaped leadership approaches. Initially, based on the theory of characteristics, leaders were considered to possess innate characteristics. Subsequently, however, the theory of human behavior has revealed that leadership is more about displayed behaviors and actions taken in the course of such behaviors (Baron& Greenberg, 2000). Finally, the theory of contingency has shown that no series of best leadership characteristics or behaviors actually exists and that effective leadership depends on the conditions of a given organization (Lunenburg & Ornstein, 2013). Thus, the understanding that leadership skills are not innate but learnable and improvable has been adopted (Haq, 2011). In addition, leadership necessitates high ethical and moral standards (Eisenbeiss, 2012) because ethical principles ensure that managers not only abstain from disputable actions but also avoid approaches that are not right but only appear attractive. Such principles also serve as an important compass showing others what is right and what is not. Therefore, Ozbag (2016) concluded in his research that ethical leadership is mentioned in two important dimensions as a personal moral dimension and moral administration. While its first dimension reflects personal properties such as honesty and reliability, its second dimension aims to reduce the probability of involvement in the unethical behaviors of workers by being a role model in moral relationships between administrators and workers. Brown, Trevino and Harrison (2005) defined ethical leadership as interpersonal relationships, the demonstration of normatively appropriate conduct through personal actions, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making. On the other side, Riggio, Zhu, Reina, and Maroosis (2015) determined the motivations behind leaders' ethical behaviors and focused on "cardinal virtues". Yet, rather than focusing on the intent or motivation of ethical leaders, most research on ethical leadership draws on Brown et al.'s (2005) work that defined ethical leadership in terms of behavior. Thus, the importance of ethical values has been steadily increasing for both leaders and organizations. Furthermore, ethical leadership or its absence can influence the formation and development of organizational culture.

The researchers could not locate any studies on the relationship (or predictiveness) between the two important concepts of ethical leadership and organizational culture. Therefore, this study aims to fill a scientific gap in the field and make a contribution by sharing results and suggestions based on teachers' perceptions of the influence of school managers' ethical leadership behaviors on organizational culture. It is hoped that the current study will help educational organizations create an effective culture and shed light on school managers' active roles in this process.

Method

Research Design

This is a descriptive study based on the relational screening model. Descriptive-relational screening studies describe a situation or event as it is and show the relations between variables that caused the situation, their effects and rates (Kaya, Balay & Gocen, 2012).

Research Sample

Study participants were 3302 teachers who served in 323 schools in the city of Duzce and its districts during the 2013–2014 school year. Table 1 displays schools in the city center and districts and the number of teachers involved.

Table 1.
Distribution of Schools and Teachers in Duzce City Center and Its Districts

Districts	No. of Schools	No. of Teachers	No. of Schools that Received	No. of Teachers that Received	Number of Returned
Central	231	2118	38	905	446
Akcakoca	19	395	13	335	250
Cumayeri	13	136	13	112	68
Cilimli	8	106	8	106	89
Gumusova	8	108	8	108	76
Golyaka	21	149	16	95	64
Kaynaslı	14	146	14	146	105
Yigilca	11	144	11	144	81
Total	325	3302	121	1843	1179

Because all of the provinces of Duzce differ in socioeconomic status and geographic features, etc., but people living in the same province have similar characteristics, a non-random purposive sampling procedure is employed to achieve maximum heterogeneity among respondents while representing all residents of Duzce to the fullest extent possible. Considering that the study participants were heterogeneous or that they had different ideas and thoughts, values of p=0.5 and q=0.5 were adopted, and the sample was calculated to be 807, according to the formula by Yazicioglu and Erdogan (2004). Data obtained relating to participating teachers are shown in table 2. A total of 1179 scales are returned. After excluding 122 forms that failed to follow the instructions, 1057 teachers' opinions are included in the research.

Table 2.
Data Relating to the Participating Teachers

	Frequency (N)	Percentage (%)
Branch		
Class Teacher	359	33.87
Branch Teacher	698	66.13
Marital Status		
Single	307	29.04
Married	750	70.96
Sex		
Female	568	53.74
Male	489	46.26
Age		
30 or below	378	35.76
31 to 40	432	40.87
41 to 50	190	17.98
51 or above	57	5.21
School Type		
Primary School	359	33.96
Secondary School	344	32.54
High School	354	33.49
Seniority in years		
9 or below	518	49.01
10 to 19	375	35.48
20 or above	164	15.51
Total	1057	100

Research Instruments and Procedure

The Ethical Leadership Scale (ELS) and the Organizational Culture Scale (OCS) were employed as data collection tools in this research. The ELS was developed by Yilmaz (2006) and includes 44 items in four domains. The OCS was developed by Firat (2006) and includes 48 items in four dimensions. Both researchers reported Cronbach's alpha value (α) as the reliability evidence as .98 for the ELS and .95 for the OCS.

Validity and Reliability

As evidence of structural validity, we found in our research that 61.139% of the total variance in responses to the ELS is explained in four dimensions. The first dimension explained 21.525% of the total variance; the second dimension explained 14.208% of the total variance; the third dimension explained 14.638% of the total variance; and the last dimension explained 10.798% of the total variance. The reliability evidence was obtained by calculating Cronbach's alpha value (α) for the overall responses and each dimension. The overall Cronbach's alpha value (α) value was .98. The Cronbach's alpha (α) values for each of the four dimensions as

Communicational Ethics, Climatic Ethics, Decision-Making Ethics, and Behavioral Ethics were .96, .91, .91, and .94, respectively.

Moving to the validity and reliability evidences for the OCS, we found in our research that 40.08% of the total variance in responses to the OCS is explained in four dimensions. The first dimension explained 27.556% of the total variance; the second dimension explained 5.65% of the total variance; the third dimension explained 3.75% of the total variance; and the last dimension explained 3.13% of the total variance. The reliability evidence was obtained by calculating Cronbach's alpha values (α) for the overall responses and each dimension. The overall Cronbach's alpha (α) value was .91. Cronbach's alpha values (α) for each of the four dimensions, as Democratic Management and Participation, Cooperation, Support and Trust, School-Environment Relationship, and Integration and Belonging were .77, .67, .87, and .71, respectively.

Data Analysis

Ethical leadership (and its sub-dimensions) was considered the independent variable, while organizational culture (and its sub-dimensions) was the predicted dependent variable. Regression analysis was performed to find these variables' levels of prediction. Regression analysis determined whether an independent variable or variables significantly predicted a dependent variable or, in the case of multiple independent variables, their relative significance to the variable (Buyukozturk, 2009). Information about predictive and predicted variables is shown in figure 1.
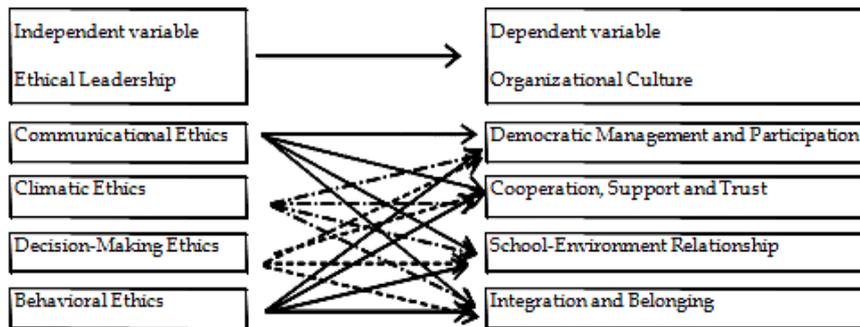

Figure 1. The model of the relationship and predictiveness between ethical leadership and organizational justice

Results

Teachers' perceptions, gathered to determine the influence of school managers' ethical leadership behaviors on organizational culture, from the Ethical Leadership and Organizational Culture Scales' sub-dimensions are presented in Table3.

Table 3.

The Arithmetic Mean Values of the General Ethical Leadership and Organizational Culture Scales and Their Sub-Dimensions

Ethical Leadership $\overline{X}$		Organizational Culture $\overline{X}$	
Communicational Ethics	3,96	Democratic Management and Participation	3,79
Climatic Ethics	3,86	Cooperation, Support and Trust	4,00
Decision Making Ethics	4,07	School-Environment Relationship	3,55
Behavioral Ethics	4,03	Integration and Belonging	3,99
General Ethic Leadership	3,98	General Organizational Culture	3,83

Table 3 shows that the arithmetic mean relating to ethical leadership is $\overline{X} = 3.97$;this mean corresponds to the perception "I agree" on the ELS range-value scale. Accordingly, teachers serving in Duzce can be said to consider their managers ethical leaders. As for data on mean and standard deviation values relating to sub-dimensions, the following mean values were found: communicational ethics, $\overline{X} = 3.96$; climatic ethics, $\overline{X} = 3.86$; decision making ethics, $\overline{X} = 4.07$; and behavioral ethics, $\overline{X} = 4.03$. According to these values, teachers perceived all dimensions relating to school managers in the range of "I agree" but perceived them at a higher level in the sub-dimension of "decision making ethics" and at a lower level in the sub-dimension of "climatic ethics."

Furthermore, table 3 shows that the arithmetic mean relating to organizational culture is $\overline{X} = 3.86$;this mean corresponds to the perception of "I agree" in the range-value scale. Accordingly, teachers serving in Duzce seem to consider their school cultures to be high. As for data on the mean and standard deviation values relating to sub-dimensions, the following mean values were found: democratic management and participation, $\overline{X} = 3.79$; cooperation, support, and trust, $\overline{X} = 4.00$; school environment relationship, $\overline{X} = 3.55$; and integration and belonging, $\overline{X} = 3.99$.

The question "According to teacher perceptions, is there a correlation between ethical leadership and its sub-dimensions, on the one side, and organizational culture and its sub-dimensions, on the other?" was analyzed within this study's scope. Pearson correlation analysis, symbolized by the letter "r", was conducted to answer the question and show the size of correlation between the two variables, its direction and significance. This coefficient ranges from r−1 to r+1;as it draws near 1, the correlation between two variables becomes stronger (Erdogan,1998). Thus, +1.00 indicates a perfectly positive correlation;−1.00 indicates a perfectly negative correlation; and.00 indicates no correlation. In terms of range, .00 to .30 indicates a low level; .30 to .70 indicates an average level;and.70 to 1.00 indicates a high level (Buyukozturk, 2009). The data obtained in this study are shown in table 4.

Table 4.
Correlation Analysis Scores Relating to Ethical Leadership and Its Sub-Dimensions and Organizational Culture and Its Sub-Dimensions

	1	2	3	4	5	6	7	8	9	10
1.gen.ELS	1									
2.gen.OCS	.654***	1								
3.dim1ELS	.969***	.614***	1							
4.dim2ELS	.947***	.646***	.885***	1						
5.dim3ELS	.928***	.626***	.857***	.853***	1					
6.dim4ELS	.951***	.601***	.902***	.865***	.871***	1				
7.dim1OCS	.697***	.917***	.677***	.683***	.638***	.639***	1			
8.dim2OCS	.595***	.947***	.551***	.585***	.587***	.548***	.814***	1		
9.dim3OCS	.421***	.779***	.373***	.447***	.411***	.377***	.605***	.689***	1	
10.dim4OCS	.553***	.908***	.513***	.536***	.546***	.516***	.767***	.857***	.632***	1

*P< .050, ** P<.010, ***P<.001 (N=1057)

*NOTE:*genELS: Ethical leadership general value; genOCS: Organizational culture general value; dimension1ELS: Communicational ethics dimension of ethical leadership; dimension2ELS: Climatic ethics dimension of ethical leadership,dimension3ELS: Decision making ethics dimension of ethical leadership; dimension4ELS: Behavioral ethics dimension of ethical leadership; dimension1OCS: Democratic management and participation dimension of organizational culture; dimension2OCS: Cooperation, support and trust dimension of organizational culture; dimension3OCS: School-environment dimension of organizational culture; dimension4OCS: Integration and belonging dimension of organizational culture.

Table 4 shows significant differences with positive (+) Pearson correlation coefficient (r) scores at P<.001 in both the ELS and OCS and in their sub-dimensions. In general terms, a positive and significant correlation at r=.654 was found between ethical leadership and organizational culture, and this "r" score indicates a moderate-to-high correlation. A positive and significant correlation at r=.697 was found between ethical leadership in general and the democratic management and participation dimension of organizational culture; this rate indicates an average correlation but is even closer to a high level. Positive and significant correlations were found between ethical leadership in general and the cooperation, support, and trust dimension (r=.595); between ethical leadership in general and the school-environment relationship dimension (r=.421); between ethical leadership in general and the integration and belonging dimension (r=.553) of organizational culture—all three rates indicating average correlation. These findings show positive, significant, and average correlations between ethical leadership in general and all sub-dimensions of organizational culture. However, the least correlation (r=.421) was found between ethical leadership in general and the school-environment relationship dimension of organizational culture, while the highest (r=.697) was found between ethical leadership in general and the democratic management and participation dimension of organizational culture.

Findings regarding the question, "According to teacher perceptions, to what extent is organizational culture predicted by the communicational ethics, climatic ethics, decision making ethics, and behavioral ethics dimensions of managers?" are presented in table 5. Multiple regression analysis, a statistical method to determine

explanation of multiple independent variables (Balci, 2002), was performed to obtain these data.

Table 5.

Multiple Regression Analysis Results Relating to Organizational Culture in Terms of the Communicational Ethics, Climatic Ethics, Decision-Taking Ethics, Behavioral Ethics Behavioral Dimensions of Managers As Perceived by Teachers

		Predicted Variable (Organizational Culture)		
	Dimensions	β (Beta)	t	P
Predictor Variable (Ethical Leadership Behaviors)	General Ethical Leadership	.654	28,071	**.000*****
	Communicational Ethics	.085	1,375	.169
	Climatic Ethics	.368	6,703	**.000*****
	Decision Making Ethics	.249	4,773	**.000*****
	Behavioral Ethics	-.011	-0,175	.861
R^2 (R Squared) =.440	R= .663 P=.000***			
R^2 (Adjust R^2) =.437	F=206,328			

*P< .050, ** P<.010, ***P<.001

Table 5 shows data on the prediction rates of perceptional levels of organizational culture by teachers' perceptions of their school managers in terms of ethical leadership and its sub-dimensions, including communicational ethics, climatic ethics, decision making ethics, and behavioral ethics. Ethical leadership in general and its four sub-dimensions predicted organizational culture at 44% (R^2=.440). As for specific sub-dimensions of ethical leadership, climatic ethics and decision making ethics significantly predicted organizational culture (P< .001), but communicational ethics and decision making ethics did not. β (Beta) and t points were assessed to determine sub-dimensions that best predicted organizational culture. Accordingly, these were climatic ethics with β (Beta)=.368 and t=.703 and decision-taking ethics with β (Beta)= .249 and t = 4.773. The behavioral ethics sub-dimension of ethical leadership did not appear to provide any significant influence in accounting for organizational culture (for P< .050, P<.010 and P<.001).

Discussion and Conclusions

According to the study's findings, teachers perceived their managers' ethical leadership behaviors at high levels. According to Dhar (2016), ethical leadership behaviors encourage employees' performances and innovative behaviors in an organization. Specifically, however, perceptions about behaviors in the ethical leadership sub-dimension "creating a positive climate in school" were at a lower level, while those in the "decision-making ethics" sub-dimension were highest. Thus, according to these findings, school managers in the city of Duzce display ethical behaviors in "decision making" but need to expend effort regarding behaviors for

"creating a positive climate in their schools." When the general arithmetic mean of the ethical leadership behaviors scale of teachers' perceptions was compared with other studies, it was found to be higher than those by Turhan (2007), Karagoz (2007), and Aktoy (2010), but lower than that by Ugurlu (2009). In addition to those studies, various correlational studies are also performed regarding the relationship between ethical leadership and numerous variables. Akdogan, Arslan, and Demirtas (2016) concluded in their research that there is no significant relationship betweenethical leadership and social responsibility. Chen and Hou (2016) concluded in their research that ethical leadership and creating an innovative and creative work climate have a small positive relationship. Finally, Kelidbari, Fadaei, and Ebrahimi (2016) mentioned that ethical leadership has an indirect effect on workers' performance.

When the results of teachers' perceptions on the OCS were examined, all sub-dimensional means corresponded to the "I agree" range, but no data were obtained for "I completely agree". Therefore, none of the OCS's four sub-dimensions elicited completely positive perceptions. The lowest among them was "school–environment relationship." Subsequently, based on these findings, schools experience difficulty in school–environment relationships in organizational culture. The highest sub-dimension was "cooperation, support, and trust," suggesting that teachers perceive that they can establish communication and cooperation; in other words, they have a high level of confidence in the decisions that are made. When the general arithmetic mean of OCS sub-dimensions was compared with other studies, it was at a much higher level than the mean found by Firat (2007).

Based on the results obtained to the question, "According to teacher perceptions, is there a correlation between ethical leadership and its sub-dimensions, and organizational culture and its sub-dimensions?" Pearson correlation coefficient (r) scores showed an average level of correlation. Therefore, ethical leadership significantly and positively influenced organizational culture. In this context, we can conclude that any positive increase in teachers' perceptions of ethical leadership also positively increased their perceptions of organizational culture; conversely, any negative perceptions of ethical leadership also caused perceptions of organizational culture to change negatively. As for comparison of these findings with those of other studies, Firat (2007) found significantly positive correlations between teachers' perceptions of organizational culture and other value systems, while Yuksel (2009) found significantly positive correlations between teachers' perceptions of organizational culture and their perceptions of organizational trust. Turhan (2007) found positive, significant correlations between ethical leadership and social justice, Onen (2008) between ethical leadership and emotional intelligence, Ugurlu (2009) among ethical leadership, organizational justice, and organizational commitment, Yildirim (2010) between ethical leadership and organizational justice, and Kursun (2011) between ethical leadership and organizational image. In addition to these studies, ethical leadership positively affect organizational identification, justice and self-sufficiency (Walumbwa, Mayer, Wang, Wang, Workman,& Christensen, 2011) and organizational social responsibility, organizational ethical values and organizational behaviors (Aslan & Sendogdu, 2012). As a result of these findings, we

can conclude that behaviors of leaders and employees directly influence organizational culture.

With regard to findings regarding the question, "According to teacher perceptions, to what extent is organizational culture predicted by managers' ethical leadership behaviors?" the independent variable of "ethical leadership behaviors of managers" predicted the dependent variable of organizational culture at 43%. Accordingly, managers' ethical leadership behaviors influence organizational culture almost by half, and these findings were found significant at both $P<.050$ and $P<.001$. When these findings are compared with other studies, we see that Yılmaz (2006) found, in an analysis of the power of ethical leadership in explaining organizational trust, that ethical leadership significantly explained organizational trust in all sub-dimensions; Ugurlu (2009) found that ethical leadership explained organizational justice at a significant and high level; and Yildirim (2010) showed that, in some sub-dimensions, ethical leadership accounted for organizational justice at a significantly high level.

Consequently, although ethical leaders are described as intractable, stable, and intransigent persons and ethical leadership behaviors are required as a result of employees' perverted behaviors (Stouten, van Dijke, Mayer, De Cremer & Euwema, 2013), the more leaders develop their ethical characteristics and display those characteristics as behaviors, the more they can positively influence organizational culture. The fundamental reason that, recently, almost all organizations have wanted to strengthen and improve their ethical codes and principles through certain regulations and incentives is that doing so helps create the desired organizational culture and level of effectiveness. The validity and accuracy of this is supported by the current study's findings. Teachers have raised their expectations for educational leaders to meet their standards of trust, impartiality, and justice. The most effective way of doing so is to ensure that leaders understand the importance of ethical leadership and create sufficient awareness of its principles.

Those with the power to affect school management should implement policies and leadership that will enable social and distributional justice among teachers, fair distribution of awards and punishments, and participative and cooperative decision making. In addition, such implementations should undergo transparent inspection. Finally, it is recommended that researchers analyze organizational culture and leadership approaches to compare their influences, correlations, and predictions with those of ethical leadership.

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Öğretmen Algılarına Göre Okul Yöneticilerinin Etik Liderlik Davranışlarının Örgüt Kültürü Üzerine Etkisi

Özet

Problem Durumu: İnsanlar var oluşlarından bu yana yaradılışları gereğince birlikte yaşama ve çalışma gereksinimi duymaktadırlar. Çünkü ne kadar birlikte olurlarsa o kadar güçlü olacağını bilirler. Grup içerisinde her birey özelliği ve gücü nispetinde katkı sağlar ve bu katkılar tümleşik bir yapıda bir amaç etrafında doğru koordine edilirse hatrı sayılır bir değerde güç oluştururlar. Zaten birlikte yaşama ve işbirliği yapılması altında yatan amaçta budur. Bu durum formal ya da informal örgüt ve yönetim yapılanmalarının temelini oluşturmaktadır. Bu anlamda bakıldığında örgüt ve yönetim birlikte var olan iki kavramdır. Formal örgüt bir yapı olarak kabul edilirse, yönetim bu yapının harekete geçirilmesi sürecidir. Belli amaçları gerçekleştirmek üzere oluşturulan formal bir örgütün amaçları, örgütteki insan ve maddî kaynakların amaçlar doğrultusunda yönlendirilmesi, denetlenmesi ve değerlendirilmesi gibi eylemlerle gerçekleştirilir. Bu eylemler bütünü, yönetim kavramı ile açıklanabilmektedir. Yönetimin özünde temel unsur olarak insanı etkilemek yatar. Yani herhangi bir yerde bulunan kişileri etkilemek için başvurulan yaklaşımlar, o yerin yönetiminin özünü oluşturur. Bu nedenle yönetim bilimi insan davranışları ile doğrudan ilişkili bir bilimdir.Yönetim alanında en çok araştırılan konular arasında yer alan örgütlerin etkiliği konusu günümüzün en temel problemlerinden biri olarak karşımıza çıkmaktadır. Bu nedenle bir çok araştırmanın örgütlerin etkililiğini arttırmak için etken olan yapıları belirlemek amacıyla yapıldığını görmekteyiz. Örgütlerin etkililiği üzerinde liderlik, örgüt kültürü ve iklimi, örgütsel bağlılık, iş doyumu gibi yapıların oldukça etkili olduğu bilinmektedir. Bunlara ek olarak son zamanlarda bir diğer öne çıkan kavram olarak etik değerleri görmekteyiz. Bu nedenle olumlu bir örgüt kültürü yaratmada etik ilkelerin bir örgütte hayata geçmiş olmasının önemi her geçen gün daha da hissedilir derecede artmakta olduğu görülmektedir. Hele birde son zamanlarda yönetici yerine liderlik kavramının öne çıkması ile artık örgütlerde yönetici yerine lider anlayışına geçilmiş olup ve Lider - örgüt arasında ilişki yapılan birçok araştırmada kendisini göstermiştir. Araştırmacının dikkatini çeken örgüt kültürü-liderlik-etik kavramları araştırılmış, bu konularla ilgili araştırmalar ve çalışmalar incelenmiştir. Liderlik

yapıları içerisinde birçok liderlik yaklaşımları olduğu görülmüş olup, bu yaklaşımlardan özellikle 2000'li yıllarda değer yapısının öne çıkması ile etik liderlik kavramı popüler olmuştur. Günümüzde etik liderlik kavramı ve diğer kavramlarla ilişkisi halen çalışılmaya araştırılmaya devam etmektedir.Etik liderlik ve örgüt kültürü gibi bu iki önemli kavram arasındaki ilişki ve bunların yordayıcılığına dayalı olarak alanda, araştırmacının ulaşabildiği kaynaklar çerçevesinde herhangi bir araştırmaya rastlanmamıştır.

Araştırmanın Amacı: Bu araştırmanın genel amacı, öğretmen algılarına göre okul yöneticilerinin etik liderlik davranışlarının örgüt kültürü üzerine etkisini belirlemektir. Bu araştırmada sonucunda elde edilen bulgular; örgütün etkililiğini ve verimininarttırması, örgüt sağlığının korunması ve gelişmesinin sağlaması, iş görenlerin örgüte bağlılığının ve iş doyumunu arttırması, örgütsel adalet algılarının kuvvetlenmesi, etik değerlerin önemi ve etkisinin algılanması için ışık tutabilecek bulgulara ulaşmasını sağlama açısından önemlidir. Bu sayede alanda bir bilimsel boşluğu doldurmayı, bulgulara dayalı sonuçlar ve öneriler getirerek alana katkı yapmayı amaçlamaktadır.

Yöntem: Araştırma betimsel nitelikte ilişkisel tarama modelinde bir çalışmadır. Araştırmanın evrenini, Düzce ilinde ve ilçelerinde 2013-2014 Eğitim-Öğretim yılında 323 okulda görev yapan 3302 öğretmen oluşturmaktadır. Araştırmada Etik liderlik ve alt boyutları bağımsız değişkeni yordayıcı değişken olarak, örgüt kültürü ve alt boyutları bağımlı değişkeni yordanan değişken olarak alınmış, bu değişkenleri ne kadar yordandığına bakmak için regrasyon analizi yapılmıştır.Bu araştırmada okul yöneticilerinin etik liderlik özelliklerini belirlemek için Etik Liderlik Ölçeği (ELÖ) ve örgüt kültürü düzeylerini belirlemek içinde Örgüt Kültürü Ölçeği (ÖKÖ) kullanılmıştır. ELÖ güvenirlik analizi için öncelikle Cronbach Alpha (α) katsayısını kullanmıştır. Aynı zamanda Cronbach Alpha (α) iç tutarlılık katsayısını hem ölçeğin tümü hem de alt boyutlar için ayrı ayrı hesaplamış ve güvenirliğin bir ölçütü olarak belirlemiştir. Ölçeğin toplamında güvenirlik katsayı olarak Cronbach Alpha (α) değerini .98 olarak bulmuştur. Ölçeğe ilişkin dört alt boyuta ilişkin güvenirlik analizinde Cronbach Alpha (α) değerleri sırasıyla iletişimsel etik .96, iklimsel etik .91, karar vermede etik .91 ve davranışsal etik .94 olarak bulunmuştur. ÖKÖ güvenirlik analizi için Cronbach Alpha (α) iç tutarlılık katsayısını hem ölçeğin tümü hem de alt boyutlar için ayrı ayrı hesaplamış ve güvenirliğin bir ölçütü olarak belirlemiştir. Ölçeğin toplam güvenirlik katsayısını .94 bulmuştur. Dört alt boyutun kendi içlerinde hesaplanan güvenirlik katsayıları; Demokratik yönetim ve katılım alt boyutunda .89; İşbirliği,destek ve güven alt boyutunda .88; Okul-çevre ilişkisi alt boyutunda .79 ve Bütünleşme ve aidiyet alt boyutunda ise .82 olarak bulmuştur. Bu bulgular bize her iki Ölçeğinin güvenirliğinin olduğunun bir göstergesidir.

Bulgular: Araştırmada elde edilen bulgulara göre etik liderlik ve örgüt kültürü arasında neredeyse yüksek düzeyde pozitif yönde ve anlamlı bir ilişki olduğu görülmüştür. Regrasyon analizi sonucunda etik liderliğin örgüt kültürünün güçlü bir açıklayıcısı olduğu görülmüştür.

Sonuç ve Önermeler: Araştırmada elde edilen sonuçlara göre yöneticilerin etik liderlik davranışları ile örgüt kültürü arasında pozitif yönde anlamlı ilişkisi olduğu ve etik liderliğin örgüt kültürünün güçlü bir yordayıcısı olduğu görülmüştür. Yöneticiler ne kadar yüksek oranda etik liderlik davranışları sergilerlerse, öğretmenlerin örgüt kültürü algılarının da o düzeyde artış gösterebileceği söylenebilinir. Uygulayıcılara okullarda, öğretmenler arasında sosyal ve dağıtımsal adaletin sağlanması, ödül ve cezaların adil şekilde dağıtılması gibi uygulamaların şeffaf bir şekilde yapılıp denetlenebilmesi sağlanabilir.

Anahtar Kelimeler: Yönetim, Liderlik, Etik Liderlik, Örgüt, Örgütsel Kültür.