EXAMINATION OF ETHICAL/MORAL LEADERSHIP IN THE CONTEXT OF THE TEACHING PROFESSION

(Review study)

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Abstract

Ethics is a branch of philosophy whose roots go back at least 2500 years, and in terms of the western world, it goes back to Plato (427-347 BC) and Aristotle (387-322 BC). The word "ethics" is derived from the word "ethos". The word "ethos" means habit, custom, tradition, custom, character (Pieper 1999). The Turkish Language Association defines the word "ethics" as; 1. Moral philosophy, 2. The branch of philosophy that analyzes concepts such as duty, obligation, responsibility and virtue, deals with moral judgments about rightness or wrongness, good or evil, and moral action ethics is defined as the branch that investigates the nature of ethics and tries to explain how a good life should be. According to Billington (1997), ethics is the theory of right and wrong behavior, while morality is its practice. As strong moral leaders, teachers must be able to face the failures they will experience. Through training, teachers' moral development can be achieved by recognizing higher levels of moral values and motivating them to move morally to the next level. These trainings can be included in teachers' in-service trainings. Through these trainings, teachers can be given the opportunity to discuss situations involving moral dilemmas they have experienced or may experience on their way to becoming ethical leaders. In order to spread moral values throughout the institution, teachers should identify and celebrate their students' moral behaviors, and explain to students who exhibit behaviors that are not in accordance with moral values the negative consequences of their behaviors.

Keywords: Ethic; second keyword;value third keyword; leadership

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1. Introduction

A social structure with an ethical culture is undoubtedly a necessary feature of an ideal social structure. It is assumed that school education and therefore teachers, along with the family, have a great influence on the formation of the ideal social structure defined. The quality of education and training in school organizations is directly related to the fact that schools are not only about academic education but also about raising good people, and teachers are the people who are primarily responsible for the development of students as individuals.

Today, a new form of leadership based on values, beliefs, emotions and trust rather than legal authority is needed to guide our followers in the right direction. The main source of power and influence of this form of leadership is based on moral and ethical authority. One of the important characteristics that a leader should have and reflect to those around him/her is ethical values and moral behavior. Integrity is also an important component of ethical leadership. There are three basic building blocks of integrity. These are self-knowledge, sincerity and maturity (Bennis, 1995: 36). As an individual and as a leader, a teacher should know himself/herself accurately through self-knowledge. It is very difficult for a teacher who does not know himself/herself well enough and does not know his/her positive aspects or weaknesses to touch the lives of students in this context. Sincerity is the leader's consistency in his/her thoughts and actions, commitment to his/her principles and sincerity. Maturity means that the leader works with others, learns from them and is straightforward (Brown & Treviño, 2006: 598).

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Ethics deals with the values that a person wants to express in a given situation, whereas morality is the way of putting them into practice. In other words, it is possible to say that ethics is talking about the whole forest, while morality is concentrating only on a certain type of tree. The reason why ethics and morality are not identical is that ethics is the philosophy of morality, while morality is the research subject of ethics (Çalışlar, 1983).

Leadership, as a human phenomenon embedded in culture, means different things to different people (Ciulla, 2008). The concept of leadership has been defined in completely different ways by many scientists, philosophers and thinkers. The definitions of leadership to date have not been based on a common personal trait or a dominant character trait. In an attempt to explain leadership from different perspectives, many issues appear as examples (Çelik, 1998; 2008).

The word leader is derived from the Latin lode star and means one who leads, directs and inspires (Van de Vliert, Matthiesen, Gangsøy, Landro, & Einarsen, 2010). According to Stogdill (1974), there are almost as many different definitions of leadership as there are people trying to define leadership. According to Yukl (2002), researchers often define leadership according to their individual perspectives and the characteristics of the phenomenon that most interests them. Differences in the position of leaders also lead to a large number of definitions of leadership. Some definitions of leadership focus on leader characteristics, some on leader behavior, and some on outputs and outcomes (Ivancevich and Matteson 2002). According to a definition based on the leader-follower relationship, a leader is a person who manages the social interaction process that affects the behavior of the followers (Desborough, Ashikamasy, 2002: 615-634).

A leader is a person who influences, directs and coordinates people in order to achieve organizational goals. An organization has the following factors: (Artan, 1997; Mc Gregor, 1970; Genç, 1998)

- Objectives, structure, tasks of the organization

- Personal characteristics of the leader

- Staff requirements, personal characteristics and behaviors

- Social, economic and political environment

As an organization, the school institution also includes leaders such as school principals and teachers. As a person who influences, directs and coordinates in the school organization, the teacher is important in terms of personal characteristics. In the light of all these definitions, a teacher who exhibits correct behavior in terms of social norms, behaves in parallel with the moral values of the society and is an exemplary person for the society can be called an ethical leader as a form of leadership.

Ethical Leadership

Within the scope of new leadership theories, ethical leadership is one of the important types of leadership that has become more important in recent years and that business managers will determine how to direct people, the most valuable input element for their organizations, to production or service more effectively. Ethical leadership is a type of leadership that ensures the development of appropriate behaviors among employees and is based on two-way communication in making decisions in personnel behaviors and interpersonal relationships (Piccolo et al., 2010: 259). Developing ethical standards to guide the behaviors of organizational employees, integrating ethical standards with values, and effectively implementing these ethical standards are among the important characteristics of ethical leadership (Connock & Johns, 1995: 68). This kind of leadership requires adhering to ethical principles in cognitive, affective and kinesthetic behaviors and expressing them in all areas of life (Cuilla, 1998: 107; Treviño et al, 2006: 951).

According to Greenfield (1991), an ethical leader is a person who takes an effective stance among employees, attaches importance to ethical values and facilitates employees to achieve their work-related goals (Çelik, 1999, p. 88). Sergiovanni (1992), on the other hand, defines an ethical leader as a person who influences employees by taking his/her power from ethical principles. As can be

understood from the definitions, the most prominent feature of ethical leadership is that it derives its power from moral strength (Çelik, 1999, p.88).

When the literature is reviewed in the context of ethical leadership, it is mostly emphasized that the leader exhibits positive behaviors in a social learning environment and intends to benefit others, as well as the leader's behavior of morally guiding his followers and the leader's prominence as an exemplary person. Sergiovanni (1992) and Bolman and Deal (1995) described ethical leadership as the heart of leadership and emphasized it as a concept of great importance for management. Harvey (2004) lists ten basic characteristics that guide the definition of ethical leadership. These characteristics are; creating values and ethical awareness, giving responsibility to people, setting an example for others, making decisions within the framework of values, making sure that policies and practices are in harmony, providing training on values and ethics, paying attention to perceptions, focusing on stable and accelerating change, hiring and promoting people with ethical values, and supporting initiative. Ethical leadership is the demonstration of normatively appropriate behavior through personal actions, interpersonal relationships, two-way communication, reaction to mistakes or prevent them before they happen (Brown et al, 2005; Yaman, 2010).

Characteristics of an Ethical Leader

The main characteristics of an ethical leader can be listed as creating awareness of values and ethics, sharing responsibility, being an example, taking values into consideration in decisions, supporting the education of individuals on values and ethics, and giving people with ethical values a chance. The ethical leader is responsible for using and fulfilling ethical decisions in a sound manner (Yıldırım, 2010). The goals of the organization that an individual lead may sometimes take a back seat to the individual's own goals. According to Yılmaz (2006), an ethical leader is a person who does not give place to this ethical problem and tries to realize organizational goals within an ethical framework.

Some of the most important ways for an ethical leader to strengthen the trust in the organization are to be accurate, truthful and fair in his/her decisions. His/her practices in this direction will have significant effects on those who follow him/her (Yaman, 2010).

The ethical leader may be indirectly responsible for providing education on values and ethics within the organization. For this reason, ethical leaders explain the importance of ethics to their subordinates, use rewards and punishments to encourage desired behavior, and serve as ethical role models for their followers (Mayer et al., 2009). The adoption of ethical behavior in all organizations can be considered as the responsibility of leaders who are role models with their behaviors; therefore, the spread of ethical behaviors in the organization should start from the top management.

According to Uğurlu and Üstüner (2011), the value of the leader's behaviors when applying leadership behaviors to work in order to influence people determines the quality of the actions of the followers. The value of the leader's behaviors expressed as good-bad, right-wrong has a moral aspect. According to Tabancalı and Çakıroğlu (2017), an ethical leader focuses on organizational success more than personal ego. Ethical leaders focus on moral values and justice when making moral decisions.

Therefore, ethical leaders have positive effects on organizational employees and cause them to exhibit organizational citizenship behaviors.

Teacher as an Ethical Leader

It is thought that the leader administrator will better understand and apply group dynamics and thus give due importance to human relations and ethical values in school management (Bursalıoğlu, 2010, 178). It can be said that one of the most important tasks of the teacher as a candidate administrator and classroom administrator in the development of the culture of the school is undoubtedly to create an ethical school culture.

In the literature, when the characteristics that define an ethical leader are listed, creating values and ethical awareness is defined as one of the main characteristics of an ethical leader. As an ethical leader, it can be said that the teacher should create ethical awareness in his/her students as well as academic education due to the nature of his/her job. Kowalski (2003: 240) points out that teachers and administrators are constantly confronted with conflicting expectations about their work and that success in providing educational services is closely related to the establishment of ethical standards in the organization. In addition, 'ethical leadership' can be defined as the type of leadership that a teacher should have at the intersection of his/her social role as a role model and his/her teaching role in the school atmosphere.

As an ethical leader, the teacher develops a system of values that distinguishes between right and wrong, good and bad, right and wrong. While trying to achieve organizational goals, he/she does not believe and trust in the rightness of every path to the goal and adheres to the system of values he/she has developed. In addition, when they have to make decisions in a complex environment, they take this system into consideration (Turhan, 2007, p. 41). This value system is influenced by variables such as organizational culture, morality, values, trust, integrity, norms, beliefs, love, tolerance, impartiality, customs, traditions and conscience (Uğurlu, 2009, p. 68).

Teachers should determine their own ethical rules and behave in line with these rules. It is very important to act principled in ethical leadership. It is a big problem if the teacher does not follow the rules. It is not only wrong to pay lip service to ethical principles, but it is also very important to put these principles into practice. If a teacher expects all his/her students to wear the school uniform within the specified rules, but does not comply with his/her own dress code, he/she is breaking an important ethical rule.

Ethical leaders should respect not only themselves but also the personal goals of others while realizing their goals (Aydın, 2009). As an ethical leader, the teacher should treat all individuals in the school organization equally and demonstrate that he/she acts justly in the decision-making process; he/she should also have the power to stand behind the decisions he/she makes. At the same time, they should show that they have the behavior of shaping the society with the decisions they make and the attitudes they adopt.

Situations that have an impact on the ethics of school leaders: Racism and fundamentalism, gender inequality, sexual harassment, violence, family, abuse of children, information and communication

technologies, innovations in school management (Dempster & Berry, 2003). Ethics also occupies the agenda of teachers as moral and value judgments that should be followed in daily life. As employees of the school, teachers live within the framework of the values created in the school (Uğurlu & Ceylan, 2014). As ethical leaders, teachers try to create value for both students and parents. Therefore, it can be said that teachers are obliged to be loyal to the ethical values brought by the teaching profession, required by the institution and determined by themselves.

The behaviors of the ethical leader on the basis of truth and justice develop the "we" phenomenon in the organization and enable individuals to perceive themselves as a part of the organization. This leads to an increase in employee satisfaction, a decrease in employee turnover, and an increase in employee performance due to the creation of a positive working environment for employees (Alkan, 2015, p. 118). Teachers' giving due importance to their professional ethical behaviors ensures that the school has a positive and healthy organizational climate. This situation makes the sense of trust prevail among the students of teachers who are ethical leaders. In a school where a sense of trust prevails, both teachers and students do not experience or are not exposed to intimidation.

2. Conclusions

Considering that today, themes such as purpose, value, virtue, respect, peace, etc. are given to people under the roof of schools, it can be said that it is quite normal for teachers to set an example in terms of ethics and morality. In order to strengthen and disseminate ethical behaviors, ethical leadership behaviors of administrators should be further strengthened by establishing school ethical values with teachers, ensuring that school administrators and teachers follow ethical behavior programs together (Uğurlu, 2009).

According to Brown (2004), it is necessary to understand and demand what the ethical and moral imperatives are for creative schools. When teachers as ethical leaders treat their students with integrity, honesty and respect, students will feel safe and will be able to display their individual creativity in appropriate environments. One of the decisive conditions for ensuring and developing creativity in the classroom will be that teachers' behaviors exhibit the characteristics of ethical leaders and that the students they lead will be directed towards creativity.

As strong moral leaders, teachers must be able to face the failures they will experience. Through training, teachers' moral development can be achieved by recognizing higher levels of moral values and motivating them to move morally to the next level. These trainings can be included in teachers' in-service trainings. Through these trainings, teachers can be given the opportunity to discuss situations involving moral dilemmas they have experienced or may experience on their way to becoming ethical leaders. In order to spread moral values throughout the institution, teachers should identify and celebrate their students' moral behaviors, and explain to students who exhibit behaviors that are not in accordance with moral values the negative consequences of their behaviors.

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Declaration of Conflicting Interests and Ethics

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