TÜRKİYE CUMHURİYETİ
ADANA ALPARSLAN TÜRKEŞ SCIENCE AND TECHNOLOGY UNIVERSITY

GRADUATE SCHOOL
BUSINESS ADMINISTRATION DEPARTMENT

THE EFFECT OF AUTHENTIC LEADERSHIP AND ORGANIZATIONAL ETHICAL CLIMATE PERCEPTIONS OF TEACHERS WORKING IN ADIYAMAN ON WORK ENGAGEMENT

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M.Sc.

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ADANA, 2024

DECLARATION OF CONFORMITY

In this thesis study, which was prepared following the thesis writing rules of Adana Alparslan Türkeş Science and Technology University Institute of Graduate School, I declare that I provide all the information, documents, evaluations and results in accordance with scientific ethics and moral codes without resorting to any means or assistance that would be contrary to scientific ethics and traditions. I also declare that I refer to all of the articles I used in this study with appropriate references and accept all moral and legal consequences if a situation is found contrary to my statement regarding my work.

10/12/2024

[Signature]

Serkan GÜVEL

ÖZET

ADIYAMAN'DA ÇALIŞAN ÖĞRETMENLERİN OTANTİK LİDERLİK VE ÖRGÜTSEL ETİK İKLİM ALGILARININ İŞE ANGAJE OLMALARI ÜZERİNDEKİ ETKİSİ

Serkan GÜVEL

Yüksek Lisans, İşletme Anabilim Dalı

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Çalışanların otantik liderlik ve örgütsel etik iklim algılarının işe angaje olmaları üzerindeki etkisinin incelenmesi günümüzde özellikle eğitim sektöründe hem bireysel hem de örgütsel başarının artırılması açısından kritik önem taşımaktadır. Otantik liderlik çalışanların güvenini, işe angaje olmalarını ve motivasyonunu destekleyebilirken, etik bir örgütsel iklim çalışanların sorumluluklarını ve işe angaje olmalarını arttırabilir. Otantik liderlik ve örgütsel etik iklim algılarının öğretmenler tarafından algılanmalarının, onların işe angaje olmalarını nasıl şekillendirdiğini anlamak, eğitim kurumlarının sürdürülebilir büyüme sağlamalarına katkıda bulunabilir. Bu çalışmanın amacı, Adıyaman ilinde görev yapan öğretmenlerin otantik liderlik ve örgütsel etik iklim algılarının işe angaje olmaları üzerindeki etkisini ortaya koymaktır. Bu amaçla 390 öğretmen üzerinde görgül bir çalışma yürütülmüştür. Nicel yöntemin kullanıldığı araştırma sonucunda, öğretmenlerin örgütsel etik iklim algısındaki "başkalarının iyiliğini isteme" ve "kurallar" alt boyutlarının işe angaje olma üzerinde anlamlı ve pozitif bir etkiye sahip olduğu bulgusuna ulaşılmıştır. Örgütsel etik iklim algısının diğer alt boyutlarında işe angaje olma üzerinde anlamlı bir etkiye ulaşılmamıştır. Ek olarak öğretmenlerin otantik liderlik algılarının alt boyutlarından "rasyonel şeffaflık"ın işe angaje olma üzerinde anlamlı ve pozitif bir etkiye sahip olduğu bulgusuna ulaşılmıştır. Otantik liderlik algısının diğer üç alt boyutunun işe angaje olma üzerinde anlamlı bir etkisi bulgulanmamıştır. Bu araştırmanın "örgütsel etik iklim" ve "otantik liderliğin", "işe angaje olma" ile etkileşimini irdelemek isteyen araştırmacılara görgül araştırma bulguları sunarak katkı sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Otantik liderlik algısı, Örgütsel etik iklim algısı, İşe angaje olma.

ABSTRACT

THE EFFECT OF AUTHENTIC LEADERSHIP AND ORGANIZATIONAL ETHICAL CLIMATE PERCEPTIONS OF TEACHERS WORKING IN ADIYAMAN ON WORK ENGAGEMENT

Serkan GÜVEL

M.Sc., Department of Business Administration

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Examining the effect of employees' perceptions of authentic leadership and organizational ethical climate on their work engagement is critical for increasing both individual and organizational success, especially in the education sector. While authentic leadership can support employees' trust, motivation and work engagement; an ethical organizational climate can strengthen employees' responsibilities and also their work engagement. Examining how teachers' perceptions of authentic leadership and organizational ethical climate shape their work engagement can contribute to the sustainable growth of educational organizations. The purpose of this study is to investigate the effect of teachers' perceptions of authentic leadership and organizational ethical climate working in Adıyaman on their work engagement. For this purpose, an empirical study was conducted on 390 teachers. As a result of the study in which quantitative method was used, it was found that “caring” and “rules”, the sub-dimensions of organizational ethical climate perception, had a significant and positive effect on work engagement. Other sub-dimensions of organizational ethical climate perception did not have a significant effect on work engagement. In addition, it was found that “rational transparency”, one of the sub-dimensions of authentic leadership perception, had a significant and positive effect on work engagement. The other three sub-dimensions of authentic leadership perception did not have any significant effect on work engagement. It is thought that this study will contribute to researchers who want to examine the interaction of “organizational ethical climate” and “authentic leadership” with “work engagement” by providing empirical research findings for them.

Keywords: Authentic leadership perception, Organizational ethical climate perception, Work engagement.

This thesis is dedicated to great leaders who have committed themselves to making the world a better place.

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LIST OF ABBREVIATIONS

AL	: Authentic Leadership
EFA	: The explanatory factor analysis
H1	: Hypothesis
OEC	: Organızatıonal Ethıcal Clımate
SPSS	: Statistical Package for The Social Sciences
ILO	: International Labor Organization

LIST OF SYMBOLS

R	**:** Correlation Coefficent
R^2	**:** Variance Explained
X^2	**:** Chi-Square
β	**:** Beta
p	**:** Significance
KMO	**:** Kaiser-Mayer-Olkin
Mean	**:** Arithmetic Mean
SD	**:** Standard Deviation

1. INTRODUCTION

In today's business world, leadership plays a crucial role in the success of organizations and the performance of employees. In recent years, authentic leadership and the ethical climate in organizations have received more attention and research in this area. It is emphasised that authentic leadership is a leadership that emphasises the characteristics of leaders such as honesty, transparency, reliability and commitment to their values (Gardner, Karam, Alvesson & Einola 2021 pp:497). In recent years, increasing competition due to evolving technology has led to organizations taking on new leadership positions. The concern for sustainability, which is a fundamental and important issue for organizations, makes the presence of effective leaders essential. There are numerous studies in the literature disscussing the positive effects of authentic leadership in organizations and companies (Einola & Alvesson, 2021 pp:484; Al-Jaradat Khasawneh Abu-Alruz & Bataineh 2020 pp:230). Also it is stated that all stakeholders in institutions and companies, especially leaders, have an important role and responsibility in shaping the current or desired climate within the organization (Erdem, 2021 pp:58).
The concept of organizational climate, which refers to the way the existing conditions in the organization are perceived by employees and the characteristics of organizational life, is a phenomenon that helps to understand the psychological aspects of the organization and determine the quality of employee relations (Soyalin & Karabey, 2020 pp:876).

Certain norms, values and principles are of great importance for the successful operation of organizations in the public sector. Misapplication and unethical behaviour, especially by public servants in critical positions, can seriously affect both individual and societal life. Organizational ethics is considered a strategic factor that protects organizations from undesirable situations and events, especially given the complexity of the global competitive environment and increasing legal procedures. In this context, ethics can be seen as principles and norms that define and explain the right behaviour (Zagenczyk Purvis Cruz Thoroughgood & Sawyer, 2021 pp:4753).

Just as every organization has a climate, it also has an ethical climate. Al Halbusi, Williams Ramayah, Aldieri & Vinci (2021) explain the concept of ethical climate in organizations as "institutionalised organizational practises and procedures that determine what is right and wrong in organizations and that define which behaviours are acceptable and which are unacceptable" (Al Halbusi Williams Ramayah Aldieri & Vinci, 2021 pp:160). An environment

of trust can only be created if ethical behaviours are promoted in an organization and these ethical codes are adopted. In this way, organizations have the opportunity to differentiate themselves from their competitors and make their difference clear. In an organization where the ethical climate is misperceived, trust in the organization is likely to be insufficient. In addition, perceptions of employer support and trust in colleagues and supervisors are reported to be important to employees (Arslan & Gül, 2022 pp:2014). When examining the factors that are effective in developing trust in the organization, the existence of principles that indicate the ethical climate in the organization stands out. In order to increase trust in an organization, it is necessary to create a clear communication environment, to promote the effective participation of personnel in decision-making processes, to ensure a regular flow of information and to express emotions and expectations correctly (Öztaş Kurt & Uğurlu, 2021 pp:82). The realisation of all these elements in the organization is only possible if a positive ethical climate is perceived. It is assumed that the relationship between the ethical climate in the organization and the perception of trust in the organization is also related to other organizational factors and studies continue to be conducted on this subject (Saygili Özer & Karakaya, 2020 pp:27).

One of the most important concepts that contributes to the achievement of organizational goals is work engagement. Work engagement is defined as a positive and satisfying mental attitude towards work that is characterised by drive, dedication and focus. People who are engaged at work undoubtedly make a great contribution to achieving organizational or company goals (Vermeulen & Scheepers, 2020 pp:86). Therefore, organizations should give due importance to the issues that promote employee engagement and emphasise the importance of engagement. Workplace engagement increases employee performance, job satisfaction, organizational commitment and productivity. In addition, it is known that engaged employees reduce burnout, absenteeism and turnover and reduce the intention to leave (Wirawan, Jufri & Saman 2020 pp: 1140).

The structure of the study is as follows: First, the concepts of authentic leadership, organizational ethical climate and work engagement are examined in the literature and their relationship to each other is explained. Then the methodology of the study and the scales used are explained. Finally, the results are analysed and discussed and conclusions are drawn on the results and contributions of the study.

1.1. Aim of the Research

Authentic leader, one of the positive leadership approaches, strives to create value in the society by focusing on internalized moral values such as naturalness, reality, transparency and honesty. It is thought that a school administrator with authentic leader characteristics contributes to the effective and efficient realization of education and training with his/her positive energy. For this reason, it is important to determine the effects of perceptions of authentic leadership and organizational ethical climate on work engagement, to draw attention to the importance of the existence of authentic leadership in organizations, and to reveal the characteristics of authentic leadership and organizational ethical climate by considering the experiences and perspectives of teachers.

This study is important to reveal the effects of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement, to determine their awareness of authentic leadership, to evaluate school administrators in terms of authentic leadership characteristics and to have an idea about how they can contribute to the development of the school. The aim of this study is to provide recommendations to education and school administrators, teachers, education experts, inspectors and policy makers and to contribute to the literature through further research.

The purpose of this study is to examine the effect of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement. In line with this purpose, a theoretical framework will be created by reviewing the relevant literature and data will be collected through a questionnaire. The data obtained will be evaluated with various statistical analysis methods and the effects of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement levels will be determined

In this context, a survey study will be conducted on 390 teachers working in Adıyaman province using the survey method. Based on the relevant literature, it is thought that teachers' perceptions of authentic leadership and organizational ethical climate may have an effect on their work engagement.

This research will contribute to the development of more effective leadership strategies and an ethical working environment in schools by providing important findings for educational administrators and policy makers. In this way, it will be possible to increase teachers' engagement to their works, improve the quality of education and provide a sustainable learning environment.

1.2. Importance of the Research

Educational institutions has a fundamental role in the development of society and the preparation of individuals for the future. The success of these institutions largely depends on teachers' motivation, commitment to their works and professional satisfaction (Klassen et al. 2012). Work engagement is a concept that refers to the level of commitment and enthusiasm that individuals show towards their works and has a determining effect on the performance of employees and the overall success of the organization. Teachers' level of work engagement affects many factors from students' academic achievement to the general atmosphere of the school (Alazmi & Al-Mahdy, 2022).

The influence of administrators on the behavior of teachers working in the field of education towards achieving the goals and objectives of the organization is quite high. Managers must first of all have the qualities of a leader (Burić & Macuka, 2018). Managers who have the qualities of a leader should exhibit behaviors aimed at improving the motivation, performance level and sense of trust in the organization (Kulophas et al. 2018). At the same time, it is important for the leader to meet the needs and desires of the employees. If the needs and desires of the employees are met, the employees will be satisfied and their performance level and commitment to the organization will increase (Pourtousi & Ghanizadeh, 2020).

Today, many modern types of leadership have emerged. One of these leadership types is authentic leadership. Leaders who adopt authentic leadership behavior are transparent, have self-awareness and high moral understanding, and can evaluate information in a balanced and accurate way (Xu & Yang, 2018). Authentic leadership behavior of administrators in educational institutions contributes to the motivation of teachers to fulfill their duties in the best way. At the same time, the performance level of highly motivated teachers increases accordingly (Al-Dhuwaihi & Almohaisin, 2021). Leaders who adopt an authentic leadership approach create a trustworthy organizational environment, establish good relationships with teachers and contribute to their self-development. In other words, they exhibit behaviors that increase the level of organizational commitment of employees (Zhang, Long & Bowers, 2022, Qureshi & Hassan 2019).

In this context, authentic leadership is one of the factors that effect teachers' engagement. Authentic leadership is a leadership style in which leaders act in line with their unique values, beliefs and ethical principles, inspiring trust and confidence in their followers (Asim, Turi,

Shahab & Rubab, 2023). Authentic leaders, through their transparent, honest and consistent behavior, set an example for their followers and encourage their dedication to their work. This type of leadership can increase teachers' professional satisfaction and strengthen their commitment to their work (Zhang, Long & Bowers, 2022).

Organizational ethical climate refers to how ethical values and norms are perceived in an organization and how these values are reflected in employee behaviors (Yarigholi, Golmohammadnejad Bahrami & Fazli, 2019). An ethical climate makes employees feel valued and increases their commitment to their jobs by creating a fair working environment (Zeng & Xu, 2020). The presence of an ethical climate in educational institutions can positively affect both teachers' professional satisfaction and their relationships with students (Enwereuzor et al. 2020).

The main purpose of this study is to determine the effect of authentic leadership and organizational ethical climate perceptions of teachers working in Adıyaman on work engagement. It was found that there are few studies on thi subject in the relevant literature. At the same time, an empirical research will be carried out in the field of education by predicting that managers' exhibiting authentic leadership behaviors will increase the performance level of teachers, thus the employee will provide better quality education and school success will increase. The study is a quantitative design and explanatory research in terms of purpose.

When we look at the academic research on this topic in Turkey, there are many studies that examine the issues of authentic leadership, perception of ethical climate in the organization and work engagement mostly in terms of their bilateral relationships with each other or their relationships with other conceptual variables. The topic is interesting because it sheds light on future HR policies and strategies in schools - particularly in relation to qualifications and training and fills a gap in this area.

This research will contribute to the development of more effective leadership strategies and an ethical working environment in schools by providing important findings for educational administrators and policy makers. In this way, it will be possible to increase teachers' engagement to their works, improve the quality of education and provide a sustainable learning environment.

1.3. Assumptions of the Research

It is assumed that the teachers who participated in this study responded honestly to the form provided by the researcher.

1.4. Limitations of the Research

This research is limited to the responses of teachers working in the public schools of Adıyaman province affiliated to the Directorate of National Education in the 2023/2024 school year.

1.5. Definitions

Authentic leadership is a technically sophisticated function that leads to self-awareness, sensitivity to the orientations of others and synergy of leadership action.

The ethical climate, which also reduces conflict within the organization, is a part of an organizational culture that supports behaviors with moral standards and gives importance and priority to ethical values. The perception of the ethical climate in an organization is a concept that can have important consequences for both employees and the organization.

Work engagement is used to express a person's high level of energy and commitment to their work. People who are engaged at work see their work as meaningful and purposeful, inspiring and important. They fulfill their work with enthusiasm and are proud of their work.

2. LITERATURE REVIEW

2.1. Authentic Leadership Perception

In today's world, where global competition and social change are accelerating, the importance of ethics and an ethical working environment in organizations is increasing. This is because ethics and ethical principles are a criterion that determines whether the behaviour of all those involved (management, employees, investors, etc.) in a company is right or wrong. Ethics is therefore an indispensable cornerstone for a sustainable society and development. Recent research shows that ethical regulations are adopted in the business world of developed countries as a tool for sustainable development (Ketvisetkul & Noirid, 2020; p.27). For a better understanding of authentic leadership, ethical climate in organizations and the level of work engagement, an examination of the fundamental concepts is required. In this section of the study, a comprehensive framework is presented by discussing the models related to the concepts of authentic leadership, organizational ethical climate and work engagement in detail.

2.1.1. Authentic Leadership Perception Concept

The understanding of leadership, which has existed since the beginning of human history, began to be examined scientifically after the industrial revolution. Leadership was accepted as the characteristics attributed to the people who ruled the country in the Ancient and Middle Ages, and in the 20th century, in the process that continued with the management function, it was defined with concepts such as influencing followers, leading, creating diversity, bringing people together in line with certain goals and discovering innovations (Iszatt-White & Kempster, 2019; p.356). Research focusing on the moral and ethical dimensions of leadership has had a positive impact on the development of authentic leadership. It was understood that traditional leaders' use of reward and punishment systems was not sufficient. In the 1970s, researchers working on new leadership models defined the transformational leadership model. According to this model, a leader is a person who can motivate individuals in the organization and evaluate issues from various perspectives (Iszatt-White & Kempster, 2019; p.357).

The diversity in leadership characteristics led to the emergence of the concept of authentic leadership after a while. Researchers have aimed to provide a clearer understanding of this new concept by identifying its characteristics, qualities and limitations. There are various definitions of authentic leadership (Chang, Busser, & Liu, 2020; p.2117).

Authenticity is the quality of recognizing and honestly expressing oneself by looking at oneself from a correct and honest perspective. In other words, authenticity is based on accepting one's own existence with an inner awareness and always being honest about oneself (Iszatt-White & Kempster, 2019 pp:358). In other words, it can be stated that the more faithful a person is to the objects, personality traits, desires and emotional states that he/she truly values, the more authentic he/she is (Zhang et al. 2022; p.1399).

The concept of authenticity means being authentic, inimitable and natural. Authentic leadership can be explained as the leader's self-knowledge and being consistent in his/her behaviors (Gardner, Karam, Alvesson, & Einola, 2021; p.101). The word 'authentic' comes from the Latin word 'authenticus' and as a result of research, it has been revealed that it means original, sincere, true and real. Authentic leadership has become a highly researched topic in the literature in recent years. It is stated that the main goal of people is to find the answer to the question 'Who am I?' from ancient times to the present day (Einola & Alvesson, 2021; p.483, Doherty & Hunter Revell, 2020; p.416).

Authenticity involves knowing, accepting, being oneself and being true to oneself. Authentic behaviour is defined as acting in accordance with an individual's values, preferences and needs. Authenticity enables a person to be honest with himself/herself and to freely express his/her true feelings, desires and tendencies (Onyalla, 2018; p.7).

According to some scholars, authenticity is not actually an 'all or nothing' situation. That is, individuals may not be completely authentic or not authentic at all, but may be authentic to a certain degree. This perspective emphasizes the aim of both leaders and followers to become more authentic throughout their development proces (Weiss et al., 2020; p.309).

One of the most influential studies on authenticity was conducted by Kernis (2003). In this study, authenticity was defined as 'the true, uncensored self of the individual in his/her daily life'. According to this perspective, authenticity varies according to one's lifestyle and the people with whom one interacts. Authenticity provides self-confidence if the person is sincere, genuine, true and balanced (Samwel Muguna, 2022; p.333).

From the first moment of our existence, the question 'Who am I?' echoes in our soul. The search for the answer to this question forms the basis of the steps we take towards ourselves. This search is at the centre of a philosophical tradition that extends from Ancient Greece to the present day. Socrates' famous words, "Know Thyself" and "An unexamined life is not worth

living", emphasize the importance and meaning of this quest. To live an authentic life is not just to exist, but to exist consciously. This consciousness begins with knowing and understanding ourselves deeply. In the light of Socrates' wisdom, this journey of discovery means questioning our soul and grasping the essence of our self. The concept of authenticity first appears in ancient Greek psychology. However, its modern understanding coincides with the last century (Hunt & Fedynich, 2019; p.22). Utomo, Handoyo, and Fajrianthi (2021) define authenticity as the process of capturing an individual's experiences, thoughts, passions, needs, desires, preferences, and beliefs through self-awareness. According to this definition, being authentic means achieving harmony between our feelings and thoughts and our behaviours (Utomo, Handoyo & Fajrianthi, 2021; p.22). Looking at the historical development of the concept of authenticity, it is realized that its origins are based on Greek mythology. The inscription on the wall of the historical Temple of Apollo, which is translated into Turkish as 'to be true to oneself, to know oneself and not to imitate', is a guide in determining the historical progress of the philosophy that forms the basis of authentic behaviour (Gardner, Karam, Alvesson, & Einola, 2021; p.124).

Authentic leadership refers to an important approach in leadership theory and emphasizes the naturalness, sincerity and personal integrity of leadership style. Authentic leadership is based on the idea that a leader should be true to his or her own values and beliefs, self-actualizing and supporting others to do the same. This leadership style encourages leaders to be internally consistent and honest, avoiding manipulative or contrived behaviour (Gardner et al., 2021; p.152).

Authentic leadership requires the leader to work on their own emotional intelligence, self-awareness and empathy abilities, focusing on personal development. Authentic leaders use empathy and understanding and communicate effectively with others. They also inspire, motivate and set an example for their employees (Crawford, Dawkins, Martin, & Lewis, 2020; p.114).

Authentic leadership encourages teamwork and creates a strong environment of trust. Leaders provide a supportive environment to help team members develop their talents and realize their potential. They encourage the participation of team members and create an environment where everyone can openly share their ideas (Einola & Alvesson, 2021; p.483). Authentic leadership emphases responsibility and accountability. Leaders take responsibility for the consequences of their decisions and maintain honest and transparent communication with their employees. In

addition, it is reported that authentic leaders care about accepting their mistakes and turning them into learning opportunities (Gill et al., 2018; p.306).

Authentic leaders prefer to be in environments where there are not only people who approve of them, but also people who come up with creative ideas. In addition to being tolerant, these leaders are individuals who can create a sense of trust in the people they communicate with, support them and do this sincerely (Gardner, Karam, Alvesson, & Einola, 2021; p.485).

Authentic leadership is one of the topics that is being addressed with increasing interest in academics and researchers today. One of the reasons for this increasing interest is that authentic leaders are predicted to achieve success more easily, and they produce solutions by analyzing problems (Alilyyani, Wong & Cummings, 2018; p.34).

Authentic leaders provide a healthy and safe working environment with their self-awareness. These leaders prefer to be together with people they trust more in the work environment and have strong personal relationships. Establishing strong relationships ensures that leaders and employees are aware of what needs to be achieved (Wiewiora & Kowalkiewicz, 2019; p.415).

In authentic leadership, "The leader can express himself in the right way Authentic leaders are built on recognizing and accepting oneself and being honest and transparent at all times. In other words, the more an individual is true to his/her core values, character, choices, and feelings, the more authentic he/she is (Miao, Humphrey & Qian, 2018; p.679, Gardner, Karam, Alvesson, & Einola, 2021; p.116).

It is emphasized that authentic leaders are honest, consistent in their behaviours and have positive relationships with their employees (Gardner, Karam, Alvesson, & Einola, 2021; p.104). An authentic leader: ‘a leader who is aware of his/her true thoughts, knows how his/her actions are interpreted, understands both his/her own and others' values, moral perspectives, knowledge and strengths, understands environmental conditions, is self-confident, hopeful and positive, can solve problems quickly and has a moral character (Petersen & Youssef-Morgan, 2018, p.436).

Authentic leadership is a leadership approach that enables leaders to be aware of their strengths, limits and emotions. This leadership style allows leaders to develop themselves by recognizing their strengths and weaknesses and adopting constructive ways to improve their leadership skills (Hunt & Fedynich, 2019; p.24).

When we look at the historical evolution of authentic leadership, firstly, there are studies emphasizing that leaders should have certain characteristics in order to be effective. It is suggested that leaders with these qualities will always be successful regardless of the situation they are in. Leadership theories have presented different approaches at various times. Until 1950, great men and trait theories were at the forefront, while the behavioural approach came to the fore between 1950-1970. Between 1970 and 1980, the situational approach gained importance (Kleynhans, Heyns, Stander, & de Beer, 2022; p.245). Finally, modern leadership approaches have emerged since 1980 until today. Between 1950 and 1960, with the rise of the humanistic psychology movement, humanistic and individual-oriented approaches to leadership came to the fore. Humanistic psychologists such as Carl Rogers and Abraham Maslow emphasized that leadership is associated with personal growth, self-awareness, and unlocking individual potential (Kleynhans, Heyns, & Stander, 2021; p.15).

Academics such as Luthans and Avolio (2003), Seligman (2002) and practitioners such as George (2003) are among the pioneers of authentic leadership. These names have studies emphasizing the importance and benefits of authentic leadership (Luthans & Avolio, 2009; p.291, Seligman, 2002; p.3). The Gallup Leadership Institute Summit held in Nebraska in June 2004 was an important milestone in increasing the interest in authentic leadership. At this summit, the importance of developing authentic leaders was emphasized, and it was decided to develop special programmes on this subject (Scott & Klein, 2022; p.1, (Maximo, Stander & Coxen, 2019; p.102).

Today's employees do not only prioritize material outputs as in the past, but also need trustworthy and inspiring leaders. This change also transforms what is expected from leaders (Kleynhans et al., 2022; p.759, Raffo & Heath, 2022; p.5). Employees now demand leaders who not only give work instructions but also have characteristics such as hope, optimism, self-consciousness and flexibility. In line with this demand, approaches that focus on the moral and ethical dimensions of leadership come to the fore. These approaches emphasize that leaders should adopt a leadership approach that is not only result-oriented but also based on meaning and values (Widianto, Harsanto, & Arviansyah, 2024; p.118, Wirawan, Jufri, & Saman, 2020; p.1139).

Luthans and Avolio (2003) developed the authentic leadership theory by analysing how leaders at all levels and various organizations deal with the problems of diminishing hope and trust. According to this theory, authentic leaders develop through a process that combines the

competencies of a positive leader with an improved organizational environment (Luthans & Avolio, 2009; p.9, Kernis, 2003; p.4, Illies & Reiter-Palmon, 2020; p.20).

2.1.2. Dimensions of Authentic Leadership

Various authors have presented alternative approaches and theoretical frameworks that aim to define the multifaceted perspectives that constitute authentic leadership. There are many studies on the dimensioning of authentic leadership (Silard & Dasborough, 2021; p.1186). It is seen that the elements that make up authentic leadership are handled in different ways by the authors, but there are still no significant differences between these approaches (Puni, & Hilton, 2020; p.365).

The authentic leadership scale used in this thesis was created by Walumbwa, Avolio, & Hartnell (2010). Walumbwa, Avolio & Hartnell analysed authentic leadership in 4 dimensions. These dimensions are explained in detail below (Walumbwa, Avolio, & Hartnell, 2010; p.1744).

2.1.2.1. Self-awareness

Self-awareness refers to the extent to which a leader is aware of his/her own feelings, thoughts, goals, abilities, personal characteristics, weaknesses and strengths, i.e. his/her own identity. It is not possible for a leader to be loyal and honest to himself/herself without really knowing himself/herself; therefore, self-awareness is reported to form the basis of authentic leadership (Kernis, 2003; p.2).

Self-awareness is all awareness of one's own existence. This includes emotions, thoughts, needs, desires, beliefs, weaknesses, values, abilities, and personality traits. It also includes how this awareness affects behavior. In this context, self-awareness means knowing one's contradictions. It also means recognizing how they affect one's feelings, thoughts, and actions. Kernis's model defines a dimension of awareness. It means a person is aware of and trusts their own thoughts. Self-awareness is a skill. It allows a person to gain a clear self-perception. It involves recognizing his or her emotions, impulses, and moods. It also means understanding the impact he or she has on others. Self-awareness, a part of authenticity, is crucial. It means a leader must be sensitive to how their behavior affects others (Gardner, et al., 2005; p.343).

Self-awareness facilitates an individual's understanding of his/her authentic thoughts, feelings, beliefs, values and goals. Authentic leaders engage in practices to develop self-awareness in order to gain feedback and insight about themselves. These practices generally fall into three basic types: feedback, self-reflection and mindfulness. These three practices have been reported

to help develop self-awareness (Gardner, Karam, Alvesson, & Einola, 2021; p.107). Authentic leaders evaluate the feedback they receive from their environment to learn from their own and others' experiences. Evaluating the information learnt about the self refers to self-reflection. Mindfulness involves observing the leader's thoughts, feelings and behaviours as they are without judgement. These practices help the leader to think about how they think and prevent them from reacting automatically to situations they encounter. Instead, it is stated that it enables the leader to use alternative reactions and ways of thinking based on the insights gained from self-reflection (Sigwela, 2020; p.17).

2.1.2.2. Balanced Processing

Another dimension of the authentic leadership model is the fair and objective evaluation of information. This dimension has various names in the literature, such as balanced processing, neutral processing or unbiased processing (Walumbwa, Avolio, & Hartnell, 2010). Balanced and unbiased processing of information constitutes an important dimension of authentic leadership. This means that the leader handles information objectively, listens to different opinions and evaluates them impartially. Authentic leaders evaluate information accurately and fairly when making decisions and act from a perspective free from personal biases (Ilies, Morgeson & Nahrgang, 2005; p.373). This approach increases the credibility and influence of the leader and helps him/her to gain the trust of followers. Moreover, evaluating information from a variety of views can lead to better decisions and increase the success of the organization. Therefore, balanced and impartial evaluation of information has been emphasised as one of the basic principles of authentic leadership (Wirawan, Jufri, & Saman, 2020; p.1139).

2.1.2.3. Relational Transparency

Relational transparency is the honest display of an individual's core values, showing oneself without distortion and as it is. Authentic leadership relational transparency is defined as how openly the leader shares information and how well he/she shows his/her true self. In the context of authentic leadership, relational transparency involves establishing bonds based on sincerity and trust, revealing one's true self and encouraging others to behave with the same integrity (Gardner, et al., 2005; p.345). This refers to the leader's ability to display his/her true feelings and thoughts to the followers without hiding them. Authentic leaders share important information by interacting with their followers and openly express their perceptions and feelings about others, thus establishing an open communication between them and their followers. This creates a healthy communication environment and facilitates open exchange of

ideas within the organization. Leaders' openness and honesty contribute to building trust among followers. Therefore, relational transparency strengthens the bond of trust among employees and leads to positive organizational outcomes. As employees perceive interpersonal transparency, communication is positively affected, resulting in trust, optimism, positive attitudes and behaviour reciprocity (Sexton, 2007; p.2).

2.1.2.4. Internalized Moral Perspective

The internalised moral perspective refers to the congruence of leaders' decisions with internalised values and guides their actions in line with moral values and standards. The 4 distinct components of authentic leadership encourage positive attitudes and behaviours in employees, such as emotional commitment and creativity. An authentic leader who adopts an internalised moral perspective promotes honesty and integrity within the organization and provides deterrence against unethical behaviours (Kernis, 2003; p.3). The internalised moral perspective exhibited by an authentic leader is a result of four related competencies: 'moral sensitivity', which refers to the ability to perceive moral challenges; 'moral judgement', which refers to the idea of moral justice; 'moral motivation', which refers to having an intrinsic motivation for moral behaviour; and 'moral character', which refers to the ability to implement moral decisions (Luthans & Avolio, 2009; 291).

Authentic leaders adopt a moral approach in their decision-making processes in line with their values and principles. When faced with moral issues, these leaders draw on their knowledge, skills and experience, as well as their own values, to best handle the situation and determine right and wrong. Authentic leaders have a high awareness of their leadership role and care about behaving ethically and looking after the interests of others in their decisions. This ethical approach greatly influences the thoughts, feelings and behaviours of followers and authentic leaders constantly see themselves as carriers of moral standards for the organization (Seifu & Jalata, 2022; p.5).

2.2. Organizational Ethical Climate Perception

2.2.1. Organizational Ethical Climate Perception Concept

Organizational climate, which is called the "weather" or "psychological climate" within the organization, includes the perceptions, actions and thoughts of employees in the business environment regarding organizational processes, policies, procedures, leadership style, decision-making and practices. In general, organizational climate, which is shaped by the

behaviors and relationships of employees, refers to the work environment created by employees within an organization. In this respect, organizational climate cannot be concretely observed or touched, but can be felt or perceived (Forte, 2004; p.167).

Organizational climate can be defined, in essence, as how the concrete characteristics of an organization are perceived by its members. In other words, it is related to how individuals perceive the organizational climate. In this context, it is important in understanding the problems encountered and producing effective solutions. This climate, which stems from the unique and permanent characteristics of the organization, is based on the common perceptions of employees such as solidarity, autonomy, trust, acting together and recognition (Kim and Vandenberghe, 2020; p.515).

Organizational climate is defined as the way employees perceive "how work is done." A person's perception of how work is done in the workplace in general and understanding how the "prevalent climate" is formed in the work environment is a part of the climate. How employees perceive policies, procedures, and practices in response to behaviors that are rewarded, supported, and desired by the organization determines the organizational climate. Employees' perceptions of the workplace and the organization determine their behaviors by affecting their behaviors and attitudes. This situation is also supported by various studies (Otaye-Ebede, Shaffakat and Foster, 2020; p.615).

Organizational ethical climate has been the focus of many studies in the field of industrial and organizational psychology for many years and is said to be a very popular topic. Many different definitions have been made for organizational ethical climate over the years. This concept refers to the unique character of the organization, the perspectives and perceptions of the individuals who make up the organization, and the environment that members develop and reflect in response to the influence they receive (Bowen, 2004, p.311).

Ethical climate, developed by Victor & Cullen (1988), determines which values are held in high esteem within the organization, which behaviours are rewarded and what is considered ethical. In other words, when an individual performs his/her own actions freely, situations that may harm or benefit others may create a moral challenge (Victor and Cullen 1988; p.101).

Unethical decisions are either illegal or morally unacceptable. Actions such as entering into agreements with vendors or consulting agencies that benefit individuals, or hiring someone on the basis of favouritism without certain objective procedures, are examples of ethical problems

from an organizational perspective. The ethical climate within the organization can influence how such issues that are considered unethical are dealt with. When an employee of an organization encounters an ethical problem within the organization and thinks about how he/she should approach this problem, the ethical climate of the organization will shape his/her thinking. Therefore, ethical climate is a whole consisting of individuals' perceptions of the ethical norms of the organization. Ethical climate, as defined by Victor and Cullen (1988), refers to a common perception of what is considered correct behaviour and how ethical situations encountered in the organization should be handled (Victor and Cullen, 1988; p.104).

The perception of ethical climate in the organization is related to the perception levels of the members of the organization about ethical rules. These perceptions are shared among the members of the organization and carry psychological meaning. The important point is that the ethical climate is not formed by the way an organization deals with ethical dilemmas and its attitudes on this issue, but by the perceptions shared through the observations of individuals (Tehranineshat, Torabizadeh and Bijani, 2020; p.314).

Engelbrecht, Van Aswegen and Theron (2005) defined ethical climate as employees' perception of what is right and wrong, in addition to assumptions about how ethical concerns encountered in the work environment should be handled (Engelbrecht, Van Aswegen and Theron, 2005; p.20).

Therefore, ethical climate is related to employees' ideas about ethical standards and moral values in the workplace and their common perception of what behaviours are supported or prohibited based on the accepted moral standards of the organization (Danilwan and Dirhamsyah, 2022; p.6).

Research shows how ethical climate affects individuals' feelings and behaviours. When the ethical climate literature is examined, it is found that it positively affects the ethical behaviours, work-related attitudes, organizational commitment levels, proactive service performance towards customers and organizational citizenship behaviours of the members of the organization; at the same time, it also prevents undesirable negative behaviours for the organization such as corruption, tardiness and absenteeism (Engelbrecht, Van Aswegen and Theron, 2005; p.22). The significant contributions of ethical climate to the sustainability of organizations and achieving their goals cannot be ignored. Establishing a common ethical understanding among all members of the organization facilitates the solution of possible problems. In particular, managers' encouragement of ethical behaviours helps employees to

shape their behaviours within the framework of the determined ethical rules. This situation enables employees to feel more loyalty to the organization. Researches emphasise the importance of both managers‘ and employees’ perception of ethical issues and the influence of these perceptions on their behaviours. The fact that the leadership styles applied in the organization are in accordance with ethical values enables employees to give more importance to ethical values and thus reduces the likelihood of unethical behaviours (Zagenczyk, et al., p.4753).

Ethical climate refers to the common perception of employees about how ethical codes and ethical issues should be handled in organizations. The business climate, which determines the ethical rules in the areas where individuals work, actually reflects the organizational ethical climate of the organization. Ethical climate, which is a part of the organizational culture that reduces conflicts within the organization, supports moral standards and gives importance to moral values, is the common perception of institutionalised organizational values, practices and processes. The atmosphere of the organization has a differentiating feature based on permanent characteristics specific to the organization and common perceptions of employees such as solidarity, autonomy, trust, acting together and recognition (Tehranineshat, Torabizadeh and Bijani 2020, p.316).

Organizational ethical climate provides many benefits to employees, such as giving clues about what to do when faced with an ethical dilemma and helping to solve ethical problems. Although there is no mandatory sanction in the organization for the implementation of ethical values, ethical behaviours bring positive organizational results.

When the importance given to ethics in the organization decreases, results such as lack of trust in employees, decrease in motivation, decrease in performance, and increase in absenteeism occur (Engelbrecht, Heine and Mahembe, 2014; p.6).

These factors emphasise the importance of ethical climate in shaping the future of organizations and ensuring their sustainability. In order for organizations to achieve their goals, it is necessary to obtain the highest level of efficiency from human resources. This is achieved by associating factors such as the compatibility of individual goals of employees with organizational goals, directing them to the right behaviours, ensuring good relations, encouraging high work performance, creating a positive working environment, job satisfaction and organizational commitment with ethical climate. At this point, it is clear that ethical climate has a significant

contribution to the development of these positive organizational behaviours by shaping the organizational culture (Zagenczyk, Purvis, Cruz, Thoroughgood and Sawyer, 2021; p.4775).

Organizational ethics can be defined as the whole of transactions that are correct in the climate or that are incorrectly adopted and attributed to the institution. It determines how employees will evaluate issues in business settings in an ethical context and produce solutions based on those assessments (Van den Bulcke, et al., 2020; p.48). Organizational ethical climate therefore represents the levels of psychological perception of those who are engaged in ethical norms and policies within the organization. The presence of an organizational ethical climate allows those who are employed to choose the options available when evaluating the events they are facing. This allows those who are employed to separate acceptable or unacceptable patterns of behavior in their working lives (Peng and Wei, 2020; p.507).

Organizational ethical principles foster the ethical behavior of employees, creating a cohesive working environment, thus increasing employee satisfaction (Shafique, Ahmad and Kalyar, 2020; p.115). By adhering to these principles, organizations can prevent unethical actions such as bribery, corruption, fraud, extortion, discrimination, favouritism, conflicts of interest and violence. Ethical principles drive ethical behavior by encouraging correct behavior. By setting ethical principles, organizations can positively influence the behavior of their employees and thus prevent unethical actions. Ethical principles also play an important role in making more honest and reliable decisions. In addition, organizations structured within the framework of ethical principles are increasingly appreciated by both employees and customers today (Van den Bulcke, et al., 2020; p.49).

In business, ethical principles play an important role in determining right and wrong. But this assessment is based not only on individual ethical understanding, but also on the general values of the society in which the organization is located. Organizational ethics can be defined as the reflection of these values on common decision-making processes (Suifan, et al., 2020; p.412). Organizational ethics requires adhering to core values such as honesty, trust, respect, and justice, to act in harmony with society and to fulfill responsibilities to all stakeholders. Organizational ethics are increasing in today's business world (Sembiring, et al., 2020; p.1114).

2.2.2. Organizational Ethical Climate Criterion

When examining Kohlberg's (1967) ideas referring to the psychology of moral development, it is seen that similar ethical criteria are used in the development of ethical reasoning of individuals (Dragin, 2019; p.64).

Kohlberg (1967) truth climate typology, created based on six different levels of moral development ranging from criminal and obedience harmonization stages to compliance with universal ethical criteria, egoism, it is classified into three basic moral dimensions, such as benevolence and principle. These dimensions are the ethical decision-making bodies and decision-making processes that make up the thinking system involved in an organization. While egoism refers to the focus of the self-interest of individuals in activities within the organization, benevolence represents the pursuit of the realization of common interests. Principle is a organization climate dimension that prioritizes acting according to ethical rules, legal rules and established standards when decisions are made within the organization (Mathes, 2021; p.3909).

In 1988, Martin and Cullen developed the Ethical Climate Theory as an ethical climate model that is in line with both ethical philosophy and the sociological theory of reference groups. In terms of the ethical philosophical dimension, it was inspired by Kohlberg's (1984) study of moral development. The point of analysis representing the sociological dimension of ECT completes the classification of ethical climate types. Victor and Cullen (1988) based the sociological dimension of ECT on Merton's (1968) sociological theory and its application to the organizational context. Organizational ethical climate criterias and their main characteristics are shown in the table below (See: Table 2.1).

Table 2.1. Definitions of Ethical Climate Criteri**a**

Ethical criteria	Definitions
Egoism	In this organization, members often work for their own interests. People in this organization are usually interested in their own good. People in this organization strive to protect the interests of the organization.
Benevolence	What people are most concerned about in this organization is what is the best option for everyone in the company. Team spirit is very important for the people involved in this company.
Principle	Here, people are requested to fully comply with the rules and procedures set by the company. People who are evaluated as successful in the company are those who adapt to company policies. Professional laws and professional ethics are of great importance to all members.

(Victor and Cullen, 1988; p.104).

2.2.2.1. Egoism

Victor & Cullen (1988) noted that some complexities exist when the details of the dimensions are examined. However, they have more broadly grouped the ethical climate under three basic ethical dimensions: egoism, benevolence, and principle. These theories are the criteria used in the process of moral reasoning. In other words, criteria such as maximizing self-interest, the desire to maximize the common interests of individuals and institutions within the organization, and adherence to principles constitute the ethical dimension of ethical climate typology (Victor & Cullen, 1988; P.105). Egoism, which is the first concept considered in the context of ethical criteria; on the basis of the philosophy of moral egoism, individuals will develop attitudes and behaviors aimed at maximizing their own interests. Those working in such climates may feel unable to align and parallelep with the ethical expectations of social good and society (Victor and Cullen, 1988; p.105).

2.2.2.2. Benevolence

In the second type of benevolent climate, employees observe the well-being and interests of individuals both within and outside the organization. It is absolutely necessary to consider how the decisions to be taken will affect others, and alternatives that can realize the interests of the group or institution at the highest level are preferred. In this climate, the good is not only taken

care of by the members of the organization, but also by the people outside (Cullen, Parboteeah and Victor, 2003; p.128, Lemmergaard and Lauridsen, 2008; p.654).

2.2.2.3. Principle

In working environments where the primordial climate is found, which is set out as the third type of climate, it is remarkable to create a concrete structure. This concrete structure refers to the clarification of laws and rules. In ethical climates faced by organizations, employees are expected to act in line with the rules and guidelines set within the organization (Cullen, Parboteeah and Victor, 2003; p.129, Lemmergaard and Lauridsen, 2008; p.655).

2.2.3. Dimensions of Organizational Ethical Climate

When we examine the types of organizational ethical climate, a structure developed by Victor and Cullen (1988) stands out. Rather than measuring the level of values the organization has, this structure refers to how the organization addresses and resolves the ethical problems it faces or may face. This structure is fundamentally shaped in two dimensions: first, the foci of analysis, which have individual, organizational, and universal contents; and second, the dimensions, which include ethical criteria such as egoism, benevolence, and principle (Weber & Opoku-Dakwa, a statement said, 2022; p.630).

When the literature on ethical climate is examined, it is seen that the first theoretical and experimental studies of the concept were made by Victor and Cullen in the late 1980's. (Victor and Cullen 1988). Victor and Cullen (1988) have identified 3 dimensions to identify nine different types of ethical climate. These nine types of climate are; self-interest, corporate interests, competence, friendship, team interests, social responsibility, personal ethics, corporate rules and procedures, laws, professional principles. This typology is explained below.

Victor and Cullen’s ethical climate theory is an important framework developed to understand organizational behavior and decision-making processes. The model explains the ethical climate of an organization and how it affects employees’ ethical decisions through five basic dimensions: Instrumental Climate, Caring Climate, Independence Climate, Laws and Codes Climate, and Rules Climate. These dimensions represent different aspects of organizational values and ethical understanding. Each dimension is explained in detail below (Victor & Cullen, 1988; p.104).

Victor and Cullen (1988) have created a diagram showing possible ethical climates based on philosophical, sociological and psychological theories. The diagram has two axes that represent how the ethical systems are derived and to whom they apply. "(As the vertical axis shows (how the systems are derived), ethical systems can be based on self-interest, care, or abstract principles. As the horizontal axis shows (to whom they apply), ethics can be applied to the individual, the group or society as a whole (Cullen et al., 2001. p. 53). This matrix forms nine theoretical types of ethical climate: self-interest, corporate profit, efficiency, friendship, team interest, social responsibility, personal morality, rules and standard operating procedures, and laws and professional codes. As a result of a series of survey studies, they confirmed the existence of five of the nine climate types, which they labelled as caring, law and code, rules, instrumental, and independence (Victor and Cullen, 1988). Organizational ethical climate types are shown in the table below (See: Table 2).

Table 2.2. Theoretical ethical climate types

ETHICAL CRITERION		LEVEL OF ANALYSIS		
		INDIVIDUAL	**ORGANIZATIONAL**	**UNIVERSAL**
	EGOISM	Self interest	Organizational interest	Sufficiency
	BENEVOLENCE	Friendship	Team Interest	Social responsibility
	PRİNCİPLE	Personal morality	Organization rules	Laws and professional codes

Source: (Victor & Cullen, 1988; p.104).

2.2.3.1. Instrumental Climate

Instrumental climate refers to an environment where individuals or organizations generally prioritize their own interests when making ethical decisions. This dimension is characterized by an egoistic approach and is where individuals prioritize their personal gains or the goals of the organization. In this type of climate, the principle of "the end justifies the means" prevails. For example, unethical behaviors such as providing false information to customers in order to exceed sales targets are typical examples of this dimension (Arnaud & Schminke, 2007; p.182).

In an instrumental climate, ethical decisions are generally made in line with individual interests or organizational gains, and this may increase performance in the short term. However, in the long term, it may lead to erosion of trust and decreased employee commitment. This climate is

especially common in competitive work environments and performance-based incentive systems (Upchurch & Ruhland, 1996; p. 1083). This type of ethical climate corresponds to the first and second stages of the preconventional period in Kohlberg's theory of moral development. At this stage, an understanding prevails in which individual interests take precedence and moral reasoning is based on egoistic criteria. In organizations where the instrumental dimension is dominant, individuals' personal interests and benefits are primarily evaluated when making ethical decisions (Sims & Kroeck, 1994; Wimbush & Shepard, 1994).

In such a climate, individuals generally focus on maximizing their own gains when solving ethical dilemmas, and this can dominate decision-making processes, even at the expense of others. Organizational employees tend to believe that decisions serve both organizational and personal interests, even though they are made selfishly (Martin & Cullen, 2006). However, since an approach based on ethical values is adopted universally, an instrumentalist climate is generally perceived negatively by employees and is considered a less preferred type of ethical climate. This situation can damage long-term cooperation and trust within the organizational culture (Arnaud & Schminke, 2007; p.182).

2.2.3.2. Caring Climate

This type of ethical climate corresponds to the third and fourth stages of Kohlberg's traditional period of moral development theory, where individuals prioritize the welfare of others. It reflects an understanding that ethical decisions are made in accordance with the principle of utilitarianism, both at the individual and organizational level. In a climate of caring, when ethical dilemmas are resolved, employees focus on improving the situation of others and believe that the decisions made will provide a broader benefit (Sims & Kroeck, 1994; Wimbush & Shepard, 1994).

This ethical understanding is based on the theory of benevolence in moral philosophy and creates an environment in which employees in organizations look out not only for their own interests but also for the general benefit of both their colleagues and society. In such a climate, decisions are mostly made to increase the general welfare of society and the organization (Martin and Cullen, 2006). However, despite providing a universally beneficial structure, it may not always be possible for this approach to provide the same level of benefit for all individuals or groups. The fact that universal truths can vary for different individuals and communities can make it difficult for this ethical climate to be widely accepted (Upchurch & Ruhland, 1996; p. 1083).

A climate of caring is an ethical environment in which employees prioritize not only their own interests but also the welfare of their colleagues, customers, and society in general. This dimension reflects altruism and social responsibility. Employees consider the interests of others in their ethical decisions and aim to provide social benefit. This type of climate is more common in areas such as health, social services, and education (Agarwal & Malloy, 1999; p.2).. For example, a nurse prioritizing the needs of her patients over her own interests is an example of this dimension. A climate of caring promotes organizational commitment, employee satisfaction, and strong relationships with external stakeholders. However, it can create pressure on employees to make excessive sacrifices, which can lead to negative outcomes such as burnout (Arnaud & Schminke, 2007; p.182).

2.2.3.3. Independence Climate

This type of ethical climate reflects an understanding based on the fifth and sixth stages of Kohlberg's theory of moral development, which is at a transconventional level. During this period, individuals use their personal moral beliefs and universal ethical principles as basic guides in decision-making processes. In this type of organizational climate, the individual's own values and moral principles are decisive when making ethical decisions. In this approach, where personal beliefs are at the forefront, the impact of external pressures is minimized and individuals' own principles are the strongest reference point (Sims & Kroeck, 1994; Wimbush & Shepard, 1994).

This climate structure allows employees to adopt an independent way of thinking in their ethical decisions. Individuals within the organization believe that they should act based on their own moral standards rather than external rules or social norms (Martin & Cullen, 2006). This situation allows individuals to make decisions that reflect their unique values and sense of personal responsibility. Independence ethical climate provides strong guidance, especially when faced with complex and ambiguous ethical dilemmas, as it encourages individual moral autonomy. However, a disadvantage of this approach is that it can be difficult to reach a compromise when there is a conflict between individuals' values. In the context of the organization, this type of climate allows ethical differences to be more clearly expressed at both the individual and institutional levels and creates a basis for discussion to resolve these differences (Victor & Cullen, 1988; p.101).

The independence dimension refers to an organizational atmosphere in which employees base their ethical decisions on their own conscience and personal values. In such a climate,

individuals act according to their own ethical standards, without being bound by the organization's policies or the directives of upper management. The independence climate encourages individual responsibility and freedom of decision-making. Especially in creative and innovative sectors, this dimension supports employees' use of initiative. However, the diversity of personal ethical understandings can cause incompatibilities in organizational decision-making processes. Therefore, it is of great importance that organizational values are clearly defined in an independence climate (Victor & Cullen, 1988; p.102).

2.2.3.4. Law and Codes Climate

This type of ethical climate corresponds to the fifth and sixth stages of Kohlberg's theory of moral development at a transconventional level and refers to a structure in which a universal perspective is prominent. In this context, both principled and utilitarian ethical criteria are effective in decision-making processes. In this ethical climate, the approach of organizations to ethical problems is based on compliance with laws, professional codes, and universal ethical standards. Such a structure emphasizes that individuals or organizations make decisions by referring to external rules and norms rather than their own internal values (Sims & Kroeck, 1994; Wimbush & Shepard, 1994).

In such an ethical climate, external systems such as laws, professional ethics codes or religious texts play a central role in decision-making processes. The fundamental basis of decisions is to act in accordance with these codes, and individuals are expected to behave more fairly and consistently thanks to these rules that provide an objective framework in the face of ethical problems (Martin and Cullen, 2006). Therefore, this structure has the potential to provide harmony and order throughout the organization by eliminating differences that may arise from individuals' personal perspectives. Using external codes as an absolute reference point can sometimes lead to a lack of flexibility and results that conflict with individual moral judgments in certain situations. However, it is seen that such an ethical climate is widely preferred in professional environments, especially in situations where high ethical standards must be maintained (Victor & Cullen, 1988; p.103).

The law and code climate refers to an atmosphere in which the ethical behavior of employees is based on external regulations, legal frameworks, and professional standards. In this dimension, ethical decisions are generally made based on industry standards, professional codes of ethics, and legal regulations. The law and code climate provides clear guidance for employee behavior and prevents violations of ethical standards. This climate is especially important in

highly regulated sectors such as healthcare, finance, and law. However, such an approach can cause problems in situations where flexibility is required, as it requires strict application of rules (Victor & Cullen, 1988; p.104).

2.2.3.5. Rules Climate

This type of ethical climate is based on the post-conventional level of Kohlberg's theory of moral development and reflects the fifth and sixth stages of development in particular. This climate exhibits an organizationally focused structure and refers to an approach in which decisions are made based on deontological-principled ethical criteria. In this ethical climate, where rules are decisive, the basic guides of employees in the process of solving ethical dilemmas are the company's policies, rules and ethical codes (Sims & Kroeck, 1994; Wimbush & Shepard, 1994).

The rules climate adopts a structure in which local norms and policies that provide organizational order play a dominant role in decision-making processes. This structure in organizations provides a strong and organization-wide system that shapes employees' behavior. In such a climate, compliance with the standards set by the organization is essential, rather than individual judgments or external references (Martin and Cullen, 2006). The advantage of this ethical climate is consistency and maintenance of standards among employees. On the other hand, a strict adherence to rules can reduce flexibility and sometimes lead to results that conflict with individual ethical values. For this reason, the rules climate usually works more effectively in large organizations or in sectors where standardized processes are critical (Victor & Cullen, 1988; p.103).

A climate of rules refers to an environment where the internal rules and policies of organizations form the basis of ethical behavior. In this climate, organizational norms and procedures are the main elements that guide employees' behavior (Victor & Cullen, 1988; p.103). Employees remain loyal to the procedures determined by the organization when making ethical decisions. A climate of rules increases organizational consistency and strengthens the perception of justice among employees. It is important, especially in large and bureaucratic organizations, in terms of standardizing processes and using objective criteria in decision-making processes. However, it can limit creative thinking and initiative (Montoya and Richard, 1994; p.713-714).

Victor and Cullen's ethical climate dimensions provide a powerful tool for understanding different aspects of the ethical atmosphere in organizations. These dimensions describe the

organizational factors that influence employees' behavior in ethical decision-making processes (Victor & Cullen, 1988; p.104).

2.3. Work Engagement

2.3.1. Work Engagement Concept

With the increase of competition today, the importance of qualified and competent workforce for enterprises is increasing even more. This helps businesses both maintain their competitive advantage and solidify their long-term success. With the increase in competition, the efforts of enterprises to attract and retain more qualified employees are also increasing. One of the reasons for this is that with the rapid advancement of communication technology, it can be easily accessed anywhere in the world and instantly informed of all possibilities (Leiter and Bakker, 2010; p.9). The highly qualified workforce can open up to different cities, different organizations and even different continents by turning to the opportunities and possibilities offered to it in this competitive environment. In this context, in addition to finding and training qualified workforce, enterprises need to take measures to ensure that this workforce is integrated with their organizations and fully connected to their business. The concept of work engagement comes to the forefront as an effective tool in increasing the organizational identification and dedication levels of employees. Research reveals that work engagement positively affects factors such as organizational commitment, organizational identification and dedication in employees (Bakker, Demerouti and Sanz-Vergel, 2014; p.6).

It is important for businesses to develop a variety of strategies to attract and retain their qualified workforce. Among these strategies are factors such as giving appropriate tasks to the talents of the employees, offering career development opportunities, providing competitive salary and benefits, improving the working environment and supporting the personal and professional development of the employees. Communication and leadership strategies should also be developed to enable employees to integrate into the organizational culture and be dedicated to their work (Bakker, Albrecht and Leiter, 2011; p.8).

The main objectives of the organizations are to gain competitive advantage and maintain their presence in the sectors in which they operate. In this context, engaged employees contribute to organizations to increase profitability, gain competitive advantage and maintain their presence by increasing organizational efficiency (Kuok and Taormina, 2017; p.246.).

Work engagement is a positively oriented concept studied in positive psychology (Wood, et al., 2020; p.242). The concept of work engagement refers to a positive mindset associated with work, and is often characterized by traits such as vigor, dedication, and self-absorption. This concept reflects a level of satisfaction and commitment to the job. Individuals who engage in their work are often more focused on their work, more passionately engaged in their work and more energized in their work (Corbeanu and Iliescu, 2023; p.5, Newman, et al., 2021; p.1906).

Work engagement reflects a more permanent and widespread emotional-cognitive situation, not limited to just one moment or specific situation. The concept refers to an individual's commitment, motivation and involvement in the work. Understanding this concept is key to increasing the commitment of businesses to their employees' jobs (Salas-Vallina, Alegre and Lopez-Cabrales, 2021; p.334).

According to Kahn (1990), work engagement is a state of commitment where employees are fully focused on their job roles physically, cognitively and emotionally. This involves the individual using and expressing personal resources for work performance and increases the employee's communication with work and members of the organization, his personal presence and active role performance (Kahn, 1990; p.465, etc, Albrecht, Green and Marty, 2021; p.42).

Work engagement is a situation in which employees are carefully, integrated and focused, adding all their selves to their job roles. In this case, individuals use all their thoughts and feelings to enhance their performance, and their self-concepts represent their commitment and performance in the work (Hisel, 2020; p.295, Albrecht, Green and Marty, 2021; p.44).

Maslach & Leiter (2008) states that the concept of work engagement is in stark contrast to burnout. Burnout refers to the erosion of an individual's relationship with his or her job, while engagement on work signifies strong commitment to work and energetic participation (Maslach and Leiter, 2008; p.498). Similarly, Schaufeli, Leiter and Maslach (2009) argue that engagement on the job is the opposite of burnout. An individual who is engaged in work is emotionally attached to his work, energetic and active, while an individual who is in a state of burnout is insensitive, energy-depleted and ineffective. So engagement in business is not only a positive situation, but also an important factor for preventing or reducing burnout. Businesses can prevent burnout by increasing employee engagement levels and improve employee job performance and satisfaction (Schaufeli, Leiter and Maslach, 2009; p.205, Admasachew and Dawson, 2010; p.50).

Engaging in work is also different from getting hired. While hiring usually refers to a short-term work experience, engaging in work is a comprehensive factor that represents commitment, motivation, and a longer-term performance. Motivation refers to the individual's level of energy and effort toward work, while engagement reflects an individual's deep commitment and involvement in work (Albrecht, Green and Marty, 2021; p.43).

Research by Christian, Garza and Slaughter (2011) examines how work engagement differs from other notions of organizational behavior, such as job satisfaction, organizational commitment, and inclusion. The researchers argue that engaging in work is a more comprehensive concept, one that involves a higher level of motivation and more active engagement, than other concepts, and they convey the characteristics of engaging in work as follows (Christian, Garza and Garza & Slaughter, 2011; p.90).

- **Deep Commitment and Engagement:** Individuals who engage in work feel a deep commitment to their work and are actively involved in their work. This is different from job satisfaction and organizational commitment because it refers to a more active participation in engagement.
- **High-Grade Motivation:** Engaging in business has a higher motivational structure than any other concept. Individuals who engage in business have a strong intrinsic motivation for their business and a great desire to achieve their business.
- **A Longer-Term and Common Condition:** It differs from more short-term and specific situations, such as engagement on work, job satisfaction or organizational commitment. Work engagement refers to a situation that is longer-lasting and covers all aspects of work (Frederick, Dunbar and Thai, 2018 p:266).

These features emphasize how engagement on the job distinguishes itself from other concepts and is a more comprehensive concept. Businesses can increase employee motivation and performance by increasing employee engagement levels. In fact, work engagement is at the root of the energy that employees put forth during their work experience (Frederick and Dunbar, 2019; p.12).

Employees with a high degree of engagement show a deep commitment and desire to their work. Employees who are engaged in work often have a high level of energy and are filled with great enthusiasm for their work; these employees often immerse themselves in their work. Individuals who do not absorp their work, however, do not show a desire or energy towards

their work (Schaufeli, Bakker and Salanova, 2003; p.456, Bakker, Demerouti and Sanz-Vergel, 2014; p.390).

Hallberg and Schaufeli (2006) found that there are three empirically distinct structures between commitment to work, work engagement, and organizational commitment. According to these findings, although commitment to work is an individual experience, it leads to largely positive corporate outcomes. In this context, it is emphasized that the factors affecting the commitment to the work should be determined and the organization should take measures in this direction (Hallberg and Schaufeli, 2006; p.120).

Work engagement for organizations is critical to improving employee performance and organizational success. Employees work engagement show greater commitment to their work and perform their work more effectively. This supports businesses to achieve their goals and gain a competitive advantage. The importance of work engagement can be examined in many ways. First, employees who engage in work often have a higher level of job satisfaction. These employees, who are deeply connected with their jobs, enjoy their jobs more and are more motivated to work. This increases employee satisfaction for businesses and reduces staff turnover rates. In addition, employees who engage in work often have a higher level of organizational commitment. Employees engaged in their work strive more for the success of their organization and are more attuned to organizational culture (Sonnentag, Dormann and Demerouti, 2010; p.27).

In addition, employees who engage in work often exhibit higher work performance. With a deep commitment to their work, these employees are more attentive and attentive in their work and tend to find more creative solutions. This increases the efficiency of the enterprises and increases their competitiveness. The positive benefits of engagement in people have been highlighted by various researchers in many studies (Decuypere and Schaufeli, 2020; p.70). Employees who engage in their work expect positive results from life and better satisfy their personal needs by adopting their job role more within the organization (Schaufeli and Bakker, 2010; p.12).

Work engagement also has many other positive outcomes. For example, it has been observed that communication problems have decreased among employees engaged in work, a positive organizational climate has been created, positive perceptions about the workplace environment have increased and job satisfaction has increased. In addition, individuals engaged in work were

found to be happier in their family and social lives (Sonnentag, Dormann and Demerouti, 2010; p.14).

These findings suggest that work engagement has many important benefits for both individuals and organizations. By increasing the level of engagement of employees, businesses can both increase employee satisfaction and support organizational success.

The dimensions of work engagement examine the commitment and attitudes of employees towards their work from different perspectives. In the three-dimensional model developed by Wilmar Schaufeli and Arnold Bakker, these dimensions are defined as fitness (vigor), dedication (dedication), and self-capture (absorption) (Schaufeli and Bakker, 2010; p.11).

Each represents a different aspect of engagement to work and provides a comprehensive picture of how committed employees are to their jobs when they come together. These three dimensions refer to different dimensions of commitment to work. Each dimension reflects an important element of work engagement, with significant impacts on employee job performance and overall job satisfaction (Schaufeli and Bakker, 2010; p.11).

2.3.1.1. Vigor

The dimension of vigor refers to an aspect of the employee's engagement to his or her job, and is often described as "liveness" (vigor) in the model of work engagement created by Wilmar Schaufeli and Arnold Bakker. This element tells the employee to approach his work with a high level of energy, vitality and endurance. Wellness symbolizes the intense level of energy that employees display to their tasks. This energy manifests itself as a continuous dynamism and mobility throughout the working day. Employees are driven by a great enthusiasm for their duties, and this energy is a reflection of their dedication to their work (Schaufeli and Bakker, 2004; p.294).

Resilience is the dimension of work engagement that contains the highest energy. In this dimension, employees show a strong energy, vitality and resistance to their work. Vigorous employees maintain a deep focus on their work despite the challenges they face and do not avoid putting in extra effort when needed. This energy includes not only physical, but also emotional and mental stamina. Employees with high levels of fitness can remain productive and stay motivated even under stressful conditions and a heavy workload (Schaufeli and Bakker, 2010; p.12).

Resilience includes resilience displayed in the face of difficulties and stressful conditions. Employees with high levels of fitness can maintain their motivation and productivity even under pressure. This size encompasses the ability to work without exhaustion, even under long hours or challenging conditions. Wellness represents not only short-term energy increases, but also long-term and sustainable performance. This supports employees to keep their energy at a high level during the long term (Schaufeli and Bakker, 2004; p.295).

Resilience refers to a strong work engagement and a constant willingness to perform the work. It helps employees take a positive approach to their work, even when faced with challenges. The dimension of fitness, as an important element of work engagement, reveals how employees perform their jobs and take a stand against their work. Energy, passion and resilience are key factors that positively impact job performance and overall job satisfaction (Schaufeli and Bakker, 2004; p.296).

For this reason, it is important for managers to create the environment and conditions they need to support their employees' levels of vigor.

2.3.1.2. Dedication

The dedication dimension represents the level of engagement, passion and pride that employees feel towards their work. It has an important place in the business engagement model developed by Wilmar Schaufeli and Arnold Bakker. Devotion refers to the fact that employees have a deep interest in their work and an intense passion. This manifests itself as discovering the meaning of work and developing a deep commitment to work (Schaufeli et al., 2002; p.155).

Dedicated employees, by adopting a positive attitude towards their work, enjoy their work and believe that the work they do is important. These employees are proud of their work and develop a personal commitment to their work. Their jobs mean more to them than just a source of pay. Employees understand and internalize the value that their work carries, both for themselves and for society. Dedication enables employees to integrate with the values and goals of the company. Thus, employees see themselves as part of the company and feel that they contribute to the success of the company (Bakker, et al., 2008; p.187).

Dedication size refers to the capacity of the employee to perform his work in a sustainable manner and the endurance he exhibits in the face of the difficulties he encounters. This dimension is defined by a deep commitment and passion to the work. Dedicated employees find their work valuable, meaningful, and inspiring, and they feel strong pride and work

engagement. Devotion involves seeing work as not just a task, but part of the employee's personal identity and accomplishments. At this size, employees approach their work with a high motivation and often feel great satisfaction when doing their work (Schaufeli, et al., 2002; p.126).

Dedicated employees demonstrate a strong commitment to the company's goals and values and aim to take a proactive role in achieving those goals. Dedication to work refers to the desire of employees to maintain their work engagement, even during difficult periods. The dedication dimension represents a critical aspect of commitment in terms of employee attitudes and commitment to their work. The passion, pride and commitment of employees to their work positively affect their performance in the workplace and overall job satisfaction. For employers, increasing and supporting employee commitment levels is of great importance in terms of increasing motivation and productivity at work, as well as strengthening employee loyalty and commitment (Bakker, et al., P.188).

It is stated that creating a space that supports the sense of devotion in the working environment can be an important investment for all organizations or activities.

2.3.1.3. Absorption

The absorption, which is one of the dimensions of work engagement, refers to the situation where the employee is completely immersed in his or her work and is absorbed into himself or herself. Self-absorption means that the employee does not notice how time passes while doing work and disappears in the work. This dimension includes the employee's intense focus on his work and his attention fully to the work (Gonzalez-Roman, et al., 2006; p.166).

Absorption holds an important place in the business loyalty model developed by Wilmar Schaufeli and Arnold Bakker and shows the extent to which employees are immersed in their work, how integrated they are into their work. Self-absorption refers to employees being fully focused on their work and moving away from environmental factors. In this case, employees adopt their duties and may find it difficult to ignore other elements in their environment (Hakanen, Bakker and Schaufeli 2006; p.496).

Employees are so deeply focused on their work that they don't realize how time passes. This is an indication of how focused they are on their business and how dedicated they are to themselves. Self-absorption is defined by the strong bond employees have with their work and

dedication to their work. Even at the end of the workday, they may have difficulty quitting their jobs (Hakanen, Bakker and Schaufeli 2006; p.497).

In the case of absorption, employees can often achieve the highest levels of performance and efficiency. This is known as the "flow" experience; the individual completely loses himself in what he does and performs at a high level. Being so immersed in the job gives employees great motivation and job satisfaction. They are willing to put in the extra effort necessary to complete their tasks and are greatly satisfied with their work. For employers, creating an environment that supports employees to dive into their jobs to this degree is critical to improving performance and satisfaction in the workplace. Individuals who work in the sub-length of the self-absorption are so absorbed into their work, rather than seeing their work as just a job, that they are able to make things a part of their individual identity (Langelaan, et al. 2006; p.522).

As a result, self-absorption allows employees to be more efficient and productive at work. Employees who are completely immersed in their work complete their work faster and more effectively. In addition, absorption is an important factor that increases employee job satisfaction and overall job performance. Employees with higher levels of self-absorption show greater engagement to their jobs and are happier at work (Gonzalez-Roman, et al., 2006; p.167).

2.4. The Effect of Authentic Leadership and Organizational Ethical Climate Perceptions on Work Engagement

In this section, the hypotheses of the study are formulated after the literature review to determine the effect of authentic leadership and organizational ethical climate perceptions of teachers' on work engagement.

When the literature on organizational ethical climate perception is examined, it is seen that this concept is investigated related to concepts as job satisfaction (Öztürk and Gökdeniz, 2023), organizational commitment (Aktaş & Aydın, 2020), employee performance (Yıldız, et al, 2023), psychological capital (Turan, Elçi and Eminoğlu, 2021), organizational trust (Demirdağ and Ekmekçioğlu, 2015), work motivation (Doğan and Kılıç, 2014), leader-member interaction (Özen and Durkan, 2016), emotional exhaustion (Büte, 2011), job stress (Kuenzi, Mayer and Greenbaum, 2020), ethical behaviours at work (Danilwan and Dirhamsyah, 2022) and work productivity (Tehranineshat, Torabizadeh and Bijani, 2020), leader-member interaction (Kaya and Başkaya, 2016), work-life balance (Putra, Dharmanegara and Yas, 2019), burnout (Kwon Choi, Koo Moon and Ko, 2013), emotional labour (Danilwan and Dirhamsyah, 2022),

organizational trust (Wang and Hsieh, 2012), psychological capital, organizational citizenship (Lilly, Duffy and Wipawayangkool, 2016), organizational justice (Güripek and Güzel, 2020), organizational silence (Kendir, 2020), workplace incivility (Taşpınar and Eryeşil, 2021), job performance (Luqman, et al. , 2020), turnover intention (Khan, Roy and Hossain, 2019) and leadership behaviours (Pirzada, et al., 2023).

H1: Organizational Ethical Climate Perception → Work Engagement

Research shows that organizational ethical climate affects employees' work engagement in various ways. Yener et al. (2012) Determined that different dimensions of ethical climate perceptions have significant effects on dimensions of work engagement such as vigor, dedication, and absorption. According to Khan et al. (2019)'s study, organizational ethical climate has a significant effect on employees' work engagement (Khan, Roy and Hossain, 2019). In the literature (Podsakoff, et al. 2000; MacKenzie and Podsakoff, 2012) it is emphasised that organizational ethical climate has a significant effect on work engagement.

Schwepker (2001) examined the effects of organizational ethical climate perception on job satisfaction and work engagement and found that an ethical work environment has a significant effect on employees' job satisfaction and performance. A benevolence-oriented ethical climate perception increases employees' commitment to their jobs and this commitment enables them to be more engaged in their work. Podsakoff et al. (2000) reached similar findings and found that an ethical work environment has a significant effect on employees' work engagement. Another study by Cullen et al. (2003) also showed the significant effect of organizational ethical climate on employees' work engagement.

The effect of perceptions of ethical climate on employee work engegament to the organization is a relationship of great interest to researchers (e.g., Cullen et al., 2003; Sims and Keon, 1997; Wingreen, 2003). Employees work engegament to the organization consists of three elements, including advocacy and support of the organization's mission and purpose, a willingness to make sacrifices to support the organization's mission and purpose, and an overarching need to remain a member of the organization (Kelley and Dorsch, 1991). Researchers in this field generally assume that organizational commitment is higher when members perceive a stronger climate of appreciation. Conversely, a negative relationship is usually assumed between perceived instrumental climate and organizational engegament. Group process characteristics that are consistent with perceptions of a caring climate, such as collaboration, mutual personal attraction, and positive feelings about tasks, contribute to members' positive attitudes toward

the organization (Wech et al., 1998). It is also likely that the perception of a caring climate leads to stronger cohesion in the organization and thus stronger personal attraction among members (Hackman, 1992), which in turn can be transferred to the organization (Wech et. al., 1998). In contrast, if people believe that the organization endorses self-serving behaviors and attitudes such as lying, cheating, and stealing(Wimbush and Shepard, 1994), employees are likely to care less about others and, as a result, care less about the organization as a whole. The researchers assume that perceptions of the ethical climate influences various aspects of work engagement. Employees' satisfaction with their work engagement, their opportunities for advancement, their coworkers, and their managers are frequently studied correlates of ethical climate. This construct has been studied in a variety of contexts with employees in a variety of industries (e.g., Armstrong et al., 1999; Deshpande, 1996a; Okpara, 2004). Not only is it assumed that perceived caring climate promotes job satisfaction, but it is also assumed that the perception of a principled climate positively influences satisfaction. For example, Deshpande (1996b) points out that managers can elicit varying levels of satisfaction from their employees through perceptions of ethical climate, but satisfaction with pay is beyond the control of management.

H1: The organizational ethical climate perception has a significant effect on teachers' work engagement.

The effect of an instrumentally focused ethical climate on work engagement is closely related to other factors in the work environment (e.g., leadership style and reward systems). It has been stated that instrumental can weaken employee motivation, especially in an environment where there is no justice. Cullen, et al., (2003) research has shown that instrumentality reduces organizational commitment in situations where individual interests are prioritized.

Instrumental, according to Victor and Cullen's (1988) ethical climate model, is a dimension in which decisions and behaviors within the organization are shaped based on individual interests or results. Such an ethical perception can directly affect employees' perspective on their work. In organizations where instrumental is dominant, when individual benefits or material rewards are prioritized, employees' engagement and focus on work may decrease.

In organizations where instrumentality is at the forefront, employees generally support work processes only as long as they are in line with their individual interests. This situation can reduce employees' mental involvement and energy in their work. Schminke, et al., (2005) examined the effect of ethical climate on individual ethical values and found that job

satisfaction and work engagement levels are low in organizations where instrumentality was intense.

H1a :The "Instrumental" dimension of organizational ethical climate perception has a significant and negative effect on teachers' work engagement.

One of the dimensions of organizational ethical climate, caring, refers to individuals acting in the organization for the benefit of the others. This perception of ethical climate allows employees to perceive an environment of solidarity, empathy, and cooperation in the organization. There is strong evidence in the literature that a work environment that considers caring can increase employees' work motivation and engagement. Cullen, Victor, and Bronson (1993), in particular, emphasize the positive effects of caring climate on employees' work engagement and job staisfaction levels.

Schaufeli and Bakker (2004) explain work engagement's dimensions mental toughness, energy, and emotional attachment to their work. This model shows that individuals working in an ethical climate that considers the well-being of others (caring) perceive social ties in the workplace more strongly and participate more effectively in work processes. Wanting the well-being of others (caring) can increase the employee's emotional investment in their work by allowing individuals to focus not only on their own interests but also on the general well-being of their colleagues and the organization (Mayer et al., 2010).

May, Gilson, and Harter (2004) state that in work environments where employees' perceptions of justice and helpfulness are strong, their work engagement and emotional investment increase. Similarly, Walumbwa, et al., (2008) emphasized that leadership or climate characteristics that consider the well-being of others (caring) make it easier for employees to focus not only on individual but also organizational goals and it increases their work engagement.

H1b: The "Caring" dimension of organizational ethical climate perception has a significant and positive effect on teachers' work engagement.

The law and codes dimension of the organizational ethical an ethical atmosphere in which employees consider not only their individual but also their organizational and social responsibilities. There are many findings in the literature that the request for favors dimension encourages positive organizational behaviors such as cooperation, solidarity, and trust in the workplace, thus increasing the commitment and engagement levels of employees towards their jobs (Victor & Cullen, 1988; Mayer et al., 2010).

According to Schaufeli and Bakker's (2004) work engagement model, employees' work engagament is explained by the dimensions of vigor, absorption, and dedication. An ethical climate perception such as law and codes can enable employees to reach higher levels in these dimensions. Because individuals feel more valued and supported in a work environment where values of kindness and helpfulness are at the forefront. May, Gilson, and Harter (2004) state that employees can focus more on work processes and develop an emotional bond with their work in workplaces where ethical values are strong.

Cullen, Victor, and Bronson (1993) stated that employees in organizations where ethical values such as law and codes intensely develop a stronger team spirit and organizational commitment. In addition, Brown and Treviño (2006) revealed that ethical leadership and climate contribute to employees' work engagement, job satisfaction and motivation. In this context, the dimension of law and code plays an important role in creating a work environment where not only individual interests but also the overall success of coworkers and the organization are considered.

Therefore, we can propose that teachers' perceptions of ethical climate in the dimension of law and code has a significant effect on increasing their level of work engagement. Improving laws and codes ethical climate in educational environments can be an effective strategy in increasing teachers' work motivation and engagement. It can be said that the dimension of law and code allows employees to feel a deeper sense of responsibility not only towards their work duties but also towards their colleagues and the organization.

H1c: The "Laws and Codes" dimension of organizational ethical climate perception has a significant and positive effect on teachers' work engagement.

The independence dimension of organizational ethical climate refers to the freedom of individuals to make decisions based on their own moral values and ethical judgments. This dimension represents an atmosphere that supports employees to act independently in decision-making processes at work (Victor & Cullen, 1988). There are different findings in the literature on how the perception of independence affects the level of involvement of individuals in work processes. Most studies suggest that an independence-oriented work environment can support individuals' work engagement to their work by increasing their decision-making freedom (May, Gilson, & Harter, 2004).

H1d: The "Independence" dimension of organizational ethical climate perception has a significant and positive effect on teachers' work engagement.

The rules dimension of organizational ethical climate refers to decisions and behaviors in the organization being made based on written and unwritten rules, procedures, and standards. This ethical climate perception emphasizes elements such as order, predictability, and responsibility in the workplace (Victor & Cullen, 1988). There are many findings in the literature that the rules dimension has positive effects on employees'job satisfaction, commitment, and work engagement. Schaubroeck, et al., (2012) state that an ethical atmosphere based on rules ensures that employees trust the organization, and this trust increases work motivation and engagement.

According to Schaufeli and Bakker's (2004) work engagement model, employees' energy, dedication, and immersion in work processes may be higher in a rule-based work environment because such an environment facilitates individuals' focus on work tasks and reduces uncertainty in work processes. A rule-oriented ethical climate may contribute to employees' internalization of work processes, especially in sensitive and orderly areas such as education (May, Gilson, & Harter, 2004).

Mayer, et al., (2010) revealed that an ethical work environment based on rules creates a sense of belonging among employees and this belonging leads to more intense participation in work processes. In addition, Brown and Treviño (2006) stated that employees feel more secure in workplaces where rules are at the forefront and this trust increases their work performance and work engagement.

H1e: The "Rules" dimension of organizational ethical climate perception has a significant and positive effect on teachers' work engagement.

H2: Authentic leadership perception → Work Engagement

The effect of authentic leadership perception on work engagement has been researched in recent years. Looking at the studies conducted in Turkey, a study conducted by Yollu and Korkmaz (2021) shows that authentic leadership positively affects teachers' level of work engagement. In this study, it was emphasised that authentic leadership improves the trust environment within the organization and contributes to teachers' dedication to their work.

In their study, Okçu and Anık (2017) stated that the perception of authentic leadership in educational institutions increases work engagement level of teachers. In this study, it was concluded that authentic leaders provide trust and support to teachers and enable them to show

more engagement to their works. This, in turn, increases teachers' job satisfaction and enables them to exhibit higher performance. Authentic leaders' open communication and relational transparency property may have a positive effect on teachers' work engagement.

Hsieh and Wang, (2015) conducted a study with 77 team managers and 345 employees in 36 companies to examine employee work engagement through authentic leadership perceived by managers, authentic leadership perceived by employees and employee trust. Authentic leadership scale and work engagement scale were used in the study. When the results of the study were observed, it was found that authentic leadership and its dimensions have a positive effect on work engagement.

Vermeulen and Scheepers, (2020) investigated the mediating effect of perceived organizational support on authentic leadership and work engagement. The study was conducted by applying a questionnaire to 202 employees in an international information technology organization. As a result of the study, it was emphasised that authentic leadership perception significantly and positively effects work engagement.

Avolio and Gardner (2005) stated that authentic leadership increases employees' emotional commitment and engagement to their jobs. Authentic leaders enable employees to realise their own potential and increase their focus and responsibility towards their work. Especially in the education sector, teachers' managers' having authentic leadership characteristics may enable teachers to focus, dedicate and engage themselves more to their jobs and organizations.

In Gardner et al. (2011)'s study, it's found that authentic leadership perceptions of individuals' increase their work engagement level and positively affect their job satisfaction. In this study, it was found that employees' perception of their managers' authentic leadership characteristics increased their interest and work engagement. The positive effect of authentic leadership perception on work engagement may be more evident, especially in occupational groups such as teachers who face high emotional and professional demands.

Walumbwa et al. (2008) asserts that employees' authentic leadership perception positively effects their work engagement. The study revealed that when leaders exhibit an authentic management approach, employees become more emotionally engaged to their works and show a higher performance. In this study, it was emphasised that especially self-awareness, balanced processing, relational transparency and internalized moral perspective dimensions of authentic leadership strengthen employees' engagement to their works.

In their study, Hassan and Ahmed (2011) examined the direct effects of authentic leadership perceptions on job satisfaction and work engagement. The study found that leadership styles of authentic leaders increase employees' motivation and work engagement. Leaders' openness, trustworthiness and ethicality strengthened employees' organizational commitment and led them to be more engaged at work. In the education sector, it has been observed that teachers experience more job satisfaction and are more engaged to their work when their managers have authentic leadership characteristics.

Similarly, Avolio and Gardner (2005) states that authentic leadership perception of employees' enables them to be more engaged in their work and thus increases both individual and organizational performance. It is possible to obtain similar results in terms of teachers, because authentic leaders increase teachers' interest in their work by responding to their emotional and professional needs.

H2: The authentic leadership perception has a significant and positive effect on teachers' work engagement.

Self-awareness, one of the dimensions of authentic leadership perception, means that the leader knows himself/herself objectively and is aware of his/her own values, strengths and weaknesses. An authentic leader sincerely approaches his/her team members and acts as a role model for them thanks to his/her self-awareness. This can contribute to employees approaching their jobs more energetically and motivatedly. A leader with a self-awareness dimension increases the energetic commitment of employees to their jobs by making them feel valued and supported. Since self-awareness enables the leader to act by understanding the effects of his/her own feelings and behaviors on others, employees tend to feel more energetic in their jobs (Gardner et al., 2005; Avolio & Gardner, 2005). According to Walumbwa et al. (2008), employees who work under such leaders with high self-awareness are inspired by the honest and transparent attitude of the authentic leader, work with higher motivation and engage in their work. It is concluded that authentic leadership and its self-awareness dimension can contribute positively to work engagement by increasing employees' vigor, absorption and dedication.

H2a: The "self-awareness" dimension of authentic leadership perception has a significant and positive effect on teachers' work engagement.

Balanced processing, one of the dimensions of authentic leadership perception, includes the leader being objective and fair in his/her decisions and acting impartially among the employees.

This type of leadership approach can support the employees to focus more on their work and to give themselves completely to their tasks. When the employees see that the leader evaluates every situation fairly, they may tend to be more deeply involved in their work (absorption). Balanced information use is defined as one of the basic components of authentic leadership. This dimension includes the leaders being unbiased and considering all perspectives when making decisions based on information (Gardner et al., 2005; Walumbwa et al., 2008). Leaders who can use information balancedly and impartially contribute to the employees showing deeper commitment to their work, that is, being fully immersed in their work. When they get immersed in the work, epmloyees get absorbed in their work that they lose track of time, and this is closely related to the leader's fair and balanced management style (Bakker et al., 2008; Schaufeli & Bakker, 2004). Because of the balanced processing dimension of authentic leadership, employees experience a safer and fairer environment at work, which increases interest and focus on work (Avolio et al., 2009). Employees' perception of fairness and impartiality in the work environment directly affects their job satisfaction and job performance; thus, increasing the likelihood that they will devote themselves more to their work and engage more in their work (Ilies et al., 2005).

H2b: The "balanced processing" dimension of authentic leadership perception has a significant and positive effect on teachers' work engagement.

Internalized moral perspective, one of the dimensions of authentic leadership perception, refers to the leader having high ethical standards and the integration of these standards with the values in the organization. This type of leadership approach can increase the engagement of employees to the organization and their jobs. Leaders with high ethical values encourage their employees to use similar values and accept their jobs with a deeper engagement. Internalized moral perspective is considered as an important component of authentic leadership and can have a strong effect on the motivation and engagement of employees. In this context, the commitment of leaders to ethical values increases their employees' work engagement (Walumbwa et al., 2008; Avolio et al., 2009). When employees work under an authentic leader, they devote themselves more to their jobs, which positively affects their job performance (Baker et al., 2012). Particularly, leaders with high ethical standards help their employees find meaning in their jobs and reflect their own values to their jobs. This situation may increase the engagement of employees (Brown & Treviño, 2006). In addition, the impact of the internalized moral perspective dimension of leaders has the potential to strengthen the loyalty and engagement of employees towards the organization (Liden et al., 2008). In this context, internalized moral

perspectve creates a strong positive effect in the work environment and increases employees' work engagement.

H2c: The "internalized moral perspective" dimension of authentic leadership perception has a significant and positive effect on teachers' work engagement.

Relational transparency, one of the dimensions of authentic leadership , means that the leader establishes open and honest communication, shares information, and includes employees in decision-making processes. This type of leadership approach can help employees feel more valued and develop a stronger engagement to their work and organization.

In Rego et al. (2013)'s study, which is conducted in Portugal, the effects of authentic leadership perception on work engagement is examined. In their study, it was found that authentic leaders' relational transparency has a positive psychological impact on employees, which in turn increases their work engagement.

Relational transparency establishes an important link between leadership and employee relations and stands out as a factor that increases employee motivation. Studies show that relational transparent leadership dimension increases employees' job satisfaction and engagement to their work (Graham, 1991; Kahn, 1990). Transparent leaders reinforce employees' sense of trust, while increasing their work engagement (Walumbwa et al., 2010). In addition, leaders' relational transparency property allows employees to express themselves, which strengthens the interaction in the workplace (Baker et al., 2012). In this context, the effect of relational transparency can deepen employees' feelings and behaviours of engagement and dedication to their work and organization. Therefore, when employees receive better communication and support through a relational transparent leadership style, their work engagement increases (Liden et al., 2008). As a result, relational transparency can create a strong link between authentic leadership and employees' work engagement, which produces positive results in the organization.

H2d: The "relational transparency" dimension of authentic leadership perception has a significant and positive effect on teachers' work engagement.

The model of this study is revealed below according to the hypotheses proposed above.

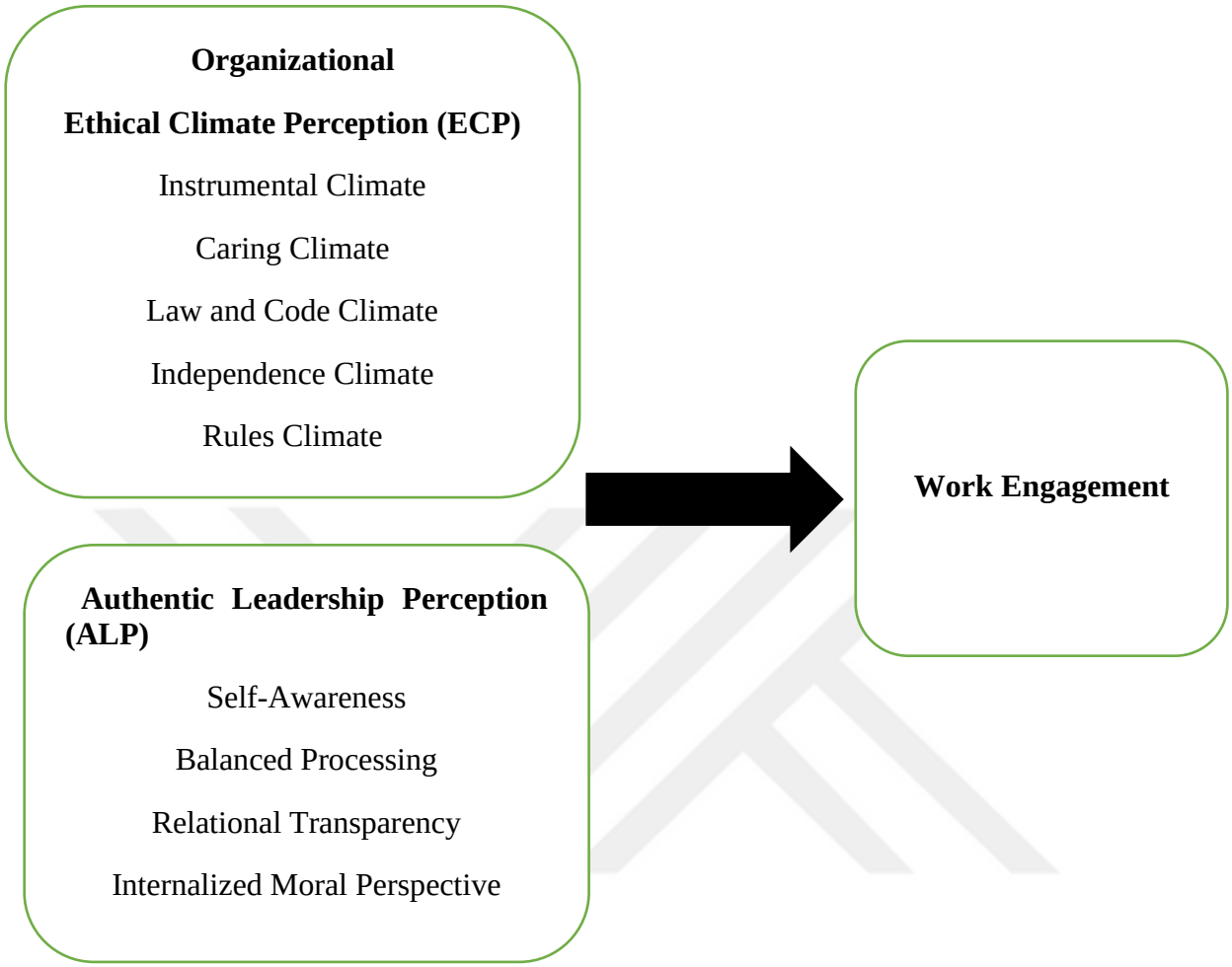

Figure 1. Research Model

3. RESEARCH METHODS

In this part of the study, the importance and purpose of the research, the population and sample of the research, data collection methods, data collection tools and the methods used in the analysis of the data obtained are discussed.

3.1. Purpose and Importance of the Research

The aim of the study is to reveal the effect of employees' perceptions of authentic leadership and organizational ethical climate on their work engagement. For this purpose, a ‘quantitative’ study was conducted on teachers in Adıyaman province, Turkey.

This study is important to reveal the effects of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement, to determine their awareness of authentic leadership, to evaluate school administrators in terms of authentic leadership characteristics and to have an idea about how they can contribute to the development of the school. The aim of this study is to provide recommendations to education and school administrators, teachers, education experts, inspectors and policy makers and to contribute to the literature through further research.

The purpose of this study is to examine the effect of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement. In line with this purpose, a theoretical framework will be created by reviewing the relevant literature and data will be collected through a questionnaire. The data obtained will be evaluated with various statistical analysis methods and the effects of teachers' perceptions of authentic leadership and organizational ethical climate on their work engagement levels will be determined

In this context, a survey study will be conducted on 390 teachers working in Adıyaman province using the survey method. Based on the relevant literature, it is thought that teachers' perceptions of authentic leadership and organizational ethical climate may have an effect on their work engagement.

When a general literature review is made in terms of these three concepts, there is no study in the literature that examines the concepts of ‘perception of authentic leadership’, ‘perception of organizational ethical climate’ and ‘work engagement’ alltogether. In this respect, it is thought that this thesis study will be a guide for future or planned researches.

3.2. Research Main Population and Sample Selection

Teachers working in Adıyaman province constitute the target population of the study. Data on the number of teachers working in schools in Adıyaman province centre could not be accessed clearly due to the earthquake. The method used by (Büyüköztürk, 2018; p.472) was used to determine the sufficient sample size for the factor analysis of the research. In this method, it is stated that the sample number should not be less than 10 times the number of statements in the questionnaire. In addition, as stated by Şencan (2005), it is stated that this ratio is accepted up to 5 times in the field of management and organization. Since a total of 67 statements were included in the questionnaire form used in this study, reaching at least 335 teachers is sufficient for the analysis to be carried out. In this thesis, a total of 490 teachers were surveyed. In the research, 490 teachers were surveyed electronically. In the questionnaire application, 58 questionnaires were incompletely filled in and 42 questionnaires were filled in incorrectly, so 100 questionnaires were not included in the analyses because they did not meet the necessary conditions. Therefore, 390 questionnaire were used in valid for analyses.

3.2.1. Demographic Features

According to the demographic data in Table 3.1., 56.4% of the teachers are male and 43.6% are female. In addition, 74.4% of the teachers were married, while 25.6% were not. In terms of age distribution, 43,1% of the teachers are between the ages of 36-45, 30,5% are between the ages of 26-35, and 17,7% are between the ages of 46-55. When the level of education is analysed, it is seen that 84,6% of the teachers have bachelor degree and 15,4% of them have master degree. In terms of total tenure of teachers contributed to the survey, 25.6% of tham have been working for 5 years or less, 24.1% have 21 years or more of service, and 20% have 11-15 years of service. At the same time, in terms of the organizational tenure, 67.9% of the teachers have been working for 5 years or less, 19.5% of them have been working for 6-10 years, and 6.7% of them have been working for 11-15 years.

Table 3.1. Descriptive Results of Demographic Characteristics of Teachers

Demographic Characteristics	N	(%)
Gender		
Female	170	43,6
Male	220	56,4
Total	390	100,0
Marital Status		
Married	290	74,4
Single	100	25,6
Total	390	100,0
Age		
25 and Under	22	5,6
26-35 Years	119	30,5
36-45 Years	168	43,1
46-55 Years	69	17,7
56 and Above	12	3,1
Total	390	100,0
Education Status		
Bachelor Degree	330	84,6
Master Degree	60	15,4
Total	390	100,0
Total Tenure		
Five Years or Less	100	25,6
Six to Ten Years	64	16,4
Between 11-15 Years	78	20,0
Between 16-20 Years	54	13,8
21 years and above	94	24,1
Total	390	100,0
Organizational Tenure		
Five Years or Less	265	67,9
Six to Ten Years	76	19,5
Between 11-15 Years	26	6,7
Between 16-20 Years	16	4,1
21 years and above	7	1,8
Total	390	100,0

3.3. Data Collection Tools and Method

This thesis study includes a quantitative study. Quantitative research is a method used predominantly in natural and physical sciences, while it is also used in research conducted in the fields of psychology, education, business and social sciences. It is stated that it is the most reliable method used to test the causal relationships between the independent and dependent variables in research conducted in the field of social sciences. The basis of quantitative research is mathematical operations. In this method, the relationships between variables are tried to be explained with various statistics and numerical data. In other words, quantitative research is an experimental research method that tries to explain an individual or social phenomenon or problem by testing it with various assumptions, creating numerical data and obtaining results with different calculation methods. . If the aim of a study is to investigate how much and/or how often something happens, it would be appropriate to use quantitative research methods (Coyne, 1997; p.623-624).

The “questionnaire form” given in Appendix 1 was used as the data collection tool in the study. A total of 490 questionnaires were administered from the questionnaires distributed in the study. In the study, questionnaires were administered to teachers electronically. 100 of these were eliminated because they did not meet the required conditions. Therefore, 390 questionnaire were in valid for analyses.

3.3.1. Data Collection Tools

The questionnaire form used in the research consists of four parts to determine the demographic characteristics of the participants, to evaluate the effect of ‘authentic leadership’, ‘organizational ethical climate’ perceptions of 390 teachers working in Adıyaman province on their ‘work engagement’.

In the first part of the questionnaire form, there are 6 statements to determine the demographic characteristics of the tecahers. These statements include questions about gender, marital status, age, education level, total tenure in education sector and organizational tenure. In the second part, there are 16 statements for evaluating teachers’ authentic leadership perceptions. In the third part of the questionaire, there are 36 statements to measure the participants' perceptions of organizational ethical climate. The fourth part consists of 9 statements to measure teachers’ work engagement. The scales used in the this study are explained below in detail.

3.3.1.1. Authentic Leadership Perception Scale

Authentic Leadership Perception Scale was developed by Walumbwa et al. (2008). It is a 5-point Likert-type scale consisting of 16 items. There are positive and negative statements categorised as ‘strongly disagree’, ‘disagree’, ‘not agree, nor disagree’, ‘agree’, ‘strongly agree’. The dimensions of the authentic leadership perception scale are leader’s self-awareness, balanced processing, relational transparency and internalized moral perspective.

3.3.1.2. Organizational Ethical Climate Perception Scale

Organizational Ethical Climate Perception Scale which was developed by Victor and Cullen (1988) was adapted into Turkish by Eser (2007). The scale is based on a 5-point Likert scale (1:strongly disagree, 5: strongly agree) and includes questions such as ‘Teachers can decide by themselves what is right and wrong. The questionnaire which has 12 items in total, has 5 dimensions named as instrumental climate, caring climate, law and code climate, independence climate and rules ethical climate.

3.3.1.3. Work Engagement Scale

Work engagement scale was developed by Schaufeli and Bakker (2002) and consists of 3 dimensions and totally 17 items. A 5-point Likert scale form is used. The work engagement scale, which was developed by Schaufeli and Bakker (2004) and validity and reliability studies were conducted, was adapted into Turkish and validity and reliability studies were conducted by Köse (2015). This questionnaire has 3 dimensions which can be called as vigor, absorption and dedication. But work engagement factor is not examined through its' dimensions. The scales used in this study are given below in Table 3.2.

Table 3.2. The scales used in this study

Name of the Scale	**Scales Used**	**Number of Items**
Authentic Leadership Perception Scale	Walumbwa et al. (2008)	16
Organizational Ethical Climate Scale	Victor and Cullen (1988)	36
Work Engagement Scale	Schaufeli and Bakker (2002)	9

The data collected in the study were analyzed with the "SPSS 23" statistical program. SPSS 24 statistical programme was used to analyse the data obtained from the questionnaires. The data obtained were first tested with reliability analysis. Then, factor analysis test was performed and reliability analysis was performed again on the data obtained as a result of factor analysis. Then, skewness, kurtosis and mean values were determined by applying normality test to the factors. Correlation analyses were performed to reveal the relationships in the variables and regression analyses were performed to measure the effects of independent variables on the dependent variable to test the hypotheses. Therefore, correlation analysis and then regression analysis were applied to the data in order to determine thee effect of authentic leadership and organizational ethical climate perceptions of teachers on their work engagement.

4. FINDINGS

In this section, the findings regarding the analysis of the data obtained in the study are presented. In this direction, the results of exploratory factor analysis, reliability and validity analyses, Pearson correlation analysis and regression analyses used for hypothesis tests are included.

4.1. Validity and Reliability of the Scales Used in the Study

The explanatory factor analysis (EFA) technique was used to test the structural validity of the scales in the study. EFA is an analysis performed to reveal which structure of the scale a large number of variables or questions constitute or are included in its structure (Karagöz, 2021: 639-641). The factor loading values obtained from the factor analysis are examined to decide which of the dimensions of the scale the items constituting the scale represent. The coefficient explaining the relationship between the questions and the factors is called the factor loading value (Büyüköztürk, 2015: 134). Factor loading values are taken into consideration when deciding which item will remain on the scale. A high factor loading value is always a desired result, and it is recommended in the literature that factor loading values should be at least 0.50 and above (Karagöz, 2021: 643). The factor loading value was determined as 0.50 for this study (for each scale). The reason for the cut-off point being 0.50 is that the first value greater than 0.50 is 0.55. Detailed results regarding the construct validity of the scales used in the study are given below, respectively.

The authentic leadership scale used in the study consists of 16 questions and four dimensions. As a result of the factor analysis, the items with a factor loading value less than 0.50 were removed from the analysis in order and the factor analysis was repeated. In the details of the factor analysis performed; in the first analysis, the factor loading value of "item 1" was .342<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of "item 12" was .330<0.50 so it was removed from the analysis. In the repeated analysis, the factor loading value of "item 3" was .356<0.50 so it was removed from the analysis. In the repeated analysis, the factor loading value of "item 9" was .316<0.50 so it was removed from the analysis. In the repeated analysis, the factor loading value of "item 2" was .410<0.50 so it was removed from the analysis. In the repeated analysis, the factor loading value of "item 6" was .410<0.50 so it was removed from the analysis. Since the factor loading value of the item was .432<.0.50, it was removed from the analysis and as a result of the analysis, a 4-factor but 10-item scale was obtained as in the original form of the authentic leadership scale.

The organizational ethical climate scale used in the study consists of 36 questions and five dimensions. As a result of the factor analysis, the items with factor loading values less than 0.50 were removed from the analysis in order and the factor analysis was repeated. In the details of the factor analysis performed; in the first analysis, the factor loading value of the “20th item” was .288<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of the “15th item” was .213<<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of the “7th item” was .376<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of the “4th item” was .305<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of the “17th item” was .436<0.50 so it was removed. As a result of the repeated analysis, the factor loading value of the “22nd Since the factor loading value of the item was .444<0.50, it was removed from the analysis and as a result of the analysis, a 5-factor but 30-item scale was obtained as in the original form of the organizational ethical climate scale.

The work engagement scale used in the study consisted of 9 questions. As a result of the factor analysis, the items with factor loading values less than 0.50 were removed from the analysis in order and the factor analysis was repeated. In the detail of the factor analysis; in the first analysis, the factor loading values of the "6th item" were ,306<0.50 and therefore it was removed from the analysis and as a result of the analysis, the work engagement scale became a scale with 8 items.

As a result; the reason why the item/items removed from the scale have low-level relationships with the factor or factors may be due to the item/items not measuring the same factor (structure), that is, their low relationship with the factors. Because it is stated in the literature that the high level of relationship of the items with the structure (factor) shows that the items forming the scale measure the same structure (Büyüköztürk, 2002, Karagöz, 2021, p: 863). This repetition process was repeated until the items that best matched the structure were reached. The analysis results obtained from the explanatory factor analysis (EFA) are given below in tables.

As seen in Table 4.1, the factor loadings of the authentic leadership variable consisting of 16 questions in four dimensions vary between 0.713--0.833 in the dimension of leader self-awareness, between 0.651--0.851 in the dimension of transparency in relationships, between 0.682--0.848 in the dimension of internalization moral understanding, and between 0.693--0.873 in the dimension of decision-making.

Table 4.1. Factor Analysis Results of the Dimensions of the Authentic Leadership Scale

Authentic Leadership Perception Scale				
Expressions	**(F:1)**	**(F:2)**	**(F:3)**	**(F:4)**
ALPS 13	,788			
ALPS *14*	*,833*			
ALPS *15*	*,822*			
ALPS *16*	*,713*			
Original item number: 4				
Extracted item number: 0				
ALPS *1*		*Removed*		
ALPS *2*		*Removed*		
ALPS *3*		*Removed*		
ALPS *4*		*,851*		
ALPS *5*		*,651*		
Original item number: 5				
Extracted item number: 3				
ALPS *6*			*Removed*	
ALPS *7*			*,848*	
ALPS *8*			*,682*	
ALPS *9*			*Removed*	
Original item number: 4				
Extracted item number: 2				
ALPS *10*				,873
ALPS *11*				,693
ALPS *12*				*Removed*
Original Scale Item Number: 3				
Number of Items Removed: 1				
Original Scale Number of Items: 16				
Number of Items Removed: 6				
Number of Items Remaining on the Scale: 10				
KMO= 0,946 / Total Variance Explained = %86,98				

As seen in Table 4.2, the factor loadings of the organizational ethical climate variable consisting of five dimensions and 30 questions were found to vary between 0.566 and 0.820 in the instrumental dimension, between 0.650 and 0.874 in the wishing well of others dimension, between 0.643--0.720 in the wishing well of others dimension, between 0.819--0.842 in the independence dimension and between 0.582--0.743 in the rules dimension.

Tablo 4.2. Factor Analysis Results of the Organizational Ethical Climate Scale Dimensions

Organizational Ethical Climate Perception Scale					
Expressions	**(F:1)**	**(F:2)**	**(F:3)**	**(F:4)**	**(F:5)**
OECP 1	,689				
OECP 2	,587				
OECP 4	Removed				
OECP 8	,732				
OECP 10	,647				
OECP 17	Removed				
OECP 19	,638				
OECP 23	,566				
OECP 25	,798				
OECP 29	,740				
OECP 33	,631				
OECP 36	,820				
Original item number:12					
Extracted item number:2					
OECP 5		,651			
OECP 12		,650			
OECP 16		,713			
OECP 21		,701			
OECP 26		,828			
OECP 27		,819			
OECP 28		,849			
OECP 30		,805			
OECP 31		,823			
OECP 32		,874			
OECP 34		,773			
OECP 35		,845			
Original item number:12					
Extracted item number: 0					
OECP 3			,720		
OECP 9			,643		
OECP 11			,705		
OECP 22			Removed		
Original item number: 4					
Extracted item number: 1					
OECP 6				,819	
OECP 7				Removed	
OECP 15				Removed	
OECP 18				,842	
Original item number: 4					
Extracted item number: 2					
OECP 13					,582
OECP 14					,652
OECP 20					Removed
OECP 24					,743
Original item number: 4					
Extracted item number: 1					
Original Scale Number of Items: 36					
Number of Items Removed: 6					
Number of Items Remaining on the Scale: 30					
KMO= 0,957/ **Total Variance Explained =** %70,66					

As seen in Table 4.3 the factor loadings of the work engagement variable consisting of eight questions vary between 0.645 and 0.834.

Table 4.3 Factor Analysis Results of the Work Engagement Scale

Work Engagement Scale	
Expressions	**Factor Loadings**
WES 1	,645
WES 2	,652
WES 3	,812
WES 4	,811
WES 5	,812
WES 6	Removed
WES 7	,688
WES 8	,823
WES 9	,834
Original item number:	9
Extracted Item Number:	1
Number of Items Remaining on the Scale:	8
KMO= 0,912 / Total Variance Explained = %92,79	

The Kaiser-Mayer-Olkin (KMO) value is an analysis used to test the suitability of scale data for AFA (exploratory factor analysis). If the obtained KMO value is in the range of "0.80-0.99", the result is considered very good. The Bartlett test in AFA is used to analyze the hypothesis that the correlation distribution is equal to the unit matrix. If the hypothesis is rejected, it means that the correlation is different from 1 and means multivariability in the parameter of the universe of the measured variable. KMO and Bartlett results are the most important indicators that the sample size is appropriate and sufficient to perform AFA (Karagöz, 2021: 640-645). According to the obtained AFA results; The total explained variance percentage of the authentic leadership scale is 86.98%, KMO= 0.946 and Bartlett test=6337.83 ($p<0.01$). The total explained variance percentage of the organizational ethical climate scale is 70.66%, KMO= 0.957 and Bartlett test= 9495.24 ($p<0.01$). The total explained variance percentage of the work engagement scale is 92.79%, KMO= 0.912 and Bartlett test= 4578.79 ($p<0.01$).

Reliability analyses of the general and dimensions of authentic leadership, organizational ethical climate scale and work engagement scale were performed and Cronbach Alpha coefficients were calculated. It has been stated in the literature that the reliability of the scale is high if the internal consistency (Cronbach Alpha) coefficient obtained is between "$0.70\leq\alpha<0.99$" (Büyüköztürk, 2015 - Özdamar, 2002). The findings of the reliability analysis are given in the tables below.

The "Cronbach alpha value" for the overall score of the authentic leadership scale was found to be "0.951", "0.951" for the leader self-awareness dimension, "0.801" for the relational transparency dimension, "0.836" for ınternalized moral perspective dimension, and "0.795" for the balanced processing dimension. The authentic leadership scale and its dimensions are found to be highly reliable (Table 4.4).

Table 4.4 Internal Consistency (Cronbach Alpha) Results of the General and Dimensions of the Authentic Leadership Scale

Scale and Dimensions	**Values**		
	Number of Items in Original Scale	**Number of Remaining Items**	**Cronbach Alpha Value**
Authentic Leadership	16	10	,951
Self-awareness	4	4	,951
Relational transparency	5	2	,801
Internalized moral perspective	4	2	,836
Balanced processing	3	2	,795

The "Cronbach alpha value" for the overall score of the organizational ethical climate scale was found to be "0.956", "0.790" for the instrumental dimension, "0.963" for caring dimension, "0.719" for the law and code dimension, "0.610" for the Independence dimension and "0.894" for the rules dimension. According to these results, it is seen that the internal consistency coefficients of the overall and dimensions of the organizational ethical climate scale are sufficiently reliable (Table 4.5).

Table 4.5 Internal Consistency (Cronbach Alpha) Results of the General and Dimensions of the Organizational Ethical Climate Scale

Scale and Dimensions	Values		
	Number of Questions in Original Scale	**Number of Remaining Items**	**Cronbach Alpha Value**
Organizational Ethical Climate Scale	36	30	,956
Instrumental	12	10	,790
Caring	12	12	,963
Law and code	4	3	,719
Independence	4	2	,610
Rules	4	3	,894

The "Cronbach alpha value" for the overall score of the work engagement scale was found to be "0.971". It is seen that the work engagement scale is highly reliable (Table 4.6).

Table 4.6 Internal Consistency (Cronbach Alpha) Results of the Work Engagement Scale

Scale	Values		
	Number of Questions in Original Scale	**Number of Remaining Items**	**Cronbach Alpha Value**
Work Engagement Scale	9	8	,971

To determine whether the scales used in the study were normally distributed, the Kurtosis (kurtosis) and Skewness (skewness) results were examined. In order to understand whether the data obtained in the literature were normally distributed, the Kurtosis (kurtosis) and Skewness (skewness) results should be found between “2±2” (George and Mallery, 2010). As a result of the analysis, since the Kurtosis (kurtosis) and Skewness (skewness) values were within the “2±2” range, it can be assumed that the data obtained from the study were normally distributed (Table 4.7).

Table 4.7 Kurtosis and Skewness Value Results for Normality of Data

Scale and Dimensions	Ort	Ss	Kurtosis	(Skewness)
Authentic Leadership	34,87	10,12	-0,87	0,14
Self-awareness	14,16	4,52	-0,82	-0,14
Relational transparency	7,02	2,15	-0,70	-0,15
Internalized moral perspective	7,10	2,24	-0,81	0,00
Balanced processing	6,60	2,23	-0,56	-0,47
Organizational Ethical Climate Scale	105,19	22,55	-0,93	0,81
Instrumental	34,47	6,69	-0,79	0,83
Caring	42,76	11,50	-0,93	0,59
Law and code	9,35	2,78	-0,25	-0,22
Independence	7,51	1,84	-0,78	0,08
Rules	11,10	2,92	-1,09	0,95
Work Engagement Scale	31,34	7,84	-1,25	1,40

Mean: Arithmetic Mean **–SD:** Standard Deviation,

4.2. Results of Research Hypotheses

The correlation and regression analysis results of the research hypotheses are given in the tables below, respectively.

4.2.1. Correlation Analysis

Correlation analysis is a technique used to determine the strength and direction of the relationship between two variables, and the r value obtained can be between -1 and +1. A high r value indicates a strong relationship, while a low r value indicates a weak relationship (Karagöz, 2021: 15-17). The correlation results are shown in Table 4.8.

Table 4.8 Correlation Results of Teachers' Authentic Leadership Scale with Organizational Ethical Climate and Work Engagement Scales

Scales	**1.**	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	**9.**	**10**	**11**	**12**
1. Authentic Leadership	1											
2. Self-awareness	---	1										
3. Relational transparency	---	---	1									
4. Internalized moral perspective	---	---	---	1								
5. Balanced processing	---	---	---	---	1							
6. Organizational Ethical Climate Scale	,707**	,685**	,642**	,598**	,597**	1						
7. Instrumental	,669**	,646**	,608**	,562**	,573**	---	1					
8. Caring	,695**	,682**	,630**	,569**	,593**	---	---	1				
9. Law and code	,478**	,451**	,402**	,485**	,380**	---	---	---	1			
10. Independence	,173**	,187**	,159**	,130*	,121*	---	---	---	---	1		
11. Rules	,620**	,573**	,603**	,545**	,523**	---	---	---	---	---	1	
12. Work Engagement Scale	,521**	,504**	,480**	,436**	,441**	,553**	,519**	,546**	,360**	0,090	,528**	1

**: Significant at 0.01 level - *: Significant at 0.05 level. Technique Used: Pearson Multiplicative Correlation Technique

There is a positive and moderately significant relationship between the total scores of the "authentic leadership scale" of the teachers who participated in the study and the organizational ethical climate scale general (.707), ınstrumentality (.669), caring (.695), law and code (.478), rules dimension (.620) and work engagement scale general (.521) scores. There is a positive and low-level significant relationship between the total scores of the "authentic leadership scale" of the teachers and the "organizational ethical climate scale" independence (.173) dimension.

There is a positive and moderately significant relationship between the "authentic leadership scale" self-awareness dimension scores of the teachers who participated in the study and the "organizational ethical climate" scale total (.685), ınstrumentality (.646), caring (.682), law and code (.451), rules dimension (.573), and work engagement scale total (.504) scores. There is a positive and low-level significant relationship between the "authentic leadership scale" self-awareness dimension scores of the teachers and the "organizational ethical climate scale" Independence (.187) dimension.

There is a positive and moderately significant relationship between the scores of the teachers participating in the study on the dimension of transparency in relationships on the "authentic leadership scale" and the total (.642) instrumental (.608) caring (.630) law and code (.402) rules dimension (.603) scores of the "work engagement scale". There is a positive and lowly significant relationship between the scores of the teachers participating in the study on the dimension of transparency in relationships on the "organizational ethical climate scale" and the scores on the dimension of independence (.159).

There is a positive and moderately significant relationship between the scores of the teachers participating in the study on the internalization morality dimension of the "authentic leadership scale" and the total scores of the "organizational ethical climate scale" (.598), instrumental (.562), caring (.569), law and code (.485), rules dimension (.545) and the total scores of the "work engagement scale" (.436). There is a positive and low-level significant relationship between the scores of the teachers on the internalized moral perspective dimension of the "authentic leadership scale" and the independence dimension of the "organizational ethical climate scale" (.130).

There is a positive and moderately significant relationship between the balanced processing dimension scores of the teachers participating in the study and the total scores of the “organizational ethical climate scale” (.597), instrumental (.573), caring (.593), law and code

(.380), rules dimension (.523) and the total scores of the “work engagement scale” (.441). There is a positive and low-level significant relationship between the scores of the teachers participating in the study and the Independence dimension of the “organizational ethical climate scale” (.121).

There is a positive and moderately significant relationship between the total scores of the "organizational ethical climate scale" and the total scores of the "work engagement scale" (.553) of the teachers who participated in the study.

There is a positive and moderately significant relationship between the instrumental dimension scores of the "organizational ethical climate scale" and the total scores of the "work engagement scale" (.519) of the teachers who participated in the study.

There is a positive and moderately significant relationship between the scores of the “organizational ethical climate scale” dimension of caring and the total scores of the “work engagement scale” (.546) of the teachers who participated in the study.

There is a positive and moderately significant relationship between the scores of the “organizational ethical climate scale” law and code dimension and the total scores of the “work engagement scale” (.360) of the teachers who participated in the study.

No statistically significant relationship was found between the Independence dimension scores of the "organizational ethical climate scale" and the "work engagement scale" scores of the teachers who participated in the study.

There is a positive and moderately significant relationship between the scores of the Rules dimension of the "organizational ethical climate scale" and the total scores of the "work engagement scale" (.528) of the teachers who participated in the study.

As a result, there is a positive, linear and moderate relationship between the authentic leadership characteristics, organizational ethical climate perception and work engagement of the teachers participating in the research.

4.2.2. Regression Analysis

In order to test the effect of the independent variable of the research, authentic leadership and organizational ethical climate perception, on the dependent variable, work engagement behavior (H1 hypothesis), separate “Standard Regression Analysis” technique was performed. The results obtained are given in separate tables.

Table 4.9 Standard Regression Analysis Results of the Effect of Authentic Leadership Variable on Work Engagement

Model	Non-Standardized Coefficients		Standardized Coefficients	t	p	Hypothesis Status
	B	Std. Error	β			
β_0 (Constant)	17,711	1,442		12,285	,000	Accepted
β_1 Authentic Leadership	,302	,025	,559	12,030	,000	
R= ,559 R^2= ,312 F= 144,71 p= 0.000						

Dependent Variable in the Study: Work engagement, significant at p <0.01 level

It was found that there was a positive (F= 144.71) significant (p= .000) relationship between authentic leadership and work engagement (Table 4.9). According to the analysis, authentic leadership scores were found to be a significant predictor of work engagement scale scores (t=12.03; p<.05). According to this result, the authentic leadership variable explains 31.2% of the total variance in work engagement status. In other words, 31.2% of the change in the dependent variable is explained by the independent variable and the explanatory power ratio was found to be 31.2%.

As a result, it was determined that authentic leadership (β1:,302; p<,000) scores positively affected the work engagement behavior significantly. Accordingly, increasing the authentic leadership scale scores of teachers by 1 unit increased the overall work engagement scale average score by ,302 units. As seen in Table 6, since the t value of the constant parameter is less than 0.05 (β0:17.711, p<0.05), the β0 parameter is significant.

Table 4.10 Standard Regression Analysis Results of the Effect of Organizational Ethical Climate Variable on Work Engagement

Model	Non-Standardized Coefficients		Standardized Coefficients	t	p	Hypothesis Status
	B	Std. Hata	β			
β_0 (Constant)	10,483	1,913		5,479	,000	
β_1 Organizational Ethical Climate	,195	,015	,581	12,752	,000	Accepted
R= ,581 R^2= ,338 F= 162,62 p= 0.000						

Dependent Variable in the Study: Work engagement, significant at p <0.01 level

It was found that there was a positive (F= 162.62) significant (p= .000) relationship between organizational ethical climate and work engagement (Table 4.10). According to the analysis, organizational ethical climate scores were found to be a significant predictor of work engagement scale scores (t=12.75; p<.05). According to this result, the organizational ethical

climate variable explains 33.8% of the total variance in work engagement status. In other words, 33.8% of the change in the dependent variable is explained by the independent variable and the explanatory power ratio was found to be 33.8%.

As a result, it was determined that organizational ethical climate (β1:,195; p<,000) scores positively affected work engagement behavior significantly. Accordingly, a 1-unit increase in teachers' organizational ethical climate scale scores increased the overall work engagement scale average score by,195 units. As seen in Table 4.7, since the t value of the constant parameter is less than 0.05 (β0:10.48, p<0.05), the β0 parameter is significant.

Table 4.11. Multiple Regression Analysis Results of the Effect of Authentic Leadership Scale Dimension Variables on Work Engagement

Model	Non-Standardized Coefficients		Standardized Coefficients	t	p	Hypothesis Status
	B	Std. Error	β			
β_0 (Constant)	17,730	1,449		12,23	,000	
β_1 Self-awareness	,391	,228	,198	1,718	,087	Rejected
β_2 Relational transparency	,622	,185	,375	3,358	,001	Acceptance
β_3 Internalized moral perspective	-,078	,220	-,037	-,352	,725	Rejected
β_4 Balanced processing	,138	,292	,050	,471	,638	Rejected
R= ,567- R^2= ,321- Corrected R^2= ,313 - F= 37,41- p= 0.000						

Dependent Variable in the Study: Work engagement, p <0.01 level was determined to be significant.

It was found that there is a positive (F= 37.41) significant (p= .000) relationship between the authentic leadership scale dimensions and work engagement. The four independent variables analyzed together explain 32.1% of the total variance in work engagement. In other words, 32.1% of the change in the dependent variable is explained by all independent variables. As a result, the explanatory power ratio was found to be 32.1%.

As seen in Table 10, when the results regarding which independent variables have a significant effect on the dependent variable are examined, it was determined that the authentic leadership scale transparency in relationships dimension (β2: .622; p<.001) positively affects the work engagement behavior significantly. Accordingly, a 1-unit increase in the teachers' authentic leadership scale transparency in relationships dimension scores increases the work engagement scale mean score by .622 units. As seen in Table 10, since the t value of the constant parameter is less than 0.05 (β0: 17.73, p<0.05), the β0 parameter is significant.

Table 4.12 Multiple Regression Analysis Results of the Effect of Authentic Leadership and Organizational Ethical Climate Dimension Variables on Work Engagement

Model	Non-Standardized Coefficients		Standardized Coefficients	t	p	Hypothesis Status
	B	Std. Error	β			
β_0 (Constant)	13,490	2,592		5,205	,000	
B_1 Instrumental	-,069	,143	-,060	-,481	,631	Rejected
B_2 Caring	,295	,095	,370	3,117	,002	Acceptance
B_3 Law and code	,037	,166	,014	,221	,825	Rejected
B_4 Independence	,237	,236	,077	1,006	,315	Rejected
B_5 Rules	,531	,243	,228	2,186	,030	Acceptance
R= ,591 - R^2= ,349 - Düzeltilmiş R^2= ,339 - F= 33,78- p= 0.000						

Dependent Variable in the Study: Work Engagement is significant at p <0.01 level.

It was found that there is a positive (F= 33.78) significant (p= .000) relationship between the dimensions of the organizational ethical climate scale and work engagement. The five independent variables analyzed together explain 34.9% of the total variance in the work engagement situation. In other words, 34.9% of the change in the dependent variable is explained by all of the independent variables. As a result, the explanatory power ratio was found to be 34.9%.

As seen in Table 4.12, when the results regarding which independent variables have a significant effect on the dependent variable are examined; It was determined that the organizational ethical climate scale, caring dimension, (β2: .295; p<.002) positively affects the work engagement behavior significantly. Accordingly, a 1-unit increase in the scores of the teachers' organizational ethical climate scale, caring dimension increases the work engagement scale mean score by .295 units. It was determined that the organizational ethical climate scale, rules dimension, (β5: .531; p<.030) positively affects the work engagement behavior significantly. Accordingly, a 1-unit increase in the scores of the teachers' organizational ethical climate scale, rules dimension increases the work engagement scale mean score by .531 units. As seen in Table 11, the β0 parameter is significant since the t value of the constant parameter is less than 0.05 (β0: 13.49, p<0.05).

5. CONCLUSION AND DISCUSSIONS

In this section of the study, the results of the research on the effect of teachers' perception of Authentic Leadership and Organizational Ethical Climate on Work Engagement are discussed. In this direction, the findings of the study are evaluated and discussed in the context of related studies in the literature and suggestions for future studies are also included.

5.1. Conclusion and Discussions

Today, the participation of teachers in the labour force is gradually increasing. As the position of teachers in society changes, they are becoming more involved in the field of education and assume important roles. This has become an important issue that requires a comprehensive examination of the challenges and employment status of teachers in the education sector. The challenges faced by teachers in the workplace are constantly on the agenda and these challenges can negatively affect teachers' motivation and job satisfaction. The stereotypes teachers face and the expectations of society may limit their professional development and the achievement of their career goals. Therefore, research on teachers‘ working conditions and professional lives is of great importance in terms of teachers’ work engagement.

In adapting to today's information society, employees emphasise their independence in fulfilling their traditional roles. However, these social roles can hinder their pursuit of independence. In the world of work, authentic leadership and a strong organizational ethical climate can help employees overcome these challenges. Authentic leadership increases employees' self-confidence, while an ethical climate makes them feel more valued and meaningful at work. These two factors play an important role in supporting employees to be more engaged in their work, thereby increasing their performance and satisfaction at work.

This study aims to conduct a research about the Effect of authentic leadership and organizational ethical climate perceptions of teachers working in Adıyaman on work engagement. In line with this purpose, a research model was created by analysing previous studies on the subject and research hypotheses were developed. The data used to test these hypotheses developed within the scope of the study were collected using the survey method. In this direction, a questionnaire was applied to 390 teachers working in Adıyaman province in Turkey. In the study, factor analysis was used to analyse the data and to determine the construct validity of the scales used. Correlation analysis was used to determine the relationships between the variables and regression analysis was applied to test the mediation effect using the mediating variable.

Below the results are summarised and discussions are done according to the literature:

This study shows that there is a positive and low-level significant relationship between the teachers' "authentic leadership perception" self-awareness dimension and the "organizational ethical climate scale" independence dimension. This result reveals that leader self-awareness plays an important role in the perception of organizational ethical climate. Avolio and Gardner (2005) emphasize that leader self-awareness helps leaders exhibit more effective leadership by understanding their own strengths and weaknesses. Such leaders can set a positive example for their employees by better internalizing ethical values and principles. It is stated in the literature that leaders with leader self-awareness are more successful in encouraging ethical behaviors and strengthening organizational ethical climate (Fry et al., 2011; Ghasabeh, Soosay & Reaiche, 2015). However, the fact that your findings show only a low-level relationship suggests that leader self-awareness may have a limited effect on the independence dimension of organizational ethical climate. Mendez and Martin (2019) also state that the impact of leadership styles on ethical climate may vary depending on the context.

As a result, it is clear that a more comprehensive study is needed to better understand the impact of teachers' leadership self-awareness on organizational ethical climate. This is important in terms of deeply examining theeffect of teachers' leadership styles on ethical perceptions and contributing to the development of educational programs in this context.

This study shows that there is a positive and low-level significant relationship between the teachers' "authentic leadership scale" relational transparency dimension and the "organizational ethical climate scale" Independence dimension. In the literature, it has been stated that there is a positive connection between relational transparency and organizational ethical climate. For example, Gardner and colleagues (2005) suggest that authentic leaders increase organizational trust by encouraging open and honest communication, which in turn supports employees to act independently while adhering to ethical norms. The tendency of authentic leaders to communicate transparently may allow employees to express themselves more freely and to be independent in decision-making processes (Walumbwa et al., 2008). According to these results, it can be said that teachers' transparent leadership approach contributes to the Independence dimension of ethical climate in organizations as a supporting element. However, the low level of the relationship shows that relational transparency positively affects the perception of independence, but is not a strong determinant on its own. In future studies, examining authentic leadership more comprehensively together with other dimensions may help determine which

leadership characteristics are more effective in the development of the perception of independence.

The study shows that there is a positive, low-level relationship between the Internalized morality dimension of teachers' "authentic leadership scale" and the Independence dimension of the "organizational ethical climate scale". There are also findings in the literature that authentic leaders' acting with internalized moral values encourage employees to create a more independent work environment by adhering to ethical principles. For example, Avolio and colleagues (2004) stated that leaders with internalized moral perspective can support employees' independent decision-making skills by embedding ethical norms in organizational culture. Similarly, Hannah, Avolio, and Walumbwa (2011) suggest that this type of leadership style reinforces the sense of individual responsibility and freedom in the organization. This finding shows that the internalized morality of teachers' authentic leaders contributes to the strengthening of the perception of Independence in the ethical climate. However, the existence of a low-level relationship suggests that the effect of moral internalization on the perception of Independence may be limited. Considering other leadership and organizational variables that may play a more effective role in the development of the perception of Independence in organizations may contribute to a better understanding of the factors affecting the independence dimension.

When our study results are examined, it is shown that there is a positive and low-level significant relationship between the balanced processing dimension of teachers' "authentic leadership scale" and the Independence dimension of the "organizational ethical climate scale". There are findings in the literature that the inclusion of employees in decision-making processes by authentic leaders strengthens their perceptions of organizational independence and responsibility. For example, Walumbwa et al. (2008) stated that authentic leaders encourage employees to act more freely and independently by exhibiting transparency and an ethical stance in decision-making processes. This type of leadership can support employees' motivation to contribute to organizational decisions and take more initiative in their own work processes (Gardner, Cogliser, Davis, & Dickens, 2011). However, the low level of relationship suggests that teachers' perception of acting independently of their authentic leaders in the balanced processing may be limited. It should be considered that not only authentic leadership but also other factors such as a climate of trust or employee empowerment may be effective in creating a higher degree of independence perception in decision-making processes. It is thought that

these findings will contribute to studies examining the effects of leadership approaches on the perception of independence in the field of education.

Our study shows that there is a positive and moderate relationship between teachers' perception of "organizational ethical climate" and their level of work engagement. It is revealed that ethical climate has an effect of increasing work engagement, and it strengthens teachers' motivation, especially in dimensions of engagement such as vigor, dedication and absorption. There are findings in the literature that ethical climate increases employees' work engagement. For example, Mayer et al., (2010) stated that ethical climate positively affects employees' job satisfaction, organizational commitment and performance. In addition, other studies have found that the existence of ethical climate increases employees' engagement and energy towards their work (Schaufeli, Bakker, & Salanova, 2006).

As seen in this study, the fact that teachers' perception of organizational ethical climate creates a moderate level of work engagement suggests that the leadership and organizational climate in schools can have a significant effect on teachers' vigor, dedicated and absorption to their work. In this context, the promotion of ethical values by school administrations can support teachers' motivation and contribute to the quality of education.

This study shows that there is a positive and moderately significant relationship between the instrumental dimension ' perception of "organizational ethical climate" and their level of work engagement. Instrumentality refers to employees seeing the organization as a tool to achieve individual goals in the organization. It has also been stated in the literature that such a perception can increase employees' work engagement. The fact that there is a positive relationship, especially in dimensions such as vigor, dedication and absorption, suggests that teachers' motivation can increase in such an ethical climate. Studies in the literature reveal that the perception of instrumental in the workplace can positively affect employees' performance and energy towards work (Martin and Cullen, 2006). For example, Bakker and Demerouti (2008) stated that factors that support motivation in the workplace positively effect outcomes such as job satisfaction and commitment. This finding shows that teachers in the school environment are more engaged with work when they think they have the opportunity to achieve their individual goals.

As a result, the positive effect of instrumental dimension on engagement can strengthen teachers' motivation at work. This situation indicates that school administrations should create a work environment that allows teachers to achieve their individual goals. It is estimated that

such an environment can increase both teachers' individual development and their commitment to the school.

Our study shows that teachers' perception of the organizational ethical climate as looking out for the caring has a positive effect on their level of engagement at work. The literature provides evidence that this type of ethical climate perception, defined as wanting the well-being of others(caring) or being helpful, increases employees' job satisfaction, sense of belonging, and work energy. The positive relationship between work engagement dimensions such as vigor, dedication, and absorption in particular suggests that employees experience a more energetic, dedicated, and meaningful work experience by forming an emotional bond with their work. Studies suggest that a positive and supportive ethical climate can increase employees' job performance and engagement (Brown & Treviño, 2006). It has been stated that workplaces that provide social support and look out for employees' well-being contribute to individuals having higher job satisfaction and commitment (Avey, Wernsing, & Luthans, 2008). This finding suggests that an organizational ethical climate that seeks the well-being of others(caring) in the school environment leads teachers to have more energy for their work, more commitment to their work, and a deeper sense of the meaning of their work. In conclusion, the positive effect of an ethical climate that considers the well-being of others(caring) on work engagement highlights the importance of school administrators creating a work environment that encourages teachers to support each other. Such an environment is thought to strengthen not only teachers' work engagement but also social solidarity within the school.

This finding in our study shows that teachers' perception of an organizational ethical climate. Caring dimension has a positive effect on all dimensions of their work engagement. In the literature, this type of ethical climate, defined as wanting the well-being of others(caring) or being helpful in the workplace, is evaluated as having a positive effect on employees' job satisfaction, commitment, and motivation (Mayer, Kuenzi, & Greenbaum, 2010). It has been suggested in many studies that an environment where employees have positive intentions towards each other in the workplace supports individuals' levels of work engagement, especially the dimensions of energy (vigor), commitment (dedication), and enjoyment of work (absorption) (Avey, Wernsing, & Luthans, 2008). Studies, especially in the field of education, show that when teachers have a positive ethical climate perception, they exhibit a more supportive attitude towards their students and colleagues and their job satisfaction increases. This increases their energy towards work and leads them to take ownership of their work in a more meaningful way (Schaufeli, Bakker, & Salanova, 2006).

These results highlight the importance of school administrations creating a supportive and ethical environment. Such an atmosphere can increase teachers' commitment to their work and provide students with a better education. In this context, it is thought that the organizational ethical climate is associated with a strong work engagement and that it makes a positive contribution to both the personal development of teachers and the quality of education.

This study shows that teachers' perception of the "Rules" dimension of the organizational ethical climate has a moderately positive effect on all dimensions of their work engagement. It is emphasized in the literature that the existence of clear rules and standards in the workplace can increase employees' commitment and energy to their work (Victor & Cullen, 1988). An organizational environment where rules are clear strengthens employees' sense of a safe workspace and can support their job satisfaction and commitment to the workplace (Mayer, Aquino, Greenbaum, & Kuenzi, 2012). Especially in the education sector, when teachers feel that the ethical rules in the school are clear and fair, it can increase their work motivation and dedication to their work (Hartnell, Ou, & Kinicki, 2011).

Research in the field of education also shows that a rule-based ethical climate positively effects teachers' professional performance. Teachers' perception that the ethical rules in the institution they work in are clear and fair allows them to focus on their work with a more organized and responsible approach. This supports them to be more energetic (vigor), committed to their work (dedication), and enjoy their work (absorption) (Schaufeli & Bakker, 2004).

As a result, establishing clear and reliable ethical rules in schools can contribute to providing higher quality education by increasing the level of engagement of teachers. This finding supports the positive effect of organizational rules on work engagement and emphasizes the importance of developing ethical standards in educational institutions.

In this study, it was found that teachers' perceptions of organizational ethical climate positively effected their work engagement (supporting hypothesis H1) and teachers' perceptions of their managers' authentic leadership positively contributed to their work engagement (supporting hypothesis H2). Kulophas, et al. (2018), in a study conducted in Thailand to examine the effects of authentic leadership on academic optimism and teacher engagement, also examined the effect of organizational climate on the relationship between job satisfaction and work engagement; it was stated that ethical values within the organization increase the feelings of trust and commitment towards employees, which in turn reduces turnover tendencies. The findings of the study show that ethical values and leadership approaches provided in the work environment have positive effects on teachers' work motivation and engagement; in this

context, it emphasises the need for strategies to improve the ethical climate and leadership understanding in educational institutions.

In this study, it was determined that there was a positive, linear and moderately significant relationship between teachers' perceptions of authentic leadership and perception of organizational ethical climate and their work engagement. This finding is consistent with previous studies that show how negative factors such as discrimination between leaders or managers can affect individual self-esteem (Agote, Aramburu & Lines, 2016; Birkeland Nielsen, Eid, Mearns & Larsson, 2013). The positive relationship between teachers' perceptions of authentic leadership, organizaltional ethical climate at the workplace and work engagement suggests that the support they receive from their managers contributes to their performance at work by increasing their self-esteem. Also Qureshi & Hassan, (2019). Authentic leadership, ethical climate and incivility in the workplace: authentic leadership can increase the self-worth of individuals with positive feedback from their social environment in their study to examine deviant work behaviours. These results suggest that teachers are more engaged in a positive work climate and this has a positive effect on their self-esteem.

As a result of this study, it was found that teachers' perceptions of authentic leadership and organizational ethical climate had a significant positive effect on work engagement. The findings support various studies in the literature that authentic leadership characteristics increase employees' work engagement. For example, Gardner et al. (2005) argued that authentic leaders have a positive effect on employees and contribute to higher levels of engagement to their works. In particular, when leaders are honest, transparent and adhere to ethical values, they gain the trust of employees and lead them to feel a stronger sense of belonging at work.

This finding is in line with the results of Nartgün, Nartgün & Arıcı, (2016) study on educational institutions. Nartgün, Nartgün & Arıcı determined that authentic leadership characteristics create a positive work environment among employees and this increases engagement and motivation towards work. Ünal's findings indicate that authentic leaders create an atmosphere of trust and co-operation in the work environment and increase employees' work engagement. In this context, the positive effect of authentic leadership scores on work engagement behaviour in our study is consistent with previous literature pointing to the positive effects of authentic leaders in organizations.

The fact that organizational ethical climate has a significant positive effect on work engagement is in line with the studies that emphasise the relationship between organizational ethical climate and employee engagement in the literature. In particular, Cullen, Parboteeah and Victor (2003)

stated that an organizational ethical work climate increases employees' motivation, trust in the organization and commitment to work. Organzaitonal ethical climate strengthens the tendency of employees to make more effort at work by supporting their perception of justice, thus positively effecting job satisfaction and engagement. These results, which support the effect of organizational ethical climate on employees' work engagement behaviour, show that an organizational structure with ethical values is an important factor in work engagement behaviour. In conclusion, the finding that both authentic leadership and organizational ethical climate perception support work engagement among teachers is in line with similar studies in the literature. This indicates that authentic leaders and organizational ethical climate together stand out as factors that will strengthen employee engagement, and in this context, promoting authentic leadership and providing an organizational ethical climate in the workplace will have positive effects on work engagement.

The findings of this study reveal that the dimensions of authentic leadership and organizational ethical climate positively effect teachers' level of work engagement. When compared with other studies in the literature, it was found that an organizational structure based on transparent communication and ethical rules increases work engagement. For example, Avolio and Gardner (2005) state that authentic leadership creates trust and job satisfaction in employees and this situation is reflected in job performance and supports work engagement. This finding is in line with the finding that the ‘relational transparency’ dimension of authentic leadership has a significant effect on work engagement in our study. Similarly, in the study conducted by Hannah and Walumbwa (2011), it was stated that the support and open communication provided by authentic leaders to employees increased their level of engagement.

In terms of organizational ethical climate, studies conducted by Victor and Cullen (1988) emphasised the effect of ethical climate on employees' behaviours. In these studies, it is stated that the provision of ethical rules and justice creates trust and commitment in employees, which has a positive effect on work engagement. These results are in line with the significant relationship between the ‘rules’ dimension of organizational ethical climate and work engagement in our study. On the other hand, in the study conducted by Mayer, Kuenzi, and Greenbaum (2010), the role of ethical climate on employees' job satisfaction and engagement was emphasised and it was concluded that ethical rules in the organization contribute to workforce commitment. As a result, the findings of this study are largely in line with the literature showing that the dimensions of authentic leadership and organizational ethical climate support work engagement. Our study reveals that especially transparent communication and

ethical rules positively affect teachers' work engagement, while the findings in the literature confirm the importance of these factors on employee engagement. This suggests that developing authentic leadership and ethical climate in organizations can increase work engagement.

The reliability analysis results obtained in the study show consistency when compared with other studies in the literature. The Cronbach Alpha value of 0.951 obtained for the authentic leadership scale is consistent with previous studies. For example, in a study conducted by Avolio and Gardner (2005), the reliability coefficient of authentic leadership was reported as 0.90. This shows that the findings in our study overlap with the perception of authentic leadership in the literature.

It can be said that the value of 0.956 in the overall score of the organizational ethical climate scale provides a high reliability compared to similar studies in the literature. For example, the ethical climate scale developed by Victor and Cullen (1988) shows a Cronbach Alpha value of 0.91. This reveals that organizational ethical climate has similar reliability levels in different contexts.

The value of 0.971 in the work engagement scale was observed to be in line with the reliability values (generally 0.90 and above) reported in studies such as Kahn (1990) and Schaufeli and Bakker (2004). This supports the high reliability of the work engagement measure and that this scale can be used as a valid instrument for teachers.

In particular, the independence dimension had a lower reliability coefficient of 0.610, which is a striking difference compared to similar studies in the literature. This may indicate that the perception of independence is more variable among teachers or that there is more diversity in the perception of this concept. Therefore, it can be said that further research on this dimension is important to better understand the factors affecting teachers' perception of independence. In conclusion, the findings of our study are consistent with the existing studies in the literature. This increases the validity of authentic leadership, organizational ethical climate and work engagement scales for teachers and paves the way for future research on these issues. At the same time, it is emphasised that the less reliable independence dimension should be further investigated.

6. RECOMMENDATIONS

Considering that the happiness of employees is related to their perceptions of authentic leadership, it is recommended that businesses should prefer employees who are close to exhibiting authentic leadership behaviour as managers in the middle management selection process. The fact that businesses work on improving the authentic leadership characteristics of their leaders will increase workplace happiness. It has been reported that leaders who are highly aware, consistent, create a positive atmosphere, try to develop their employees, develop moral, optimistic, hopeful, sincere, honest and transparent communication can make their employees happier.

Regular in-service training in institutions, training on authentic leadership, organizational ethical climate and work engagement in in-service training can be beneficial for employees and managers in all institutions and businesses. Such studies can help clarify one's own ideas and encourage self-reflection on the question of whether their beliefs are truly their own.

As with any research, this study also has some limitations. The first limitation of the study is based on the assumption that the participants answered the questions in the survey form objectively and impartially. As with all other studies where the online survey technique was used as the data collection method in this study, this situation can also be considered as a limitation. Another limitation of the study is that some participants avoided answering the questions due to the voluntary nature of the survey. This includes extremely sensitive issues for employees such as authentic leadership perception, organizational ethical climate and job engagement, and the lack of transparency of some participants constitutes an important limitation in terms of affecting the validity of the results. Finally, the study only included a sample group consisting of teachers working in public schools in Adıyaman province. Therefore, the data obtained from the study is valid only for this specific sample group and should not be generalized to a wider population.

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APPENDICES

Appendix A: Survey Form

This research, "**The Effect of Authentic Leadership and Organizational Ethical Climate Perceptions of Teachers Working In Adıyaman On Work Engagement''** in order to measure are performed. Not because your names are written to the questionnaire, your answers will not be treated as personal and demographic information will not be shared with your answers with anyone. No more than 10 minutes to fill out the survey that has been evaluated in terms of the reliability and validity of the research and to answer the questions correctly is important. Thank you for your contribution to our survey.

I. Demographic Properties

Gender	a) Female	b) Male			
Marital status	a) Married	b) Single			
Age	a) 25 or under	(b) 26-35	c) 36-45	d) 46-55	e) 56 years or older
Training status:	a) Primary	b) High-School	C) Bachelor	d) Master	e) Doctorate
Total tenure:	a) 5 years or less	b) 6-10 years	c) 11-15 years	(d)16-20 years	e) 21 years or over
Organizational tenure:	a) 5 years or less	(b) 6-10 years	c) 11-15 years	(d) 16-20 years	e) 21 years or above

II. AUTHENTIC LEADERSHIP PERCEPTION SCALE

Authentic leadership scale						
	My leader	(1) Strongly Disagree	(2) Disagree	(3) Not Agree nor Disagree	(4) Agree	(5) Strongly Agree
1	my leader, if that's what you mean, tell him clearly.					
2	when my leader makes a mistake, he accepts.					
3	my leader encourages everyone to speak their mind.					
4	my leader tells the truth to the people.					
5	Leader of the exposed my feelings with what they feel is exactly the same.					
6	my leader is consistent with what they believe and what they do.					
7	leader gives value judgments according to decisions.					
8	leader willing to stand behind their own value judgments on my people.					
9	high standards of ethics allows us to make difficult decisions based on my leader.					
10	opinions that are contrary to what I believe deeply want to insist that the leader be stated.					
11	Leader examines at length about it before I decide.					
12	conclusion carefully listen to different opinions before arriving at my leader.					
13	interaction with others my leader/is seeking feedback to improve communication.					
14	leader knows how my abilities are evaluated by others.					
15	when I stand on important matters leaders re-evaluate the need to knows.					
16	my leader private/personal situations can affect how people understand, and you can tell them that.					

III. ORGANIZATIONAL ETHICAL CLIMATE PERCEPTION SCALE

	Organizational ethical climate Scale	(1) Strongly Disagree	(2) Disagree	(3) Not Agree nor Disagree	(4) Agree	(5) Strongly Agree
1	In this institution, employees often they think of themselves.					
2	The primary responsibility of the employees in this institution, primarily, is to consider the efficiency.					
3	This institution, employees are expected to behave according to their own personal and moral beliefs.					
4	İn this institution for the benefit of the staff of the institution are expected to do everything.					
5	İn this institution, the employees they care for each other's welfare.					
6	İn this institution, the employees own personal, moral and ethical values has no place.					
7	This institution, the rules and procedures it is very important to strictly adhere to.					
8	This institution is the only institution considered inadequate if it harms the interests of the work done.					
9	This institution employees decide what is right and wrong.					
10	At this institution, employees amounts to their own interests above everything else.					
11	Every employee in their own understanding of right and wrong the importance of this institution are taken into consideration.					
12	The most important issue of all employees in this institution is the promotion of the good.					
13	At this institution, the first consideration about the issue a decision, this decision is whether or not they have violated the laws.					
14	On the staff of this institution, first of all are expected to comply with professional standards and codes.					
15	The employees of this institution the institution of rules and procedures are expected to be separated.					
16	This institution, employees, colleagues primarily consider what is best for each other.					
17	The interests of the employees of this institution the institution amounts above everything else.					
18	This institution, successful employees are the ones who act according to written instructions.					
19	Of this institution is considered the most efficient way is always the best way.					
20	Of the employees of this institution are expected to strictly follow legal and professional standards.					

21	Employees in this institution take into consideration what is best for the other employees.					
22	İn this institution, employees illustrates the path of their own personal ethical values.					
23	Employees of this institution the institution's policies are strictly uya successful.					
24	This institution laws or professional ethics should be considered as a priority.					
25	Expected of the employees of this institution are working efficiently, first of all.					
26	İn this institution, always working to be the right thing for the individual and the society are expected.					
27	Employees in this institution in terms of team spirit is important.					
28	Responsibility towards the employees have a strong understanding of the external environment in this institution.					
29	The decisions of this institution for its contribution primarily black (contribute to the profits of the institution) are considered.					
30	Employees in this institution are actively concerned with the interests of the public.					
31	This institution, usually they'll take care of what's best for employees.					
32	Priority for every employee to do the best in this institution is of importance.					
33	Employees of this institution are very involved with what's best for themselves.					
34	İn this institution, its impact on the individual and the decisions of the working population as a priority to pay attention to it.					
35	Each employee decisions are expected to be considered for this institution.					
36	Effective solutions are always sought the problems in this institution.					

IV. WORK ENGAGEMENT SCALE

Being engaged in work	(1) Strongly Disagree	(2) Disagree	(3) Not Agree nor Disagree	(4) Agree	(5) Strongly Agree
1. Myself while doing my job I feel very energetic.	1	2	3	4	5
2. Myself while doing my job I feel strong and vigorous.	1	2	3	4	5
3. In the morning I woke up and I am wanting to go to work.	1	2	3	4	5
4. My job gives me enthusiasm.	1	2	3	4	5
5. My job inspires me.	1	2	3	4	5
6. I'm proud of the work I've done.	1	2	3	4	5
7. When working so intensely I feel happy.	1	2	3	4	5
8. Fully my work while working to concentrate on would be, I'm stuck.	1	2	3	4	5
9. While working myself I'd lose my job.	1	2	3	4	5