THE RELATIONSHIP BETWEEN PERCEIVED ETHICAL CLIMATE AND
TEACHER BURNOUT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATINAL SCIENCES

JULY 2019

Approval of the Graduate School of Social Sciences

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ABSTRACT

THE RELATIONSHIP BETWEEN PERCEIVED ETHICAL CLIMATE AND TEACHER BURNOUT

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July 2019, 137 pages

Ethical climate can be defined as the perceptions about the organizational activities of the school, which are based on ethical principles in relationships and interactions between teachers and students, or reveal ethical behavior (Demir, & Karakuş, 2018). A positive ethical climate in schools allows emergence of caring relationships (Noddings, 1988). Caring relationships and a sense of belonging within a school forms positive student attitudes and increases motivation and participation in school (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir & Karakuş, 2015; Aloe et al., 2014). Considering that there is a positive correlation between student misbehavior and teacher burnout dimensions (Aloe et al., 2014), it can be sated that reducing misbehavior reduce teacher burnout. The main purpose of this study is to investigate the relationship between the perceived ethical climate and teacher burnout in primary and middle school. Correlational research design as a quantitative research model was used to examine this relationship. Data were collected from a total of 412 primary and middle school teachers in Edirne. Two questionnaires are selected for their usefulness in answering the research questions; The Elementary School Ethical Climate Index was developed by Keizer and Schulte (2007) and

Maslach Burnout Inventory is developed by Maslach and Jackson (1981). The results of the study indicated that there is a negative relationship between the perceived ethical climate and teacher burnout. The sub-dimensions of the ethical climate, called student-to-teacher and teacher-to-student, predicted teacher burnout.

Keywords: ethical climate, teacher burnout

ÖZ

ALGILANAN ETİK İKLİM VE ÖĞRETMEN TÜKENMİŞLİĞİ ARASINDAKİ İLİŞKİ

Doğanay, Birtanem

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. Gökçe Gökalp

Temmuz 2019, 137 sayfa

Etik iklim, öğretmenler ve öğrenciler arasındaki ilişkilerde ve etkileşimlerde etik ilkelere dayanan veya etik davranış sergileyen okulun örgütsel faaliyetleri hakkındaki algılar olarak tanımlanabilir (Demir ve Karakuş, 2018). Okullarda olumlu bir etik iklim, bakım ilişkilerinin ortaya çıkmasına izin verir (Noddings, 1988). Okul içindeki yardımsever ilişkiler ve ait olma hissi, olumlu öğrenci davranışları oluşturur ve okuldaki motivasyon ve katılımı arttır (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir & Karakuş, 2015; Aloe et al., 2014). Öğrencilerin hatalı davranışları ile öğretmen tükenmişliği boyutları arasında pozitif bir ilişki olduğu göz önüne alındığında (Aloe ve ark., 2014), olumsuz davranışların azaltılmasının öğretmen tükenmişliğini azalttığı söylenebilir. Bu çalışmanın temel amacı, ilk ve ortaokulda algılanan etik iklim ile öğretmen tükenmişliği arasındaki ilişkiyi incelemektir. Bu ilişkiyi incelemek için nicel araştırma modeli olarak korelasyon araştırma deseni kullanılmıştır. Veri halen Edirne ilkokul ve ortaokullarında çalışmakta olan 412 öğretmenden toplanmıştır. Araştırma sorularına cevap vermedeki yararları göz önüne alınarak iki anket seçilmiştir; İlköğretim Okulu Etik İklim İndeksi Keizer ve Schulte (2007) tarafından geliştirilmiştir ve Maslach

Tükenmişlik Envanteri, Maslach ve Jackson (1981) tarafından geliştirilmiştir. Çalışmanın sonuçları algılanan etik iklim ile öğretmen tükenmişliği arasında negatif bir ilişki olduğunu göstermiştir. Öğrenciden öğretmene ve öğretmenden öğrenciye olarak adlandırılan etik iklimin alt boyutları öğretmen tükenmişliğini yordamıştır.

Anahtar Kelimelerler: etik iklim, öğretmen tükenmişliği

To My Parents

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

MoNE	Ministry of National Education
AMOS	Analysis of Moment Structures
CFA	Confirmatory Factor Analysis
SPSS	Statistical Package for the Social Sciences
MBI	Maslach Burnout Model
ESECI	Eementary School Ethical Climate Index

CHAPTER 1

INTRODUCTION

This chapter presents the main problem of the study. While it starts with the background of the study, it is continued with statement of problem and the purpose of the study. The chapter ends with explaining the significance of the study and definition of terms.

1.1   Background of The Study

As a social entity, a large part of human life is spent in formal or informal organizations. In these institutions, schools have a structure that everyone recognizes, everyone participates in, and everyone is affected or influenced by schools (Kocayiğit & Sağnak 2012). Education can take place everywhere like home, family, internet and television but school ensure a common meeting place for future generations in society and school is the place where people from outside the family can interact and shape the individual's life through ongoing interactions (Freiberg, 1999). School climate is generally defined as the character and quality of the school culture and can be considered the milieu of the school (Espelage, Low, & Jimerson, 2014). More specifically, school climate can be defined as the school's character, which is shaped by its physical environment, educational practices, relationships among faculty, staff, parents, and students, customs within the school, values and norms (Thapa et al., 2012; Espelage et al., 2014). Another definition of school climate is an inner structure that affects behaviors of teachers and differentiates a school from other schools (Çelik, 2012). Individual's school life experiences, norms, aims, values, interpersonal relations, teaching and learning practices and the reflection of organizational structures are expressed as school

climate by Cohen, Mccabe, Michelli and Pickeral (2009). One of the most important factor for school climate is the social system which consist of relationships and interactions between students and relationships and interactions between students and their teachers (Freiberg, 1999). The predominant feature of the school is that it is a social system that consist of people, and when people are removed from the school, only physical objects remain, so the school gains meaning with people (Şişman & Taşdemir, 2008). Teachers are one of the most strategic parts of the social system called school (Bursalıoğlu, 2005). So, based on this discussion, it can be said that the values teachers will adopt is important. These values, which constitute an important part of the organizational culture are based on universal ethical principles (Çelik, 2000). To sum up, character of a school, values, norms, behaviors and relationship among people in school are some key words for describing school climate as well as ethical climate for school. In other words, school climate can be directly related to the ethical climate. Also, according to Noonan (2004), common thread to creating positive climate is importance of relationships. So, evaluating school climate through the ethical principles, higher quality of relationships may emerge (Noddings, 1988). Noddings (1992) states that fairness, respect, cooperation has positive effect to support and motivate teachers and students in schools. According to statements above it can be said that teachers' behavior, the way that they perceive their work, relationship with principals and other teachers can be directly related to ethical behavior as well as schools' ethical climate.

Ethical climate concept is defined and developed by Victor and Cullen (1988). According to Victor and Cullen "… ethical climates are conceptualized as general and pervasive characteristics of organizations, affecting a broad range of decisions" (1988, p.101). It has been stated by Victor and Cullen (1988) that an ethical climate provides employees a guidance for what to do in ethical situations.

Ethical work climate can be considered as the socio-cultural environment of an organization (Ching, Kee, & Tan, 2016). Also, Ching et. al. (2016) states that "For

employees, ethical work climate is what they experience in the organization. Thus, organizations need to ensure that their employees are comfortable with the work climate and are willing to stay on" (p. 8). As the nature of the teaching profession, teaching requires devotion, emotional labor, and strong intrinsic values (Yorulmaz, Altınkurt, &Yılmaz, 2015), hence teachers' feelings and emotions about their job can affect their perceptions about ethical climate or can be affected by ethical climate. So, it can be stated that it is important to focus on teachers' factors while investigating ethical climate in schools. However, few studies have explored the teacher factors in the context of ethical climate.

Ethics has become increasingly one of the important research topics of social sciences. In the last decade in the western world, ethics has started to be explored in many different areas and attitudes and behaviors in these areas have begun to be discussed in terms of ethical values. In our country, there is a remarkable acceleration in the studies of ethics in recent years (Aydın, 2018).

The concept of ethics is derived from the ethos word meaning 'character' in Greek. The term 'ethics', derived from Ethos, also refers to the ideal, the abstract, when used in a specific sense or as a technical term (Fromm, 1995). The concept of ethics cannot be described in one way, there are different definitions for ethics in different branches of science (Özkalp, & Kırel, 2010). In recent studies, it is observed that the concept of ethics has begun to be used more intensively in the form of rules and principles in business and professional life as well as in politics and administration (Orman, & Palak, 2009). Ethic is the whole set of rules and standards that shape the behavior of a person's occupation or members of an organization (Fraedrich & Ferrel, 1994). Since climates in the organization concerns employees' perspectives and feelings about the work environment (Kaya, & Başkaya, 2017), ethical climate influences employees' organizational commitment (Cullen, Parboteeah, & Victor B, 2003), satisfaction of employees on their jobs, and turnover intention (Elci & Alpkan, 2009; Çetin, Güleç, & Kayasandık, 2015; Mulki et al., 2007)),

organizational citizenship behaviors (Elci & Alpkan, 2009), stress (Sert, Elçi, Uslu, & Şener, 2014) and burnout (Harms, 2017; Elçi, Karabay & Akyüz, 2015).

Those who are at the highest risk for occupational burnout are those who are in human service professions (Grayson, & Alvarez, 2008). Emotional, cognitive and physical energy are more needed in the work of people-oriented professionals (Zołnierczyk-Zreda, 2005). These demands may lead to emotional exhaustion, depersonalization and physical fatigue, which are generally shown as a sign of a burnout (Maslach, & Leiter, 2008). De Heus and Diekstra (1999) stated that burnout is common among teachers and because teaching profession carries more psychological more physical symptoms than other social profession. In the literature, there are many studies investigating the relationship among gender, marital status, subject matter, and educational status and burnout. According to Yorulmaz and Altınkurt's research conducted in Turkey (2018); gender, marital status, subject matter, and educational status have a very low effect on teacher burnout. Friedman (2006) indicated teachers' everyday dealings with the classroom behavior is the most general driver of burnout (as cited in Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010). According to Grayson and Alvarez (2008), the subfactors of school climate (i.e. student–peer relations, instructional management in the school, teacher– student relations, etc.) are most relevant factors to predict the dimension of burnout. Teachers may experience significant stress and an increased risk of burnout resulting from children's perceived misbehavior (Betoret, 2006; Brouwers, Evers, &Tomic, 2001; Brouwers &Tomic, 2000; Hastings &Bham, 2003; Klassen, 2010; Yoon, 2002; as cited in Gibbs, & Powell, 2012). In light of the relevant literature above it is important to investigate the relationship with ethical climate and teacher burnout within the framework of teacher- student relations. In order to assess the subfactors of school climate like student–peer relations, instructional management in the school, teacher–student relations from ethical perspective, Keiser and Schulte (2007) developed an instrument that measures the ethical climate which is used in this study to measure the ethical climate.

In the limited number of studies conducted, there has been a relatively consistent finding that the perceived ethical climate is related to job satisfaction and turnover intention (Elci & Alpkan, 2009). Also, some types of perceived ethical climate are related to burnout (Elçi, Karabay, & Akyüz, 2015). Since ethical climate impacts whether individual experience burnout, it is important to investigate whether they are related in the Turkish context. This study aimed to investigate the relationship among ethical climate and teacher burnout.

1.2 Statement of Problem

Most of the research conducted on ethical climate and burnout has been investigated for businesses and corporations for example banking, healthcare organizations and business administration. Increasingly recent research about ethical climate is being conducted at institutions of higher education. On the other hand, very limited research was conducted about ethical climate for education area, especially for schools. Although the relevant literature indicated that ethical climate may be related with teacher burnout there is no research about the relationship of ethical climate and teacher burnout.

In the studies related to burnout syndrome, many demographic variables such as gender, education level, age, being married and type of institution were studied (Karakelle, & Canpolat, 2008). On the other hand, research results on age, years of experience, marital status and gender are mixed (Aloe et al., 2014; McCormack& Cotter, 2013). For example; while some studies suggest that individuals who are new to the job are more likely to experience burnout, some studies stated that there is no difference in levels of burnout between workers who were new to the job and those who had many more years of experience (Bakan et al., 2015; Ergin, 1992; McCormack& Cotter, 2013) or while some studies suggest that there is a relationship among marital status and gender and burnout, some researchers have found no link among marital status, gender and burnout (McCormack & Cotter, 2013). In addition,

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it has been shown that the variables such as low job status, lack of work experience, the length of the working hours, work due to sleep disorders increase burnout (Türk, 2004; Yorulmaz, & Altinkurt, 2018; Demir & Kara, 2014; Suh, 2017; Belcastro& Gold, 1983; De Heus, &Diekstra, 1999). Although burnout is highly investigated topic in education, studies conducted on teacher burnout indicate that the main factors affecting burnout are same with the factors effecting burnout in other occupational groups (Karakelle, & Canpolat, 2008). Therefore, it is important to examine burnout in terms of specific concepts and context in education. According to Türk (2004), the causes of why teachers are generally more stressed than other professionals can be stated as student-teacher and school-family conflicts, disciplinary problems, crowded classes, insufficient physical conditions, multiplicity of bureaucratic tasks, social and political pressures on educational institutions, inadequacy of rewards and participation. These factors also cause teacher burnout (Türk, 2004). As mentioned previously, student misbehavior is one of the factors related most strongly to teacher burnout (Tsouloupas, et al., 2010; Gibbs, & Powell, 2012). Also, burnout among teacher impacts students (Aloe, Shissler, Norris, Nickerson, & Rinker, (2014). One-third of teachers stated that misbehavior interrupted their teaching and when students' misbehavior increases, teachers' feelings of personal accomplishment decrease, so this shows that student misbehavior is correlated with the professional efficacy dimension of teacher burnout (Aloe et al., 2014). On the other hand, studies demonstrated that a positive ethical climate allows for the emergence of caring relationships (Noddings, 1988). By experiencing caring relationships and a sense of belonging within a school, positive student attitudes and increased motivation and participation in school occurs (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir & Karakuş, 2015; Aloe et al., 2014). Ethical climate has a positive effect on teachers' trust in students, students' trust in teachers and teachers' motivation levels and also ethical climate increases trust and motivation levels of both teachers and students (Demir & Karakuş, 2015). As noted above, by creating caring relationship, ethical climate may have positive effect on teacher burnout.

There are other studies in the literature showing that ethical climate and teacher burnout can be related to each other. School ethical climate (caring/formal) and teacher voluntary absence is negatively related (Shapira-Lishchinsky, & Rosenblatt, 2010). Elçi, Karabay and Akyüz (2015) also stated ethical climate plays an important role in governing the relationship between distributive justice and depersonalization which are burnout types.

As noted above, there are too many problems faced by teachers that can be associated with burnout and also literature indicated that ethical climate can be associated with these problems and the elimination of these problems. Therefore, investigating relationship of ethical climate and teacher burnout is necessary. The purpose of this study is to further understand the relationship between the perceived ethical climate and teacher burnout.

1.3 Purpose of the Study

The main purpose of this study is to investigate the relationship between the perceived ethical climate and teacher burnout in Turkish schools. Consequently, this study seeks an answer for the research questions below:

1.   What is the level of perceived ethical climate and teachers' levels of burnout?
2.   What is the relationship between ethical climate and teachers' levels of burnout?
3.   What is the relationship between *teacher to student (*the first subdimension of ethical climate) and teachers' levels of burnout?
4.   What is the relationship between *student to teacher/learning environment* (the second subdimension of ethical climate) and teachers' levels of burnout?
5.   What is the relationship between *student to student* (the third subdimension of ethical climate) and teachers' levels of burnout?

1.4 Significance of the Study

Aydın (2018) indicates that ethics in education emerges as a subject that needs to be addressed in terms of goals, values and processes of education. The most important reason for this, education has an ambitious goal which is creating behavioral changes in individuals (Aydın, 2018). It is inevitable that these behavioral changes brought by education will affect the whole society (Kaya, 1986). The first occupation in the education system is the teaching profession (Aydın, 2018), and teachers are one of the most strategic parts of the social system called school (Bursalıoğlu, 2005). So, teacher factor in the concept of educational ethics is important, and also it is important to understand dimensions that affect teachers' work.

One of the recent studies about teacher's problems in Turkey was conducted by Yasemin, Filiz and Ergül (2017). According to their results, the teachers face with professional problems including teacher training and the quality of teachers, employee rights and financial problems, decrease of professional reputation, the problems with MoNE policies, the problems with union activities, workload, the problems with administration in school, physical conditions and the lack of infrastructure, the problems with parents, the problems with students. Also, it is indicated that MoNE policies and decrease of professional reputation are the most important problems that teachers had (Yasemin, Filiz, & Ergül, 2017). According to Fisher (2011), these factors – factors stated in Yasemin, Filiz and Ergül's research (2017) - cause teacher stress and teacher stress are positively correlated with teacher burnout. Teachers who are classified at risk for stress show more burnout symptoms and less classroom control (Fitchett, McCarthy, Lambert, & Boyle, 2018). Components of burnout, conceptualized as Emotional Exhaustion, Depersonalization, and Personal Accomplishment, do appear to have a significant impact on teachers' intention to consider career change (Carlson, & Thompson, 1995). When taking into consideration the proportion of problems and problems faced by teachers, it is important to investigate what can be done by administrators

of schools so that teachers do not feel burned out. Creating an ethical climate will perhaps make it less likely that teachers will feel burnout. By deepening the understanding of the effect that perceived ethical climate has on the teachers' burnout level, administrators and teachers could better understand the impact their managerial decisions have on the long-term viability of the institution. It is also thought that the results of this study will give some clues to the school administrators on how to provide a climate to improve teacher productivity or emphasize the importance of the ethical climate.

The literature demonstrated that ethical climate and teacher burnout studies in educational settings are limited. Accordingly, the findings of this study are expected to fill the gap by investigating the relationship of ethical climate and teacher burnout. In this way, education policy-makers and MoNE can recognize the valuable information that contributes to the improvement of ethical climate and reducing the teacher burnout effects in schools and make successful interventions in education.

This study is the first study in Turkey that examines ethical climate and teacher burnout variables in educational setting. Thus, the findings of the study will also contribute to the educational literature in terms of research.

1.5 Definitions of Terms

The operational definitions of important terms of this study are explicated as follows.

1. *Ethical climate* can be defined as the perceptions about the organizational activities of the school, which are based on ethical principles in relationships and interactions between teachers and students, or reveal ethical behavior (Demir, & Karakuş, 2018).

2. *Teacher burnout* can be described as lack of personal accomplishment, emotional exhaustion from chronic stressors, depersonalization, including increased negative feelings and attitudes toward their job or others (Aluja et al., 2005).

CHAPTER 2

LITERATURE REVIEW

This chapter of the study gives information about literature related to ethical climate and teacher burnout. Literature is reviewed under the headings of ethical climate, teacher burnout, the relationship between ethical climate and teacher burnout and summary of literature review and hypothesis of the study.

2.1 Ethical Climate

This section is presented through a detailed analysis of the literature. The concept of "ethical climate" is explained in this section within theoretical foundations. First, before the explanation of ethical climate, in order to give further understanding to ethical climate, organizational climate and school climate concepts and their implications and importance are explained. Then, definition of ethics, ethics in education and work ethics are explained. After that, ethical climate concepts, ethical climate types and the definition of the sub-section of ethical climate is explained to give further understanding. Lastly, investigating ethical climate in schools and the impact of ethical climate is mentioned.

2.1.1 Organizational Climate

In the early 1980s the culture perspective originally was exploded, and in 1990s, most cultural studies have become almost indistinguishable from research in the old and now neglected organizational climate tradition (Denison, 1996). Lunenburg and Ornstein (2008) stated that organizational culture and organizational climate as an overlapping concept. On the other hand, Denison (1996) indicated that the culture

and climate was quite clearly different. According to Denison (1996), "while culture researchers were more interested in the evolution of social systems in the course of time, climate researchers were generally less interested in with evolution but more interested in the impacts which organizational systems have on groups and individuals." (p. 621)

According to Schein (2010, p.3)., "culture implies stability and rigidity in the sense that how we are supposed to perceive, feel, and act in a given society, organization, or occupation has been taught to us by our various socialization experiences and becomes prescribed as a way to maintain the "social order.". Like people, organizations also have personalities and the significant influence of culture on the members of the organization has been emphasized by the organization theorists (Lunenburg and Ornstein, 2008).

The culture of an organization includes shared philosophies, ideologies, beliefs, feelings, expectations, attitudes, norms and values (Lunenburg and Ornstein, 2008), and besides this organizational culture contains the following characteristics and events; observed behavioral regularities when people interact, group norms, exposed values, formal philosophy, rules, climate, embedded skills, shared meanings, rituals, celebrations and habits of thinking (Schein, 2010). Although these features alone do not make sense, they reflect the culture of the organization when they come together (Lunenburg and Ornstein, 2008). According to Schein (1996), organizational culture is set of shared, true-accepted basic assumptions that determine how a group reacts to, or perceives, different environments, also; organizational culture is communicated to new employees through socialization and organizational culture affects our behavior at work (Kreitner and Kinichi, 2009, p. 64).

Climates can be defined as formal or informal shared perceptions of procedures, policies and practices (Reichers and Schneider, 1990). Organizational climate represents the shared perceptions of individuals about working environment in the

organization (Hoy and Miskel, 1991). Shanin, Naftchali and Pool (2013) defined organizational climate as a pattern including measurable criteria in a working environment in which individuals feel directly or indirectly that they are affected by that environment in terms of motivation and behavior. Although different definitions are made by researchers, the common idea about organizational climate is that organizational climate is about work environment and work environmental quality within the organization.

Studies on the area of climate are focused on the organizational systems' impact on individuals and groups (Denison, 1996). Climates within the organizations can greatly affect the behavior of organizational actors (Schneider, 1975). Also studies on the organizational climate show that organizational climate is related to work related outcomes such as job satisfaction and organizational role stress (Thakre, & Shroff, 2016), commitment (Weihui Fu, & Deshpande, 2014), and performance (Lee, Chen, & Chang, 2018). Favorable organizational climate lowers the organizational role stress and it increases the job satisfaction (Thakre, & Shroff, 2016). Also, organizational climate has a significant direct effect on job satisfaction, organizational command, and job performance (Weihui Fu and Deshpande, 2014; Lee, Chen, & Chang, 2018). Hoy and Miskel (991) stated that; for schools; there is a relationship between the teachers' perceptions of the work environment and their commitment towards their work, and besides that school organizational health is a more appropriate concept to understand the organizational environment of a school and to study the relationship between school climate and teachers' performance.

2.1.2 School Climate

In this section school climate concept is introduced to give further understanding to ethical climate. First, definition of school climate is defined. Then, approaches to school climate are explained. Lastly, impact of school clime is presented.

2.1.2.1 Definition of School Climate

Organizations can be divided into sub-categories by considering their fields. In education context, organizational climate can be investigated as school climate. According to Cohen, Mccabe, Michelli, & Pickeral (2009):

"School climate refers to the quality and character of school life. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures". (p.1)

2.1.2.2 Approaches to School Climate

Despite the fact that organizational climate first appeared in the field of industry, researchers in the educational sciences have defined and measured its' dimensions in the educational field (Hoy, Tarter, & Kottkamp, 1991). Organizational climate can be denoted by adjectives like informal, cold, open, bustling, warm, easygoing, impersonal, hostile, rigid and closed (Lunenburg and Ornstein, 2008).

Harpin and Croft determine six climate profiles which are; open, autonomous, controlled, familiar, paternal, closed (Thomas,1976). Thomas (1976) explains the open and closed climates as follows; while the" open climate" describes an energetic, vibrant organization that is moving towards its goal and satisfying the social needs of group members, the "closed climate" describes an organization that does not ensure neither the social satisfaction of the members nor their satisfaction from the task success. Halpin ad Croft (1963) describes the autonomous, controlled, familiar, paternal climates as follows. The "autonomous climate" defines an environment where members' social needs are met, and the leader has little control over the group members. The "controlled climate" describes highly task oriented and impersonal environment. "The familiar climate" is the climate which is personal,

and it is also controlled. The "paternal climate" corresponds to low satisfied environment.

In the literature, there are two main approaches to school climate which are Halpin and Croft's concept of "open and closed climates" and Hoy and Tarter's "organizational health construct". According to Lunenberg and Ornstein (2008) Halpin and Croft propose a conceptual continuity from open to closed climate. Open Climate can be described as an energetic, living organization which provides satisfaction and pursues its goals. On the other hand, a high degree of apathy and low esprit are the adjectives that describe the closed climate (Lunenburg and Ornstein, 2008). While open climate expresses high levels of trust, interaction and effective work; close climate expresses the opposite of those (Hoy at all,1991). While healthy school characterized by harmonious behavior among student, teacher and principle and leads instructional success, sick schools are defenseless to outside factors (Lunenburg and Ornstein, 2008).

Hoy and Tarter describe a model and developed an instrument that assess he health of the interpersonal relations among teachers, students, administration and community factors and they stated that organizational health has three levels which are institutional, administrative and teacher (Lunenburg and Ornstein, 2008). In healthy school student, teacher and principle behavior are harmonious and all of them work collectively toward instructional success, on the other hand unhealthy schools are vulnerable to destructive outside factor and student, teacher and principle behavior are not harmonious (Lunenburg and Ornstein, 2008). Shoaf, Genaidy, Karwowski and Huang stated that (2004) "The Organizational Health Model, culture—represented by an organization's values and goals—constitutes a company's strategic intent. Climate driven and reaffirmed by the culture establishes the context for behavior (performance) and state of being (wellness) in the work setting" (p.93). The relationship between culture, climate and organizational health are demonstrated in Figure 1. As seen in Figure 1, the values of the organizations

are affected by organization goals. Culture affects written/verbal practices, resources and job / process demands which form the climate. And these relationships between culture and climate provides the health of the organization.
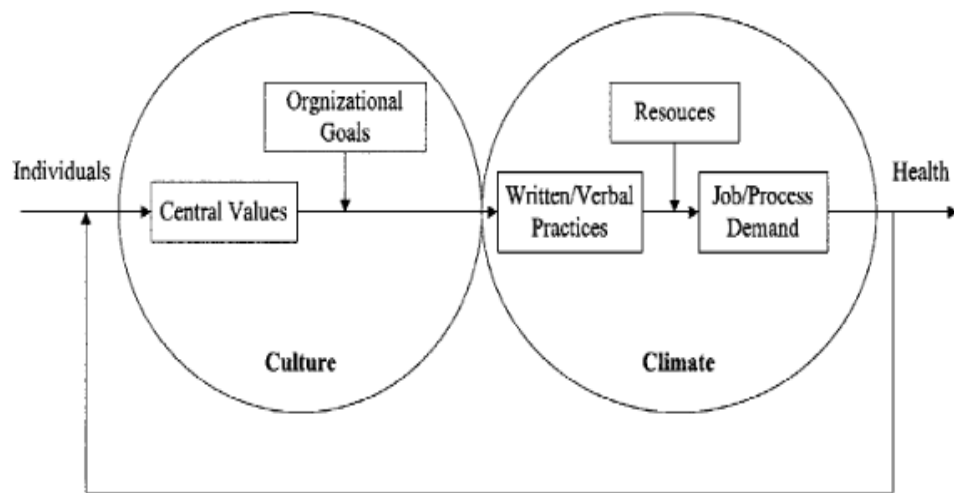
Figure 2.1 Organizational Health Work System (Shoaf et al., 2004, p. 88)

In the context of these definitions, since organizational climate and school climate include the concept of values, norms, perceptions about individuals, it can be stated that organizations are social actors responsible for the ethical or unethical behaviors of their employees (Victor and Cullen,1988). Noddings (1988) stated that when the school climate is evaluated within the framework of ethical principles, higher quality relations and a sense of school society can emerge. Kelly (1992) stated that the individuals can be socialized by their climate (Kelley, 1992). Considering all the statements above, it is important to investigate ethical climate in school context.

2.1.2.3 Impact of School Climate

Studies on school climate show that school climate is related to work related outcomes such as job satisfaction, stress, teaching efficacy, and job satisfaction and, burnout. Aspects of school climate emerged as stronger predictors of job satisfaction

(Taylor, &Tashakkori, 1995). In their research, Collie, Shapka, and Perry (2012) stated that school climate variables significantly predicted sense of stress, teaching efficacy, and job satisfaction among the participants. Different components of school climate related to each of the three primary burnout dimensions which are emotional exhaustion, depersonalization and personal accomplishment (Grayson, & Alvarez 2008). In addition, they stated that there is a negative relationship between school climate and burnout and this inverse relationship was mediated by teacher satisfaction levels.

In healthy school climates, teachers like and form an efficient relationship with their colleagues, their school, their job and their students. Teachers are believing in themselves and their students so, learning environment is positive and students achieve their goals. Teachers and students work hard and there is high academic emphasis, high collegial leadership, high resource support, high principle influence (Lunenburg and Ornstein, 2008). These explanations of Lunenburg and Ornstein (2008) offer clues as to what composes school climate including norms, values, ethics. In addition to this Cohen (2006) states that teaching and acting ethically, socially and emotionally are the key factors for creating climate for learning and wellbeing. Ethical perspective-based school climate research can help assess human relationships (Keizer and Schulte, 2007). However, in the literature, there is limited amount of research conducted on the ethical climate of schools.

2.1.3 Ethical Climate

In this section a detailed analysis of the ethical climate is presented. The concept of "ethical climate" is explained in this section within theoretical foundations. First, definition of ethics, ethics in education and work or occupational ethics are explained. After that, ethical climate types and the definition of the sub-section of ethical climate is mentioned.

2.1.3.1 Definition of Ethics

The concept of ethics is derived from the ethos word meaning 'character' in Greek. The term 'ethics', derived from Ethos, also refers to the ideal, the abstract, when used in a specific sense or as a technical term (Fromm, 1995). On the other hand, morality – ahlak in Turkish- derived from the Latin word "Moribus" (Aydın, 2017). Although ethics and morality are often used in the same sense, they are not the same concepts. Ethics is a philosophy discipline that investigates the values, norms and rules that form the basis of individual and social relations from a moral point of view (İnal, 1996). Solomon states that morality includes people's values and behavior; and ethics is related to academic studies in this area (Aydın, 2018).

'Ethics' sometimes can stand for systems of norms which are related to evaluation, action, behavior or conduct. These systems of norms are valid in a given group of people at a given moment and they are expected to establish the evaluations, actions and conduct of individuals in their relations with other individuals in the given group (Kuçuradi, 2007).

In the literature, there is more than one definition of ethics. Since this research focuses on the ethical issues that concerns teachers, it is important to define the term ethics in the field of occupation. According to Bernard Barber, for an interest to be considered an occupation; there must be a general and systematic information, it should address the needs of society, there must be self-control through internalization of ethical principles and it should include symbolized reward which requires effort (Sokolowski, 1991).

2.1.3.2 Ethic in Education

Education is a process that affects people from birth to death and aims to give certain behaviors to people. In this context, there is a mandatory relationship between education and ethics (Aydın, 2018). Because of the nature of ethics and education, profession of teaching and ethics are very close concepts, and these two concepts should not be considered separately (Pieper, 1999, as cited in Aydın, 2018). Education is the process of gaining behavioral change in the individual in the desired direction through their own lives, because of this, it is necessary to conduct the ethical debates about whether the behaviors to be gained are desired by whom and what should be the purposes of the education which is carried out (Aydın, 2001).

Haynes (2002) stated that ethics has an importance in education; because it states that teachers and administrators are both surrounded by moral questions and that they are directly responsible for the education and moral well-being of the next generation. Teachers and administrators face more ethical problems as time passes and when the concepts such as human rights and equality are included in the society more, the student-student and student-manager relations have started to be examined and evaluated in detail (Haynes, 2002). The main starting point of education is human, and the educator tries to educate and develop the society, so, human factor on the basis of the education obliges ethics to be in education (Ilgaz and Bilgili, 2006).

2.1.3.3 Work or Occupational Ethic

Work or occupational ethic determine work-related attitudes and behaviors in the workplace (Miller, Woehr, & Hudspeth, 2002). According to Tota and Shehu (2012), work ethics deals with right or wrong, good or bad behavior within the scope of business. The most important problem in explaining right or wrong is that it is not clear which standards or norms will be used and which questions are acceptable for

a good work life, or which behaviors are unacceptable, are questions that are difficult to answer in the business world. Aydın states that (1993, as cited in Aydın, 2017) work or occupational ethics includes certain behavior patterns that individuals of the same profession must follow in their relations with each other. According to Windhal and Rosengren, the principles of work ethics regulate the rules of the members of a certain group and the responsibilities and duties of this group towards the society (2001, as cited in Aydın, 2017).

Şimşek, Akgemci and Çelik (2011) have made the following statements in their article about work ethic; business ethics is the collection of ethical principles and standards that guide business behavior. When we look at the definitions in the literature on business ethics, it includes rules, standards and ethical principles about what is "wrong and right in a certain situation". Whether a behavior is appropriate for ethics is assessed and determined not only by personal ethics and values, but also by the community, which includes mass media, interest groups and organizations. It is difficult to determine business ethics in exact lines. Ethical considerations vary from organization to organization.

Work ethics in America has started to evolve in 1960 and it continues to evolve in the twenty-first century (Ferrell, Fraedrich, &Ferrel, 2011). Ferrell, Fraedrich, and Ferrel (2011) stated that "Work ethics comprises the principles, values, and standards that guide behavior in the world of business" (p. 7). According to Webber (2007, p. 567), 'Ethics are the systematization and application of values, also, ethical behavior at work is defined by Victor and Cullen (1988) as;

> When faced with a decision that has consequence for others, how does an organizational member identify the "right" alternative—at least in the organization's view? An important source of this information are those aspects of work climate that determine what constitutes ethical behavior at work. (p. 101)

Throughout the definitions, it can be said that without work ethic, a person, will confront difficulties in fulfilling the responsibilities in her or his job and the responsibilities toward the society.

2.1.3.4 Definition of Ethical Climate

Each company has a set of ethical rules and procedures that define the character of the organization, as well as individuals. Personal ethics can help people to decide when they encounter problems, moral dilemmas, problems. Like personal ethics, organizational ethics in organizations help in the solution of moral dilemmas and problems of organizations (Cullen, Victor & Stephans, 1989).

Ethical climate was introduced to the literature by Victor and Cullen in 1987 and they are known as the fathers of ethical climate. Organizations such as humans also have their own ethics, which defines their characters (Yener, Yaldıran, & Ergun, 2012). In 1988, Victor and Cullen established an ethical climate model inspired by Kohlberg's (1984) moral development study and ethical climate model based on Ethical Climate Theory (ECT) which is based on both ethical philosophy and the sociological theory (Yener et al., 2012).

In the literature, the concept of ethical climate may also appear as the concepts of moral atmosphere or individual ethics (Kohlberg, 1984). Although these concepts contain meanings that are close to each other; ethical climate have different meanings than the moral atmosphere and individual moral development (Victor & Cullen, 1988). Victor and Cullen stated that (1988, p.101); "The sociocultural environment, organizational form, and organization specific history are identified as determinants of the ethical climates in organizations".

Ethical work climate is a concept which is used frequently assessing the ethical characteristics of organizations. It is derived from the more general concept of

organizational climate (Webber, 2007). Ethical climate is a type of organizational climate and defined as a kind of internal climate that exhibits social norms and as a component of organizational culture (Victor & Cullen, 1988). Cullen, Parboteeah, & Victor (2003) indicated that climates like ethical climate are formed when people in the organization started to believe that certain ethical reasoning and / or behavioral patterns are standards or norms that are expected to make decisions within the institution. Therefore, ethical climates do not represent the individual's ethical standards or level of moral development. Contrarily, it characterizes the components of the individual's environment perceived by its members.

Victor and Cullen's (1988) model for ethical climate includes two dimensions. They have stated that first dimension is about ethical criteria used for decision making purposes and the second dimension indicated locus of analysis. They based the first dimension on three moral philosophies, namely egoism, benevolence and principle. They defined locus of analysis as individual, local and cosmopolitan. They developed theoretical ethical climate models by combining ethical criteria and locus of analysis. Victor and Cullen (1988) have developed an organizational ethical climate questionnaire by using this model and further their studies, identified five ethical climate types, namely caring, law and code, rules, instrumental, and independence.

2.1.3.5 Ethical Climate Types

This section gives detailed information about the ethical climate types. First, the two main ethical climate dimensions are introduced. Then nine theoretical ethical climate types which formed by the cross-tabulation of the two dimensions are explained. Lastly, the five ethical climate types defined to give further understanding.

2.1.3.5.1 Ethical Climate Dimensions

Kohlberg (1981) suggested that as individuals evolved morally, they used different ethical criteria and displayed different forms of moral reasoning. Kohlberg stated that moral development is multilevel and sequential in nature and he defines three essential types of ethical standards which are self-interest, caring, and principle. These three standards also reflect three essential classes of ethical theory, i.e., egoism, utilitarianism, and deontology (Fritzsche, & Becker, 1984). Since climate is a concept of organization, ethical climate types are only the classification of organizations and do not follow the assumed development order for individuals (Victor & Cullen, 1988). Three ethical criteria which are egoism, benevolence and principle has a common philosophy with Kohlberg's three stages of moral development (Vardaman, Gondo, & Allen, 2014). According to Vardaman et al. (2014), based on Kohlberg's preconventional stage; egoism represents the self-interested decision making and behavior and it includes behavior related to personal interests and actions to maximize personal interests (Martin& Cullen, 2006), benevolence refers to a concern with decisions and behaviors that create the most benefit for the most people and lastly principle refers to decision making based on laws, rules and procedures. In addition to ethical criteria, Kohlberg (1981) distinguished between loci or level of ethical concern and he explained how each stage of moral reasoning is implemented using ethical concern or social perspective (as cited in Cullen, Victor, & Bronson, 1993). Cullen et al. (1993) indicated that ethical climates may be expected to vary along these two dimensions which are ethical criteria and locus of analysis and these variations suggested the possibility of nine theoretically possible ethical climates.

2.1.3.5.1.1 The Ethical Criterion Dimension

Victor and Cullen's egoistic, benevolence and principle, which are the three pillars of ethical typology or ethical judicial criteria, constitute the three basic ethical climates. In the egoist climate, company norms support personal interest satisfaction. In a benevolence climate, company norms support the maximization of the interests of a particular social group. Finally, in the principled climate, the company supports norms by following abstract principles independent of the situational results (Cullen, Parboteeah, & Victor2003)

1. Egoism: Egoism is interested with the personal interest and actions of maximizing personal interests (Martin & Cullen, 2006). In an egoistic climate, the individual's personal interests become the primary source of moral reasoning that is to be expected when a decision has to be made (Cullen, et al., 2003). In an egoistic ethical climate, norms encourage a focus on personal gains and in this level, it is expected that individuals do not care about the wellbeing of others (Victor and Cullen, 1988). Victor and Cullen (1988) explains egoism as follows; in the focus of individual analysis, the egoism criterion is defined as taking into account the needs and preferences of the person's own self. In the focus of local analysis, egoism is defined as notions about the interests of the organization; while in the focus of cosmopolitan analysis, it is defined as notions on the interest of the greater social or economic system's interest.

2. Benevolence: This climate type is based on interest for others (Victor and Cullen ,1988). The benevolent dimension is a criterion that takes care not only of the individual but of the others, and the decision-makers examine each option and take decisions, considering the needs of all persons (Weber & Seger, 2002). In benevolent climate, individuals are expected to make decision that provide greatest good for individual who participate in decision making process. Such individuals see their organization as a sincere interest for the good of others (Cullen, et al.,2003).

According to Victor and Cullen (1988), at the individual locus of analysis, the benevolence criterion is concerned with other people without reference to organizational membership; in the local locus of analysis, it is concerned with organizational collective (like esprit de corps, team play): at the cosmopolitan locus of analysis it is concerned with consideration of other voters outside the organization.

3. Principle: Although principle focuses on the needs of others, it is based on doing the right thing, regardless of specific results and ideas (Weber & Seger, 2002). When the ethical criterion is the principle, to ensure the goodness of others, laws, rules procedures and codes clearly state the decisions and actions (Martin & Cullen, 2006). In the context of the principle criterion, the loci of analysis indicate the sources of principles expected to be used in the organization (Victor & Cullen, 1988). While at the individual locus of analysis, the principles are oriented by personal ethic, at the local locus of analysis, principles are oriented by the organization (e.g., rules and procedures) and at the cosmopolitan locus of analysis, principles are oriented by extra organizational sources (e.g., the legal system, professional organizations) (Victor & Cullen, 1988).

2.1.3.5.1.2 Locus of Analysis

The locus of analysis is a reference group that determines the source of the moral reasoning used to apply ethical decisions to organizational decisions and / or the limits of what is to be considered in the ethical analysis of organizational decisions (Victor & Cullen, 1988). Locus of analysis is theorized as ''shape the behaviors and attitudes of role incumbents'' (Victor and Cullen, 1988, p. 106). The major classes of locus of analysis are categorized as individual, local, and cosmopolitan level (Victor & Cullen, 1988).

1. Individual locus: Individual locus refers to the decisions taken by individuals alone rather than organizational norms and decisions and the moral reasoning ground on personal belief and values (Martin & Cullen, 2006).

2. The local locus: The local locus implies the organization itself and cosmopolitan locus is referent as the ethical reasoning external to the organization (Victor and Cullen, 1988).

3. The Cosmopolitan locus: Cosmopolitan locus refers to the external elements to the organization such as the community or society at large (Martin & Cullen, 2006). Victor and Cullen's ethical climate framework is shown in Figure 2. As shown in the figure, there are two dimensions. First dimension represents the ethical criterion (e.g. principle, egoism, benevolence), and second dimension represent the locus of analysis (e.g. individual, local and cosmopolitan). And nine theoretical ethical climate types, which is represented in the figure 2, are formed by the cross-tabulation of the two dimensions (1988, p.104).

LOCUS OF ANALYSIS

Figure 2.2 Theoretical ethical climate types (Cullen, J. & Victor, B., 1988, p. 105)

2.1.3.5.2 Nine Theoretical Ethical Climate

These nine theoretical ethical climate types are;

1. Self-interest: In individual level, the egoism criterion is defined as the consideration of one's own needs and preferences. Each person in this area decides according to his own interest. For example; personal gain, such as self-defense (Victor, & Cullen, 1988).

2. Company profit: In the local area of analysis, the criterion of egoism is defined as the consideration of the organization's interest which is company profit. In this climate type, the decisions of the employees should serve the benefit of the institution (Victor, & Cullen, 1988).

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3. Efficiency: This type of climate is defined as the consideration of the interests of a wider social or economic system in the universal field of analysis, for example, productivity (Victor, & Cullen, 1988).

4. Friendship: In the individual level, the criterion of benevolence is defined as the consideration of other people who are not related to the membership of the organization (Victor, & Cullen, 1988).

5. Team interest: In the local area, the criterion of benevolence is defined as the organizational partnership. This is in contrast with the local egoism where concrete organizational structure is taken into account (Victor, & Cullen, 1988).

6. Social responsibility: In the cosmopolitan level, the criterion of benevolence is defined as the consideration of participants and customers outside the organization (Victor, & Cullen, 1988).

7. Personal morality: In the individual level, the principles consist of individual's own choices. In this area, individuals are expected to be guided by their own code of ethics (Victor, & Cullen, 1988).

8. Company rules and procedures: In the locus of analysis principle correspond to company rules and procedures (Victor, & Cullen, 1988).

9. Laws and professional codes: In the cosmopolitan level, the principles originated from outside of the organization such as the legal system and professional organizations (Victor, & Cullen, 1988).

2.1.3.5.3 Ethical Climate Types

Neubaum, Mitchell &Schminke (2004) generated five common derivatives of ethical climate by empirically testing Victor and Cullen's (1988) framework which is shown in figure 3. The five common empirical derivatives of ethical climate are: The Instrumental climate which comprise the individual and local referents along the egoism criteria which are self-interest and company profit. The Caring climate which comprise all three referents (individual, local, and cosmopolitan) along the benevolence criterion and the cosmopolitan referent along the egoism criterion which are friendship, team interest, social responsibility, and efficiency. The remaining Independence, Rules, and Law and Code climates are equivalent respectively to personal morality, company rules and procedures, and laws and professional codes. (Neabaum et. all, 2004, p. 337)

Figure 2.3 Five common empirical derivatives of ethical climate. (Neubaum, Mitchell, & Schminke, M. 2004, p. 337).

1. *The instrumental climate* consist of self-interest and company profit (Schminke et. All, 2005). At the instrumental climate, egoist approach is used to make ethical decisions in organizations and this situation leads to harming the members of the

organization and selfishness in behaviors (Weber & Seger, 2002; Martin & Cullen, 2006).

2. *The caring climate* consist of four theoretical ethical climate types which are friendship, team interest, social responsibility, and efficiency (Schminke et. All, 2005). Wimbush, Shepard and Markham stated that "A "caring" climate is characterized by workers who are sincerely interested in the well-being of each other as well as the workgroup's constituencies." (1997, p. 68) According to studies which investigates the employee's preferred work climate, caring climate is he most favoring one among the others (Cullen, Parboteeah& B. Victor, 2003; Koh, &Boo, 2001; Sims, & Keon, 1997; as cited in Martin & Cullen, 2006). Shapira-Lishchinskyand Rosenblatt (2010) stated that caring climate is a typical example is the educational institution, where training and education are often provided with caring, support, and nurturing.

3. *Independence climate* overlaps with personal morality and employees make decisions based on their own values and beliefs in this ethical climate type (Martin and Cullen, 2006). (Martin & Cullen 2006). Employees in this climate are strongly expected to be guided by their personal moral beliefs (Wimbush, Shepard, & Markham, 1997). The climate of independence ethics was positively related to support, intellectual stimulation and high-performance expectations (Sağnak, 2010).

4) *The Rules Climate* type overlaps with company rules and procedures climate type in the Victor and Cullen's nine theoretical ethical climate types (Schminke et. All, 2005). In this climate, organizational decisions are taken according to local decisions or standards (Huang, You, &Tsai, 2012).

5) *Law and Code Climate* type overlaps with laws and professional codes climate type in the Victor and Cullen's nine theoretical ethical climate types (Schminke et. All, 2005). At the law and code climate, organization member thinks that they should

make decisions based on the mandate of some external system such as such as the law, the Bible, or professional codes of conduct (Martin & Cullen, 2006). Shapira-Lishchinsky and Rosenblatt (2010) indicated that a law and code climate emphasizes organizational rules and professional codes and encourages respect those rules and codes. The law-code climate is a characteristic feature of the education systems in the public sector and tends to be bureaucratic; therefore, it protects teachers from violating their rights (Shapira-Lishchinsky, & Rosenblatt, 2010).

Rosenblatt and Peled (2002) investigated five dimensions of ethical climate in Israeli schools and they stated that schools generally had caring and formal ethical climate (as cited in Shapira-Lishchinsky, & Rosenblatt, 2010). Sağnak (2010) investigated the elementary school teachers' perception about ethical climate and he stated that elementary schools had caring at the highest level and instrumental at the lowest level as ethical climate types.

2.1.3.6 Impact of Ethical Climate

This section underlines the impact of ethical climate in business world and in the field of education. Studies conducted in both national and international literature are reviewed.

In business world, organizational ethical climate guide ethical behavior with rules, standards, ethical codes or principles (Lewis, 1985). Ethical climate is a part of organizational culture and, throughout the socialization process, employees learn how to behave in formal and informal ways, which values are more respected and appreciated (Cullen, et al., 1993). Literature suggested that ethical climate has an important effect on outcomes like organizational citizenship behavior (Elçi, & Alpkan, (2009) and organizational trust (Büte, 2011), counterproductive work behavior (Doğan, & Kılıç, 2014) and turnover (Çetin, Güleç, & Kayasandık, 2015; Mulki et al., 2007) in the business world.

Elçi and Alpkan (2009) investigated the effects of ethical climate in telecommunication organization. In their research, Elçi and Alpkan (2009) concluded that ethical climate strongly influences the organizational citizenship behavior (OBB), and they also concluded that benevolent climates (social responsibility, friendship) and principled climates (company rules & procedures and personal morality) are positively related to OCBs. While Efficiency impacts OCBs positively, focusing on company profit effects OCB negatively. Büte (2011) also stated that ethical climate has a positive effect on organizational trust and individual performance.

In their research, Doğan and Kılıç (2014) concluded that, there was a negative relationship between the perceived organizational ethical climate and the counterproductive work behavior and it was determined that the organizational ethical climate types had a significant effect on the counterproductive work behavior. Whereas the level of counterproductive work behavior has a positive relationship between self-interest ethical climate, it has a negative relation with company profit, social responsibility, laws and professional codes ethical climates (Doğan, &Kılıç, 2014). Also, in their research, Mulki et al. (2008) stated that employees in a positive organizational environment achieved a higher level of job satisfaction and are more productive in their work.

Literature also suggested that, ethical climate also related with turnover intention and burnout of employees. In their research, Çetin, Güleç and Kayasandık (2015) concluded that ethical climate is significantly related with the turnover intention, and burnout played a mediating role in this relationship. According to Mulki et al. (2007), ethical climate and turnover intention also fully mediated by role stress, interpersonal conflict, emotional exhaustion, trust in supervisor, and job satisfaction. According to their research, it is also stated that ethical climate reduces the role stress and increases the trust in supervisor. Based on the literature, it can be said that, in

business world, the ethical climate has an impact on both organizational outputs and individual outcomes of the members of the organization

According to the literature, it can be said that, the ethical climate has an impact in education. Human relations have an important role in education especially in school system (Bursalıoğlu, 2005).

If there is a common thread to creating a positive school climate, it is the importance of relationships – student to student, teacher to student, teacher to family, administrator to staff, school to community. The development of strong and sustainable relationships will contribute more to a healthy and safe school than metal detectors ever will, and our ability to teach our students how to develop supportive relationships of their own is as essential a skill as math and reading. (Noonan, 2004, p. 65)

Investigating ethical perspective in school climate may help evaluating human relations (Keiser & Schulte, 2007), and studies demonstrated that a positive ethical climate allows to emerge caring relationships. Nevertheless, only a small amount of research has been conducted on schools' ethical climate. Kocayiğit and Sağnak (2007) examined the ethical climate in elementary school in various dimensions. According to perception of teacher and students, while teacher to student ethical climate was observed at highest level, student to student ethical climate was observed.at lowest level among the ethical climate types. Kocayiğit and Sağnak (2007) concluded that, there was no significant difference between the perceptions of the teachers about the ethical climate of the school according to the gender variable, and it was determined that there was a significant difference between the student to teacher dimension and the students to student dimension according to the professional seniority variable. Demir and Karakuş (2015) investigated the relationship between ethical climate and teachers 'and students' confidence and motivation levels. According to their research, ethical climate positively affected the

trust of teachers to students, the trust of students to teachers and motivation of teachers. Another result of the study shows that the ethical climate increases teachers and students' confidence in each other and the motivation of both sides.

When the ethics literature is examined, it can be seen that most studies have focused on defining the predictors of an ethical climate rather than the effect of ethical climate on organizational outcomes (Shin, 2012). This scarcity is also valid for studies which examines ethical climate on various job-related behaviors like the relationship between ethical climate and burnout. Since ethical climate empowers satisfaction and commitment which are essentials of employee happiness (DeConnick, 2010), it is important to investigate ethical climate on job related behaviors. Also, Friedman (1995) stated that teacher-student interaction can be seen as the primary factors to cause stress and then eventually leading to burnout. For these reasons, it is important to investigate ethical perspective which considers teacher and student relationship while investigating the relationship with ethical climate and teacher burnout. In sum, educational institutions are human-centered institutions and it can clearly be seen that ethical climate affect broad range of dimensions in educational institutions. So, it is important to investigate.

2.1.3.7 Investigating Ethical Climate in Schools

Victor and Cullen, who are known as the fathers of ethical climate, introduced ethical climate concept to the literature in 1987. Subsequent to the climate approach of Schneider, the Ethical Climate Survey was designed to measure participants' perceptions of how members of an organization typically make decisions about the various situations like events, practices, and procedures that require ethical criteria (Cullen, & Victor, 2008). Ethical climate questionnaire has 36 items (Cullen, & Victor, 2008). Questionnaire measures organizational expectations without evaluating them (Victor & Cullen, 1987), and particularly aims to define

organizational decision-making process in light of ethical reasoning (Cullen, & Victor, 2008).

The dominant feature of the school is that it is a social system consisting of people. When people are removed from the school, only physical objects will remain. The school becomes meaningful with people, and the subjective aspect of the school is more objective than its objective, non-rational direction (Şişman, &Taşdemir, 2008). Teacher is one of the most strategic parts of the social system called school. (Bursalıoğlu, 2005). Ethical climate is the perceptions about the organizational activities of the school, which are based on ethical principles in relationships and interactions between teachers and students, or reveal ethical behavior (Demir, & Karakuş, 2018).

Haynes (2002) explain the importance of ethical climate in schools. The fact that the concept of human rights is placed on the agenda of the society has brought up the concepts such as student rights. As the level of consciousness of the society increased, teacher-student relations were started to be discussed and evaluated in more detail. Teachers are faced with questions like "what should I do", "is that right" in their relations with students, parents, school administrators and other teachers. Ethics is about everyone who makes moral judgments about others, praises or condemns other people's actions.

Therefore, by evaluating the school climate within the framework of ethical principles, a higher quality relation and a sense of school community may arise (Noddings, 1988, 1992). Also, Noddings (1992) stated that schools with justice, respect, cooperation and compassion have been shown to have a positive sense of community that supports and motivates both teachers and students. Identifying the ethical principles that will guide behavior in schools and applying these principles in decisions gaining the basic values to the students, that is, character education has gained importance (Aydın, 2006). In schools, managers', teachers' and students'

perceptions based on ethics-based behavior constitute the ethical climate of the school (Kocayiğit, & Sağnak, 2012). "To develop a positive sense of community within a school, five ethical principles must be present within the interactions and relationships of students and teachers. These ethical principles include (a) respect for autonomy or respecting the right of an individual to act independently, (b) nonmaleficence or doing no harm to others, (c) beneficence or benefiting others, (d) justice or treating others fairly, and (e) fidelity or being loyal and trustworthy toward others" (Kitchener, 1984, 1985; as cited in Schulte, Shanahan, Anderson, & Sides, 2003). A review of the research that used school climate instruments failed to identify an instrument that specifically measures the ethical climate of schools (Schulte et al., 2002). To develop an instrument that measures the ethical climate in elementary schools, Schulte et al. (2002), developed the Ethical Climate Index for high Schools (SECI) to measure the ethical climate of middle and high schools. By developing the questionnaire, Schulte et al adapted items of ECI which was developed by Schulte, Shanahan, Anderson and Sides, (1991; as cited in Schulte et al., 2002).

Elementary School Climate Index (ESECI) which measures the ethical climate in elementary school was developed by Keiser and Schulte (2007). Keiser and Schulte developed the ESECI by using the same procedures used by Schulte et al. (2002). The five ethical principles: respect for autonomy, nonmaleficence, beneficence, justice, and fidelity to the interactions and relationships between students and teachers, specifically teacher to student (i.e., how teachers interact with and relate to students), student to teacher/learning environment (i.e., how students interact with and relate to teachers), and student to student (i.e., how students interact with and relate to other students) are applied in ESECI(Keiser and Schulte, 2007). The survey has 3 dimensions which are teacher to student, student to teacher/learning environment and student to student (Keizer, & Schulte, 2007). ESECI was translated into Turkish by Kocayiğit (2010).

2.2 Burnout

This section is presented through a detailed analysis of the literature. The concept of "burnout" is explained in this section within theoretical foundations. The definitions and theoretical foundations are presented first. Then, the Maslach burnout model and the dimensions of Maslach burnout model is covered thoroughly. The concept that is focused on is "teacher burnout" in general sense. After the theoretical foundations are given, the factors contributing to burnout and symptoms of burnout are explained. Variables of teacher burnout are defined. Lastly, impact of burnout is explained.

2.2.1 Definitions of Burnout

The concept of burnout was first defined by Freudenberger in 1974. Freudenberger (1974) defined burnout as a state of exhaustion that occurred when failure, wear, energy and power loss or exhaustion of internal resources occurred. Another definition about burnout is made by Cherniss (1980) which is human reaction to extreme stress and dissatisfaction with work. Blanch and Garcia (2005) define teacher burnout as a syndrome which is emotional exhaustion from chronic stressors, depersonalization, including increased negative feelings and attitudes toward others, and lack of personal accomplishment. Burnout is also recognized as "a psychological syndrome in response to chronic interpersonal stressors on the job" (Maslach, Leiter, & Schaufeli, 2008, p.90). Overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment are the three dimensions of this response (Maslach, & Leiter, 2017).

Maslach and Jackson (1981) stated that burnout is experienced more in professions which have intensive human relations. De Heus and Diekstra (1999) define burnout as a professional disease and considering its causes and its symptoms it can be said that it is specific to the social professions. Maslach (1981) examined and stated three

dimensions of burnout which are emotional exhaustion, depersonalization and lack of personal accomplishment. These three dimensions of the burnout– engagement continuum is considered the standard tool for research in this field of human services and health care; and a slightly modified version was then developed for people working in the educational setting (Maslach & Leiter, 2008). These three key dimensions can be explained by Maslach and Leiter (2017) as follows. The exhaustion dimension can be defined as the physical and emotional response of stress and it is often the first symptom of people experiencing a problem with their work. The cynicism dimension is about the interpersonal context component of burnout and it represents a negative, callous, or excessively detached response to various aspects of the job. The inefficacy dimension stands for the self-evaluation component of burnout and it refers to feelings of inadequacy and lack of success and productivity at work.

Teacher burnout is an important problem for educational institutions for many counties (Caruso,2019). Teachers are shown as one of the groups who have high burnout due to the intense stress they are exposed to every day (Akın, & Oğuz, 2010). Stress may have an effect on teachers 'job satisfaction, effectiveness, job satisfaction, relationship with students, quality of teaching (Able, & Sewell, 2010). Stress resources which cause teacher burnout can be listed as; limited resources, inadequate teaching conditions, student misbehaviors, excessive bureaucracy and the problems caused by school management (Akın, & Oğuz, 2010). Teacher stress caused by students' misbehaviors and time pressures was significantly greater than stress caused by poor working conditions and poor employee relations (Able, & Sewell, 2010).

Teachers are experiencing burnout at higher levels than other professionals (Akdemir, 2019). Emotional Exhaustion describes the condition that teachers are unable to physically and emotionally provide for students because of overwhelming feelings of fatigue and stress (Maslach, Jackson, & Leiter, 1996). Depersonalization

describes the cynical, indifferent, cold, or distant behaviors toward students, parents and the workplace (Grayson, & Alvares, 2008). Teachers start to feel low level of personal accomplishment when they start to think that they can no longer contribute to development of student (Maslach et al., 1996).

2.2.2 Theoretical Foundations

This section explains the burnout models in the literature. First, the different burnout models in the literature are explained. Then, to give further understanding, the Maslach burnout model and the dimensions of Maslach burnout model are introduced.

2.2.2.1 Suran and Sheridan Burnout Model

Suran and Sheridan burnout model is based on observation and this model is based on Erikson's personality development theory (Sheridan &Suran, 1985). Burnout can be caused by unresolved personal-career factors such as environmental - organizational factors or by the interaction of both factors. Suran and Sheridan (1985) formed burnout as a four-stage model and the model seeks to develop a series of psychological steps that seem common to professional development in early and middle adulthood, and in particular the management of success requirements at critical stages of adult development. These stages are;

Stage 1: identity versus role confusion,
Stage 2: competence versus inadequacy,
Stage 3: productivity versus stagnation,
Stage 4: rededication versus disillusionment.

Every stage contains the life span that is effective in the formation of burnout and the unsatisfactory resolution of conflicts cited in each of these stages cause the

formation of burnout (Sheridan &Suran, 1985). Stage 1 represent the fact that the professional development is not completed in a meaningful way causes the individual to experience role chaos in the future (Başören, 2005). In stage 2, burnout occurs when the identity process within the person does not end with the gaining of a sense of proficiency in work (Sheridan &Suran, 1985). In stage 3, individuals are productive and efficient. If individuals start to feel stagnation, burnout is inevitable (Sheridan &Suran, 1985). In stage 4, individuals questioned their early life choices from the mid- to late thirties through the mid- to late forties. After years of playing one's abilities, boredom and possibly burnout occur (Başören, 2005).

2.2.2.2 Edelwich and Brodsky Burnout Model

Accoring to Edelwich and Brodsky (1982) every human being has a nature of burnout syndrome and burnout can be seen not only in professions offering assistance but also in all fields and in every profession. Burnout occurs as a result of organizational conditions, customer density, low wages, bureaucratic and political pressures, long working hours and loss of purpose (Edelwich & Brodsky, 1982).

The burnout model of Edelwich and Brodsky (1982) includes four sequential stages, which are;

1. Enthusiasm: is always seen in the individuals who are new to working life and the individuals do not know what the job is all about (Edelwich & Brodsky, 1982).

2. Stagnation: In these stage individual starts to see the job's limitations and also start to lose his/her enthusiasm (Edelwich & Brodsky, 1982).

3. Frustration: In this stage accumulated dissatisfaction and sense of powerlessness occurrs (Edelwich & Brodsky, 1982).

4. Apathy: This stage is defined as minimum effort and high degree of cynicism (Edelwich & Brodsky, 1982).

2.2.2.3 Ceherniss Burnout Model

Cherniss (1980) states that burnout is a process and it as a reaction to work-related stress and ends with a coping behavior, which involves psychologically interrupting work. In Cherniss's burnout model, the individual first considers eliminating the source of work-related stress then, individual can apply to different methods (exercise, etc.) to eliminate this source of stress and lastly, in case these two conditions are not successful, individual may disengage his/her relationship to work (Yıldırım, 1996).

2.2.2.4 Maslach Burnout Model

Although there are different definitions and models for burnout, the burnout model presented by Christina Maslach and her colleagues is the most commonly used and most widely accepted burnout model (Kafadar, 2014). Maslach and Jackson (1981) describe burnout as an emotional exhaustion, depersonalization and lack of personal accomplishment. These three dimensions are interrelated concepts (Maslach, Leiter, & Schaufeli, 2008). Burnout syndrome occurs when the situations like high energy, sense of belonging and qualification are replaced by emotional exhaustion, depersonalization and inadequacy (Maslach & Leiter, 1997). Leither and Maslach (2014) also developed areas-of-work-life (AW) model which explains the interaction and the relation of the person, the job and burnout. The AW model is represented in Figure 4.
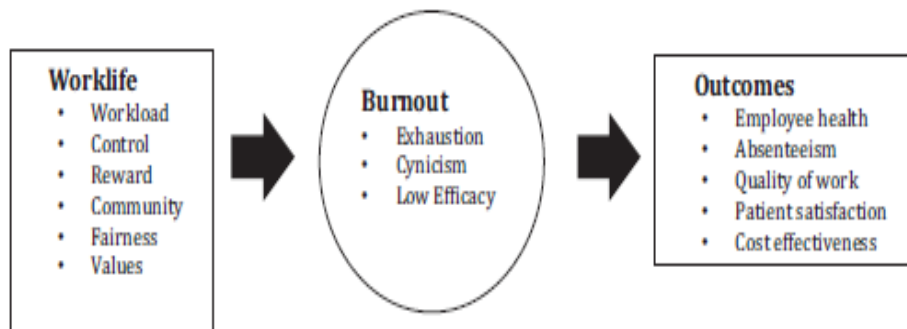
Figure 2.4 The AW model of burnout (Maslach, 2017, p.149).

The AW model is that it identifies six key areas which are; workload, control, reward, community, fairness, and values and these six key areas cause person-job mismatch (Maslach 2017). Burnout has 3 dimensions that are exhaustion, cynicism and low efficacy and burnout's outcomes are employee health, absenteeism, quality of work, patient satisfaction and cost effectiveness.

2.2.2.5 Dimensions of Maslach Burnout Model

1. Emotional exhaustion: Emotional exhaustion is indicated as the first and basic stage of burnout and in this stage, individuals feel emotionally insufficient (Masclach,1999). Emotional exhaustion describes situations of physical and emotional fatigue. People lose their own emotional resources and they feel overwhelmed due to their job (Maslach & Jackson, 1981). "It has also been described as wearing out, loss of energy, depletion, debilitation, and fatigue." (Masclach, 1999, p.215). Depleting emotional resources cause people to feel they are no longer able to give of themselves at a psychological level and they are emotionally unable to cope (Maslach & Jackson, 1981). People with emotional exhaustion have many physiological symptoms, such as general weariness, poor sleep at night, physical numbness and stomach problems, digestive problems, muscle fatigue and headaches (McCormack & Cotter, 2013). According to Maslach

and Jackson (1981), in addition to emotional exhaustion in people who suffer burnout, usually the second main dimension of the syndrome, depersonalization and/or cynicism are seen.

2. Depersonalization: Depersonalization can be described as negative, callous, or excessively detached responses to job demands (Maslach & Jackson, 1981). Maslach (1999) describe depersonalization as "negative or inappropriate attitudes toward recipients (i.e., patrons, clients, patients, students, etc.), loss of idealism, and irritability." (p.215). According to McCormack and Cotter (2013), in this dimension communication becomes difficult and burnout individuals try to avoid contact with people around them. According to research, people who are burned out can show personality or attitude changes like suddenly short- tempered, easily irritated, rude and insensitive and they no longer feel the same commitment to work, and they can fluctuate between feelings of anger, frustration and ignorance (McCormack & Cotter, 2013).

3. Lack of personal accomplishment: This can be defined as feelings of incompetence or a lack of achievement. It causes an increase in personal inefficiency beliefs. Additionally, it indicates low motivation, lack of control, despair, and even loss of self-respect (Maslach & Jackson, 1981). This stage has also been described by Maslach (1999) as "reduced productivity or capability, low morale, withdrawal, and an inability to cope." (p.215). At this stage people are experiencing a lack of confidence, they feel less effective on work and have doubts about their values (McCormack & Cotter, 2013).

2.2.3 Factors Contributing to Burnout

McCormack and Cotter (2013) categorized the factors contributing to burnout in two categories which are individual and socio- demographic factors and work place conditions. The factors stated by McCormack and Cotter (2013) in these two categories are stated below;

Individual and socio- demographic factors which are age or years of experience, personality, locus of control, marital status and gender, work-home interference ad expectations are listed below;

Age or years of experience: The results of the studies about whether age or years of experience is a factor affecting burnout is mixed. While some studies suggest that individuals who are new to the job are more likely to experience burnout, some studies stated that there is no difference in levels of burnout between workers who were new to the job and those who had many more years of experience (McCormack & Cotter, 2013).

Personality: literature suggest that some personality traits are related to burnout. According to Burke and Richardson (1996) individuals who are sensitive and empathetic, or anxious and obsessive are more likely to burn out (as cited in McCormack & Cotter, 2013). Also, neurotic, passive, perfectionists' individuals are more likely to experience burnout (McCormack & Cotter, 2013).

Locus of control: can be defined as the individual's beliefs about the power of control, if necessary, change the workplace conditions; and the perceptions about locus of control is the predictor of burnout (McCormack & Cotter, 2013).

Marital status and gender: Researches shown mixed results about the effect of marital status and genders on burnout; some suggest that there is a relationship

among marital status and genders and burnout, some researchers have found no link among marital status, gender and burnout (McCormack & Cotter, 2013).

Work-home interference: is a specific phenomenon which is described as individuals' work life having a negative impact on individuals' home life. Studies indicated that employees who experience work-home interference have higher levels of burnout, on the other hand some other studies suggest that work-home interference is less likely relate to burnout if employee has a preference for those working conditions (McCormack &Cotter, 2013).

Expectations: In the literature, there are controversies on whether unrealistic expectations about a job will lead to burnout. Some researchers concluded that high and unrealistic expectations could lead to burnout, on the other hand some researchers indicated that there is   no link was found between unrealistic expectations and burnout (McCormack & Cotter, 2013).

Workplace conditions which are workload, underwork, type of work, physical environment, conflict, role conflict and role ambiguity, social support, social comparison and leadership style are listed below;

Workload: workload or overload, are stated to relate to burnout, are strongly related to emotional exhaustion (Maslach & Leither, 1997).

Underwork: underwork can be described as not having enough work to do or not being challenged enough in work (McCormack & Cotter, 2013). Like overload, individuals who experience underwork has a symptom of burnout (Uchtmann, 2012; as cited in McCormack & Cotter, 2013).

Type of work: Maslach and Jackson (1981) stated that burnout is experienced more in professions which have intensive human relations. Schaufeli and Enzmann (1998)

examined a number of studies conducted in the United States which investigates the emotional exhaustion levels of a variety of different occupations. In variety of different occupations, while teachers had higher levels of emotional exhaustion, employees in the social services and medicine had intermediate levels, and employees in mental health and post- secondary education had the lowest levels (as cited in McCormack & Cotter, 2013).

Physical environment: A disturbing physical environment where workers are exposed to noise, extreme temperatures, dirt, harmful substances, insufficient lighting and crowds is the environment where workers are likely to be at risk of burnout (McCormack&Cotter, 2013).

Conflict: Although conflict may be cause for many reasons, feeling of working too much and having few resources to complete work can contribute to interpersonal conflict in the workplace (Maslach, Schaufeli, & Leiter, 2001). This type of conflict relates to higher levels of burnout (McCormack & Cotter, 2013).

Role conflict and role ambiguity: role conflict which includes competing and incompatible demands placed on an employee and role ambiguity which defines the lack of clarity, certainty and / or predictability that can be expected about behavior in a job are related to high levels of burnout (McCormack & Cotter, 2013).

Social support: Social support generates a feeling of belonging and relates to healthy communication so people who have social support are less likely to experience burnout (McCormack & Cotter, 2013).

Social comparison: Social comparison, comparison employees make between themselves and their peers, are related to burnout (McCormack & Cotter, 2013).

Leadership style: Leadership styles are related to burnout (McCormack & Cotter, 2013) and transformational leadership styles decreases burnout while increasing wellbeing and job satisfaction. (Weberg, 2010; as cited in McCormack & Cotter, 2013).

2.2.4 Symptoms of Burnout

Burnout includes three symptoms: physical, psychological, and behavioral (Rozman, Treven, & Cingula,2018). Rozman, Treven, and Cingula (2018) also categories the symptoms of physical, psychological, and behavioral symptoms of burnout as fallows;

1. Physical symptoms; the sleep disorders, indigestion, head and back pain, dizziness, tiredness and exhaustion, disturbances of sleep, disturbance of appetite palpitations, weakened immune system, eczema, hay fever, asthma.

2. Psychological symptoms; increased irritability, boredom, lack of motivation, feeling of stagnation, low self-esteem, restlessness, an inner feeling of emptiness, anxiety, despair, a feeling of futility, blunting, loss of pleasure (lust for life, work, family).

3. Behavioral symptoms; lack of concentration, lack of ability to make decisions, self-doubt, loss of performance, tendencies toward social withdrawal, increased coffee and alcohol consumption, spending less time engaging in enjoyable or relaxing activities, irritability and anger, cynicism and dissatisfaction, procrastination, careless mistakes, absenteeism, and tardiness. The symptoms stated above are also compatible with symptoms defined by Maslach and Leither (1997).

2.2.5 Teacher Burnout

Burnout has been investigated in a variety of human service profession, but, teacher has an interest among these professions and educators (Aloe et al., 2014). In the literature, there are many studies on teacher burnout. Numerous studies have investigated to indicate how individual teacher characteristics affect burnout (Aloe et al., 2014). Research results on age, years of experience, marital status and gender are mixed (Aloe et al., 2014; McCormack & Cotter, 2013). For example; while some studies suggest that individuals who are new to the job are more likely to experience burnout, some studies stated that there is no difference in levels of burnout between workers who were new to the job and those who had many more years of experience or while some studies suggest that there is a relationship among marital status and gender and burnout, some researchers have found no link among marital status, gender and burnout (McCormack & Cotter, 2013).

In recent years, there has been more research on the effects of school factors on teacher burnout, rather than focusing on the role of individual teacher characteristics (Aloe et al., 2014). Studies conducted are related to teacher burnout to job performance (Perrone, Player, & Youngs, 2019; Maslach, Schaufeli, & Leiter,2001; Werang, Asmaningrum, &Irianto, 2015); Maslach at all, 2008), problems in educational setting and success (Suh, 2017; Perrone, Player, & Youngs, 2019; Karakelle, & Canpolat,2008), absenteeism (Caruso, 2019; Belcastro& Gold, 1983), attrition (Caruso, 2019; Maslach et al., 2001), organizational commitment (Akdemir,2019). Also, problems on student-teacher and school-family conflicts in education services; disciplinary problems; crowded classes; inadequacy of physical conditions; bureaucratic works; criticism of society; social and political pressures on educational institutions; lack of rewarding and lack of participation in decision are the specific problems which related to teacher burnout and these are the factors that cause teachers to experience more stress than other professionals (Cemaloğlu, & Şahin, 2007). In studies where researchers focus on the unique characteristics of the

situations in which teachers work, the factors that play a role in teacher-student interactions, have been the main source of stress that leads to burnout (Friedman, 1995).The relationship with the students plays the most important role in burnout and it is directly related to the burnout dimensions (Friedman, 2006), also interpersonal relationships play a central role in teachers' work (Taddei, Contena, Pepe, & Venturini, 2019). There is a consensus that one of the main reasons for teacher burnout is job dissatisfaction resulting from problems with the student's misconduct (Aloe et al., 2014). Teachers report that they spend a significant amount of time dealing with problematic behaviors and about one third of teachers show that inappropriate behaviors interfere with teaching (Taddei, Contena, Pepe, &Venturini, 2019).The relationship between students' misbehaviors and teacher burnout is dynamic and influenced by the teacher's behavioral assessment, the methods used to control perceived self-efficacy and behavior, and the impact of behavior, relationship and outcome in the classroom setting. The student misbehavior also has an effect on emotional exhaustion, which is a subdimension of burnout (Friedman, 1995). Also, Aloe et al., (2014) stated that when students' misbehavior increases, teachers' sense of personal accomplishment decreases, which indicates that students' misbehavior is a critical correlation between teacher burnout and professional accomplishment dimension. When the results of these studies are examined, it is understood that factors related to school and relationship affects teacher burnout.

2.2.6 Impact of Teacher Burnout

Burnout has been an increasing research topic in Turkey in recent years (Demir and Kara, 2014). Empirical studies have stated that burnout is common among teachers and because teaching profession carries more psychological more physical symptoms than other social professions, teachers have more reason to burnout than other professions (DeHeusat all., 1999). So, teacher burnout is an important problem affecting education systems (Loonstra, Brouwers Tomic, 2009). Burnout in teaching profession is a serious problem with serious consequences for teachers' career and

the learning outcomes of their students by reason of having considerable implications for teachers' performance in relation to students and for their own well-being (Maslach, 1999). The consequences of burnout for teachers are reducing job performance (Perrone, Player, & Youngs, 2019; Maslach, Schaufeli, & Leiter,2001; Werang, Asmaningrum, &Irianto, 2015); Maslach at all, 2008), problems in educational setting and success (Suh, 2017; Perrone, Player, & Youngs, 2019; Karakelle, & Canpolat,2008), absenteeism (Caruso, 2019; Belcastro& Gold, 1983), attrition (Caruso, 2019; Maslach et al., 2001), and organizational commitment (Akdemir,2019).

One of the most observable outcomes of burnout is reduced job performance (Perrone, Player, & Youngs, 2019). Burnout causes physical and mental fatigue in person, which in turn negatively affects the work performances and work activities (Maslach at all, 2008). Teacher who experiencing burnout also experience lower job performance (Maslach, Schaufeli, & Leiter,2001).

Reduced job performance also affects educational setting, students, school and district (Perrone, Player, & Youngs, 2019). In their research, Karakelle, and Canpolat (2008) concluded that teachers who experience burnout, do not establish positive relation with students, use grades to handle students' misbehaviors, generally think one single solution to student misbehavior and feel inadequate in controlling their professional lives. Suh (2017) stated that teacher burnout has serious implications for educational achievement which has an important role enabling children to be prepared for society in the future and to contribute to society. Also, burned-out teachers are in the risk of leaving the profession, increased health or personal problems or showing burnout through symptoms such as teacher absenteeism, or decreased personal investment in their students' success, which in turn causes a serious lack of quality in teaching, or leaving the profession altogether (Suh, 2017). Also, emotionally exhausted teachers may tend to provide a less instructive context to their students, which may lead to lower levels of achievement

among students (Arens, & Morin,2016). Absenteeism is another consequence of teacher burnout and can be described as teachers' frequent or habitual absence from work (Caruso, 2019). Teacher burnout has been linked to teacher turnover intentions and job absenteeism (Belcastro & Gold, 1983).

Caruso (2019) defines attrition as resignation from profession. Teachers achieved the highest level of burnout for emotional exhaustion and it is followed by personal accomplishment, and depersonalization (Yılmaz, Altınkurt, Güner, &Şen, 2015; De Heus at all, 1999). Maslach et al., (2001), stated that teacher burnout, eventually, cause to a teacher quitting a current job to take another teaching assignment or leave teaching completely (Maslach et al., 2001). Werang, Asmaningrum and Irianto's research (2013) on determining the relationship between burnout, organizational commitment and job performance in an elementary school context, show that teacher burnout and organizational commitment are negatively related.

In light of all information and results above it is important to investigate teacher burnout. In the literature, there are many studies investigating the relationship among gender, marital status, subject matter, and educational status and burnout. According to McCormack and Cotter (2013) the findings of the studies which investigate whether age, gender and marital status is a significant factor in employee burnout are mixed. Moreover, Yorulmaz and Altinkurt (2018) stated that according to research conducted in Turkey; gender, marital status, subject matter, and educational status have a very low effect on teacher burnout. In light of this implication it can be said that, in Turkish context it is important to investigate burnout in different perspectives.

"The context in which teaching takes place is assumed to be an important factor for burnout." (Maslach, 1999) Lim and Eo (2014), stated that the school organizational climate should also be considered as important determinants of teacher burnout, since teachers are the school targets they share common tasks and pursue goals and

share their belief that they can work together to produce impact. Also, they indicated that socially supportive climates in the teaching profession is a barrier to teacher burnout. Another research conducted by Shapira-Lishchinsky and Rosenblatt stated that ethical climate is related to teachers' intent to leave and one of the reasons teachers leave their work is lack of satisfaction and burnout. According to findings above, to understand the teacher burnout deeply, it is important to investigate the teacher burnout concept and its relation to ethical climate. Since, the relationship with the students plays the most important role in burnout and it is directly related to the burnout dimensions (Friedman, 2006) it is important to investigate ethical climate particularly from the perspective of teacher- student relations.

2.3 Ethical Climate and Teacher Burnout

Most of the studies about the relationship of ethical climate and burnout were conducted at finance and health sectors. Dzeng and Curtis (2018) investigated clinical burnout in the health organizations and according to their article, ethical climate defined as individual's perceptions of the organization that influences attitudes and behavior and serves as a reference for employee behavior, and moral distress is an ethical root cause of clinician burnout. Clinician burnout is associated with poor clinician well-being, job dissatisfaction and job turnover, also burnout leads to decrease in professional behaviors and empathy (Dzeng and Curtis, 2018). Fried and Fisher (2016) indicated that supportive organizational climates were associated with lower levels of moral stress and job burnout. Harms (2017) investigated the relationship between perceived ethical climate and employee burnout, job satisfaction, and job commitment in AIDS service organizations. The relationship of ethical climate and employee burnout was stated as only two of the nine ethical climate types were found to relate to burnout which are Efficiency and Social Responsibility. Efficiency, one of the Egoism level climate types, was found to negatively relate to Emotional Exhaustion (Harms, 2017).

Elçi, Karabay and Akyüz (2015) explored the relationship of ethical climate organizational justice and burnout in finance sector, and they found supporting evidence of the partial mediating effect of ethical climate on justice and burnout behavior. Elçi et al. (2015) also stated ethical climate plays an important role in governing the relationship between emotional exhaustion and depersonalization which is one of the burnout types. Dissertation and thesis conducted in Korea also show that ethical climate has direct and negative influences on job burnout, also there is a negative relationship between ethical climate and job burnout. (Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010).

Friedman (1995), stated that teacher-student interactions have been the main source of stress causing burnout, and also Friedman (2006) stated that the relationship with the students plays the most important role in burnout. Nodding (1988) stated that a positive ethical climate allows to emerge caring relationships. Caring relationships and a sense of belonging within a school forms positive student attitudes and increases motivation and participation in school (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir &Karakuş, 2015; Aloe et al., 2014). As noted above, creating caring relationship ethical climate, may have positive effect on student misbehavior and on reducing teacher burnout. There are other studies in the literature showing that ethical climate and teacher burnout can be related to each other. School ethical climate (caring/formal) and teacher voluntary absence is negatively related (Shapira-Lishchinsky, & Rosenblatt, 2010). Elçi, Karabay and Akyüz (2015) also stated ethical climate plays an important role in governing the relationship between distributive justice and depersonalization which are burnout types. The literature seems to indicate that ethical climate can be associated with teacher burnout and the elimination of the burnout.

2.4 Discussion and the Summary of Literature Review

Victor and Cullen (1988), who are known as the fathers of ethical climate, established an ethical climate model inspired by Kohlberg's (1984) moral development study. Ethical climate is derived from more general concept of organizational climate (Webber, 2007) and it defines the ethical characteristic of the organization (Victor & Cullen, 1988). According to Cullen, Parboteeah, and Victor (2003), ethical climate emerged when people in the organization began to believe that certain ethical reasoning and / or behavior patterns were expected standards or norms within the organization. Victor and Cullen's (1988) model for ethical climate includes two dimensions which are ethical criteria used for decision making purposes and locus of analysis. They based the first dimension on three moral philosophies, namely egoism, benevolence and principle. They defined locus of analysis as individual, local and cosmopolitan.

Blanch and Garcia (2005) define teacher burnout as a syndrome which is emotional exhaustion -from chronic stressors-, depersonalization -including increased negative feelings and attitudes toward others- and lack of personal accomplishment. Maslach, Leiter and Schaufeli (2008) defines burnout as a psychological syndrome in response to chronic interpersonal stress at work. Maslach and Jackson (1981) stated that burnout is experienced more in professions which have intensive human relations. De Heus and Diekstra (1999) indicated that teachers are more exposed to burnout than those working in other professions and Akdemir (2019) stated that teachers are experiencing burnout at higher levels than other professionals.

Numerous studies have been conducted to investigate teacher burnout. Most of the studies conducted about teacher burnout investigate how individual teacher characteristics like age, years of experience, marital status and gender affect burnout, on the other hand results of these studies are mixed (Aloe et al., 2014; McCormack & Cotter, 2013). McCormack and Cotter (2013) stated that while some researchers

conclude that age, years of experience, marital status and gender affect burnout, some researchers conclude that age, years of experience, marital status and gender does not affect burnout.

In recent years, research on the effects of school factors on teacher burnout started to increase (Aloe et al., 2014). In research that focused on the unique characteristics of the teachers work, factors that play a role in teacher-student interactions have been the main source of stress that leads to burnout (Friedman, 1995). Also, Taddei, Contena, Pepeand Venturini (2019) stated that teachers spend most of their time dealing with problematic behaviors and these problematic behaviors of students interfere with their teaching. Teacher's behavioral assessment, the methods used to control perceived self-efficacy and behavior, and the impact of behavior, relationship and outcome in the classroom setting affects the relationship between students' misbehaviors and teacher burnout (Friedman, 1995). Increase in students' misbehavior lead to decrease in teachers' sense of personal accomplishment, and this indicates that students' misbehavior is a critical correlation between teacher burnout and professional accomplishment dimension.

A positive ethical climate in schools allows emergence of caring relationships (Noddings, 1988). Caring relationships and a sense of belonging within a school forms positive student attitudes and increases motivation and participation in school (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir & Karakuş, 2015; Aloe et al., 2014). As noted above, creating caring relationship ethical climate, may have positive effect on student misbehavior. Considering that there is a positive correlation between student misbehavior and teacher burnout dimensions (Aloe et al., 2014), it can be sated that reducing misbehavior may reduce teacher burnout. It can be concluded that, in the light of the information above, ethical climate can be associated with teacher burnout and the elimination of the burnout and it is necessary to investigate the relationship between ethical climate and teacher burnout.

CHAPTER 3

METHOD

This chapter includes the parts of design of the study, population and sample, instrumentation, empirical data and their collection, and data analyses

3.1 Design of the Study

This study utilizes a quantitative approach. Questionnaires will be utilized in which participants complete all measures at one point in time and statistical analyses will be utilized to examine the relationships among the variables. It is a correlational study which investigated the relationship between ethical climate and teacher burnout. Since correlational design determines relationships without any attempt to manipulate the variables and which cannot be designed experimentally (Fraenkel &Wallen, 2006), it is appropriate design to investigate the relationship between ethical climate and teacher burnout.

3.2 Research Questions

This study was conducted to address the following research questions:

1.   What is the level of perceived ethical climate and teachers' levels of burnout?
2.   What is the relationship between ethical climate and teachers' levels of burnout?
3.   What is the relationship between *teacher to student (*the first subdimension of ethical climate) and teachers' levels of burnout?

4.   What is the relationship between *student to teacher/learning environment* (the second subdimension of ethical climate) and teachers' levels of burnout?

5.   What is the relationship between *student to student* (the third subdimension of ethical climate) and teachers' levels of burnout?

3.3 Description of Variables

In this section, predictor and criterion variable are described.

3.3.1 Predictor Variables

Predictor variable defined as the variable which is used to make prediction (Fraenkel et all., 2012). Predictor variables which are also independent variables of this study are continuous variables.

School Ethical Climate Index's subscales that are teacher to student, student to teacher/learning environment and student to student are the independent variables of this study.

Teacher to student (the first subscale of SECI): It is an independent variable measuring teachers' perceptions of ethical climate on the basis of how teachers interact with and relate to students. It has19 questions with 5-point Likert scale. It is a sub-dimension of ethical climate.

Student to teacher/learning environment (the second subscale of SECI): It is another independent variable measuring teachers' perceptions of ethical climate on the basis of how students interact with and relate to teachers. It has 11 questions with 5-point Likert scale. It is a sub-dimension of ethical climate.

Student to student (the third subscale of SECI): It is another independent variable measuring teachers' perceptions of ethical climate on the basis of how students interact with and relate to other students. It has 8 questions with 5-point Likert scale. It is a sub-dimension of ethical climate.

3.3.2 Criterion Variable

Criterion variable defined as the variable which the prediction is made (Fraenkel et all., 2012). This study has 1 criterion variable which was also dependent variable of the study. Teacher burnout is a dependent variable of this study.

Teacher burnout: It is the dependent variable measuring teachers' perceptions of burnout in the schools. It has 22 questions with 5-point Likert scale. Teacher burnout has three sub dimension which are emotional exhaustion, depersonalization and personal accomplishment.

3.4. Populations and Sample

Fraenkel, Wallen and Hyun (2012) states that in correlational design, sample selection should be done carefully to get the exact degree of relationship between variables and random sampling should be used as a selection method.

The target population will be all the teachers in primary and middle schools in Edirne. Primary school includes the class grades from the first to fourth while middle school includes the class grades from the fifth to the eighth. Since it was not feasible to collect data from the entire population, an accessible population has been determined. According to Ministry of National Education web page, there is 82 middle school and 99 elementary school in the district of Edirne. The accessible population is the teachers who works at randomly selected 50 elementary and middle schools in Edirne.

Two stage random sampling method was used. Two stage random sampling combine cluster random sampling with individual random sampling, also this method is less time consuming and it is more representative than cluster sampling (Fraenkel et all., 2012). By using two stage random sampling rather than cluster sampling, more school are included to study and the representativeness of the district are ensured (Fraenkel et al., 2012).

Due to utilizing two stage random sampling; first, 50 schools were randomly selected. and Afterwards, 12 teachers in each school were randomly selected. 50 schools are approximately %28 of the total school number that is 181. Data was aimed to be collected from 600 teachers. After getting approval to conduct the study from the Ministry of Education of Edirne, all of these schools were visited and asked for permission from school administrator. The purpose of the study in each school are explained to the school administrator and the teachers. School administrator in all schools gave permission to the study, on the other hand 465 out of 600 randomly selected teachers are accepted to participate the study. As 53 surveys were incompletely or inaccurately filled, they were eliminated from the analysis. Data was collected from a total of 412 teachers who works at public elementary and middle schools. Since the relevant literature states that teachers' burnout levels do not differ significantly according to the type of school (Çelik & Yılmaz, 2015) and The Elementary School Ethical Climate Index (ESCI) is appropriate for data collection from elementary and middle schools (Keizer and Schulte, 2007), data was gathered from elementary and middle schools. Of the data, 46.8% were gathered from public elementary schools and 53.2% were gathered from public middle schools in the four selected school districts.

The first data set which contains 282 data were used to determine the consistency of the factor structure. 282 data from pilot study were combined with the 130 data collected later and the total number of the data was 412. Since literature suggest that data gathered from pilot studies can be used to conduct large-scale studies and to

develop or modify research methodology for a study (Thabane, et al., 2010), the data collected for the factorial analysis are used for the main study. Also, the data of the factorial analysis are collected from same target population with same instruments of the main study.

3.5 Instrumentation

This study had a booklet for data collection which include demographic questionnaire, ethical climate scale and burnout scale. Three questionnaires are selected for their usefulness in answering the research questions and are used with permission of authors. The Elementary School Ethical Climate Index was developed by Keizer and Schulte (2007) and translated into Turkish by Kocayiğit (2010). Maslach Burnout Inventory is developed by Maslach and Jackson (1981) and translated into Turkish by Ergin (1992). (see Appendix A for the questionnaire).

3.5.1. Demographic Questionnaire

The first questionnaire is prepared to collect demographic information of the teachers. Demographic variables were gender (male or female), age (range of 30 and below, 31-40, 41-50, or 51 and above), area of teaching (primary school teacher, science teacher, mathematics teachers, etc.), student number, having another responsibility other than teaching, school type (primary or middle school) of teachers, marital status (married, divorced/separated, or other), having children, teaching experience (range of 0-5, 6-10, 11-15, 16-20, 21-25 or 26 and above), working experience in the current school (range of 0-5, 6-9-10, 11-15, 16-20, 20 and above), education level of the teachers (university, postgraduate (master or doctoral degree) and current education.

3.5.2. Scale of Ethical Climate

The first Ethical Climate Questionnaire was developed by Victor and Cullen (1987, 1988) in order to measure types of ethical climates within organizations. The first version of the questionnaire contained 26 items and used in studies between 1987 and 1988 studies (Victor & Cullen, 1987, 1988). Then Victor and Cullen (1993) add 10 items to the questionnaire and the recent version of the questionnaire includes 36 items. Survey allows participants to describe organizational expectations without evaluation them (Victor & Cullen, 1987).

Schulte et al. (2002), developed the Ethical Climate Index for high Schools (SECI) to measures the ethical climate of middle and high schools. By developing the questionnaire, Schulte et al. adapted items of ECI which were developed by Schulte et al. (1991; as cited in Schulte et al., 2002). The Keiser and Schulte (2007) developed the Elementary School Ethical Climate Index (ESCI) by using the same procedures used by Schulte et al. (2002) in the development of the (SECI).

The Elementary School Ethical Climate Index (ESCI) was developed by Keizer and Schulte (2007) and translated into Turkish by Kocayiğit (2010). The survey has 3 dimensions which are teacher to student, student to teacher/learning environment and student to student (Keizer & Schulte, 2007). ESECI measures the ethical climate by measuring five ethical principles which are respect for autonomy, nonmaleficence, beneficence, justice, and fidelity to the interactions and relationships between students and teachers, specifically teacher to student, student to teacher/learning environment and student to student (Schulute et al., 2002).

The questionnaire includes 38 questions in 5 - Likert type with 1 - I totally disagree, 2 - I mostly disagree, 3 - I partly agree, 4 - I mostly agree and 5 - I totally agree. In the scale, teachers were asked to respond 19 items on the teacher to student (e.g., "teachers treat all students with respect", "teachers are positive role models for

students", "teachers respect the differences of all students" and "teachers encourage cooperation among students"), 11 item on the student to teacher/learning environment (e.g., "students are respectful to teachers", "students cooperate with their teachers" and "students treat their teachers fairly") and 8 item on the student to student (e.g., "students treat their classmates with respect", "all students are accepted by their classmates" and "students encourage their classmates to do their best").

The Elementary School Ethical Climate Index was developed by Keizer and Schulte (2007). Keizer and Schulte calculated Cronbach's alpha for each of the three subscales, which are teacher to student, student to teacher/learning environment, and student to student. The reliability estimate for teacher to student subscale was .96. The reliability estimate for the student to teacher/learning environment subscale was .89. The reliability estimate for the 8-item student to student subscale was .87. The mean of the corrected item-total correlations was .62 (SD = .06). The Elementary School Ethical Climate Index was adapted to Turkish by Kocayiğit (2010). Before the implementation of the inventory, Kocayiğit (2010) tested the reliability of the inventory and Alpha reliability coefficient was found as .82. Another adaptation of the ESECI was conducted by Selçuk (2014). Selçuk (2014) stated that Alpha reliability coefficient was .94 and the KMO value is .91, Bartlett's test is significant with p < .05, and the factor loadings range between .45 - .77. Keizer and Schulte (2007) calculated the alpha reliability coefficients for each dimension as .96 for teacher to student, .89 for student to teacher and .87 for student to student. The comparative alpha reliability coefficients for Turkish adaptation of the subdimensions was found as; .91 by Kocayiğit and Sağnak (212) and .86 by Demir (2014) for teacher to teacher, .90 by Kocayiğit and Sağnak (212) and .90 by Demir (2014) for student to teacher, .88 by Kocayiğit and Sağnak (212) and .91 by Demir (2014) for student to student. The alpha reliability coefficient also calculated. The alpha reliability of the inventory was found as .96 and the alpha reliability coefficients of the subdimensions was found as; .94 for teacher to teacher, .93 for student to teacher and .94 for student to student.

3.5.3. Scale of Burnout

In the literature there are other measures for burnout like the Burnout Measure developed by Pines and Aronson (Pines &, Nunes, 2003) or Burnout Indicator-15 (BBI-15) developed by Bergen (Matthiesen &Dyregrov. 2019). In this study Maslach Burnout Inventory (MBI) was used because MBI is most commonly used inventory in the literature. MBI has been used in more than 90% of the experimental studies done with this area (Schaufeli & Enzmann, 1998) and this conclude that the measurement tool is highly valid and reliable by researchers (Kennedy, 2014).

Maslach Burnout Inventory is developed by Maslach and Jackson (1981). Maslach Burnout Inventory includes 22 7-pointLikert type items to determine the level of burnout. Items under the Personal Accomplishment dimensions are reverse-scored. The Maslach Burnout Inventory involve all three dimensions of burnout which emotional exhaustion are (9 items), depersonalization (5 items) and personal accomplishment (8 items).

The questionnaire includes 22 questions in 5 - Likert type with 0 - I totally disagree, 1 - I mostly disagree, 2 - I partly agree, 3 - I mostly agree and 4 - I totally agree. In the scale, teachers were asked to respond 9 items on the emotional exhaustion sub dimension (e.g., "I feel emotionally drained from my work", "I feel used up at the end of the workday", and "I feel like I"m at the end of my rope""), 5 items on the depersonalization subdimension (e.g., "I worry that this job is hardening me emotionally" and "I have become more callous toward people since I took this job" and 8 items on the personal accomplishment (e.g., "I feel very energetic" and "I feel that I am positively influencing other people's lives").

The Maslach burnout questionnaire was adapted to Turkish by Ergin (1992) and the Turkish adaptation of MBI developed by Ergin is used in this study. After the adaptation of the instrument, Ergin (1992) tested the validity and reliability of the

instrument. According to results of the study conducted by Ergin (1992), Cronbach's alpha coefficients is .83 for emotional exhaustion, .65 for depersonalization, and .72 for personal accomplishment. Retest validity coefficients were found as .83 for emotional exhaustion, .72 for depersonalization and .67 for personal accomplishment (Ergin, 1992).

Since scale was conducted different sample other than the health sector the confirmatory factor analysis was conducted by the researcher of this study. A confirmatory factor analysis was conducted in order to verify the factor structure of burnout and to ensure the construct validity of the scale. Data were collected from 282 teachers. Table 3.1shows the demographic characteristics of the teachers in the pilot study.

Table 3.1
Frequencies for the Participants

Variable		Frequency	Percentage (%)
Gender	Female	175	37.9
	Male	107	62.1
	Total	282	100
Age group	21-30	31	11.0
	31-40	103	36.5
	41-50	83	29.4
	51+	65	23.0
	Total	282	100
Marital Status	Married	244	86.5
	Single	38	13.5
	Other	0	0
	Total	282	100
Having Children	Yes	234	83.0
	No	48	17.0
	Total	282	100
Education Level	Bachelor's	243	86.2
	Master's	38	13.5
	Doctorate	1	.4
	Total	282	100
Experience	0-5	27	9.6
	6-10	35	12.4

Table 3.1 (continued)

	11-15	55	19.5
	16-20	48	17.0
	21-25	42	14.9
	26+	75	26.6
	Total	282	100
Experience	0-5	162	57.4
in the	6-10	66	23.4
Current	11-15	38	
School	16-20	14	5.0
	21+	2	.7
	Total	282	100

AMOS 18.0 was used to confirm factors. The results indicated a significant chi-square ($\chi 2$=461.31, p=.00) with the RMSEA value of .06, Comparative Fit Index (CFI) value of .89, Goodness-Of-Fit Index (GFI) value of .88, Normed Fit Index (NFI) value .83. Since the cut of points for CFI and GFI are .90 and the being NFI above the .90 indicates the good fit (Hoper, Coughlan, & Mullen, 2008), the CFA model did not provide satisfactory results. Also, the values of factor loadings changed between .22 and .87. Since the researcher aimed to have high factor load values of the items in the scale, items have a low factor loading (DP1, DP4, PA1 and EE which have value of under the .35) are removed from the scale and the CFA are replicated.

The results indicated a significant chi-square ($\chi 2$=253.73, p=.00) with the RMSEA value of .059, Comparative Fit Index (CFI) value of .93, Goodness-Of-Fit Index (GFI) value of .91, Normed Fit Index (NFI) value.90. Being the RMSEA value is under the .08 shows a good fit (MacCallum, Browne, & Sugawara, 1996). Since the cut of points for CFI and GFI are .90 and the being NFI above the .90 indicates the good fit (Hoper, Coughlan, & Mullen, 2008), the results for NFI, CFI and GFI are acceptable. The significant chi-square ($\chi 2$=253.73, p=.00) could be associated with poor fit (Tabachnick, & Fidell, 2007), on the other hand; since chi-square is sensitive to sample size (Hooper, Coughlan, & Mullen, 2008) and generally brings about significant values with the large sample size as in this study. Because of the

limitations of the chi-square statistic, the statisticians state that this statistic should be evaluated as free from the degree of freedom and recommended the calculate the value of CMIN/DF (Yaşlıoğlu, 2017). Tabachnick and Fidell (2007), stated that CMIN/DF should be lower than 2, since CMIN/DF value of the current study is 1.92 and RMSEA, CFI and NNFI values indicate a good fit. The alpha reliability coefficient also calculated. The alpha reliability of the inventory was found as .89.

As it is seen in table 3.2, values met the criterions. In this case, it can be concluded that construct validity of the scale was proven.

Table 3.2
Confirmatory Factor Analysis Results for Basic Model of Burnout Scale

Model	RMSEA	CFI	GFI	NFI
Basic Model	.06	.93	.91	.90

The CFA model of teachers' perceptions of burnout is shown in Figure 3.1. As it shown in the figure, the values of factor loadings changed between .37 and .85. Therefore, all items loaded significantly on their related dimensions.
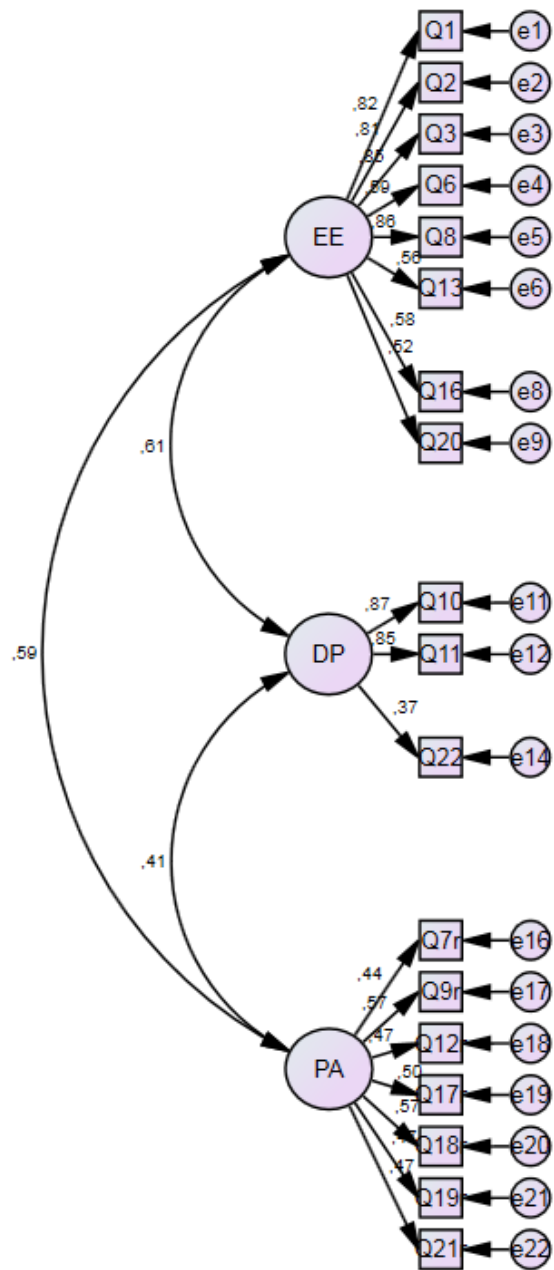
Figure 3.1 Three-factor CFA Model of Scale of Maslach Burnout Inventory with Standardized Estimates

3.6 Empirical Data and Their Collection

The questionnaire was conducted during the Academic Year of 2018 - 2019. Before the data collection, first, necessary permission of the Middle East Technical University (METU) Human Subjects Ethics Committee was obtained. Then, the approval from the Ministry of National Education in Edirne was obtained. After getting approvals, questionnaires were administered personally.

Clear instructions about the purpose of the study, its anonymity, and confidentiality will be given to the participants both verbally and in a written way in the Informed Consent Form. There was no deception in the study. Participants will write their name only in Informed Consent Form. Participants will not write their name on the questionnaires. The forms and the questionnaires will be kept separate from each other.

The data of the study were collected in March-May 2019. First, 50 schools were randomly selected and then 12 teachers in each school were randomly selected. Data was aimed to be collected from 600 teachers; on the other hand, 465 out of 600 randomly selected teachers are accepted to participate the study. The questionnaires 53 out of the 465 were incompletely or inaccurately filled, they were eliminated from the analysis. Data collected from 412 teachers.

3.7 Data Analyses

Both descriptive statistics and inferential statistics are conducted for data analysis. IBM SPSS Statistics 24 was used to conduct descriptive and inferential statistical analyses. The confirmatory factor analysis for Maslach Burnout Inventory was conducted by using AMOS 18.0**.**

For the demographic characteristics of teachers; gender, age, area of teaching (primary school teacher, science teacher, mathematics teachers, etc.), student number, having another responsibility other than teaching, school type (primary or middle school) of teachers, marital status, having children, teaching experience, working experience in the current, education level of the teachers were obtained and frequencies, means and standard deviation was calculated.

To explore the relationship of ethical climate and teacher burnout, correlational technique was conducted. In order to answer the research questions, a correlational analysis and regression techniques were used. Since the study had correlational design, Pearson product correlational coefficients was calculated to investigate the relationship between ethical climate and teacher burnout. Fraenkel, Wallen and Hyun (2012) stated that "Multiple regression is a technique that enables researchers to determine a correlation between a criterion variable and the best combination of two or more predictor variables." Since one of the aims of this study was to determine the relationship between a criterion variable which is teacher burnout and three predictor variable which are the subdimension of ethical climate, the multiple regression technique was used. Questionnaires have totally 60 questions. Ethical Climate questionnaire has 38 questions and Maslach Burnout Inventory includes 22 questions.

3.8 Limitations of the Study

Some conditions in the current study may have an effect on results or may have an effect on explanation of hypothesis. These conditions are the limitations of the current study. Limitations of this study is explained with regard to internal and external validity threats.

Internal validity is defined as the difference in the dependent variable is caused by only the dependent variable rather than the unexpected variable (Fraenkel, Wallen,

& Hyun, 2012). In the current study, the internal validity threats are; subject characteristics, self-reported technique, location, data collector characteristics and participants honesty and care.

First threat to internal validity is subject characteristics. The subjects of this study are teacher and teacher's characteristic may have an effect on their perceptions of ethical climate, teacher burnout or the relationship between ethical climate and teacher burnout. Subject characteristics like age, gender, marital status, position, time spent in the profession, personality, locus of control, expectations and work home interference may have create different explanations for teacher on the perceptions of ethical climate, teacher burnout or the relationship between ethical climate and teacher burnout. To decrease subject characteristics effect, two stage random sampling was used. First, 50 clusters are randomly selected and then 12 teachers are randomly selected from those clusters. Also, data was collected from only teachers, so the position are not an issue.

The second threat to internal validity is self-report technique. In the questionnaires, teachers are asked to choose a one score in the range of five which reflect best their perceptions on the related items. In this case, teachers may have a tendency to select the score that explains the appropriate behavior on the current item rather than the actual behavior. So, result of the study can be biased due to self-report technique.

The third threat to internal validity is location. Although questionnaires are administered in the school setting, data collected from 50 different schools and every school has different physical conditions and location. So, this situation may lead to location threat.

The fourth threat to internal validity is data collector characteristic. Data collected from the researcher of this study and two other people. Also, at the request of the school administrator, some questionnaires are handed in to the teachers by school

administrator. Especially teacher who received the data from the school administrator, may feel pressure while answering the questions.

The last threat to internal validity is participants honesty and care. Teachers are asked to answer each item on the questionnaire as honestly as possible. The participants honesty and care are important because honesty and care are reflecting the results.

External validity means that the results of a study can be generalized from a sample to a population (Fraenkel, Wallen, & Hyun, 2012). To decrease the external validity, threat, two stage random sampling method was used. Since clusters and the samples from the cluster are randomly selected, the external validity treat was minimized. Beside all of these, the current study conducted a multiple regression technique which is a correlational design. So, the results of the current study present the prediction not the causal explanations.

CHAPTER 4

RESULTS

This chapter presents the results of the data analysis concerning the demographic information of the participants, the scales, and the multiple regression analysis. The chapter is organized under three main parts. First part represents the demographic characteristics of the participants broadly. Second part illustrates the Pearson Correlation results. The last part multiple regression analysis results with the required assumptions are presented broadly.

4.1 Demographic Characteristics

In order to investigate the relationship between ethical climate and teacher burnout, data were collected from 412 teachers working at primary and elementary schools in Edirne. As presented in table 4.1, majority of the sample were female which constitute 62.4% (n=257) of the sample, while male participants constitute 37.6 % (n=155) of the sample. Age of 35.4% (n=146) of the teachers is in the range of 41-50, while there are 143 (34.7%) teachers in the range of 31-40, 89 (21.6%) teachers in the range of 51-60, and 34 (8.3%) teachers in the range of 21-30. While 86.4% (n=356) of the sample was married, 13.6% (n=56) of the sample were single. In the study, there were 344 teachers who had children (83.5%), and 68 (16.5%) teachers who did not have children. 53.2% (n=219) of the participants working in the elementary schools and 46.8% (n=193) of the participants working in the primary school. In the study, there were 172 (41.7%) Primary School teachers, 27 (6.6%) Mathematics teachers, 36 (8.7%) Science teachers, 34 (8.3%) Turkish teacher, 44 (10.7%) English teachers, 22 (5.3%) Social Studies teachers, 15 (30.6%) Music teachers, 13 (3.2%) Religion teachers, 15(3.6%) Physical Science teachers and 34

(8.3%) teachers who has a different teaching field than above. While 85.7% (n=353) of the sample had a bachelor's degree, 14.1% (n=58) of the sample has master's degree and .2% (n=1) of the teacher had doctorate degree. When the participants were asked about their teaching experiences, the results revealed that majority of the participants' teaching experiences accumulated within the years of experience groups of 26 and above (n=107) and 16 to 20 years (n=85). Also, there are 72 teachers who had a teaching experience range between 11-15, 69 teachers who had a teaching experience range between 21-25, 50 teachers who had a teaching experience range between 6-10 and 29 teachers who had a teaching experience range between 0-5. When teachers were asked about the experience on the current school they are working, majority of the teachers were amassed in the range of 0-5 years which is 56.1% (n=231). While 24.3% (n=100) of the teachers had an experience in the current school in the range of 6 – 10, 12.1% (n=50) of the teachers in the range of 11-15, 5.8% (n=24) of the teachers in the range of 16-20 and 1.7 % (n=7) of the teachers in the range of 21 and above.

Table 4.1
Frequencies for the Participants of the Main Study

Variable		Frequency	Percentage (%)
Gender	Male	155	37.6
	Female	257	62.4
	Total	412	100
Age group	21-30	34	8.3
	31-40	143	34.7
	41-50	146	35.4
	51-60	89	21.6
	Total	412	100
Marital Status	Married	356	86.4
	Single	56	13.6
	Other	0	.0
	Total	412	100
Having Children	Yes	344	83.5
	No	68	16.5
	Total	412	100
School Level	Primary level	193	46.8
	Elementary Level	219	53.2
	Total	412	100

Table 4.1 (continued)

Teaching Field	Primary School Teacher	172	41.7
	Mathematics Teacher	27	6.6
	Science Teacher	36	8.7
	Turkish Teacher	34	8.3
	English Teacher	44	10.7
	Social Studies Teacher	22	5.3
	Music Teacher	15	3.6
	Religion Teacher	13	3.2
	Physical Science Teacher	15	3.6
	Other	34	8.3
	Total	412	100
Education Level	Bachelor's	353	85.7
	Master's	58	14.1
	Doctorate	1	.2
	Total	412	100
Teaching Experience	0-5	29	7.0
	6-10	50	12.1
	11-15	72	17.5
	16-20	85	20.6
	21-25	69	16.7
	26+	107	26.6
	Total	412	100
Experience in the Current School	0-5	231	56.1
	6-10	100	24.3
	11-15	50	12.1
	16-20	24	5.8
	21+	7	1.7
	Total	412	100

4.2 Descriptive Statistics

Descriptive statistics was explored by considering level of teachers' perceptions of ethical climate and the level of teacher burnout. In Table 4.2, the results of the descriptive statistics of each sub-dimension with mean, standard deviations, minimum and maximum values are presented. The results of the descriptive statistics showed that teachers' perceptions of ethical climate (μ =4.16, SD=.49) are higher than their perception of burnout (μ =.85, SD=.52). When mean score for each subdimension of ethical climate was examined, it is shown that teacher to student

(μ= 4.16, *SD*= .49) sub dimension had a higher mean score than student to teacher (μ = 3.79, *SD*= .67) and student to student (μ = 3.63, *SD*= .67). The mean score of the level of teacher burnout (μ = .85, *SD*= .52) was low.

Table 4.2
Descriptive Statistics for Readiness for Ethical Climate and Teacher Burnout

Variables	Dimensions	μ	SD	Min.	Max.
Ethical Climate		4.16	.49	2.16	5.00
	Teacher to Student	4.61	.45	1.32	5.00
	Student to Teacher	3.79	.67	2.00	5.00
	Student to Student	3.63	.79	1.00	5.00
Teacher Burnout		.85	.52	.00	2.67

In addition to mean scores, Table 4.3 represents the Correlation Coefficients for Relationship between Ethical Climate and Teacher Burnout. As it seen in the Table, there is a significant, and negative correlation between ethical climate and teacher burnout, n=412, *p*<.01, two tails. Correlation between two variables was linear and its direction was negative. Correlations beyond +.40 or -.40 represent the high relationship and negative sign represent the negative direction (Fraenkel et all., 2012). So, it can be concluded that there is a negative high relationship between ethical climate and teacher burnout. Since there is a negative correlation, it can be concluded that when ethical climate increases teacher burnout decreases.

Table 4.3
Correlation Coefficients for Relationship between Ethical Climate and Teacher Burnout

Variable	1	2
1. Ethical Climate	1	-.41**
2. Teacher Burnout	-.41**	1

**p<.01

4.3 Multiple Regression Analysis

The analysis which led researches to investigate the relationship between a criterion variable and the two or more predictive variable is called as multiple regression (Fraenkel et all., 2012). Since the current study has one criterion and 3 predictive variable, multiple regression analysis fits the research design. The independent variables of this study are the subdimensions of ethical climate which are; teacher to student, student to teacher and student to student. The dependent variable of the study is teacher burnout.

4.3.1 Assumptions of Multiple Regression Analysis

Before conducting the multiple regression analysis, the assumptions are checked. Sample size, type of variable, independent observations, multicollinearity, normality of residuals, outliers, homoscedasticity and influential observations are the main assumptions of multiple regression (Pallant, 2007; Tabachnick, & Fidell, 2007).

The formula of the minimum sample size is $N>50+8k$, where k refers to the number of predictor variables (Green, 1991). In the current study there were 3 predictive variables According to formula, the minimum required sample size for the current study was 75. Since the current study was conducted by 412 sample, the sample size assumption was not violated.

Variable used in the analysis should be continuous variables (Pallant, 2007; Field, 2009). Since both the independent variables (predictor variables) which were the subdimensions of ethical climate and the dependent variable (criterion variable) which was a teacher burnout are continuous variable, the assumption of variable was met.

Participants of this study are teachers and teachers filled the inventories by themselves independently, since teachers filled inventories freely and alone, the independent observation assumption were not violated.

Multicollinearity is another assumption. In order to check the multicollinearity assumption, correlations of predictor variables, tolerance and variance influence factor (VIF) values are controlled. The correlation coefficient between predictor variables must be lower than .90 (Myers (1990; as cited in Field, 2009), While VIF should be lower than 10 (O'Connell, 1990; Myers, 1990; as cited in Field, 2009), tolerance value must be above the .2 (Menard, 1995; as cited in Field, 2009). As it is represented in table 4.6, all correlation coefficient values were under the .90. Also, VIF values ranged between $1.30 – 3.52$ which were under the 10 and tolerance values were between .28 and .77 which were above the .2. Considering the values of correlations of predictor variables, tolerance and VIF, it can be concluded that there is no multicollinearity.

The normality assumption was checked with histogram and Normal Probability Plot (P-P) of the Regression Standardized Residual. In the normal P-P Plot, points should lie in a reasonably straight diagonal line. Figure 4.1 show the histogram and the normal P-P Plot of the study. According to the figure, it can be stated that there is almost normal distribution. So, the normality assumption had met. Also, by considering the scatterplot, it can be stated that residuals were roughly rectangularly distributed, and with most of the scores concentrated in the center (Pallant, 2007), so homoscedasticity assumption was provided.
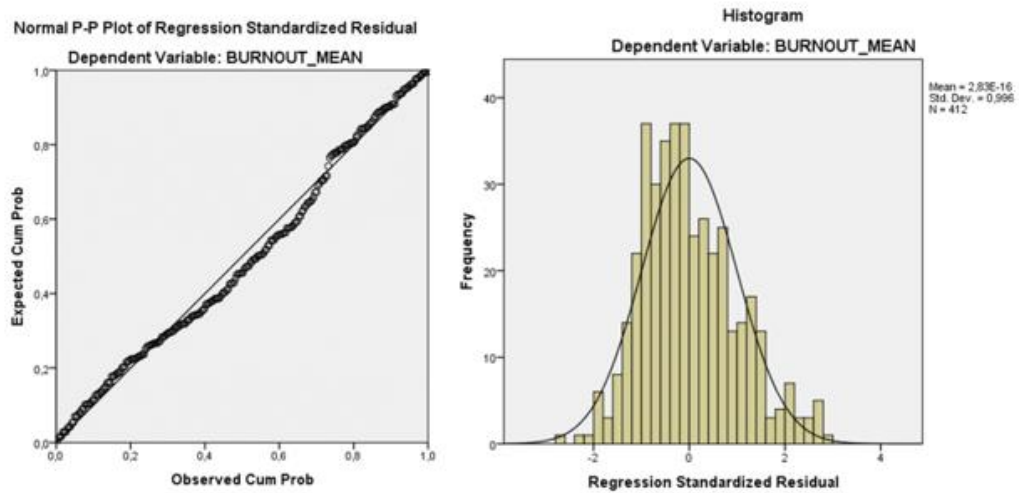
Figure 4.1 The histogram of standardized residuals, the normal probability plot

According to Tabachnick and Fidell (2007), outliers can be detected from scatter plot by observing as cases that have a standardized residual (as displayed in the scatterplot) of more than 3.3 or less than –3.3. In the current study there are no cases above the -3 and 3. So, outlier assumption was checked.

Lastly, influential observation was checked by using the value of Cook' Distance and Mahalobonis Distance. Tabachnick and Fidell (2007) indicated that cases that have values above 1 are potential problem. Since the maximum value for Cook' Distance is .17 in the current study, there was no concern. The critical value for Mahalobonis Distance is 16.27 since the current study has 3 independent variables with α=.001. The current study had 4 cases which had a higher value than then the critical value of Mahalanobis distance. 4 cases were a few outlies and since there is 4 cases out of 412 cases, it can be stated that4 case were negligible. So, there is no violation of influential observation assumption.

4.3.2 Results of Multiple Regression Analysis

The current study had five research questions in order to investigate the relationship between perceived ethical climate and teacher burnout. The last three research questions were aimed to answer by conducting the multiple regression technique. The independent variable of the current study was the subdimension of ethical climate, and the dependent variable of the current study was teacher burnout.

Standard multiple regression was calculated to predict teacher burnout based on teachers' ethical climate subdimensions. A significant regression equation was found $F_{(3, 408)} = 28.67$, p<.0005; R^2=.17. This model explained 17% of the variance in teachers' burnout level. Table 4.4 was representing the model summary of standard multiple regression.

Table 4.4

Model Summary of Standard Multiple Regression

Model	*R*	*R²*	*ΔR²*	*F*	*Durbin-Watson*
1	.42	.17	.18	28.67	2.00

P<.0005

While student to teacher dimension (β= -.28, t= -3.30, p<.05) and teacher to student dimension (β=-.18, t= -3.48, p<.05) contributed significantly to the model, student the student dimension (β=-.03, t= -.35, p>.05) did not contributed significantly. Table 4.5 was representing the results of standard multiple regression analysis of teacher burnout.

Table 4.5

Results of Standard Multiple Regression Analysis of Teacher Burnout

Variables	B	SE	β	t
Teacher to Student	-.21	.06	-.18	-3.48*
Student to Teacher	-.22	.07	-.28	-3.30*
Student to student	-.02	.05	-.03	-.35

p<.05

As correlational coefficient taking into consideration, there is a negative relationship between independent variables (teacher to student, student to teacher and student to student) and dependent variable (teacher burnout). Correlational matrix of variables was represented in Table 4.6.

Table 4.6

Correlation Matrix of Variables

Variables	Burnout	TS	ST	SS
Burnout	1.00	-.32	-.39	-.33
Teacher to Student (TS)	-.33	1.00	.48	.39
Student to Teacher (ST)	-.39	.48	1.00	.83
Student to student (SS)	-.33	.39	.83	1.00

4.3.3 Findings of Research Question 1

"What is the level of perceived ethical climate and teachers' levels of burnout?" was the first research question. As it is stated Table 4.2 which was "Descriptive Statistics for Readiness for Ethical Climate and Teacher Burnout", the mean score for perceived ethical climate (μ=4.16, *SD*=.49) which states that ethical climate was high. On the other hand, the mean score for teacher burnout (μ=.85, *SD*=.52) which states that teacher had a low burnout level Whe the ethical climate dimensions were

considered, the mean score for teacher to student (μ= 4.61, *SD*= .45) had the highest value. Also, the mean score for student to teacher (μ= 3.79, *SD*= .67) was higher than the mean score for student to student (μ= 3.63, *SD*= .79).

4.3.4 Findings of Research Question 2

"What is the relationship between ethical climate and teachers' levels of burnout?" was the second research question. For this research question, the results of the regression indicated that the model explained 17% of the variance and that the model was a significant predictor of teacher burnout, $F(3, 408) = 28.67$, $p<.0005$.

4.3.5 Findings of Research Question 3

"What is the relationship between teacher to student (the first subdimension of ethical climate) and teachers' levels of burnout?" was the third research question. As it was shown in Table 4.5, teacher to student dimension (β=-.18, t= -3.48, p<.05) was significantly predicting teacher burnout level. As a result, teacher to student which was one of the ethical climate dimensions significantly predicted teacher burnout. The correlational coefficient between teacher to student and ethical climate is represented in table 4.6. Correlation between two variables was linear and its direction was negative. Correlations between +.20 or -.20 and +.40 or -.40 represent the medium relationship and negative sign represent the negative direction (Fraenkel et all., 2012). So, it can be concluded that, there was a negative medium correlation between teacher to student and teacher burnout.

4.3.6 Findings of Research Question 4

The fourth research question was "What is the relationship between student to teacher/learning environment (the second subdimension of ethical climate) and teachers' levels of burnout?". As it was shown in Table 4.5, student to teacher dimension ($\beta= -.28$, $t= -3.30$, $p<.05$) was significantly predicting teacher burnout level. Also, student to teacher dimension had higher Beta value than other variables. This means that it had a strongest contribution to explaining the dependent variable that was teacher burnout. Additionally, according to correlational coefficient between student to teacher and teacher burnout which is shown in Table 4.6, there was a negative medium correlation between student to teacher and ethical climate.

4.3.7 Findings of Research Question 5

The last research question was "What is the relationship between student to student (the third subdimension of ethical climate) and teachers' levels of burnout?". Although, according to Table 4.6, there was a negative correlation between student to student and teacher burnout, the student to student dimension ($\beta=-.03$, $t= -.35$, $p>.05$) did not contributed significantly to the model which is represented table 4.5. This means that, since p value is greater than .05 (Pallant, 2007), student to student dimension was not making a significant unique contribution to the prediction of teacher burnout.

CHAPTER 5

DISCUSSION

In this chapter, the results of the current study were discussed with the findings in the related literature. After the discussion of results, implications were introduced. Lastly, limitations and recommendations were presented. According to the results, the current study demonstrated that there is a significant negative relationship between ethical climate and teacher burnout and as well as the subdimensions of ethical climate and teacher burnout.

5.1 Discussion of the Results

This study was designed as a correlational study. The aim of the study was to determine the relationship between ethical climate and teacher burnout. The main research question was related to the relationship between ethical climate and burnout. Results revealed that teachers' perception of ethical climate significantly predicted teacher burnout. The last three research questions were on the relationship between subdimension of ethical climate and burnout. Results revealed that teachers' perception on subdimensions' of ethical climate predicted teacher burnout

The result of the first question revealed that teachers had lower levels of burnout. This finding was consistent with the results of other studies in the Turkish literature (Yeğin, 2014; Coşkun, 2012; Bakan, Ersahan, Buyukbese; Dogan, & Kefe, 2015). Although other studies reveal that teachers have lower level of burnout, the burnout level of teachers in this study was lower than the burnout levels of teachers in other studies. This difference may be caused by marital status. In their research Bakan et al. (2015) stated that the burnout level of single teachers was higher than the married

ones. Also, Ergin (1992), indicated that single doctors experienced more burnout than married ones in the dimensions of depersonalization and emotional exhaustion which are two subdimension of the burnout. Although Aloe et al. (2014), stated that results on age, years of experience, marital status and gender' effect on burnout are mixed in their study on meta-analysis of teacher burnout, since 86.4% (N=356) of the sample was married in the current study, low level of burnout may be explained by marital status.

The results indicated that there was a negative relationship between ethical climate and burnout. This finding is consistent with the results of other studies in the literature. Elçi, Karabay and Akyüz (2015) conducted a research to investigate the relationship of ethical climate organizational justice and burnout in finance sector. According to their results, ethical climate is negatively related to emotional exhaustion and depersonalization which are the subdimensions of burnout. Also, research conducted in Korea stated that ethical climate has direct and negative influences on job burnout and ethical climate and job burnout are negatively related (Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010). These dissertations are conducted in the finance sector and electronic companies. Harms (2017) investigated the relationship between perceived ethical climate and employee burnout, job satisfaction, and job commitment in AIDS service organizations. According to results of Harms' study (2017), while perceived ethical climate types are not related to either job satisfaction or job commitment, ethical climate types are found to relate to burnout. Although literature confirms that there is a significant negative relationship between ethical climate and burnout, there is no research conducted in educational setting. In that topic, this study was the leading study in the education area. For validation of the results, more studies should be conducted in the education area.

The relationship between ethical climates subdimensions and burnout was investigated via multiple regression analysis. Three reach questions were; "what is

the relationship between *teacher to student (*the first subdimension of ethical climate) and teachers' levels of burnout?", "what is the relationship between *student to teacher/learning environment* (the second subdimension of ethical climate) and teachers' levels of burnout?" and "what is the relationship between *student to student* (the third subdimension of ethical climate) and teachers' levels of burnout?" Findings of this study showed that there is a significant negative relationship between; *teacher to student (*the first subdimension of ethical climate) and teachers' levels of burnout, *student to teacher/learning environment* (the second subdimension of ethical climate) and teachers' levels of burnout. Although literature suggested that there is a relationship between ethical climate and burnout, there is no research on education area which investigates the relationship between ethical climate dimensions of the current study and teacher burnout.

This study used ethical climate questionnaire which's dimensions are specifically related to school settings. On the other hand, literature on education area implies that there may be relationship between ethical climate and teacher burnout. The most common burnout factor of the teachers in the workplace is the daily relationships of the students with the class behaviors and students' misbehaviors. (Friedman, 2006, 1995). When students' misbehavior increases, teachers' sense of personal accomplishment decreases (Aloe et al.,2014) and teacher' emotional exhaustion and depersonalization increases (Brouwers & Tomic, 2000). Positive ethical climate allows to emerge caring relationships (Nodding, 1988). Caring relationships and a sense of belonging within a school forms positive student attitudes (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir &Karakuş, 2015; Aloe et al., 2014). Since ethical climate forms positive student attitudes and students' misbehavior are negatively related with burnout, literature seems to state that ethical climate can be related to teacher burnout.

Also, according to results, the most related dimension of ethical climate to burnout is student to teacher dimension. The student to teacher subdimension investigates

how students interact with and relate to teachers. The student misbehavior is one of the most strongly related factors to teacher's burnout level (Friedman, 1995; Aloe et all, 2014). Besides, it can be concluded that decreased student misbehavior and increased classroom management may increase self-efficacy by increasing personal accomplishment (Aloe et all., 2014). Also, students' misbehaviors are related to increased emotional exhaustion and depersonalization (Grayson & Alvarez, 2008). It can be concluded that, although there is no research investigating the relationship between student to teacher dimension and teacher burnout, literature seem to indicate that there can be relation between student to teacher dimension and teacher burnout.

To achieve the goal of the study, the confirmatory factor analysis of Maslach burnout inventory was evaluated. The results of the confirmatory factor analysis (CFA) confirmed three-factor structure of the MBI as emotional exhaustion, depersonalization and personal accomplishment. The finding was consistent with the results of studies conducted to measure burnout under the same three dimensions (Maslach, Leiter, & Schaufeli, 2008; Ergin, 1992). Beside this, the current study utilized that some items had a low factor loading and they are removed from the scale. For example, item number 15 which is "I don't care what happened to the students" is one of the items which has low factor loadings and did not work in target population. The conceptual reason why these items did not work may be clarity of the question. It is not clear in what content and in what degree that teacher did not care their students. Other reason may be caused of self- report technique. Teachers may have a tendency to select the score that explains the appropriate behavior on the current item rather than the actual behavior. While answering sensitive questions, respondents answer questions with maximizing benefit among different answer options (Stocke, 2007).

Although, some sources stated that the correlation coefficient between predictor variables must be lower than .90 (Myers (1990; as cited in Field, 2009), some of the sources stated that the correlation coefficient between predictor variables must be

lower than .80 (Field, 2009). In the current study, as it is stated in table 4.6, the correlation coefficient between student to student and student to teacher is .83. When correlation coefficient is high, it is recommended that to consider removing one of the highly correlated predictor variables (Pallant, 2007). On the other hand, since student to student subdimension of ethical climate (β=-.03, t= -.35, p>.05) did not significantly contributed to the model, there is no need to remove the dimension.

5.2 Implications

With regarding to the current study, there are some implications for theory, further research and practice. A large part of human life is spent in formal or informal organization and in these organizations, schools have a structure that recognized by everyone, everyone participates in, and everyone is affected or influenced by schools (Kocayiğit & Sağnak 2012). Also, behavioral changes brought by education affects the whole society (Kaya, 1986). So ethical climate in schools are very important. The predominant feature of this social system which is called school is that it consists of people, and school gains meaning with people (Şişman&Taşdemir, 2008). Schools' one of the most strategic parts are teachers (Bursalıoğlu, 2005). So, it is important to investigate teacher factor in educational setting. In the light of the information above, this study makes an important contribution to the theory by investigating the relationship of ethical climate and teacher burnout.

Theoretically, this study utilizes a broad understanding to teacher burnout while examining burnout from different perspective like ethical climate. Although teacher burnout is a highly investigated topic in the literature, there is no research on the relationship between ethical climate and teacher burnout. So, this study contributes to the literature by being the first study for investigating the relationship between teachers perceived ethical climate and teacher's burnout level. Study showed that there was a negative relationship between teachers perceived ethical climate and their burnout level. If the teachers perceive higher levels of ethical climate in their

school, they have a lower level of burnout. Since there is a scarcity of research investigating these constructs at educational settings, this study calls attention of both school administrators and higher authorities.

With regard to practice, as it mentioned above, teacher's burnout levels are decreases with increased ethical climate. And since positive ethical climate allows to emerge caring relationships (Nodding, 1988) and caring relationships with a sense of belonging within a school forms positive student attitudes (Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir &Karakuş, 2015; Aloe et al., 2014), it can be concluded that the climate of the school in general and ethical climate specifically can serve to prevent burnout as the current study demonstrates. Administrator who want to minimize teacher burnout level in their school, can increase ethical climate. Also, study showed that ethical climate dimensions are also related with teacher burnout. In the dimensions of ethical climate, student to teacher was the most related one with teacher burnout level. The student to teacher subdimension investigates how students interact with and relate to teachers. By increasing this subdimension, teacher burnout level can be minimized. Besides that, literature review conclude that the misbehavior of students is the most important factor increasing burnout levels of teacher. Administrator can develop new policies to increase the positive interaction or relation of students to teacher and decrease the misbehavior of student. Since the most related dimension of ethical climate to burnout is student to teacher dimension, it can be concluded that decreased student misbehavior and increased classroom management may increase self-efficacy by increasing personal accomplishment (Aloe et all., 2014). Also, students' misbehaviors are related to increased emotional exhaustion and depersonalization (Grayson & Alvarez, 2008). As a result, teachers' burnout levels can be minimized by decreasing the student misbehavior. In this respect, school administrators should undertake necessary precautions to decrease students' misbehaviors in their schools. Also, since teacher efficacy in handling student misbehavior can serve as the mediating effect on the relationship between perceived student misbehavior and teacher burnout (Tsouloupas, Carson, Matthews, Grawitch., & Barber, 2010), teacher training programs of the universities should

design effective classroom management courses for teacher candidates which teach effective methods to prevent misbehavior. Preventing or limiting misbehavior may decrease the experiencing stress and decrease to experience burnout Also, teacher to student is the second related sub dimension to the teacher burnout an it has a close correlation value to student teacher dimension. Administrator or high authorities can also develop some policies or seminars to increase the positive interaction or relation of teachers to students.

With regard to the research, since scale was implemented different sample other than the health sector the confirmatory factor analysis (CFA) of the Maslach Burnout Inventory was conducted. CFA verified the factor structure of burnout and it was ensured the construct validity of the scale. The findings obtained from the data collected from the teachers were examined by using confirmatory factor analysis and it is concluded that findings were compatible with the theoretical structure. To conclude, CFA shows that existing structure emerges in the studies with the previous analysis, so the Maslach Burnout Inventory can be used in a group which consist of teachers.

5.3 Limitations and Recommendations

This study has been conducted with teacher in in Edirne. In order to increase the generalization of results, it is necessary to conduct similar study which investigates the relationship of ethical climate and teacher burnout nation-wide. Conducting similar study also supply a deeper understanding of the related concepts.

The current study conducted a multiple regression analysis which is a correlational design. So, the results of the current study present the prediction not the causal explanations. Causal relationships among variables of this study could be investigated by another research design like causal comparative research.

Since the study used quantitative approach which may serve as a limitation, to increase the in-depth understanding qualitative methods can be used. Data gathered via questionnaires and teachers choose the item best reflect their feelings. In this self-reporting technique, teachers may have a tendency to select the score that explains the appropriate behavior on the current item rather than the actual behavior. By using interviews, focus groups, and document analysis as data gathering techniques, limitation of self-reported technique can be overcome. Also, limitations on participants honesty and care could be overcome with these data gathering techniques.

The study was conducted with the teachers in public primary and elementary schools. New studies including teachers of both private schools and public schools should be conducted to increase the generalization of the results. Teachers burnout level and ethical climate can be different in public and private schools. The comparative studies can be conducted to explore the differences. Also, high school teachers may be added to increase the generalization of the results.

Additionally, as the relevant literature revealed, some individual factors and individuals' characteristics affect individuals' burnout level. To overcome this issue, more background information can be gathered in order to avoid the confounding effects of these variables in further studies.

Since 86.4% (N=356) of the sample was married in the current study and although the research results on marital status' effect on burnout are mixed (Aloe et al., 2014), some research states that married people have low burnout levels than single individuals (Yeğin, 2014; Coşkun, 2012; Bakan, Ersahan, Buyukbese; Dogan, & Kefe, 2015; Ergin 1992), it is important to consider marital status while investigating the burnout. As a recommendation, marital status can be added as another variable for further studies. Also, 86.4% percent is a very high number which states that

results may be more valid for married people. So, conducting a similar research on different sample can increase the generalization of the results.

Studies investigates relationship between ethical climate and burnout are conducted generally in finance, health or business sector. Most of these studies are also investigating the mediating effect of stress on ethical climate and burnout. Teachers work characteristics have been the main source of stress that leads to burnout (Friedman, 1995). Since stress and burnout are related concepts, investigating mediating effect of stress on ethical climate and burnout may contribute the literature.

Results of the study stated that student to teacher subdimension of ethical climate was the most related subdimension to teacher burnout. It is important to investigate this dimension in the content of teacher burnout deeply. To make broader understanding the mediating effect of student misbehavior on the relationship between ethical climate and teacher burnout may be investigated.

This study investigated the relationship between subdimensions of ethical climate and teacher burnout. As a recommendation the relationship between subdimensions of ethical climate and the subdimensions of burnout which are emotional exhaustion, depersonalization and personal accomplishment can be investigated in further researcher. Investigating this relationship would help gain a deeper understanding on the issue.

Last recommendation is for school principals and policy-makers in the field of education. School principals, policy-makers and even teachers should consider ethical climate while making and implementing decisions regarding education.

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APPENDICES

A. QUESTIONNAIRES

DEMOGRAFİK VERİ FORMU

Sayın Öğretmen,

Bu araştırmada algılanan etik iklim ve öğretmen tükenmişliği arasındaki ilişki incelenmektedir. Bu amaçla size iki adet anket ve bir bilgi formu verilmiştir. Bilgi formuna ve anketlerde yer alan sorulara vereceğiniz içten cevaplarınız çalışmanın amacına ulaşması için büyük önem taşımaktadır. Anketlerde yer alan sorulara vereceğiniz cevaplar sadece araştırmanın amacına yönelik olarak kullanılacak ve araştırmacı dışında hiç kimse cevaplarınızı öğrenmeyecektir. Yardımlarınız için çok teşekkür ederim.

<div align="right">

Birtanem DOĞANAY

ODTÜ Eğitim Fakültesi

Eğitim Yönetimi ve Planlaması

</div>

1.	Cinsiyetiniz	☐ Erkek	☐ Kadın	
2.	Yaşınız	Lütfen belirtiniz ……………..		
3.	Alanınız nedir? (Sınıf öğretmeni, matematik öğretmeni vb.)	………………………………………		
4.	Sınıfınız ya da sınıflarınızda toplam kaç öğrenciniz bulunmaktadır?	……………………………………..		
5.	Okulda öğretmenlik dışında başka bir sorumluluğunuz var mı? (Koordinatörlük,	…………………………………………		

müdür yardımcılığı vb. gibi)		
6. Okul düzeyiniz	☐ İlkokul	☐ Ortaokul
7. Medeni durumunuz	☐ Bekar	☐ Evli ☐ Diğer
8. Çocuğunuz var mı?	Lütfen belirtiniz………………...	
9. Öğretmenlik deneyiminiz	Lütfen yıl olarak belirtiniz……………	
10. Kaç yıldır bu okulda görev yapıyorsunuz?	Lütfen yıl olarak belirtiniz……………	
11. Öğrenim durumunuz	☐ Üniversite ☐ Yüksek Lisans ☐ Doktora	
12. Şu an herhangi bir eğitim alıyor musunuz? (Master doktora gibi)	…………………………………..	

ETİK İKLİM ÖLÇEĞİ

Öğretmen- öğrenci					
1. Mükemmel çalışmalarından dolayı öğretmenler öğrenciyi över.	1	2	3	4	5
2. Öğretmenler öğrencilerin çalışma alışkanlıklarını geliştirmesine yardım eder.	1	2	3	4	5
3. Öğretmenler öğrencilerin kendilerini güvende hissetmelerini sağlar.	1	2	3	4	5
4. Öğretmenler tüm öğrencilerine saygılı davranır.	1	2	3	4	5
5. Öğretmenler öğrencileri uygun soru sormaları için teşvik eder.	1	2	3	4	5
6. Öğretmenler öğrencilere öğrendiklerini uygulama imkanı verir.	1	2	3	4	5
7. Öğretmenler derse iyi hazırlanır.	1	2	3	4	5
8. Öğretmenler öğrenciler için olumlu rol modeldir.	1	2	3	4	5
9. Öğretmenler tüm öğrencilerin farklılıklarına saygı gösterir.	1	2	3	4	5
10. Öğretmenler iyi davranışlar için yüksek beklenti içindedir.	1	2	3	4	5
11. Öğretmenler öğrencilere yardım etmeye hazırdır.	1	2	3	4	5
12. Özel gereksinimi olan öğrencilere öğretmen yardım eder.	1	2	3	4	5
13. Öğretmenler ödevleri makul zaman içerisinde geri verir.	1	2	3	4	5
14. Öğrenciler ödevleri ile ilgili sorunlarını öğretmenleri ile rahatlıkla konuşabilir.	1	2	3	4	5
15. Öğrencilerin bir problemi olduğunda öğretmenler yardım eder.	1	2	3	4	5
16. Öğretmenler öğrenciler arasında iş birliğini teşvik eder.	1	2	3	4	5
17. Öğretmenler ödevleri adil biçimde değerlendirir.	1	2	3	4	5
18. Öğretmenler öğrencilerin düşüncelerini açıklamasına izin verir.	1	2	3	4	5
19. Öğrenciler öğretmenlerine güvenebilirler.	1	2	3	4	5
Öğrenci- Öğretmen/Öğrenme Ortamı					
20. Öğrenciler talimatları yerine getirir.	1	2	3	4	5
21. Öğrenciler okul çalışmalarında elinden gelenin en iyisini yapar.	1	2	3	4	5
22. Öğrenciler öğretmenlere karşı saygılıdır.	1	2	3	4	5
23. Öğrenciler sınıf etkinliklerine etkin biçimde katılır.	1	2	3	4	5
24. Ders süresince öğrenciler ilgilidir.	1	2	3	4	5
25. Öğrenciler hatalarından ders çıkarır.	1	2	3	4	5

26. Öğretmenler öğrencilere güvenirler.	1	2	3	4	5
27. Öğrenciler öğretmenlerle iş birliği yapar.	1	2	3	4	5
28. Öğrenciler öğretmenlerinden öğrenmekten zevk alırlar.	1	2	3	4	5
29. Öğrenciler öğretmenlere adil bir şekilde davranır.	1	2	3	4	5
30. Öğrenciler sınıf arkadaşlarına ait olan eşyalara saygı duyarlar.	1	2	3	4	5
Öğrenci- Öğrenci					
31. Öğrenciler daha çok çalışmayı gerektirirse de sınıf arkadaşlarına yardım eder.	1	2	3	4	5
32. Öğrenciler sınıf arkadaşlarına elinden gelenin en iyisini yapmaları için teşvik eder.	1	2	3	4	5
33. Öğrenciler bir grup çalışması yaparken sınıf arkadaşlarıyla konuları adil biçimde paylaşırlar.	1	2	3	4	5
34. Öğrenciler sınıf arkadaşlarına saygılı davranırlar.	1	2	3	4	5
35. Öğrenciler diğerleri tarafından alay edilen arkadaşlarını savunurlar.	1	2	3	4	5
36. Tüm öğrenciler sınıf arkadaşları tarafından kabul edilir.	1	2	3	4	5
37. Öğrenciler diğerlerini bir kavgada görürlerse kavgayı bitirmeye yönelik yardım ederler.	1	2	3	4	5
38. Öğrenciler çok popüler olmasa bile inandıkları şeyi rahatlıkla savunabilirler.	1	2	3	4	5

MASLACH TÜKENMİŞLİK ENVANTERİ

	Hiçbir Zaman	Çok Nadir	Bazen	Çoğu Zaman	Her Zaman
1. İşimden soğuduğumu hissediyorum.					
2. İş dönüşü kendimi ruhen sıkılmış hissediyorum.					
3. Sabah kalktığımda bir gün daha bu işi kaldıramayacağımı hissediyorum.					
4. Öğrencilerimin ne hissettiğini hemen anlarım.					
5. Bazı öğrencilere sanki insan değillermiş gibi davrandığımı fark ediyorum.					
6. Bütün gün öğrencilerle uğraşmak benim için gerçekten çok yıpratıcı.					
7. Öğrencilerin sorunlarına en uygun çözüm yollarını bulurum.					
8. Yaptığım işten yıldığımı hissediyorum.					
9. Yaptığım iş sayesinde öğrencilerin yaşamına katkıda bulunduğuma inanıyorum.					
10. Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.					
11. Bu işin giderek beni katılaştırmasından korkuyorum.					
12. Çok şeyler yapabilecek güçteyim.					
13. İşimin beni kısıtladığını hissediyorum.					
14. İşimde çok fazla çalıştığımı hissediyorum.					
15. Öğrencilere ne olduğu umurumda değil.					
16. Doğrudan doğruya öğrencilerle çalışmak bende çok fazla stres yaratıyor.					
17. Öğrencilerle aramda rahat bir hava yaratırım.					
18. Öğrencilerle yakın bir çalışmadan sonra kendimi canlanmış hissederim.					
19. Bu işte birçok kayda değer başarı elde ettim.					
20. Yolun sonuna geldiğimi hissediyorum.					
21. İşimdeki duygusal sorunlara serinkanlılıkla yaklaşırım.					

22. Öğrencilerin bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum.					

B. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Yüksek Lisans öğrencisi Birtanem Doğanay tarafından Assist. Prof. Dr. Gökçe Gökalp danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, algılanan etik iklim ve öğretmen tükenmişliği arasındaki ilişki ile ilgili bilgi toplamaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 20 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Eğitim Bilimleri öğretim üyelerinden Assist. Prof. Dr. Gökçe Gökalp (E-posta: ggokalp@metu.edu.tr) ya da ODTÜ Eğitim Yönetimi ve Planlaması Yüksek Lisans öğrencisi Birtanem Doğanay (E-posta: e161781@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad   Tarih   İmza
                          ---/----/-----

C. APPROVAL OF METU HUMAN SUBJECT ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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ueam@metu.edu.tr
Sayı: 28620816 / 636

11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Gökçe GÖKALP

Danışmanlığını yaptığınız Birtanem DOĞANAY'ın **"Algılanan Etik İklim ve Öğretmen Tükenmişliği Arasındaki İlişki"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-187** protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tülin GENÇÖZ
Başkan

Prof. Dr. Ayhan SOL
Üye

Prof.Dr. Yaşar KONDAKÇI (4.)
Üye

Doç. Dr. Emre SELÇUK
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Dr.Öğr.Üyesi Ali Emre TURGUT
Üye

Doç.Dr. Üyesi Pınar KAYGAN
Üye

117

APPROVAL OF DICTORATE OF NATIONAL EDUCATION OF EDIRNE

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 56569733-44-E.3261424   14.02.2019
Konu : Anket İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 14/01/2019 tarihli ve 78 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması Yüksek Lisans Programı öğrencisi Birtanem DOĞANAY'ın İl Millî Eğitim Müdürlüğümüze bağlı Edirne İl Merkez ve İlçelerinde bulunan ek listede isimleri geçen İlkokul ve Ortaokul öğretmenlerine yönelik uygulamak istediği *"Algılanan Etik İklim ve Öğretmen Tükenmişliği Arasındaki İlişki"* konulu anketinin uygun görüldüğüne ilişkin 13/02/2019 tarihli ve 3100421 sayılı Valilik Onayı, Araştırma Değerlendirme Formu ve anket kapsamında ugulanacak veri toplama araçlarının orjinalleri ekte gönderilmiştir.

Anket çalışması kapsamında uygulamaya dahil edilen öğretmenlerin gönüllülük esasına dayanılarak, eğitim öğretimi aksatmamak kaydı ile okul müdürü gözetim ve sorumluluğunda uygulanması, çalışma esnasında onaylı evrakların çoğaltılarak kullanılması ve araştırma sonunda oluşturulacak raporun basılı ve dijital olarak Müdürlüğümüzle paylaşılması kaydıyla ile uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Dr. Önder ARPACI
İl Millî Eğitim Müdürü

Ek :
1- Valilik Onayı   (1 sayfa)
2- Araştırma Değerlendirme Formu   (1 sayfa)
3- Okul Listesi   (4 sayfa)
4- Katılımcı Formu   (1 sayfa)
5- Veri Toplama Araçları   (4 sayfa)

http://edirne.meb.gov.tr/   Tel : (0284) 212 61 22   Bilgi İşlem ve Eğitim Teknolojileri Hizmetleri Bölümü
bilgiislemegitek22@meb.gov.tr   Faks : (0284) 212 61 26   Bilgi için: Necat SENGÖR (Bil. İşletmeni) Dahili: 2302

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D. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

Eğitim, ev, aile, internet ve televizyon gibi her yerde gerçekleşebilir, ancak okul topluma ve gelecek nesillere ortak bir buluşma yeri sağlar ve ayrıca okul aile dışından insanların etkileşime girip sürekli bir etkileşim yoluyla bireyin yaşamını şekillendirebileceği yerdir (Freiberg, 1999). Okul iklimi genellikle okul kültürünün karakteri ve niteliği olarak tanımlanır ve okulun sosyal çevresi olarak kabul edilebilir (Espelage, Low, & Jimerson, 2014). Daha spesifik olarak, okul iklimi, fiziksel ortamı, eğitim uygulamaları, öğretim üyeleri, personel, veliler ve öğrenciler arasındaki ilişkiler, okul içindeki gelenekler, değerler ve normlar ile şekillenen okulun karakteri olarak tanımlanabilir (Thapa et al., 2012; Espelage et al., 2014). Öğretmenler, okul denilen sosyal sistemin en stratejik kısımlarından biridir (Bursalıoğlu, 2005), dolayısıyla, öğretmenlerin benimseyeceği değerler önemlidir. Örgüt kültürünün önemli bir bölümünü oluşturan bu değerler evrensel etik ilkelere dayanmaktadır (Çelik, 2000). Okul iklimi etik ilkeler ışığında değerlendirildiğinde, daha kaliteli ilişkiler ortaya çıkabilir (Noddings, 1988). Etik iklim, öğretmenler ve öğrenciler arasındaki ilişkilerde ve etkileşimlerde etik ilkelere dayanan veya etik davranış sergileyen okulun örgütsel faaliyetleri hakkındaki algılar olarak tanımlanabilir (Demir & Karakuş, 2018).

Etik iklim kavramı, Victor ve Cullen (1988) tarafından tanımlanmış ve geliştirilmiştir. Victor ve Cullen'e göre "… etik iklimler, kurumların genel ve yaygın özellikleri olarak kavramsallaştırılarak geniş bir karar yelpazesini etkilemektedir" (1988, s.101). Victor ve Cullen (1988) etik iklimin çalışanlara etik durumlarda ne yapılması gerektiği konusunda rehberlik sağladığını belirtmişlerdir. Öğretmenlik mesleğinin doğası gereği, öğretmenlik özveri, duygusal emek ve güçlü içsel değerler gerektirir (Yorulmaz, Altınkurt ve Yılmaz, 2015), dolayısıyla öğretmenlerin

meslekleri ile ilgili hisleri ve duyguları etik iklim hakkındaki algılarını etkileyebilir veya etik iklimden etkilenebilir. Bu nedenle, okullardaki etik iklimi araştırırken öğretmenlerin faktörlerine odaklanmanın önemli olduğu söylenebilir.

Kurumdaki iklimler, çalışanların çalışma ortamı hakkındaki bakış açılarını ve duygularını ilgilendirdiği için (Kaya v& Başkaya, 2017), etik iklim, çalışanların iş doyumlarını, işi bırakma niyetlerini (Elci &Alpkan, 2009; Çetin, Güleç, &Kayasandık, 2015; Mulki et al., 2007), streslerini (Sert, Elçi, Uslu, & Şener, 2014) ve tükenmişlik düzeylerini (Harms, 2017; Elçi, Karabay & Akyüz, 2015) etkiler.

Mesleki tükenmişlik alanında en yüksek risk altında bulunanlar, insana hizmet mesleklerinde çalışanlardır (Grayson & Alvarez, 2008). İnsan odaklı meslekler çalışmalarında duygusal, bilişsel ve fiziksel enerjiye daha çok ihtiyaç duymaktadır (Zołnierczyk-Zreda, 2005). Bu talepler, genellikle tükenmişliğin bir işareti olarak gösterilen duygusal tükenmeye, duyarsızlaşma ve fiziksel yorgunluğa yol açabilir (Maslach ve Leiter, 2008). De Heus ve Diekstra (1999) tükenmişliğin öğretmenler arasında yaygın olduğunu ve öğretmenlik mesleğinin diğer sosyal mesleklerden daha fazla psikolojik daha fiziksel semptomlar taşıdığını belirtti.

Grayson ve Alvarez'e (2008) göre, okul ikliminin alt faktörleri (örneğin, öğrenci-arkadaş ilişkileri, okuldaki öğretim yönetimi, öğretmen-öğrenci ilişkileri vb.) tükenmişliği tahmin etmede kullanılan en önemli faktörlerdir. Öğretmenler, çocukların yanlış davranışlardan kaynaklanan önemli stres ve artan tükenmişlik riski yaşayabilir (Betoret, 2006; Brouwers, Evers, &Tomic, 2001; Brouwers &Tomic, 2000; Hastings &Bham, 2003; Klassen, 2010; Yoon, 2002; as cited in Gibbs, & Powell, 2012).

Yukarıdaki ilgili literatür ışığında, etik iklim ve öğretmen tükenmişliği arasındaki ilişkinin, öğretmen-öğrenci ilişkileri çerçevesinde incelenmesinin önemli olduğu söylenebilir. Öğrenci-akran ilişkileri, okuldaki öğretim yönetimi, öğretmen-öğrenci

ilişkileri gibi okul ortamının alt faktörlerini etik bakış açısıyla değerlendirmek için, Keizer ve Schulte (2007) etik ortamı ölçen bir araç geliştirdi. Keizer ve Schulte'un (2007) geliştirdiği ilköğretim okulları etik iklim anketi uygunluğundan dolayı bu araştırmada da kullanılmıştır.

Etik iklim ve tükenmişlik üzerine yapılan araştırmaların çoğu, bankacılık, sağlık kuruluşları ve işletme yönetimi gibi alanlarda gerçekleştirilmiştir (Elçi, Karabay, & Akyüz, 2015; Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010; Harms, 2017). Her ne kadar ilgili literatür etik iklimin öğretmen tükenmişliği ile ilişkili olabileceğini gösterse de etik iklim ve öğretmen tükenmişliği arasındaki ilişki hakkında bir araştırma bulunmamaktadır. Bu sebeple, bu çalışmanın temel amacı, Türk okullarında algılanan etik iklim ile öğretmen tükenmişliği arasındaki ilişkiyi incelemektir. Çalışma; aşağıdaki araştırma sorularına cevap aramaktadır:

1) Algılanan etik iklim ve öğretmenlerin tükenmişlik düzeyleri nedir?
2) Etik iklim ile öğretmenlerin tükenmişlik düzeyleri arasındaki ilişki nedir?
3) Öğretmen ile öğrencinin (etik iklimin ilk alt boyutu) ve öğretmenlerin tükenmişlik düzeyleri arasındaki ilişki nedir?
4) Öğrencilerin öğretmen / öğrenme ortamı (etik iklimin ikinci alt boyutu) ile öğretmenlerin tükenmişlik düzeyleri arasındaki ilişki nedir?
5) Öğrenciden öğrenciye (etik ikliminin üçüncü alt boyutu) ve öğretmenlerin tükenmişlik düzeyleri arasındaki ilişki nedir?

Eğitimde öğrenci-öğretmen ve okul-aile çatışması sorunları; disiplin sorunları; öğrenci davranışları; kalabalık sınıflar; fiziksel koşulların yetersizliği; bürokratik çalışmalar; toplum eleştirisi; eğitim kurumları üzerindeki sosyal ve politik baskılar; ödüllendirme ve karar vermede katılım eksikliği öğretmenlerin diğer profesyonellerden daha fazla stres yaşamalarına neden olan faktörlerdir ve bu faktörler aynı zamanda öğretmen tükenmişliği ile ilgili spesifik problemlerdir (Akın, & Oğuz, 2010; Cemaloğlu, &Şahin, 2007). Öğretmenler, her gün maruz

kaldıkları yoğun stres nedeniyle tükenmişliği yüksek olan gruplardan biri olarak gösterilmektedir (Akın, & Oğuz, 2010). Literatür etik iklimin öğretmen tükenmişliği ile ilgili olabileceğini belirtmesine rağmen (Nodding, 1988; Keiser and Schulte, 2007; Grayson and Alvare, 2008; Demir &Karakuş, 2015; Aloe et al., 2014). Eğitim alanında etik iklim ve öğretmen tükenmişliğini inceleyen çalışma bulunmamaktadır. Bu sebeple bu çalışmanın bulguları eğitim literatürüne katkıda bulunacaktır. Bunun yanında, eğitim politika belirleyicileri ve MEB, etik iklimin iyileştirilmesine ve öğretmenlerin okullarda tükenmişlik etkilerinin azaltılmasına katkıda bulunan değerli bilgileri fark edebilir ve eğitime başarılı müdahaleler yapabilir. Ayrıca, bu çalışmanın sonuçları, okul yöneticilerine ve üniversitelerin eğitim bilimleri departmanlarına öğretmen verimliliğini arttırmak için bir iklimin nasıl sağlanacağı veya etik iklimin öneminin vurgulanması konusunda bazı ipuçları verecektir.

Alanyazın

Örgütsel İklim

1980'lerin başında, kültür perspektifi ortaya çıktı ve 1990'larda, çoğu kültürel çalışma örgütsel iklim araştırmalardan neredeyse ayırt edilemez hale geldi (Denison, 1996). Lunenburg ve Ornstein (2008) örgütsel kültür ve örgütsel iklimi örtüşen bir kavram olarak belirtmiştir. Öte yandan, Denison (1996), kültür ve iklimin açıkça farklı olduğunu belirtmiştir. Denison'a (1996) göre, "kültür araştırmacıları zaman içinde sosyal sistemlerin evrimi ile daha fazla ilgilenirken, iklim araştırmacıları evrimle daha az ilgileniyorlardı ancak örgüt sistemlerinin gruplar ve bireyler üzerindeki etkileriyle daha fazla ilgileniyorlardı."(S. 621)

İklimler, prosedürlerin, politikaların ve uygulamaların resmi veya gayri resmi paylaşılan algıları olarak tanımlanabilir (Reichers, &Schneider, 1990). Örgüt iklimi, bireylerin örgütün çalışma ortamı hakkındaki paylaşılan algılarını temsil eder (Hoy,

& Miskel, 1991). Araştırmacılar tarafından farklı tanımlamalar yapılsa da örgütsel iklim hakkındaki ortak fikir örgütsel iklimin iş ortamı ve kuruluş içindeki iş ortamı kalitesi ile ilgili olduğu yönündedir.

Örgüt içindeki iklimler örgüt çalışanlarının davranışını büyük ölçüde etkileyebilir (Schneider, 1975). Örgüt iklimi üzerine yapılan çalışmalar da örgütsel iklimin iş tatmini ve örgütsel rol stresi (Thakre, & Shroff, 2016), bağlılık (Weihui Fu, & Deshpande, 2014) ve performans (Lee, Chen, &Chang, 2018) ile ilişkili olduğunu göstermiştir. Olumlu örgütsel iklim örgütsel rol stresini azaltır ve iş memnuniyetini arttırır (Thakre, & Shroff, 2016). Ayrıca, örgütsel iklimin iş tatmini iş performansı üzerinde önemli bir doğrudan etkisi vardır (Weihui Fu, & Deshpande, 2014; Lee, Chen, &Chang, 2018).

Okul İklimi

Organizasyonlar, alanları dikkate alınarak alt kategorilere ayrılabilir. Eğitim bağlamında, örgütsel iklim okul iklimi olarak incelenebilir. Örgütsel iklim ilk olarak endüstri alanında ortaya çıkmasına rağmen, eğitim bilimlerindeki araştırmacılar, örgüt ikliminin eğitim alanındaki boyutlarını tanımlamış ve ölçmüştür (Hoy, Tarter ve Kottkamp, 1991). Literatürde, okul iklimi için Halpin ve Croft'un "açık ve kapalı iklimler" ve Hoy ve Tarter'in "örgütsel sağlık kurguları" kavramı olmak üzere iki ana yaklaşım vardır. Lunenberg ve Ornstein (2008) 'e göre Halpin ve Croft açık iklimden kapalı iklime kavramsal bir devamlılık olduğunu söylemektedir. Açık İklim, memnuniyeti sağlayan ve amaçlarını gerçekleştiren enerjik, canlı bir organizasyon olarak tanımlanabilir. Öte yandan, yüksek derecede ilgisizlik ve düşük okul ruha saip olmak, kapalı iklimi tanımlayan sıfatlardır (Lunenburg, & Ornstein, 2008). Açık iklim yüksek düzeyde güven, etkileşim ve etkili çalışmayı ifade ederken; kapalı iklim, bunun tersini ifade eder (Hoy, 1991). Sağlıklı okul, öğrenci, öğretmen ve ilke arasında ahenkli davranışla karakterize edilir ve öğretim başarısını

arttırırken, hasta okullar dış etkenlere karşı savunmasızdır (Lunenburg, & Ornstein, 2008).

Hoy ve Tarter, öğretmenler, öğrenciler, yönetim ve toplum faktörleri arasındaki kişilerarası ilişkilerin sağlığını değerlendiren bir model tanımlayıp bir araç geliştirdiler ve örgütsel sağlığın kurumsal, idari ve öğretmen olmak üzere üç seviyeye sahip olduğunu belirtmişlerdir (Lunenburg ve Ornstein, 2008). Sağlıklı okul öğrencileri, öğretmen ve ilke davranışları uyumludur ve hepsi öğretim başarısına yönelik ortaklaşa çalışmaktadır, diğer yandan sağlıksız okullar dış etkenlere zarar verebilecek derecede hassastır ve öğrenci, öğretmen ve ilke davranışları uyumlu değildir (Lunenburg ve Ornstein, 2008). Örgüt iklimi ve okul iklimi bireyler hakkındaki değerler, normlar, algılar kavramını içerdiğinden, örgütler çalışanlarının etik veya etik olmayan davranışlarından sorumlu sosyal aktörlerdir (Victor ve Cullen, 1988). Noddings (1988), okul iklimi etik ilkeler çerçevesinde değerlendirildiğinde, yüksek kaliteli ilişkilerin ve okul toplumu duygusunun ortaya çıkabileceğini belirtmiştir. Kelly (1992), bireylerin iklimleriyle sosyalleşebileceklerini belirtmiştir (Kelley, 1992). Yukarıdaki tüm ifadeler göz önüne alındığında, etik iklimin okul bağlamında araştırılması önemlidir.

Etik İklim

Etik kavramı, Yunanca'da 'karakter' anlamına gelen ethos kelimesinden türemiştir. Ethos'tan türetilen 'etik' terimi ayrıca belirli bir anlamda veya teknik bir terim olarak kullanıldığında ideal olan özü ifade eder (Fromm, 1995). Literatürde birden fazla etik tanımı vardır. Bu araştırma öğretmenleri ilgilendiren etik konulara odaklandığından, meslek alanındaki etik terimini tanımlamak önemlidir. Bernard Barber'a göre, bir işin meslek sayılabilmesi için; genel ve sistematik bir bilgi olmalı, toplumun ihtiyaçlarına hitap etmeli, etik ilkelerin içselleştirilmesi yoluyla öz kontrol olmalı ve çaba gerektiren sembolize ödül içermelidir (Sokolowski, 1991). Her şirketin, bireylerin yanı sıra organizasyonun karakterini tanımlayan bir dizi etik

kural ve prosedürü vardır. Örgütlerde örgütsel etik, ahlaki ikilemlerin ve örgütlenme sorunlarının çözümünde yardımcı olur (Cullen, Victor ve Stephans, 1989).

Etik iklim, 1987'de etik iklimin babaları olarak bilinen Victor ve Cullen tarafından literatüre tanıtıldı. 1988'de Victor ve Cullen, Kohlberg'in Ahlak Gelişimi teorisinden esinlenerek hem felsefeye hem de sosyolojik teoriye dayanan Etik İklim Kuramı'nı geliştirdiler (Yener et al., 2012).

Etik çalışma iklimi, kuruluşların etik özelliklerini değerlendirmede sıkça kullanılan bir kavramdır ve daha genel bir kavram olan örgüt ikliminden türetilmiştir (Webber, 2007). Etik iklim, bir tür örgütsel iklimdir ve sosyal normlar sergileyen bir tür iç iklim ve örgüt kültürünün bir bileşeni olarak tanımlanır (Victor ve Cullen, 1988). Bu nedenle, etik iklimler, bireyin etik standartlarını veya ahlaki gelişim düzeyini temsil etmez. Aksine, kuruluşun üyeleri tarafından algılanan ortamının bileşenlerini karakterize eder (Cullen, Parboteeah, & Victor, 2003).

Victor ve Cullen'ın (1988) etik iklim modelinde iki boyut vardır. Victor ve Cullen (1988), birinci boyutun karar verme amacıyla kullanılan etik kriterler ile ilgili olduğunu ve ikinci boyutun analiz odağını gösterdiğini belirtmişlerdir. İlk boyutu egoizm, iyilik ve prensip olmak üzere üç ahlaki felsefeye dayandırırken, analiz odağını bireysel, yerel ve kozmopolit olarak tanımlamışlardır. Etik kriterleri ve analiz odağını birleştirerek teorik etik iklim modelleri geliştirmişlerdir.

Etik İklimin Önemi

Kaynak araştırması etik iklimin, iş dünyasında örgütsel vatandaşlık (Elçi, & Alpkan, 2009), örgütsel güven (Büte, 2011), üretken iş davranışı (Doğan, & Kılıç, 2014) ve tükenmişlik (Elçi, Karabay, & Akyüz, 2015; Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010; Harms, 2017) üzerinde önemli etkileri olduğunu ortaya çıkarmıştır.

Elçi ve Alpkan (2009), etik iklimin örgütsel vatandaşlık davranışını (OBB) güçlü bir şekilde etkilediğini söylerken, Büte (2011) araştırmasında etik iklimin örgütsel güven ve bireysel performansı üzerinde olumlu bir etkisi olduğunu belirtmiştir. Doğan ve Kılıç (2014) yaptığı araştırmada, algılanan örgütsel etik iklim ile üretken iş karşıtı davranışı arasında olumsuz bir ilişki olduğunu ve örgütsel etik iklim tiplerinin üretken çalışma davranışı üzerinde önemli bir etkisi olduğu tespit edilmiştir. Ayrıca, araştırmalarında Mulki ve ark. (2008) olumlu bir örgütsel ortamda çalışanların daha yüksek düzeyde iş tatmini sağladığını ve çalışmalarında daha üretken olduklarını belirtmişlerdir.

Alanyazın araştırması, etik iklimin çalışanların işten ayrılma niyeti ve çalışanların tükenmişliği ile ilgili olduğunu da ortaya koymaktadır. Araştırmalarında Çetin, Güleç ve Kayasandık (2015) etik iklimin çalışanların işten ayrılma niyeti ile anlamlı bir ilişki içinde olduğu ve tükenmişliğin bu ilişkide arabulucu rol oynadığı sonucuna varmıştır.

Okul ortamında etik perspektifin araştırılması insan ilişkilerinin değerlendirilmesine yardımcı olabilir (Keizer & Schulte, 2007) ve yapılan çalışmalar olumlu bir etik iklimin olumlu ilişkilerin ortaya çıkmasına izin verdiğini göstermiştir. Bununla birlikte, okullarda etik iklimi hakkında yapılan çalışmalar çok sınırlıdır. Haynes (2002), okullarda etik iklimin önemini açıklamaktadır. İnsan hakları kavramının toplumun gündemine yerleştirilmesi, öğrenci hakları gibi kavramları gündeme getirmiştir. Toplumun bilinç düzeyi arttıkça öğretmen-öğrenci ilişkileri daha detaylı tartışılmaya ve değerlendirilmeye başlanmıştır. Okul iklimi araçlarını kullanan bir araştırmanın gözden geçirilmesi, okulların etik iklimini özel olarak ölçen bir aracın olmadığını göstermiştir (Schulte et al., 2002). Keiser and Schulte (2007), ilköğretim okullarında etik iklimi ölçen ilköğretim Okulları Etik İklim Ölçeğini geliştirmişlerdir. Keizer ve Schulte (2007)'nin geliştirdiği bu araştırmada da kullanılan etik iklim anketi, öğrenci-akran ilişkileri, okuldaki öğretim yönetimi,

öğretmen-öğrenci ilişkileri gibi okul ortamının alt faktörlerini etik bakış açısıyla değerlendirmektedir.

Tükenmişlik

Tükenmişlik kavramı ilk olarak 1974'te Freudenberger tarafından tanımlandı. Freudenberger (1974) tükenmişliği, başarısızlık, aşınma, enerji ve güç kaybı ve iç kaynakların tükenmesi durumu olarak tanımladı. Cherniss (1980) tükenmişliği insanın aşırı strese verdiği tepki ve işten memnuniyetsizlik durumu olarak tanımlamıştır. Blanch ve Garcia (2005), öğretmen tükenmişliğini, kronik stresörlerden kaynaklanan duygusal tükenme, başkalarına yönelik olumsuz duygu ve tutumların artması ve kişisel başarı eksikliği olarak tanımlamaktadır

Tükenmişlik için farklı tanımlar ve modeller olmasına rağmen, Christina Maslach ve meslektaşları tarafından sunulan tükenmişlik modeli en yaygın kullanılan ve en yaygın olarak kabul edilen tükenmişlik modelidir (Kafadar, 2014). Maslach ve Jackson (1981) tükenmişliği duygusal tükenme, duyarsızlaşma ve kişisel başarı eksikliği olarak tanımlar. Bu üç boyut birbiriyle ilişkili kavramlardır (Maslach, Leiter ve Schaufeli, 2008). Tükenmişlik sendromu, yüksek enerji, aidiyet duygusu ve nitelik gibi durumların yerini duygusal tükenme, duyarsızlaşma ve yetersizlik ile değiştirdiğinde ortaya çıkar (Maslach, & Leiter, 1997). Maslach Tükenmişlik Modelinin Boyutları duygusal tükenme, duyarsızlaşma ve kişisel başarı eksikliğidir. Duygusal tükenme: Duygusal tükenme, tükenmişliğin ilk ve temel aşaması olarak gösterilir ve bu aşamada bireyler duygusal olarak yetersiz hisseder (Masclach, 1999). Duygusal tükenme, fiziksel ve duygusal yorgunluk durumlarını tanımlar. McCormack ve Cotter'a (2013) göre, duyarsızlaşma boyutunda iletişim zorlaşır ve duyarsızlaşma yaşayan bireyler etraflarındaki insanlarla temastan kaçınmaya çalışır. Kişisel başarı eksikliği, yetersizlik duyguları veya başarı eksikliği olarak tanımlanabilir ve kişisel verimsizlik inançlarında artışa neden olur (Maslach, &

Jackson, 1981). Ek olarak, düşük motivasyon, kontrol eksikliği, umutsuzluk ve hatta kendine saygı kaybını gösterir (Maslach, & Jackson, 1981).

Öğretmen Tükenmişliği

Bireysel öğretmen özelliklerinin, cinsiyet, medeni durum vb., tükenmişliği nasıl etkilediğini gösteren çok sayıda araştırma yapılmıştır (Aloe et al., 2014). Yaş, yılların tecrübesi, medeni durum ve cinsiyet üzerine araştırma sonuçları karışıktır (Aloe et al., 2014; McCormack & Cotter, 2013). Örneğin; bazı araştırmalar medeni durum ile cinsiyet ve tükenmişlik arasında bir ilişki olduğunu öne sürmekte, bazı araştırmacılar medeni durum, cinsiyet ve tükenmişlik arasında bağlantı bulamamıştır (McCormack ve Cotter, 2013). Eğitim hizmetlerinde öğrenci-öğretmen ve okul-aile çatışması sorunları; disiplin sorunları, kalabalık sınıflar; fiziksel koşulların yetersizliği, bürokratik çalışmalar; toplum eleştirisi, eğitim kurumları üzerindeki sosyal ve politik baskılar; ödüllendirme ve karar verme katılım eksikliği, öğretmen tükenmişliği ile ilgili özel problemlerdir ve bunlar öğretmenlerin diğer profesyonellerden daha fazla stres yaşamalarına neden olan faktörlerdir (Cemaloğlu ve Şahin, 2007). Araştırmacıların öğretmenlerin çalıştığı durumların benzersiz özelliklerine odaklandığı araştırmalarda, öğretmen-öğrenci etkileşimlerinde rol oynayan faktörlerin tükenmişliğe yol açan temel stres kaynağı olduğu ortaya çıkmıştır (Friedman, 1995). Öğrenciler tükenmişlikteki en önemli rolü oynarlar ve öğrenciler ile ilgili problemler doğrudan tükenmişliğin alt boyutları ile ilgilidirler (Friedman, 2006). Aloe et al., (2014) öğrencilerin hatalı davranışları arttığında, öğretmenlerin kişisel başarı duygularının azaldığının, bu durumun da öğrencilerin olumsuz davranışlarının öğretmen tükenmişliği ile mesleki başarı boyutu arasında kritik bir ilişki olduğunu gösterdiğini belirtmişlerdir.

Yukarıdaki tüm bilgiler ve sonuçlar ışığında öğretmen tükenmişliğinin araştırılmasının önemli olduğu söylenebilir. McCormack ve Cotter (2013) 'e göre, çalışanların tükenmişliğinde yaş, cinsiyet ve medeni durumun önemli bir faktör olup

olmadığını araştıran çalışmaların bulguları karışıktır. Ayrıca, Yorulmaz ve Altinkurt (2018), Türkiye'de yapılan araştırmalara göre; cinsiyet, medeni durum, konu ve eğitim durumunun öğretmen tükenmişliği üzerinde çok düşük bir etkisi olduğunu bulmuştur.

Yukarıdaki bulgulara göre, öğretmen tükenmişliğini derinlemesine anlamak için öğretmen tükenmişlik kavramının etik iklim ile ilişkisini araştırmak önemlidir. Öğrencilerle olan ilişkiler tükenmişlikte en önemli rolü oynadığından ve doğrudan tükenmişlik boyutlarıyla ilişkili olduğundan (Friedman, 2006), etik iklimi özellikle öğretmen-öğrenci ilişkileri açısından araştırmak önemlidir.

Etik İklim ve Öğretmen Tükenmişliği

Olumlu etik iklimlerin öğrencilerin uygunsuz davranışları üzerinde olumlu etkisi olabilir (Noddings, 1988). Öğrencilerin hatalı davranışları ile öğretmen tükenmişliği boyutları arasında pozitif bir ilişki olduğu göz önüne alındığında (Aloe ve ark., 2014), olumsuz davranışları azaltmanın öğretmen tükenmişliğini azaltabileceği sonucuna varılabilir. Okullarda olumlu bir etik iklim, olumlu ilişkilerinin ortaya çıkmasına izin verir (Noddings, 1988). İlişkileri sürdürmek ve bir okula dahil olma hissi, öğrencilerde olumlu tutumların oluşmasını sağlayarak okul motivasyonu ve katılımı arttırır (Keizer, & Schulte, 2007; Grayson, & Alvare, 2008; Demir, & Karakuş, 2015; Aloe et al., 2014). Bu bilgiler ışığında, etik iklimin öğretmen tükenmişliği ve tükenmişliğin ortadan kaldırılmasıyla ilişkili olabileceği sonucuna varılabilir.

Buna ek olarak sağlık, finans, telekomünikasyon alanında yapılan çalışmalar etik iklim ile tükenmişliğinin ilişkili olduğunu göstermiştir (Elçi, Karabay, & Akyüz, 2015; Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010; Harms, 2017).

<center>**Yöntem**</center>

Model

Bu çalışmada nicel bir yaklaşım kullanılmıştır ve çalışmanın modeli etik iklim ile öğretmen tükenmişliği arasındaki ilişkiyi araştıran ilişkisel taramadır. İlişkisel model, değişkenleri manipüle etmeye çalışmaksızın ve deneysel olarak tasarlanamayan ilişkileri tespit ettiğinden (Fraenkel ve Wallen, 2006), etik iklim ile öğretmen tükenmişliği arasındaki ilişkiyi araştırmak için uygun bir tasarımdır.

Evren ve Örneklem

Bu çalışmanın hedef evreni Edirne ilinde yer alan ilk ve orta okullardaki tüm öğretmenlerdir. Tüm hedef evrende veri toplamak mümkün olmadığından erişilebilir evren belirlenmiştir. Çalışmanın erişebilir evreni Edirne ilinde rastgele seçilen 50 ilk ve orta okulda çalışan öğretmenlerdir. İlköğretim ve ortaöğretim okullarında çalışan toplam 412 öğretmenden veri toplanmıştır.

Veri Toplama Araçları

Bu çalışmada demografik anket, etik iklim ölçeği ve tükenmişlik ölçeğini içeren veri toplama kitapçığı kullanılmıştır. İlköğretim Okulu Etik İklim Endeksi (ESCI) Keizer ve Schulte (2007) tarafından geliştirilmiş ve Türkçe'ye Kocayiğit (2010) tarafından çevrilmiştir. Maslach Tükenmişlik Envanteri ise Maslach ve Jackson (1981) tarafından geliştirilmiş ve Ergin (1992) tarafından Türkçe'ye çevrilmiştir. Maslach Tükenmişlik Envanteri farklı örneklemde yapıldığı için, doğrulayıcı faktör analizi tükenmişliğin faktör yapısını doğrulamak ve ölçeğin yapı geçerliliğini sağlamak için yapılmıştır. Faktör analizi için 282 öğretmenden veri toplanmış ve doğrulayıcı faktör

analizi AMOS 18.0 kullanılarak gerçekleştirilmiştir. Analiz için RMSEA, CFI, GFI ve NNFI kritik değerler olarak ele alınmıştır. Maslach Tükenmişlik ölçeğinin 3 faktörlü yapısı iyi düzeyde fit etmiş ve ölçeğin güvenirlik ve geçerliği sağlanmıştır, RMSEA=.06, CFI=.93, NNFI=.90, GFI=.91.

Veri Toplama Süreci

İlk olarak Orta Doğu Teknik Üniversitesi (ODTÜ) İnsan Araştırmaları Etik Kurulu'ndan onay alınmış ve ardından Edirne'deki Millî Eğitim Bakanlığı'ndan veri toplama onayı alınmıştır. Çalışmanın amacı hakkında katılımcılar bilgilendirilmiştir. Araştırmanın verileri Mart-Mayıs 2019'da toplanmıştır. İlk önce rastgele 50 okul seçilmiştir, daha sonra her okuldan rastgele 12 öğretmen seçilmiştir. Öte yandan, rastgele seçilen 600 öğretmenin 465'i çalışmaya katılmıştır ve 465 anketten 53'ü eksik veya hatalı olarak doldurulduğu için analizden çıkarılmıştır. Veriler toplam 412 öğretmenden toplanmıştır.

Veri Analizi Süreci

Veri analizi için hem tanımlayıcı istatistikler hem de çıkarımsal istatistikler yapılmıştır. Tanımlayıcı ve çıkarımsal istatistiksel analizler yapmak için IBM SPSS Statistics 24.0 kullanıldı. Maslach Tükenmişlik Envanteri'nin doğrulayıcı faktör analizi AMOS 18.0 kullanılarak yapılmıştır.

Etik iklim ve öğretmen tükenmişliği ilişkisini araştırmak için ilişkisel tarama tekniği uygulanmıştır. Bu çalışmanın amaçlarından biri, öğretmen tükenmişliği değişkeni ile etik iklimin alt boyutu olan üç öngörücü değişken arasındaki ilişkiyi belirlemek olduğu için çoklu regresyon tekniği kullanılmıştır.

Araştırmanın Sınırlılıkları

Araştırmanın ilk sınırlılığı çalışmanın katılımcıları ile ilgilidir. Katılımcıların kişisel özellikleri tükenmişlik üzerinde etkili olduğundan, kişisel özelikler farklı tükenmişlik seviyelerinin ortaya çıkmasına yol açmış olabilir. Katılımcılar anketi doldururken dürüst davranmamış ve olan durum yerine olması istenen durum ile ilgili olan maddeleri işaretlemiş olabilirler. Bir diğer sınırlılık veri toplayıcı özelliğidir. Okul yöneticilerinin isteği üzerine, bazı anketler öğretmenlere okul müdürü tarafından iletilmiştir. Özellikle okul müdüründen veri alan öğretmen soruları yanıtlarken baskı hissedebilir. Bir başka sınıflama ise araştırmada kullanılan ölçekler ve araştırma modeliyle ilgilidir. Başka ölçeklerle başka sonuçlara ulaşabilme ihtimali vardır.

Bulgular

Demografik Bilgi

Edirne'deki ilk ve ortaokullarda çalışan 412 öğretmenden veri toplanmıştır. Örneklemin büyük çoğunluğunu kadın katılımcılar oluşturmaktadır. Örneklemin 62,4%'ünü kadın katılımcılar oluştururken, erkek katılımcılar ise örneklemin 37,6 % 'sını oluşturmaktadır. Örneklemin yüde 86.4'ü evlidir.

Betimleyici İstatistik

Tanımlayıcı istatistiklerin sonuçları öğretmenlerin etik iklim algılarının (M = 4.16, SD = .49) tükenmişlik algılarından (M = .85, SD = .52) daha yüksek olduğunu göstermiştir. Her bir etik iklim alt boyutu ölçeği için ortalama puan incelendiğinde, öğrenciden öğretmene (M = 4.16, SD = .49) alt boyutun, öğrenciden öğretmene (M = 3.79, SD = .67) ve öğrenciden öğrenciye (M = 3.63, SD = .67) alt boyutlarına göre

daha yüksek ortalama puan aldığı görülmüştür. Ortalama puanlara ek olarak, etik iklim ve öğretmen tükenmişliği anlamlı ve negatif yüksek bir ilişki saptanmıştır, $r=-.41$, $n=412$, $p<.01$.

Standart Çoklu Regresyon ve Araştırma Soruları Sonuçları

Öğretmenlerin etik iklim alt boyutları ile ilgili algıları tükenmişliği yordamıştır, $F(3, 408) = 28.67$, $p<.0005$.

1. Araştırma Sorusunun Bulguları: Algılanan etik iklim (M = 4.16, SD = .49) seviyesi yüksek çıkmıştır. Öğretmen tükenmişlik seviyesi ise (M = .85, SD = .52) düşük çıkmıştır. Etik iklim boyutları göz önüne alındığında, öğretmen için öğrencinin ortalama puanı (M = 4.61, SD = .45) en yüksek değere sahip çıktı. Ayrıca, öğrenciden öğretmene boyutunun ortalama puanı (M = 3.79, SD = .67) öğrenciden öğrenciye boyutunun ortalama puanından (M = 3.63, SD = .79) daha yüksektir.

2. Araştırma Sorusunun Bulguları: Regresyonun sonuçları, modelin varyansının yüzde 17'sini açıkladığını ve modelin öğretmen tükenmişliğinin önemli bir yordayıcısı olduğunu göstermiştir, $F(3, 408) = 28.67$, $p<.0005$.

3. Araştırma Sorusunun Bulguları: Öğretmenden öğrenciye boyutu ($\beta =- .18$, $t = -3.48$, $p<.05$) öğretmen tükenmişlik düzeyini anlamlı şekilde yordamaktadır. Öğretmenden öğrenciye boyutu ve öğretmen tükenmişliği arasında negatif orta düzeyli ilişki vardır.

4. Araştırma Sorusunun Bulguları: Öğrenciden öğretmene boyutu ($\beta=-.28$, $t=-3.30$, $p<.05$) öğretmen tükenmişlik düzeyini anlamlı şekilde yordamaktadır. Öğrenciden öğretmene boyutu ve öğretmen tükenmişliği arasında negatif orta düzeyli ilişki vardır.

5. Araştırma Sorusunun Bulguları: Öğrenciden öğrenciye ve öğretmen tükenmişliği arasında negatif bir korelasyon olmasına rağmen, öğrenciden öğrenciye boyutu (β =-. 03, t =-.35, p> .05) bu modele anlamlı bir katkıda bulunmamıştır.

Sonuç

Tartışma

İlk sorunun sonucu öğretmenlerin tükenmişlik düzeylerinin düşük seviyede olduğunu ortaya koydu. Bu bulgular Türk alan yazınındaki diğer çalışmaların sonuçları ile de uyumlu idi (Yeğin, 2014; Coşkun, 2012; Bakan, Ersahan, Büyükbese; Doğan ve Kefe, 2015). İkinci araştırma sorusunun sonucu, etik iklim ile tükenmişlik arasında negatif bir ilişki olduğunu göstermiştir. Bu bulgu, literatürdeki diğer çalışmaların sonuçlarıyla tutarlıdır (Elçi, Karabay, & Akyüz, 2015; Hsiao-Jung, 2012; Hui-Chun H., 2010; Sheng-yau H., 2010; Harms, 2017).

Bu çalışmanın bulguları; öğretmene öğrenciye (etik iklimin ilk alt boyutu) ve öğretmenlerin tükenmişlik düzeyleri, ile öğrenciden öğretmene / öğrenme ortamına (etik iklimin ikici alt boyutu) ve öğretmenlerin tükenmişlik düzeyleri arasında negatif bir ilişki olduğunu ortaya koymuştur. Alanyazın, etik iklim ile tükenmişlik arasında bir ilişki olduğunu ileri sürse de mevcut çalışmanın etik iklim boyutları ile öğretmen tükenmişliği arasındaki ilişkiyi araştıran eğitim alanında bir araştırma bulunmamaktadır. Öte yandan, eğitim alanı ile ilgili alanyazın, etik iklim ile öğretmen tükenmişliği arasında ilişki olabileceğini ifade etmektedir (Nodding, 1988; Keizer ve Schulte, 2007; Grayson ve Alvare, 2008; Demir ve Karakuş, 2015; Aloe ve diğerleri, 2014).

Çıkarım

Bu çalışma, öğretmenlerin algılanan etik iklimi ile öğretmenin tükenmişlik düzeyi arasındaki ilişkiyi araştıran ilk çalışma olarak literatüre katkıda bulunmaktadır. Bu yapıları eğitim ortamlarında araştıran bir araştırma eksikliği olduğundan, bu çalışma hem okul yöneticilerinin hem de daha yüksek otoritelerin dikkatini çekmektedir. Uygulamaya gelince, öğretmenlerin tükenmişlik düzeyleri, artan etik iklim ile birlikte azalır. Genel olarak okul iklimi ve etik iklim, mevcut çalışmaların gösterdiği gibi özellikle tükenmişliğin önlenmesine hizmet edebileceği sonucuna varılabilir. Okullarında öğretmen tükenmişlik seviyesini en aza indirmek isteyen yönetici, etik iklimi artırabilir. Etik iklimin öğretmen boyutu tükenmişliği en fazla etkileyen boyut olduğundan dolayı, öğrencilerin hatalı davranışlarının azalması ve sınıf yönetiminin artmasını, kişisel başarıyı artırarak öz yeterliliği artırabileceği sonucuna varılabilir (Aloe ve diğerleri, 2014). Sonuç olarak, öğretmenlerin tükenmişlik düzeyleri, öğrencilerin olumsuz davranışlarını azaltarak en aza indirilebilir. Üniversitelerin öğretmen yetiştirme programları, öğretmen adayları için yanlış davranışları önlemeye yönelik etkili sınıf yönetimi dersleri tasarlayabilirler. Araştırma ile ilgili olarak, ölçek farklı bir örneklem üzerinde uygulandığı için, Maslach Tükenmişlik Envanterinin doğrulayıcı faktör analizi (DFA) yapılmıştır. Doğrulayıcı faktör analizi mevcut yapının önceki analizlerle yapılan çalışmalarla uygun olduğunu ortaya koymuştur, dolayısıyla bu durum Maslach Tükenmişlik Envanterinin öğretmenlerden oluşan bir grupta kullanılabileceğini göstermektedir.

Öneriler

Bu çalışma Edirne genelindeki öğretmenler ile yapılmıştır. Sonuçların genelleştirilmesini arttırmak için, ülke genelinde etik iklim ile öğretmen tükenmişliğinin ilişkisini araştıran benzer bir çalışma yapılması gerekmektedir. Öğretmenler tükenmişlik düzeyi ve etik iklim, devlet okullarında ve özel okullarda farklı olabilir. Sonuçların genelleştirilmesini arttırmak için ayrıca hem özel okulların

hem de devlet okullarının öğretmenlerini içeren yeni çalışmalar yapılmalıdır. Ek olarak, ilgili alanyazın, bazı bireysel faktörler ve bireylerin özelliklerinin bireylerin tükenmişlik düzeylerini etkilediğini belirtmektedir. Bu sorunun üstesinden gelmek ve bu değişkenlerin daha ileri çalışmalarda kafa karıştırıcı etkilerinden kaçınmak için daha demografik bilgi toplanabilir. Stresin etik iklim ve tükenmişlik üzerindeki aracılık etkisinin araştırılması ve öğrencilerin olumsuz davranışlarının etik iklim ve öğretmen tükenmişliği üzerindeki etkisinin araştırılması alanyazına katkı sağlayabilir.

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): The Relationship between Perceived Ethical Climate and Teacher Burnout

TEZİN TÜRÜ / DEGREE**:** **Yüksek Lisans** / Master ☒ X   **Doktora** / PhD ☐

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