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Ethical Leadership Role and Behaviors of Teachers in the Context of Effective Classroom Management

Camelia IGNATESCU¹, Lutfi UREDI², Pelin KOSECE³

Abstract

This research is a qualitative study carried out for determining the views of teachers carrying on their duties in elementary and secondary education institutions towards the effect of ethical leadership behaviours upon classroom management. The data related to the research was collected through the interviews with the teachers who participated into the research in a period from October 2019 to October 2020 in Turkey. It was noticed that definitions of the teachers who participated into the research related to teacher leadership were shaped in accordance with their personal attitudes and traits. The participants mostly defined teacher leadership as being a role model and orienting the students. Namely, the participants considered that teacher leadership in classroom should be there for being a guide for the students and orienting them, and teachers should present model behaviours. The teachers who participated into the research also considered that teacher leadership in the classroom should be ethical. The participants especially emphasized that this leadership should have an ethical property related to mutual role balance, leadership shared with the students in the classroom, democratic attitude and respect to individuals. When teachers' ways of using their leadership roles in the classroom were analyzed, it was noticed that the teachers mostly presented behaviours for orientation, and focused mostly on student-cantered educational activities. The ethical behaviours participant teachers used mostly in classroom management were concluded to be behaving equally to the students, determining and practicing the classroom rules together, and regarding the individual differences.

Keywords: ethical behaviour, role of leadership, classroom management, social process, social life.

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Introduction

An individual as a social being maintains his/her life together with other individuals. In this life style, it is inevitable for individuals to experience interaction at different types and levels. During these interactions, one individual can be more dominant than the other can, and can make this more prominent displaying in his/her attitudes and behaviours. These behaviours qualified as leadership are the ones that appear as result of the individual's interactions with other people and make him/her different from the others. Accordingly, leadership is a concept that appears at any periods of human life based upon interpersonal interaction and behaviours.

Several definitions have been suggested for such an important concept that has continued since the existence of humankind to the present, and it is possible to continue throughout the human history. According to Turan (2012), leadership is a social process that affects interpretation of internal and external events, organization of targets and activities, individual motivations and abilities, and power relations and common aspects. Barth (2001) defined leadership as doing what you believe in. In another definition, leadership includes the process of persuasion. In order for persuasion to appear, it is necessary to have good communication, observe the needs carefully, use strength in accurate areas, have motivation, provide trust, and maintain the passion of groups (Sakalli, 2001, 89-90). It can be noticed in these definitions that leadership is discussed and shaped in various different dimensions.

The school is one of the settings where interpersonal interaction is remarkable. Accordingly, schools are institutions where leadership roles and behaviours are prominent. Schools have an environment including classroom at different structures and properties and a climate appeared with the unity of all classrooms. In such an environment, some of the individuals are assumed to be more dominant and prominent than the others. Attitudes and behaviours of the managers as the leaders of the schools give some clues on which dimensions they use leadership. These leadership roles cause both interior and exterior surrounding of the school to be shaped. However, it is necessary to keep in mind that teachers are the ones on leader position of the classroom whereas the managers are the leaders of the schools. Because when considering that there are above 30 students from different conditions, it is impossible to ignore how leadership roles are played by the teachers who guide learning and teaching processes, organize activities, and coordinate the relationships among the students; therefore, teachers' way of using their leadership roles is one of the most important factors that shape classroom environment.

Literature review

Ethical Leadership

The interest area of ethics is investigating the basis for all behaviours and actions of individuals (Aydin, 2002: 5). It establishes a basis for all possible good and bad thoughts related to behaviours and actions. In another definition, ethics is to feel responsibility towards the others (Saribay, 1998: 80). Ethical leadership means the leader's serving as a model for the others in order to create an ethical climate in the organization (Aronson, 2001). In another definition, ethical leadership is defined as displaying behaviours appropriate to norms through interpersonal relationships, and transferring these behaviours to the pursuers through decision-making and encouragement (Celep, 2014). Ethical behaviours of leaders include these behaviours' being appropriate for the norms, common thought and atmosphere of the group and having the feeling of responsibility.

In another definition, ethical leadership is mentioned as the balance of leadership skill and ethical values during the process of leadership. Ethical leadership is accepting the individual differences and beliefs without any prejudices and disregarding the characteristic properties. Ethical leadership includes the skills of making ethical decisions, inclusion of ethical values in to the structure of the system, and creating this system (Yilmaz, 2006). Ethical leadership forms behaviours of individuals in several areas of social life. Ethical leadership also features the concept of spiritual leadership focusing on values besides the traits such as trust and honesty. The values such as accurate, false, loyal and virtuous within emotional world of leaders are possible to be considered as a part for the values of ethical values (Uğurlu, 2009). In reference to the definitions on ethical leadership, it will not be false to mention that ethical leadership is the balanced combination of leadership skill and ethical values during the leadership process. Many professions such as law, medicine, dentistry and business demand their students to take at least one ethics course before graduation. Education management departments do not demand such a course although it is closely related to the field (Stefkovich & Shapiro, 2003). However, there has recently been a high demand for ethics education in the field of leadership in education. Despite this demand in the field of leadership in education, there seems to be few related studies (Berkovich & Eyal, 2018). Dastan (2009) suggests that ethics education has a significant role in forming the behaviours and attitudes of individuals within the framework of ethical principles and norms. It is important that such ethical educations should be particularly given in the fields in which leadership behaviours are prominent. In Turkey, when undergraduate programs of education faculties were regulated in 2006-2007, professional ethics of teaching was emphasized (Altinkurt& Yilmaz, 2011). Accordingly, some progress has been made in the field of ethics education in undergraduate programs of teaching occupation in our country, but it has not shown

continuity (Coskun & Çelikten, 2020). On the other hand, the leadership roles that are used at schools and in the classrooms should be democratic. According to Furman and Starratt (2002), leadership at schools are democratic. This is not a guarantee for people who are in specific administrative roles; it is a responsibility which is shared by all of the participants. It is obvious that all of the participants influence each other's leadership behaviours. The leadership behaviours that the school principals use also have positive or negative effects on the teachers. For example, the school principals who have supportive leadership behaviours have a positive effect on the teachers' commitment to teaching profession and the school. Similarly, it is probable that the leadership behaviours, which the teachers use in the classroom, also have an effect on the students. However, ethical principles and values in leadership were accepted from school managers and majority of the related studies were carried out with them. When the literature is reviewed, most of the researches are noticed to be carried out on ethical leadership behaviours of the school managers (Lashley, 2007; Uğurlu and Üstüner, 2011; Cemaloğlu and Kiliç, 2012; Gülcan *et al.*, 2012; Kanokorn *et al.*, 2013; Teyfur and Beytekin, 2013; Madenoğlu *et al.*, 2014). However, determining the way of understanding of ethical leadership, the ways of using it, and the level of integrating it into classroom management of teachers who are the leaders of the classes in educational institutions is considered important in terms of revealing the status of ethical leadership in the classroom.

Classroom Management

Classroom management is a complicated process including various different elements in it. Classroom management is creating a classroom environment based upon cooperation, motivating appropriate behaviours, and maintaining control through encouragement (Atici, 2014). According to Arslan (2012), classroom management includes a complicated environment managing the behaviours of students in the class and helping students acquire educational targets. No matter how well the acquisitions in the curriculum are, teacher skills are needed for students' acquiring these. If teachers use their classroom management skills well and efficiently during this process, students will reach to their specified targets more easily. At this point, having no studies in the literature related to how teachers' way of using their ethical leadership roles affected classroom management, and how these changed undesired student behaviours caused this study to be carried out. For that reason, the purpose of this research was to investigate views of teachers about the effect of ethical leadership behaviours upon classroom management. Within the framework of this general purpose, research questions related to sub-purposes below were created:

- Determining the views of participants about teacher leadership;
- Determining the views of participants about the ethical leadership behaviours in classroom;
- Determining the thoughts of participants about the effect of ethical leadership behaviours upon classroom management.

Methodology

This research was a qualitative research carried out for determining the views of teachers carrying on their duties in elementary and secondary education institutions about the effect of ethical leadership behaviours upon classroom management. Phenomenological design was used in the study. “Focusing on phenomenon we are aware of but we do not have profound and detailed understanding is defined as ‘phenomenology’ design” (Yildirim and Simsek, 2013: 78). Ethical leadership concept was investigated discussing in this sense.

Participants

Maximum diversity sampling as one of the qualitative research data collection methods was used because it was aimed to collect data using interview technique in the study. The participants of the research were chosen among the teachers who were willing to contribute on the study accepting to interview voluntarily. In order to find answers to the questions of the research, interviews were made with totally 20 teachers including 3 males and 17 females from different branches at varying ages from 23 to 59 carrying on their duties in schools affiliated to Ministry of National Education in Turkey country. Four of the participants were mathematics teachers, 4 were pre-school teachers, 3 were classroom teachers, 1 was Turkish teacher, 1 was science teacher, 1 was philosophy teacher, 1 was history teacher, 1 was religious culture and moral knowledge teacher, 1 was special education teacher, 1 was information technologies teacher, 1 was school counsellor, and 1 was visual arts teacher. Ten of the participants had 1-5 year professional seniority, 6 had 5-10 year professional seniority, 2 had 10-15 year seniority, 1 had 15-20 year seniority and 1 had professional seniority over 30 years.

Data Collection Tools

The data of this research were collected using interview and observation methods as qualitative data collection tools. The literature was previously reviewed, and after reaching to comprehensive information on the subject establishing the theoretical basis for the research, the questions considered to be included into the interview form were created. Subsequently, an interview form including open-ended questions was prepared. Some questions were included at the beginning of

this form in order to learn personal information of the participants. While preparing the interview form, the questions were regarded to be appropriate for the purpose and sub-purposes of the research. For the content validity, opinion of expert was asked for content, order and being understandable in terms of the questions and a pilot interview was made with two teachers who were not included into the sample group. During the pilot interview, questions were re-organized. During the interview, the issues such as leadership characteristics of teachers, ethical leadership behaviours, and effect of ethical leadership behaviours upon classroom management were emphasized. "Observation in phenomenological research can often be used to form a background for interviews or as a data collection tool to support them". (Yildirim & Simsek, 2013: 81). Accordingly, in order to increase the reliability of the data obtained from the interviews determining whether the information provided from the participants were associated with their in-class behaviours, in-class observations were made attending to six-each course hours for each of two participants. During the observation, all cases and behaviours observed in the classroom were noted, and 14-page written text was obtained. Content analysis was performed to these written texts, and cases and behaviours including the research questions were emphasized.

The data related to the research was collected after the in-class observations and interviews made with the teachers who participated into the research in the period from October 2019 to October 2020. Tape recorder was used in order to prevent data loss during the interviews. The participants were previously informed about the use of tape recorder during the interviews, and negative effects possible to appear on the participants related to privacy of the data were tried to be prevented. Despite this, some data were just written because the participants did not give permission. Subsequently, these data were typed on computer environment. What the participants told during the interviews was exactly typed without any changes, and totally 23-page written text was obtained.

Data Analysis

Content analysis method was used for analyzing the qualitative data obtained during the interviews and observations. "Data analysis in phenomenological research is aimed at revealing life experiences and meanings. In the content analysis carried out for this purpose, there is an effort to conceptualize the data and reveal the themes that can define the phenomenon." (Yildirim & Simsek, 2013, p.81). Primarily, the data were coded. For the interview data, name codes and the answers of the participants were typed under each question on computer environment, respectively, and so that each question was analyzed ensuring their integrity. Subsequently, two experts analyzed the answers of the questions, codes were determined, and the codes with similar properties were collected and themes were created.

Similar coding process was employed in the analysis of the observation data. Then, two field experts were consulted for the observation data in order to ensure reliability, and the coding process was reviewed again. The data were described and presented in a way to attain the most data in the data analysis process. Thus, the findings obtained from the interview were combined with the observation data, which increased the reliability. While presenting the data, direct quotations were included in order to mention views of the participants. While quoting, the letter of “T” and the numbers such as T1, T2 ... were used for the participants.

Results

The findings obtained as result of analyzing the research data were presented benefiting from the tables grouped under three titles as views of the participants related to teacher leadership, views of the participants related to ethical leadership behaviors in classroom, and views of the participants related to the effect of ethical leadership behaviors in classroom upon classroom management.

Views of Participants upon Teacher Leadership

When teacher leadership definitions of the participants were considered, it was noticed that the participants regarded teacher leadership depending upon personal attitudes and traits of the teacher. The participant teachers mostly discussed teacher leadership in terms of “guidance and being a role model,” and “creating a common understanding,” respectively.

Table 1. Teacher Leadership Definitions of the Participants

Sub-Theme	Codes	Frequency
Personal Attitudes and Characteristics	Guidance and being a role model	28
	Common understanding	2
	Democratic attitude	1
	Transferring the social values	1
	Solution-oriented	1
	Efficient use of sources	1
	Consistency in behaviors	1
	Teacher-centeredness	1
	Student-centeredness	1
Communication	1	
Total	10	28

Professional Knowledge and Skill	Knowledge and experience	1
	Professional development	1
Total	2	2

Source: Authors' own calculations

Definitions of the participants related to teacher leadership were described as below:

"I understand this as teacher's displaying the best and most accurate performance on managing and guiding the students while carrying on their duties in the classroom" (T2).

"Teacher leadership is teacher's leading and guiding the students, serving as a model with behaviors for them, making them acquire new knowledge, and discovering their potentials" (T6).

"What comes to my mind first about teacher leadership is gathering the class under a single roof and engraining the feeling of trust. The authority of teacher appears subsequently. But what I mean is positive authority" (T13).

"Teacher leadership has to bear the characteristics of contributing to students' process of developing positive behaviours. The teacher, who is a role model in the eyes of the student in all aspects, is the leader teacher." (Ö14).

"Teacher leadership means teachers' being more knowledgeable, capable, and serving as a role model with their behaviours different from other parts of the society. It means being a role model for all. Not only for students. To the children, parents and all surrounding" (T20).

Accordingly, participant teachers think that teachers who are successful in guiding students and who with their personal characteristics are models for students also have leadership characteristics. In addition, according to *Table 1*, it is possible to say that teachers deal with teacher leadership independently of professional knowledge.

The participants were asked what they thought about whether the teacher leadership was ethical. Two of the participant teachers said that the teacher leadership could change according to the atmosphere of the class and it could turn into a dominant and authoritative state. Other participants stated that teacher leadership should be ethical and they expressed in what aspects and in which situations the teachers' behaviours in the class could be ethical. Thus, it could be concluded that the participant teachers thought that the teacher leadership in the class should be ethical.

When *Table 2* presenting the views of the participant teachers related to ethical sides of teacher leadership was analyzed, being ethical in behaviours was noticed to be the side that was mentioned most. "Mutual role balance", "shared leadership,"

and “democratic attitude” were the ones emphasized most for teachers to be ethical in their behaviours.

Table 2. Views of the Participants Related to Ethical Sides of Teacher Leadership

Sub-Theme	Codes	Frequency
Personal	Respect and importance on individuals	2
	Multi-dimensional development of students	1
	Respecting for different ideas	1
	Student-centred education	1
Total	4	5
Behavioural	Mutual role balance	4
	Shared leadership	3
	Democratic attitude	2
	Character-behaviour coherence	1
	Consistency in behaviours	1
	Common understanding	1
Total	6	12
Environment-dependent	School climate	1
	Socio-cultural structure	1
	Classroom climate	1
	Collective efficacy of institution	1
Total	4	4

Source: Authors' own calculations

Views of the participant teachers related to ethical sides of teacher leadership could be noticed in the views below:

“In classroom management, if the teacher applies child-centred education and respects the opinions and attitudes of children and gives them the right to speak, it is ethical, if not, it is not.” (Ö4).

“If teachers sometimes share the role of being a leaders with students, namely if leadership of teachers do not overshadow personal traits and individuality of students, then the process becomes more ethical” (T7).

“The meaning attributed to leadership determines whether it is ethical or not. If leadership turns into a show of strength and put the addressees into a difficult situation, then it is no more ethical” (T12).

“Leader teachers' being ethical is directly proportional with their being consistent

in their behaviours. The teachers who are consistent in their behaviours automatically display ethical behaviours” (T14).

“If the school managers and school environment is supportive and encouraging, leadership role can be more successful for me. Providing that there are cooperation and communication among the teachers, teacher leadership can be ethical. However, the concept of leadership cannot obtain its goal with teachers who do not carry on their duties well, who are not open to innovations and who do not define their roles. In this case, ethicality of teacher leadership varies according to the working environment” (T15).

Accordingly, participant teachers think that teacher leadership should be ethical. Within this context, the participants argued that teacher leadership should be behaviourally ethical. They accepted it as ethical to show mutual democratic attitudes with the students and to share leadership with them from time to time instead of teacher, being the only leader in the classroom.

When the participants were asked to give examples of how they used their leadership roles in the classroom management, it was observed that they mostly gave examples of the behaviours, which they regarded as the leadership roles in their behaviours. Moreover, it was determined that participant teachers regarded the behaviours that were suitable for the teaching methods and techniques, which they used in education and teaching activities as leadership roles.

When the views of the participants related to ways of their using leadership roles in the classroom were analyzed, it was noticed that the codes were grouped under the sub-themes of leadership in personal behaviours and attitudes and leadership in teaching-learning activities. The participant teachers were determined to mostly use their leadership roles in the classroom in terms of “guidance,” “student-centred education,” and “being a role model.”

Table 3. Participants’ Ways of Using their Leadership Roles in Classroom

Sub-Theme	Codes	Frequency
Leadership in Personal Behaviours and Attitudes	Being a role model	3
	Creating a common understanding	2
	Role sharing and balance	2
	Sharing ideas and knowledge	2
	Being a mediator	2
	Establishing empathy	1
	Making and practicing decision	1
	Authoritarian attitude	1
	Giving orders	1
	Consistency in behaviours	`
	Being solution-oriented	1

	Mutual decisiveness	1
	Acquiring social values	1
	Making explanations	1
Total		20
Leadership in Educational Activities	Guidance	4
	Student-centred education	4
	Regarding individual differences	2
	Feedback-revision	1
	Sharing targets and expectations	1
	Giving tasks and responsibilities	1
	Ignorance	1
	Using symbolic rewards	1
	Using domain expertise	1
Answering questions	1	
Total		17

Source: Authors' own calculations

The samples some participant teachers offered for ways of using leadership roles in the classroom were presented in the quotations below:

“For example, there were students fighting in the classroom. One of them was from Syria, the other excluding him, he took a seat at the rear row, and he was crying. At this point, I talked to them separately in order not to hurt them. I compromised them. And they made peace” (T1).

“One of my students had lice in her head, and all the students in the classroom heard of this. So to say they isolated her. No one took a seat near her and the girl was crying. I talked about ethical rules. I made a long explanation, and asked them to show empathy with her. I asked them what they did if they had the same. All of them felt sorrow. And we made a decision. Lice were possible to infect from one to another. We would go home and asked our mothers to do whatever needed” (T2).

“When a child says I definitely want to play this game, I tell him/her to learn the lesson explaining that playing at this time is not appropriate for our curriculum, and then I do what this child asks for” (T4).

“We were painting with watercolour. One of the students threw the brush to the door because another student put his brush into his water. At this point, I told them that their behaviour was false. I told both putting brush into another student's water and throwing brush to the door was false. I explained this” (T10).

Accordingly, the participants stated that teachers should use leadership roles in both their behaviours and educational activities. By looking at the findings, it

can be concluded that the participants believed they need to provide classroom management by using the teacher’s leadership roles in the classroom.

Views of Participants upon In-Class Ethical Leadership Behaviours

When the samples participants offered related to the ethical behaviours they used in classroom management were analyzed, it was noticed that the sub-themes were determined to be grouped under constructivist educational understanding, democratic attitude, and personal attitude, respectively. It was concluded that the samples were mostly related to the codes of “behaving equally,” “regarding individual differences,” and “determining and practicing the rules together,” respectively. On the other hand, one of the participant teachers mentioned that s/he did not display ethical leadership behaviour due to the structure of the classroom. Accordingly, it can be said that the participants think teachers’ realization of educational activities in the classroom in accordance with the constructivist approach overlaps with ethical leadership.

Table 4. Ethical Behaviours that the Participants Use for Classroom Management

Sub-Theme	Codes	Frequency
Democratic Attitude	Behaving equally	6
	Determining and practicing the rules together	3
	Being fair	2
	Regarding different ideas	2
	Respect and tolerance	2
	Being impartial	1
	Creating an environment of trust	1
Total		17
Understanding of constructivist education	Regarding individual differences	4
	Making explanations	2
	Regarding motivation	2
	Using reward and punishment	1
	Being a role model	1
	Using feedback and revision	1
	Regarding readiness	1
	Interviewing individually	1
	Offering different environments	1
	Regarding privacy	1
	Being a guide	1

	Giving the right for self-expression	1
	Giving the right for speak	1
Total		18
Personal Attitude	Consistency in behaviours	3
	Taking care of appearance	2
	Appreciating efforts	2
	Intervening in problems	1
	Regarding personal development	1
	Using voice efficiently	1
Total		10

Source: Authors' own calculations

The samples related to ethical behaviours some of the participants used in classroom management were described below:

“I do not regard and practice ethical behaviours in classroom management. Because I cannot lecture my courses if I do not behave strictly in a disciplinary manner in the place I work” (T5).

“For example, we make common decisions on material. We make and practice common decisions when someone does or does not do something wrong. We make common decisions together on what we can do from materials” (T10).

“It is providing opportunities for everyone to express themselves, accepting everybody as they are without criticizing, appreciating accurate and beautiful studies, and talking on reasons and solutions of wrong implementations” (T11).

“You wear a necktie, wear your suit, namely you look neat. I enter into the classroom and start the lesson. I behave children fairly; and I both lead and guide them” (T20).

As could be seen in *Table 5*, the participants considered that teachers should, professionally and personally, display ethical leadership roles. Professionally, they mostly expressed the roles of “being a role model,” and “creating a democratic environment” as ethical leadership, respectively. Personally, they mostly expressed “being fair,” and “regarding the individual differences” as the ethical leadership, respectively.

Table 5. Views of the participants related to the ethical leadership roles to be displayed in classroom management

Sub-Theme	Codes	Frequency
Professional Roles	Being a role model	5
	Creating a democratic environment	3
	Determining the rules together	2
	Creating an environment of trust	2
	Regarding social values	2
	Sharing tasks	2
	Giving responsibilities	1
	Being solution-oriented	1
	Regarding professional ethics	1
	Providing knowledge to be discovered	1
	Giving the right for self-expression	1
	Using reward and punishment	1
	Being a guide	1
	Regarding the benefit of student	1
Total		24
Personal Roles	Being fair	6
	Regarding individual differences	4
	Behaving equally	3
	Being supportive-encouraging	3
	Being consistent	3
	Coping with crisis	1
	Being conscientious	1
	Being sensitive	1
	Being modern and open-minded	1
	Honesty	1
	Being a moderator	1
Total		25

Source: Authors' own calculations

The views of participant teachers related to ethical leadership roles to be displayed in classroom management were presented in the quotations below:

“It is being consistent towards the students, being a role model for them, and raising them in a way they will improve themselves and be individuals beneficial for their society. It is behaving equally, making no discrimination and performing activities regarding learning before teaching” (T1).

“Teachers should display ethical behaviours such as addressing the students respectfully, making them feel themselves valuable, reflecting the concept of equality in classroom, using reward and punishment in correct place, behaving and talking consistently, and engraining the sense of responsibility” (T3).

“The concepts of justice and equality can be considered, since being a leader will be meaningful when it contains positive examples inside and when it is thought in terms of students’ taking models. Being equal, fair, reliable, and sensitive” (Ö7).

“It is to create a fair learning environment making efforts to display positive and democratic behaviours letting students express their own thoughts and providing attention” (T9).

“Each student should be assigned in any activities to be performed in the classroom, no one should be excluded, students should not feel isolated” (T16).

Views of the Participants Related to the Effect of In-Class Ethical Leadership Behaviours upon Classroom Management

When the participants were asked whether the teachers’ ethical leadership behaviours influenced the classroom management, it was seen that all of the participant teachers gave positive answers. Then, the participant teachers were asked in which dimensions the ethical leadership behaviours influenced the classroom management. Views of the participants on this were grouped as “related to revealing undesired behaviour,” and “related to preventing undesired behaviour to appear.” The participant teachers mostly considered that ethical leadership behaviours in classroom provided contribution upon classroom management in terms of preventing undesired behaviour to appear. They especially considered that teachers’ being a positive role model decreased the frequency of undesired behaviours to appear.

Table 6. Views of the Participants Related to on Which Dimension Ethical Leadership Behaviours Affected Classroom Management

Sub-Theme	Codes	Frequency
Related to revealing undesired behaviour	Orientation-guidance	3
	Making and practicing decision	1
	Student-teacher cooperation	1
Total		5
Related to preventing undesired behaviour to appear	Being a positive model	8
	Classroom environment	2
	Democratic environment	2
	Regarding ethical rules	2
	Regarding individual differences	1
	Student-centred education	1
	Teacher-centred education	1
	Mutual respect and tolerance	1
Creating information	1	
Total		20

Source: Authors' own calculations

The views of some participant teachers related to the effect of ethical leadership behaviours in classroom upon classroom management were described as below:

“Yes, I think so. The classroom environment appears in the way you behave your students. If you behave strictly and tough to the students, then it is hard to manage the classroom; if you behave understandingly, sincere but in a disciplinary way, namely kindly but firmly, then managing the classroom becomes easier. Because the behaviours based upon ethical concepts provide activation of student behaviours, and discipline problems in such a classroom decreases” (T1).

“When leadership behaviours of teachers are performed with the students who adapted into such environments, this affects self-respect and self-confidence positively. It entrusts the sense of responsibility in students to appear. It enables students to acquire leadership characteristics. The feeling of justice develops. Because students experience these behaviours, and observe them directly in their teachers. They learn accurate experience through experience. And this decreases the frequency of discipline problems to appear” (T5).

“Ethical leader can prepare the most appropriate learning environment making the most accurate decisions in classroom environment. This will positively affect classroom management through decisiveness in coming to a conclusion and cooperation” (T14).

“Classroom management is perhaps one of the issues teachers experience the most difficulty. The behaviours of teachers that seem as unimportant can positively or

negatively affect classroom management. I think ethical leadership of teachers affects classroom management positively. Teachers' being positive role models for the students affect their developing positive behaviours" (T19).

As seen in *Table 6*, the participants think that teachers' ethical leadership behaviours will facilitate classroom management. Accordingly, it can be said that being ethical in attitudes and behaviours in the classroom will be in favour of teachers in terms of preventing undesirable student behaviours.

After the interviews with the participants, an observation was made in accordance with the purpose of the research in the classroom of two participant teachers in order to increase reliability of the data. Six each lesson-hour observations were made with T8 and T9 separately. Codes were created for 14-page raw data obtained from classroom observations. Obtained codes were grouped under appropriate sub-themes regarding the similarities and differences. The results of the analyses were presented in *Table 7* and *Table 8*.

Table 7. The Behaviours of T8 in the Classroom

Sub-Theme	Codes
Educational implementations	Monitoring-implementing the plan
	Overcoming the pre-conditional knowledge deficiencies
	Informing about targets
	Establishing links between subjects
	Subject summary
	Being open to different solutions
	Encouraging attendance to lessons
	Providing feedback
	Giving clues
	Granting additional time
	Answering the questions
Making explanations	
Total	12

Methods of coping with undesired behaviours	Eye contact
	Ignorance
	Warning by names
	Wandering in classroom
	Using I-language
	Trying to understand the question
	Getting angry
	Warning
Total	8
Discipline implementations	Keeping silence
	Providing attendance to the class on time
	Obeying to classroom rules
	Managing chaos in classroom
	Orientation
	Teacher-centered education
Total	6
Negative reactions of teacher to students	Scolding
	Giving orders
	Accusation
	Disregarding
Total	4

Source: Authors' own calculations

When the behaviours of T8 in the classroom were analyzed, it was noticed that there was a process based upon educational activities in the classroom. It was determined that T8 adapted the way of getting angry with students as a method of coping with undesired behaviours, and negative reactions against students were prominent. It was possible to mention that T8 partly displayed ethical leadership behaviours regarding teacher-centred education.

Table 8. The Behaviours of T9 in the Classroom

Sub-Theme	Codes
Educational implementations	Monitoring-implementing the plan
	Overcoming the pre-conditional knowledge deficiencies
	Informing about targets
	Reviewing the subject
	Being open to different solutions
	Encouraging attendance to lessons
	Providing feedback
	Giving clues
	Answering the questions
	Informing
	Face-to-face lecturing
Total	11
Methods of coping with undesired behaviours	Using tone of voice
	Ignorance
	Warning by names
	Wandering in classroom
	Warning
	Assigning tasks
Total	6
Discipline implementations	Positive classroom environment
	Providing attendance to the class on time
	Creating a common understanding
	Orientation
	Student-centred education
Total	5
Positive reactions of teacher to students	Respect and interest to individuals
	Regarding claims of students
	Appraisal
	Addressing by names
Total	4

Source: Authors' own calculations

When the behaviours of T9 in the classroom were analyzed, it was noticed that there was a process based upon educational activities in the classroom. The methods T9 adapted for coping with undesired behaviours in the classroom were considered to be ethical. T9 who regarded a student-centred educational approach had positive reactions such as appreciation, and respect and interest to individuals, and this indicated T9 to have ethical leadership roles.

Discussion

Definitions of the teachers who participated into the research were noticed to be shaped in accordance with their own personal attitudes and traits. The participants mostly defined teacher leadership as guidance and being a role model. Namely, the participants considered that teacher leadership in classroom should include being a guide for the students and personally displaying these role model behaviours.

The teachers who participated into the research considered that teacher leadership in the classroom should be ethical. The participants especially emphasized that this leadership should be ethical in terms of mutual role balance, leadership shared in the classroom, democratic attitude, and respecting to individuals. According to teachers, an ethical teacher leadership is possible to appear upon students' conditionally using leadership roles in democratic a classroom environment within the framework of mutual respect. According to Erdem and Simsek (2013), the teachers who professionally carry on teaching profession were supposed to have knowledge and skills professional ethics required. The views of teachers who participated into the research related to behaving appropriate to ethical roles in classroom management were accurate in terms of their profession.

When teachers' ways of using their leadership roles in the classroom were analyzed, it was noticed that teachers mostly displayed behaviours related to guidance in the classroom, and focused on student-centred educational activities. These behaviours observed in teachers directly indicated the constructivist approach. When considered in this sense, it is possible to mention that teachers adapted the constructivist approach included in innovative curriculum and its use in lessons was pleasing in terms of learning environments.

The ethical behaviours participant teachers mostly used in classroom management were concluded to be behaving equally to students, determining and practicing the classroom rules together, and regarding the individual differences. According to the research carried out by Aksoy (1999), teachers considered the behaviours such as discrimination among the students and explaining private problems and issues of a student to friends as unethical. In the study carried out by Yilmaz and Altinkurt (2011), similar results were also obtained, and it was determined that the behaviours such as discrimination among students, humiliating a student in the classroom, ignoring the dominance of some groups in the classroom upon the others were considered to be unethical by pre-service teachers.

The ethical leadership roles to be displayed in classroom management that were mostly expressed by teachers who participated into the research were regarding individual differences, creating a democratic environment, behaving equally to students, and being consistent in behaviours, respectively. All these roles, in fact, were the values required to be preferred by a teacher. Classroom domination of teachers who used these values integrating with leadership roles was possible to be more ethical and modern. In the study carried out by Aktepe and Yel (2009) upon describing the standards of judgment for elementary education teachers, it was concluded that teachers mostly preferred the values such as justice, security, appreciating family, being honest, and equality. These obtained results were associated with the results of our research.

Finally, when the views of participants related to the effect of ethical leadership behaviours upon classroom management were analyzed, it was determined that being a positive role model, and guidance-orientation mostly provided positive contributions upon classroom management. Namely, the teachers considered that if they became role models for their students practicing the behaviours that required their students to have, these behaviours were more possible to appear in their students and this was possible to decrease discipline problems revealing the undesired behaviours in classroom.

Conclusion

The findings indicate that having ethical leadership behaviours as a role for teachers is a vital necessity according to teachers. In other words, it is essential for teachers, especially related with classroom management, to have ethical behaviours through their words and deeds. Ethical leadership roles are the essential values required to be preferred by the teachers. Teachers' behaviours will show their classroom management and whether they consist of ethical roles or not. It is very clear that being a positive role model, guidance, democratic attitude and respecting to individuals are important for effective classroom management and teaching process.

Recommendations

In reference to these results, the suggestions below were offered:

- Trainings should be organized for teachers to have awareness on themselves related to their way of using classroom management skills.
- Further researchers should be carried out on use of ethical leadership roles in classroom investigating different grades comparatively.
- Further researches in students' eyes should be carried out on how in-class leadership behaviours of teachers were and how these behaviours affected students.

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