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A Meta-Analysis Study on Organizational Outcomes of Ethical Leadership

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Abstract

The aim of this study is to synthesize the results of the studies examining the relationship between ethical leadership and organizational justice, organizational commitment, organizational trust, organizational cynicism, motivation, job satisfaction and mobbing in educational organizations. In this respect, this study is a meta-analysis study. The studies derived from literature review conducted by using some keywords identified by the researcher were included in the meta-analysis using the selection criteria determined by the researcher. The total number of studies is 33. It has been revealed that there is no publication bias. The analyzes were performed according to the random effects model (REM). The findings are as follows; the effect size of ethical leadership on organizational trust [$r = .82$] is "very strong"; effect size of ethical leadership on job satisfaction [$r = .63$], organizational justice [$r = .76$] and organizational cynicism [$r = -.56$] is "strong"; effect size of ethical leadership on organizational commitment [$r = .44$] and motivation [$r = .47$] is "moderate"; effect size of ethical leadership on mobbing [$r = -.28$] is "modest". According to the results, while the ethical leadership behaviors in educational organizations increase, organizational justice, organizational trust, organizational commitment and job satisfaction of education employees increase; whereas organizational cynicism behaviors and mobbing perceptions decrease. In this context, it can be stated that there should be an understanding of leadership that dominantly applies ethical principles in educational organizations.

Keywords: meta-analysis, ethical leadership, organizational outcomes.

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Introduction

Leadership is a necessity rather than a need for all living species showing the will to live together. Leadership, which is defined as the process of influencing others and being influenced from others, is an important power in terms of mobilizing individuals. Leadership is the activity of bringing people around a certain purpose, influencing and guiding their feelings, thoughts, attitudes and behaviors towards realizing this goal. In this respect, leadership has been a subject that attracted attention since the first days of history. Over time, along with some basic theories to explain leadership, different leadership approaches and types have also emerged focusing on different aspects of leaders. One of these leadership approaches is ethical leadership.

Ethical leadership is a leadership theory that sets forth maintaining and prioritizing relationships which are based on ethical values and principles (Erdogan, 2002). Ethical leadership is a form of leadership that develops ethical standards to guide employees' behavior, integrates values with ethical standards and implements these ethical standards effectively (Connock & Johns, 1995). From this perspective, trying to spread the good, respecting the personal characteristics of others, being sincere, honest, reliable, impartial and fair, supporting democratic decision-making and participation, being understanding and polite, distinguishing the right from the wrong (Cuilla, 1998; Daft, 2008), and also principles such as public interest and the rule of law constitute the basis of ethical leadership (Kilinc, 2010). The ethical leader is also engaged in intense efforts to spread and develop such values in the organization being employed (Karagoz, 2008). In this context, while encouraging their employees to adopt and implement ethical values, an ethical leader acts in accordance with ethical values and pay attention the values they care about and they are in line with the works they accomplished (Harvey, 2004). If the leader is not consistent in terms of discourse and action, the employees are negatively affected. In order for the leader's words to be valuable, the reflection of what they say should be represented in their behavior. If they are not consistent, a sense of trust cannot be developed between the leader and the employee. Unrealized statements yield negative consequences. In this respect, there should be consistency between the leader's statements and actions (Arslantas & Dursun, 2008). The ethical behavior of the leader has an influence on the dominant working atmosphere in the organization to display ethical characteristics and on employees to change their behaviour in a positive way. Ethical behaviors of the leader contribute to a decrease in behaviors that are deemed inappropriate in the organization and it has a preventive effect on employees who display inappropriate and negative behaviors (Peterson 2002). On the other hand, it is apparent that there are many negative consequences of unethical behaviors exhibited by organizations and managers. It is stated that unethical behaviors destroy collaboration, communication, creativity, peace and trust in organizations (Alatli, 1999). When the studies carried out in educational organizations are examined, it is seen that while ethical leadership behaviors increase perceptions of educational staff in terms of the

organizational commitment (Ayik et al., 2014; Toremen & Erol, 2013; Madenoglu et al., 2014), organizational justice (Acar, 2011; Ayik et al., 2014; Ugurlu & Ustuner, 2011; Comrade, 2018) and organizational trust (Cemaloglu & Kilinc, 2012; Kuru, 2017; Pasa & Nergis Isik, 2017; Akar, 2018), and increase their job satisfaction (Gungor, 2016; Madenoglu et al., 2014; Unverdi, 2016) and motivation (Acar, 2011; Bedir, 2017; Scott and Emirbey, 2017); it decreases their perception of organizational cynicism (Akan et al., 2014; Dogan & Ugurlu, 2014; Mete, 2013), mobbing (Bahceci, 2014; Cemaloglu & Kilinc, 2012; Erkutlu & Chafra, 2014) and their behaviors related to organizational silence (Pasa & Nergis Isik, 2017; Gunay et al., 2018).

Educational organizations are important structures that undertake important duties for the social, cultural and economic growth and development of a nation. The qualified human resources needed by the country are raised by educational organizations. On the one hand, educational organizations try to reveal and develop the endowments of the individual; on the other hand, they try to enhance the skills, behaviors, attitudes, values and habits of the individual that are considered valuable in the society. In this respect, it can be said that educational organizations have a function of reproduction of society. Undoubtedly, the most important role of the educational organizations in fulfilling this function is expected from the employees. There is a need for leadership behaviors that will positively affect and mobilize education employees so that they can perform the tasks expected from them. Ethical leadership is critical in this respect. The fact that the behaviors of managers giving importance to fairness, equity, tolerance, truthfulness, honesty, individual rights and freedoms can positively affect the attitudes and behaviors of the employees regarding the organization where they work, and their jobs highlights the importance of ethical leadership in educational organizations. In this context, there are several researches conducted on ethical leadership. It is seen that the number of studies carried out with different participants from different parts of the country have been increasing day by day. The need of having a holistic perspective and obtaining more valid results is the main reason of the research. It is expected that the findings of this research will provide more comprehensive information about the consequences of the ethical leadership practices in educational organizations in terms of organizational behavior. The aim of this study is to synthesize and re-discuss the results of studies that have been conducted in educational organizations in the last decade and examined the relationship between ethical leadership and organizational justice, organizational commitment, organizational trust, organizational cynicism, motivation, job satisfaction and mobbing.

Method

Meta-analytical method was used in the study. The meta-analytical method allows combining and reinterpreting the results of the studies which are conducted independently by different researchers on a specific subject. Thus, studies carried out in different places, time and sample on a specific subject can be addressed from a holistic perspective and more valid results can be drawn about the

subject (Akar, 2018; Littel, Corcoran & Pillai, 2008). In this study, the ethical leadership issue in educational organizations is addressed. In this context, the results of the studies conducted in the last decade in educational organizations examining the relationship between ethical leadership and organizational justice, organizational commitment, organizational cynicism, motivation, job satisfaction and mobbing have been synthesized.

Literature Review and Selection Criteria

First of all, a comprehensive literature review was conducted to obtain the studies to be included in the meta-analysis. In this context, the literature review was performed by searching Turkish and English equivalents of the concepts of *ethical leadership*, *organizational commitment*, *organizational justice*, *organizational cynicism*, *motivation*, *organizational trust*, *job satisfaction* and *mobbing*, seperately and dyadically along with the concept of ethical leadership in the databases of *Google Scholar*, *Ulakbim* and *YokTez*. The literature review was completed on 25 August 2018. The following criteria were used for the inclusion of studies in the meta-analysis as a result of the literature review.

- The studies that are published between 2008-2018
- The studies that include the number of samples (n), correlation coefficient (r) or regression coefficient (R^2) required for correlational meta-analysis
- The studies that are conducted within the borders of Turkey
- The studies whose sample consists teachers, school principal and academicians working in private or public educational organizations

37 studies were obtained according to the above mentioned criteria. Four of these studies could not be included in the meta-analysis since it was including the comparison of the variables in the sub-dimension level. Therefore, the remaining 33 studies were included in the meta-analysis. Descriptive statistics regarding the studies included in the meta-analysis are shown in Table 1.

Table 1. Descriptive statistics

Relations	Number of studies	Number of sample	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
EL-OJ	9	3099			1	2			4	1			1
EL-OC	14	5545	1	1		1		1	5	2	1		2
EL-OT	3	1627					1					2	
EL-OCy	3	893						1	2				
EL-M	4	1287				1			1			2	
EL-JS	3	1663							1		2		
EL-MOB	3	1967					1		2				
Type of Study			Content of Sample										
Thesis	16		Teacher			27							
Article	17		Teacher+Manager			1							
			Academician			4							
			Manager			1							

EL: Ethical leadership, OJ: Organizational justice, OC: Organizational commitment, OT: Organizational trust, OCy: Organizational cynicism, M: Motivation, JS: Job satisfaction, MOB: Mobbing

Analysis Process

In this study, the correlational meta-analysis method using correlation coefficient was utilized to calculate the effect size. In meta-analysis studies, there are generally two main models: fixed effects and random effects. Which of these two models to be used depends on the nature of the studies included in the meta-analysis and on the aim to be achieved? In this study, random effects model was used due to the fact that the studies included in meta-analysis were not considered to be functionally equal and the effect size was aimed to be generalized over a larger population (Borenstein, Hedges, Higgins & Rothstein, 2013). Meta-analysis of the studies included in the research was carried out by using the application of CMA 2.0 (Comprehensive Meta-Analysis 2.0). The classification for correlational meta-analysis method recommended by Cohen, Manion and Morrison (2013) to interpret effect sizes was used (“.00–.10” weak, “.10–.30” modest, “.30–.50” moderate, “.50–.80” strong, “.80≤” very strong).

Review on publication bias

Publication bias refers to the situation that not all researches on a specific subject are published. Researchers generally tend to publish studies in which they find significant differences or significant relationships between variables. This situation reveals that there is publication bias (Borenstein et al., 2013). The publication bias in studies included in the meta-analysis leads to deviations in the effect size (Field & Gillett, 2010). In this respect, publication bias is an important issue in meta-analysis studies. Publication bias in this study was controlled by *Funnel plot graph*,

Classic Fail Safe N and Egger Test. Funnel Plot graphs of the studies included in the research are shown in Figure 1.

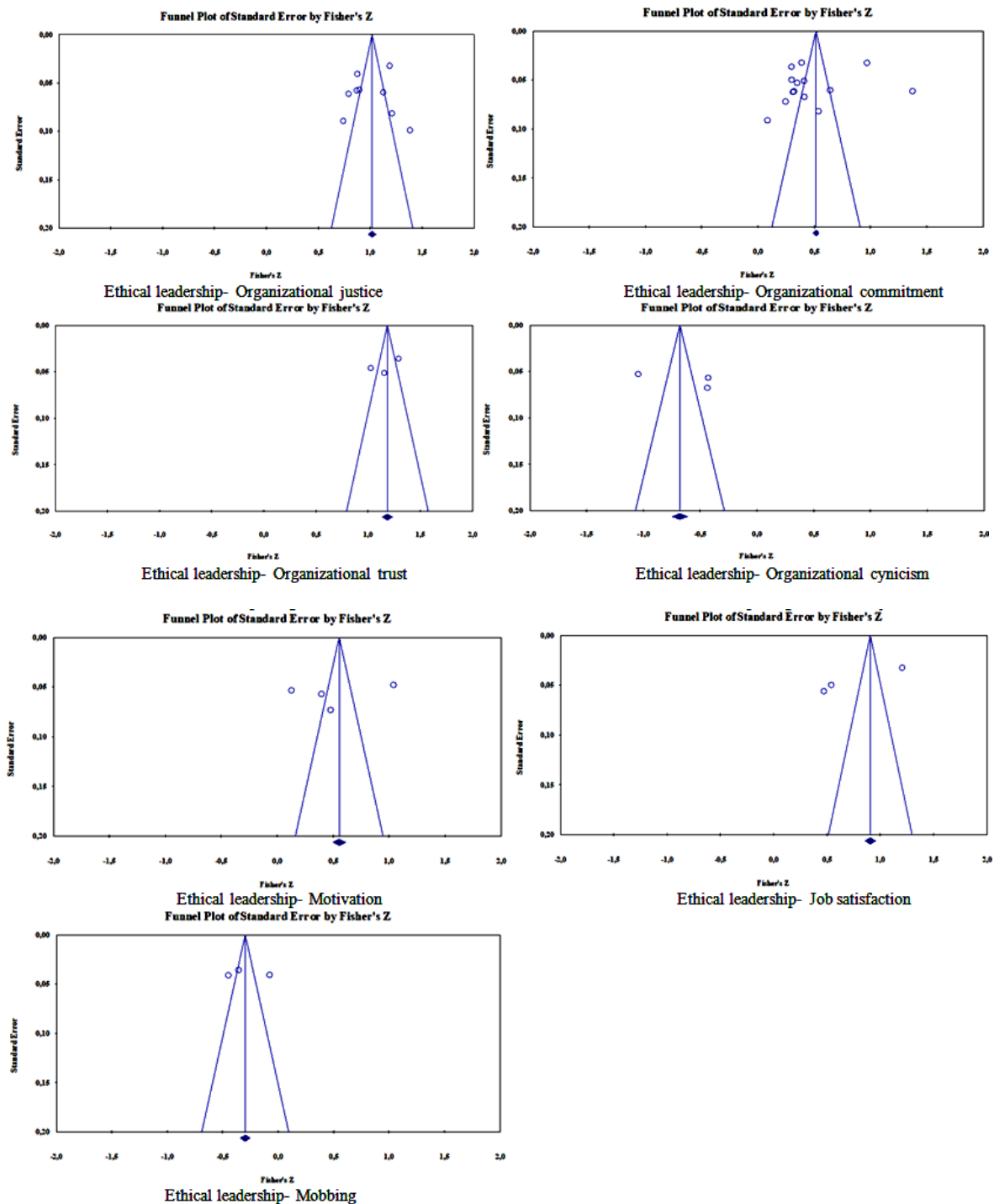


Figure 1. Funnel plot graphs

When the funnel plot graphs are examined, it can be interpreted that they do not have publication bias as the effect sizes of the studies included in the study are distributed close to the symmetry on both sides of the overall effect size and accumulated in the upper part of the graph

(Borenstein et al., 2013). However, the funnel plot graph is not a sufficient indicator for reaching an absolute judgment on publication bias. For this reason, the publication bias has been examined by using the tests of Clasic Fail Safe N and Egger. The results of the Clasic Fail Safe N and Egger test are shown in Table 2.

Table 2. Results of Clasic Fail Safe N and Egger Tests

Relations	k	Classic Fail Safe -N	Egger Test
Ethical leadership - Organizational justice	9	6459	p = .66 > .05
Ethical leadership-Organizational commitment	14	4440	p = .51 > .05
Ethical leadership - Organizational trust	3	1691	p = .46 > .05
Ethical leadership-Organizational cynicism	3	293	p = .50 > .05
Ethical leadership-Motivation	4	363	p = .58 > .05
Ethical leadership-Job satisfaction	3	821	p = .09 > .05
Ethical leadership-Mobbing	3	130	p = .83 > .05

When Egger test results were evaluated, p values were found to be greater than .05 as seen in table 2. These results indicate that there is no publication bias. According to Clasic fail safe N statistics, the number of studies required to avoid publication bias is seen. The fact that there is a difference between the number of studies required and the number of studies reached can be interpreted as there is no publication bias.

Findings

In this section, the meta- analysis results of the studies which are conducted in educational organizations and which examines the relationship between ethical leadership and organizational justice, organizational commitment, organizational trust, organizational cynicism, motivation, job satisfaction and mobbing are presented.

1. Meta-analysis results related to ethical leadership and organizational justice

The meta-analysis results of the studies examining the relationship between ethical leadership and organizational justice are as seen in Table 3.

Table 3. Meta-analysis results related to ethical leadership and organizational justice

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I²
Ethical leadership-Organizational justice	9	3099	.76	.71	.81	95.84	.00	91.65

The effect size of ethical leadership on organizational justice according to the results of analysis based on random effects model is .76 as seen in table 3. This value means that ethical

leadership has "*strong level*" of effect on organizational justice (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is seen that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 95.84$; $p < .05$). The forest plot graph of the studies examining the relationship between ethical leadership and organizational justice is shown in Figure 2.

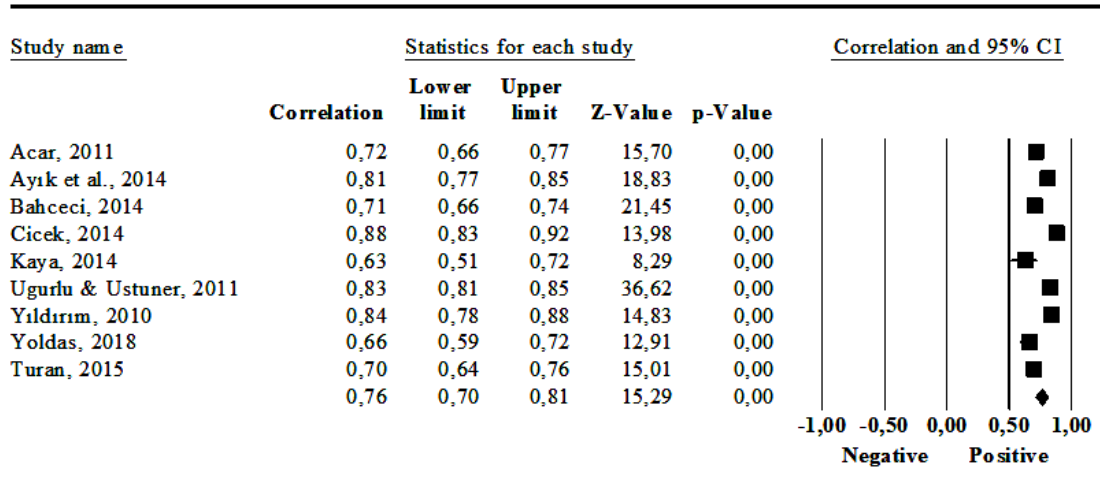


Figure 2. Forest plot graphs of the studies examining the relationship between ethical leadership and organizational justice

According to the forest plot graph in Figure 2, the correlation coefficient of the studies examining the relationship between ethical leadership and organizational justice varies between .63 and .88. When these results are combined with random effects model, it is found that there is a positive and high level of significant relationship between ethical leadership and organizational justice ($r = .76$; $p < .05$).

2. Meta-analysis results related to ethical leadership and organizational commitment

The meta-analysis results of the studies examining the relationship between ethical leadership and organizational commitment are shown in Table 4.

Table 4. The meta-analysis results related to ethical leadership and organizational commitment

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Organizational commitment	14	5545	.44	.30	.57	534.65	.00	97.57

According to the results of the analysis based on the random effects model in Table 4, it is seen that the effect size of ethical leadership on organizational commitment is .44. This value means that ethical leadership has a "*moderate level*" of effect on organizational commitment (Cohen et al.,

2013). When the findings about the heterogeneity test are examined, it is found that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 534.65$; $p < .05$). The forest plot graph of the studies examining the relationship between ethical leadership and organizational commitment is shown in Figure 3.

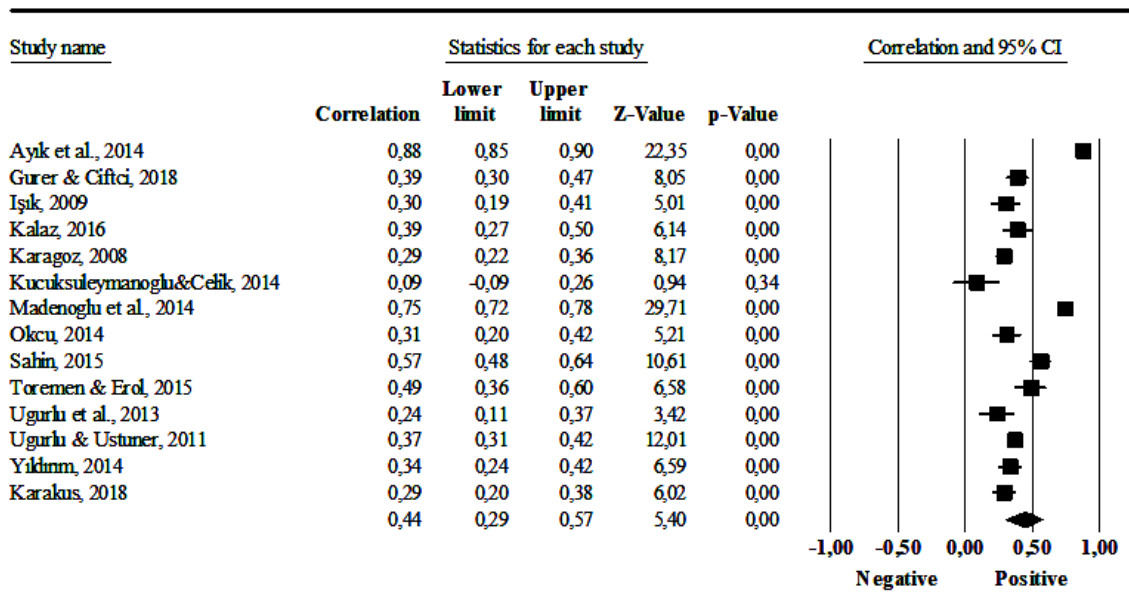


Figure 3. Forest plot graph of the studies examining the relationship between ethical leadership and organizational commitment

According to the forest plot graph in Figure 3, the correlation coefficient of the studies examining the relationship between ethical leadership and organizational commitment varies between .29 and .88. No significant relationship between ethical leadership and organizational commitment was found in the study conducted by Kucuksuleymanoglu and Celik (2014). As a result of 14 studies included in the meta-analysis, it was found that there is a positive and moderately significant relationship between ethical leadership and organizational commitment when combined with random effects model ($r = .44$; $p < .05$).

3. Meta-analysis results related to ethical leadership and organizational trust

The meta-analysis results of the studies examining the relationship between ethical leadership and organizational trust are shown in Table 5.

Table 5. Meta-analysis results related to ethical leadership and organizational trust

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Organizational trust	3	1627	.82	.76	.87	20.96	.00	90.46

According to the results of analysis based on random effects model, the effect size of ethical leadership on organizational trust is .82 as seen in Table 5. This value means that ethical leadership has a "very strong level" of effect on organizational trust (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is found that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 20.96$; $p < .05$). The forest plot graph of the studies examining the relationship between ethical leadership and organizational trust is shown in Figure 4.

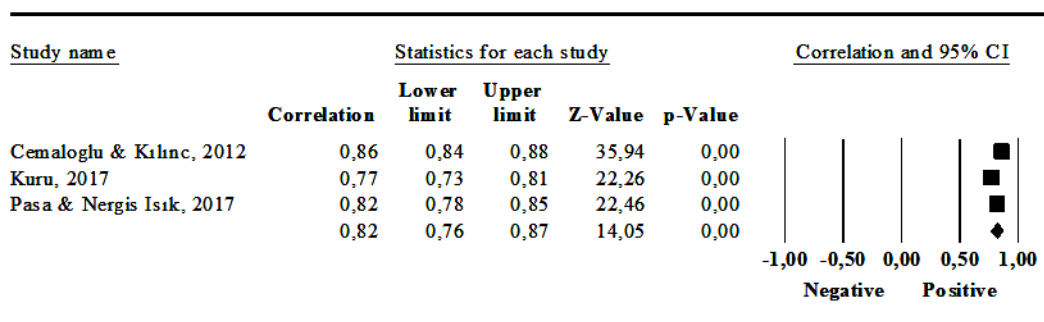


Figure 4. Forest plot graph of the studies examining the relationship between ethical leadership and organizational trust

According to the forest plot graph in Figure 4, the correlation coefficient of the studies examining the relationship between ethical leadership and organizational trust varies between .77 and .86. When these results are combined with random effects model, it is found that there is a positive and high level of significant relationship between ethical leadership and organizational trust ($r = .82$; $p < .05$).

4. Meta-analysis results related to ethical leadership and organizational cynicism

The meta-analysis results of the studies examining the relationship between ethical leadership and organizational cynicism are shown in Table 6.

Table 6. The results of meta-analysis related to ethical leadership and organizational cynicism

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Organizational cynicism	3	893	-.56	-.79	-.21	80.24	.00	97.51

According to the results of analysis based on random effects model, the effect size of ethical leadership on organizational cynicism is found to be .56 as shown in Table 6. This value means that ethical leadership has a "strong level" of effect on organizational cynicism (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is noted that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 80.24$; $p < .05$). The forest plot graph of

the studies examining the relationship between ethical leadership and organizational cynicism is shown in Figure 5.

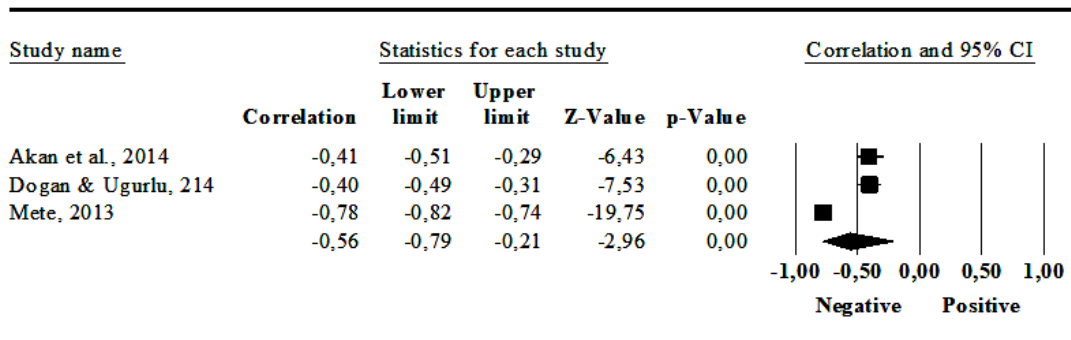


Figure 5. Forest plot graph of the studies examining the relationship between ethical leadership and organizational cynicism

According to the forest plot graph in Figure 4, the correlation coefficient of the studies examining the relationship between ethical leadership and organizational cynicism varies between -.78 and -.40. When these results were combined with the random effects model, a negative and moderate level of significant relationship was found between ethical leadership and organizational cynicism ($r = -.56; p < .05$).

5. Meta-analysis results related to ethical leadership and motivation

The meta-analysis results of the studies examining the relationship between ethical leadership and motivation are shown in Table 7.

Table 7. Meta-analysis results related to ethical leadership and motivation

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Motivation	4	1287	.47	.09	.73	174.23	.00	98.28

According to the results of analysis based on random effects model, the effect size of ethical leadership on the employee motivation is found to be .47 as shown in Table 7. This value means that ethical leadership has a "moderate level" of effect on employee motivation (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is seen that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 174.23; p < .05$). Figure 6 shows the forest plot of the studies examining the relationship between ethical leadership and motivation.

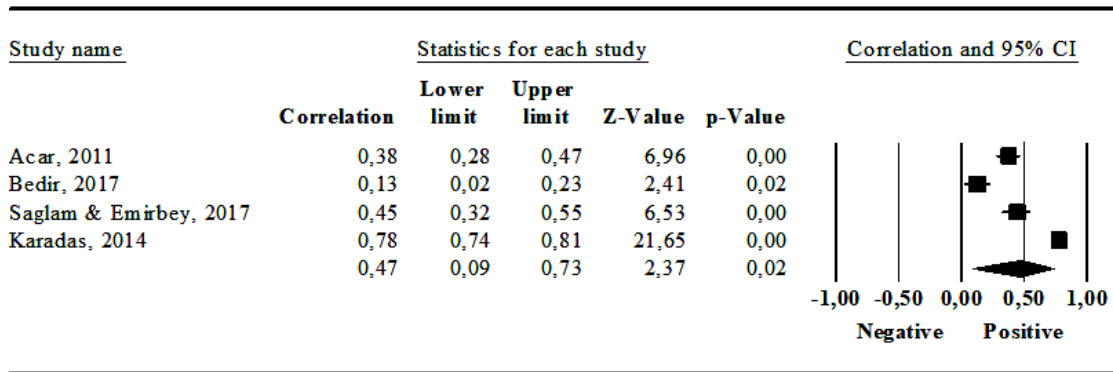


Figure 6. Forest plot graph of the studies examining the relationship between ethical leadership and motivation

According to the forest plot graph in Figure 6, the correlation coefficient of the studies examining the relationship between ethical leadership and motivation varies between .13 and .78. When these results are combined with random effects model, it is found that there is a positive and moderate level of significant relationship between ethical leadership and motivation ($r = .47$; $p < .05$).

6. Meta-analysis results related to ethical leadership and job satisfaction

The meta-analysis results of the studies examining the relationship between ethical leadership and job satisfaction are shown in Table 8.

Table 8. Meta-analysis results related to ethical leadership and job satisfaction

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Job satisfaction	3	1663	.63	.23	.85	197.71	.00	98.98

Table 8 shows that the effect size of ethical leadership on job satisfaction based on the analysis of random effects model is .63. This value means that ethical leadership has a "strong level" of effect on job satisfaction (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is highlighted that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 197.71$; $p < .05$). The forest plot graph of the studies examining the relationship between ethical leadership and job satisfaction is shown in Figure 7.

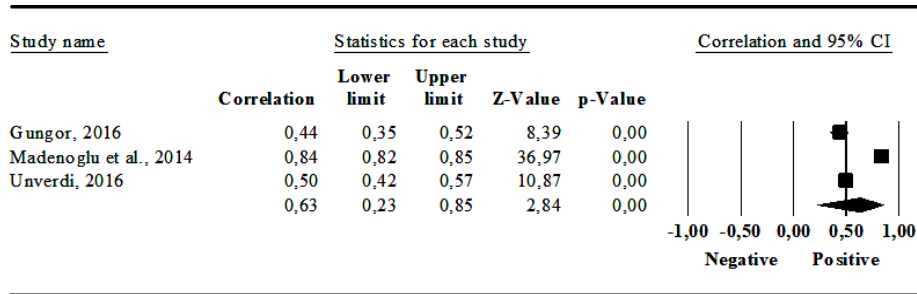


Figure 7. Forest plot graph of the studies examining the relationship between ethical leadership and job satisfaction

According to the forest plot graph in Figure 7, the correlation coefficient of the studies examining the relationship between ethical leadership and job satisfaction varies between .44 and .84. When these results are combined with random effects model, it is found that there is a positive and moderate level of significant relationship between ethical leadership and job satisfaction ($r = .63$; $p < .05$).

7. Meta-analysis results related to ethical leadership and mobbing

The meta-analysis results of the studies examining the relationship between ethical leadership and mobbing are shown in Table 9.

Table 9. Meta-analysis results related to ethical leadership and mobbing

Variables	k	N	ES	95% Confidence Interval		Heterogeneity		
				Lower limit	Upper Limit	Q	p	I ²
Ethical leadership-Mobbing	3	1967	-.28	-.47	-.08	45.30	.00	95.59

According to the results based on the analysis of random effects model, it is seen that the effect size of the ethical leadership on mobbing is $-.28$. This value means that ethical leadership has "modest level" of effect on mobbing (Cohen et al., 2013). When the findings about the heterogeneity test are examined, it is found that the effect sizes of the studies included in the research have a heterogeneous distribution ($Q = 45.30$; $p < .05$). The forest plot graph of the studies examining the relationship between ethical leadership and mobbing is shown in Figure 8.

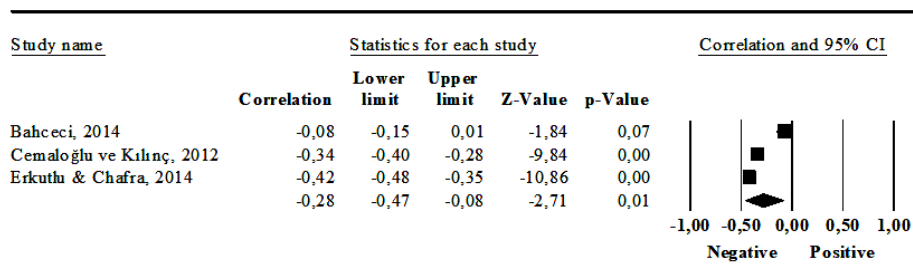


Figure 8. Forest plot graph of the studies examining the relationship between ethical leadership and mobbing

According to the forest plot graph in Figure 8, the correlation coefficient of the studies examining the relationship between ethical leadership and mobbing varies between -.42 and -.28. In the study conducted by Bahceci (2014), it is found that there is no significant relationship between the two variables. When the results of 3 studies included in the meta-analysis are combined with random effects model, it is revealed that there is a negative and low level of significant relationship between ethical leadership and mobbing ($r = -.28$; $p < .05$).

Discussion and Conclusions

In this study, it is aimed to combine the results of studies in educational organizations examining the relationship between ethical leadership and organizational justice, organizational commitment, organizational trust, organizational cynicism, motivation, job satisfaction and mobbing by using the meta-analysis method and to obtain a general result. As a result of the literature review conducted by taking into the selection criteria determined previously by the researcher into consideration, 33 studies were included in the meta-analysis. The findings regarding the analysis on publication bias revealed that there was no publication bias. The studies included in the meta-analysis were analyzed based on random effects model.

As a result of the analyzes, it was concluded that the ethical leadership behaviors exhibited by the managers in educational organizations increase the perceptions of educational employees about organizational justice, organizational commitment and organizational trust, and increase the motivations and job satisfaction of them; while such behaviors decrease their perceptions about organizational cynicism and mobbing. Ethical leadership is highly associated with organizational trust and organizational justice. The researches conducted on the subject also supports this result (Acar, 2011; Ayik et al., 2014; Bahceci, 2014; Cicek, 2014; Ugurlu & Ustuner, 2011; Yildirim, 2010; Turan, 2015; Cemaloglu & Kilic, 2012; Pasa & Negis Isik, 2017). Since the behavior of ethical leaders is guided by ethical principles such as fairness, impartiality, equality, honesty, sincerity and accuracy (Senturk, 2011), this result is an expected outcome. The fact that the managerial practices in educational organizations do not change depending on the situation, time and person, and the fair and impartial attitude of managers affect the perceptions of the employees about justice in a positive way. Organizational justice is a phenomenon that is explained by equality theory of Adams (1965). According to this theory, the job satisfaction and success of the employee are highly dependent on egalitarian and non-egalitarian practices in the organization. In short, people working in an organization desire to be treated equally by their organizations and this desire affect motivation of employee. Equality here is not an absolute equality, but refers to the situation of getting what is deserved. In other words, the question is to distinguish those who put much effort from those who do not. In this respect, it can be said that the ethical behavior of the school leaders shapes the perceptions of the employees about justice significantly. When the results derived from the study conducted by

Ugurlu and Ustuner (2011) are examined, it is noted that ethical leadership behaviors of school managers significantly form teachers' perception of organizational justice. The study conducted by Altinkurt and Yilmaz (2010) emphasizes that administration of the school based on ethical values by school managers positively affects teachers' perception of organizational justice. In addition, ethical leadership behaviors such as fairness, sincerity, honesty and valuing individual play an important role in the formation of trust among educational staff towards school and its managers. Knowing that no harm and injustice will occur from the side of school administration and knowing that the administration will always be frank and honest towards the staff affect the organizational trust perception of employees in a positive way. In the study conducted by Cemaloglu and Kilic (2012), it has been emphasized that the inability of the school managers in being ethical enough in their behaviors related to attitude, decisions, communication network or school atmosphere; being sufficiently equal and fair; and not always telling the truth under any circumstances may damage employees' trust towards school managers. When the results of the study conducted by Uzun (2018) are examined, it is found that teachers thinking there is a network of social relations based on trust such as support, sincerity, integrity, honesty, consistency in their schools are emotionally attached to their schools and exhibit many voluntary behaviors in addition to their job descriptions. All these results show that the ethical leadership behaviors of school managers have an important role in the formation of perceptions of educational employees regarding organizational justice and trust.

Ethical leadership behaviors of school managers are also moderately related to employees' behaviours of motivation, job satisfaction, organizational commitment and organizational cynicism. The results of the studies conducted on this subject support this finding (Ayik et al., 2014; Toremeh & Erol, 2015; Sahin, 2015; Akan et al., 2014; Mete, 2013; Dogan & Ugurlu, 2014; Madenoglu et al., 2014; Unverdi, 2016 ; Gungor, 2016; Karadas, 2014; Acar, 2011; Saglam & Emirbey, 2017). According to the results of this research, in schools where ethical principles are intensely exhibited by ethical school leaders, it is possible for the staff to develop some positive feelings and attitudes towards their work and therefore it is easier for the staff to adopt the school's goals, values and norms in order to identify themselves with the school and to increase their willingness to work for fulfilling the school's objectives. In a research conducted by Madeneoglu et al. (2014), it is concluded that ethical leadership behaviors of school principals directly affect the organizational commitment of teachers and it indirectly affects commitments through job satisfaction. In other words, as the ethical leadership behaviors of the school managers increases, the level of developing positive emotions and being satisfied from job among educational staff increase as well and this enhances their commitments accordingly. In a study conducted by Saglam and Emirbey (2017), it is seen that ethical leadership behaviors of school managers have a significant impact on the motivation of teachers. In addition, anger, frustration, hopelessness and similar negative thoughts and attitudes of the educational staff towards the organization and the managers decrease in educational organizations where ethical values

prevail. A research of Dogan and Ugurlu (2014) has also revealed similar results. In a study conducted by Dogan and Ugurlu (2014), it has been highlighted that ethical leadership behaviors of school managers reduce the cognitive, affective and behavioral cynical behaviors of teachers. In a study carried out by Mete (2013) on academicians it has been emphasized that the ethical leadership perceptions of academicians reduce the behaviors and attitudes towards organizational cynicism. In order to make an overall assessment, ethical leadership plays an important role in the job satisfaction of the educational staff, their willingness to do their jobs, their identification with the school they work and the absence of cynical behavior among them.

It is seen that unethical behaviors such as humiliation, contempt, blaming, forcing to obey the educational staff increase the perception of mobbing among employees. They perceive the non-ethical behaviors exhibited by their managers with the intention of harming and ill-treating as an attack against them. This increases their perception of being subjected to mobbing. The study conducted by Cemaloglu and Kilic (2014) highlights that ethical leadership affects teachers' perception of mobbing both directly and indirectly through the perception of organizational trust. In other words, as the ethical leadership behaviors of school managers increases, teachers' perceptions of organizational trust increase and this decreases their perception of mobbing. In this respect, it can be stated that unethical behaviors are the basis of mobbing.

According to the results obtained from the research, ethical leadership have a significant effect on organizational justice, organizational trust, job satisfaction, organizational commitment, mobbing, motivation, organizational cynicism of the educational staff. Hence, it is possible to suggest the authorities that are responsible for the management of educational organizations to perform their duties in accordance to the ethical principles such as justice, impartiality, equality, honesty, sincerity, and integrity. Besides, some challenges were encountered in the process of the research. Particularly in some of the studies that were examined during the literature review, it was observed that the relationships between the variables were examined in the sub-dimension level. These studies could not be included in the research since the relationship between the general scores of the variables was not reported. In this context, it may be advisable for researchers to report all information about the study for new meta-analysis studies to be conducted. At the same time, this research is limited with the studies conducted on educational organizations about the ethical leadership in Turkey for the last 10 years. Hence, it may suggest to researchers to conduct the meta-analysis with regard to studies that examine ethical leadership at an international level.

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