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Rating and Evaluation of Ethical Behaviors of Education Managers with AHP Analysis Technique, one of the Modern Decision Support Systems

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ABSTRACT

This study aims to create a model for rating and evaluation the ethical behaviors that education administrators will use in decision-making processes by using the Analytical Hierarchy Process (AHP), which is one of the modern decision support systems. The research used the Analytical Hierarchy Process (AHP) method, one of the modern decision support systems, which allows the joint analysis of quantitative and qualitative data. The data collection instrument for the study is the Ethical Leadership Scale. Research data were collected from 15 school administrators and teachers working in Kartal, Pendik, Maltepe, and Sultanbeyli districts on the Anatolian side of Istanbul province during. The purposive sampling method was used to determine the study group. The ethical behaviors identified using the sub-dimensions of the scale were compared in pairs and ranked according to their importance. The results revealed that the most important ethical behaviors managers should have in all their values and behavioral ethics are truthfulness and honesty. In the dimension of environmental ethics, managers are expected to create the freest environments, while managers are expected to be the fairest in the dimension of communication ethics. Managers are expected to have these values and apply them in their lives. When managers make decisions in the management process, they should act rationally and consider the ethical dimensions of the decisions.

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Ethics, ethical behavior, analytical hierarchy process (AHP)

1. Introduction

Humankind is still searching for what is good and right. People are constantly confronted with the dilemma of whether events and phenomena in the changing world are good or bad. Then, when people face these kinds of dilemmas, ethics becomes a big part of their internal conflicts and all other relationships (Levent, 2019). At the same time, ethics strives to explore and understand a desirable life. It is the object of ethics to put all activities and goals in their place, to know what to do and what not to do, what to want or not to want, what to have or not to have (Aydın, 2017; Demirtaş & Güneş, 2002; Nuttal, 2011). Russell and Shafritz (1993) think that ethics play a big role in getting people to want the same things as the rest of the world and to follow the moral rules that society tells them to. It should be shown what the qualities of a good person are and what they should be, what the behavioral limits of the individual should be (Aydn, 2017; Hitt, 1990) and what they are and should be in the behaviors specific to society (Levent, 2019). The crises that humanity is experiencing

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at present make it necessary to revive the virtuous behaviors that have been discussed for centuries. Considering the problems experienced, it is evident that the legal rules of the rule of law alone are not enough to ensure social order and make people happy. The need for society to adopt and apply ethical values in addition to legal rules is better understood.

Values are very important in clarifying who we are and can change over time. People's social environments also help shape our ethical understanding in good or bad ways (Levent, 2019). Professional life is one of these social environments that influence people's values and ethical behavior. In his professional life, although he has many values that he shares with his colleagues, some of these values may take precedence over others. Although it is obvious which ethical principles should take precedence in professional life in general, it may be difficult to choose between values in some cases, resulting in a quandary (Levent, 2019).To minimize ethical dilemmas, professional ethics tries to point out principles and rules based on beliefs about what is right and what is wrong, and what is right and wrong from ethical principles related to a profession (Gözütok, 1999; Obuz, 2009). It is also considered that professional ethics are influenced by the ethical understanding of the institution and society. Considering that the principles associated with the profession may change over time, employees are expected to possess these values. However, it can be said that professionals who do not have professional ethics, by prioritizing their interests and concerns, also harm the institution to which they feel they belong. Ultimately, it is society as a whole that suffers. With this perspective, teaching is perceived as a holy profession by people who care about society's well-being. It is respected and regarded as highly prestigious (Obuz, 2009; Uzbek, 2003). As a result, those who stay in this field must exercise ethical responsibility.

Ethics tries to gain the knowledge of what is right and what is wrong (Aydın, 2003; Karakütük, 2002; Kuçuradi; 2003). In addition to the principles and rules of professional ethics, the knowledge of what is right and what is wrong is also important (Erdem & Şimşek, 2013; Gündüz & Çoşkun, 2012). School administrators and teachers should pay attention to the ethical rules, standards, and principles required for the profession in their actions and practices both inside and outside the organization. Most countries have established principles of professional ethics in relation to these rules. According to the American Association of Educator's ethical principles (NEA), education requires expertise and should meet all student needs. According to NEA, an educator must believe that people should be worthy and dignified. He should be a person who seeks the truth, strives for perfection, and embraces democratic principles. The educator should protect people's right to learn, ensure that everyone has the chance to go to school, and have the highest ethical standards (NEA, 2018). The Ministry of National Education has established professional ethical principles for Turkey's education and training service providers. These principles refer to relations with students, ethical principles related to the teaching profession, ethical principles pertaining to relations with educators, ethical principles related to relations with parents, ethical principles related to relations with school management and society, and school administrators, teachers, students, and parents under the heading of ethical principles (MEB, 2009). The efforts of staff to protect and develop their profession, the job-related competencies of staff, and the role of professional organizations that seek to develop the profession are also important in forming and establishing these ethical rules, which must be adopted by teachers and applied in their behavior. The fact that employees talk about professional ethics without fulfilling their responsibility towards their profession will only lead to an understanding of rejection (Özkan & Çelikten, 2018). Since teaching is a profession that requires moral responsibility, many people communicate with it (Şentürk, 2009).

According to Socrates, ethics and pedagogy form an inseparable whole, and ethical knowledge make it possible to gain pedagogical understanding. With ethics education, individuals can highlight the moral dimensions of their practices and develop their ability to think freely and make ethical decisions (Pieper, 2012). When individuals are free to express their thoughts and the unconditional obligation and obedience in educational organizations are reduced, individuals can voluntarily make their own decisions. Ethical behaviors are not useful in an educational environment where a punitive climate prevails. Considering that people can overcome organizational inertia through education, this task falls to democratic states (Bakioğlu & Levent, 2014). It can be said that in a society dominated by democratic values, organizations are also dominated by a democratic culture. Employees feel freer and more secure in organizations that embrace democracy and are managed with a participative management approach (Baydar, 2022). The role of the school

principal, who is responsible for ethical decision-making, is very important in creating such a climate in schools.

The decisions of school managers must be evaluated not only from a rational and administrative point of view but also from an ethical one. However, managers can be said to act in a solution-oriented manner by focusing on rational decision-making rather than considering the ethical aspect of the decision. In decision making, managers tend to make decisions that satisfy everyone by considering the situations that they believe are most necessary and that affect the organization and its employees together, rather than doing what is best and right (Kıral, 2015). These managers should know that good decisions must include both ethics and rationality (Hoy & Miskel, 2010). Although there are many decision-making methods, school administrators should be both value-oriented and rational in their decision-making. Value orientation is about what a person believes is important (Kinicki & Williams, 2003). For this reason, school administrators should consider that their decisions have both a rational and ethical dimension. It will also be easier for the leader to make the right ethical decision if the manager knows which values are most important and how important they are in making the right choice.

What personal and professional ethical principles school administrators have and which values should be prioritized in ethical decision-making is a research topic in the science of ethics. Moral philosophers define more than four hundred ethical behaviors that people should have. These concepts also have similar aspects. For example, it is difficult to say that courage and honesty are completely different concepts, just as compassion and empathy have similar elements. When we look at the professional ethics or virtuous behaviors of administrators and teachers, we find the following common concepts: justice, equality, consistency, impartiality, reliability, honesty, humility, courage, fidelity to the word, diligence, care, respect, responsibility, empathy, compassion, attention, compassion, gentleness, patience, understanding, sincerity, modesty, courtesy, openness, and tolerance (Campell, 2013).In addition, educational administrators should be able to find ways to achieve their goals, have strong communication skills, be courageous, make it easy for people and teachers to get information, benefit from the power of information, and work well with others (Tabancalı & Çakıroğlu, 2017).

In this direction, it is necessary to determine the ethical behaviors of school administrators in order to be role models for society and to determine these behaviors according to their importance. It might be possible to enrich the programs' content in school administrators' selection, training, and appointment. In this study, it is aimed to determine the ethical behaviors of school administrators by using the Analytical Hierarchy Process (AHP), which is one of the modern decision support systems, and to create a model that the administrators can use in decision making. Thanks to this model, school administrators can be helped to make more effective ethical decisions. On the other hand, it becomes clear which values should be given priority when composing the content of training programs for managers.

2. Methodology

2.1. Research Model

In this study, the Analytical Hierarchy Process (AHP), a multi-criteria decision-making process invented by Saaty (1980) and used to address difficult problems in organizations, was utilized to solve complicated challenges. AHP is a measuring theory for developing scales for pairwise comparisons which is based on expert views. It is a scale that measures the relative importance of intangible factors. On a given attribute, pairwise comparisons are made using a scale that contains absolute assessments of how dominating one item is compared to another (Saaty, 2008). The application processes of the AHP method are as follows:

1- First, the problem is defined and a hierarchical structure is created. At this stage, the purpose, sub-criteria and alternatives should be determined based on literature research and expert opinions.
2- Pairwise comparison matrices should be created for the application of AHP management. The criteria and sub-criteria created as a hierarchical structure should be compared in pairs. The criteria in the pairwise comparison matrices should be compared according to their purpose and importance. The importance scale determined by Saaty (1990) is used to determine the importance levels of the criteria.
3- After this step, a single comparison matrix is obtained by taking the geometric mean of the comparison matrices created.

4- Among the values in the comparison matrix, the value in a column is divided by the weight of the column it is in, and the matrix is normalized.
5- The priorities vector is obtained by calculating the averages of each row.
6- Among all criteria, the importance of the relevant criteria should be calculated. In the previous step, the averaged values should be summed by multiplying the original normalized form of the matrix. The martis obtained must be divided by the mean obtained in the "eigenvector" calculation to obtain the all priorities matrix.
7- At this stage, the calculation of the consistency ratio should be made. The CR value is used to ensure consistency. To calculate this value, the Consistency index (CI) is calculated.
8- Finally, the Random Index (RI) is used to calculate the consistency ratio. Whether the obtained value is within the usable values should be determined by looking at the fitness value.

2.2. Research Sample

During the 2021-2022 academic year, 15 school administrators and teachers from the Kartal, Pendik, Maltepe, and Sultanbeyli districts on Istanbul's Anatolian side participated in this study. The study group was determined using the purposive sampling technique, which is one of the non-random sampling methods. Purposive sampling allows for in-depth research by picking examples based on their information content, which is determined by the study's objectives. When working in one or more unique scenarios that fulfill specified requirements or have specific characteristics, it is favored (Fraenkel & Wallen, 2006; Büyüköztürk et al., 2017).

2.2. Data Gathering Instruments

The AHP technique was applied to the ethical behaviors of school administrators using the Ethical Leadership Scale developed by Yılmaz (2006), and the ethical behaviors on the scale were incorporated in the pairwise comparison matrix. There are 44 items on the ethical leadership scale. Communication ethics, environmental ethics, decision-making ethics, and behavioral ethics were sub-dimensions of the scale, which comprises four dimensions. Participants were asked to assign a score between 1 and 9 to the competencies to decide which sub-dimension took precedence over others. Pairwise comparison decision matrices are produced once the dimensions and sub-dimensions have been determined, according to Saaty (2008), to determine the importance levels of the dimensions and sub-dimensions among themselves (Saaty, 1994). These matrices were created using Saaty's proposed scale in Table 1.

Table 1. *The levels of significance to use in binary comparisons*

Values	Description	Explanatiıon
1	Equally important	Both options are equally important..
3	Weakly important	One criterion was given slightly higher importance than the other.
5	Strongly important	One of the criteria was found to be far more important than the other.
7	Very strongly important	Clearly, one criterion was regarded far more important than the other.
9	Extremely important	One criterion is thought to be more important than the other.
2, 4, 6, 8	Intermediate values	Used to represent a compromise between preferences listed above.

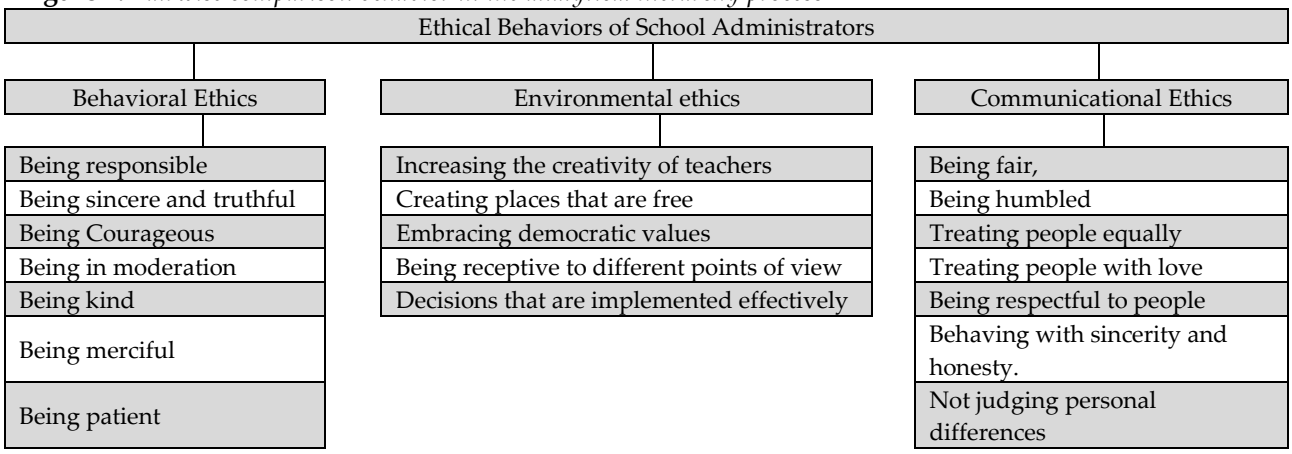
2.3. Data Collection and Analysis

Face-to-face interviews were conducted with administrators and teachers who volunteered to participate. The pairwise comparison matrix was explained in detail to the teachers, and data was collected using the scale form. The data obtained using Saaty's (1994) importance levels from 1 to 9 were analyzed in the Excel environment using the AHP analysis technique. It was determined which of the sub-dimensions of the ethical leadership characteristics of school administrators were prioritized, and a hierarchical structure of the competencies was created. In the results and interpretation section of the study, tables and figures show the data and how the data is organized.

The distribution of school administrators' ethical leadership behaviors according to the scale's sub-dimensions is shown in Figure 1. As a result of using the Ethical Leadership Scale, ethical behaviors that should be found in leaders were determined, and these were discussed in three sub-dimensions: Behavioral Ethics,

Environmental ethics, and Communicational Ethics. The ethical characteristics of these dimensions are shown in Figure 1.

Figure 1. *Pairwise comparison behavior in the analytical hierarchy process*



According to the values obtained from the pairwise comparison matrices using the AHP method, the most important ethical behavior that school administrators and teachers should have emerged as "being sincere and truthful" (*7,400*)". "Effective use of decisions (*4.850*)" was found to be the least desirable behavior in the ranking of ethical behaviors chosen by respondents.

2.5. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: İstanbul Sabahattin University Ethics Committee. Date of Ethics Evaluation Decision: 29/04/2022 Ethics Assessment Document Issue Number: E-20292139-050.01.04-27162

3. Findings

3.1. Ethical Behavior

When the Analytical Hierarchy Process was used to look at the ethical behaviors of education administrators, the weight values that were found by giving each of their ethical behaviors a score between 1 and 9 are shown in Table 2.

Table 2. *Vector of priorities for the hierarchical order of ethical behaviors*

Ethical Behaviors	Priority Vectors
Being sincere and truthful	7,400
Being in moderation	7,394
Being responsible	7,389
Being Courageous	7,388
Being kind	7,366
Being fair	7,337
Being merciful	7,329
Treating people with love	7,323
Treating people equally	7,307
Being humbled	7,297
Being patient	7,297
Being respectful to people	7,237
Not judging personal differences	7,178
Behaving with sincerity and honesty.	7,107
Creating places that are free	5,215
Embracing democratic values	5,134
Being receptive to different points of view	5,013
Increasing the creativity of teachers	4,925
Decisions that are implemented effectively	4,850
Total	6,710

3.2. Behavioral Ethics

Among the ethical behaviors that managers should have in the behavioral ethics dimension, the sub-dimensions of Being Responsible, Being Truthful and Honest, Being Courageous, Being Moderate, Being Kind, Being Merciful, Being Patient were inserted into the pairwise comparison matrix and the geometric mean values were taken and the comparison values were presented in Table 3.

Table 3. *Binary comparison matrix set for behavioral ethics*

Behavioral Ethics	1	2	3	4	5	6	7
1. Being responsible	1,00	0,43	1,68	2,43	0,86	0,80	0,83
2. Being sincere and truthful	2,35	1,00	4,32	4,99	3,92	3,55	3,24
3. Being courageous	0,60	0,23	1,00	1,26	1,68	1,08	1,77
4. Being in moderation	0,41	0,20	0,79	1,00	1,30	1,01	1,33
5. Being kind	1,16	0,26	0,60	0,77	1,00	1,27	0,91
6. Being merciful	1,25	0,28	0,92	0,99	0,79	1,00	2,27
7. Being patient	1,20	0,31	0,57	0,75	1,10	0,44	1,00
Total	7,97	2,70	9,88	12,19	10,64	9,16	11,34

Normalized values were obtained by dividing each element of the comparison matrix by the Total column. To obtain the priority vectors, the rows were averaged and are shown in Table 4.

Tablo 4. *Normalized and priority vectorized binary comparison matrix*

Behavioral Ethics	1	2	3	4	5	6	7	Priority Vectors
1. Being responsible	0,13	0,16	0,17	0,20	0,08	0,09	0,07	0,13
2. Being Sincere and Truthful	0,29	0,37	0,44	0,41	0,37	0,39	0,29	0,36
3. Being Courageous	0,07	0,09	0,10	0,10	0,16	0,12	0,16	0,11
4. Being in moderation	0,05	0,07	0,08	0,08	0,12	0,11	0,12	0,09
5. Being kind	0,15	0,09	0,06	0,06	0,09	0,14	0,08	0,10
6. Being merciful	0,16	0,10	0,09	0,08	0,07	0,11	0,20	0,12
7. Being patient	0,15	0,11	0,06	0,06	0,10	0,05	0,09	0,09

The means and the initial comparison matrix (first matrix) are multiplied to get all of the priority vectors. They are shown in table 5.

Table 5. *Binary comparison matrix with all priority vectors*

Behavioral Ethics	1	2	3	4	5	6	7	Total
1. Being responsible	0,13	0,15	0,18	0,22	0,09	0,10	0,08	0,94
2. Being Sincere and Truthful	0,30	0,36	0,48	0,45	0,39	0,43	0,29	2,70
3. Being Courageous	0,08	0,08	0,11	0,11	0,17	0,13	0,16	0,84
4. Being in moderation	0,05	0,07	0,09	0,09	0,13	0,12	0,12	0,67
5. Being kind	0,15	0,09	0,07	0,07	0,10	0,15	0,08	0,71
6. Being merciful	0,16	0,10	0,10	0,09	0,08	0,12	0,20	0,86
7. Being patient	0,16	0,11	0,06	0,07	0,11	0,05	0,09	0,65

The consistency ratio and the consistency index were found by dividing the matrix elements that were made by the elements of the priority vector. They are shown in the table in Table 6.

Table 6. *Consistency rate and consistency index*

Behavioral Ethics	Total	*Consistency Rate (CI= λmax-n/n-1)*	*Consistency Index (CR=CI/RI)*
Being responsible	7,389	0,06 < 0,1	0,0462 < 0,10
Being Sincere and Truthful	7,400		
Being courageous	7,388		
Being in moderation	7,394		
Being kind	7,366		
Being merciful	7,329		
Being patient	7,297		
λmax	7,366		

Looking at the weighting of the items in Table 6, we see that the item with the highest value is sincerity and truthfulness (7,400). This item is followed by the items Being Moderate (7.394), Being Responsible (7.389),

Being Courageous (7.388), Being Kind (7.366), Being Merciful (7.329), and Being Patient (7.297). It can be seen that the matrix obtained as a result of the pairwise comparisons of the items in the behavioral ethics dimension has consistency (0.06 < 0.1). Since the consistency index is (0.046 < 0.10), the inconsistency in the matrix is within an acceptable range.

3.3. Environmental Ethics

Ethical behaviors that managers should exhibit in the dimension of Environmental ethics are increasing the creativity of teachers, creating places that are free, embracing democratic values, being receptive to different points of view, and making decisions that are implemented effectively by inserting the sub-dimensions into the pairwise comparison matrix, with the geometric mean and comparison scores shown in Table 7.

Table 7. *Pairwise comparison matrix set for climatic ethics*

Environmental ethics	1	2	3	4	5
1. Increasing the creativity of teachers	1,000	0,768	0,467	0,367	0,514
2. Creating places that are free	1,133	1,000	2,026	2,299	2,419
3. Embracing democratic values	1,496	0,494	1,000	1,593	2,514
4. Being receptive to different points of view	1,903	0,435	0,628	1,000	3,132
5. Decisions that are implemented effectively	1,320	0,413	0,398	0,291	1,000
Total	6,853	3,110	4,519	5,550	9,579

Normalized values were obtained by dividing each element of the comparison matrix by the Total column. To obtain the priority vector, the rows were averaged and presented in Table 8.

Table 8. *Normalized and priority vectorized binary comparison matrix*

Environmental Ethics	1	2	3	4	5	Priority Vectors
1. Increasing the creativity of teachers	0,15	0,25	0,10	0,07	0,05	0,12
2. Creating places that are free	0,17	0,32	0,45	0,41	0,25	0,32
3. Embracing democratic values	0,22	0,16	0,22	0,29	0,26	0,23
4. Being receptive to different points of view	0,28	0,14	0,14	0,18	0,33	0,21
5. Decisions that are implemented effectively	0,19	0,13	0,09	0,05	0,10	0,11
Total	0,15	0,25	0,10	0,07	0,05	0,12

The priority matrix is obtained by multiplying the priority vectors (means) with the initial comparison matrix (first matrix) and is shown in Table 9.

Table 9. *Binary comparison matrix with all priority vectors*

Environmental Ethics	1	2	3	4	5	Total
1. Increasing the creativity of teachers	0,12	0,25	0,11	0,08	0,06	0,61
2. Creating places that are free	0,14	0,32	0,47	0,48	0,27	1,67
3. Embracing democratic values	0,18	0,16	0,23	0,33	0,28	1,18
4. Being receptive to different points of view	0,23	0,14	0,14	0,21	0,34	1,07
5. Decisions that are implemented effectively	0,16	0,13	0,09	0,06	0,11	0,55
Total	0,12	0,25	0,11	0,08	0,06	0,61

The consistency rate and consistency index are obtained by dividing the elements of the obtained matrix by the elements of the priority vectors and are shown in Table 10.

Table 10. *Consistency rate ve consistency index*

Environmental Ethics	Total	Consistency Rate (CI= λmax-n/n-1)	Consistency Index (CR=CI/RI)
Increasing the creativity of teachers	4,925	0,006 < 0,1	0,005 < 0,10
Creating places that are free	5,215		
Embracing democratic values	5,134		
Being receptive to different points of view	5,013		
Decisions that are implemented effectively	4,850		
λmax	5,027		

Looking at the weighting of the items in Table 10, we see that the item with the highest value is creating places that are free (5,215). After this item, Embracing democratic values (5,134), Being receptive to different points

of view (5,013), Increasing the creativity of teachers (4,925) and finally, effective implementation of decisions (4,850) are followed. It can be seen that the matrix obtained as a result of the pairwise comparisons of the items in the environmental ethics dimension has consistency (0.006 < 0.1). Since the consistency index is (0.005 < 0.10), the inconsistency in the matrix is within an acceptable range.

3.4. Communicational Ethics

The ethical behaviors that managers should exhibit in the communicational ethics dimension are: Being fair, Being humbled, treating people equally, Treating people with love, Being respectful to people, Behaving with sincerity and honesty, Not judging personal differences sub-dimensions are in the pairwise comparison matrix and the comparison scores are presented in Table 11 using the geometric mean.

Table 11. *Binary comparison matrix set for communicational ethics*

Communicational Ethics	1	2	3	4	5	6	7
1. Being fair	1,00	5,41	3,64	3,96	3,04	4,31	3,48
2. Being humbled	0,18	1,00	1,02	0,60	0,42	1,12	0,98
3. Treating people equally	0,27	0,98	1,00	1,36	1,07	3,14	1,98
4. Treating people with love	0,25	1,66	0,73	1,00	1,07	1,81	1,51
5. Being respectful to people	0,33	2,37	0,93	0,93	1,00	4,47	2,80
6. Behaving with sincerity and honesty.	0,23	0,89	0,32	0,55	0,22	1,00	1,19
7. Not judging personal differences	0,29	1,02	0,50	0,66	0,36	0,84	1,00
Total	2,56	13,33	8,15	9,08	7,19	16,69	12,93

Normalized values were obtained by dividing each element of the comparison matrix by the Total column. To obtain the priority vectors, the rows were averaged and presented in Table 12.

Table 12. *Normalized and priority vectorized binary comparison matrix*

Communicational Ethics	1	2	3	4	5	6	7	Priority Vectors
1. Being fair	0,39	0,41	0,45	0,44	0,42	0,26	0,27	0,376
2. Being humbled	0,07	0,08	0,13	0,07	0,06	0,07	0,08	0,077
3. İnsanlara eşit davranması	0,11	0,07	0,12	0,15	0,15	0,19	0,15	0,135
4. Treating people with love	0,10	0,12	0,09	0,11	0,15	0,11	0,12	0,114
5. Being respectful to people	0,13	0,18	0,11	0,10	0,14	0,27	0,22	0,164
6. Behaving with sincerity and honesty.	0,09	0,07	0,04	0,06	0,03	0,06	0,09	0,063
7. Not judging personal differences	0,11	0,08	0,06	0,07	0,05	0,05	0,08	0,072

The priority matrix is obtained by multiplying the priority vectors (means) with the initial comparison matrix (first matrix) and is shown in Table 13

Table 13. *Binary comparison matrix with all priority vectors*

Communicational Ethics	1	2	3	4	5	6	7	Total
1. Being fair	0,38	0,42	0,49	0,45	0,50	0,27	0,25	2,757
2. Being humbled	0,07	0,08	0,14	0,07	0,07	0,07	0,07	0,563
3. Treating people equally	0,10	0,08	0,14	0,16	0,18	0,20	0,14	0,986
4. Treating people with love	0,09	0,13	0,10	0,11	0,18	0,11	0,11	0,833
5. Being respectful to people	0,12	0,18	0,13	0,11	0,16	0,28	0,20	1,185
6. Behaving with sincerity and honesty.	0,09	0,07	0,04	0,06	0,04	0,06	0,09	0,447
7. Not judging personal differences	0,11	0,08	0,07	0,08	0,06	0,05	0,07	0,514

The consistency rate and consistency index are obtained by dividing the elements of the obtained matrix by the elements of the priority vectors and are shown in Table 14.

Table 14. *Consistency rate ve consistency index*

Communicational Ethics	Total	Consistency Rate (CI= λmax-n/n-1)	Consistency Index (CR=CI/RI)
Being fair	7,337		
Being humbled	7,297		
Behaving with sincerity and honesty.	7,307	0,042 < 0,1	0,032 < 0,10
Treating people equally	7,323		
Being respectful to people	7,237		

Treating people with love	7,107
Not judging personal differences	7,178
λmax	7,255

Looking at the weighting of the items in Table 14, we find that the item with the highest value is the item being fair (7337). It is followed by, Treating people equally (7,323), Behaving with sincerity and honesty. (7,307), Being humbled (7,297), people being respectful (7,237), Not judging personal differences (7,178), and Treating people with love (7,107). It is seen that the matrix obtained as a result of pairwise comparisons of the items in the Communicational Ethics dimension has consistency (0.042 < 0.1). Since the consistency index is (0.032 < 0.10), the inconsistency in the matrix is within an acceptable range.

4. Conclusion and Discussion

In this study, the most important value among all values is honesty, according to the results of this research, which was conducted to create a model for determining the ethical behaviors that education administrators will use in their decision-making processes. This is followed by moderation, responsibility, and courage. In other words, school administrators should prioritize truthfulness and being a truthful and honest person among all their values. Managers should embrace this value, apply it to their behavior, and keep it foremost in their decision-making processes. According to Goleman (2010), he defines honest and moral people as people with emotional intelligence who control and direct their harmful impulses and moods and have the ability to adapt themselves. A school administrator with this intelligence will have a positive impact on students and parents. With the behavioral traits he displays, the administrator can be a source of student and teacher behavior in the future (Taş, Çelik, & Tombul, 2007). To do so, managers must show that they are moral people who set a good example for those who follow them. In addition to being honest and truthful, it is important that he or she takes steps to make the educational environment appropriate. Teachers and other staff do not feel safe in an environment where there is no honesty and integrity. This situation also affects staff performance. Employees who work in an unsafe environment may perform poorly and reduce the efficiency of the organization. In organizations with a trusting environment, employees identify with the organization, and emotional commitment is high, performance increases thanks to a positive climate (Alkan, 2015; Akçekoce & Bilgin, 2016).

As a result of the pairwise comparison in the Environmental Ethics dimension, which is one of the sub-dimensions of the ethical competencies of managers, it is expected that managers will create the freest environments. This is followed by Embracing democratic values, Being receptive to different points of view, and Increasing the creativity of teachers, respectively. In other words, school administrators should believe in the importance of creating free environments in communication and implement this in their behavior. Creating a shared school culture may be possible through the creation of free environments (Baydar, 2021). In punitive educational environments, people cannot freely express their thoughts. These environments expect unconditional loyalty and obedience from employees (Bakioğlu & Levent, 2014). In a free environment, it is easier for employees to communicate closely with each other. By building a close relationship with the environment, the school administrator can increase employees' job satisfaction, emotional commitment, and performance (Akçekoce & Bilgin, 2016; Yıldırım, 2005). In the dimension of Communicational Ethics, as a result of the pairwise comparison, Being fair is expected the most from the managers. Being humbled is followed by treating people equally, being sincere and sincere, respectively. In other words, managers should internalize being fair and apply it to their behavior. The motivation of teachers, who feel that the behavior of the administrators is not impartial and fair decreases (Uğurlu, 2009). For this purpose, the manager should create a fair value system that separates right from wrong, good from bad, and right from wrong (Turhan, 2007). In this way, even in the most complex and chaotic situations in the organization, he has the opportunity to make the right decision thanks to the ethical value system. Managers' success is determined by their decisions and the effectiveness of those decisions (Çelikten, 2001). For this reason, the manager should consider both organizational effectiveness by acting rationally and whether the decision is good, right, moral, and ethical by considering the ethical dimensions of these decisions. The manager is expected to be a good role model for his followers with his moral qualities and ethical behaviors.

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