The effects of ethical leadership perceptions and personal characteristics on professional burnout levels of teachers

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Abstract. The primary focus of the concept of ethical leadership is to form internal corporate ethical principles. The study examines whether there is a relationship between teachers' ethical leadership and burnout levels, and whether these levels differ according to some variables (gender, branch, service period). The methodological basis of the study includes the theoretical concepts of strategic management and industrial and organizational psychology, in particular, one of its sub-disciplines – managerial psychology. Research data were collected from 477 teachers using a questionnaire. To evaluate the data obtained, we have used statistical and econometric analysis, as well as the Maslach Burnout Scale and the Ethical Leadership Scale. A negative and significant relationship was found between ethical leadership and emotional exhaustion (r = –0.099, p <0.05) and personal accomplishment (r = –0.103, p <0.01). The research results show that the levels of teachers' emotional exhaustion and depersonalization were low, whereas their personal accomplishment and ethical leadership perceptions were high. Major thrusts for future research in this area are analysis of additional personal characteristics of teachers and a change in the geographical location of the study.

Keywords: strategic management; professional burnout; ethical leadership; personal characteristics; teacher.

JEL Classification: M10, M12, M54

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INTRODUCTION

Leadership has become increasingly important for the future of the organization in today's competitive environment. Leadership is the ability to influence and mobilize members of the organization to achieve organizational goals by using power effectively [Daft, Marcic, 1998]. With concepts such as expertise and competence, the characteristics and behavioral orientation of leaders have become even more important in attaining goals while affecting employees. In an environment, where universal principles are adapted in the context of social culture, employees expect their leaders to respect their moral principles and protect their personal values. More importantly, they expect leaders to be consistent in their behavior as role models.

Unethical behaviors (corruption, deception, injustice, etc.) in business negatively affect long-term interests of companies. Accordingly, the role of leadership in establishing ethical behavior within the business was started to be questioned. In this sense, a concept that stands out among the leadership types is ethical leadership. Ethical leadership takes responsibility for the establishment of ethical principles within the organizational structure [Eisenbess, 2012]. Ethical leadership is the leader's adherence to ethical values and associating their behavior with them [Cuilla, 1998]. The ethical leader is one who keeps fair practices on the agenda by showing correct and honest behavior [Brown, Trevino, Harrison, 2005].

Analysis of the relevant literature indicates that ethical leadership develops many positive organizational attitudes and behaviors in the subordinates. Ethical leadership positively affects job satisfaction [Koh, Boo, 2001; De Hoogh, Den Hartog, 2008], organizational commitment [Brown, Trevino, Harrison, 2005; Watson, 2010; Hassan, Wright, Yukl, 2014; Kim, Brymer, 2011], organizational citizenship behaviors [Lu, 2014; Mo, Shi, 2017] and business performance of employees [Piccola et al., 2010; Bello, 2012; Bouckenooghe, Zafar, Raja, 2015; Liu et al., 2013]. When ethical leadership directly affects the positive organizational attitude and behavior in question, it also affects negative attitudes such as job stress, dissatisfaction at work, and burnout [Schwepker, Ingram, 2016; Okpozo et al., 2017; Sığrı ve Başar, 2015; Dertli, 2015].

In organizations, all staff, from top managers to employees, continue their activities under intense stress with close interaction. Preschool and primary school teachers and administrators, who are responsible for educating younger age students, continue their business life under elevated pressure caused by parents' growing expectations, students; behaviour and authorities' requirements. However, educators experience intense burnout since they give all their energy to students.

Burnout is a syndrome that causes negative attitudes towards work, life and other people. This is a result of physical exhaustion, long-term fatigue, despair and hopelessness, especially in people who are subject to intense emotional demands due to their job and constantly have to work face to face with other people [Maslach, Jackson, 1981].

Leadership styles of administrators are believed to be an important factor affecting the burnout level of employees and, therefore, leadership qualities of school administrators may influence the burnout level of teachers. There are studies examining the effects of different leadership types on burnout. Laschinger, Wong and Grua [2013] find that authentic leadership has a significant and negative effect on emotional exhaustion, whereas Leithwood et al. [1996] and Salem [2015] highlight a negative relationship between transformational leadership and burnout. Yasım [2020] demonstrates a significant relationship between emotional exhaustion, depersonalization and democratic leadership. Özcan [2019] claims that leadership styles of school principals are a significant predictor of burnout. Yıldız and Çolak [2018] agrue that as the self-perception of liberalism increases, the sense of depersonalization and emotional exhaustion decrease and the sense of personal failure as the perceptions of interactive and transformational leadership increase. Hunsaker [2019] reveals a negative relationship between spiritual leadership and burnout. Looking at the studies on the relationship between ethical leadership and burnout, it can be seen that ethical leadership negatively affects burnout [Okpozo et al., 2017; Dertli, 2014; Arıkök, Gündüz Çekmecelioğlu, 2017; Ayan, 2015; Quade et al., 2013; Sığrı, Başar, 2015].

The current research aims to examine whether there is a relationship between teachers' levels of ethical leadership and burnout, and if these levels differ according to some variables (gender, branch, duration of service). The data set is obtained using the quantitative research methods with the help of the survey method. Data are collected from 477 teachers reached by easy sampling method.

LITERATURE REVIEW

Professional burnout. Freudenberger [1974], who conducted the first clinical researches related to the professional burnout phenomenon, described it as a professional danger, since it is one of the important problems that the individual may encounter in their professional life. Professional burnout is a loss of energy and power as a result of a failure of the employee to meet their job demands and attrition by establishing a cause-effect relationship.

According to Maslach, Schaufeli and Leiter [2001], burnout is a state of tiredness and fatigue that other people can easily observe, resulting in decreased physical and emotional energy. As they put it, burnout as a three-factor structure such as emotional exhaustion, depersonalization and reduced personal accomplishment.

Emotional exhaustion. The first sign of burnout is that a person feels emotionally exhausted because of their work. This dimension is the spiritual and physical stress dimension of burnout. Those feeling emotionally exhausted state that their energy is over and their emotional resources wasted away [Maslach, Schaufeli, Leiter, 2001]. *Depersonalization.* Maslach and Jackson [1981] define depersonalization as the behavior of a person acting emotionlessly towards whom they serve, regardless of whether they are unique beings. *Personal accomplishment,* on the other hand, indicates a decrease in the level of success as a result of negative perceptions of the individual, which includes lack of feeling adequate and effective. These feelings of failure and inadequacy decrease the quality of the work done, reduce the sense of trust that the individual feels that they can make a difference within the organization and cause the individual to experience negative emotions such as failure, depression and stress [Maslach, Schaufeli, Leiter, 2001].

Burnout has serious socio-economic impacts such as reduced productivity and high resignation rate [Golonka et al., 2019]. Burnout is a form of psychological tension and leads to undesirable consequences such as decreased job performance, job dissatisfaction, decreased customer satisfaction, low levels of corporate loyalty and increased absenteeism [Babakus, Yavaş, Ashill, 2010]. Burnout is associated with more than a hundred symptoms, from anxiety to lack of interest [Schaufeli, Buunk, 1996].

Ethical leadership. Leadership is the ability to attribute different meanings to behaviors in various situations [Heifetz, Laurie, 1997], convince people to lead certain goals and mobilize those who follow them for specific purposes [Ke, Wei, 2008]. According to Gardner [2011], leadership is to maintain behavioral coherence and represents a role model for viewers by considering ethical values under all conditions and circumstances.

Ethics, which is regarded as a conceptual integral part of many leadership styles such as humanist leadership, democratic leadership, transformational leadership, authentic leadership, servant leadership and charismatic leadership, comes our way as a separate leadership style. Ethic is a state of balance between rules, roles and goals. Ethical values developed in relation to rules, roles and goals guide thoughts and actions [Peterson, Potter, 2004].

Ethical leadership is a leadership style that requires sacrifice and full commitment to subordinates [Hermond, 2005]. Ethical leaders possessing right values and strong character set an example for others [Freeman, Moriarty, Stewart, 2009]. The main determinant of organizational success is positive relationships built with respect and trust with all corporate stakeholders. Such relationships grow and develop on the basis of the basic principles of ethical leadership, such as trust, respect, honesty, fairness, and equality [Bello, 2012].

RESEARCH METHODOLOGY

The aim of the study is to examine whether there is a relationship between the levels of ethical leadership and professional burnout of teachers, and if these levels differ according to some variables (gender, branch, age, duration of service). In the research relational screening model was used. Within the framework of the current study, we put forward the following hypotheses:

H1: There is a significant relationship between ethical leadership and emotional exhaustion.

H2: There is a significant relationship between ethical leadership and the level of depersonalization.

H3: There is a significant relationship between ethical leadership and personal accomplishment level.

The universe of the research consists of pre-school teachers and classroom teachers working in the 2018–2019 academic year in pre-primary and primary schools of the National Ministry of Education in the central district of Bartın, Turkey. Due to difficulties in reaching the whole universe, the survey and sampling methods were used to collect data. Questionnaires were distributed randomly to schools between January and June of 2019 by using the easy sampling method, and teachers were asked to fill out questionnaires on a voluntary basis. 489 teachers participated in the study by completing the questionnaire. 12 questionnaires were excluded from the scope of the study due to the excessive missing answers and the sample of the study consisted of 477 teachers.

Questionnaire method, which is one of the quantitative methods, was applied to collect data. In the research, the questionnaire consisted of three sections including 7 questions and 22 items. The first section was developed by the researcher and covered 7 questions about the personal characteristics and variables associated with the purpose of the research under the title of "Personal Information Form". In this section, the age, gender, marital status, number of children, branch, duration of service in the profession and duration of service at school were determined as variables. The second part of the questionnaire consisted of the "Professional Burnout Inventory" to measure the levels of professional burnout of the participants. The third part was the "Ethical Leadership Scale" to measure the ethical leadership perceptions of the participants towards school administrators. The validity and reliability analysis of the scales utilized in the research are explained below.

Burnout Scale

The Maslach Burnout Inventory is the leading measure of burnout examined in scientific literature [Poghosyan, Aiken, Sloane, 2009]. In order to determine the burnout phenomenon, we address the study by Ergin [1992] that adapted the Maslach Burnout Inventory into Turkish. The scale consists of 22 items and three dimensions of burnout, such as Emotional Exhaustion, Depersonalization and Personal Accomplishment. In the study, a five-point Likert scale was used. Emotional exhaustion and depersonalization subscale scores for each item are: 1 = Never; 2 = Very rare; 3 = Sometimes; 4 = Most often; 5 = Always. The Personal Accomplishment subscale scores are the opposite [Maslach, Jackson, 1981].

In the study, we performed an analysis of validity and reliability of the scale in the first place. Reliability analysis was conducted for 22 items, and Cronbach's alpha value was found to be 0.831. Item total correlation values were analyzed. Item total correlation explains the relationship between the scores of the test items and the score of the test. The fact that the item total correlation is positive and high indicates that the items exemplify similar behaviors and the internal consistency of the test is high [Büyüköztürk, 2011]. In the analysis, the results of the item total test correlation were expected to be positive and high, while the item 14 that did not contribute to the overall scale did not provide the expected result. Since item 14 was negative correlated (–0.205), it was removed and the scale re-analyzed. As a result of the analysis, Cronbach's alpha value was 0.849 and item total correlation results were positive and high for all items. In this case, the reliability of the scale is high. Exploratory Factor Analysis (EFA) was carried out to determine the construct validity of the scale. At this stage, the principal component factor extraction method and the varimax vertical rotation method were preferred. The prerequisite for the suitability of the research data for factor analysis is that the Bartlett test should be significant and the Kaiser-Meyer-Olkin (KMO) value should be 0.50 and above [Field, 2013]. KMO value was calculated to be 0.827. It was established that the data were suitable for factor analysis according to KMO and Bartlett test results (x^2 = 5030,303, df = 231, p = .000). As a result of the EFA, the 4th item was excluded from the analysis as it showed ambivalence, and the analysis was repeated. The 22nd item was removed from the analysis because it formed a single factor in the second analysis, and the analysis was repeated because the 16th and 20th items formed a single-factor structure in the repeated analysis. After the removal of the related items, the burnout scale was analyzed with 17 items and a 3-factor structure explaining 63.050 % of the total variance. In line with the Maslach Burnout Inventory, the items in the scale were named as (1) Factor Emotional Exhaustion (EE), (2) Factor Depersonalization (DP) and (3) Factor Personal Accomplishment (PA). The items that make up the dimension of the scale are determined as follows[1]: EE – M1 (0.796), M2 (0.729), M3 (0.760), M6 (0.751), M8 (0.847), M13 (0.646); DP – M5 (0.760), M10 (0.889), M11 (0.859), M15 (0.801); PA – M7 (0.887), M9 (0.838), M12 (0.657), M17 (0.820), M18 (0.724), M19 (0.671), M21 (0.756).

After determining which item is collected under which factor, this structure should be tested with Confirmatory Factor Analysis (CFA) if it is verified or not. DFA, achieved with the first level multi-factor model, was performed with the highest likelihood estimation method. Various fit index criteria were used to evaluate the goodness of fit of the model. The fit indices, reference values [Jöreskog, Sörborn, 1981; Bentler, 1990; Kline, 1998; Browne, Cudeck, 1993; Wang, Wang, 2012] and their results are presented in Table 1.

The goodness of fit values is sufficient for CFA performed after the EFA related to the scale so that the model is statistically significant.

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[1] Factor loads are given in parentheses.

Cronbach Alpha reliability coefficients for the overall and dimensions of the scale were calculated as follows: Overall scale = 0.844, EE = 0.859, DP = 0.866 and PA = 0.884. As a result of the reliability analysis, it was determined that the scale used in the study has a high level of reliability.

Ethical Leadership Scale

To determine the ethical leadership perception, we use a 10-item and one-dimensional Ethical Leadership Scale developed by Brown, Trevino and Harrison [2005] and adapted to the Turkish environment by Tuna, Bircan and Yeşiltaş [2012]. Validity and reliability of the scale were analyzed. Reliability analysis was performed and Cronbach's alpha value was 0.881, item total correlation results were positive and high for all items. In this case, the reliability of the scale is high. EFA was performed to determine the construct validity of the scale. At this stage, the principal component factor extraction method and the varimax vertical rotation method were preferred. As a result of the analyzes, KMO value was calculated to be 0.898. As a result, it was determined that the data were suitable for factor analysis according to the KMO and Bartlett test results ($x^2 = 1931.189$, df = 28, p = .000). Since EFA of the 9th and 10th items constituted a single factor structure, the analysis was repeated. After the related items were removed, the ethical leadership scale was analyzed with 8 items, and a single-factor structure that explained 57,283 % of the total variance was revealed. Item factor loads are as follows: for item 1 – 0.875; for item 2 – 0.845; for item 3 – 0.819; for item 4 – 0.748; for item 5 – 0.737; for item 6 – 0.643; for item 7 – 0.696; for item 8 – 0.654.

It is necessary to test this structure obtained with EFA, by CFA and determine if it is verified or not. CFA, conducted with a single factor model, was performed with maximum likelihood method. When the compliance values of the CFA were examined, the goodness of fit index values of the scale were calculated as CMIN/DF (x^2/sd) = 6.015; GFI = 0.944; AGFI = 0.899; NFI = 0.938; CFI = 0.948; RMSEA = 0.103 and RMR = 0.026. Since the fit index values of the model are not included in the accepted range, improvements were made by creating covariance among some error terms and fit index values were included in the acceptable range as seen from Table 2.

The goodness of fit values are sufficient for CFA performed after the EFA related to the scale, so that the model is statistically significant.

RESEARCH RESULTS

The distributions of the teachers participating in the research regarding their demographic characteristics are presented in Table 3.

Of the total number of teachers (n = 477) participating in the research, 326 are women, 151 are men; 441 are married, 36 are single; and 390 are classroom teachers, and 87 are preschool teachers. 48 % of the participants are between the ages of 35–44 and 24.1 % are over the age of 45;

Table 1 – Values regarding the adaptation of the professional burnout measurements
Таблица 1 – Значения показателей в соответствии со шкалой профессионального выгорания

Compliance Statistics	Good Fit	Acceptable	Values in the model	Compliance
X² Compliance test	Not meaningful	–	0.000	Meaningful
Chi-Square Fit Test (x²/sd)	≤ 3	≤ 4–5	407413/116 = 3.512	Acceptable
Goodness of Fit Index (GFI)	≥ 0.90	0.89–0.85	0.911	Good fit
Adjusted Goodness of Fit Index (AGFI)	≥ 0.90	0.89–0.85	0.882	Acceptable
Normed Fit Index (NFI)	≥ 0.95	0.94–0.90	0.905	Good fit
Comparative Fit Index (CFI)	≥ 0.97	≥ 0.95	0.930	Acceptable
Root Mean Square Error of Approximation (RMSEA)	≤ 0.05	0.06–0.08	0.073	Acceptable
Residue Based Fit Index (RMR)	≤ 0.05	0.06–0.08	0.043	Good fit

Table 2 – Values regarding the compliance of the ethical leadership measurement
Таблица 2 – Значения показателей в соответствии со шкалой этического лидерства

Compliance Statistics	Good Fit	Acceptable	Values in the model	Compliance
X² Compliance test	Not meaningful	–	0.000	Meaningful
Chi-Square Fit Test (x²/sd)	≤ 3	≤ 4–5	42460/13 = 3.266	Acceptable
Goodness of Fit Index (GFI)	≥ 0.90	0.89–0.85	0.979	Good Fit
Adjusted Goodness of Fit Index (AGFI)	≥ 0.90	0.89–0.85	0.943	Good Fit
Normed Fit Index (NFI)	≥ 0.95	0.94–0.90	0.978	Good Fit
Comparative Fit Index (CFI)	≥ 0.97	≥ 0.95	0.985	Good Fit
Root Mean Square Error of Approximation (RMSEA)	≤ 0.05	0.06–0.08	0.069	Acceptable
Residue Based Fit Index (RMR)	≤ 0.05	0.06–0.08	0.015	Good Fit

Table 3 – Socio-demographic distribution of participants
Таблица 3 – Социально-демографические характеристики участников исследования

Variable		f	%	Variable		f	%
Gender	Female	326	68.3	Marital status	Married	441	92.5
	Male	151	31.7		Single	36	7.5
Age	Below 25 years	19	0.4	Number of children	0	56	11.7
	26–34 years	114	23.9		1	134	28.1
	35–44 years	229	48.0		2	236	49.5
	Above 45 years	115	24.1		3	51	10.7
Total service time	Less than 5 years	8	1.7	Service time at school	Less than 1 year	50	10.5
	6–10 years	125	26.2		2–5 years	165	34.6
	11–20 years	224	47.0		6–10 years	163	34.2
	More than 21 years	120	25.2		More than 10 years	99	20.8
Branch	Preschool	87	18.2				
	Class teacher	390	81.8				

49.5 % have 2 children; 47 % have been in the teaching profession for 11–20 years and 34.6 % have been working in their current schools for 2–5 years.

The average and standard deviation values of the research variables are presented in Table 4.

Table 4 – Average and standard deviation values for the research variables
Таблица 4 – Среднее и стандартное отклонение переменных

Variables	n	$\bar{x}$	Standard Deviation
Emotional Exhaustion		1.73	0.62
Depersonalization	477	1.49	0.81
Personal Accomplishment		1.57	0.51
Ethical Leadership		4.42	0.58

As seen from Table 4, participants experience low levels of burnout in emotional exhaustion ($\bar{x}$= 1.73), depersonalization ($\bar{x}$ = 1.49) and personal accomplishment ($\bar{x}$ = 1.57), and their perception of ethical leadership is quite high ($\bar{x}$ = 4.42).

Independent samples t-test was conducted to determine if the ethical leadership perceptions and burnout levels of the participants changed according to their gender (Table 5).

While the participants' emotional exhaustion, personal accomplishment and ethical leadership perceptions did not differ significantly according to their gender, their depersonalization levels (t = 4.913; p <0.05) showed a significant difference. The average of the insensitivity levels of female teachers ($\bar{x}$ = 1.37) was lower than the average of the depersonalization levels of male teachers ($\bar{x}$ = 1.75). These results indicate that male teachers have higher levels of depersonalization (Table 5).

Independent samples t-test was conducted to determine if the ethical leadership perceptions and burnout levels of the participants change according to their branches (Table 6).

While the emotional exhaustion levels of the participants did not differ significantly according to their branches (t = –0.40; p > 0.05), their depersonalization and personal accomplishment levels and ethical leadership perceptions showed a significant difference. Preschool teachers' depersonalization levels ($\bar{x}$ = 1.31) are higher than in classroom teachers ($\bar{x}$ = 1.53). Classroom teachers' perception of personal accomplishment ($\bar{x}$ = 1.61) is lower than in preschool teachers ($\bar{x}$ = 1.43) and this difference is statistically significant (t = –2.364; p <0.05). The average of classroom teachers' ethical leadership views

Table 5 – Independent sample t-test results according to gender
Таблица 5 – Результаты расчета t-критерия Стьюдента для показателя «Пол участников»

Variable	Gender	n	$\bar{x}$	Standard Deviation	s.d	T	p*
Emotional Exhaustion	Male	151	1.81	0.74	475	1.935	0.054
	Female	326	1.69	0.56			
Depersonalization	Male	151	1.75	0.98	475	4.913	0.000
	Female	326	1.37	0.68			
Personal Accomplishment	Male	151	1.56	0.67	475	–0.467	0.641
	Female	326	1.58	0.59			
Ethical Leadership	Male	151	4.43	0.69	475	0.269	0.788
	Female	326	4.41	0.53			

Note. *p < 0.05.

Table 6 – Independent sample t-test results according to branch
Таблица 6 – Результаты расчета t-критерия Стьюдента для показателя «Профессиональная специализация»

Variable	Branch	n	x̄	Standard Deviation	s.d	T	p*
Emotional Exhaustion	Preschool teacher	87	1.73	0.52	475	–0.40	0.968
	Class teacher	390	1.73	0.65			
Depersonalization	Preschool teacher	87	1.31	0.70	475	–2.321	0.021
	Class teacher	390	1.53	0.82			
Personal Accomplishment	Preschool teacher	87	1.43	0.54	475	–2.364	0.018
	Class teacher	390	1.61	0.62			
Ethical Leadership	Preschool teacher	87	4.30	0.58	475	–2.063	0.040
	Class teacher	390	4.44	0.58			

Note. *p < 0.05.

(x̄ = 4.44) is higher than the average of the preschool teachers' opinions (x̄ = 4.30), and this difference is statistically significant (t = –2.063; p <0.05).

One-Way Anova Test was conducted to determine whether the ethical leadership perceptions and burnout levels of the participants change according to the duration of service (Table 7).

As seen from Table 7, the emotional exhaustion levels of the participants do not show a significant difference according to their total service time (F = 1.131, p > 0.05). The depersonalization levels of the participants differ significantly according to their total service time (F = 11.348, p < 0.05). The group(s), from which the difference originated, was determined by Tukey's test. Accordingly, the depersonalization levels of the teachers working 21 years or more and the difference between the other groups are statistically significant. The personal accomplishment levels of the participants differ significantly according to their total service time (F = 10.275, p < 0.05). The group(s), from which the difference originated, was determined by Tukey's test that is from one of the PostHoc Tests. Hence, the average of personal accomplishment level of the teachers working for 21 years or more and the difference be-

tween the other groups is statistically significant. Ethical leadership perceptions of participants differ significantly according to their total service time (F = 3.416, p < 0.05). The group(s), from which the difference originated, was established by Tukey's test that is from one of the PostHoc Tests. Thus, the difference between the ethical leadership perception averages of the teachers working 21 years or more and the averages of the teachers working between 11–20 years is statistically significant.

To understand if there is a significant relationship between participants' ethical leadership perceptions, emotional exhaustion, depersonalization and personal accomplishment burnout levels, the variables were tested with Pearson correlation analysis (Table 8).

As follows from Table 8, there is a positive and significant relationship between emotional exhaustion and depersonalization (r = 0.321, p < 0.01) and personal achievement (r = 0.138, p < 0.01), and personal accomplishment and depersonalization (r = 0.120, p < 0.01).

There is a negative and significant relationship between ethical leadership with emotional exhaustion (r = –0.099, p < 0.05) and personal accomplishment (r = –0.103, p < 0.01). There was no significant relation-

Table 7 – One-Way Anova test results according to service duration
Таблица 7 – Результаты однофакторного дисперсионного анализа для показателя «Опыт работы в должности»

Variable	Service duration	n	x̄	Standard Deviation	F	p*
Emotional Exhaustion	Less than 10 years	133	1.70	0.59	1.131	0.324
	11–20 years	224	1.71	0.65		
	More than 21 years	120	1.80	0.61		
Depersonalization	Less than 10 years	133	1.31	0.71	11.348	0.000
	11–20 years	224	1.45	0.76		
	More than 21 years	120	1.78	0.92		
Personal Accomplishment	Less than 10 years	133	1.56	0.52	10.275	0.000
	11–20 years	224	1.47	0.50		
	More than 21 years	120	1.78	0.82		
Ethical Leadership	Less than 10 years	133	4.38	0.56	3.416	0.034
	11–20 years	224	4.49	0.61		
	More than 21 years	120	4.32	0.55		

Note. *p < 0.05.

Table 8 – Correlation analysis results
Таблица 8 – Результаты корреляционного анализа переменных

Variable	Emotional Exhaustion	Depersonalization	Personal Accomplishment	Ethical Leadership
Emotional Exhaustion	1			
Depersonalization	0.321**	1		
Personal Accomplishment	0.138**	0.120**	1	
Ethical Leadership	−0.099*	0.014	−0.103**	1

Note. *p < 0.05, **p < 0.01.

ship between ethical leadership and depersonalization (r = −0.014, p > 0.05). In this case, H1 and H3 hypotheses are accepted and H2 hypothesis is rejected.

DISCUSSION AND CONCLUSION

In the course of the research, a negative relationship was found between ethical leadership and emotional exhaustion and depersonalization levels. Hence, if there is an increase in teachers' perceptions of ethical leadership, there is a decrease in emotional exhaustion and depersonalization levels. This result shows parallelism with other studies [Okpozo et al., 2017; Dertli, 2014; Arıkök, Gündüz Çekmecelioğlu, 2017; Ayan, 2015; Quade et al., 2013; Sığrı, Başar, 2015].

In their research on burnout, Starnaman and Miller [1992] reveal that the insensitivity of the teacher towards their students, as well as distancing themselves from the students leads to stronger emotional exhaustion, and this situation directly reduces the personal accomplishment of the teacher to the lower levels. Similarly, a positive correlation was found between emotional exhaustion, depersonalization and personal accomplishment. Accordingly, the sense of burnout that starts in one dimension affects and increases the other dimensions.

Another result obtained in the research is that as service time of the teachers increases, their depersonalization levels increase. Accordingly, the teachers who have worked for a long time in the profession become more deprived of their students. In addition, as the working time increases, the sense of personal accomplishment decreases. In the earlier years of the profession, teachers feel more successful.

We have also found that male teachers experience a higher level of depersonalization than their female colleagues do.

This research was carried out using only the questionnaire as the first data source. Future research can be carried out by obtaining more comprehensive data using qualitative methods (interview technique, etc.). The number of variables observed in measuring ethical leadership has been limited, and the number of factors can be increased in future research. Another limitation of the research is that it was carried out for teachers in a certain region. Research in different countries and regions can be repeated and new comparable findings can be provided. ■

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Влияние этического лидерства и личных характеристик на уровень профессионального выгорания преподавателей

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Аннотация. Формирование внутрикорпоративных этических принципов – основная задача концепции этического лидерства (ЭЛ). Статья посвящена изучению взаимосвязи между приверженностью преподавателей ценностям ЭЛ и профессиональным выгоранием, а также анализу влияния ряда факторов (пол, профессиональная специализация и опыт работы в должности) на степень профессионального истощения. Методологический каркас исследования включает теоретические положения стратегического менеджмента и индустриально-организационной психологии, в частности, одного из ее подразделов – управленческой психологии. Информационную базу составили результаты опросов 477 респондентов. Для оценки полученных данных применялись методы статистического и эконометрического анализа, а также методика оценки профессионального выгорания К. Маслач и шкала этического лидерства. Проведенные расчеты обнаружили значимую

отрицательную связь между ЭЛ и эмоциональным истощением (r = – 0,099, p < 0,05), а также уровнем личных достижений (r = – 0,103, p < 0,01). Результаты исследования свидетельствуют о низком уровне эмоционального выгорания и деперсонализации респондентов, а также об их высокой удовлетворенности результатами труда и положительном восприятии ЭЛ. Среди возможных направлений для дальнейшего изучения тематики отметим анализ дополнительных личных характеристик преподавателей, а также смену географической локации исследования.

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