

## BEDEN EĞİTİMİ ÖĞRETMENLERİNİN ETİK İKLİM PERSPEKTİFİNDEN BAĞIMSIZLIK ALT BOYUTUNUN İNCELENMESİ<sup>1</sup>

### EXAMINATION OF THE INDEPENDENCE SUB-DIMENSION OF PHYSICAL EDUCATION TEACHERS FROM THE ETHICAL CLIMATE PERSPECTIVE

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**Öz:** Amaç: Bu araştırmanın amacı, beden eğitimi ve spor öğretmenlerinin çalıştığı kurumlarından algıladıkları etik iklim anlayışlarından Bağımsızlık alt boyutunun incelenmesidir.

**Yöntem:** Araştırmanın evrenini 2016 – 2017 eğitim öğretim yılında Burdur ilinde bulunan Milli Eğitim İl Müdürlüğüne Bağlı özel ve resmi eğitim kurumlarında çalışan 125 beden eğitimi ve spor öğretmenine tesadüfi (random) yöntemiyle ulaşılmıştır.

**Bulgular:** Etik iklim algısının bağımsızlık boyutu ile ilgili genel ortalamaya bakıldığında  $x=2,97$  değeri ile 5'li likert ölçüğünün Kararsızım aralığına girmektedir. Buna göre görev yapmakta olan Kadrolu ve sözleşmeli öğretmenlerin işleri ilgili bağımsız hareket edebilme düzeylerini Kararsızım düzeyinde, diğer bir ifadeyle orta düzeyde görmektedirler. Bağımsızlık boyutundan medeni durumu diğer olan öğretmenlerin etik iklim algıları evli olan ve bekâr olan çalışanlara göre anlamlı bir şekilde daha yüksek çıkmıştır. ( $p<0,05$ ). ÖrgütSEL çıkar boyuttunda ise medeni durumu diğer olan öğretmenlerin etik iklim algıları bekâr çalışanlara göre anlamlı bir şekilde daha yüksek çıkmıştır. ( $p<0,05$ ).

**Sonuç:** Çalışmadan elde edilen sonuçlara göre beden eğitimi öğretmenlerinin etik iklim algılarını görev pozisyonlarına göre değerlendirdiğinde etik iklimin tüm boyutlarından Bağımsızlık boyutunda Kadrolu öğretmenler ortalaması ile yeterli düzeyde bir etik iklim görmekte iken, Sözleşmeli öğretmenler ortalaması ile düşük düzeyde bir etik iklim algıladıkları görülmüştür. Görev pozisyonu ile ilgili en belirgin farklılık Bağımsızlık boyutunda görülmekte olup Kadrolu öğretmenlerin etik iklim algısı Katılıyorum düzeyinde iken, Sözleşmeli öğretmenlerin etik iklim algısı Katılmıyorum düzeyinde gerçekleşmiştir.

**Anahtar Kelimeler:** Beden Eğitimi Öğretmenleri, Bağımsızlık, Etik İklim

**Abstract: Aim:** This study is to examine the independence sub-dimension of ethical climate understanding that physical education and sports teachers perceive from the institutions they work with.

**Method:** The population of the study was reached by the random method to 125 physical education and sports teachers working in private and public educational institutions connected to Provincial Directorate of National Education in the province of Burdur in 2016 - 2017 academic year.

**Result:** When looking at the general mean regarding the independence dimension of the ethical climate perception,  $x = 2,97$  value and the Likert scale of 5 are in the range of Neutral. According to this, permanent and contracted teachers who are on duty see their levels of the independent act regarding their work at the level of Neutral, in other words, they see it at the level of moderate. In the dimension of independence, ethical climate perceptions of teachers with other marital status were significantly higher than those who were married and single employees ( $p<0,05$ ). In the dimension of organizational interest, ethical climate perceptions of teachers with other marital status were significantly higher than single employees ( $p<0,05$ ).

**Conclusion:** According to the results obtained by the study, when physical education teachers evaluate ethical climate perceptions according to their task positions, it is seen that permanent teachers perceive a sufficient level of ethical climate with the mean in the dimension of independence from all dimensions of ethical climate whereas the contracted teachers perceive a low level of ethical climate with the mean. The most significant difference regarding the position of the task is seen in the dimension of independence, the ethical climate perception of the permanent teachers is at the level of Agree, whereas the ethical climate perception of the contracted teachers is at the level of Disagree.

**Key Words:** Physical Education Teachers, Independence, Ethics Climate

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## INTRODUCTION

This word derived from the Greek “ethos” word which means character, has become a sub-dimension that examines the ideal, intangible and moral rules of philosophy by turning into an “ethics” word in time (Simsek et al. 2011; Aydin, 2006). The term “climate” as used in business literature, describes how business members consider the internal and external environment of the organization (Bute, 2011). Perceptions of employees’ regarding the ethical climate of the organization are influenced by organizational politics, procedures, reward systems, and formal or informal systems within the organization (Dogan and Kilic 2014). The ethical climate guides which behaviors towards employees will be correct, and the shared thoughts about how problems should be addressed and resolved in moral dilemmas. In other words, the ethical climate also gives a direction to employees regarding which behavior is appropriate and supported (Victor and Cullen 1988; Treviño et al. 1998; Demirtas, 2014).

## AIM

The aim of this study is to examine the independence sub-dimension of ethical climate understanding that physical education and sports teachers perceive from the institutions they work with.

## RESEARCH METHOD

The population of the study was reached by the random method to 125 physical education and sports teachers working in private and public educational institutions connected to Provincial Directorate of National Education in the province of Burdur in 2016 - 2017 academic year. The data obtained from the study were evaluated by using the statistical methods in the SPSS 14.0 program included in package program. In the study findings and evaluation section, The Independent-Samples T test was used to determine the independence dimension of the scale related to ethical climate perceptions, and the One-Way ANOVA test was used to determine whether there was a significant difference between more two groups. In the present study, the ethical climate scale developed by Cullen et al. (2003) was used. The original version of the scale has nine dimensions; however, it has been compacted into five dimensions in the studies conducted by Victor and Cullen, (1988) 2; Wimbush and Shepart (1994); Peterson (2002); Vardi, (2011); and Ogut and Kaplan, (2011). The adaptation to Turkish of the expressions used in the scale was carried out by means of the translation – back translation method by getting help from a linguist. To that end, the expressions in the scale were translated by the author into Turkish (Yurdakul 2013).



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## RESULTS

**Table 1. Ethical Climate Perceptions of the Physical Education Teachers According to Their Task Positions**

Ethical Climate Dimensions	The Position of the Task	N	Mean	SD	P
Independence	Permanent Staff	92	3,657	1,006	0,000 *
	Contracted Staff	33	2,504	0,831	

\* It refers to a significant difference at P<0,05 level.

When we evaluate the ethical climate perceptions of the physical education teachers according to their task positions, there was a significant difference seen between the views of contracted staff and permanent staff in all dimensions of ethical climate.

In the dimension of independence, the permanent teachers perceive a sufficient level of ethical climate with  $x = 3,657$  mean, whereas

the contracted teachers perceive a low level of ethical climate with  $x = 2,504$  mean. The most significant difference regarding the position of the task is seen in the dimension of independence, the ethical climate perception of the permanent teachers is at the level of Agree, whereas the ethical climate perception of the contracted teachers is at the level of Disagree.

**Table 2. Conclusions Regarding Independence Dimension of Physical Education Teachers**

Independence	N	Mean	SD
23. Employees in our institution are expected to act according to their own personal and moral beliefs.	125	3,10	1,20
24. Employees of the institution decide for themselves what is right and what is wrong.	125	2,91	1,27
25. The most important subject in our institution is the employees' own right and wrong perception.	125	2,92	1,24
26. Employees working in our institution are driven by their own personal ethical values.	125	2,94	1,31
Mean		2,97	1,25



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When looking at the general mean regarding the independence dimension of the ethical climate perception,  $x = 2,97$  value and the Likert scale of 5 are in the range of Neutral. According to this, permanent and contracted

teachers who are on duty see their levels of the independent act regarding their work at the level of Neutral, in other words, they see it at the level of moderate.

**Table 3. Tukey Test Regarding Ethical Climate Perceptions of Physical Education Teachers According to Their Marital Status**

Tukey HSD				
Ethical Climate Dimensions	(I) Marital Status	(J) Marital Status	Difference Between Means	P
Independence	Other	Married	1,022	0,009 *
		Single	1,031	0,011 *

\* It refers to a significant difference at  $P<0,05$  level.

In the dimension of independence, there was a significant difference found between teachers with other marital status and those who were married and single employees. In the dimension of organizational interest, there was a significant difference found between single employees and those whose marital status was other.

In the dimension of independence, ethical climate perceptions of teachers with other marital status were significantly higher than those who were married and single employees ( $p<0,05$ ). In the dimension of organizational interest, ethical climate perceptions of teachers with other marital status were significantly higher than single employees ( $p<0,05$ ).

## CONCLUSION and DISCUSSION

When we evaluate the ethical climate perceptions of the physical education teachers according to their task positions, there was a significant difference seen between the views of contracted staff and permanent staff in all dimensions of ethical climate. In the dimension of independence, the permanent teachers perceive a sufficient level of ethical climate with  $x = 3,657$  mean, whereas the contracted teachers perceive a low level of ethical climate with  $x = 2,504$  mean. The most significant difference regarding the position of the task is seen in the dimension of independence, the ethical climate perception of the permanent teachers is at the level of Agree, whereas the ethical climate perception of the



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contracted teachers is at the level of Disagree. When looking at the general mean regarding the independence dimension of the ethical climate perception,  $x = 2,97$  value and the Likert scale of 5 are in the range of Neutral. According to this, permanent and contracted teachers who are on duty see their levels of the independent act regarding their work at the level of Neutral, in other words, they see it at the level of moderate. Donertas (2008) and Topaloglu (2010) concluded in their research that ethical climate has a strong and positive effect on the organizational trust of employees. Our study is similar to the results of similar research in the literature. In the dimension of independence, there was a significant difference found between teachers whose marital status were other and those who were married and single employees. In the dimension of organizational-interest, there was a significant difference found between single employees and those whose marital status was other. In the dimension of independence, we can say that ethical climate perceptions of teachers with other marital status were significantly higher than those who were married and single employees.

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