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

Akıncı, A Y¹, Kubilay, I²

¹Faculty of Sports Science, Süleyman Demirel University, abdullahakinci@sdu.edu.tr, Isparta, Turkey, ²Faculty of Sports Science, Süleyman Demirel University, ibrahimturkay@sdu.edu.tr, Isparta, Turkey

Correspondence: Abdullah Akıncı, e-mail: abdullahakinci@sdu.edu.tr

(Accepted 1 October 2020)

https://doi.org/10.33598/V1I120201

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, duties and roles, 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; Sonğur 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     | 102 | 64.6|
| Team           | 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. Büyükoztürk (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     |
|-------------------------|--------|------|--------|-----|-------|-------|
|                         | Man    | 122  |        | 54.541±13.237 | 2 | .382 | .703 |
|                         | Woman  | 36   |        | 53.611±11.385  |   |       |      |
| Communicative Ethics    |        |      |        | 54.541±13.237 | 2 | .382 | .703 |
| Man                     | 122    |      |        | 38.951±10.485  |   | .777 | .438 |
| Woman                   | 36     |      |        | 37.444±9.248   |   |       |      |
| Climatic Ethics         |        |      |        | 38.951±10.485  |   | .777 | .438 |
| Man                     | 122    |      |        | 32.787±8.486   |   | .362 | .718 |
| Woman                   | 36     |      |        | 32.333±5.943   |   |       |      |
| Ethics in Decision Making |       |      |        | 32.787±8.486   |   | .362 | .718 |
| Man                     | 122    |      |        | 30.033±9.023   |   | .946 | .346 |
| Woman                   | 36     |      |        | 30.444±8.233   |   |       |      |
| Behavioral Ethics       |        |      |        | 32.033±9.023   |   | .946 | .346 |
| 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    | -30a | 34   | 58.753±10.774 | 3  | 2.817 | .063  |           |
|                         | 31-40b | 77   | 53.657±12.243 |   |       |      |           |
|                         | 41+c  | 47   | 52.213±14.475 |   |       |      |           |
| Climatic Ethics         | -30a | 34   | 41.765±9.019  | 3  | 2.268 | .107  |           |
|                         | 31-40b | 77   | 37.338±10.163 |   |       |      |           |
|                         | 41+c  | 47   | 38.404±10.794 |   |       |      |           |
| Ethics in Decision Making | -30a | 34   | 35.382±6.937  | 3  | 3.051 | .050  | a> c      |
|                         | 31-40b | 77   | 32.494±7.440  |   |       |      |           |
|                         | 41+c  | 47   | 31.043±9.067  |   |       |      |           |
| Behavioral Ethics       | -30a | 34   | 34.324±7.298  | 3  | 1.975 | .142  |           |
|                         | 31-40b | 77   | 31.000±8.562  |   |       |      |           |
|                         | 41+c  | 47   | 30.851±10.065 |   |       |      |           |
| Total                   | -30a | 34   | 170.206±33.272| 3  | 2.461 | .089  |           |
|                         | 31-40b | 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  | 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  | 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  | 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  | 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  |    |        |       |
|                                    | Team       | 56  | 43.964±8.500  |    | -5.291 | .000  |
| **Ethics in Decision Making**      | Individual | 102 | 30.373±7.317  |    |        |       |
|                                    | Team       | 56  | 36.893±7.397  |    | -5.337 | .000  |
| **Behavioral Ethics**              | Individual | 102 | 29.549±8.659  |    |        |       |
|                                    | Team       | 56  | 35.536±7.892  |    | -4.287 | .000  |
| **Total**                          | Individual | 102 | 145.961±37.256|    | -5.346 | .000  |
|                                    | Team       | 56  | 177.929±33.426|    |        |       |
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 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

### 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 |   | -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|   |       |      |
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 total scores. In addition to the results obtained, Yekşan (2020) found that the average ethical leadership perception of married employees was higher than that
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.

References
Acar, G. (2011). Okul yöneticilerinin etik liderlik davranışlarının beden eğitimi öğretmenlerinin örgütsel adalet ve motivasyon düzeyleriyle ilişkisi, Yayınlanmamış doktora tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara. 
Acar, G., & Kaya, M. (2012). Okul yöneticilerinin etik лидерlik davranışlarına ilişkin beden eğitimi öğretmenlerinin görüşleri. Selçuk Üniversitesi Beden Eğitimi ve Spor Bilim Dergisi, 14(1), 95-102.
Akatay, A. Yücekaya, P., Kısat, N.Ç. (2016). Yöneticilerin etik liderlik davranışlarının, örgütsel adalet ve sinizm
letmelerde. Örnekleme kuramı, –, Bağırgan 2020. Nobel dership”,

Dökmen, Ü. (1994). Sanatta ve günlük yaşamda iletişimi çatışmaları ve empati. İstanbul: Remzi Kitabevi.

Durmuş, M. (2017). Kamu kurumlarında etik liderlik algısı: Kamu görevlilerine yönelik bir uygulama, Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic Volume 12/3, 167-186 http://dx.doi.org/10.7827/TurkishStudies.11377.

Erdoğlu, M. Y., Umurkan, F., & Kuru, T. (2013). Okul yöneticilerinin etik liderlik rolleri ile kurum imajı arasındaki ilişkiye. İstanbul Zaim Üniversitesi Sosyal Bilimler Dergisi, 37-54.

Ertürk, R. (2019). Ethical leadership behaviors of school principals, trust perceptions of school teachers and organizational commitment in terms of various variables, Inonu University Journal of the Faculty of Education, 20(1), 119-135. DOI: 10.17679/inuefd.389648

Furman, G.C. (2004). The ethic of community. Journal of Educational Administration, 42 (2) 215-235.

Gutek, G. L. (2014). Etik liderliğin iç girişimciliğe etkisi: deneyimler, leadership: a review and future directions. The Leadership Quarterly, 17, 785.

Hoy, W. K. & Miskel, C. G. (2010). Eğitim yönetimi, teori, araştırma ve uygulama (Çev.ed. Turan, S.). Ankara: Nobel Yayın Dağıtım.

İnak, A. (2016). Etik liderlik davranışının örgütel adeta üzerine etkisi, Nevşehir Hacı Bektaş Veli Üniversitesi, Sosyal Bilimler Enstitüsü, Nevşehir, Yayınlanmamış Yüksek Lisans Tezleri.

Jordan, J., Brown, M. E., Treviño, L. K. & Finkelstein, S. (2013). “Someone to look up to: executive–follower ethical reasoning and perceptions of ethical leadership”, Journal of Management, 39/3: 660-683.

Karasar, N. (2004). Bilimsel Araştırma Yöntemi. Nobel yayınçılık, Ankara, 52.

Kasap, M. (2020). Etik liderliğin iç girişimciliğe etkisi: Çanakkale’de bir araştırma, Atatürk University Journal of Economics & Administrative Sciences, Vol. 34 Issue 1: 257-272.

Kuru, S.A. (2020). Etik liderlik ve örgütSEL öZELEŞME arasındaki ilişkiye: kişi örgüt uyumunun aracılık etkisi, Business and Economics Research Journal, 11(2): 515-530 https://doi.org/10.20409/beri.2020.264.

Minaz, M.B. (2018). Okul Müdürlerinin etik liderlik özelliklerini belirlemeye yönelik ölçek geliştirme çalışması, Uluslararası Sosyal Araştırmalar Dergisi, Cilt: 11 Sayı: 60: 767-785.

Mullane, S.P. (2009). “Ethics and leadership”, The Johnson A. Edosomwan Leadership Institute University of Miami White Paper Series, 1-6.
Piccolo, R. F., Greenbaum, R., Hartog, D. N. D. and Folger, R. (2010). “The relationship between ethical leadership and core job characteristics”, *Journal of Organizational Behavior, 31*: 259-278.

Pinder, C. C., & Harlos, K. P. (2001). Employee silence: quiescence and acquiescence as responses to perceived injustice. *Research in Personnel and Human Resources Management, 20*: 331-370.

Polat, S. (2007). Örgütsel güven, adalet ve vatandaşlık davranışlarına ilişkin öğretmen algıları. Yayınlanmamış doktora tezi, Kocaeli Üniversitesi, Kocaeli.

Sarkaya, A. (2017). Lise yöneticilerinin etik liderlik özellikleri ile örgütsel güven algıları arasındaki ilişkinin öğretmen görüşlerine göre belirlenmesi, *Uluslararası Türk Eğitim Bilimleri Dergisi, Yıl.5, Sayı.8*: 285-315.

Sonğer, C., Özer, Ö., Say Şahin, D. (2017). Etik liderliğin örgütsel adalet üzerine etkisi: bir kamu hastanesinde uygulama, *Hacettepe Sağlık İdaresi Dergisi, 20*(4): 445-456.

Stouten, J., Van Dijke, M. and De Cremer, D. (2012). “Ethical leadership: an overview and future perspectives (Editorial).” *Journal of Personnel Psychology, 11*(1): 1–6.

Uğurlu, C. T. & Üstüner, M. (2011). Öğretmenlerin örgütsel bağılilik düzeylerine yöneticilerin etik liderlik ve örgütsel adalet davranışlarını etkisi, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 41*: 434-448.

Uğurlu, C. T. (2012). İlköğretim okulu öğretmenlerinin yönetici etik liderlik davranışına ilişkin algıları, *CÜ Sosyal Bilimler Enstitüsü Dergisi, 36*(2), 203-213.

Uluğ, F. (2009) *Yönetim ve etik*, Kamu etiği sempozyumu, Açılış Bildirisi, 25-26 Mayıs 2009, TODAIE, Ankara.

Van Gils, S., Van Quaquebeke, N., Van Knippenberg, D., Van Dijke, M. & De Cremer, D. (2015). “Ethical leadership and follower organizational deviance: the moderating role of follower moral attentiveness.”, *The Leadership Quarterly, 26*(2): 190-203.

Walumbwa, F. O., & Schaubroeck, J. (2009). Leader personality traits and employee voice behavior: mediating roles of ethical leadership and work group psychological safety. *Journal of Applied Psychology, 94*(5), 1275-1286.

Willower, D.J., & Forsyth, P.B. (1999). A *brief history of scholarship on educational administration*. Handbook of research on educational administration. (Eds: Murphy, J. ve Louis K.S.), ss.1-24.

Yasan, B., Doğan, S. & Mengi, B.T. (2019). Etik liderlik ve etik iklimin iç denetçilerin performansına etkisi ve bir araştırma, *TİDE Academia Research, 2*: 249-280.

Yılmaz, E. (2006). Okullardaki örgütsel güven düzeyinin okul yöneticilerinin etik liderlik özellikleri ve bazı değişkenler açısından incelenmesi (Doctoral dissertation, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü).