

School Administrators Ethical Leadership Behavior Effects On Physical Education Teachers Organizational Justice Level *

Gökhan ACAR¹, Metin KAYA², Mustafa Yaşar ŞAHİN²

¹ Kastamonu University, School of Physical Education and Sports, Kastamonu, Turkey.

² Gazi University, School of Physical Education and Sports, Ankara, Turkey.

* This study is a part of G. Acar's Doctoral Thesis.

Corresponding author: G. Acar, e-mail: gokhnacar@gmail.com

ABSTRACT

The purpose of the study is to investigate the relationship between the ethical leadership behaviors of the school exhibited by the administrators and the organizational justice perception of the physical education teachers. In the study where correlation method and causal comparative method were employed, the ethical leadership scale and organizational justice scale have been applied to three hundreds and nine physical education teachers, 228 being men and 81 being women. In process of data analysis, Spearman sequential correlation coefficients and regression Analysis have been applied. A co-directional relationship is in question between the ethical leadership behaviors exhibited by the school administrators and the organizational justice perception of teachers. In the study, the effect of subscales of communicative ethics and behavioral ethics related to the ethical leadership scale to the organizational justice – oriented perception of the teachers have been found meaningful and presents parallelism. Nevertheless, since p-value related to regression coefficient of the leadership conduct exhibited by the Administrators is $p < 0.05$, this value is meaningful and due to regression coefficient for fair distribution reading $\beta_1 = 0.634$, regression coefficient for fair process $\beta_1 = 0.889$ and regression coefficient for fair interaction $\beta_1 = 0.918$, being the subscales of the organizational justice, the ethical leadership behavior of administrators co-directionally influences the subscales of teachers' organizational justice perception.

Keywords: Ethics, leadership, organizational justice.

Okul Yöneticilerinin Sergilediği Etik Liderlik Davranışının Beden Eğitimi Öğretmenlerinin Örgütsel Adalet Düzeylerine Etkisi

ÖZET

Araştırmanın amacı okul yöneticilerinin sergilediği etik liderlik davranışları ile beden eğitimi öğretmenlerinin örgütsel adalet algıları arasındaki ilişkinin incelenmesidir. İlişkisel (correlational) yöntem ve nedensel karşılaştırma (causal comparative) yöntemi kullanılan çalışmada, 228 erkek, 81 kadın olmak üzere, üç yüz dokuz beden eğitimi öğretmenine, etik liderlik ölçeği ile örgütsel adalet ölçeği uygulanmıştır. Verilerin çözümlenmesi sürecinde, Spearman sıra korelasyon katsayıları ve Regresyon Analizi uygulanmıştır. Yöneticilerin sergilediği etik liderlik davranışı ile öğretmenlerin örgütsel adalet algısı arasında aynı yönlü bir ilişki söz konusudur. Yani öğretmenlerin algılamalarına göre okul yöneticilerinin etik ilkelere uygun davranışlar sergilemeleri arttıkça, öğretmenlerinde örgütsel adalet duygusu artmaktadır. Araştırmada etik liderlik ölçeğinin iletişimsel etik ve davranışsal etik alt boyutlarının öğretmenlerin örgütsel adalet algılarına yönelik etkisi anlamlı bulunmuştur ve paralellik arz etmektedir. Bununla birlikte Yöneticilerin sergilediği etik liderlik davranışı için regresyon katsayısına ilişkin p-değeri = 0,000 < 0,05 olduğundan bu katsayı anlamlıdır ve örgütsel adalet ölçeğinin alt boyutları olan, adil dağıtım regresyon katsayısı $\beta_1 = 0.634$, adil işlem regresyon katsayısı $\beta_1 = 0.889$ ve adil etkileşim regresyon katsayısı $\beta_1 = 0.918$ olduğundan, yöneticilerin sergilediği etik liderlik davranışı, öğretmenlerin örgütsel adalet algısının alt boyutlarını aynı yönde etkilemektedir.

Anahtar Kelimeler: Etik liderlik, örgütsel adalet.

INTRODUCTION

It is possible to see that the term “ethics” is used in any field of the life. There a lot of incidents within the scope of ethics in the working life, in which humans spend most of their lives. Although some of these incidents directly concern the managers, some of them indirectly directed to the managers because the employees inform them about the incidents they face. The reason is that the employees look for someone to guide them when they face ethical problems which

that cannot solve. This guide is generally a high level manager or the closest supervisor of the employee (13).

Although the ethical leadership is a subject of interest for the academic studies for a long time, the attentive and theoretical based social scientific studies regarding this subject are relatively new and have a big potential for the researchers (5). Ethical leadership began to be mentioned more and more as a reaction to the ethical crisis seen in the working life. However,

any description, which would explain ethical leadership fully, could not be found. According to Freeman and Stewart, most of the managers describe ethical leadership as a situation, where the leader has a good character (8).

On the other hand, according to Conger (1999); (25) the theories regarding the transformational leadership and charismatic leadership and the common notions regarding their value system, devotion, thoughtfulness and idealized effect have emerged as the factors with strong and positive effects on the organizational performance within the years. However, although these two leadership theories focus especially on the ethics and the values of the leaders, they have not put either a description or a model for the ethical leadership. At this point, Aronson has been one of the first researchers, who studied the ethical perspectives and leadership styles together (25).

In organizational terms, ethical values, leadership and trust are the important subjects which the leaders come across within the organizational transformation. When considered from point of morale, ethics explains what the principles and values should a good behavior have and when considered from the point of happiness and welfare view, it describes what a good life is and helps high executives to take moralistic decisions (9).

Organizational Justice

The justice notion is a subject which falls into the concern of social sciences and has been examined in a variety of points of views. It has attracted the interest of philosophers for long years. It is observed that the organizational theories, which have been recently developed, focus on the interaction among the individuals and the problems occur as the result of these interactions. In this content, it is also observed that "social justice" is adapted into organizations as well and the "organizational justice" notion, which states the fair distribution of the acquisitions gained as the result of these relations, has been developed (10).

The rationale of the studies regarding the organizational justice, which has become the focus of interest of those who come from different disciplines, is based on the Equity Theory of Adams (1965). Adams based his theory on the assumption that the employees of the organization would compare their acquisitions they gain from their own works with the acquisitions of the employees who work for other organizations. The workers develop behaviours regarding their companies, managers and works from their point of view as the result of this comparison. There are the perceptions of justice fictionalized by the individual regarding the general implementations and the system of the organization in the basis of these behaviours (14). Within this frame, it is possible to define the organizational justice with the

perceptions of the workers regarding the correctness of the treatments by the organization (6).

The organizational justice notion includes the individual evaluation degrees of the workers regarding their outputs, the distribution of justice within the organization and the true procedures followed by the decision makers for the distribution of the outputs (21).

The organizational justice notion was first tried to be defined by whether the rewards and the punishments are distributed within the organization or not, and then the fact whether the rules and the procedures are implemented fairly or not added to this and lastly it tried to be defined by adding the fact whether the human communication and the interactions of the workers within the organization environment are fair or not to those facts. From this point of view, the organizational justice is the perception of the workers regarding fairness of the awards and punishments, principles, procedures, communication and the interactions in the organization environment (16).

Organizational justice is a term, which is used to determine the effects of justice in the organizations. With a more distinct expression, the organizational justice is a term, which includes the perceptions of the workers in the organization how fair they are treated in their work places and how these perceptions affect the other results (devotion to the organization, job satisfaction, etc). The fact that the employees of a work place have the perception of justice is important for the personal and job satisfactions of the workers for effective operation of the organization (22).

The organizational justice literature states that the perception of justice at the work place is formed of two dimensions. They are; justice regarding the received rewards and the justice regarding implementations. With a general description, the justice regarding implementations is related to the fact how the rewards are distributed with the organization. In other words, it is a term which describes according to what and how the decision is made for the rewards for the workers according to their performances and the perception of the workers regarding the fairness of the decision making processes and procedures used for the distribution of the rewards. And the justice regarding the received rewards states the perception of the workers regarding only the fairness of the rewards they receive without considering the decision making processes (11).

Relation between Ethical Leadership Behaviour and Organizational Justice

Moral philosophers, who use ethics based on justice, assert that the pragmatic results of the behaviours would not consider the pragmatic results

and would make them ineffective. Those who support the ethics based on justice approach state that, although the majority of the society obtains benefit from the behaviour, some members do not consider this behaviour in case that they face an unfair result Bayram, (2005). When the ethical leadership behaviours focus on justice, the behaviours of the workers are affected from this situation. Whether the meanings that are attributed to the leadership behaviours by the workers are fair or not may help the organization to achieve its common targets (19).

When the field literature is studied, some relations are observed between the organizational justice and the ethical leadership behaviours. According to this, Tyler, (1986) stresses that the workers significantly consider the justice arguments of their managers, while they are providing support to their managers. Thus, the activities of the leader for securing the justice seem to be important criteria. The managers have to create a working environment where their decisions are perceived as fair ones Trevino et al., (2003). The behaviours of the managers regarding to ensure justice make important contribution to their perception as ethical. When the leader is fair, thoughtful and trustful, the workers have more positive attitude towards the decisions taken by the managers Dirks and Ferrin, (2002). This positive attitude of the workers enables them to spend extra effort in their works (4). Organizational justice behaviours and extra role behaviours are related with the trust in the leader Konovsky and Pugh, (1994); Podsakoff et al, (2000); Dirks and Ferrin, (2002) and the fair behaviours (17) of the leader (1).

In addition, while answering the question “Why is ethics important in management?”, he mentioned the requirement that the ethical behaviours of the leader should be based on universally accepted principle by stating that “The management process requires continuous distribution of the task to be done in the organization if a fair manner and to share the rights and the responsibilities in a just manner” and as a whole classified the ethical principles which a managers have to comply with as; justice, equality,

honesty, truthfulness, impartiality, human rights, humanism, devotion, rule of law, love, tolerance, laicism, respect, prudence, democracy, positive human relations, openness, rights and freedom, recompensing the labour, objection to the unlawful orders (2).

Coppett and Staples define the ethical behaviours as it is related to the fair or true standards of interaction between the parties in a certain circumstance. Ethical management strictly follows the loyalty ethical principles and rules. While the ethical manager takes success as a target, they also look for doing their works within the frame of justice, honesty and ethical standards (13).

MATERIAL & METHOD

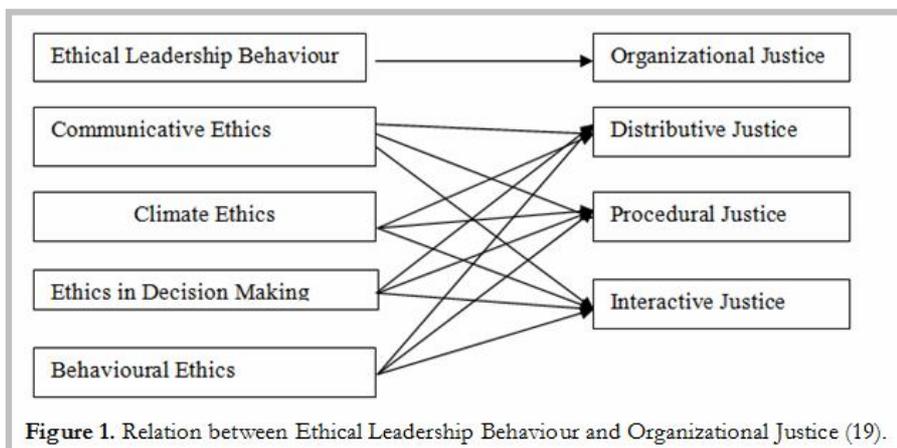
In the study, which aimed to analyse the relations between the ethical leadership behaviours of the school directors and the organizational justice levels of the gym teachers, correlation method and causal comparative method have been used. Correlation study means the examining of the relation between two or more variables without any effort to affect the variables. In its simplest form, in the studies where the relation between two variables can be examined, the relations between more than two variables can be examined as well. In addition to examine the relation between the variables, another purpose of the relational studies is to make prediction. In case that the relation between the two variables has sufficient amount, from the point of a known value of the independent variable, which is called as the predictor variable, the value of the dependent variable, which is called as criteria variable, can be predicted (3).

Population and Sample

Gym teachers who work at the secondary schools constitute the population of this study, where three hundred and nine gym teachers, 228 of whom men, 81 women and chosen with random method among the population from the schools in Ankara, Kırıkkale, Kırşehir, Mersin, Erzurum, and Batman provinces constitute the samples.

Data Collection Tools

“Ethical Leadership Scale (ELS)” (24), which has been used as the data collection tool in the study, has been developed to determine the ethical leadership levels of the directors of the schools according to the opinions of the teachers. The reliability coefficient of the scale has been calculated as 0.97. The reliability coefficients of the four sub-dimensions in themselves are calculated as;



communicational ethics: .95, climate ethics: .92, ethics in decision making: .94 and behavioural ethics coefficient is: .90²⁴. The item – total correlation of the Article 44 changes between 0,676 and 0,863 in all dimensions of the scale. In the same manner, the item – total correlation of all articles have had values between 0.588 and 0.825. These correlation coefficients that belong to each one article of the scale are an indicator of the consistency of the total of the scale and its sub-dimensions (24).

As the second scale, the Organizational Justice Scale, which was developed by Niehoff and Moorman (1993), was used in order to evaluate the Organizational Justice. Organizational Justice Scale is composed of two main dimensions, one for evaluation of the distributive justice perception and the second one for the evaluation of the procedural justice perception and a total of 20 articles. Distributive Justice is composed of 5 articles (Articles 1 to 5) which determine the fairness of the wage levels, workloads, and work responsibilities of different work results. One of the dimensions of Procedural Justice is the formal procedures. Procedural Justice, which evaluates the decision making mechanisms at the work place is composed of 6 articles (Articles 6 – 11). These articles are the ones which evaluate ensuring the collection of information an objective and true manner, and the application process to higher levels of the workers for their opinions and for the solution of problems. One of the dimensions of the Procedural Justice is the Interactional Justice. Interactional Justice Scale is composed of 9 articles (Articles 12 - 20). These articles evaluate how much they feel that their needs are taken into consideration, how sufficient are the explanation is made to them regarding the work decisions. The Cronbach Alpha coefficients of the Turkish form of the sub-dimensions of the Organizational Justice Scale are as follows; Distributive Justice .81, Procedural Justice .89, Interactional Justice .95. It is known that the Cronbach Alpha reliability co-efficient for the original form of the scale are as follows; Distributive Justice .74, Procedural Justice .85, Interactional Justice .92 Niehoff/ Moorman, (1993). Test – re – test reliability coefficients regarding the sub – dimensions of the scale are as follows; Distributive Justice .44, Procedural Justice .65, Interactional Justice .73. (23).

RESULTS

Table 1 includes rs correlation coefficients whose variable coupling have been calculated by using the ethical leadership, organizational justice, which have been applied to the gym teachers took place in the study, and the points obtained for their sub dimensions and the p – values in order to determine whether these correlation coefficients are meaningful or not.

When some of the results of some data are analysed, the relation coefficient between the ethical leadership behaviour of the directors and the organizational justice perception felt by the teachers has been found as $r = 0.715$. Because the p – value = $0.000 < 0.01$ related this coefficient, $r = 0.715$ is a meaningful coefficient. At this point, this value can be interpreted. Because r is positive, there is a same dimension relation between the ethical leadership behaviour and the perception of justice. In other words, when the ethical behaviours of the school directors increase in the perceptions of the teachers, the organizational justice feelings of the teachers increase as well.

According to the table 2, when the general mark achieved in the Ethical Leadership Scale is compared with the mark achieved in the organizational justice scale, model compliance has been obtained, because the p – value = $0.000 < 0.05$ for the meaningfulness of the model. Because for the regression coefficient is p – value = $0.000 < 0.05$ for the ethical leadership general behaviours, this coefficient is meaningful. Because $\beta_1 = 0.838$ is positive, the ethical leadership perceived from the directors has an impact in the same way with the organizational justice attitudes of the teachers.

When the results in the above given table are analysed, it can be concluded that this model is an appropriate one because the p – value = $0.000 < 0.05$ for the meaningfulness of the model. At this point p – values are examined for the regression coefficients, which are shown with β . Of them, those are meaningful with 0.05 meaningfulness level are the coefficients for communicative ethics and behavioural ethics variables. Starting from this point, only the impacts of the communicative ethics and behavioural ethics attitudes regarding the organizational justice perceptions of the teachers has been found meaningful. Because the coefficient $\beta_1 = 0.160$ for communicative ethics is a positive number, communicative ethics attitude creates an impact in parallel with the organizational justice perceptions of the individuals. Similarly, because the coefficient $\beta_4 = 0.686$ for the behavioural ethics is a positive number behavioural ethics attitude creates an impact in parallel with the organizational justice perceptions of the individuals as well.

When the results in the above given table are analysed, it can be concluded that this model is an appropriate one because the p – value = $0.000 < 0.05$ for the meaningfulness of the model regarding to the impact of the general rank obtained from the ethical leadership on the distributive justice sub dimension of the organizational justice scale. Because p - value = $0.000 < 0.05$ regarding the regression coefficient for the ethical leadership general, this coefficient is meaningful. The regression coefficient for the ethical leadership general is $\beta_1 = 0.634$ positive. At this point,

the impact of the ethical leadership attitudes in general is parallel with the distributive justice sub dimension.

According to the table 5, because the p - value = $0,000 < 0,05$ for the meaningfulness model regarding to the impact of general rank obtained from the ethical leadership scale on the procedural justice sub dimension, the compliance of the model has been achieved. Because p - value = $0,000 < 0,05$ regarding the regression coefficient for the ethical leadership general, this coefficient is meaningful. Because the regression coefficient for the ethical leadership is $\beta_1=0.889$ positive, the impact of the perceptions of the teachers regarding the ethical leadership exhibited by

the directors is in the same dimension with the procedural justice attitudes.

When table 6 is analysed, it can be observed that model is compliance because the p - value = $0.000 < 0.05$ for the meaningfulness of the model regarding to the impact of the general mark achieved in the Ethical Leadership Scale on the organizational justice scale interactional justice sub dimension. Because p - value = $0.000 < 0.05$ regarding the regression coefficient for the ethical leadership general, this coefficient is meaningful. Because the regression coefficient for the ethical leadership is $\beta=0.918$ positive, the impact of the ethical leadership on the interactive justice is in the same dimension with the procedural justice attitudes.

Table 1. Scales and Spearman Rank Correlation Coefficients (R) Between the Variable Couplings Based on the Marks Given to the Sub – Dimensions of the Scales and the P – Values for the Meaning of These Coefficients

		Communicative ethics	Climate ethics	Ethical decision	Behavioural ethics	General ethics	Orgutsel Adil degitim	Organizational distributive justice	Organizational interactive justice	Organizational general
Communicative ethics	R	1.000	0.844	0.815	0.810	0.937	0.385	0.611	0.698	0.652
	p value	.	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
Climate ethics	R	0.844	1.000	0.852	0.894	0.947	0.402	0.663	0.700	0.693
	p value	0.000**	.	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
Ethical decision	R	0.815	0.852	1.000	0.888	0.929	0.390	0.616	0.647	0.649
	p value	0.000**	0.000**	.	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
Behavioural ethics	R	0.810	0.894	0.888	1.000	0.925	0.460	0.674	0.733	0.733
	p value	0.000**	0.000**	0.000**	.	0.000**	0.000**	0.000**	0.000**	0.000**
General ethics	R	0.937	0.947	0.929	0.925	1.000	0.420	0.675	0.735	0.715
	p value	0.000**	0.000**	0.000**	0.000**	.	0.000**	0.000**	0.000**	0.000**
Organizational distributive justice	R	0.385	0.402	0.390	0.460	0.420	1.000	0.548	0.509	0.716
	p value	0.000**	0.000**	0.000**	0.000**	0.000**	.	0.000**	0.000**	0.000**
Organizational procedural justice	R	0.611	0.663	0.616	0.674	0.675	0.548	1.000	0.855	0.923
	p value	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	.	0.000**	0.000**
Organizational interactive justice	R	0.698	0.700	0.647	0.733	0.735	0.509	0.855	1.000	0.935
	p value	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	.	0.000**
Organizational general	R	0.652	0.693	0.649	0.733	0.715	0.716	0.923	0.935	1.000
	p value	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	.

* Those with p - value < 0.05 ; ** Those with p - value < 0.01 .

Table 2. The Results of the Linear Regression Analysis Regarding the Impact of the Ethical Leadership Behaviours of the Directors on the Organizational Justice Perceptions of the Teachers

Independent Variables	β	P – value for β	R ²	F	P – value for the Meaningfulness of the Model
Fixed Value	0.390	0.003**	0.836	713.153	0.000*
Ethical Leadership General	0.838	0.000**			

* Those with p - value < 0.05 ; ** Those with p - value < 0.01 . Dependent Variable: Organizational Justice

Table 3. The Results of the Linear Regression Analysis Regarding the Impact of the Sub – Dimensions of the Ethical Leadership Behaviours on the Organizational Justice Perceptions

Independent Variables	β	P – value for β	R ²	F	P – value for the Meaningfulness of the Model
Fixed Value	0.344	0.006**	0.852	201.630	0.000**
Communicative Ethics	0.160	0.049*			
Climatic Ethics	0.069	0.477			
Ethics in Decision Making	-0.064	0.459			
Behavioural Ethics	0.686	0.000**			

* Those with p - value < 0.05 ; ** Those with p - value < 0.01 . Dependent Variable: Organizational Justice

Table 4. The Results of the Linear Regression Analysis Regarding the Impact of the Ethical Leadership Behaviours of the Directors on the Distributive Justice Sub – Dimension

Independent Variables	β	P – value for β	R ²	F	P – value for the Meaningfulness of the Model
Fixed Value	0.991	0.000**	0.585	159.321	0.000*
Ethical Leadership General	0.634	0.000**			

* Those with p – value < 0.05; ** Those with p – value < 0.01. Dependent Variable: Distributive Justice

Table 5. The Results of the Linear Regression Analysis Regarding the Impact of the Ethical Leadership Behaviours of the Directors on the Procedural Justice Sub – Dimensions

Independent Variables	β	P – value for β	R ²	F	P – value for the Meaningfulness of the Model
Fixed Value	0.200	0.246	0.599	457.921	0.000*
Ethical Leadership General	0.889	0.000**			

* Those with p – value < 0.05; ** Those with p – value < 0.01; Dependent Variable: Procedural Justice

Table 6. The Results of the Linear Regression Analysis Regarding the Impact of the Ethical Leadership Behaviours of the Directors on the Interactive Justice Sub – Dimensions

Independent Variables	β	P – value for β	R ²	F	P – value for the Meaningfulness of the Model
Fixed Value	0.197	0.151	0.716	772.405	0.000*
Ethical Leadership General	0.918	0.000**			

* Those with p – value < 0.05; ** Those with p – value < 0.01; Dependent Variable: Interactive Justice

DISCUSSION

The purpose of this study is to determine the impact of the ethical leadership behaviours of the directors of the schools on the organizational justice perceptions of the gym teachers.

When the general mark achieved in the Ethical Leadership Scale is compared with the mark achieved in the organizational justice scale, model compliance has been obtained, because the p – value = 0.000 < 0,05 for the meaningfulness of the model and because $\beta_1=0.838$ is positive, the ethical leadership perceived from the directors has an impact in the same way with the organizational justice attitudes of the teachers. According to the data obtained, there is a same dimension relation between the ethical leadership behaviour and the perception of organizational justice. In other words, when the ethical behaviours of the school directors increase in the perceptions of the teachers, the organizational justice feelings of the teachers increase as well.

The findings of Polat and Celep (15) in their studies on the secondary school teachers that the ethical behaviours of the directors of schools in order to increase the organizational justice perceptions of the teachers and that the requirement for exhibiting ethical leadership and educational leadership to support the teachers is parallel with our study.

In the study, the following results were achieved with our analysis regarding the impact of ethical leadership scale and its sub dimensions on the perceptions of organizational justice: the impact of

communicational ethics and the behavioural ethics attitudes regarding the organizational justice perceptions of the teachers has been found meaningful. Because the coefficient $\beta_1=0.160$ for communicative ethics is a positive number, communicative ethics attitude creates an impact in parallel with the organizational justice perceptions of the individuals. Similarly, because the coefficient $\beta_4=0.686$ for the behavioural ethics is a positive number behavioural ethics attitude creates an impact in parallel with the organizational justice perceptions of the individuals as well. According to this, it can be said that when the attitudes of the school directors with communicational ethics and behavioural ethics increase in the perceptions of the teachers, the organizational justice perceptions of the teachers increase as well.

When some studies, especially the study named (20) “The Impact of Ethical Leadership and Organizational Behavioural Justice” regarding the subject are examined, it is observed that there is a positive relation between the ethical leadership behaviour of the director and the organizational justice variables. A strong relation ($r = 0.83$; $p < 01$) has been found between the ethical leadership behaviour of the director and the organizational justice. A meaningful relation has been observed between the communicative ethics, ethics in decision making, climatic ethics, and behavioural ethics of the ethical leadership behaviour of the director and the organizational justice as well (20). These results support our study.

When the general rank obtained from ethical leadership scale is analysed with regards to the organizational justice scale sub dimension; the fact that the regression coefficient for ethical leadership general is $\beta_1=0.634$ positive shows a parallel impact for the ethical leadership attitudes distributive justice sub dimension in general. The fact that regression coefficient for ethical leadership in procedural justice attitude of the teachers is $\beta_1=0.889$ positive and for interactive justice attitude is $\beta_1=0.918$ positive has an impact in the same way.

According to these results, it has been observed that, as the sub processes of the organizational justice, the ethical leadership behaviour of the directors has a relation in the same way both with the distributive justice, which is defined as an important predictor of the personal results, and procedural or interactive justice, which is defined as the predictor of the institutional attitudes or the attitudes regarding the authority such as commitment to the organization or trust in the management.

When the related literature is examined, it is stated that the organizational justice and ethical leadership affect each other as they are theoretically supporting the results of our study. The feeling of justice is formed according to the relations with each other of the individuals living in a society and the ethical values of a school develop according to the social justice. And it is the leaders who are responsible for the mentioned justice and equality. See it as the resource of ethics in school leadership and leadership actions subject to values (12). The directors tend to use the ethical principles for problem solving process and in decision making behaviours. They apply to ethical principles while reaching to a common opinion on the share social justice (18). So, this shows that the directors are thought to exhibit ethical behaviours when they have good, right, fair and moral behaviours and these role models, which the directors create, becomes the determiner of the relations among the workers of the organization (25).

REFERENCES

1. Arslantaş CC, Dursun M. Etik Liderlik Davranışının Yöneticiye Duyulan Güven ve Psikolojik Güçlendirme Üzerindeki Etkisinde Etkileşim Adaletinin Dolaylı Rolü. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 2008; 8(1). 111-127.
2. Aydın İ. Yönetişel Mesleki ve Örgütsel Etik. Ankara: Pegem Yayıncılık, 2001.
3. Borg WR, Gall MD. Educational Research: An Introduction. Fifth Edition. New York: Longman, 1985.
4. Brown KM. Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, 2004; 40 (1) 77-108.
5. Brown ME, Treviño LK. Ethical Leadership: A Review and Future Directions. *The Leadership Quarterly*, 2006; 17, 595-616.
6. Campbell L, Finch E. Customer Satisfaction and Organizational Justice. *Facilities*, 2004; 22 (7/8): 178-189.
7. Demirel Y, Seçkin Z. Örgütsel Adaletin Bilgi Paylaşımı Üzerine Etkisi: İlaç Sektörü Çalışanlarına Yönelik Bir Araştırma. *Bilgi*, 2001; (56): 99- 119.
8. Freeman RE, Stewart L. Developing Ethical Leadership, Business Roundtable Institute for Corporate Ethics, 2008. http://www.corporateethics.org/pdf/ethical_leadership.pdf. 20.10.2008.
9. Fry L, Slocum J. Maximizing the Triple Bottom Line through Spiritual Leadership. *Organizational Dynamics*, 2008; 37(1): 86-96.
10. İşbaşı Özen J. Çalışanların Yöneticilerine Duydukları Güvenin ve Örgütsel Adaletle İlişkin Algılamalarının Vatandaşlık Davranışının Oluşumundaki Rolü. *Yönetim Araştırmaları Dergisi*, 2001; 1(1), 51-73.
11. Konovsky MA. Understanding procedural justice and its impact on business organizations. *Journal of Management*, 2000; 26(6), 489-511.
12. Merson S, Bussey L. Educational leadership for social justice; enhancing the ethical dimension of educational leadership. *Catholic Education*, 2007; 11: 2.
13. Özdemir E. Liderlik ve Etik. *Uludağ Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 2003; 12(2): 151-168.
14. Özdevecioğlu M. Algılanan Örgütsel Adaletin Bireylerarası Saldırgan Davranışlar Üzerindeki Etkilerinin Belirlenmesine Yönelik Bir Araştırma. *E Ü İİBF Dergisi*, 2003; 21: 77-96.
15. Polat S, Celep C. Ortaöğretim öğretmenlerinin örgütsel adalet, örgütsel güven, örgütsel vatandaşlık davranışlarına ilişkin algıları. *Kuram ve Uygulamada Eğitim Yönetimi*, 2008; 14(54), 307-331.
16. Polat S. Orta Öğretim Öğretmenlerinin Örgütsel Adalet Algıları, Örgütsel Güven Düzeyleri İle Örgütsel Vatandaşlık Davranışları Arasındaki İlişkileri, Doktora Tezi, 2007.
17. Pillai R, Schriesheim CA, Williams ES. Fairness Perceptions and Trust as Mediators for Transformational and Transactional Leadership, a Two-Sample Study. *Journal of Management*, 1999; 25:897-933.
18. Stefkovich J, Begley PT. Ethical school leadership defining the best interests of students. *Educational Management Administration & Leadership*, 2007; 35(2) 205-224
19. Uğurlu CT. İlköğretim Okulu Öğretmenlerinin Örgütsel Bağlılık Düzeylerine Yöneticilerinin Etik Liderlik Ve Örgütsel Adalet Davranışlarının Etkisi Hatay İli Örneği Doktora Tezi, 2009.
20. Uğurlu CT. Öğretmenlerin Örgütsel Bağlılık Düzeylerine Yöneticilerinin Etik Liderlik Ve Örgütsel

Adalet Davranışlarının Etkisi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 2011; 41: 434-448.

21. Taylor RG. The Role of Trust in Labor-Management Relations. *Organization Development Journal*, 1989; 7, 85-89.
22. Töremen F, Tan Ç. Eğitim Örgütlerinde Adalet kavramsal Bir Çözümleme” Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 2010; 14, 58-70.
23. Yıldırım F. Çalışma Yaşamında Örgüte Bağlılık İle Örgütsel Adalet, Örgüt Temelli Özsaygı Ve Bazı Kişisel ve Örgütsel Değişkenlerin İlişkisi. *Mülkiye Dergisi*, 2003; 27, 239, 371-402.
24. Yılmaz E. Etik Liderlik Ölçeği'nin Geçerlik ve Güvenirlilik Çalışması. XIV.Eğitim Bilimleri Kongresi Bildiri Kitabı, Pamukkale Üniversitesi, Denizli, 2005; 808-814.
25. Zhu W, May D, Avolio B. The Impact of Ethical Leadership Behavior on Employee Outcomes: The Roles of Psychological Empowerment and Authenticity. *Journal of Leadership and Organizational Studies*, 2004; 11(1): 16-26.