

AN INVESTIGATION OF PHYSICAL EDUCATION TEACHERS 'PERCEPTION OF ETHICAL LEADERSHIP ACCORDING TO SOME VARIABLES

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Abstract

In this study, it is aimed to examine PE teachers' perceptions of ethical leadership according to some variables. 158 Physical Education teachers selected by simple random method among 250 Physical Education teachers working in primary and high school education institutions affiliated to Isparta Provincial Directorate of National Education participated in the study. As a data collection tool in research; personal information form and ethical leadership scale were used. Participants' scores obtained from personal information and the scale and factor scores are given by determining the frequency (f) and percentage (%) values. In order to determine whether the scores obtained by physical education teachers from the ethical leadership scale differ according to independent variables, the T test was applied in independent groups in paired comparisons, while the one-way Anova test was used to compare three or more variables, and the Bonferoni test was used to determine the difference between groups. According to the statistical processes performed, no significant difference was found in the ethical leadership perceptions of physical education teachers according to the variables of gender and years of service. When ethical leadership perceptions were examined according to the age variable, a significant difference was found between ethics and justice, power sharing subtitles and ethical leadership perceptions total scores. When ethical leadership perceptions were examined according to the marital status variable, a significant difference was found between clarification of duties and roles, subheadings of power sharing and total scores of ethical leadership perceptions. According to the sport type variable, when ethical leadership perceptions were examined, a significant difference was found between the subtitles of ethics and justice, duties and roles, power sharing, and ethical leadership perceptions. As a result, it is thought that the study can contribute to the field in terms of evaluating the ethical leadership perceptions of physical education teachers.

Keywords: Physical education teacher, ethical leader, perception.

Introduction

With the emergence of philosophical-based different perspectives in today's educational administration, the general view of ethics and values has turned into a phenomenon that changes frequently (Willower &

Forsyth, 1999). While Furman (2004) evaluated educational ethics as a moral responsibility in the school environment, Gutek (2014) expressed it as encouraging students to create values and create desired behaviors. While making a decision is

choosing the best alternative among the alternatives (Dessler, 2004), managerial decision making is an ethical and rational process that affects each other (Hoy & Miskel, 2010). Stouten *et al.* (2012) expresses ethical leadership as the undiscovered aspect of leadership, while the concept of ethical leadership emerged as a result of questioning the perception of ethics today. The concept is not a new concept in today's schools, and most of the decisions made by school administrators are ethical decisions (Brown *et al.* 2005). While Dökmen (1994) stated that miscommunication would result in negative consequences, he stated that style selection should be considered. Ethical leadership is a form of leadership that combines established ethical standards with values and implements them effectively (Connock & Johns 1995), ethical leaders support optimal behavior development among employees, enabling communication-based decisions (Piccolo *et al.* 2010), increasing the sense of trust of employees, they are managers who can prevent employee absenteeism (Conlon *et al.* 2005) by establishing corporate trust (Walumbwa & Schaubroeck, 2009) and justice. Ethical leaders support employees by displaying proper behavior in individual and corporate communication (Brown *et al.* 2005), encourage them to adopt and apply ethical values, and pay attention to the compatibility of corporate activities with each other (Harvey, 2004). The dimension of organizational values and practices related to moral attitudes and behaviors is called organizational climate. Employees' perceptions of moral values and practices can be expected to affect their emotional reactions to the organization (Cullen *et al.* 2003). Van Gils *et al.* (2015) expressed ethical leadership as the process of transferring managers' ethical behaviors to employees through social learning, social change, social identity and identification. In other words, ethical leaders are the administrators who ensure that organizational justice has an effect on organizational

silence (Pinder & Harlos, 2001). Managers with high moral level should lead employees in moral behavior and be able to create perceptions (Jordan *et al.* 2013). When the literature is examined, it is stated that studies on ethical leadership are carried out in different institutions in educational institutions, public institutions and private sectors (Kasap, 2020; Kuru, 2020; Ertürk, 2019; Yıldız, 2019; Cansaran & Yılmaz, 2018; Minaz, 2018; Songur *et al.* 2017; Sarıkaya, 2017; Akatay *et al.* 2016; Günel *et al.* 2016), but there is no study on the perception of ethical leadership of physical education teachers. In line with this information, it is aimed to examine physical education teachers' perception of Ethical Leadership according to some variables.

Methods

In the research, descriptive survey method was used. Descriptive scanning, which is defined as a research approach that aims to describe a past or present situation as it is, tries to define the individual or object in its own conditions and as it is (Karasar, 2004).

Selection of Volunteer Groups

158 Physical Education teachers working in primary and high school education institutions affiliated to Isparta Provincial Directorate of National Education participated in the study by a simple random method (Çıngı, 1994).

Data Collection Techniques

Data collection tools used in research; personal information form and ethical leadership scale were applied.

Personal Information Form

The personal information form is composed of 6 questions including the participants' gender, age, marital status, service year, sport type and educational status.

When Table 1 is examined, 77.2% of the participants are male, 22.8% are female, according to age groups, 21.5% are 30 and under, 48.7% are between the ages of 31-40, 29,7% of them are 41 and over, 26.6% are single, 73.4% are married, by years of service 68.4% less than 10 years, 25.3% between 11-20, 6.3% of them are over 21 years, 64.6% are individual sports and 35.4% are team sports depending on the type of specialty sports. %82.3 have licence degree and %17.1 have master's degree.

Ethical Leadership Scale

"Ethical Leadership Scale" developed by Yılmaz (2006) was used to measure physical education teachers' perception of ethical leadership. The scale, with a total reliability coefficient of .97, consists of 4 factors: communicative ethics, climatic ethics, ethics

in decision-making and behavioral ethics. Reliability coefficients of four sub-dimensions; communicative ethics .95; climatic ethics .92; ethics in decision making was .94 and behavioral ethics sub-dimension was .90. The scale is a 5-point Likert type scale that is answered and scored as completely agree (5), agree (4), have no idea (3), disagree (2), strongly disagree (1).

Analysis of data

Statistical analyzes were made in computer environment. It was observed that the skewness and kurtosis values of the Ethical Leadership Scale were in the range of ± 1 (Table 2).

Table 1. Socio demographic characteristics of the participants

	Variables	N	%
Gender	Man	122	77.2
	Woman	36	22.8
	Total	158	100
Age	-30	34	21.5
	31-40	77	48.7
	41+	47	29.7
	Total	158	100
Marital status	Single	42	26.6
	Married	116	73.4
	Total	158	100
Service Year	-10	108	68.4
	11-20	40	25.3
	21+	10	6.3
	Total	158	100
Sport Type	Individual sports	102	64.6
	Team sports	56	35.4
	Total	158	100
Education Status	Licence degree	130	82.3
	Master's degree	28	17.1
	Total	158	100

Table 2. The Skewness-Kurtosis and Kolmogorov-Smirnov Test Significance Level of the Scale Scores

Ethical Leadership Scale	N	Skewness	Kurtosis
Communicative Ethics	158	-.298	-.481
Climatic Ethics	158	-.507	-.290
Ethics in Decision Making	158	-.323	-.600
Behavioral Ethics	158	-.476	-.552
Total	158	-.379	-.494

When (table 2) the normal distribution curves were examined, it was seen that there were no extreme deviations from the normality. In the literature, while George and Mallery (2016) explained that the values of skewness and kurtosis ideally between ± 1 , Demir *et al.* (2016), on the other hand, explained that these values are in the range of ± 2 as a suitable condition for normality. Büyüköztürk (2007) interpreted that the skewness and kurtosis values in the range of ± 1 are not excessive deviations from normality. In the light of this information, it was accepted that the data showed a normal distribution. Participants' scores obtained from personal information and the scale and factor scores are given by determining the frequency

(f) and percentage (%) values. In order to determine whether the scores of Physical Education Teachers obtained from the Ethical Leadership Scale differ according to independent variables, while T-test was applied in independent groups in paired comparisons, one-way analysis of variance was used to compare three or more variables, and Bonferoni test was used to determine the difference between groups.

Results

Participants were found to have a score of 54.329 ± 12.810 in communicative ethics, 38.608 ± 10.207 in climatic ethics, 32.684 ± 7.963 in ethics in decision making, and 31.671 ± 8.849 in behavioral ethics, and the total score was 157.291 ± 38.982 (Table 3).

Table 3. Descriptive statistics of the responses of Physical Education teachers to the questionnaire

Ethical Leadership Scale	N	Minimum	Maximum	X±Sd
Communicative Ethics	158	24.00	75.00	54.329±12.810
Climatic Ethics	158	14.00	55.00	38.608±10.207
Ethics in Decision Making	158	14.00	45.00	32.684±7.963
Behavioral Ethics	158	12.00	45.00	31.671±8.849
Total	158	70.00	220.00	157.291±38.982

According to Table 4; In the subtitles of the Ethical Leadership Scale of the participants, there was no difference according to the gender variable. According to the gender variable, physical education teachers' perceptions of ethical leadership are similar.

In Table 5, it was determined that there is no significant difference between ethical leadership and its sub-dimensions communicative ethics, climatic ethics, behavioral ethics according to the age variable of the participants. Ethical leadership and sub-dimensions of age groups communicative ethics, climatic ethics, behavioral ethics attitudes are similar. A significant difference was found in the subtitle of ethics in decision making. It has been observed that the significance value of -30 years old is above the age of 41+.

Table 4. Ethical Leadership Perceptions of Physical Education Teachers by Gender Variable

Ethical Leadership Scale	Gender	N	X± Sd	df	t	p
Communicative Ethics	Man	122	54.541±13.237	2	.382	.703
	Woman	36	53.611±11.385			
Climatic Ethics	Man	122	38.951±10.485		.777	.438
	Woman	36	37.444±9.248			
Ethics in Decision Making	Man	122	32.787±8.486		.362	.718
	Woman	36	32.333±5.943			
Behavioral Ethics	Man	122	32.033±9.023		.946	.346
	Woman	36	30.444±8.233			
Total	Man	122	158.311±40.402		.604	.546
	Woman	36	153.833±34.022			

Table 5. Ethical Leadership Perceptions of Physical Education Teachers by Age Variable

Ethical Leadership Scale	Age	N	X± Sd	df	F	p	Bonferoni
Communicative Ethics	-30 ^a	34	58.753±10.774	3	2.817	.063	
	31-40 ^b	77	53.657±12.243				
	41+ ^c	47	52.213±14.475				
Climatic Ethics	-30 ^a	34	41.765±9.019		2.268	.107	
	31-40 ^b	77	37.338±10.163				
	41+ ^c	47	38.404±10.794				
Ethics in Decision Making	-30 ^a	34	35.382±6.937		3.051	.050	a> c
	31-40 ^b	77	32.494±7.440				
	41+ ^c	47	31.043±9.067				
Behavioral Ethics	-30 ^a	34	34.324±7.298		1.975	.142	
	31-40 ^b	77	31.000±8.562				
	41+ ^c	47	30.851±10.065				
Total	-30 ^a	34	170.206±33.272		2.461	.089	
	31-40 ^b	77	154.507±37.419				
	41+ ^c	47	152.511±43.813				

According to Table 6; When the ethical leadership perceptions of the participants were examined according to the marital status variable, a significant difference was found between communicative ethics, climatic ethics, ethics in decision making and behavioral ethics total scores. Ethical leadership perceptions and sub-dimensions communicative ethics, climatic ethics, ethics in decision making, and behavioral ethics of the single and married participants were similar.

In Table 7, when the ethical leadership perceptions of the participants according to the variable of years of service are examined, no significant difference was found between communicative ethics, climatic ethics, ethical and behavioral ethics in decision making and total score. Ethical leadership perceptions and sub-dimensions, communicative ethics, climatic ethics, ethics in decision making and behavioral ethics are similar among service year groups.

Table 6. Ethical Leadership Perceptions of Physical Education Teachers by Marital Status Variable

Ethical Leadership Scale	Gender	N	X± Sd	df	t	p
Communicative Ethics	Single	42	55.095±13.764	2	.451	.652
	Married	116	54.052±12.498			
Climatic Ethics	Single	42	39.714±11.306		.819	.414
	Married	116	38.207±9.801			
Ethics in Decision Making	Single	42	33.476±8.620		.752	.453
	Married	116	32.397±7.730			
Behavioral Ethics	Single	42	31.905±8.812		.199	.842
	Married	116	31.586±8.900			
Total	Single	42	160.190±41.859		.561	.575
	Married	116	156.241±38.023			

Table 7. Ethical Leadership Perceptions of Physical Education Teachers by Year of Service Variable

Ethical Leadership Scale	Service Year	N	X± Sd	df	F	p	Bonferoni
Communicative Ethics	-10 ^a	108	54.222±12.785	3	.760	.469	-
	11-20 ^b	40	53.450±13.728				
	21+ ^c	10	59.000±8.641				
Climatic Ethics	-10 ^a	108	38.796±10.023		2.106	.125	-
	11-20 ^b	40	36.750±11.358				
	21+ ^c	10	44.000±4.000				
Ethics in Decision Making	-10 ^a	108	33.037±7.682		1.045	.354	-
	11-20 ^b	40	31.250±9.142				
	21+ ^c	10	34.600±5.232				
Behavioral Ethics	-10 ^a	108	31.722±8.281		2.060	.131	
	11-20 ^b	40	30.300±10.501				
	21+ ^c	10	36.600±6.132				
Total	-10 ^a	108	157.778±37.986		1.359	.260	-
	11-20 ^b	40	151.750±43.882				
	21+ ^c	10	174.200±23.527				

In Table 8, a statistically significant difference was found between the sub-dimensions of ethical leadership perception, communicative ethics, climatic ethics, ethics in decision making, behavioral ethics, and the total scores of ethical leadership perceptions according to the sport type variable. According to the data, it has been determined that the communicative ethics attitude levels of team athletes ($\bar{X}= 61,536$) are higher than individual athletes ($\bar{X}= 50,373$). According to the data, it was found that the climatic ethics attitude levels of the team athletes ($\bar{X}= 43,964$) were higher than the individual athletes ($\bar{X}= 35,667$). According to the data, it was determined that team athletes ($\bar{X}= 36,893$) have higher ethical attitude levels in decision making than individual athletes ($\bar{X}= 30,373$). According to the data, it was determined that

the behavioral Ethics attitude levels of team athletes ($\bar{X}= 35,536$) were higher than the individual athletes ($\bar{X}= 29,549$). According to the data, it was determined that the ethical leadership perception attitude levels of the team athletes ($\bar{X}= 177.929$) were higher than the individual athletes ($\bar{X}= 145.961$).

In Table 9, it was seen that there is a significant difference in the subtitles of climatic ethics and ethics in decision making, the subtitle of communicative ethics and the borderline significance in the total, and no significant difference in the subtitle of behavioral ethics. Licence and master's degree graduate participants' perceptions of ethical leadership and sub-dimensions communicative ethics, climatic ethics, ethics in decision making and behavioral ethics attitudes are similar.

Table 8. Ethical Leadership Perceptions of Physical Education Teachers by Sport Type Variable

Ethical Leadership Scale	Sport Type	N	X± Sd	df	t	p
Communicative Ethics	Individual	102	50.373±12.292	2	-5.750	.000
	Team	56	61.536±10.443			
Climatic Ethics	Individual	102	35.667±9.898		-5.291	.000
	Team	56	43.964±8.500			
Ethics in Decision Making	Individual	102	30.373±7.317		-5.337	.000
	Team	56	36.893±7.397			
Behavioral Ethics	Individual	102	29.549±8.659		-4.287	.000
	Team	56	35.536±7.892			
Total	Individual	102	145.961±37.256		-5.346	.000
	Team	56	177.929±33.426			

Table 9. Ethical Leadership Perceptions of Physical Education Teachers According to the Educational Status Variable

Ethical Leadership Scale	Educational Status	N	X± Sd	df	t	p
Communicative Ethics	Licence d.	130	53,508±13.320	2	-1,748	,082
	Master's d.	28	58,143±9.388			
Climatic Ethics	Licence d.	130	37,969±10.650		-2,168	,034
	Master's d.	28	41,571±7.270			
Ethics in Decision Making	Licence d.	130	32,031±8.188		-2,249	,026
	Master's d.	28	35,714±6.067			
Behavioral Ethics	Licence d.	130	31,339±9.395		-1,408	,164
	Master's d.	28	33,214±5.540			
Total	Licence d.	130	154,846±40.740		-1,709	,089
	Master's d.	28	168,643±27.278			

Discussion and Conclusion

Hughes and Jones (2010) defined the concept of behavioral ethics as an honest and fair behavior of the manager, equal treatment of all employees, professional commitment, understanding, belief, responsibility and respect for different opinions. With the leadership qualities of today's managers coming to the forefront, the value attached to concepts such as ethics, justice and equality has increased. When viewed in terms of human relations and legal regulations; Displaying ethical behavior in management has become an important responsibility, and the necessity to consider and implement ethical values in managerial decisions has emerged. Therefore, ethical behaviors of administrators in educational organizations affect teachers' perceptions of justice and affect their commitment to school. Acar (2011) stated that school administrators' behavior in accordance with ethical principles increases teachers' sense of organizational justice. Uğurlu and Üstüner

(2011) stated that there is a significant relationship between the ethical dimensions of managers' ethical leadership behavior in decision-making, behavior, communication and organizational climate processes and organizational justice.

In this study, it is aimed to determine how physical education teachers evaluate the ethical leadership behaviors of school administrators according to various variables. In the study it has been determined that physical education teachers were found to have a score of 54.329 ± 12.810 in communicative ethics, 38.608 ± 10.207 in climatic ethics, 32.684 ± 7.963 in ethics in decision making, and 31.671 ± 8.849 in behavioral ethics, and the total score was 157.291 ± 38.982 .

While no difference was found in the subtitles of the physical education teachers' ethical leadership scale according to the gender variable, when analyzed according to the age variable, although no significant difference was detected in the subtitles of communicative ethics, climatic ethics and behavioral

ethics, it was observed that there was a significant difference in the subtitle of ethics in decision making, and the significance value of -30 years was above the age of 41+. Polat (2007), in his study with the teachers of high schools, revealed that there is a difference according to gender, and stated that male teachers think their administrators behave more fairly than women. Likewise, Cansaran and Yılmaz (2018) stated in their study conducted in public institutions that there was a significant relationship between ethical leadership perception and gender, that the difference stems from female personnel, and the reason for this is that women's views on ethical leadership are more meaningful than men. In support of our work, Çınar (2019), Yasan *et al.* (2019) stated that there was no statistically significant difference between male employees and female employees in terms of ethical leadership overall averages. While Cansaran and Yılmaz (2018), again supporting our study in terms of age factor, revealed that employees between the ages of 18-30 and between 31-43 have higher perceptions of ethical leadership than those aged 44 and over, Yasan *et al.* (2019) revealed that there was no statistically significant difference between the average scores of ethical leadership perception by age. Contrary to the result obtained in the study, Cihangiroğlu *et al.* (2010) concluded in their study that younger physicians have a lower perception of justice than older workers. It is thought that this situation is due to the employees not having sufficient professional experience and working in different business lines.

When the ethical leadership perceptions of physical education teachers according to the marital status variable were examined, a significant difference was found between communicative ethics, climatic ethics, ethics in decision making and behavioral ethics total scores. In addition to the results obtained, Yeksan (2020) found that the average ethical leadership perception of married employees was higher than that

of single employees, but there was no statistical relationship between employees' ethical leadership perception averages and marital status distributions. Cihangiroğlu *et al.* (2010) has reached the conclusion that there is no significant difference in the justice perceptions of the employees according to the marital status. Likewise, Yasan *et al.* (2019) and Durmuş (2017) stated that there is no statistically significant difference between the average scores of ethical leadership perception according to marital status.

When the ethical leadership perceptions of physical education teachers according to the variable of years of service were examined, no significant difference was found between communicative ethics, climatic ethics, ethics in decision making and behavioral ethics, and the total score. Supporting our study, Çınar (2019) concluded that employees' perceptions of ethical leadership did not show a statistically significant difference depending on years of service, likewise, Yasan *et al.* (2019) and Durmuş (2017) stated that there is no statistically significant difference between the average scores of ethical leadership perception by years of service. Contrary to these studies, Cansaran and Yılmaz (2018) found that those with a term of 1-5 years had the highest perception of ethical leadership, while those who worked for 20 years or more had the lowest perception of ethical leadership, they stated that as the duration of working in the same institution increases, the perception of ethical leadership decreases. Likewise, Erdoğan *et al.* (2013) revealed in their study that ethical leadership scale scores differ according to the duration of teachers' working at school.

When the ethical leadership perceptions of physical education teachers according to the sport type variable were examined, a very high level of statistically significant difference was found between the subtitles of communicative ethics, climatic ethics, ethics in decision making and behavioral ethics, and the total scores of ethical leadership perceptions. It is

understood that this difference is in favor of physical education teachers who are interested in team sports. In the literature review conducted by the researcher, there is no study examining the ethical leadership perceptions of physical education teachers according to the sport type variable. While Akıncı (2019) stated that individuals who participate in team sports and therefore share their ethical behavior, develop their sense of justice, and are aware of their duties, responsibilities and social roles, Başer (1998) stated that team members act with the same feelings and thoughts, creating a long-term partnership that emphasizes performance and individual satisfaction. It is thought that this situation is due to the fact that physical education teachers learned the characteristics of expressing their emotions, controlling their emotions such as aggression, anger, and jealousy, which are thought to bring individuals to be involved in team sports.

When the ethical leadership perceptions of physical education teachers were examined according to the educational status variable, it was observed that there was a significant difference in the subtitles of ethics in climatic ethics and decision making, the subtitle of communicative ethics and the borderline significance in total, and no significant difference in the subtitle of behavioral ethics. In support of our work, Erdoğan *et al.* (2013) revealed in their study that ethical leadership scale scores do not differ significantly according to the educational status of teachers.

Similar results have been obtained in other studies on ethical leadership perception of educational institutions and physical education teachers. Acar and Kaya (2012) stated that physical education teachers and school administrators exhibit high level of ethical leadership behavior, and Uğurlu (2012) stated that ethical behavior in the decision-making process has the highest value among sub-dimensions. Yılmaz (2006) stated that managers' ethical leadership skills determine the level of organizational trust in schools,

and Uluğ (2009) stated that the success of the institutional system requires honest, reliable ethical leaders who care about ethical principles and values. Kuru (2020), on the other hand, stated in his study that the perception of ethical leadership is well above the average and that such managers may have a positive reflection on employees.

As a result, it is understood that ethical leadership directly affects corporate performance. Therefore, education administrators have the responsibilities of being a model and a pioneer both in education and training activities and in education management. For corporate success, it will be the desired behavior style for managers to show leadership behaviors based on ethical values. It is thought that the study carried out in the light of this information can contribute to the field in terms of evaluating the level of achievement of schools.

Suggestions

- Studies that examine the ethical leadership perceptions of physical education teachers in larger sample groups can be conducted.
- Physical education teachers' perceptions of ethical leadership can be examined by taking into account variable differences such as residence and educational background.
- Physical education teachers' perceptions of ethical leadership with organizational justice perceptions and job performances can be compared.

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