Research Article

Ethical Leadership and Teachers' Voice Behavior: The Mediating Roles of Ethical Culture and Psychological Safety

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Abstract

The purpose of this study is to investigate the mediating effects of ethical culture and psychological safety on the relationship between ethical leadership and teachers' voice behavior. The sample consists of 342 teachers randomly selected from 25 primary and secondary schools. Four different instruments are used in this study. The scales have been translated into Turkish using a translation/back-translation method. All scales have been adapted to an educational context, and their validity and reliability have been examined. Pearson's correlation coefficient and regression analysis are used for analyzing the data. Ethical leadership is found to positively relate to teachers' voice behavior. This relationship is mediated by ethical culture and psychological safety. Theoretical and practical implications are discussed and future research possibilities have also been suggested.

Keywords

Ethics • Ethical leadership • Voice behavior • Ethical culture • Psychological safety

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Ethics is directly related to leadership in organizational life. According to Ciulla (1995), ethics is at the heart of leadership research. Definitions of leadership related to ethics are focused on how leaders ought to behave (Philipp & Lopez, 2013). Ciulla (1995) asserted that, instead of what is leadership, the real question to ask in leadership research should be what is good leadership by considering *good* ethically. Researchers have begun to examine ethical leadership as a distinct leadership style rather than as an element of other leadership styles focused on ethics (Kalshoven, Den Hartog, & De Hoogh, 2011). The thought that ethical leaders will influence followers' behavior by being a model to them emphasizes the importance of ethics in terms of leadership (Calabrese & Roberts, 2001; Lu & Lin, 2014). Brown, Trevino, and Harrison (2005) stated that ethical leaders are honest and fair in their decisions. De Hoogh and Den Hartog (2008) asserted that these leaders create a fair and principled structure, listen to subordinates' ideas, join them in the decision-making process, and as such share power.

Ethical leaders draw attention to ethics. They continuously address the concept, keep it on the agenda, and provide a voice for their followers in their interpersonal relations (Brown et al., 2005). Described as a form of organizational-citizenship behavior, voice is defined as change-oriented communication with the purpose of correcting a situation (Avey, Wernsing, & Palanski, 2012). Voice behavior modifies standard procedures and offers innovative proposals that aspire to change (Van Dyne & LePine, 1998). Ethical leaders promote subordinates' ideas and create a climate of mutual respect. Followers in such work environments express different views and feel safe (Walumbwa & Schaubroeck, 2009). In order to have personnel exhibit voice behavior in an organization, safety is very important. Voice behavior refers to a position of taking risks. As long as personnel feel unsafe, they will not speak up (Avey et al., 2012; Van Dyne, Ang, & Botero, 2003).

While organizational culture affects leadership development, leaders greatly enhance organizational culture (Bass & Avolio, 1993). Leaders have a responsibility to institutionalize the standards of morality and ethical behaviors that will guide their followers (Grojean, Resick, Dickson, & Smith, 2004). Ethical leaders play an important role in developing and maintaining ethical organizational culture (Avey et al., 2012). According to Brown et al. (2005), ethical leaders set the standards, reward ethical behavior, and discipline those who don't meet these standards. In other words, they use rewards and punishments to promote ethical behavior; they decide in accordance with ethics, thus creating a fair and principled system within the organization. Strong ethical culture in the organization leads members to feel safe.

As educational organizations are based on values, moral acts exist at the center of leadership relations (Greenfield, 2004). The literature states a high need of awareness

for the importance of ethics in educational leaders' actions and decisions (Campbell, 1999). In spite of this thought, one can set forth that morality, ethics, and ethical leadership are often discussed theoretically in educational organizations but rarely been given an opportunity in empirical research up to the present. As shown in Figure 1, the aim of the research is to investigate the mediating effects of organizational ethical culture and psychological safety on the relationship between ethical leadership and teachers' voice behavior.
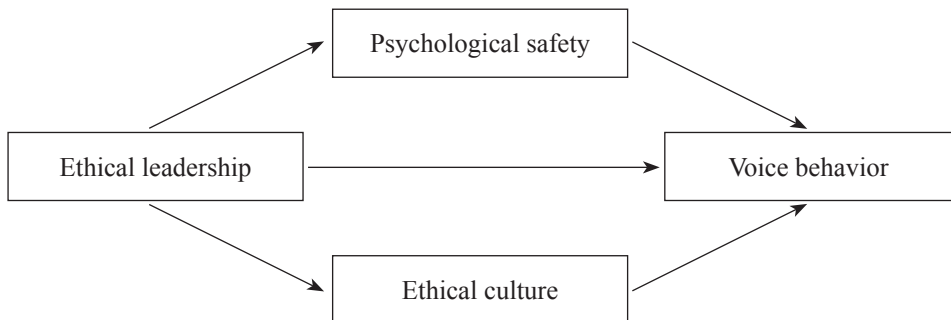

Figure 1. Hypothesized model.

Theoretical Background and Hypotheses

Ethical Leadership

In leadership theories, ethics is defined as an element. In particular, it is integrated as an element into transformational, authentic, spiritual, and servant leadership theories (Eisenbeiss, 2012; Kalshoven et al., 2011). Researchers have begun to examine ethical leadership as a distinct leadership style (Kalshoven et al., 2011). Based on Bandura's (1986) approach to social learning theory, Brown et al. (2005) were the first to understand ethical leadership as a different leadership style. According to social learning theory, individuals learn through their role model's standards of appropriate behavior through observation and imitation. Thus by exhibiting a model of ethical behaviors, ethical leaders become the followers' target for identifying with (Brown & Mitchell, 2010; Brown et al., 2005; Kalshoven et al., 2011). Brown et al. (2005, p. 120) define ethical leadership as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationship, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making." Mendonca and Kanungo (2007) also define ethical leadership in terms of altruistic perspective, namely, the intent to benefit others.

Trevino, Hartman, and Brown (2000) stated that ethical leadership is associated with two aspects: as a moral person and as a moral manager. A manager is characterized in terms of personal traits such as honesty and moral integrity. Moral persons are honest, trustworthy, fair, and principled; they take care of others and behave ethically in both personal and professional life (Brown & Mitchell, 2010; Brown & Trevino, 2006; Trevino et al., 2000). A moral manager exhibits proactive efforts to influence followers' ethical behavior, sets ethical standards, and uses rewards and punishments to implement these standards (Brown & Mitchell, 2010; Brown & Trevino, 2006). A moral manager creates stronger ethical messages that get followers' attention and attract their thoughts and behavior. He finds ways to focus the organization's attention and provides the principles of ethics and values that will guide organizational actions (Trevino et al., 2000).

In the literature, some traits are suggested to relate to ethical leadership, such as acting fairly, demonstrating consistency and integrity, promoting ethical conduct, being concerned for people, allowing followers to speak, and sharing power (Brown & Mitchell, 2010; Brown & Trevino, 2006; Brown et al., 2005; De Hoogh & Den Hartog, 2008; Trevino et al., 2000). De Hoogh and Den Hartog (2008) argue that ethical leadership has three dimensions: fairness, power sharing, and role clarification. Kalshoven et al. (2011) added the dimensions of people-orientated behavior, integrity, ethical guidance, and concern for sustainability to the previous three dimensions, and fairness is described as the most important form of ethical leadership behavior.

Although ethical leadership has long been researched by scholars, descriptive research related to the current topic is quite new (Brown & Mitchell, 2010). Scholars have investigated the relationship between ethical leadership and several variables. Brown et al. (2005) found significant relationships between ethical leadership and a leader's honesty, idealized influence, interactional fairness, supervisory effectiveness, extra effort, and willingness to report problems. Positive relationships have been found between ethical leadership and self-leadership, commitment, organizational citizenship behavior, satisfaction, leader effectiveness, trust, political ability, helpfulness, odds of being promoted, social responsibility, managerial effectiveness, optimism about the organization's future, moral identity symbolization, and moral identity internalization (Avey, Palanski, & Walumbwa, 2011; De Hoogh & Den Hartog, 2008; Den Hartog & De Hoogh, 2009; Kacmar, Andrews, Harris, & Tepper, 2013; Kalshoven et al., 2011; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, 2009; Philipp & Lopez, 2013; Resick, Hargis, Shao, & Dust, 2013; Steinbauer, Renn, Taylor, & Njoroge, 2014). Negative relationships have been found between ethical leadership and perceptions of politics, deviance, unethical behavior, and relational conflict (Avey et al., 2011; Kacmar et al., 2013; Mayer et al., 2009; Mayer et al., 2012; Resick et al., 2013).

Avey et al. (2011) determined self-esteem to have a moderating effect on the relationship between ethical leadership and followers' organizational citizenship behavior. Li, Xu, Tu, and Lu (2014) established a partially mediating effect exists for distributive justice and interpersonal justice on the relationship between ethical leadership and occupational well-being. Walumbwa et al. (2011) found a positive and meaningful relation between ethical leadership and performance, in addition to leader-member exchanges, self-efficacy, and organizational identification mediating this relationship's role. Yidong and Xinxin (2013) found individuals' innovative work behavior to positively relate to ethical leadership and intrinsic motivation and to mediate these two relationships. Piccolo, Greenbaum, Den Hartog, and Folger (2010) determined that task significance and effort have completely mediating roles on the relationship between ethical leadership and task performance.

Ethical Leadership and Voice

Van Dyne and LePine (1998, p. 109) describe voice as a form of organizational citizenship behavior, defining it as a "pro-motive behavior that emphasizes expression of constructive challenge oriented to improve rather than merely criticize." According to Morrison (2011, p. 375), voice is "discretionary communication of ideas, suggestions, concerns, or opinions about work-related issues with the intent to improve organizational functioning." Voice behavior appears when individuals prefer to speak out about their concerns and propose suggestions to improve their concerns (Avey et al., 2012).

Morrison (2011) lists the features of common definitions of voice as follows. First of all, voice is a message forwarded from sender to receiver, an act of verbal expression. Secondly, it is defined as a discretionary behavior. Thirdly, the concept of voice is constructive in intent. The purpose of voice behavior is to develop positive change. It is a collaborative- and society-based concept rather than an ordinary complaint (Morrison, 2011; Qi & Ming-Xia, 2014; Van Dyne & LePine, 1998). Voice behavior refers to the conscious and deliberate sharing of employees' thoughts, ideas, and information in order to improve their work (Van Dyne et al., 2003).

According to Van Dyne and Lepine (1998), voice offers innovative proposals for change. Whether others agree or not, it directs recommendations to modify standard procedures. Voice suggests change and is future-oriented. It is defined as an extra-role behavior constructively challenging the status quo. In addition to these, voice behavior also includes statements against improper or unethical behaviors (Walumbwa & Schaubroeck, 2009).

Much research has been done on voice. Walumbwa and Schaubroeck (2009) found that ethical leadership affects voice behavior, and psychological safety has a partially

mediating effect on this relationship. Avey et al. (2012) found that an employee's voice mediates the relationship between ethical leadership and psychological well-being. Fast, Burris, and Bartel (2014) determined that managers with lower self-efficacy have lower levels of voice behavior compared to their employees'. Qi and Ming-Xia (2014) found that ethical leadership positively relates to personnel voice behavior, and organizational identification fully mediates this relationship. Li and Sun (2015) determined that a supervisor with authoritarian leadership negatively affects personnel's voice behavior. Rees, Alfes, and Gatenby (2013) found a positive relationship between voice and trust in senior management. Detert and Burris (2007) found that openness is more consistently related to voice, and leadership behavior has the strongest impact on voice behavior.

Leaders as contextual factors of an organization are thought to play a key role in having followers voice their thoughts and in motivating them that way (Li & Sun, 2015). Theoretically, leadership behavior has been suggested to affect voice for two reasons. First, speaking up by definition requires someone to share ideas with someone else. Therefore, leadership is naturally related to the voice process. Second, leaders have the authority to distribute rewards and punishments, and this power is important for voice behavior (Detert & Burris, 2007). One of the central predictors in ethical leadership theory is that ethical leaders provide followers with a voice (Brown et al., 2005). Ethical leaders raise their followers' levels of autonomy and empower them with task control. An increased sense of control felt among members increases their sense of personal responsibility (Piccolo et al., 2010). They support voice behavior through social support and structure. Ethical leaders tend to listen to followers and provide the conditions for voice by ensuring a high level of confidence (Avey et al., 2012).

Hypothesis 1. Ethical leadership will be positively related to teachers' voice behavior.

The Mediating Effect of Organizational Culture

An organization's moral actions result from interactions between individual and situational variables (Trevino, 1986; Trevino & Youngblood, 1990). More precisely, it is affected by individual factors such as ethical conduct, values and cognitive moral development, and contextual factors such as the reward system's rules and codes (Trevino, Butterfield, & McCabe, 1998). An ethical organizational culture is a situational variable and defined as a sub-field of organizational culture (Brown & Trevino, 2006). Trevino (1986) suggests that an organization's ethical culture is a moderating variable that initially affects people's decisions about what is right or wrong. In this model, culture is composed of the normative structure of the organization, referent others, obedience to authority, and responsibility for consequences. Ethical

culture is defined as the interaction of formal or informal behavioral control systems that lead to ethical/unethical behavior (Trevino et al., 1998).

Leaders play a vital role in organizations. Organizational culture is the main source of ethical and unethical behavior. A leader's behavior is a powerful communication mechanism that sustains the culture's assumptions, values, and expectations. Behavior of a leader has a powerful effect on followers' behaviors. Strategic leaders create and administer the organizational culture and climate and constitute the organization's ethical value system (Grojean et al., 2004). A leader's vision explains the organization's mission, forms the basis of its purposes, and informs the beliefs and values that shape and influence organizational culture (Mendonca & Kanungo, 2007).

A leader's behavior affects followers' behavior and organizational culture. Huhtala, Kangas, Lamsa, and Feldt (2013) asserted that organizational culture is promoted when someone in a leadership position acts ethically. The moral manager aspect of ethical leadership intends to keep ethical issues on the agenda by conveying messages on ethics and values and to increase the compliance level of ethical behavior by using a reward/punishment system (Brown & Trevino, 2006). Ethical culture shows followers' norms related to right and wrong in an organization. This increases followers' organizational commitment and can lead to the development of organizational citizenship behavior. Toor and Ofori (2009) found a positive relationship to ethical leadership for effectiveness and extra effort. In this climate, followers develop proposals to contribute to organizational improvement; in other words, they exhibit voice behavior. Ethical leadership and a strong ethical culture are expected to enhance followers' willingness to speak up because they feel protected from retaliation (Schaubroeck et al., 2012). On this basis, the ethical context that provides and supports ethical behavior has a positive relationship with ethical leadership and voice behavior. In that study, ethical culture was stated as having a mediating role on the relationship between ethical leadership and voice behavior. Schaubroeck et al. (2012) found that ethical leadership has an indirect effect through unit ethical culture on followers' moral efficacy. Based on the above findings, other hypotheses of the study have been determined as:

Hypothesis 2. Ethical leadership will be positively related to school ethical culture.

Hypothesis 3. School ethical culture will be positively related to teachers' voice behavior.

Hypothesis 4. School ethical culture will mediate the relationship between ethical leadership and teachers' voice behavior.

The Mediating Effect of Psychological Safety

Members in organizations take stock of what they can win or lose before speaking. Psychological safety is seen as the belief that risky behaviors such as voice will not lead to personal harm (Detert & Burris, 2007). Edmondson (1999, p. 354) defined this notion as the "shared belief that the team is safe for interpersonal risk taking." Psychological safety reflects organization's members' belief that they will not be punished for negative consequences. This concept is characterized as a climate that generates from trust and mutual respect. People feel comfortable in this climate (Edmondson, 1999; Liu, Liao, & Wei, 2015).

In such a climate, people can comfortably express differences. In this regard, leaders encourage followers to express their ideas and remove obstacles preventing the expression of ideas, thereby creating an environment of high psychological trust. Followers will take risks if they trust their leader because they believe the leader won't punish them when undesirable results occur. Therefore, a positive relationship exists between ethical leadership and psychological safety (Walumbwa & Schaubroeck, 2009).

Psychological safety facilitates learning in school. Teachers exhibit leadership behavior that reinforces teaching in schools with a strong learning culture. These teachers take risks that lead to innovation in schools (Higgins, Ishimaru, Holcombe, & Fowler, 2012). For the individual who takes a risk in the workplace, choosing an action is consistent with their main beliefs about how others will react. If people think they will be criticized for their action's outcome, they'll abandon the act. A sense of psychological safety allows people to overcome their anxiety and use the new information well (Kark & Carmeli, 2009). Psychological safety is considered to be a work climate that reflects a high level of interpersonal trust and mutual respect (Walumbwa & Schaubroeck, 2009). The relationship of psychological safety has been investigated in the organizational environment with a variety of variables. Kark and Carmeli (2009) found that sense of psychological safety is significantly related to feelings of vitality. Liu et al. (2015) found that team psychological safety partly mediates the relationship between authentic leadership and internal whistleblowing. Walumbwa and Schaubroeck (2009) established that ethical leaders influence followers' voice behavior through the mediating influence of psychological safety. Li Wu, Liu, Kwan, and Liu (2014) found that psychological safety mediates the negative relationship between organizational politics and voice behavior.

Hypothesis 5. Ethical leadership will be positively related to psychological safety.

Hypothesis 6. Psychological safety will be positively related to teachers' voice behavior.

Hypothesis 7. Psychological safety will mediate the relationship between ethical leadership and teachers' voice behavior.

Method

Sample

The sample consists of 342 teachers randomly selected from 25 primary and secondary schools in the center of Niğde, Turkey. Of the teachers, 58.3% are female and 41.7% are male. The vast majority of teachers (83.4%) have undergraduate degrees. Teachers' average age is 39 ($SD = 8.11$) and their average professional experience is 17 years ($SD = 8.71$).

Instruments

Four different instruments are used in this study. The scales were translated into Turkish using a translate/back-translate method. All scales were adapted to the educational context. The participants used a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Confirmatory factor analysis was conducted using LISREL 8.7 to test the model fit. The fit statistics ($\chi^2 = 992$, $SD = 472$, $p < .01$, $CFI = .98$, $IFI = .98$, $NFI = .96$, $NNFI = .98$, $RMSEA = .05$) indicate a good/acceptable fit for the model (Hu & Bentler, 1999; Schermelleh-Engel, Moosbrugger, & Müller, 2003; Schumacker & Lomax, 2004).

Ethical Leadership

Ethical leadership was measured using the Ethical Leadership Scale developed by Brown et al. (2005). The scale consists of 10 items. Examples of items are "Listens to what teachers have to say" and "Can be trusted." The reliability of the scale equals .93.

Voice Behavior

Voice behavior was measured using the 6-Item Voice Scale developed by Van Dyne and LePine (1998). Item examples are "I speak up and encourage others in this school to get involved in issues that affect the school" and "I speak up in this school with ideas for new projects or change in procedures." The reliability of this scale equals .86.

Ethical Culture

Ethical Culture was measured using the ethical environment sub-dimension from the Ethical Culture Scale developed by Trevino et al. (1998). The Ethical Culture Scale includes three subscales: ethical environment, obedience to authority, and code implementation. The ethical environment sub-dimension consists of 14 items

from the original scale and is the largest dimension of the Ethical Culture Scale. In their research, Trevino et al. (1998) did not ask items about ethical codes where the organization could not develop these codes. Therefore, items related to ethical codes were removed from the scale, reducing it to 10 items. Sample items are "Management in this school disciplines unethical behavior when it occurs" and "Ethical behavior is rewarded in this school." The reliability of the scale equals .85.

Psychological Safety

Psychological safety was measured using the Team Psychological Safety Scale developed by Edmondson (1999). The scale contains seven items. Examples of items are "If you make a mistake on this school, it is often held against you" and "Members of this school are able to bring up problems and tough issues." Edmondson (1999) developed the Psychological Safety Scale for team levels. The Psychological Safety Scale has been used in several studies to measure individuals' levels (Kark & Carmeli, 2009; Li, Wu et al., 2014). In this research, the Psychological Safety Scale is used to measure individuals' levels. The reliability of this scale equals .72.

Data Analysis

To test for mediation, Baron and Kenny's (1986) three-step approach was followed during regression analysis. First, the independent variable must relate to the mediating variable; second, the independent variable must relate to the dependent variable; and third, the mediating variable must relate to the dependent variable with the independent variable controlled in the model. If the relationship between the independent variable and the dependent variable is not significant when controlling the mediating variable, full mediation is present. If the relationship between the independent variable and the dependent variable lessens in the last step while remaining significant, partial mediation is present.

Findings

Table 1 presents the means, standard deviations, and correlations for ethical leadership, ethical culture, psychological safety, and voice behavior.

Table 1
Means, Standard Deviations, and Correlations

Variable	$\bar{x}$	SD	1	2	3	4
1. Ethical leadership	4.17	0.72	1.00	.73*	.59*	.43*
2. Ethical culture	3.75	0.66		1.00	.60*	.48*
3. Psychological safety	3.85	0.64			1.00	.48*
4. Voice behavior	4.16	0.59				1.00

*$p < .01$.

Table 1 indicates that ethical leadership positively relates to ethical culture ($r = .73$, $p < .01$), psychological safety ($r = .59$, $p < .01$), and voice behavior ($r = .43$, $p < .01$). Furthermore, voice behavior positively relates to ethical culture ($r = .48$, $p < .01$) and psychological safety ($r = .48$, $p < .01$), and ethical culture positively relates to psychological safety ($r = .60$, $p < .01$).

Table 2
The Results of Regression Analysis

Test Steps	B	β	t	p
Step 1. Predictor: Ethical leadership Mediator: Ethical culture R = .73 R² = .54	.67	.73	20.09	.000
Predictor: Ethical leadership Mediator: Psychological safety R = .59 R² = .34	.36	.59	13.50	.000
Step 2. Predictor: Ethical leadership Outcome: Voice behavior R = .43 R² = .18	.21	.43	10.50	.000
Step 3. Predictor: Ethical leadership Mediator: Ethical culture Outcome: Voice behavior R = .49 R² = .24	.08 .19	.16 .36	2.37 5.18	.018 .000
Predictor: Ethical leadership Mediator: Psychological safety Outcome: Voice behavior R = .51 R² = .26	.11 .27	.22 .34	3.94 5.98	.000 .000
Predictor: Ethical leadership Mediators: Ethical culture Psychological safety Outcome : Voice behavior R = .54 R² = .29	.03 .14 .22	.07 .25 .27	1.10 3.61 4.65	.271 .000 .000

As shown in Table 2, regression analysis results reveal that ethical leadership positively relates to ethical culture ($\beta = .73$, $p < .001$), psychological safety ($\beta = .59$, $p < .001$), and voice behavior ($\beta = .43$, $p < .001$). These results provide support for Hypotheses 1, 2, and 5. Analyses showed that as predicted in Hypotheses 3 and 6, voice behavior significantly relates to ethical culture ($\beta = .48$, $p < .001$) and psychological safety ($\beta = .48$, $p < .001$). The results (Step 3) indicates a significant relationship between ethical leadership and voice behavior ($\beta = .16$, $p < .05$) with ethical culture controlled. Although this relationship lessened, it is still significant. The significance of the mediated relationship was tested using the Sobel test ($z = 4.59$, $p < .001$). Thus, ethical culture partially mediates the relationship between ethical leadership and voice behavior. Similarly, ethical leadership significantly effects voice behavior ($\beta = .22$, $p < .001$) with psychological safety controlled. According to the Sobel test results, the decrease was found to be significant ($z = 5.37$, $p < .001$). Thus, psychological safety partially mediates the relationship between ethical leadership and voice behavior. These results partially support Hypotheses 4 and 7. To test the combined effect of

the mediating variables, independent and mediating variables were included in the same model. The results show that ethical culture is still significantly related to voice behavior ($\beta = .25$, $p < .001$). Psychological safety is also significantly related to voice behavior ($\beta = .27$, $p < .001$). However, ethical leadership no longer significantly relates to voice behavior ($\beta = .07$, $t = 1.10$). Thus, ethical culture and psychological safety together fully mediate the effect of ethical leadership on voice behavior.

Discussion

The aim of this study is to determine the mediating effects of ethical culture and psychological safety on the relationship between ethical leadership and teachers' voice behavior. Ethical leadership was found to positively relate to organizational ethical culture, psychological safety, and teachers' voice behavior. Voice behavior relates to ethical culture and psychological safety. The relationship between ethical leadership and voice behavior is partially and separately mediated by ethical culture and psychological safety. Ethical culture and psychological safety together fully mediate the effect on the relationship between ethical leadership and teachers' voice behavior. These results are consistent with the results of related research and theoretical explanations.

Leaders are asserted to play a key role in getting followers to voice their thoughts and be motivated (Li & Sun, 2015). Members who exhibit voice behavior when speaking up in an organization are not punished, but supported in deed (Avey et al., 2012). Leaders' messages make subordinates willing to engage in voice behavior and help maintain their motivation (Detert & Burris, 2007). Brown et al. (2005) suggested that ethical leaders provide followers with a voice. Voice behavior proposes innovative suggestions for change even when others disagree. It recommends modifying standard procedures, is future oriented, and provides the status quo with an important contribution for solving problems and challenges constructively (Avey et al., 2012; Van Dyne & LePine, 1998). It includes actions focused on solving problems constructively and on improving the situation (Rusbult, Farrell, Rogers, & Mainous, 1988). Many research results support that leadership behavior affects voice behavior both directly and indirectly (Avey et al., 2012; Detert & Burris, 2007; Qi & Ming-Xia, 2014; Walumbwa & Schaubroeck, 2009).

As moral persons, ethical leaders have the qualifications and principles of honesty, trustworthiness, fairness, and compassion for other people (Brown & Mitchell, 2010; Brown & Trevino, 2006). Ethical leaders promote subordinates' ideas; they create a climate of mutual respect. In such an environment, personnel can express differences and feel safe (Walumbwa & Schaubroeck, 2009). Therefore, organizational members can express their thoughts on the practices, can criticize certain procedures, and make recommendations for change (Van Dyne & LePine, 1998).

As moral managers, ethical leaders set the ethical standards of the organization, get followers to comply with these standards using rewards and punishments, and keep standards on the agenda by transmitting messages related to ethical values (Brown & Trevino, 2006). Ethical leaders are likely to affect organizational culture and followers' behaviors (Trevino, Brown, & Hartman, 2003). Thus, ethical leaders play a role in constituting, developing, and maintaining ethical culture. Huhtala et al. (2013) have argued that organizational culture is promoted when a person in the leadership position acts ethically. In organizations with strong organizational and ethical culture, the followers develop proposals that contribute to organizational development; in other words, they exhibit voice behavior. Schaubroeck et al. (2012) found that ethical leadership indirectly affects followers' moral efficacy through ethical culture.

In an organization, safety is very important for personnel to exhibit voice behavior. Because it contains an assessment of the situation, voice refers to a risk-taking position. Personnel will talk as long as they feel safe (Avey et al., 2012; Van Dyne et al., 2003). Psychological safety is seen as the belief that risky behaviors such as voice will not lead to personal harm (Detert & Burris, 2007). This structure is characterized as a positive climate that reflects mutual respect where members are not afraid to make a mistake (Liu et al., 2015). In such a climate, people can comfortably express their differences. Leaders have a central role in expressing followers' interests and ideas, as well as in removing the barriers that discourage them from speaking (Walumbwa & Schaubroeck, 2009). Leaders who act honestly and fairly, show interest in their followers, and listen carefully can create a climate of trust, and personnel can exhibit risky behavior in this climate (Detert & Burris, 2007).

Walumbwa and Schaubroeck (2009) found a partly mediating effect for psychological safety on the relationship between ethical leadership and voice behavior. Here, however, a full mediating role has been found together with ethical culture. In other words, ethical culture, described as the contextual factor, has been found to play a fully mediating role alongside psychological safety. Based on this finding, one can say that psychological and normative perspectives influence voice together. Ethical leaders can be asserted to impact ethical organizational culture by using the reward and punishment system, as well as to influence psychological safety by displaying thoughtful, caring, and reassuring behaviors and by creating a positive climate based on mutual respect. Based on these, ethical leaders can be said to influence teachers' voice behavior through a climate of safety and ethical culture.

Schools must adapt to changes under today's competitive conditions. Therefore, producing and implementing new ideas in schools is vital. Leaders must provide the necessary conditions in schools for changing the status quo, speaking up about new ideas, and putting them into practice. Ethical leaders lead to a climate of safety

in organizations and ensure the development and implementation of the ethical culture. In this way, they are able to create the essential conditions for teachers' voice behavior. If principals want their teachers to propose some new changes, generate new ideas, and share them, they should improve the climate of psychological safety in schools and strengthen ethical culture.

This study is based on the assumption that leaders develop, strengthen, and maintain ethical culture. In the literature, a leader has also been seen as a variable of ethical culture (Brown & Trevino, 2006). In this respect, more research can be said to be needed for testing the relationship between ethical culture and ethical leaders. This study has proven leaders to be a variable that influences culture. In this study ethical culture was measured through the scale's dimension of ethical environment. Research involving other aspects of ethical culture can be done. Trevino (1986) argues that ethical culture is a moderating variable. This hypothesis on ethical culture can be tested as well.

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