ETHICS FOR THE PREVENTION OF CORRUPTION IN TURKEY

ACADEMIC RESEARCH

ETHICS, CULTURE AND SOCIETY

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A FIELD STUDY ON ETHICS, CULTURE AND SOCIETY

Perception of Society on Public Administration

The Role of Education in Public Administration

The Role of Media in Public Administration

The Role of Non-Governmental Organizations in Public Administration

PROJECT TEAM

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INTRODUCTION

Continuous changes have been observed in the understanding of state and public Works. Especially following the 1970s, the discussion as to the role of the state has increased and “the new understanding of public administration” has gained priority.

In Turkey, there has been tremendous effort in the delivery of public services in and efficient and effective manner. Creating a sense of public ethics is one of these efforts. In this study, three main objectives have been set.

1. To find out the level of the social perception of public ethics
2. To find out the social barriers in creating the administration based on ethical principles
3. To find out the present role of the public institutions, media, educational institutions and civilian institutions in the making-up the ethical codes and settings to be improved.

In the main plan outlined within this frame, the study was divided into four main groups.

1. The perception of the public ethics by the society
2. The role of the education in the ethics of public administration
3. The role of media in the public administration
4. The role of civilian society organizations in public administration

In the heading titled the perception of the public ethics by the society, the level of adopting the ethical principles to be obeyed by the state employees, demographic variables affecting the level of adopting such as age, educational status were found out

In the heading titled the role of education in public administration ethics, the contribution of education to public administration ethical principles was obtained from the data obtained from the question to ask to students selected in educational institutions and from the questions asked to people in general.

In the heading titled the role of the media and civilian society organizations, the contribution of media and civilian society organizations to the adoption of ethical principles was found out by the results obtained from the open ended questions to media members as well as questions asked to people in general.

CHAPTER I

ETHICS, CULTURE AND SOCIETY

The concept of ethics is a controversial one in public administration. Although the discussion of ethics in public administration goes back to the 1940s, it begins density in the 1980s (Kılavuz, 2003: 45). In the background of this term lie economic crises just before the 1980s and the process of globalization influencing the whole world. Subsequent to crisis, public organizations and sector were examined closely and found out that public services and sector functioned in an inefficient manner and a new way of efficiency was sought. Solutions discussed were reflected in the implementation in public administration before long and a number of countries started to put the reforms into action in order to overcome the crisis.

Good practices and positive developments in the reforms executed paved the way for the reforms to have a expansionist characteristics (Menzel, 2006:3). One of the solutions to the process mentioned involves the reorganization and re-administration of public administration and service processes based on the ethical principles. It could be said that the inclusion of ethical dimension to the reforms stems from the inclination that state and public administration should be approached within a holistic perspective and state organizations are not mechanical bodies and economic crisis could not only be overcome by economic measures. Ethics in this regard makes up the intangible part of the holistic approach towards public administration. Another source of ethical approach is the corruption as a result of the degeneration in the public organizations which are in unmanageable situation (Karasu, 2001: 242). .

I. THE INTERRELATIONSHIP AMONG ETHICS, CULTURE AND SOCIETY

There is no consensus on the definition of ethics. Ethics, in one definition is “moral standards and rule one should follow”, while in another definition it is “system of values, standards and principles describing and guiding how to behave correctly” (Rosenthal and Yudin: 1997). Keeping these definitions in mind, the concept of ethics involves the codes on what is good and bad in human behavior along with what should one do. When the elements of ethical codes are investigated, it is observed that these codes impose burden and responsibility on individuals, creates good will in people, affect people in self-examining and are elements directing people with altruism, the sense of good and evil and humor (Kıllıoğlu, 1998:114).

As seen, ethics is composed of the intangible codes that enable ones to take on positive meanings such as good, neat, true and that direct people’s behavior in these directions. The composition of these codes is very much related to the society people live in and culture of the society. Culture is the general name to denote what people themselves contribute to the nature, positive-negative-, material-sentimental things that people didn’t find ready-made in nature and it organizes the relationships of people and nature with other elements (Çeçen, 1985: 114). Ethical behavior is nested in the culture. Culture sharpens the processes of perception, thought, behavior and sense. Culture both as individual and organizational entity influences the ethical behavior of individuals. In this regard, it is possible to take ethics as a sub-dimension of culture.

II. WHY ETHICS IN PUBLIC MANAGEMENT?

A. ETHICS AND ETHICAL APPROACHES IN PUBLIC ADMINISTRATION

The ethics of public administration is the form of morality within a specific organization and fed from the organization concerned. As for individuals, managerial morality is embodied in individuals in part before they are a member of an organization (Gilman, 2005:5). These features are reflected in public organizations and make up managerial ethics along with organizational culture. In the literature there are two main approaches regarded as the philosophic roots of managerial ethics (Vries, 2002: 313-315).

According to **Teleological approach**, the value of an action or decision is determined by the benefit, reliability and the success of the result obtained or expected. In terms of this, an action is ethically correct as long as it provides benefits most. This view tries to attain happiness for most people and distribution of happiness and benefits fairly, while it is criticized in points where it can damage basic moral rights.

On the other hand, **Deontological approach** regards actions and decisions as valuable or non-valuable in ethical terms based on quality of the thought (good will, responsibility, tasks, and principles). Deontological approach, unlike the teleological ethics, regards responsibility as an essence of task or principle.

There are differing views and tendencies on the issue of which of these two approaches are appropriate for public administration. The proponents of teleological approach hold that because the mangers should abide by the laws and should account for their actions and decision, they will be inclined to be target-focused and will set standards towards outcomes (Öztürk, 2000:206). On the other hand, others hold that for public administration and public good, ethical standards and principles projected

by deontological approach (Nohutçu, 2004: 397). In this study these two approaches have been made use of.

There are two main sources directing the ethical behavior in public administrations. The former of these is the universally-accepted values emerging as a result of the accumulation of the practices on public administration in the international settings. The latter is the values transferred from the culture of the society where the public organizations were shaped.

B. UNIVERSAL RESOURCES FOR ETHICS IN PUBLIC ADMINISTRATION

Universally accepted sources of ethics in public administration come from the accumulation of successful practices. Generally-accepted managerial ethics definition encompasses basic universal values such as consistency in managerial decisions and actions, realism, justice, equality, neutrality, honesty, responsibility, affection, transparency,

To respond to the expectations of the public opinion, to assure the public good and the need for the protection of the rights of those benefiting from services and those delivering services are the basic grounds for ethical quests in public administration (Bertok, 1999:674).

The generally-accepted standards of managerial ethics are as the followings (Puma, 1998):

- Ethical standards in public services should be clear and comprehendible
- Ethical rules should not contradict legal regulations
- Ethical guides and counseling should be established for bureaucrats and politicians
- Bureaucrats and politicians should be knowledgeable about their rights and responsibilities against possible unjust actions
- Politicians should contribute to the ethical background

- Decision-making processes should be transparent and public should be informed
- Management system should be adjusted so as to combat corruption
- Management decisions and policies should be directed to enhance ethical behavior

In terms of public administration, ethics doesn't not only involve generally-accepted values but also the values transferred from the culture of the society where it evolved.

C. CULTURAL RESOURCES FOR ETHICS IN PUBLIC ADMINISTRATION

Apart from universally-accepted norms related to ethics, the understanding of good and evil varies according to society. This difference stems from the dynamics of the cultures and the societies. Values transferred from culture to public administration become materialized in two dimensions. These are the perception of state in the society and the perception of state employees on themselves and the citizens.

C.1. The Perception of State in Society as Created by Culture

Culture is the general name to denote what people themselves contribute to the nature, positive-negative-, material-sentimental things that people didn't find ready-made in nature and it organizes the relationships of people and nature with other elements (Çeçen, 1985: 114).

In the culture of every society the understanding of state and state employee differs. In particular, the approach to individual, the approach to rulers and being-ruled shape the perception on public organizations and employees.

Views of culture to individuals are categorized in to two as individualist and collectivist cultures. Individualist and collectivist cultures emphasize whether individual or society has priority (Emre, no date: 17).

Individualist Cultures	Collectivist Cultures
The object of public administration is individuals	The object of public administration is society
What is good for an individual is good for the general public	What is good for a society is good for the general public
The interest of the individual comes first	The good of the society comes first
State is a means	State is an end

The approach to the relations between rulers and being ruled categorize the cultures into two as cultures with low power-range and cultures with high power-range (Hofstede, 1991: 72). In this context, in the cultures with high power range, the legitimacy of the rulers stems from their power. In such cultures, the consent towards the power is per se and the ruler doesn't have to perform anything to get the consent. When it comes to the cultures with low power range, the authority has to show reasonable grounds to get the consent of those being ruled.

Cultures with low power range	Cultures with high power range
• The inclination to the consent for the power is low	• The inclination to the consent for the power is high
• Groundless power exercise is not welcome	• Power is not questioned
• There is an equal relationship between the state and the citizens	• The relationship between the state and the citizen is the one between the powerful and the powerless
• Participation is encouraged	• Participation is not welcome

The importance of the issue in ethics lies at the point where the state and the managers or ruler are regarded as a separate class in societies with high power range.

In such societies, since power is accepted without questioning, the control of non-ethical behavior by the citizens becomes hard.

In terms of culture, Turkey is a collectivist society and the range between the powerful and the powerless is high. When the perception of state is examined, it is seen that (Hofstede, 1991: 67-73);

- The group interests are in the first plan in laws
- Public sector is more dominant than private sector
- Equality is above the individual freedom
- Social cohesion and reconciliation is the most important objective
- The state and public organizations are not means but ends.
- Power is above the truth. Whoever has the power is correct and good
- Power is essential in order to protect family and acquaintances, to acquire a spectacular characteristics and to be able to apply sanction
- There is frequent use of power in internal politics
- State and public employees are regarded as a household head of a big family and not questioned
- Services and rules delivered by the state are regarded correct, good and fair without questioning.
- The main task of the state is to enable the maintenance of the common good

C.2. The Effects of Culture on Public Officers' Perceptions of Themselves and Society

In public organizations the perception of the organization and state differs. In cultures with individualist and low power range, the interest of the individual comes first. This means that the aims of the employee will be in the first plan and from the point of the citizens, the service quality and expectation of the citizens will be in the first plan too. The basic essence is the satisfaction of employees and the citizens. The meaning imposed on the public and state an organization is solely due to the fact that they are mans offering public service (Emre, no date: 17-18). There is no specific

distinction between the ruler-being ruled, citizen-public organizations. Organizations have the responsibility to account and subordinate and citizens have the right to participate.

In collectivist cultures with high power range the state and the superior have an important place. When the nested perception of public employees and society is examined, it is seen that (Özen, 1996: 18-19);

- The expectation of citizens and service is in the second plan because what is concerned is the good of state and society.
- The participation or intervention of citizens in service processes is not welcome and suspected due to the concern that citizens ask for the best doesn't meet the common good and the high power range.
- The equality provided to citizens is in the first plan in terms of the service quality and service delivery.
- Secrecy is the main principle for the issues that could contradict the interest of the state.
- The participation of the citizens in service process is low and is not encouraged.
- Accountability becomes difficult as the responsibility of the employees is common.

C.3. The Degeneration in Ethical Codes in Public Administration: Corruption

Ethical measures are taken compatible with teleological approach in order to prevent the degeneration deriving from corruption in ethical codes (Chapman, 1998:9). Corruption is not only experienced in the field of public administration. It is a general problem for the society and in the field of public administration a different example is experienced. In the root of this are revolution in information technologies and the effect of industrial revolution on economic, social and political management processes (Nohutçu, 2003: 2-10). The real reason of corruption should be sought in the structures of the society involved because politics and bureaucracy cannot be abstracted from each other. Hence, the social structure should be gone over

comprehensively and the malfunctioning points should be corrected. If this is not performed, measures to be taken could have temporary solutions but in fact will not contribute to the solution of the problem (Ergun, 2004:353).

A smooth run of the system could only be enabled by the functioning of the all parts regularly. For this reason, it is necessary for all the social system to be revised comprehensively, the malfunctioning parts to be detected and corrected. Unless otherwise is done, measures to be taken could have temporary solutions but in fact will not contribute to the solution of the problem (Ergun, 2004:353).

The concrete image of corruption in public administration is degeneration. The most common and basic definition of corruption is "the misuse of public authority for personal interests". World Bank uses this definition and adopts this definition (Çulpan, 1980: 34). Corruption can occur in a variety of manner such as political corruption, managerial corruption, corruption in return for material interest and non-material interest (Aktan: 1993: 121). The reasons for corruption can be classified as social, political, managerial and bureaucratic corruption.

- Social problems are characterized as the dominance of primary group relations (Berkman, 1983: 68), urbanization and social mobility, powerful state-weak civilian society (Çulpan, 1980: 40).
- The fundamental of the problems stemming from economic structure is the role of the state in economy and the income status of public employees
- Problems deriving from political structure come from the difference displayed by the political cultures of the countries. For example, the social culture adopted from the Ottoman affects the political culture, which is a cultural barrier against democratization and active participation of Turkey, for in the establishment the New Republic of Turkey, in general, the political and administrative organizations of the West were taken as an example (Berkman, 1983: 47). This new administrative order transferred from the West wasn't internalized by the society and for this reason bureaucracy became corrupted in a short while.

- In the first place of the problems stemming from organizational structure come centralism, intensive hierarchal structure and slow malfunctioning public organizations. In the face of these problems, citizens find themselves compelled to find illegitimate means to have their works done (Çulpan, 1980:349)
- In the first place of the problems stemming from bureaucratic structure come the not-defined duty and authority limits, the lack of efficacy system and politicization of bureaucracy and burden of stationery works (Tutum, 1976: 18).

III. THE CURRENT SITUATION OF TURKISH PUBLIC ADMINISTRATION IN TERMS OF ETHICS

A. ETHICAL PRINCIPLES AND STANDARDS

In Turkish public administration, legal principles and standards related to ethics can be summarized as the following;[1]

- 1982 Constitution
- Law of Civil Servants (dated 1965 no 657)
- Turkish Penal Code (y dated ear 1926 no 7653)
- Law of combat for Bribery and Corruption, Declaration of Property (dated 1990 no 3628)
- Law of Occupations That cannot be performed by those quitting civil servant positions (dated 1981 no 2531)
- Turkish Penal Code (dated 2005 no 5237)
- Law of Trial for Civil Servants and other Public Employees (dated 1999 no 4483)
- Law for the Establishment of the Board of Ethics for Public Employees (dated 2004 no 5176)

[1]Besides, in the second part of the law for the Establishment of the Board of Ethics for Public Employees numbered 5176, these principles were arranged in a detailed manner.

B. INSTITUTIONAL ETHICAL REGULATION

In order to investigate the claims by the citizens as to the violation of the ethical behaviors and to set the ethical behaviors such as transparency, neutrality, honesty, accountability, which are to be obeyed by the public employees within the scope of the law no 5176 in 2005, "Board of Ethics for Public Employees" was established within the supervision of Prime Ministry, hence public investigation was made possible by enabling people to apply (Kesim, 2005: 280). The area of investigation of the board is every personnel other than the President, the members of Turkish Grand National Assembly, members of the board of ministers, members of Turkish Armed Forces and Judiciary and universities.

C. SOME OTHER ETHICAL AUDITING TOOLS

Legislative inspection is performed by Turkish Grand National Assembly. It is performed by MPs in the manner of inquiry, general meeting, Assembly inquiry and investigation. Besides, Parliament and Assembly Inquiry commissions are authorized to make decisions and to report on corruption issues.

Administrative inspection covers internal and external inspection. Internal inspection refers to the inspection activities conducted by internal bodies. Special inspection can be carried out by Turkish Court of Accounts, State Inspection Council, Supreme Inspection Board and Prime Ministry Inspection Board. These institutions haven't been established for the sole purpose of preventing corruption.

Judiciary inspection, There exist no specialized courts for corruption. Judicial, administrative, military courts and higher courts deal with trials on corruption-related offences and violation.

D. STUDIES INTO DEGENERATION, ETHICS AND CORRUPTION IN TURKEY

1. Bribery: Causes, relations among causes, weights of causes and ways to combat: This study set out to investigate the apparent reasons for bribery and problems leading to these reasons and to propose solutions for them. In the study, frequent moral problems were found out to be one of the reasons for bribery.

2. Bar of Istanbul, Corruption in Judiciary: This study covered registered lawyers at Bar of Istanbul and investigated causes and consequences of corruption in judiciary. The study pointed out the lack of principles and values of job moral in public sector' as one of the reasons for corruption.

3. Reasons for corruption in Turkey and Suggestions to prevent it from the perspective of households and business world – TESEV: In this study, the problem of corruption was examined from the perspective of households and business word. In the study, as well as pointing out the present situation questions to find out the reasons for corruption the result of the study shows that corruption is among the major problems in Turkey.

4. Public Reform Research: This study examined the preventions to struggle against corruption and perception of corruption. The results of the study demonstrate that lack of confidence in public bodies and perception of corruption in terms of institution and event are of great significance

E. THE LATEST SITUATION IN TURKEY IN TERMS OF DEGENERATION

2008 CORRUPTION PERCEPTIONS INDEX

Country Rank	Country	2008 CPI Score	Surveys Used	Confidence Range
1	Denmark	9,3	6	9.1 - 9.4
1	New Zealand	9,3	6	9.2 - 9.5
1	Sweden	9,3	6	9.2 - 9.4
4	Singapore	9,2	9	9.0 - 9.3
5	Finland	9,0	6	8.4 - 9.4
7	Netherlands	8,9	6	8.5 - 9.1
9	Australia	8,7	8	8.2 - 9.1
11	Luxembourg	8,3	6	7.8 - 8.8
12	Austria	8,1	6	7.6 - 8.6
14	Germany	7,9	6	7.5 - 8.2
16	United Kingdom	7,7	6	7.2 - 8.1
18	Belgium	7,3	6	7.2 - 7.4
52	Slovakia	5,0	8	4.5 - 5.3
54	South Africa	4,9	8	4.5 - 5.1
55	Italy	4,8	6	4.0 - 5.5
57	Greece	4,7	6	4.2 - 5.0
58	Lithuania	4,6	8	4.1 - 5.2
58	Turkey	4,6	7	4.1 - 5.1
61	Namibia	4,5	6	3.8 - 5.1
102	Bolivia	3.0	6	2.8 - 3.2
138	Tonga	2,4	3	1.9 - 2.6
141	Cameroon	2,3	7	2.0 - 2.7
141	Iran	2,3	4	1.9 - 2.5
158	Angola	1,9	6	1.5 - 2.2
178	Myanmar	1,3	4	1.0 - 1.5
180	Somalia	1,0	4	0.5 - 1.4

Resarch: http://www.transparency.org/news_room/in_focus/2008/cpi2008/cpi_2008_table

According to the 2008 Corruption index, Turkey has the 58th place in corruption.

CHAPTER II

FIELD STUDY

I. THE AIM OF THE STUDY

In this study, three main objectives have been set;

1. To find out the level of the social perception of public ethics
2. To find out the social barriers in creating the administration based on ethical principles
3. To find out the present role of the public institutions, media, educational institutions and civilian institutions in the making-up the ethical codes and settings to be improved.

The study is based on the following assumptions;

1. In public administrations, ethical codes have two main sources; universal and cultural ethical codes
2. State employees transfer the cultural ethical codes to their organization
3. Ethical codes are ideally structured and present public procedures suffer from corruption
4. Corruption in public administration results from disagreement between cultural codes and professional public administration codes.
5. In administrative regulations, taking the cultural setting of public administration into account will add to the applicability of regulations.

II. METHODOLOGY

A. Designating the Scope of the Study and the Survey Questions

Three different questionnaire forms were used in the study

1. Questionnaire form for the students
2. Questionnaire form for teachers and parents
3. Questionnaire form for employees at media and civilian societies

In the first parts of the questionnaire forms, there are scaled question items measuring Principles of Ethical Behavior[2] defined in "Regulations on Principles of Ethical Behavior for State Employees and Application Procedure"

In the second part of the questionnaire forms, different questions took place for the target population. Questions to be asked were composed of clear and unambiguous statements. There were no directing questions. Questions were prepared in manners that do contain open-ended questions.

B. The Population and the Sampling

1. For this part of the study, teachers, students and parents were included in the study for the schools affiliated to Ministry of National Education in Istanbul, Ankara and Kars (primary and secondary schools). Besides, for the other research the members and the managers of the media and civil society were chosen as samples.
2. In the study, stratified sampling was used

[2] What is meant by principles of ethical behavior is, as stated in the second part of the regulations mentioned above, awareness of public service, awareness for service for citizens, adhering to service standards, commitment to objectives and mission, integrity, impartiality, esteem and confidence, courtesy and respect, reporting to the authorized bodies, avoiding conflict of interest, no abuse of duty and authority, ban on accepting gifts and seeking interest, use of public goods and resources, avoiding lavishness, contrary-to-the real statements and binding explanations, informing, transparency and participation, accountability of the managers, declaration of property and assets

Table 1:
Sampling Table

Provinces	Primary	Secondary		Total
		General	*Vocational and Technical*	
Istanbul	1826075	361135	235265	**2422475**
Ankara	602011	149912	83052	**834975**
Kars	56339	8024	2609	**66972**
			Total number of students	**3324422**
Provinces	**Primary**	**Secondary**		**Total**
		General	***Vocational and Technical***	
Istanbul	767	405	204	**1376**
Ankara	622	412	217	**1251**
Kars	292	88	18	**398**
			Number of sample students	**3025**
Provinces	**Primary**	**Secondary**		**Total**
		General	***Vocational and Technical***	
Istanbul	3 schools	2 school	1 school	6 schools
Ankara	3 schools	2 school	1 school	6 schools
Kars	1 school	1 school	1 school	3 schools
			Number of sample school	**15** schools

Table 2:
Rate of Return for the questionnaires sent

	Provinces	Student	Society	Total
Number of questionnaires sent	**Istanbul**	1376	1376	2752
	Ankara	1251	1251	2502
	Kars	400	400	800
				6054
	Provinces	**Student**	**Society**	**Total**
Return number	**Istanbul**	1158	531	1689
	Ankara	1156	621	1777
	Kars	400	400	800
				4266
	Provinces	**Student**	**Society**	**Total**
Rate of return	**Istanbul**	84.2	38.6	61.4
	Ankara	92.4	49.6	71.0
	Kars	100	100	100.0
				77.5

C. Determining the Method for the Study

There are some constraints in setting the method to be employed in the field study of the research. These are budget, time, the length and the content of the questionnaire. Taking these constraints into consideration, the most appropriate method was selected. To conduct questionnaire survey, interview method is planned. In order to reflect the results unbiased and to provide the consistencies of the results obtained, interview method has been opted for.

D. Determining the Answer Options

This task is of great importance to obtain clear results from the questions. The attitude scale that will be used in the survey will be invariable, one-dimension, linearity and possessed equal interval and productivity characters. Likert Scaling techniques were employed in the questionnaire.

E. The Design of the Questionnaire

International standards were selected as the main criteria in the design of the questionnaire form. Fonts and style of characters with color choice were paid special attention. Sample responses were available when necessary. For questions requiring comments sufficient space was allotted. The general lay-out of the questionnaire from will look professional.

F. The Implementation of the Pre-Tests

Two-stage pre-test implementations are planned. The first was towards eliminating the probable problems that can be faced during the application of the questionnaire. The second test served the purpose of planning. Special attention and consideration will be afforded to provide sampling power to represent the population, which were 100 in number.

G. Data Analysis

Data obtained were transferred to computer settings and basic and advanced statistical techniques were implemented for analyses. The results were presented in figures, graphs and tables. To perform the analyses, SPSS (Statistical Package for Social Sciences) v17.0 software for statistics was employed. In order to assess the results of the study, Frequency Tables, Chi-Square (χ^2) Relation (Independence) Analysis, Correlation Analysis, Regression (Causality) Analysis, and Hypothesis Tests: (t tests, ANOVA) were carried out. Before performing the analyses, the reliability and the validity of the study were tested. Reliability analyses were performed and as the reliability coefficient Cronbach Alpha (α) statistics was used. If the Cronbach Alpha (α) is $0.00 \leq \alpha < 0.40$, the scale is not "1reliable", if it is $0.40 \leq \alpha < 0.60$, "low reliability", if it is $0.60 \leq \alpha < 0.80$ " fairly reliable", and if it is $0.80 \leq \alpha < 1.00$ then the scale is said to be "highly reliable"

Table 3:

The Results of the Reliability Test

Scaled Questions Groups	Cronbach Alpha (α)	Number of Scaled
Ethical Principles	0.627	18
Behavior Types	0.974	48
Effect of Media, Society and Education	0.822	21

As the Cronbach Alpha (α) value gets closer to 1, the reliability is higher. According to the analysis, the Cronbach Alpha (α) statistics is between 0.627 and 0.927. Cronbach Alpha (α) for each of the sub-dimension of the scale is between 0.610 – 0.975 and it can be said that the scale is highly reliable and for this reason the items conform to reliability/validity norms.

III. THE FINDINGS OF THE STUDY

A. THE RESULTS AND EVALUATION OF THE PUBLIC SURVEY (THE SOCIETY'S PERCEPTION OF ETHICS)

In the assessment of the results of the study, it was tried to be put forward the demographic features of the participants, perception level of the public employees on ethical behavioral principles, the effect of social factors in adopting the ethical behavioral principles, and the role of media, society and education in ethical behavior.

In this part of the study, the demographic features in the questionnaire form and frequency distribution tables will be presented for each ethical dimension and these will be investigated. Table 4 reports the demographic findings in frequency distribution.

I. The Frequency Tables for the Public Survey

Frequency distributions were put in tables and they were interpreted

Table 4:

The Frequency Tables for the Public Survey

	Frequency	Percentage
Place of the Questionnaire		
İstanbul	531	34.2
Ankara	621	40.0
Kars	400	25.8
Gender		
Male	841	54.2
Female	711	45.8
Age		
30 and below	74	4.8
Between 31 - 40	697	44.9
Between 41 - 50	686	44.2
51 and above	95	6.1
Educational Status		
Grad. of secondary and below	563	36.3
High school grad.	526	33.9
University Grad +	463	29.8
Type of Organization		
Public	567	36.5
Private	985	63.5

According to Table 4, 531 participants are from (34.2%) Istanbul, 621 from (40%) Ankara and 400 from (25.8%) Kars provinces. When the gender distribution of the participants are observed, 841 participants are male (54.2%) and 711 are (%45.8) female. As for the age distribution of the participants, 74 participants are below 30 years of age (4.8%); those between 31-40 years of age are 697 (44.9%); those between 41 – 50 years of age are 686 (44. %) and those above 51 years of age are 95 (6.1%) in number. When the educational status of the participants are examined, 563 participants are graduates of secondary school (36.3%), 526 are high school graduate (33.9%) and 463 participants hold university or graduate degrees (29.8%). As for the type of institution they are employed at, 567 participants are employed at a state organization (36.5%) and 985 at private organizations (63.5%).

The ethical behavior of the state employees in this study was examined in four main dimensions. These dimensions are Justice and Honesty, Responsibility,

Democracy, Respectability and Trust along with Productivity and Efficiency. In this part, the perception of these dimensions by the social units is reported

Justice and Honesty Dimension

Under this heading,

- Integrity and Impartiality Informing the Authorities
- Avoiding Conflict of Interest
- No-Misuse of Authority and Job to Gain Advantage
- The Prohibition of Accepting Gifts and Gaining Advantage
- Relations to the Former Public Employees Have Been Dealt With

Table 5:

Frequency Distributions for Justice and Honesty Dimension

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Integrity and Impartiality	962	62.0	435	28.0	155	10.0
Informing the Authorities	267	17.2	914	58.9	371	23.9
Avoiding Conflict of Interest	247	15.9	1192	76.8	113	7.3
No-Misuse of Authority and Job to Gain Advantage	411	26.5	977	63.0	164	10.6
The Prohibition of Accepting Gifts and Gaining Advantage	606	39.0	780	50.3	166	10.7
Relations to the Former Public Employees	373	24.0	965	62.2	214	13.8

According to the information provided in Table 5, the principle of “integrity and impartiality” was adopted by 962 participants (62%). The principle of “informing the authorities” was partly adopted by 914 participants (58.9%). The principle of “avoiding conflict of interest” was partly adopted by 1192 participants (76.8%). The principle of “no-misuse of authority and job to gain advantage” was partly adopted by 977 participants (63%). The principle of “the prohibition of accepting gifts and gaining advantage” was partly adopted by 780 participants

(50.3%). The ethical principle of “relations to the former public employees” was partly adopted by 965 participants (62.2%).

In the dimension of justice and honesty, it is seen that the rate of informing the authorities is low. Taking this into consideration it can be said that individuals avoid complaining other individuals in the issue of conforming the morality values. Besides, although the rate of adopting the other principles is high, it can be said that this rate is low in terms of assuring ethical behavior.

This situation reveals a problem related to our cultural structure. Much as there are problems perceived personally, people find it adequate to complain about the problems. Especially people have no problem in perceiving and criticizing other people and negative behavior, but the refrain from self-assessment of their behavior and starting the changer from themselves. The main reason for this is that people in our society tends to be rather outer-controlled than inner-controlled. People with inner controls think about what they can do for the solution of a problem and accepts the responsibility of a negative situation, while people with outer controls puts the responsibility on other people in order to find a solution which they should do themselves.

Responsibility Dimension

Under the dimension of responsibility; the following principles were dealt with;

- The Awareness of Public Service in Carrying Out the Tasks
- The Awareness of Civic Service
- Compliance with Service Standards
- Commitment to Objective and Mission
- Binding Announcements and Declarations Contrary to the Truth
- Managers’ Responsibility to Account
- Declaration of Property

Table 6:

Frequency Distributions for Responsibility Dimension

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
The Awareness of Public Service in Carrying Out The Tasks	445	28.7	917	59.1	190	12.2
The Awareness of Civic Service	942	60.7	427	27.5	183	11.8
Compliance with Service Standards	1331	85.8	160	10.3	61	3.9
Commitment to Objective and Mission	724	46.6	377	24.3	451	29.1
Binding Announcements and Declarations Contrary to The Truth	1154	74.4	288	18.6	110	7.1
Managers' Responsibility to Account	1035	66.7	444	28.6	73	4.7
Declaration of Property	753	48.5	677	43.6	122	7.9

According to the information provided in Table 6, the principle of "the awareness of public service in carrying out the tasks" was partly adopted by 917 participants (62%). The principle of "the awareness of civic service" was adopted by 942 participants (60.7%). The principle of "compliance with service standards" was adopted by 1331 participants (85.8%). The principle of "commitment to objective and mission" was adopted by 724 participants (46.6%). The principle of "binding announcements and declarations contrary to the truth" was adopted by 1154 participants (66.7%). The ethical principle of "managers' responsibility to account" was adopted by 1035 participants (66.7%). The ethical principle of "declaration of property" was adopted by 753 participants (48.5%).

In terms of responsibility, the two values adopted most are conforming to standards and commitment to objectives and mission. This situation can be interpreted that the society has a high level of awareness in terms of auditing the state employees with contrary to the real declaration of property and not conforming to the service standards. However, the impact of this result is undermined by the low level

of “the awareness of public service in carrying out a task”, “awareness of social service” and “commitment to objectives and missions”. In a similar manner, though the level of adopting the principle of “the accountability of the managers” is high, this contradicts with the low level of adopting the principle of “declaration of property”. Society accepts the responsibility that the employees have to be accountable for their actions, while declaration of property is not as essential.

The fact that the principles such as conforming to values and standards and accountability of the managers are adopted at high level is a finding that supports the feelings of avoiding punishment and expectation for a reward. The basic element that prevents people from performing a specific behavior or that encourage them to perform a specific behavior stems from their decisions as a result of the assessment of their expectations and threats they may be exposed to.

Democracy, Respectability and Trust Dimension

Under the dimension of democracy, respectability and trust; the following principles were dealt with

- Informing, Transparency and Participation
- Esteem and Trust
- Courtesy and Respect

Table 7:

Frequency Distributions for Democracy, Respectability and Trust Dimension

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Informing, Transparency and Participation	831	53.5	611	39.4	110	7.1
Esteem and Trust	905	58.3	583	37.6	64	4.1
Courtesy and Respect	684	44.1	485	31.3	383	24.7

According to the information provided in Table 7, the principle of "informing, transparency and participation" was adopted by 831participants (53.5%). The principle of "respectability and trust" was adopted by 905 participants (58.3%). The principle of "courtesy and respect" was adopted by 684 participants (44.1%). The fact that kind and respectful behavior was adopted could be an important factor in establishing a positive relationship between the service providers and those receiving service. For this reason, especially in educational process, teachers expecting respect and courtesy should perform the same behavior. This sort of relationship should also be between the media, and the society and household head and the family members.

The level of adopting the principles in general in this dimension is lower than the other ones. For this dimension, it can be said that society can excuse public employees in the issue of participation for their reluctant behavior and negative behavior in respect and courtesy issues.

Productivity and Efficiency Dimension

In this dimension, the following principles were dealt with

- The Use of Public Assets and Resources
- Avoiding Extravagance

Table 8:

Frequency Distributions for Productivity and Efficiency Dimension

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
The use of Public Assets and Resources	997	64.2	449	28.9	106	6.8
Avoiding Extravagance	1157	74.5	148	9.5	247	15.9

According to the information provided in Table 8, the principle of "the use of public assets and resources" was adopted by 997 (64.2%). The principle of "avoiding extravagance" was adopted by 1157 participants (74.5%).

Though the ethical principle avoiding extravagance was adopted at a high level, it is also seen that it was not adopted at a rate of (15.9%). This situation could be put down do the fact that public sources are waste and people may spend in a lavish manner in the public sector. While there is less possibility of now wasting public sources in societies adopting traditional cultural structure, this finding presents an important contradiction that should be focused on. In the society the principle "avoiding extravagance" is high while the rate of "the use of public sources and property" is not as high. From this, it could be concluded that the level of intervention of public employees in the efficient use of public sources could be low.

Table 9:
Frequency Distributions for Basic Ethical Dimensions

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Justice and Honesty Dimension	325	20.9	1182	76.2	45	2.9
Responsibility Dimension	788	50.8	761	49.0	3	0.2
Democracy, Respectability and Trust Dimension	668	43.0	846	54.5	38	2.4
Productivity and Efficiency Dimension	798	51.4	724	46.6	30	1.9

According to the information provided in Table 9, the principle of "justice and honesty dimension" was partly adopted by 1182 participants (76.2%). The principle of "responsibility dimension" was adopted by 788 participants (49%). The principle of "democracy, respectability and trust dimension" was partly adopted by 846 participants (54.5%). The principle of "productivity and efficiency" was adopted by 798 participants (51.4%). When the table is examined, the participants adopted

these principles or partly adopted. The rate of those who do not adopt the principles is quite low. However, the rate of those partly adopting the principles brings up the problem of flexibility of these principles. Especially the rate 76.2 % in the dimension of justice and honesty seems significant. The fact that it wasn't understood that the principle of honesty and justice should be adhered to in all conditions is likely to yield some problems in terms of violating these dimensions.

While the society is of the opinion that public employees should behave in compatible with the ethical principles of service responsibility and productivity in rational dimension, the ethical principles are flexible for the fact that they should be fair and impartial. Besides, the society is not effective enough in investigating the public employees who do not conform to these principles. Some of the misbehavior of the public employees could be excused by the society.

In this part of the study, in the acquisition of the ethical principles described above which one of the social units are effective in terms of importance is presented.

The Role of Societal Units in the Acqusition of Ethical Principles

In the part of the role of social units in the acquisition of ethical principles, some observations on the role of school and family have been made.

Table 10:

Frequency Distributions for The Role of Societal Units in the Acqusition of Ethical Principles (Family – School – Society)

Behavior Type	*Family*						*School*						*Society*					
	important		*Partly important*		*Not important*		*important*		*Partly important*		*Not important*		*important*		*Partly important*		*Not important*	
	F	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*
Public employees should not discriminate among people and should treat them equally	1063	68.5	292	18.8	197	12.7	1123	72.4	278	17.9	151	9.7	1147	73.9	306	19.7	99	6.4
Public employees should behave in full integrity	1088	70.1	291	18.8	173	11.1	1143	73.6	261	16.8	148	9.5	1142	73.6	264	17.0	146	9.4
Public employees should do their tasks at their best	1200	77.3	184	11.9	168	10.8	1123	72.4	229	14.8	200	12.9	1153	74.3	290	18.7	109	7.0
Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing	1058	68.2	316	20.4	178	11.5	1088	70.1	314	20.2	150	9.7	1137	73.3	272	17.5	143	9.2
Public employees should not have an advantage directly or indirectly for the service they provide	1151	74.2	195	12.6	206	13.3	1055	68.0	268	17.3	229	14.8	1084	69.8	207	13.3	261	16.8
Public employees should encourage the participation of the related persons	844	54.4	446	28.7	262	16.9	924	59.5	444	28.6	184	11.9	951	61.3	425	27.4	176	11.3
Public employees should always be respectful and polite to service receivers and colleagues.	1196	77.1	156	10.1	200	12.9	1101	70.9	89	5.7	362	23.3	1146	73.8	124	8.0	282	18.2
Public employees should not waste public resources.	1202	77.4	106	6.8	244	15.7	1122	72.3	127	8.2	303	19.5	1168	75.3	100	6.4	284	18.3

When the effect of the family in adopting the behavior types among the participants are examined, 1063 participants (68.5%) stated that family is effective in the behavior type that “Public employees should not discriminate among people and

should treat them equally". 1088 participants (70.1%) stated that family is effective in the behavior type that "Public employees should behave in full integrity". 1200 participants (77.5%) stated that family is effective in the behavior type that "Public employees should do their tasks at their best". 1058 participants (68.2 %) stated that family is effective in the behavior type that "Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing". 1151 participants (74.2 %)stated that family is effective in the behavior type that "Public employees should not have an advantage directly or indirectly for the service they provide". 844 participants (54.4 %)stated that family is effective in the behavior type that "Public employees should encourage the participation of the related persons". 1196 participants (77.1%)stated that family is effective in the behavior type that "Public employees should always be respectful and polite to service receivers and colleagues." 1202 participants (77.4%) stated that family is effective in the behavior type that "Public employees should not waste public resources."

When the effect of schools in adopting the behavior types among the participants are examined, 1123 participants (72.4%)stated that school is effective in the behavior type that "Public employees should not discriminate among people and should treat them equally". 1143 participants (73.6%)stated that school is effective in the behavior type that "Public employees should behave in full integrity". 1123 participants (72.4%) stated that school is effective in the behavior type that "Public employees should do their tasks at their best" . 1088 participants (70.1 %)stated that school is effective in the behavior type that "Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing". 1055 participants (68 %)stated that school is effective in the behavior type that "Public employees should not have an advantage directly or indirectly for the service they provide". 924 participants (59.5 %)stated that school is effective in the behavior type that "Public employees should encourage the participation of the related persons". 1101 participants (70.9%)stated that school is effective in the behavior type that "Public employees should always be respectful

and polite to service receivers and colleagues." 1122 participants (72.3%) stated that school is effective in the behavior type that "Public employees should not waste public resources."

In the acquisition of ethical principles, family, school and society are perceived important in the learning of ethical principles. Some differences should be taken into account in the acquisition of some behavior towards the role of school, family and society. For example, while family is effective in the acquisition of "Public employees should always be respectful and polite to service receivers and colleagues." School is regarded not as important with the rate of 23.3% and this shows that there is an understanding that concepts such as courtesy and respect are not acquired at schools.

Table 11:
Frequency Distributions for The Role of Societal Units in the Acqusition of Ethical Principles (Media - Organization Employed at - Foundations)

Behavior Type	*Media*						*Organization Employed at*						*Foundations*					
	important		*Partly important*		*Not important*		*important*		*Partly important*		*Not important*		*important*		*Partly important*		*Not important*	
	F	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*	*F*	*(%)*
Public employees should not discriminate among people and should treat them equally	976	62.9	381	24.5	195	12.6	1150	74.1	279	18.0	123	7.9	1001	64.5	318	20.5	233	15.0
Public employees should behave in full integrity	987	63.6	329	21.2	236	15.2	1138	73.3	250	16.1	164	10.6	993	64.0	263	16.9	296	19.1
Public employees should do their tasks at their best	1069	68.9	264	17.0	219	14.1	1190	76.7	251	16.2	111	7.2	1048	67.5	289	18.6	215	13.9
Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing	1044	67.3	362	23.3	146	9.4	1189	76.6	246	15.9	117	7.5	1070	68.9	258	16.6	224	14.4
Public employees should not have an advantage directly or indirectly for the service they provide	960	61.9	324	20.9	268	17.3	1091	70.3	203	13.1	258	16.6	984	63.4	229	14.8	339	21.8
Public employees should encourage the participation of the related persons	845	54.4	463	29.8	244	15.7	942	60.7	402	25.9	208	13.4	858	55.3	424	27.3	270	17.4
Public employees should always be respectful and polite to service receivers and colleagues.	975	62.8	194	12.5	383	24.7	1162	74.9	128	8.2	262	16.9	961	61.9	154	9.9	437	28.2
Public employees should not waste public resources.	977	63.0	186	12.0	389	25.1	1122	72.3	134	8.6	296	19.1	971	62.6	153	9.9	428	27.6

When the effect of media in adopting the behavior types among the participants are examined, 976 participants (62.9%) stated that media is effective in

the behavior type that “Public employees should not discriminate among people and should treat them equally”. 987 participants (63.6%) stated that media is effective in the behavior type that “Public employees should behave in full integrity”. 1069 participants (68.9%) stated that media is effective in the behavior type that “Public employees should do their tasks at their best”. 1044 participants (67.3 %) stated that media is effective in the behavior type that “Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing”. 960 participants (61.9 %) stated that media is effective in the behavior type that “Public employees should not have an advantage directly or indirectly for the service they provide”. 845 participants (54.4 %) stated that media is effective in the behavior type that “Public employees should encourage the participation of the related persons”. 975 participants (62.8%) stated that media is effective in the behavior type that “Public employees should always be respectful and polite to service receivers and colleagues”. 977 participants (63%) stated that media is effective in the behavior type that “Public employees should not waste public resources”.

When the effect of organization in adopting the behavior types among the participants are examined, 1150 participants (74.1%) stated that organization is effective in the behavior type that “Public employees should not discriminate among people and should treat them equally”. 1138 participants (73.3%) stated that organization is effective in the behavior type that “Public employees should behave in full integrity”. 1190 participants (76.7%) stated that organization is effective in the behavior type that “Public employees should do their tasks at their best”. 1189 participants (76.6%) stated that organization is effective in the behavior type that “Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing”. 1091 participants (70.3%) stated that organization is effective in the behavior type that “Public employees should not have an advantage directly or indirectly for the service they provide”. 942 participants (60.7%) stated that organization is effective in the behavior type that “Public employees should encourage the participation of the

related persons". 1162 participants (74.9%) stated that organization is effective in the behavior type that "Public employees should always be respectful and polite to service receivers and colleagues." 1122 participants (72.3%) stated that organization is effective in the behavior type that "Public employees should not waste public resources."

When the effect of foundations in adopting the behavior types among the participants are examined, 1001 participants (64.5%) stated that foundations are effective in the behavior type that "Public employees should not discriminate among people and should treat them equally". 993 participants (64%) stated that foundations are effective in the behavior type that "Public employees should behave in full integrity". 1048 participants (67.5%) stated that foundations are effective in the behavior type that "Public employees should do their tasks at their best". 1070 participants (68.9%) stated that foundations are effective in the behavior type that "Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing". 984 participants (63.4%) stated that foundations are effective in the behavior type that "Public employees should not have an advantage directly or indirectly for the service they provide". 858 participants (55.3 %)stated that foundations is effective in the behavior type that "Public employees should encourage the participation of the related persons". 961 participants (61.9%) stated that foundations are effective in the behavior type that "Public employees should always be respectful and polite to service receivers and colleagues." 971 participants (62.6%) stated that foundations are effective in the behavior type that "Public employees should not waste public resources".

The effects of media, organization employed at and foundations are slightly less important compared to the previous table presenting the data on family, school and social units. Especially the effect of media is seen to be lower than organization employed at and foundations. For the statement of "Public employees should not discriminate among people and should treat them equally", "Public employees

should behave in full integrity", "Public employees should do their tasks at their best", "Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing", "Public employees should not have an advantage directly or indirectly for the service they provide", "Public employees should encourage the participation of the related persons", "Public employees should always be respectful and polite to service receivers and colleagues." and "Public employees should not waste public resources", the place of work seems to have the most significance in the acquisition of the principles.

The last part of the frequency tables presents the role of media, society and education on ethical behavior.

The Effect of Society's Understanding of State on the Ethical Perception

In this part, assumptions pointed in the literature on the perception of state have been tested.

Table 12:
Frequency Distribution for the Effect Of Society's Understanding of State on the Ethical Perception

Behavior	*Agreed*		*Disagreed*	
	F	*(%)*	*F*	*(%)*
The understanding of the state and the structure of patriarchy cause people to regard the state unquestionable and sacred.	980	63.1	572	36.9
The sacred understanding of the state in the society causes the public employees to perceive themselves superior and to adopt the public institutions more than necessary.	1034	66.6	518	33.4
The fact that there is an understanding of unconditional obedience and respect to the superiors in our society has a negative effect on the participation of the decisions made and on questioning the actions of the superiors.	1071	69.0	481	31.0
The traditional structure of the society and the strong relative bonds causes the public employees to provide privileges to their relatives.	1211	78.0	341	22.0

According to the information on Table 12, 980 (63.1%) participants agreed on the statement that “The understanding of the state and the structure of patriarchy cause people to regard the state unquestionable and sacred”. 1034 (66.6%) participants agreed on the statement that “The sacred understanding of the state in the society causes the public employees to perceive themselves superior and to adopt the public institutions more than necessary”. 1071 (69%) participants agreed on the statement that “The fact that there is an understanding of unconditional obedience and respect to the superiors in our society has a negative effect on the participation of the decisions made and on questioning the actions of the superiors”. 1211 (78%) participants agreed on the statement that “The traditional structure of the society and the strong relative bonds causes the public employees to provide privileges to their relatives.”

When the ethical perception of the society on the understanding of state is examined, it is seen that understanding of state and social features count on the perception of ethics. Besides, the rate of those agreeing the statement that “The traditional structure of the society and the strong relative bonds causes the public

employees to provide privileges to their relatives" is (78%) and this may point that general social structure is one of the ethical problem sources in public.

This table shows us that much as the traditional pressure on the state employees are decreasing, it still persists. Especially the high rate of participation in the statement related to the traditional structure of the society could be seen as evidence to this, however, the low rate of participation in the statement related to the understanding of sacred state is comparatively lower could point that society might have started to disregard the state as unreachable.

The Role of Education in Ethical Behaviour

Assumptions on the role of education on ethical principle behavior were tested in this part.

Table 13:

Frequency Distribution for the Role of Education in Ethical Behaviour

Behavior	*Agreed*		*Disagreed*	
	F	*(%)*	*F*	*(%)*
To me, education has an important role in acquiring ethical behavior.	1425	91.8	127	8.2
The primary and the secondary school curriculum enables the existing ethical values of the students to emerge	1374	88.5	178	11.5
Acquisition of the ethical values is not only confined to the courses of Religion and Morals and Civic.	1423	91.7	129	8.3
Ethics education contributes to the formation of the awareness of ethics in students.	1415	91.2	137	8.8
The success of ethics education is measured with the changes observed in the behavior of the students.	1382	89.0	170	11.0
Ethical values should be offered via family, society or education programs not through punishment and prohibition and intimidation.	1364	87.9	188	12.1
The behavior of the teacher is much more effective in the acquisition of the ethical values for students than what is said.	1444	93.0	108	7.0
The agreement of family, school and the society makes the ethical values more permanent.	1413	91.0	139	9.0
The extra-curricular activities have an important place in the acquisition of ethical values.	1459	94.0	93	6.0
Students with ethical awareness perform their behavior because it complies with the principle they adopted, not because they refrain from social pressure.	1426	91.9	126	8.1

According to the information on Table 13, 1425 (91.8%) participants agreed on the statement that “To me, education has an important role in acquiring ethical behavior”. 1374 (88.5%) participants agreed on the statement that “The primary and the secondary school curriculum enable the existing ethical values of the students to emerge”. 1423 (91.7%) participants agreed on the statement that “Acquisition of the ethical values is not only confined to the courses of Religion and Morals and Civic”. 1415 (91.2%) participants agreed on the statement that “Ethics education contributes to the formation of the awareness of ethics in students.” 1382 (89%) participants agreed on the statement that “The success of ethics education is measured with the changes observed in the behavior of the students”. 1364 (87.9%) participants agreed on the statement that “Ethical values should be offered via family, society or education programs not through punishment and prohibition and intimidation”. 1444 (93%) participants agreed on the statement that “The behavior of the teacher is much more effective in the acquisition of the ethical values for students than what is said”. 1413 (91%) participants agreed on the statement that “The agreement of family, school and the society makes the ethical values more permanent”. 1459 (94%) participants agreed on the statement that “The extra-curricular activities have an important place in the acquisition of ethical values”. 1426 (91.9%) participants agreed on the statement that “Students with ethical awareness perform their behavior because it complies with the principle they adopted, not because they refrain from social pressure”

It is noted that the role of education in the acquisition of ethical principles is highly high. The participants state that the role of education and school in the acquisition of ethical principles in order to prevent corruption in public sector is very considerable.

One of the noteworthy results in the rates presented in the Tables is the low participation rate in the question of “Ethical values should be offered via family, society or education programs not through punishment and prohibition and

intimidation" this could be put down to the fact that the belief that punishment should be used in ethics education is very common.

The Role of Media in Ethical Behaviour

In the part on the role of media on the behavior of ethical principles, some of the assumptions were tested on the contribution of media to the acquisition of ethical behavior.

Table 14:

Frequency Distribution for the Role of Media in Ethical Behaviour

Behavior	*Agreed*		*Disagreed*	
	F	*(%)*	*F*	*(%)*
To me, media has a role in the acquisition of ethical values.	1222	78.7	330	21.3
Media, affects the ethical values of people through the programs and news broadcast.	1367	88.1	185	11.9
Media helps to create the awareness of ethics through broadcasting the behavior against ethical values such as corruption, bribery, etc.	1201	77.4	351	22.6
Media helps to create the awareness of ethics through broadcasting behavior such as integrity, democracy, justice, etc. complying with ethics.	1409	90.8	143	9.2
The behavior of famous people is effective in the acquisition of ethical behavior in the society.	1306	84.1	246	15.9
The consistency of the programs in media with the values of the society helps ethical values to be permanent.	1332	85.8	220	14.2
The contribution of media to the creation of ethical awareness is measured with the changes in the behavior of individuals.	1340	86.3	212	13.7

According to the information on Table 14, 1222 (78.7%) participants agreed on the statement that "To me, media has a role in the acquisition of ethical values". 1367 (88.1%) participants agreed on the statement that "Media, affects the ethical values of people through the programs and news broadcast". 1201 (77.4%) participants agreed on the statement that "Media helps to create the awareness of ethics through broadcasting the behavior *against* ethical values such as corruption, bribery, etc". 1409 (90.8%) participants agreed on the statement that "Media helps to create the awareness of ethics through broadcasting behavior such as integrity, democracy, justice, etc. *complying with* ethics." 1306 (84.1%) participants agreed on

the statement that “The behavior of famous people is effective in the acquisition of ethical behavior in the society”. 1332 (85.8%) participants agreed on the statement that “The consistency of the programs in media with the values of the society helps ethical values to be permanent”. 1340 (86.3%) participants agreed on the statement that “The contribution of media to the creation of ethical awareness is measured with the changes in the behavior of individuals”.

The participants stated that media is an important element in the acquisition of ethical principles following education. A noteworthy point is the content of the news by the media on ethics. For example, while the participants agreed on the statement “Media helps to create the awareness of ethics through broadcasting the behavior against ethical values such as corruption, bribery, etc.” at a rate of (77.4%), this rate is (90.8%) for the statement that “Media helps to create the awareness of ethics through broadcasting behavior such as integrity, democracy, justice, etc. complying with ethics.” this difference may show that broadcasting news on proper ethical behavior might be more influential in the acquisition of ethical values rather than broadcasting news on non-ethical events.

II. The Chi-Square (χ^2) Relation Analyses between Demographical Variables in Public Survey and the Scale Variables Obtained Through Likert Scale

In this part of the study, Chi-square (χ^2) relation analysis will be performed between the variables of the views on ethical perception measured according to Likert scale and the demographic variables.

The following hypotheses will be put for Chi-square (χ^2) relation analysis:

$H_{0:}$ there is not a statistically significant relation between demographic variables and social units on the perception of ethical perception thought.

$H_{1:}$ there is a statistically significant relation between demographic variables and social units on the perception of ethical perception thought.

And

$H_{0:}$ There is not a statistical significant relation between the variable (X_i) representing the ethical perception thought of the social units and (X_i) representing the ethical perception thought of the social units

$H_{1:}$ There is a statistical significant relation between the variable (X_i) representing the ethical perception thought of the social units and (X_i) representing the ethical perception thought of the social units

As a result of the Chi-square (χ^2) relation analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables.

In this study, several Chi-square (χ^2) relation analyses have been performed. Only those with statistically significant relations (H_1 hypothesis accepted) were given in the following headings.

The Relation Between Place Variable and The Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the place the participants live in and "justice and honesty", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the place of where the participants live and the dimension of justice and honesty. 416 participants from Istanbul (26.8%) partly adopted "justice and honesty dimension". 469 participants from Ankara (30.2%) partly adopted this ethical perception. As for participants from Kars, 297 of them (19.1%) partly adopted the same dimension.

As a whole, while there are 1182 participants partly adopting the ethical perception within the frame of "justice and honesty dimension", there are 45 participants (2.9%) not adopting this ethical perception.

Considering the "justice and honesty dimensions in the sample provinces, it is seen that the findings are similar to one another. That is, in terms of the places, there is no significant difference. However, it is observed that while the rate of partly adopting the dimension of justice and honesty is high in nearly all the centers, the rate of fully adopting is low. This finding could show that this principle could be made flexible in some situations.

Responsibility Dimension

In this part it was observed that there is relation between the place where the participants live and the dimension of responsibility. 287 participants from Istanbul

(18.5%) partly adopted “the dimension of responsibility”. 341 participants from Ankara (22%) adopted this ethical perception. As for participants from Kars, 205 of them (13.2%) adopted the same dimension partly.

On the whole, there are 788 participants (50.8%) adopting, 761 partly adopting (49%) and 3 not adopting the ethical perception within the frame of “responsibility dimension”.

The rate of the participants adopting this dimension is high. The reason for this could be that those living in Ankara may have Access to more public employees.

Productivity and Efficiency Dimension

In this part it was observed that there is a relation between the place where the participants live and the dimension of productivity and efficiency. 288 participants from Istanbul (18.6%) partly adopted “the dimension of productivity and efficiency”. 369 participants from Ankara (23.8%) adopted this ethical perception. As for participants from Kars, 199 of them (12.8%) adopted the same dimension partly.

On the whole, there are 798 participants (50.8%) adopting, 724 partly adopting (49%) and 30 (1.9%) not adopting the ethical perception within the frame of “the dimension of productivity and efficiency”.

The rate of the participants adopting this dimension is high. The reason for this could be that those living in Ankara may have Access to more public employees.

Social Ethical Perception

In this part it was observed that there is relation between the place where the participants live and the social ethical perception. 344 participants from Istanbul (22.2%) partly adopted “the social ethical perception”. 346 participants from Ankara

(22.3%) adopted this ethical perception. As for participants from Kars, 237 of them (15.3) adopted the same dimension.

On the whole, there are 554 participants (35.7%) adopting, 927 partly adopting (59.7%) and 71 (4.6%) not adopting the ethical perception within the frame of "social ethical perception".

The rate of the participants adopting this dimension is high. The reason for this could be that those living in Ankara may have Access to more public employees.

The Relation Between Gender Variable and The Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the gender of the participants and "justice and honesty", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed and detailed.

Democracy, Respectability and Trust Dimension

In this part, it has been observed that there is a relation between the gender of the participants and the dimension of democracy, respectability and trust. 484 male participants (31.2%) partly adopted "the dimension of democracy, respectability and trust". 362 female participants (23.3%) partly adopted this ethical perception, while 333 of them (21.5%) adopted completely.

On the whole, there are 668 participants (43%) adopting, 846 partly adopting (54.4%) and 38 (2.4%) not adopting the ethical perception within the frame of "the dimension of democracy, respectability and trust".

The sensitivity of the female participants towards "the dimension of democracy, respectability and trust" is more.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the gender of the participants and the dimension of productivity and efficiency. 464 male participants (29.9%) adopted “the dimension of productivity and efficiency”. 361 female participants (23.3%) partly adopted this ethical perception, while 334 of them (21.5%) adopted completely.

On the whole, there are 798 participants (51.4%) adopting, 724 partly adopting (46.6%) and 30 (1.9%) not adopting the ethical perception within the frame of “the dimension of productivity and efficiency”.

The sensitivity of the female participants towards “the dimension of productivity and efficiency” is more.

The Relation Between Age Variable and The Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the age of the participants and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed.

In terms of the general outlook, similar results have been reached. When the age variable and the level of adopting the ethical principle dimensions it is seen that the higher is the age, the higher is the level of adopting the ethical principle. The main reason for this could be attributed to the fact that as one gets older the experience of people increase.

Responsibility Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of responsibility. 46 participants aged 30 and above (3%) partly adopted “the dimension of responsibility”. 353 participants aged between 31 - 40 (22.7%) partly adopted this ethical perception, while 344 of them (22.2%) adopted completely. 369 participants aged between 41 - 50 (23.8%) adopted completely while 315 (20.3%) participants partly adopted. As for those aged 51 and above, 48 participants (3.1%) adopted, while 47 participants (3%) partly adopted.

On the whole, there are 788 participants (50.8%) adopting, 761 partly adopting (49%) and 3 (0.2%) not adopting the ethical perception within the frame of “the dimension of responsibility”.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of productivity and efficiency. 47 participants aged 30 and above (3%) partly adopted “the dimension of productivity and efficiency”. 357 participants aged between 31 - 40 (23%) adopted this ethical perception completely, while 327 of them (21.1%) adopted partly. 374 participants aged between 41 - 50 (24.1%) adopted completely while 315 participants partly adopted. As for those aged 51 and above, 51 participants (3.3%) adopted.

On the whole, there are 798 participants (51.4%) adopting, 724 partly adopting (46.6%) and 30 (1.9%) not adopting the ethical perception within the frame of “the dimension of productivity and efficiency”.

Social Ethical Perception

In this part, it has been observed that there is a relation between the age of the participants and the dimension of social ethical perception. 52 participants aged 30

and above (3.4%) partly adopted “the dimension of social ethical perception”. 432 participants aged between 31 - 40 (27.8%) partly adopted this ethical perception. 387 participants aged between 41 - 50 (24.9%) partly adopted. As for those aged 51 and above, 56 participants (3.6%) partly adopted.

On the whole, there are 554 participants (35.7%) adopting, 927 partly adopting (59.7%) and 71 (4.6%) not adopting the ethical perception within the frame of “the dimension of social ethical perception”.

The Relation Between Education Variable and The Perception of Ethical Principle Dimension

In this part of the study, whether there is relation between the education level of the participants and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the education level of the participants and the dimension of justice and honesty. 467 participants graduates of secondary school (30.1%) partly adopted “the dimension of justice and honesty”. 403 participants graduates of high school (26%) partly adopted this ethical perception. 312 participants graduates of university or higher degree (20.1%) partly adopted.

On the whole, there are 325 participants (20.9%) adopting, 1182 partly adopting (76.2%) and 45 (2.9%) not adopting the ethical perception within the frame of “the dimension of justice and honesty”.

While there is an increase in line with the increase in the level of education, there is a decrease in the rate of those who do not adopt this principle or partly adopt it.

Responsibility Dimension

In this part, it has been observed that there is a relation between the education level of the participants and the dimension of responsibility. 322 participants graduates of secondary school (20.7%) partly adopted "the dimension of responsibility". 264 participants graduates of high school (17%) partly adopted this ethical perception. 284 participants graduates of university or higher degree (18.3%) partly adopted.

On the whole, there are 788 participants (50.8%) adopting, 761 partly adopting (49%) and 3 (0.2%) not adopting the ethical perception within the frame of "the dimension of responsibility".

When the relation between education and the dimension of responsibility is examined, the rate of those not adopting this principle is very low. While there is an increase in line with the increase in the level of education, there is a decrease in the rate of those who partly adopt it.

Democracy, Respectability and Trust Dimension

In this part, it has been observed that there is a relation between the education level of the participants and the dimension of democracy, respectability and trust. 333 participants graduates of secondary school (21.5%) partly adopted "the dimension of democracy, respectability and trust". 301 participants graduates of high school (19.4%) partly adopted this ethical perception. 241 (15.5%) participants graduates of university or higher degree (18.3%) adopted completely, while 212 (13.7%) partly adopted.

On the whole, there are 668 participants (43%) adopting, 846 partly adopting (54.5%) and 38 (2.4%) not adopting the ethical perception within the frame of “the dimension of democracy, respectability and trust”.

As the level of education increases, the rate of adopting the dimension of democracy, respectability and trust increases too.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the education level of the participants and the dimension of productivity and efficiency. 332 participants graduates of secondary school (21.4%) partly adopted “the dimension of productivity and efficiency”. 270 participants graduates of high school (17.4%) adopted this ethical perception, while 249 (16%) partly adopted. 316 (20.4%) participants graduates of university or higher degree (18.3%) adopted completely.

On the whole, there are 798 participants (51.4%) adopting, 724 partly adopting (46.6%) and 30 (1.9%) not adopting the ethical perception within the frame of “the dimension of productivity and efficiency”.

As the level of education increases, the rate of adopting the dimension of productivity and trust increases too.

Social Ethical Perception

In this part, it has been observed that there is a relation between the education level of the participants and the dimension of social ethical perception. 402 participants graduates of secondary school (25.9%) partly adopted “the dimension of productivity and efficiency”. 314 participants graduates of high school (20.2%) adopted this ethical perception, while 241 (15.5%) partly adopted. 211 (1.6%) participants graduates of university or higher degree partly adopted.

On the whole, there are 554 participants (35.7%) adopting, 927 partly adopting (59.7%) and 71 (4.6%) not adopting the ethical perception within the frame of “the dimension of social ethical perception”.

In the analysis performed in order to put the relation between education level and the dimension of justice and honesty, responsibility, democracy, respectability and trust; productivity and efficiency, there is a positive relation in adopting these dimensions completely and a negative relation between whether they are partly adopted or not adopted. The same relation exists between social ethical perception and education.

These results points out the importance of education in the perception of ethical principles. As the education level increases, ethical behavior increases too; as education level decreases, individual interest becomes in the first plan.

The Relation Between Workplace Variable and The Perception of Ethical Principle Dimension

In this part of the study, whether there is a relation between the variable of the type of the organization the participants work at and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed. In general, ethical perception of the participants employed at public organizations is lower than those employed at private organizations. The following titles will offer detailed analyses and information.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between type of the organization the participants work at and the dimension of justice and honesty. 419 participants employed at public sector (27%) partly adopted “the dimension of justice

and honesty". 763 participants employed at private sector (49.2%) adopted this ethical dimension partly.

On the whole, there are 325 participants (20.9%) adopting, 1182 partly adopting (76.2%) and 45 (2.9%) not adopting the ethical perception within the frame of "the dimension of justice and honesty".

The result suggests that the level of adopting the dimensions of justice and honesty for participants employed at public sector is lower than those at private sector.

Responsibility Dimension

In this part, it has been observed that there is a relation between type of the organization the participants work at and the dimension of responsibility. 310 participants employed at public sector (20%) adopted "the dimension of justice and honesty" completely. 505 participants employed at private sector (32.5%) adopted this ethical dimension partly, while 478 (30.8%) adopted completely.

On the whole, there are 788 participants (50.8%) adopting, 761 partly adopting (49%) and 3 (0.2%) not adopting the ethical perception within the frame of "the dimension of responsibility".

The result suggests that the level of adopting the dimensions of responsibility for participants employed at public sector is lower than those at private sector.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between type of the organization the participants work at and the dimension of productivity and efficiency. 342 participants employed at public sector (22%) adopted "the dimension

of productivity and efficiency" completely. 506 participants employed at private sector (32.6%) adopted this ethical dimension partly, while 456 (29.8%) adopted completely.

On the whole, there are 798 participants (51.4%) adopting, 724 partly adopting (46.6%) and 30 (1.9%) not adopting the ethical perception within the frame of "the dimension of productivity and efficiency".

The result suggests that the level of adopting the dimensions of responsibility and efficiency for participants employed at public sector is lower than those at private sector.

Social Ethical Perception

In this part, it has been observed that there is a relation between type of the organization the participants work at and the dimension of social ethical perception. 310 participants employed at public sector (20%) partly adopted "the dimension of social ethical perception". 617 participants employed at private sector (39.8%) partly adopted this ethical dimension.

On the whole, there are 798 participants (35.7%) adopting, 927 partly adopting (59.7%) and 71 (4.6%) not adopting the ethical perception within the frame of "the dimension of social ethical perception".

In this part of the study, Chi-square (χ^2) relation analysis has been employed to find out the relation of ethical dimensions mention among themselves. The results are given below

Comparison of the Ethical Perception of Society with Ethical Dimensions

In this part of the study, it has been observed that there is relation between the total results of ethical dimensions and social ethical perception. 927 participants (59.7%) partly adopted ethical perception in terms of "social ethical perception".

When assessed on the whole, perception concentration between “social ethical perception” and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

When assessed on the whole, the dimension adopted most among the ethical dimensions is “responsibility dimension”. This is followed by productivity and efficiency dimension. While the perception of the citizens on the behavior that can be observed (such as waste, declaration of property) is high, as for the more abstract dimensions it is low.

The Effect of the Perception of State in Society on Ethical Perception

In this part on the understanding of the state, assumptions on the perception of state in literature have been tested. When assessed on the whole, perception concentration between “social ethical perception” and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

As a result, the rate of adopting the ethical principles for those giving positive responses is higher. This tells us that the society is not content with this perception and asking a principled administration.

Comparison of the State Perception of Society with Educational Dimensions

In this part of the study, it has been observed that there is relation between the opinion on education dimension and understanding of the state by the society. On the whole, the perception on education behavior element concentrated on “agreed” and “social ethical perception” concentrated on “partly adopted”. Next comes the high concentration level on “ethical principle adopted completely”.

It has also been observed that those responding “agreed” to the question related to the perception of the society on state also responded “agreed” to the questions related to the role of education. This shows the importance of education for a principled administration.

Comparison of the Ethical Perception of society with Media Dimensions

In this part of the study, it has been observed that there is a relation between the opinion on media dimension and understanding of the state of the society. On the whole, the perception on media behavior element concentrated on “agreed” and “social ethical perception” concentrated on “partly adopted”. Next comes the high concentration level on “ethical principle adopted completely”.

It has also been observed that those responding “agreed” to the question related to the perception by the society on state also responded “agreed” to the questions related to the role of media. This shows the important role of media for a principled administration.

III. The Pearson Correlation Analysis between the Basic Ethical Dimensions for the Public Survey

In this part of the study, Pearson correlation analysis will be performed to measure the relation among the main dimensions. The following hypotheses will be put for Pearson correlation analysis:

$H_{0:}$ The correlation between ethical perception dimension and ethical perception dimension is not statistically significant

$H_{1:}$ The correlation between ethical perception dimension and ethical perception dimension is statistically significant

As a result of the Pearson correlation analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, the correlation is statistically significant between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant correlation between the variables. The result is presented in the following table.

Table 15:
The Results of the Pearson Correlation Analysis between the Basic Ethical Dimensions

	Justice and Honesty Dimension	*Responsibility Dimension*	*Democracy, Respectability and Trust Dimension*	*Productivity and Efficiency*
Justice and Honesty Dimension	**1**	(+) Moderate	(+) Moderate	(+) Weak
Responsibility Dimension	0.342*	**1**	(+) Moderate	(+) Moderate
Democracy, Respectability and Trust Dimension	0.252*	0.293*	**1**	(+) Weak
Productivity and Efficiency Dimension	0.151*	0.330*	0.171*	**1**

* Significance level at (P) < value (α = 0.01).

According to the data presented in the Table 15, the correlation is positive and significant among all dimensions. There is a moderate correlation between the dimensions of justice and honesty with the dimension of responsibility and democracy, respectability and trust; also a moderate correlation among responsibility

dimension with respectability and trust and productivity and efficiency. There is a weak correlation among productivity and efficiency with justice and honesty and democracy, respectability and trust

IV. The Results of the Independent Sample t Test among Ethical Dimensions According to Demographical Variables of the Societal Units Participating the Survey

In this part of the study, the results of the independent sample t test performed in order to find out whether there is difference in the ethical dimension average score by the variable of gender are presented in the following tables. The following hypotheses were put forward.

H_0 : There is no difference among the ethical dimension average scores by the variable of gender

H_1 : There is a difference among the ethical dimension average scores by the variable of gender

As a result of the independent sample t test analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables.

Table 16:

The Results of the Independent Sample t Test among Ethical Dimensions by Gender

Dimension	Gender	Obs.	Mean	Std. Dev.	t Value	Significance (P)	Result
Justice and Honesty Dimension	Male	841	10.87	1.895	-1.051	0.293	H_0 Accepted
	Female	711	10.97	1.777			
Responsibility Dimension	Male	841	10.63	2.106	-0.454	0.650	H_0 Accepted
	Female	711	10.68	2.027			
Democracy, Respectability and Trust Dimension	Male	841	4.88	1.247	2.644	0.008*	H_1 Accepted
	Female	711	4.71	1.311			
Productivity and Efficiency Dimension	Male	841	2.77	1.020	-2.931	0.003*	H_1 Accepted
	Female	711	2.92	1.072			
Social Ethical Perception	Male	841	29.15	4.333	-0.597	0.551	H_0 Accepted
	Female	711	29.28	4.193			

* Significance level at (P) < value ($\alpha = 0.05$).

According to results of independent sample t test, H_0 is accepted for “justice and honesty dimension”, “responsibility dimension”, and “social ethical perception”. That is to say, it has been concluded that participants do not vary in the variable of gender for ethical dimensions. On the other hand, H_1 is accepted for “democracy, respectability and trust dimension” and “productivity and efficiency dimension”. While the average score for “democracy, respectability and trust dimension” is higher for males, the average score for “productivity and efficiency dimension” is higher for the females.

Table 17:

The Results of the Independent Sample T-test Among Ethical Dimensions by the Organization Employed at

Dimension	Organization Employed at	Obs.	Mean	Std. Dev.	t Value	Significance (P)	Result
Justice and Honesty Dimension	Public	567	10.74	1.815	-2.873	0.004*	H_1 Accepted
	Private	985	11.02	1.850			
Responsibility Dimension	Public	567	10.45	2.056	-2.897	0.004*	H_1 Accepted
	Private	985	10.77	2.070			
Democracy, Respectability and Trust Dimension	Public	567	4.69	1.223	-2.493	0.013*	H_1 Accepted
	Private	985	4.86	1.307			
Productivity and Efficiency Dimension	Public	567	2.67	0.979	-4.821	0.000*	H_1 Accepted
	Private	985	2.94	1.072			
Social Ethical Perception	Public	567	28.56	4.221	-4.586	0.000*	H_1 Accepted
	Private	985	29.58	4.253			

* Anlamlılık düzeyi (P) < Tablo değeri (α=0.05).

According to the results of the independent sampling t test, for all the ethical dimensions, H_1 is accepted. In other words, it has been concluded that the average score for ethical dimension by the variable of the type of organization employed at varies. Average ethics score for those employed at private sector is higher than those employed at public sector.

These findings shed lights on the perception of those employed at public sector. Public employees may regard the non-ethical behavior as legitimate. This difference in the perception of the public employees has the risk that could be reflected on their behavior.

V. Oneway Variance Analysis - ANOVA Test of Ethical Dimensions According to Demographical Variables (The city, Age and Educational Status) of the Societal Units Participating the Survey

In this part of the study, the results of the one-way variance analysis performed in order to find out whether there is difference in the ethical dimension average score by the variable of “the place of residence”, “age” and “educational status” is presented in the following tables. The following hypotheses were put forward.

H_0 : There is no difference among the ethical dimension average scores by the variables of “the place of residence”, “age” and educational status”

H_1 : There is a difference among the ethical dimension average scores by the variables of “the place of residence”, “age” and educational status”

As a result of the one-way variance analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables. If H_1 is accepted and the conclusion that there is a significant relation, a multiple-comparison test should be implemented in order to where this difference stems from, that is among which groups. The results are presented in the following tables.

Table 18:

The Results of Oneway Variance Analysis - ANOVA Test of Ethical Dimensions According to Demographical Variables by Province

Dimension	Provinces	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	İstanbul	531	11.14	1.856	6.200	0.002*	H_1 Accepted
	Ankara	621	10.80	1.814			
	Kars	400	10.80	1.843			
Responsibility Dimension	İstanbul	531	10.85	2.087	4.444	0.012*	H_1 Accepted
	Ankara	621	10.49	2.126			
	Kars	400	10.64	1.936			
Democracy, Respectability and Trust Dimension	İstanbul	531	4.87	1.352	2.003	0.135	H_0 Accepted
	Ankara	621	4.72	1.244			
	Kars	400	4.82	1.228			
Productivity and Efficiency Dimension	İstanbul	531	3.00	1.083	11.190	0.000*	H_1 Accepted
	Ankara	621	2.71	1.035			
	Kars	400	2.82	0.987			
Social Ethical Perception	İstanbul	531	29.87	4.372	10.749	0.000*	H_1 Accepted
	Ankara	621	28.73	4.346			
	Kars	400	29.07	3.888			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of ANOVA, H_0 is accepted for "democracy, respectability and trust dimension". For all the other ethical dimensions H_1 is accepted. In other words, there is a difference for all the participants by the place of residence for the average ethics scores for all the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 19:

The Results of Multiple Comparison Tests by the Provinces

Dimension	Provinces (I)	Provinces (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	İstanbul	Ankara	0.346*	0.006
		Kars	0.346*	0.017
	Ankara	İstanbul	-0.346*	0.006
	Kars	İstanbul	-0.346*	0.017
Responsibility Dimension	İstanbul	Ankara	0.364*	0.011
	Ankara	İstanbul	-0.364*	0.011
Productivity and Efficiency Dimension	İstanbul	Ankara	0.289*	0.000
		Kars	0.189*	0.023
	Ankara	İstanbul	-0.289*	0.000
	Kars	İstanbul	-0.189*	0.023
Social Ethical Perception	İstanbul	Ankara	1.148*	0.000
		Kars	0.801*	0.017
	Ankara	İstanbul	-1.148*	0.000
	Kars	İstanbul	-0.801*	0.017

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 19. That is, there is a difference for all the participants by the place of residence for the average ethics scores for the dimensions given in the table.

Table 20:

The Results of Oneway Variance Analysis - ANOVA test of Ethical Dimensions according to Demographical Variables by Age

Dimension	Age	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	30 and below	74	11.52	1.657	4.459	0.004*	H_1 Accepted
	Between 31 – 40	697	10.99	1.807			
	Between 41 – 50	686	10.79	1.867			
	51 and above	95	10.73	1.941			
Responsibility Dimension	30 and below	74	11.47	2.095	6.159	0.000*	H_1 Accepted
	Between 31 – 40	697	10.73	2.019			
	Between 41 – 50	686	10.46	2.051			
	51 and above	95	10.72	2.358			
Democracy, Respectability and Trust Dimension	30 and below	74	5.13	1.358	3.130	0.025*	H_1 Accepted
	Between 31 – 40	697	4.82	1.263			
	Between 41 – 50	686	4.71	1.263			
	51 and above	95	4.92	1.393			
Productivity and Efficiency Dimension	30 and below	74	3.17	1.077	3.202	0.023*	H_1 Accepted
	Between 31 – 40	697	2.83	1.040			
	Between 41 – 50	686	2.79	1.046			
	51 and above	95	2.92	1.033			
Social Ethical Perception	30 and below	74	31.31	4.344	8.963	0.000*	H_1 Accepted
	Between 31 – 40	697	29.39	4.080			
	Between 41 – 50	686	28.77	4.285			
	51 and above	95	29.31	4.869			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the ANOVA test, H_1 is accepted for all the ethical dimensions. In other words, there is a difference by the variable of age distribution for average scores of the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 21:

The Results of Multiple Comparison Tests by Age

Dimension	Age (I)	Age (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	30 and below	Between 41 – 50	0.733*	0.014
	Between 41 – 50	30 and below	-0.733*	0.014
Responsibility Dimension	30 and below	Between 31 – 40	0.736*	0.037
		Between 41 – 50	1.004*	0.001
	Between 31 – 40	30 and below	-0.736*	0.037
	Between 41 – 50	30 and below	-1.004*	0.001
Democracy, Respectability and Trust Dimension	30 and below	Between 41 – 50	0.114*	0.046
	Between 41 – 50	30 and below	-0.114*	0.046
Productivity and Efficiency Dimension	30 and below	Between 41 – 50	0.381*	0.031
	Between 41 – 50	30 and below	-0.381*	0.031
Social Ethical Perception	30 and below	Between 31 – 40	1.913*	0.004
		Between 41 – 50	2.537*	0.000
		51 and above	1.995*	0.027
	Between 31 – 40	30 and below	-1.913*	0.004
	Between 41 – 50	30 and below	-2.537*	0.000
	51 and above	30 and below	-1.995*	0.027

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 21. That is, there is a difference for all the participants by the age distribution for the average ethics scores for the dimensions given in the table.

Table 22:

The Results of Oneway Variance Analysis - ANOVA test of Ethical Dimensions according to Demographical Variables by Educational Status

Dimension	Educational Status	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	Secondary school graduate and below	563	11.29	1.741	30.908	0.000	H_1 Accepted
	High school graduate	526	10.96	1.814			
	University and above graduate	463	10.40	1.876			
Responsibility Dimension	Secondary school graduate and below	563	11.11	2.032	29.653	0.000	H_1 Accepted
	High school graduate	526	10.61	2.045			
	University and above graduate	463	10.13	2.016			
Democracy, Respectability and Trust Dimension	Secondary school graduate and below	563	5.01	1.324	17.849	0.000	H_1 Accepted
	High school graduate	526	4.79	1.259			
	University and above graduate	463	4.53	1.196			
Productivity and Efficiency Dimension	Secondary school graduate and below	563	3.14	1.135	49.416	0.000	H_1 Accepted
	High school graduate	526	2.80	0.997			
	University and above graduate	463	2.51	0.869			
Social Ethical Perception	Secondary school graduate and below	563	30.56	3.945	66.773	0.000	H_1 Accepted
	High school graduate	526	29.17	4.180			
	University and above graduate	463	27.59	4.185			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the ANOVA test, H_1 is accepted for all the ethical dimensions. In other words, there is a difference by the variable of educational status for average scores of the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 23:

The Results of Multiple Comparison Tests by Educational Status

Dimension	Educational Status (I)	Educational Status (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	Secondary school graduate and below	High school graduate	0.327(*)	0.0117
		University and above graduate	0.887(*)	0.0000
	High school graduate	Secondary school graduate and below	-0.327(*)	0.0117
		University and above graduate	0.560(*)	0.0000
	University and above graduate	Secondary school graduate and below	-0.887(*)	0.0000
		High school graduate	-0.560(*)	0.0000
Responsibility Dimension	Secondary school graduate and below	High school graduate	0.507(*)	0.0002
		University and above graduate	0.979(*)	0.0000
	High school graduate	Secondary school graduate and below	-0.507(*)	0.0002
		University and above graduate	0.472(*)	0.0013
	University and above graduate	Secondary school graduate and below	-0.979(*)	0.0000
		High school graduate	-0.472(*)	0.0013
Democracy, Respectability and Trust Dimension	Secondary school graduate and below	High school graduate	0.216(*)	0.0194
		University and above graduate	0.474(*)	0.0000
	High school graduate	Secondary school graduate and below	-0.216(*)	0.0194
		University and above graduate	0.259(*)	0.0060
	University and above graduate	Secondary school graduate and below	-0.474(*)	0.0000
		High school graduate	-0.259(*)	0.0060
Productivity and Efficiency Dimension	Secondary school graduate and below	High school graduate	0.338(*)	0.0000
		University and above graduate	0.630(*)	0.0000
	High school graduate	Secondary school graduate and below	-0.338(*)	0.0000
		University and above graduate	0.292(*)	0.0000
	University and above graduate	Secondary school graduate and below	-0.630(*)	0.0000
		High school graduate	-0.292(*)	0.0000
Social Ethical Perception	Secondary school graduate and below	High school graduate	1.388(*)	0.0000
		University and above graduate	2.971(*)	0.0000
	High school graduate	Secondary school graduate and below	-1.388(*)	0.0000
		University and above graduate	1.583(*)	0.0000
	University and above graduate	Secondary school graduate and below	-2.971(*)	0.0000
		High school graduate	-1.583(*)	0.0000

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 23. That is, there is a difference for all the participants by the educational status for the average ethics scores for the dimensions given in the table.

B. THE RESULTS AND EVALUATION OF THE STUDENT SURVEY (THE PERCEPTION OF ETHICS IN EDUCATION)

In the assessment of the results of the study, it was tried to be put forward the demographic features of the participants, perception level of the public employees on ethical behavioral principles, the effect of social factors in adopting the ethical behavioral principles, and the role of media, society and education in ethical behavior.

In this part of the study, the demographic features in the questionnaire form and frequency distribution tables will be presented for each ethical dimension and these will be investigated. Table 46 reports the demographic findings in frequency distribution.

I. The Frequency Tables for the Student Survey

Frequency distributions were put in tables and they were interpreted

Table 24:

Frequency Distributions of Demographic Information of Students

	Frequency	**Percent**
Place of the Questionnaires		
İstanbul	1158	42.7
Ankara	1156	42.6
Kars	400	14.7
School Type		
Primary School	1585	58.4
Secondary School (General)	758	27.9
Secondary School (Vocational and Technical)	371	13.7
Gender		
Male	1284	47.3
Female	1430	52.7

	Frequency	**Percent**
Age		
10 Years of Age	315	11.6
11 Years of Age	351	12.9
12 Years of Age	300	11.1
13 Years of Age	349	12.9
14 Years of Age	268	9.9
15 Years of Age	281	10.4
16 Years of Age	336	12.4
17 Years of Age	311	11.5
18 Years of Age	203	7.5
Class		
4th Grade	320	11.8
5th Grade	361	13.3
6th Grade	309	11.4
7th Grade	303	11.2
8th Grade	292	10.8
9th Grade	369	13.6
10th Grade	349	12.9
11th Grade	243	9.0
12th Grade	168	6.2
Educational Status of the Mother		
Secondary school graduate and below	1457	53.7
High school graduate	744	27.4
University graduate and below	513	18.9
Educational Status of the Father		
Secondary school graduate and below	1027	37.8
High school graduate	813	30.0
University graduate and below	874	32.2

According to the information in Table 24, 1158 participants (42.7%) from Istanbul, 1156 participants (42.6%) from Ankara and 400 participants (%14.7) from Kars participated in the questionnaire.

As for the school type, there are 1585 primary schools (%58.4), 758 secondary (general) schools (%27.9) and 371secondary (vocational and technical) schools (%13.7).

As for the gender distribution, 1284 participants (47.3%) are male and 1430 participants (52.7%) are female.

As for the age of the participants, there are 315 participants (11.6%) aged 10, 351 participants (12.9%) aged 11, 300 participants (11.1%) aged 12, 349 participants (12.9%) aged 13, 268 participants (9.9%) aged 14, 281 participants (10.4%) aged 15, 336 participants (12.4%) aged 16, 311 participants (11.5%) aged 17, 203 participants (7.5%) aged 18.

When it comes to the class of the participants, there are 320 participants (11.8%) at 4th grade, 361 participants (13.3%) at 5th grade, 309 participants (11.4%) at 6th grade, 303 participants (11.2%) at 7th grade, 292 participants (10.8%) at 8th grade, 369 participants (13.6%) at 9th grade, 349 participants (12.9%) at 10th grade, 243 participants (9%) at 11th grade and 168 participants (6.2%) at 12th grade.

When the educational status of the mothers of the participants are examined, there are 1457 participants (53.7%) whose mother is a graduate of secondary or a lower school, 744 participants (27.4%) whose mother is a graduate of high school and 513 participants (27.4%) whose mother is a graduate of university or a higher degree.

When the educational status of the fathers of the participants are examined, there are 1027 participants (37.8%) whose father is a graduate of secondary or a lower school, 813 participants (30%) whose father is a graduate of high school and 813 participants (32.2%) whose father is a graduate of university or a higher degree.

Justice and Honesty Dimension

In the dimension of justice and honesty students were asked the principles which were asked to the society before

Table 25:

Frequency Distributions for the Questions of Justice and Honesty Dimension For Students

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Integrity and Impartiality	888	32.7	1394	51.4	432	15.9
Informing the Authorities	478	17.6	1301	47.9	935	34.5
Avoiding Conflict of Interest	1250	46.1	528	19.5	936	34.5
No-Misuse of Authority and Job to Gain Advantage	1214	44.7	951	35.0	549	20.2
The Prohibition of Accepting Gifts and Gaining Advantage	1768	65.1	732	27.0	214	7.9

According to the information provided in Table 25, the principle of “integrity and impartiality” was partly adopted by 1394 participants (51.4%). The principle of “informing the authorities” was partly adopted by 1301 participants (47.9%). The principle of “avoiding conflict of interest” was adopted by 1250 participants (46.1%). The principle of “no-misuse of authority and job to gain advantage” was adopted by 1214 participants (44.7%). The principle of “the prohibition of accepting gifts and gaining advantage” was adopted by 1768 participants (65.1%).

While the prohibition of accepting gifts and gaining advantage is the principle adopted most, informing the authorities is the principle adopted the least. The main reason for this could be that accepting gifts and gaining advantage might be perceived as bribery and informing the authorities is not welcome among people.

Responsibility Dimension

In the dimension of responsibility students were asked the principles which were asked to society before

Table 26:

Frequency Distributions for the Questions of Justice and Honesty Dimension For Students

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
The Awareness of Public Service in Carrying Out the Tasks	1426	52.5	1045	38.5	243	9.0
The Awareness of Civic Service	902	33.2	1467	54.1	345	12.7
Compliance with Service Standards	1412	52.0	923	34.0	379	14.0
Commitment to Objective And Mission	876	32.3	518	19.1	1320	48.6
Binding Announcements And Declarations Contrary to the Truth	1940	71.5	589	21.7	185	6.8
Managers' Responsibility to Account	1547	57.0	908	33.5	259	9.5
Declaration of Property	374	13.8	1,282	47.2	1,058	39.0

According to the information provided in Table 26, the principle of "the awareness of public service in carrying out the tasks" was adopted by 1426 participants (52.5%). The principle of "compliance with service standards" was adopted by 1940 participants (71.5%). The principle of "binding announcements and declarations contrary to the truth" was adopted by 1940 participants (71.5%). The principle of "managers' responsibility to account" was adopted by 1547 participants (57%). The principle of "the awareness of public service in carrying out the tasks" was partly adopted by 1547 participants (57%). The ethical principle of "declaration of property" was adopted by 1282 participants (47.2%). The ethical principle of

"commitment to objective and mission" was not adopted by 1320 participants (48.6%).

The principle of "Binding announcements and declarations contrary to the truth" is the one adopted most. Besides, the rate of adopting the principles of "commitment to objective and mission and declaration of property" is also high. In the questionnaire form these two principles were asked by putting economic excuses in the front. This being the case, it could be said that students might welcome the violation of these principles due to economic reasons. What's more, it is also worth thinking about the low adopting rate of the principles in the dimension of responsibility.

Democracy, Respectability and Trust Dimension

In the dimension of democracy, respectability and trust, students were asked the principles which were asked to society before

Table 27:

Frequency Distributions for the Questions of Democracy, Respectability and Trust Dimension For Students

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Informing, Transparency and Participation	1667	61.4	701	25.8	346	12.7
Esteem and Trust	1917	70.6	673	24.8	124	4.6
Courtesy and Respect	1248	46.0	893	32.9	573	21.1

According to the information provided in Table 27, the principle of "informing, transparency and participation" was adopted by 1667 participants (61.4%). The principle of "respectability and trust" was adopted by 1917 participants (70.6%). The principle of "courtesy and respect" was adopted by 1248 participants (46%).

When the results are examined, it is seen that the principles of "informing, transparency and participation" and "respectability and trust" are adopted at a high rate. This can be put down to the fact that students are in the expectations of reliable, participative and transparent public employees. However, the low rate of "courtesy and respect" contradicts with this expectation.

Productivity and Efficiency Dimension

In the dimension of productivity and efficiency students were asked the principles which were asked to society before

Table 28:

Frequency Distributions for the Questions of Productivity and Efficiency Dimension for Students

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
The Use of Public Assets And Resources	537	19.8	1980	73.0	197	7.3
Avoiding Extravagance	1938	71.4	692	25.5	84	3.1

According to the information provided in Table 28, the principle of "the use of public assets and resources" was partly adopted by 1980 (73.0%). The principle of "avoiding extravagance" was adopted by 1938 participants (71.4%).

The main reason for the high rate of adopting the principle of "avoiding extravagance" could be that this is not a good thing in terms of social and religious aspects. As for the high rate of adopting the principle "the use of public assets and resources", it could be due to the personal choices.

Table 29:

Frequency Distributions for the Questions of Basic Ethical Dimensions for Students

	Ethical Principle Adopted		***Ethical Principle Partly Adopted***		***Ethical Principle Not Adopted***	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**
Justice and Honesty Dimension	485	17.9	2165	79.8	64	2.4
Responsibility Dimension	553	20.4	2133	78.6	28	1.0
Democracy, Respectability and Trust Dimension	1354	49.9	1307	48.2	53	2.0
Productivity and Efficiency Dimension	388	14.3	2309	85.1	17	0.6

According to the information provided in Table 29, the principle of "justice and honesty dimension" was partly adopted by 2165 participants (79.8%). The principle of "responsibility dimension" was partly adopted by 2133 participants (78.6%). The principle of "democracy, respectability and trust dimension" was adopted by 1354 participants (49.9%). The principle of "productivity and efficiency" was partly adopted by 2309 participants (85.1%).

When the table is examined, the participants adopted these principles or partly adopted. The rate of those who do not adopt the principles is quite low. However, the rate of those partly adopting the principles brings up the problem of flexibility of these principles. Especially the rate 76.2 % in the dimension of justice and honesty seems significant. The fact that it wasn't understood that the principle of honesty and justice should be adhered to in all conditions is likely to yield some problems in terms of violating these dimensions.

"Democracy, respectability and trust dimension" is adopted most by the participants. Form this it could be concluded that students have participative and democratic ethical perception. However, it is worth thinking that the perception of

justice and honesty, responsibility and productivity and efficiency is low. This could lead to in the future a lower rate for these dimensions considering their age.

In this part of the study, the effect of the social units in the acquisition of the ethical principled mentioned above is presented.

The Role of Societal Units in Students' Acquisition of Ethical Principles

In this part, role of institutions such as family and school has been dealt with.

Table 30:

Frequency Distributions for the Role of Societal Units in Students' Acquisition of Ethical Principles (Family – School – Television, the Internet and Newspapers – People Around)

Behavior Type	***From my family***				***From school (from teachers and friends)***				***From TV, the internet and newspapers, etc.***				***From people around (relatives and neighbors)***			
	Yes		**No**		**Yes**		**No**		**Yes**		**No**		**Yes**		**No**	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
I have learnt that there should be discrimination among people and everybody should be treated equally	2409	88.8	305	11.2	1389	51.2	1325	48.8	228	8.4	2486	91.6	710	26.2	2004	73.8
I have learnt that people shouldn't be deceived (I should behave in an honest manner).	2431	89.6	283	10.4	1320	48.6	1394	51.4	220	8.1	2494	91.9	756	27.9	1958	72.1
I have learnt that people should perform their tasks as best as they can.	2046	75.4	668	24.6	1749	64.4	965	35.6	249	9.2	2465	90.8	631	23.2	2083	76.8
I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform	1822	67.1	892	32.9	1632	60.1	1082	39.9	358	13.2	2356	86.8	539	19.9	2175	80.1
I have learnt that my opinion also counts about the decision related to me.	2188	80.6	526	19.4	1357	50.0	1357	50.0	249	9.2	2465	90.8	648	23.9	2066	76.1
I have learnt that I should be polite and respectful when talking to people.	2363	87.1	351	12.9	1503	55.4	1211	44.6	290	10.7	2424	89.3	876	32.3	1838	67.7
I have learnt that I should utilize what I have properly and shouldn't waste.	2351	86.6	363	13.4	1522	56.1	1192	43.9	614	22.6	2100	77.4	835	30.8	1879	69.2

When the effect of family on the acquisition of behavior types, 2409 participants (88.8%) stated that family is effective in the acquisition of the behavior type that "I have learnt that there should be no discrimination among people and everybody should be treated equally".

2431 participants (89.6%) stated that family is effective in the acquisition of the behavior type that “I have learnt that people shouldn’t be deceived (I should behave in an honest manner)”.

2046 participants (75.4%) stated that family is effective in the acquisition of the behavior type that “I have learnt that people should perform their tasks as best as they can”.

1822 participants (67.1%) stated that family is effective in the acquisition of the behavior type that “I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform”.

2188 participants (80.6%) stated that family is effective in the acquisition of the behavior type that “I have learnt that my opinion also counts about the decision related to me”.

2363 participants (87.1%) stated that family is effective in the acquisition of the behavior type that “I have learnt that I should be polite and respectful when talking to people”.

2351 participants (86.6%) stated that family is effective in the acquisition of the behavior type that “I have learnt that I should utilize what I have properly and shouldn’t waste”.

When the effect of social units (teachers and friends) on the acquisition of behavior types, 1389 participants (51.2%) stated that school is effective in the acquisition of the behavior type that “I have learnt that there should be no discrimination among people and everybody should be treated equally”.

1394 participants (51.4%) stated that school is effective in the acquisition of the behavior type that “I have learnt that people shouldn’t be deceived (I should behave in an honest manner)”.

1749 participants (64.4%) stated that school is effective in the acquisition of the behavior type that “I have learnt that people should perform their tasks as best as they can”.

1632 participants (60.1%) stated that school is effective in the acquisition of the behavior type that “I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform”.

1357 participants in equal number (50%) stated that school is both effective and not effective in the acquisition of the behavior type that “I have learnt that my opinion also counts about the decision related to me”.

1503 participants (55.4%) stated that school is effective in the acquisition of the behavior type that “I have learnt that I should be polite and respectful when talking to people”.

1522 participants (56.1%) stated that school is effective in the acquisition of the behavior type that “I have learnt that I should utilize what I have properly and shouldn’t waste”.

When the effect of social units (e.g. television, the internet and newspapers) on the acquisition of behavior types, 2486 participants (91.6%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that there should be no discrimination among people and everybody should be treated equally”.

2494 participants (91.9%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that people shouldn’t be deceived (I should behave in an honest manner)”.

2465 participants (90.8%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that people should perform their tasks as best as they can”.

2356 participants (86.8%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform.”

2465 participants (90.8%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that my opinion also counts about the decision related to me”.

2424 participants (89.3%) stated that television, the internet and newspapers are not effective in the acquisition of the behavior type that “I have learnt that I should be polite and respectful when talking to people”.

2100 participants (77.4%) stated that school is effective in the acquisition of the behavior type that “I have learnt that I should utilize what I have properly and shouldn’t waste”.

When the effect of social units (relatives and neighbors) on the acquisition of behavior types, 2004 participants (73.8%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that there should be no discrimination among people and everybody should be treated equally”.

1958 participants (72.1%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that people shouldn’t be deceived (I should behave in an honest manner)”.

2083 participants (76.8%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that people should perform their tasks as best as they can”.

2175 participants (80.1%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform”.

2006 participants (76.1%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that my opinion also counts about the decision related to me”.

1838 participants (67.7%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that I should be polite and respectful when talking to people”.

1879 participants (69.2%) stated that the social environment is not effective in the acquisition of the behavior type that “I have learnt that I should utilize what I have properly and shouldn’t waste”.

When the table is examined, it is seen that of all the behavior types, family is the most effective unit. Then, it is followed by school. With respect to behavior types, the least effective social units and factors are television, the internet and newspapers.

When the justice and honesty dimension is considered for the provinces in the study, there are some parallel findings. In other words, there are significant

differences among the provinces in this dimension. However, despite the rate of partly-adopted for the dimension of justice and honesty, the rate of completely-adopted is low, which could hint that this principle might be flexible in some situations.

While there is a rise in the rate of adopting the principle of justice and honesty, there is a fall in the rate of those who do not adopt this or partly adopt this.

When the relation between education and the dimension of responsibility is taken into consideration, it is seen that the rate of those not adopting this is quite low. Besides, while there is an increase in the level of adopting the ethical principle depending on the increase in the educational level within this principle, the rate of those partly adopting is low depending on the increase in educational level.

II. The Chi-Square (χ^2) Relation Analyses Between Demographical Variables in Student Survey and The Scale Variables Obtained Through Likert Scale

In this part of the study, Chi-square (χ^2) relation analysis will be performed between the variables of the views on ethical perception measured according to Likert scale and the demographic variables of the students. The following hypotheses will be put for Chi-square (χ^2) relation analysis:

$H_{0:}$ there is not a statistically significant relation between demographic variables and students on the perception of ethical perception thought.

$H_{1:}$ there is a statistically significant relation between demographic variables and students on the perception of ethical perception thought.

And

$H_{0:}$ There is not a statistical significant relation between the variable (X_i) representing the ethical perception thought of the students and (X_i) representing the ethical perception thought of the students.

$H_{1:}$ There is a statistical significant relation between the variable (X_i) representing the ethical perception thought of the students and (X_i) representing the ethical perception thought of the students.

As a result of the Chi-square (χ^2) relation analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables.

In this study, several Chi-square (χ^2) relation analyses have been performed. Only those with statistically significant relations (H_1 hypothesis accepted) were given in the Appendix 6 in a systematic manner.

The Relation between Place Variable and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is a relation between the place the participants live in and "justice and honesty", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the place of where the participants live and the dimension of justice honesty. 919 students from Istanbul (33.9%) partly adopted "justice and honesty dimension". 946 participants from Ankara (34.9%) partly adopted this ethical perception. As for participants from Kars 300 of them (11.1%) adopted the same dimension partly.

As a whole, while there are 2165 (79.8%) participants partly adopting the ethical perception within the frame of "justice and honesty dimension", there are 64 (2.4%) participants not adopting this ethical perception.

The rate of adopting this principle is high for the students from Ankara. The reason for this could be that the families of the students may transfer this principle to their children

Responsibility Dimension

In this part, it has been observed that there is a relation between the place of where the participant live and the dimension of responsibility. 929 students from Istanbul (34.2%) partly adopted "justice and honesty dimension". 913 participants from Ankara (33.6%) partly adopted this ethical perception. As for participants from Kars 300 participants (12.6%) adopted the same dimension completely, while 291 partly adopted this perception.

As a whole, while there are 2133 (78.6%) participants partly adopting the ethical perception within the frame of “justice and honesty dimension”, there are 553 participants (20.4%) partly adopting and 28 (1.0%) participants not adopting this ethical perception.

The rate of adopting this principle is high for the students from Ankara. The reason for this could be that the families of the students may transfer this principle to their children. Another different result is that the rate of adopting this dimension is higher for the students from Istanbul. The reason for this could be that school of the students or other social units may transfer this principle to the children.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the place of where the participant live and the dimension of productivity and efficiency. 183 students from Istanbul (6.7%) adopted “productivity and efficiency dimension”, while 970 participants partly adopted this. 1010 participants from Ankara (37.2%) partly adopted this ethical perception. As for participants from Kars 329 (12.7%) partly adopted this perception.

As a whole, while there are 388 (14.3%) participants adopting the ethical perception within the frame of “productivity and efficiency dimension”, there are 2309 participants (85.1%) partly adopt and 17 (0.6%) participants not adopting this ethical perception.

The rate of adopting this principle is high for the students from Ankara. The reason for this could be that the families of the students may transfer this principle to their children.

Social Ethical Perception

In this part, it has been observed that there is a relation between the place of where the participant live and the dimension of social ethical perception. 1042

students from Istanbul (34.2%) partly adopted “social ethical dimension”. 1040 participants from Ankara (38.4%) partly adopted this ethical perception. As for participants from Kars, 338 participants (12.5%) partly adopted the same dimension.

As a whole, there are 2420 participants (89.2%) partly adopting “social ethical perception” and 5 (0.2%) participants not adopting this ethical perception.

The rate of adopting this principle is high for the students from Ankara. The reason for this could be that the families of the students may transfer this principle to their children. Another different result is that the rate of adopting this dimension is higher for the students from Istanbul. The reason for this could be that school of the students or other social units may transfer this principle to the children

The Relation between School Type Variable and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is a relation between the school type of the participants and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the school type of the participants and the dimension of justice and honesty. 1227 students (45.2%) at primary schools partly adopted “justice and honesty dimension”. 629 participants (23.2%) at secondary (general) schools partly adopted this ethical perception and 309 students (11.4%) at secondary (vocational and technical) schools partly adopted the same dimension.

As a whole, there are 2165 participants (79.8%) partly adopting “justice and honesty” by school type and 64 (2.4%) participants not adopting this ethical perception.

The level of adopting the dimension of justice and honesty is higher at primary schools. The reason for this could be that socialization is limited compared to other school types and considering their age, they may take values as rules.

Responsibility Dimension

In this part, it has been observed that there is a relation between the school type of the participants and the dimension of responsibility. 1178 students (43.4%) at primary schools, 649 participants (23.9%) at secondary (general) schools and 306 students (11.3%) at secondary (vocational and technical) schools partly adopted "responsibility dimension".

As a whole, while there are 553 participants (20.4%) completely adopting "responsibility dimension" by school type, there are 2133 (78.6%) participants partly adopting and 28 (1.0%) participants not adopting this ethical perception.

The level of adopting the dimension of responsibility is higher at primary schools. The reason for this could be that socialization is limited compared to other school types and considering their age, they may take values as rules.

Democracy Respectability and Trust Dimension

In this part, it has been observed that there is a relation between the school type of the participants and the dimension of democracy respectability and trust. 897 students (33.1%) at primary schools, 428 participants (18.8%) at secondary (general) schools and 210 students (7.7%) at secondary (vocational and technical) schools partly adopted "democracy respectability and trust dimension".

As a whole, while there are 1354 participants (49.9%) completely adopting "democracy respectability and trust dimension" by school type, there are 1307 (48.2%) participants partly adopting and 53 (2.0%) participants not adopting this ethical perception.

The level of adopting the dimension of democracy respectability and trust is higher at primary schools. The reason for this could be that socialization is limited compared to other school types and considering their age, they may take values as rules.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the school type of the participants and the dimension of productivity and efficiency. 1325 students (48.8%) at primary schools, 655 participants (24.1%) at secondary (general) schools and 329 students (12.1%) at secondary (vocational and technical) schools partly adopted “productivity and efficiency dimension”.

As a whole, while there are 388 participants (14.3%) completely adopting “productivity and efficiency dimension” by school type, there are 2309 (85.1%) participants partly adopting and 17 (0.6%) participants not adopting this ethical perception.

The level of adopting the dimension of productivity and efficiency is higher at primary schools. The reason for this could be that socialization is limited compared to other school types and considering their age, they may take values as rules.

Social Ethical Perception

In this part, it has been observed that there is a relation between the school type of the participants and the dimension of social ethical perception. 1367 students (50.4%) at primary schools, 715 participants (26.3%) at secondary (general) schools and 338 students (12.5%) at secondary (vocational and technical) schools partly adopted “social ethical dimension”.

As a whole, while there are 289 participants (10.6%) completely adopting "social ethical dimension" by school type, there are 2420 (89.2%) participants partly adopting and 5 (0.2%) participants not adopting this ethical perception.

The level of adopting the dimension of productivity and efficiency is higher at primary schools. The reason for this could be that socialization is limited compared to other school types and considering their age, they may take values as rules. Another noteworthy point here is that the level of adopting the ethical dimension by the school time for vocational and technical schools is very low.

The Relation between Gender Variable and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is a relation between the gender of the participants and "justice and honesty dimension", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the gender of the participants and the dimension of justice and honesty. 1007 male students (37.7%) and 1158 female students (42.7%) partly adopted "justice and honesty dimension".

As a whole, while there are 785 participants (10.6%) completely adopting "justice and honesty dimension" by gender, there are 2165 (79.8%) participants partly adopting and 64 (2.4%) participants not adopting this ethical perception.

The result suggests that the level of adopting the dimension of justice and honesty is higher for female students.

Responsibility Dimension

In this part, it has been observed that there is a relation between the gender of the participants and the dimension of responsibility. 981 male students (36.1%) and 1152 female students (42.4%) partly adopted “responsibility dimension”.

As a whole, while there are 553 participants (20.4%) completely adopting “responsibility dimension” by gender, there are 2133 (78.6%) participants partly adopting and 28 (1.0%) participants not adopting this ethical perception.

The result suggests that the level of adopting the dimension of justice and honesty is higher for female students.

Democracy, Respectability and Trust Dimension

In this part, it has been observed that there is a relation between the gender of the participants and the dimension of democracy, respectability and trust. While 599 male participants (22.1%) completely adopted this ethical dimension, 657 male students (24.2%) partly adopted and 650 female students (23.9%) partly adopted “democracy, respectability and trust dimension”, while 755 (27.8%) completely adopted.

As a whole, while there are 1354 participants (49.9%) completely adopting “democracy, respectability and trust dimension” by gender, there are 1307 (48.2%) participants partly adopting and 53 (2.0%) participants not adopting this ethical perception.

The result suggests that the level of adopting the dimension of democracy, respectability and trust is higher for male students similar to the result of social survey.

The Relation between Age Variable and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the age of the participants and "justice and honesty", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of justice and honesty. Students of all age groups partly adopted, "the dimension of justice and honesty". For example, 50 participants aged around 10 (1.8%) completely adopted this ethical perception, while 256 of them (9.4%) partly adopted this ethical dimension.

As a whole, while there are 485 participants (17.9%) completely adopting "justice and honesty" by age, there are 2165 (79.8%) participants partly adopting and 64 (2.4%) participants not adopting this ethical perception.

Responsibility Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of responsibility. Students of all age groups partly adopted, "the dimension of responsibility". For example, 72 participants (2.7%) aged around 10 completely adopted this ethical perception, while 241 of them (8.9%) partly adopted this ethical dimension.

As a whole, while there are 553 participants (20.4%) completely adopting "responsibility dimension" by age, there are 2133 (78.6%) participants partly adopting and 28 (1.0%) participants not adopting this ethical perception.

Democracy, Respectability and Trust Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of democracy, respectability and trust. Students of 10, 11, 12 and 13 age groups completely adopted, "the dimension of democracy, respectability and trust". For example, 189 participants (7.0%) aged around 10 completely adopted this ethical perception, while 123 of them (4.5%) partly adopted this ethical dimension.

Students of 14, 15, 16, 17 age groups partly adopted "democracy, respectability and trust dimension". For example students of 18 years of age, 79 of them (2.9%) completely adopted this ethical dimension, while 119 of them partly adopted.

As a whole, while there are 1354 participants (49.9%) completely adopting "democracy, respectability and trust dimension" by age, there are 1307 (48.2%) participants partly adopting and 53 (2.0%) participants not adopting this ethical perception.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the age of the participants and the dimension of democracy, respectability and trust. Students of all age groups completely adopted, "the dimension of productivity and efficiency". For example, 59 participants (2.2%) aged around 10 completely adopted this ethical perception, while 255 of them (9.4%) partly adopted this ethical dimension.

As a whole, while there are 388 participants (14.3%) completely adopting "productivity and efficiency dimension" by age, there are 2309 (85.1%) participants partly adopting and 17 (0.6%) participants not adopting this ethical perception.

Social Ethical Perception

In this part, it has been observed that there is a relation between the age of the participants and the dimension of democracy, respectability and trust. Students of all age groups completely adopted, “the dimension of social ethical perception”. For example, 38 participants (1.4%) aged around 10 completely adopted this ethical perception, while 277 of them (10.2%) partly adopted this ethical dimension.

As a whole, while there are 289 participants (10.6%) completely adopting “social ethical perception dimension” by age, there are 2420 (89.2%) participants partly adopting and 5(0.2%) participants not adopting this ethical perception.

The Relation between Class Variable and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the class of the participants and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed. Since the results of the class variable and age variable are the same, the analyses are given only in the tables in the appendix part.

The Relation between the Variable of Educational Status of the Student's Mother and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the educational status of the mother of the participants and “justice and honesty”, “responsibility dimension”, “democracy, respectability and trust dimension”, “productivity and efficiency dimension” and general perception of the society on ethics” has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the mother's education level of the participants and the dimension of "justice and honesty". While 284 participants (10.5%) whose mothers are graduates of secondary school completely adopted "the dimension of justice and honesty", 1142 participants (42.1%) partly adopted. 131 participants (14.3%) whose mothers are graduates of high school completely adopted this ethical perception, while 592 participants (21.8%) partly adopted. While 284 participants whose mothers are graduates of university or higher degree (18.3%) completely adopted this ethical dimension, 431 participants (15.9%) partly adopted.

As a whole, while there are 485 participants (17.9%) completely adopting "justice and honesty dimension" by the educational status of the mother, there are 2165 (79.8%) participants partly this ethical perception.

It is observed that as the level of education of the mother of the participants increases, the level of adopting this dimension decreases. This might suggest that the high educational level of the mother in adopting the principles in honesty and justice dimension is not as important.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the education level of the participants and the "dimension of productivity and efficiency". While 181 participants (6.7%) whose mothers are graduates of secondary school completely adopted "the dimension of productivity and efficiency", 1266 participants (46.6%) partly adopted. 121 participants (4.5%) whose mothers are graduates of high school completely adopted this ethical perception, while 618 participants (22.8%) partly adopted. While 86 participants (18.3%) whose mothers are graduates of university or higher degree completely adopted this ethical dimension, 425 participants (15.7%) partly adopted.

As a whole, while there are 388 participants (14.3%) completely adopting "productivity and efficiency dimension" by the educational status of the mother, there are 2309 (85.1%) participants partly this ethical perception.

It is observed that as the level of education of the mother of the participants increases, the level of adopting this dimension decreases. This might suggest that the high educational level of the mother in adopting the principles in honesty and justice dimension is not as important.

The Relation between the Variable of Educational Status of the Student's Father and the Perception of Ethical Principle Dimensions

In this part of the study, whether there is relation between the educational status of the father of the participants and "justice and honesty", "responsibility dimension", "democracy, respectability and trust dimension", "productivity and efficiency dimension" and general perception of the society on ethics" has been analyzed and detailed.

Justice and Honesty Dimension

In this part, it has been observed that there is a relation between the education level of the father of the participants and the dimension of "justice and honesty". While 205 participants (7.6%) whose fathers are graduates of secondary school completely adopted "the dimension of justice and honesty", 796 participants (29.3%) partly adopted. 156 participants (5.7%) whose fathers are graduates of high school completely adopted this ethical perception, while 643 participants (23.7%) partly adopted. While 124 participants (4.6%) whose fathers are graduates of university or higher degree completely adopted this ethical dimension, 726 participants (26.8%) partly adopted.

As a whole, while there are 485 participants (17.9%) completely adopting "justice and honesty dimension" by the educational status of the father, there are 2165 (79.8%) participants partly this ethical perception.

It is observed that while the rate for the father of secondary schools graduates of the participants adopting this dimension is high; it is low for those graduates of high schools. This might suggest that the high educational level of the father in adopting the principles in honesty and justice dimension is not as important.

Productivity and Efficiency Dimension

In this part, it has been observed that there is a relation between the education level of the father of the participants and the "dimension of productivity and efficiency". While 140 participants (5.2%) whose fathers are graduates of secondary school completely adopted "the dimension of productivity and efficiency", 875 participants (32.2%) partly adopted. 111 participants (4.1%) whose fathers are graduates of high school completely adopted this ethical perception, while 700 participants (25.8%) partly adopted. While 137 participants (5.0%) whose fathers are graduates of university or higher degree completely adopted this ethical dimension, 734 participants (27%) partly adopted.

As a whole, while there are 388 participants (14.3%) completely adopting "productivity and efficiency dimension" by the educational status of the father, there are 2309 (85.1%) participants partly this ethical perception.

It is observed that while the rate for the fathers of secondary schools graduates of the participants adopting this dimension is high; it is low for those graduates of high schools. This might suggest that the high educational level of the father in adopting the principles in honesty and justice dimension is not as important.

Relations among Social Ethical Perception and Ethical Dimensions

In this part of the study, it has been observed that there is relation between the total results of ethical dimensions and social ethical perception. 2420 students (89.2%) partly adopted ethical perception in terms of “social ethical perception”.

When assessed on the whole, perception concentration between “social ethical perception” and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

In this part of the study, it has been observed that there is relation between the total results of ethical dimensions and justice and honesty perception. 2165 students (79.8%) partly adopted ethical perception in terms of “justice and honesty perception”. When assessed on the whole, perception concentration between “justice and honesty perception” and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

In this part of the study, it has been observed that there is relation between the total results of ethical dimensions and productivity and efficiency perception. 2133 students (78.6%) partly adopted ethical perception in terms of “productivity and efficiency perception”. When assessed on the whole, perception concentration between “productivity and efficiency perception” and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

In this part of the study, it has been observed that there is relation between the total results of ethical dimensions and democracy, respectability and trust perception. 1354 students (49.9%) completely adopted ethical perception in terms of “democracy, respectability and trust perception”, while 1307 (48.2) partly adopted. When assessed on the whole, perception concentration between “democracy, respectability and trust perception”, and other dimensions are at the level of partly adopted. Next comes adopting the ethical principle completely.

III. The Pearson Correlation Analysis between the Basic Ethical Dimensions for the Student Survey

In this part of the study, Pearson correlation analysis will be performed to measure the relation among the main dimensions. The following hypotheses will be put forward Pearson correlation analysis:

$H_{0:}$ The correlation between ethical perception dimension and ethical perception dimension is not statistically significant

$H_{1:}$ The correlation between ethical perception dimension and ethical perception dimension is statistically significant

As a result of the Pearson correlation analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, the correlation is statistically significant between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant correlation between the variables. The result is presented in the following table.

Table 31:
The Results of the Pearson Correlation Analysis between the Basic Ethical Dimensions for Students

	Justice and Honesty Dimension	*Responsibility Dimension*	*Democracy, Respectability and Trust Dimension*	*Productivity and Efficiency Dimension*
Justice and Honesty Dimension	**1**	(+) Weak	(+) Weak	(+) Weak
Responsibility Dimension	0.213*	**1**	(+) Moderate	(+) Weak
Democracy, Respectability and trust Dimension	0.115*	0.283*	**1**	(+) Weak
Productivity and Efficiency Dimension	0.131*	0.168*	0.199*	**1**

* Significance level at (P) < value (α = 0.01).

According to the data presented in the Table 31, the correlation is positive and significant among all dimensions. There is a moderate correlation between the dimension of responsibility and democracy, respectability and trust. There is a weak correlation among the other dimensions.

IV. The Results of the Independent Sample t Test among Ethical Dimensions According to Demographical Variables of the Students Participating the Survey

In this part of the study, the results of the independent sample t test performed in order to find out whether there is difference in the ethical dimension average score by the variable of gender are presented in the following tables. The following hypotheses were put forward.

H_0 : There is no difference among the ethical dimension average scores by the variable of gender

H_1 : There is a difference among the ethical dimension average scores by the variable of gender

As a result of the independent sample t test analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables.

Table 32:
The Results of the Independent Sample t Test among Ethical Dimensions by Gender

Dimension	Gender	Obs.	Mean	Std. Dev.	t Value	Significance (P)	Result
Justice and Honesty Dimension	Male	1284	9.09	1.724	0.734	0.463	H_0 Accepted
	Female	1430	9.04	1.607			
Responsibility Dimension	Male	1284	12.21	2.222	-1.433	0.152	H_0 Accepted
	Female	1430	12.33	2.004			
Democracy, Respectability and Trust Dimension	Male	1284	4.71	1.350	4.202	0.000*	H_1 Accepted
	Female	1430	4.50	1.251			
Productivity and Efficiency Dimension	Male	1284	3.24	0.771	2.968	0.003*	H_1 Accepted
	Female	1430	3.15	0.729			
Social Ethical Perception	Male	1284	29.25	3.971	1.552	0.121	H_0 Accepted
	Female	1430	29.03	3.599			

* Significance level at (P) < value ($\alpha = 0.05$).

According to results of independent sample t test, H_0 is accepted for "justice and honesty dimension", "responsibility dimension", and "social ethical perception". That is to say, it has been concluded that participants do not vary in the variable of gender for ethical dimensions. On the other hand, H_1 is accepted for "democracy, respectability and trust dimension" and "productivity and efficiency dimension". While the average score for "democracy, respectability and trust dimension" is higher for males, the average score for "productivity and efficiency dimension" is higher for the males.

V. Oneway Variance Analysis - ANOVA Test of Ethical Dimensions According to Students' City, School Type, Age and Grade Distributions and the Educational Status of Their Mothers and Fathers Survey

In this part of the study, the results of the one-way variance analysis performed in order to find out whether there is difference in the ethical dimension average score by the variable of "the place of residence", "age" and "educational status of mother and father" are presented in the following tables. The following hypotheses were put forward.

H_0 : There is no difference among the ethical dimension average scores by the variables of "the place of residence", "age" and "educational status of mother and father"

H_1 : There is a difference among the ethical dimension average scores by the variables of "the place of residence", "age" and "educational status of father and mother"

As a result of the one-way variance analysis, if the significance level is less than (P) < Table value (α) = 0,05 ; H_1 alternative hypothesis is accepted. In other words, there is statistically significant relationship between the variables. Otherwise, if the significance level is more than (P) > Table value (α) = 0,05 ; H_0 null hypothesis is accepted. In other words, there is no statistically significant relationship between the variables. If H_1 is accepted and the conclusion that there is a significant relation, a multiple comparison test should be implemented in order to where this difference stems from, that is among which groups. The results are presented in the following tables.

Table 33:

The Results of Oneway Variance Analysis - ANOVA Test of Ethical Dimensions According to the Place of Residence

Dimension	Provinces	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	İstanbul	1158	9.12	1.700	1.892	0.151	H_0 Accepted
	Ankara	1156	9.06	1.589			
	Kars	400	8.93	1.761			
Responsibility Dimension	İstanbul	1158	12.35	2.088	9.366	0.000*	H_1 Accepted
	Ankara	1156	12.34	2.097			
	Kars	400	11.85	2.169			
Democracy, Respectability and Trust Dimension	İstanbul	1158	4.67	1.302	4.392	0.012*	H_1 Accepted
	Ankara	1156	4.59	1.342			
	Kars	400	4.45	1.175			
Productivity and Efficiency Dimension	İstanbul	1158	3.19	0.775	3.273	0.038*	H_1 Accepted
	Ankara	1156	3.22	0.729			
	Kars	400	3.11	0.732			
Social Ethical Perception	İstanbul	1158	29.33	3.806	10.619	0.000*	H_1 Accepted
	Ankara	1156	29.22	3.694			
	Kars	400	28.34	3.862			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of ANOVA, H_0 is accepted for "justice and honesty dimension". For all the other ethical dimensions H_1 is accepted. In other words, there is a difference for all the participants by the place of residence for the average ethics scores for all the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 34:

The Results of Multiple Comparison Tests by Place of Residence

Dimension	Provinces (I)	Provinces (J)	Mean Difference (I-J)	Significance (P)
Responsibility Dimension	İstanbul	Kars	0.499*	0.00
	Ankara	Kars	0.487*	0.00
	Kars	İstanbul	-0.499*	0.00
		Ankara	-0.487*	0.00
Democracy, Respectability and Trust Dimension	İstanbul	Kars	0.222*	0.005
	Kars	İstanbul	-0.222*	0.005
Productivity and Efficiency Dimension	Ankara	Kars	0.111*	0.028
	Kars	Ankara	-0.111*	0.028
	İstanbul	Kars	0.983*	0.000
Social Ethical Perception	Ankara	Kars	0.876*	0.000
	İstanbul	Kars	0.983*	0.000
	Kars	İstanbul	-0.983*	0.017
		Ankara	-0.876*	0.000

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 34. That is, there is a difference for all the participants by the place of residence for the average ethics scores for the dimensions given in the table.

Table 35:

The Results of Oneway Variance Analysis - ANOVA test of Ethical Dimensions according to the School Type

Dimension	School Type	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	Primary school	1585	8.94	1.687	11.507	0.000*	H_1 Accepted
	Secondary (general)	758	9.29	1.590			
	Secondary (vocational and technical)	371	9.15	1.661			
Responsibility Dimension	Primary school	1585	12.02	2.108	29.078	0.000*	H_1 Accepted
	Secondary (general)	758	12.66	1.984			
	Secondary (vocational and technical)	371	12.57	2.214			
Democracy, Respectability and Trust Dimension	Primary school	1585	4.40	1.224	51.497	0.000*	H_1 Accepted
	Secondary (general)	758	4.93	1.373			
	Secondary (vocational and technical)	371	4.82	1.314			
Productivity and Efficiency Dimension	Primary school	1585	3.16	0.747	10.175	0.000*	H_1 Accepted
	Secondary (general)	758	3.18	0.733			
	Secondary (vocational and technical)	371	3.35	0.779			
Social Ethical Perception	Primary school	1585	28.51	3.736	53.565	0.000*	H_1 Accepted
	Secondary (general)	758	30.06	3.571			
	Secondary (vocational and technical)	371	29.89	3.869			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the ANOVA test, H_1 is accepted for all the ethical dimensions. In other words, there is a difference by the variable of school type for average scores of the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 36:

The Results of Multiple Comparison tests by School Type

Dimension	School Type (I)	School Type (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	Primary school	Secondary (general)	-0.343*	0.000
	Secondary (general)	Primary school	0.343*	0.000
Responsibility Dimension	Primary school	Secondary (general)	-0.649*	0.000
		Secondary (vocational and technical)	-0.553*	0.000
	Secondary (general)	Primary school	0.649*	0.000
	Secondary (vocational and technical)	Primary school	0.553*	0.000
Democracy, Respectability and Trust Dimension	Primary school	Secondary (general)	-0.538*	0.000
		Secondary (vocational and technical)	-0.424*	0.000
	Secondary (general)	Primary school	0.538*	0.000
	Secondary (vocational and technical)	Primary school	0.424*	0.000
Productivity and Efficiency Dimension	Primary school	Secondary (vocational and technical)	-0.193*	0.000
	Secondary (general)	Secondary (vocational and technical)	-0.175*	0.001
	Secondary (vocational and technical)	Primary school	0.193*	0.000
		Secondary (general)	0.175*	0.001
Social Ethical Perception	Primary school	Secondary (general)	-1.548*	0.000
		Secondary (vocational and technical)	-1.375*	0.000
	Secondary (general)	Primary school	1.548*	0.000
	Secondary (vocational and technical)	Primary school	1.375*	0.000

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 36. That is, there is a difference for all the participants by the school type for the average ethics scores for the dimensions given in the table.

Table 37:

The Results of Oneway Variance Analysis - ANOVA test of Ethical Dimensions according to Age

Dimension	Age	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	10 Age	315	9.19	1.709	4.423	0.004*	H_1 Accepted
	11 Age	351	8.86	1.712			
	12 Age	300	8.98	1.632			
	13 Age	349	8.87	1.715			
	14 Age	268	8.81	1.571			
	15 Age	281	9.15	1.564			
	16 Age	336	9.36	1.562			
	17 Age	311	9.26	1.731			
	18 Age	203	9.13	1.660			
Responsibility Dimension	10 Age	315	12.11	2.110	8.162	0.000*	H_1 Accepted
	11 Age	351	11.67	2.120			
	12 Age	300	12.05	2.194			
	13 Age	349	12.15	2.130			
	14 Age	268	12.25	1.934			
	15 Age	281	12.60	2.149			
	16 Age	336	12.66	1.925			
	17 Age	311	12.59	2.060			
	18 Age	203	12.55	2.180			
Democracy, Respectability and Trust Dimension	10 Age	315	4.27	1.173	17.412	0.025*	H_1 Accepted
	11 Age	351	4.09	1.102			
	12 Age	300	4.43	1.130			
	13 Age	349	4.64	1.331			
	14 Age	268	4.68	1.308			
	15 Age	281	4.78	1.298			
	16 Age	336	4.87	1.381			
	17 Age	311	4.93	1.371			
	18 Age	203	4.94	1.365			
Productivity and Efficiency Dimension	10 Age	315	3.13	0.767	2.390	0.014*	H_1 Accepted
	11 Age	351	3.16	0.699			
	12 Age	300	3.12	0.756			
	13 Age	349	3.25	0.761			
	14 Age	268	3.09	0.741			
	15 Age	281	3.23	0.727			
	16 Age	336	3.25	0.787			
	17 Age	311	3.27	0.751			
	18 Age	203	3.22	0.739			
Social Ethical Perception	10 Age	315	28.70	3.759	15.020	0.000*	H_1 Accepted
	11 Age	351	27.78	3.688			
	12 Age	300	28.58	3.649			
	13 Age	349	28.90	3.963			
	14 Age	268	28.83	3.420			
	15 Age	281	29.76	3.683			
	16 Age	336	30.15	3.429			
	17 Age	311	30.05	3.804			
	18 Age	203	29.83	3.942			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the ANOVA test, H_1 is accepted for all the ethical dimensions. In other words, there is a difference by the variable of school type for average scores of the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 38:
The Results of Multiple Comparison Tests by Age

Dimension	Age (I)	Age (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	11 Age	16 Age	-0.500*	0.048
	14 Age	16 Age	-0.550*	0.037
	16 Age	11 Age	0.500*	0.048
		14 Age	0.550*	0.037
Responsibility Dimension	11 Age	15 Age	-0.932*	0.000
		16 Age	-0.994*	0.000
		17 Age	-0.922*	0.000
		18 Age	-0.877*	0.004
	15 Age	11 Age	0.932*	0.000
	16 Age	11 Age	0.994*	0.000
	17 Age	11 Age	0.922*	0.000
	18 Age	11 Age	0.877*	0.004
Democracy, Respectability and Trust Dimension	10 Age	15 Age	-0.513*	0.002
		16 Age	-0.596*	0.000
		17 Age	-0.659*	0.000
		18 Age	-0.666*	0.000
	11 Age	13 Age	-0.545*	0.000
		14 Age	-0.584*	0.000
		15 Age	-0.692*	0.000
		16 Age	-0.775*	0.000
		17 Age	-0.838*	0.000
		18 Age	-0.845*	0.000
	12 Age	16 Age	-0.436*	0.017
		17 Age	-0.499*	0.003
		18 Age	-0.506*	0.014
	13 Age	11 Age	0.545*	0.000
	14 Age	11 Age	0.584*	0.000
	15 Age	10 Age	0.513*	0.002
		11 Age	0.692*	0.000
	16 Age	10 Age	0.596*	0.000
		11 Age	0.775*	0.000
		12 Age	0.436*	0.017
	17 Age	10 Age	0.659*	0.000
		11 Age	0.838*	0.000
		12 Age	0.499*	0.003

	18 Age	10 Age	0.666*	0.000
		11 Age	0.845*	0.000
		12 Age	0.506*	0.014
Social Ethical Perception	10 Age	16 Age	-1.447*	0.002
		17 Age	-1.353*	0.008
	11 Age	13 Age	-1.119*	0.043
		15 Age	-1.978*	0.000
		16 Age	-2.362*	0.000
		17 Age	-2.268*	0.000
		18 Age	-2.044*	0.000
	12 Age	16 Age	-1.566*	0.000
		17 Age	-1.471*	0.002
	13 Age	11 Age	1.119*	0.043
		16 Age	-1.243*	0.014
		17 Age	-1.149*	0.046
	14 Age	16 Age	-1.314*	0.017
		17 Age	-1.219*	0.049
	15 Age	11 Age	1.978*	0.000
	16 Age	10 Age	1.447*	0.002
		11 Age	2.362*	0.000
		12 Age	1.566*	0.000
		13 Age	1.243*	0.014
		14 Age	1.314*	0.017
	17 Age	10 Age	1.353*	0.008
		11 Age	2.268*	0.000
		12 Age	1.471*	0.002
		13 Age	1.149*	0.046
		14 Age	1.219*	0.049
	18 Age	11 Age	2.044*	0.000

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 38. That is, there is a difference for all the participants by the age distributions for the average ethics scores for the dimensions given in the table.

Table 39:

The Results of Oneway Variance Analysis - ANOVA test of Ethical Dimensions according to Class

Dimension	Grade	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	4 th	320	9.22	1.729	4.808	0.004*	H_1 Accepted
	5 th	361	8.89	1.693			
	6 th	309	8.89	1.615			
	7 th	303	8.89	1.743			
	8 th	292	8.81	1.627			
	9 th	369	9.34	1.650			
	10 th	349	9.28	1.521			
	11 th	243	9.18	1.629			
	12 th	168	9.01	1.688			
Responsibility Dimension	4 th	320	11.99	2.119	8.729	0.000*	H_1 Accepted
	5 th	361	11.76	2.094			
	6 th	309	12.07	2.262			
	7 th	303	12.14	2.008			
	8 th	292	12.18	2.026			
	9 th	369	12.70	2.063			
	10 th	349	12.61	2.005			
	11 th	243	12.74	2.028			
	12 th	168	12.39	2.216			
Democracy, Respectability and Trust Dimension	4 th	320	4.22	1.126	18.114	0.025*	H_1 Accepted
	5 th	361	4.14	1.158			
	6 th	309	4.45	1.134			
	7 th	303	4.60	1.310			
	8 th	292	4.64	1.318			
	9 th	369	4.88	1.352			
	10 th	349	4.83	1.368			
	11 th	243	4.99	1.350			
	12 th	168	4.94	1.339			
Productivity and Efficiency Dimension	4 th	320	3.16	0.778	2.70	0.006*	H_1 Accepted
	5 th	361	3.13	0.690			
	6 th	309	3.16	0.775			
	7 th	303	3.23	0.754			
	8 th	292	3.12	0.740			
	9 th	369	3.21	0.749			
	10 th	349	3.27	0.793			
	11 th	243	3.33	0.738			
	12 th	168	3.10	0.677			
Social Ethical Perception	4 th	320	28.59	3.712	15.743	0.000*	H_1 Accepted
	5 th	361	27.92	3.722			
	6 th	309	28.57	3.890			
	7 th	303	28.86	3.663			
	8 th	292	28.76	3.627			
	9 th	369	30.13	3.696			
	10 th	349	29.99	3.440			
	11 th	243	30.23	3.730			
	12 th	168	29.43	3.956			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the ANOVA test, H_1 is accepted for all the ethical dimensions. In other words, there is a difference by the variable of class for average scores of the dimensions. A multiple-comparison test was also implemented for these dimensions.

Table 40:

The Results of Multiple Comparison Tests by Class

Dimension	Class (I)	Class (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	8 th	9 th	-0.533*	0.032
	9 th	8 th	0.533*	0.032
Responsibility Dimension	4 th	9 th	-0.709*	0.011
		11 th	-0.746*	0.024
	5 th	9 th	-0.943*	0.000
		10 th	-0.854*	0.000
		11 th	-0.980*	0.000
	9 th	4 th	0.709*	0.011
		5 th	0.943*	0.000
	10 th	5 th	0.854*	0.000
	11 th	4 th	0.746*	0.024
		5 th	0.980*	0.000
Democracy, Respectability and Trust Dimension	4 th	8 th	-0.418*	0.036
		9 th	-0.662*	0.000
		10 th	-0.609*	0.000
		11 th	-0.769*	0.000
		12 th	-0.722*	0.000
	5 th	7 th	-0.465*	0.005
		8 th	-0.498*	0.002
		9 th	-0.742*	0.000
		10 th	-0.690*	0.000
		11 th	-0.849*	0.000
		12 th	-0.802*	0.000
	6 th	9 th	-0.434*	0.012
		11 th	-0.541*	0.002
		12 th	-0.494*	0.037
	7 th	5 th	0.465*	0.005
	8 th	4 th	0.418*	0.036
		5 th	0.498*	0.002
	9 th	4 th	0.662*	0.000
		5 th	0.742*	0.000
		6 th	0.434*	0.012
	10 th	4 th	0.609*	0.000
		5 th	0.690*	0.000
	11 th	4 th	0.769*	0.000
		5 th	0.849*	0.000
		6 th	0.541*	0.002
	12 th	4 th	0.722*	0.000
		5 th	0.802*	0.000
		6 th	0.494*	0.037

Productivity and Efficiency Dimension	5 th	11 th	-0.196*	0.038
	8 th	11 th	-0.206*	0.050
	11 th	5 th	0.196*	0.038
		8 th	0.206*	0.050
		12 th	0.234*	0.035
	12 th	11 th	-0.234*	0.035
Social Ethical Perception	4 th	9 th	-1.539*	0.000
		10 th	-1.401*	0.002
		11 th	-1.644*	0.001
	5 th	9 th	-2.213*	0.000
		10 th	-2.075*	0.000
		11 th	-2.318*	0.000
		12 th	-1.518*	0.014
	6 th	9 th	-1.564*	0.000
		10 th	-1.425*	0.002
		11 th	-1.668*	0.001
	7 th	9 th	-1.269*	0.012
		11 th	-1.373*	0.018
	8 th	9 th	-1.373*	0.004
		10 th	-1.235*	0.024
		11 th	-1.478*	0.007
	9 th	4 th	1.539*	0.000
		5 th	2.213*	0.000
		6 th	1.564*	0.000
		7 th	1.269*	0.012
		8 th	1.373*	0.004
	10 th	4 th	1.401*	0.002
		5 th	2.075*	0.000
		6 th	1.425*	0.002
		8 th	1.235*	0.024
	11 th	4 th	1.644*	0.001
		5 th	2.318*	0.000
		6 th	1.668*	0.001
		7 th	1.373*	0.018
		8 th	1.478*	0.007
	12 th	5 th	1.518*	0.014

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 40. That is, there is a difference for all the participants by the class for the average ethics scores for the dimensions given in the table.

Table 41:

The Results of Oneway Variance Analysis- ANOVA test of Ethical Dimensions according to Educational Status of Mother

Dimension	Educational Status of Mother	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	Secondary school graduate and below	1457	9.05	1.676	1.537	0.215	H_0 Accepted
	High school graduate	744	9.03	1.685			
	University and above graduate	513	9.18	1.592			
Responsibility Dimension	Secondary school graduate and below	1457	12.25	2.112	2.668	0.070	H_0 Accepted
	High school graduate	744	12.19	2.050			
	University and above graduate	513	12.46	2.184			
Democracy, Respectability and Trust Dimension	Secondary school graduate and below	1457	4.61	1.281	0.127	0.881	H_0 Accepted
	High school graduate	744	4.58	1.285			
	University and above graduate	513	4.62	1.391			
Productivity and Efficiency Dimension	Secondary school graduate and below	1457	3.27	0.772	19.074	0.000*	H_1 Accepted
	High school graduate	744	3.14	0.746			
	University and above graduate	513	3.04	0.661			
Social Ethical Perception	Secondary school graduate and below	1457	29.17	3.816	1.521	0.219	H_0 Accepted
	High school graduate	744	28.95	3.697			
	University and above graduate	513	29.31	3.796			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the F test, H_1 is accepted only for “productivity and efficiency dimension”. In other words, there is a difference in the variable of educational status of the mother and “productivity and efficiency dimension”. A multiple comparison test was also implemented for only “productivity and efficiency dimension” by the educational status of the mother.

Tablo 42:

The Results of Multiple Comparison Tests by Educational Status of Mother

Dimension	Educational Status of Mother (I)	Educational Status of Mother (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	Secondary school graduate and below	High school graduate	0.124*	0.001
		University and above graduate	0.223*	0.000
	High school graduate	Secondary school graduate and below	0.124*	0.001
		University and above graduate	0.099*	0.040
	University and above graduate	Secondary school graduate and below	0.223*	0.000
		High school graduate	0.099*	0.040

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 42. That is, there is a difference for all the participants by the educational level of the mother and "productivity and efficiency dimension"

Table 43:

The Results of Oneway Variance Analysis- ANOVA test of Ethical Dimensions according to Educational Status of Father

Dimension	Educational Status of Father	Obs.	Mean	Std. Dev.	F Value	Significance (P)	Result
Justice and Honesty Dimension	Secondary school graduate and below	1027	9.03	1.722	3.567	0.028*	H_1 Kabul
	High school graduate	813	8.98	1.638			
	University and above graduate	874	9.19	1.610			
Responsibility Dimension	Secondary school graduate and below	1027	12.18	2.081	5.040	0.007*	H_1 Kabul
	High school graduate	813	12.19	2.059			
	University and above graduate	874	12.46	2.181			
Democracy, Respectability and Trust Dimension	Secondary school graduate and below	1027	4.66	1.269	2.553	0.078	H_0 Kabul
	High school graduate	813	4.52	1.298			
	University and above graduate	874	4.62	1.344			
Productivity and Efficiency Dimension	Secondary school graduate and below	1027	3.28	0.813	15.679	0.000*	H_1 Kabul
	High school graduate	813	3.18	0.724			
	University and above graduate	874	3.09	0.681			
Social Ethical Perception	Secondary school graduate and below	1027	29.15	3.826	3.449	0.032*	H_1 Kabul
	High school graduate	813	28.88	3.673			
	University and above graduate	874	29.36	3.815			

* Significance level at (P) < value ($\alpha = 0.05$).

According to the result of the F test, H_1 is accepted for all the dimensions other than “democracy, respectability and trust dimension”. In other words, there is a difference in the variable of educational status of the father and all the dimensions other than “democracy, respectability and trust dimension”. A multiple-comparison test was also implemented for all the dimensions other than “democracy, respectability and trust dimension” by the educational status of the father.

Table 44:

The Results of Multiple Comparison Tests by Educational Status of Father

Dimension	Educational Status of Father (I)	Educational Status of Father (J)	Mean Difference (I-J)	Significance (P)
Justice and Honesty Dimension	High school graduate	University and above graduate	-0.206*	0.028
	University and above graduate	High school graduate	0.206*	0.028
Responsibility Dimension	Secondary school graduate and below	University and above graduate	-0.281*	0.013
	High school graduate	University and above graduate	-0.267*	0.029
	University and above graduate	Secondary school graduate and below	0.281*	0.013
		High school graduate	0.267*	0.029
Productivity and Efficiency Dimension	Secondary school graduate and below	High school graduate	0.100*	0.016
		University and above graduate	0.192*	0.000
	High school graduate	Secondary school graduate and below	-0.100*	0.016
		University and above graduate	0.092*	0.022
	University and above graduate	University and above graduate	-0.192*	0.000
		High school graduate	-0.092*	0.022
Social Ethical Perception	High school graduate	University and above graduate	-0.482*	0.024
	University and above graduate	High school graduate	0.482*	0.024

* Significance level at (P) < value ($\alpha = 0.05$).

There is a significant difference at (α) = 0.05 level in the cell marked with "*" in Table 41. That is, there is a difference for all the dimensions except for "democracy, respectability and trust" by the educational status of the father for the average ethics scores given in the table.

C. THE EVALUATION OF INTERVIEWS WITH THE MEDIA (THE PERCEPTION OF ETHICS IN THE MEDIA)

Since the questions in the interviews with the personnel and the managers in media are open-ended, each question was individually evaluated. The results of the evaluation are reported below.

1. **What do you think of the ethical awareness and behavior in public employees?**

(90%) of the participants are of the opinion that ethical awareness is not at the desired level. Those who think it is at the desired level state that this awareness is not reflected in their behavior and people are not sensitive to ethical issues. It is also stressed that legal regulations are needed to promote ethical awareness.

2. **What do you think of the responsibility for the impartial and honest behavior of the state employees in their job?**

All of the participants' state that they should be impartial and honest in carrying out their tasks, however, in practice, this is not the case. The underlying reason for this is the inadequate pay conditions and the personal interests of the individual rather than the public interest. As a solution to this, they state that the legal regulation should be deterrent and in the employment process individuals with ethical awareness should be given priority.

3. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the society lacks sensitivity and awareness in this issue and the society cannot have pressure on public employees, and they cannot perform the task of auditing. Besides, even if this principle is adopted, this is not the case in practice.

4. **How do you evaluate the attitude of media to state employees?**

A great majority of the participants state that accepts the role of media in forming the awareness of honest and impartial behavior for state employees but they state that in present outlook, the news is organized in a biased manner based on the interest of parties and ideological stance is an important factor in this. Besides, on the event that a legal mechanism sensitive to the ethical concerns exists, there will be no responsibility for this on the media.

5. **What do you think of the responsibility of awareness of public service the state employees should have in carrying out their task?**

All of the participants state that state employees should perform their task with the awareness that they are performing public services. They state that state employees give priority to their interest. Besides, they state they state employees are not promoted on the basis of merit and for this reason, they do not have any awareness of public service. As a solution to this, in-service education and ethical education should be provided.

6. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the society should be demanding in this issue. Besides, the society feels disturbed by the lack of awareness of public service but they are unable to question their actions in an effective way. Despite this, the general outlook is better compared to 10 years ago in this issue.

7. **How do you evaluate the attitude of media to state employees?**

Nearly (25%) of the participants are of the opinion that the role of media in this issue is not adequate, while (75%) thinks that media is effective in this issue but they are biased. As a solution to this public administration should have their auto-control mechanism and the power of media should be lessened.

8. **What do you think of the responsibility of impartiality and accountability the state employees should have in carrying out their task?**

All of the participants state that public employees should perform services in an accountable and impartial manner. However, in practice, this principle is not put into effect. The applications related to this principle are well below the EU standards and this should be supported with legal regulations.

9. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that society is aware of this issue but they do not have a common stance against this. Besides, it is also stated that society is affected by the attitude of the media. It is suggested that society should be informed about this.

10. **How do you evaluate the attitude of media to state employees?**

All of the participants state that the media has a role in accountability and this is effective. It is pointed that the media cannot perform this role in an impartial manner and ideology damages the objectivity of media. Besides, because the state employees do not behave in an accountable manner, the media cannot reach true and reliable information and for this reason the news could be misleading the society.

11. **What do you think of the responsibility of not gaining advantage in carrying out their task?**

All of the participant's favor that state employees should not have personal interest in performing their tasks however in practice this is just the opposite. As a solution, severe sanction should be implemented.

12. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that they favor this principle but this is not applied in practice and the awareness of participation is not developed well enough.

13. **How do you evaluate the attitude of media to state employees?**

All of the participants state that the media has a role in this but they perform this role in a biased manner.

14. **What do you think of the responsibility of behaving participative in carrying out their task?**

(50%) of the participants stet that participations not necessary in public tasks and every employee should perform their task as stated in their job description. (25%) of the employees state that it is necessary while another (25%) state that it is inadequate.

15. **How do you evaluate the attitude of the society in this issue?**

All of the participants point that it is inadequate but it is better compared to past.

16. **How do you evaluate the attitude of media to state employees in this issue?**

All of the participants state that media has a biased stance and participation doesn't take attention as desired.

17. **What do you think of the responsibility of behaving respectfully and courteously in carrying out their task?**

All of the participants state that this principle should be obeyed but state employees do not take this principle into consideration.

18. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the society fell disturbed by this issue but they cannot put their reaction into practice.

19. **How do you evaluate the attitude of media to state employees in this issue?**

All of the participants state that the media is powerful in this issue but they use this power in a biased manner or they do not use it at all.

20. **What do you think of the responsibility of saving in public assets and not wasting in carrying out their task?**

All of the participants state that this principle should be adhered to but public employees do not take this principle into consideration.

21. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that they feel disturbed by this issue but they cannot put any reaction into action.

22. **How do you evaluate the attitude of media to state employees?**

All of the participants state that the media is powerful in this issue but they use this power in a biased manner or they do not use it at all.

23. **What is the role of media in the acquisition of the ethical awareness in society related to public employees?**

All of the participants state that the media has an important role in the in the acquisition of the ethical awareness but the media doesn’t perform its role.

24. **In your opinion, should the media put the unethical behavior in the first place or ethical behavior in order to help society to acquire ethical awareness? Why?**

All of the participants state that both types of news are necessary for ethical awareness. It is pointed that news on ethical behavior will have example behavior and unethical news will have a deterrent role for the individuals. However, in practice, unethical behaviors are the subject of the news most and the reason for this is that unethical behaviors have more news-value.

25. **In your opinion, what sort of effect does the consistency of the programs in media with the values of the society have in the ethical awareness of the state employees? Why?**

All of the participants the broadcasting news related to the values of the society will have a positive impact in terms of ethical awareness. In this way, there will be sound linkages between the society and the state.

26. **In your opinion, what should media do for corruption and unethical behavior?**

a. The media should behave objectively and impartially
b. There should be news on ethical behaviors
c. There should be news on unethical behaviors.
d. The media should have a critical point of view
e. There should be educating and didactic programs and behaviors
f. The media should pursue the innovations and be the forerunner in the issue

D. THE EVALUATION OF INTERVIEWS WITH THE CIVIL ORGANIZATIONS (THE PERCEPTION OF ETHICS IN CIVIL ORGANIZATIONS)

Since the questions in the interviews with the personnel and the managers in civil (non-governmental organizations) are open-ended, each question was individually evaluated. The results of the evaluation are reported below.

1. **What do you think of the ethical awareness and behavior in public employees?**

All of the participants are of the opinion that ethical awareness is very low. It is pointed that in order for the ethical awareness to be personalized the society should form this awareness and adopts this and then this will be reflected in people and public organizations. Another point of view mentioned is that as the personal interests are high and the tenure is high, the ethical awareness becomes lower.

2. **What do you think of the responsibility for the impartial and honest behavior of the state employees in their job?**

All of the participants stet that public employees should behave honestly and impartially but in practice this is not the case. As a reason for this, they point that there is a high level of favoritism among the employees and public employees regard themselves as superior to the service takers rather than as an individual performing his / her task.

3. **How do you evaluate the attitude of the society in this issue?**

All of the participants report negative views in this issue. 30% of the negative views state that there is pressure on public employees for favoritism, another 30% state that the society is insensitive and unaware, 20% point that society regards favoritism as legitimate something normal. The rest of the participants state that society is made reactionlessness by the state on purpose and for this reason they regard the present undesired situation as something normal.

4. **How do you evaluate the attitude of civil society organization to state employees?**

All of the participants state that civil society organizations are ineffective in this issue. As a reason for this, they state that (50%) of the civil society organizations act in a biased manner. In the issue of being biased, (20%) of the participants state that organizations are established not for service purposes but for ideological and political missions, (30%) state that societies are established to strengthen relations and to get funds from companies. (30%) state that the society is insensitive to civil organizations and the rest of the participant's state that civil society organizations are far from being partners.

5. **What do you think of the responsibility of awareness of public service the state employees should have in carrying out their task?**

All of the participants agree that the state employees don't have the responsibility of awareness of public service in carrying out their task. As a reason for this, (20%) state that the personnel are not employed on the basis of merit, (30%) state that they are under political pressure, (20%) state that they are under economic pressure. (30%) state that they do not have the awareness of public service because their field of responsibility, task and authority is not defined.

6. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the society is reluctant in this issue and for this reason participation is low. (30%) state as a reason that the society ask public employees on purpose to act in a biased manner, (30%) state that since the society has no awareness, they do not know what to ask what not to ask. (30%) state that the society regards themselves insufficient in this issue, the channels of participation are low and state employees are insensitive to the requests and the society suffers from a learned-despair. (10%) state that the responsibility should not be put on the society but on the system itself.

7. **How do you evaluate the attitude of civil society organization to state employees?**

All of the participants state that civil society organizations could be more active in this issue but this is not the case in practice. As a reason for this, it is stated that there are ideological and individual concerns.

8. **What do you think of the responsibility of impartiality and accountability the state employees should have in carrying out their task?**

All of the participants point that state employees should behave in an impartial and accountable manner. However, it is stated that this is not the case in practice. As reasons for this, it is pointed that Turkish state tradition, problems of public administration, secrecy because of security concerns, biased actions of the employees on accountability and biased action of the auditors.

9. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the society has awareness in this issue but they do not have any reaction and they cannot have a common attitude. The reasons from this are that the information provide by public organizations are not transparent, the society does not trust this information, the society is not informed to provide participation and there is no sense of citizenship in the society.

10. **How do you evaluate the attitude of civil society organization to state employees?**

While the participants agree that civil society organizations could be effective in this issue, they are not effective enough in intervening the process. Some of the participants state that civil society organizations other than consumers unions and professional chambers lacks information in accountability and transparency and the rest of the participants are of the opinion that civil society organizations are biased and their reactionlessness is on purpose.

11. **What do you think of the responsibility of not gaining advantage in carrying out their task?**

All of the participants state that this principle is a positive one and supported by all parts of the society, however the application of this principle is just the opposite way. As a solution to this legal regulations should be developed and society in general should be informed about this issue.

12. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that the participative behavior of the society is not at the desired level. The reason for this is that society regards bribery legalized for their own interest.

13. **How do you evaluate the attitude of civil society organization to state employees?**

All of the participants state that civil society organization has a role in this issue but this is not at the desired level. While some of the participants think as a reason for this that civil society organizations do not have an efficient legal infrastructure, others state that these organizations have unbiased attitude due to political and ideological reasons.

14. **What do you think of the responsibility of behaving participative in carrying out their task?**

All of the participants point that state employees should adhere to this principle but in practice this is not the situation. As a reason for this it is stated that state employees regard themselves superior to citizens and they do not include the citizens in the process.

15. **How do you evaluate the attitude of the society in this issue?**

All of the participants state that attitude of the society in this issue is not enough. As a reason for this it is pointed that the culture of participation is very low and individuals feel themselves inefficient and for this reason they cannot interfere.

16. **How do you evaluate the attitude of civil society organization to state employees?**

All of the participants agree that civil society organizations could be more effective in this issue but they are not an efficient actor in this issue.

17. **What do you think of the responsibility of behaving respectfully and courteously in carrying out their task?**

All of the participants state that there should be this principle but state employees do not act according to this principle. As a reason for this, it is stated that the work load of the state employees is high and citizens ask for things put of the standard procedures. Furthermore, despite this, there is an improvement compared to the last twenty years.

18. **How do you evaluate the attitude of the society in this issue?**

All of the participants point that the reaction of the society in this is not adequate. While some of the participants state that with the increasing communication the society becomes more informed about this issue, some of them state that state employees should be behaved gently but this is not the case.

19. **How do you evaluate the attitude of civil society organization to state employees?**

Some of the participants agree that while civil society organizations could be effective in this issue, they are not efficient agents in the issue of interfering the issue. Furthermore, they are participants who think that civil society organizations are intervening in this issue.

20. **What do you think of the responsibility of saving in public assets and not wasting in carrying out their task?**

All of the participants state that this principle should be adhered to but in practice state employees do not act in accordance with this principle.

21. **How do you evaluate the attitude of the society in this issue?**

Some of the participants state that the attitude of the society is determined and directed by political parties. Although some of the participants are aware of the negative implementations, they state the process cannot be interfered, while some of the participants state that the society is insensitive in this issue and the society is a waster.

22. **How do you evaluate the attitude of civil society organization to state employees?**

All of the participants state that the role of civil society organizations is powerful but they use this power in a biased manner or they do not use it. Some of the participant's state that the only point civil society organization are efficient in is saving.

23. **What is the role of civil society organizations in the acquisition of the ethical awareness in society related to public employees?**

(30%) of the participants state that the civil society has no role in this and 50% state that this role is important but it is not reflected in real life and application. 20% state that civil society organizations have become to be effective in the creating the ethical awareness.

24. **In your opinion, should the civil society organizations put the unethical behavior in the first place or ethical behavior in order to help society to acquire ethical awareness? Why?**

(50%) of the participants state that both types of behavior are necessary for ethical awareness. (30%) of the participant's state that ethical behaviors should be in the first place, while (20%) of the participants state that unethical behaviors should be in the first place. It is pointed that ethical behaviors will have an exemplary and unethical behaviors will have a deterrent role.

25. In your opinion, what should civil society organizations do for corruption and unethical behavior?

a. These organizations should be impartial and objective
b. They should be transparent
c. They should take on didactic and educational roles
d. They should have ethical consistency among themselves
e. They should have a critical point of view
f. They should pursue innovation, conduct research and development studies, make use of technology and be forerunner in the field.

GENERAL EVALUATION

The study titled “Ethics, Culture and Society” by “An Ethical Projects to Prevent Corruption in Turkey” (TYEC, Study No: 6) is based on three objectives;

1. To find out the ethical perception of the ethics of public administration,
2. To find out the social barriers in creating an administration based on ethics
3. To find out the present role of the public institutions, media, educational institutions and civilian institutions in the making-up the ethical codes and settings to be improved.

The determinant role of culture on ethical codes also influences the ethical perception of public administration. With this study, the mission the society charged on the public administration has been analyzed over two dimensions called the perception of public employees and the perception of the society.

To serve his purpose, first of all a literature review has been performed and discussion about the issue has been investigated. Data obtained were assessed and the field study of the study has been shaped. In the literature review, it has been observed that the ethical principles shaping public administration should also be the principles adopted by the society besides ethical principles are not independent of social values. Another point underlined in the literature is the role of media, social organizations and education in public administration in terms of promoting ethical principles. Based on these points, the topics to be covered in the study have been defined within ethical principles and questionnaire forms were created. The ethical dimensions in this study are based on the principles found in the Regulation of State Employees Ethical Behavior and Application

The study was conducted over students and their parents in the provinces of Kars, Ankara and Istanbul. Besides, the roles of civil society organizations and media in ethical principles are another objective of this study. In this scope, civil society

organizations were reached on and with semi-structured questionnaire open ended questions the interviews were conducted. Interviews with the media were also conducted using the same methodology. Special consideration was paid to the fact that the members of media and civil society organizations represent their population.

The ethical principles mentioned in the Regulation of State Employees Ethical Behavior and Application were groped as Justice and Honesty, responsibility, Democracy, Respectability and Trust, Productivity and Efficiency dimensions and the level of adopting by students and society. What's more, the relation between the level of adopting and demographic data have been analyzed. These relations have been assessed with the analyses of independent sample t –test, one-way variance analysis (ANOVA) and correlation analyses.

The study is composed of four headings

- The perception of society on public administration
- The role of education on adopting the ethics of public administration ethics
- The role media on adopting the ethics of public administration ethics
- The role civil society organization on adopting the ethics of public administration ethics

The Perception of Society on Public Administration

In this part, the level of adopting the public administration ethical principles and the elements effective in determining this level will be dealt with. Findings obtained as a result of the analyses performed can be outlined in the following part.

The level of adopting the dimensions of Responsibility and Productivity and Efficiency is higher than the other dimension. On the other hand, justice and honesty dimension, and democracy, respectability and trust are partly adopted dimensions. This result shows us that the expectations of society on public employees are high and they expect state employees a responsible service concept. However, it is

observed that they could be flexible in the expectations on democratic values such as being fair, participation and courtesy.

The results of the analyses suggest that the ethical perception of the society varies in the factors such as place of residence, education, age. The basic differences obtained as a result of the ANOVA analysis are as the followings;

The ethical perception of the society differs in the place of residence. Considering this, the highest rate of adopting is in Ankara. The ethical perception also differs in age. The age group with the highest ethical perception is between 41-50. On the other hand, the age group with the lowest ethical perception is between 30 and below. Another variable in which the social ethical perception level differs is education. University graduates adopt this dimension most.

The Following Principles Were Dealt With Under the Heading of Justice and Honesty Dimension

- Honesty and impartiality *(Regulation of State Employees Ethical Behavior and Application, article 9)*
- Informing the authorities *(Regulation of State Employees Ethical Behavior and Application, article 12)*
- Avoiding conflict of interest *(Regulation of State Employees Ethical Behavior and Application, article 13)*
- Not using the authority and job to obtain advantage *(Regulation of State Employees Ethical Behavior and Application, article 14)*
- The prohibition of accepting gifts and gaining advantage *(Regulation of State Employees Ethical Behavior and Application, article 15)*
- Relation to former public employees *(Regulation of State Employees Ethical Behavior and Application, article 21)*

In the society, the principle of honesty and impartiality is the principle adopted most within the perception of justice and honesty. The level of adopting the other principles is flexible. The flexibility of these principles has the risk of having the individual interests in the first place and ignoring such behaviors.

The perception of justice and honesty dimension varies in some variables. The organization the participants are employed at may cause differences in the level of adopting this dimension. Those employed at private sector have a higher level of adopting this variable. The low rate of adopting of these principles has the risk of having the individual interests in the first place and ignoring such behaviors.

The level of adopting ethical principles varies in the place of residence. In this regard, the dimension of justice and honesty was least adopted in Istanbul.

The ethical perception also differs in age. The age group with the lowest ethical perception is between 30 and below. Another variable in which the social ethical perception level differs is education. As the educational level rises, the level of adopting rises too. University graduates adopt this dimension most.

The Following Principles Were Dealt With Under the Heading of Responsibility

- The awareness of public service in carrying out the tasks *(Regulation of State Employees Ethical Behavior and Application, article 5)*
- Complying with service standards *(Regulation of State Employees Ethical Behavior and Application, article 7)*
- The awareness of public service *(Regulation of State Employees Ethical Behavior and Application, article 6)*
- Commitment to objectives and mission *(Regulation of State Employees Ethical Behavior and Application, article /8)*
- Binding announcements and declarations contrary to the truth *(Regulation of State Employees Ethical Behavior and Application, article 18)*

- Accountability of the managers *(Regulation of State Employees Ethical Behavior and Application, article 20)*
- Declaration of property *(Regulation of State Employees Ethical Behavior and Application, article 22)*

In the society, the principle of complying with the standards and commitment to objectives and mission are the principles adopted most within the perception of responsibility. In this dimension the rate of not adopting commitment to objectives and mission and awareness of public service is high. This situation could be thought as an indication that citizens are not knowledgeable enough and they don't regard themselves entitled in this issue.

The ethical perception of the society differs in the place of residence. This has been analyzed with ANOVA test. Considering this, the highest rate of adopting is in Ankara. The main reason for this could be that the number of civil servants employed in Ankara is very high and there are more face to face relations in this city with the civil servants.

The ethical perception also differs in age. The age group with the highest ethical perception is between 41 - 50. On the other hand, the age group with the lowest ethical perception is between 30 and below.

The organization employed at leads to a difference in the adopting level of this dimension. The level of adopting this dimension is high for the private sector. On the other hand it is low for those employed at public sector and this low rate may have the risk that those at public sector might make the ethical risks flexible.

Another variable in which the social ethical perception level differs is education. As the level of education increases, the level of adopting this dimension. University graduates adopt this dimension most.

The following principles were dealt with under the heading of democracy, respectability and trust

- Information, transparency and participation *(Regulation of State Employees Ethical Behavior and Application, article 19)*
- Respectability and trust *(Regulation of State Employees Ethical Behavior and Application, article 10)*
- Courtesy and respect *(Regulation of State Employees Ethical Behavior and Application, article 11)*

In this dimension, the level of adopting "information, transparency and participation", "respectability and trust" is high, while it is low for "courtesy and respect". The society does not expect state employees to behave in a respectful manner and may welcome negative behavior in this.

The level of adopting democracy, respectability and trust may vary in the variables of gender, place of residence and age. When it is examined in terms of gender, the rate of adopting this dimension is high for females. The rate of adopting by the place of residence is the highest in Ankara

The ethical perception also differs in age. The age group with the highest ethical perception is between 41 - 50. On the other hand, the age group with the lowest ethical perception is between 30 and below.

Another variable in which the social ethical perception level differs is education. As the level of education increases, the level of adopting this dimension also increases. University graduates adopt this dimension most.

The Following Principles Were Dealt With Under the Heading of Productivity and Efficiency

- The use of public assets and sources *(Regulation of State Employees Ethical Behavior and Application, article 16)*

- Avoiding extravagance *(Regulation of State Employees Ethical Behavior and Application, article 17)*

The ethical perception of the society differs in the place of residence. This has been analyzed with ANOVA test. Considering this, the highest rate of adopting is in Ankara. The main reason for this could be that the number of civil servants employed in Ankara is very high and there are more face to face relations in this city with the civil servants. The lowest rate is in Istanbul

The rate of adopting the dimension of productivity and efficiency is higher for the males than females. The organization employed at leads to a difference in the adopting level of this dimension. The level of adopting this dimension is high for the private sector. On the other hand it is low for those employed at public sector and this low rate may have the risk that those at public sector might make the ethical risks flexible.

The ethical perception also differs in age. The age group with the highest ethical perception is between 41 - 50. On the other hand, the age group with the lowest ethical perception is between 30 and below.

Another variable in which the social ethical perception level differs is education. As the level of education increases, the level of adopting this dimension also increases. University graduates adopt this dimension most.

When assessed as a whole, while the level of adopting the ethical principles of tangible and economic ones is higher, that of intangible and related to service understanding is lower. It is seen that the level of information in this issue is not adequate enough.

It has been found out that the primary role belongs to family, school and social units. Media, organization employed at and civil society organizations have secondary role in the acquisition of ethical principles.

This result suggests that the primary groups are more effective in adopting the ethical principles in society and civil society organizations are and media are ineffective in this issue.

When the data on the perception of public ethics are examined in general, it is possible to point out the followings. Questions were asked on the understanding of sacred state understanding thought to be effective in implementation and adopting of the ethical principles, the high distance between the powerful and the weak and the general structure of the state. A majority of the participants accepted the existence of these elements stated that they agreed on the fact that these elements lead to unequal attitude towards service receivers, the long distance between the superior and the subordinate and unquestionable nature of the public employees.

In the test performed to find out whether there is difference among the ethical dimensions by the organization employed at, it was found out that the average scores of the employees at private sector is higher than the ones at public sector. This might result from the fact that public employees may have the inclination to make the rules more flexible within the ethical principles embodied in public institutions. This thought may imply that universally accepted ethical rules should never be bended otherwise there might be negative undesired consequences.

There are differences among the ethical dimension by the place of residence. This difference is non-existing only in democracy, respectability and trust dimension. These results may imply that the characteristics of the place the participants live in may influence the level of perception on the ethical principles. It is necessary that this difference by the place where the participants live should be taken into account in the future studies and this influence of this difference should be take out by employing different methods and techniques.

There is difference among the levels of adopting the ethical principles by age. As one gets older, the rate of adopting the ethical principles becomes higher in the dimension of “justice and honesty”, responsibility”, “productivity and efficiency” .

This should be regarded as a consequence of natural course. As the age gets higher, the rate of adopting ethical principles becomes higher too. Ethics is a matter of accumulation of experience and the experience on e may have is influential on the level of perception. For this reason, age differences mill have an impact on the level of perception and adopting the ethical principles.

There is difference among the levels of adopting the ethical principles by the educational status. This should be regarded as a consequence of natural course. As the educational level gets higher, the rate of adopting ethical principles becomes higher too. Every phase of education will change the awareness level of individuals and will facilitate some values to be adopted. For this reason, for the public administration ethical principles to be adopted and implemented, different techniques for each education term should be used.

It is observed that in the acquisition of ethical principles the role of education is immense. The participants state that in order to prevent corruption, the role of education and schooling is of great importance in enabling students to acquire the ethical principles.

The Role of Education in the Acquisition of Public Administration Ethics

In this part of the study, the main objective was to find out the role of education in the principles of public ethical principles. The sampling of this study is comprised of students from different age groups and schools receiving education in three different provinces. As in the previous parts, the ethical principles were put into dimensions and the questions were presented in the form of scenarios to facilitate comprehension.

When the level of adopting “basic ethical principle dimensions” is analyzed, it is seen that the level of adopting the principle of “democracy, respectability and trust” is higher than the other dimensions. This situation hints that students are in the expectation of a democratic and participative administration. However, the level of adopting the dimension of “justice and responsibility” is lower than the other

dimensions. In this context, it is observed that the awareness of this dimension is not yet developed for the participants.

When the relation between the place of residence and all dimensions is analyzed, it is found out that the level of adopting the ethical principles in Kars is lower than the other cities in the study. The reason for this is the lower level of urbanization and educational status than Ankara and Istanbul.

There is a difference in the level of adopting the ethical principles by gender. The level of adopting the ethical principles for female students is higher. However, the level of adopting the dimensions of “democracy, respectability and trust” and productivity and efficiency” is higher for male students than female students.

There are differences between age and the level of adopting ethical principles. However, these differences vary by each dimension and age. For this reason, it was impossible to reach a generalization.

There is an inverse relation between the level of adopting the ethical principles and classes of the students. While this level is high for the 5th graders, as the students move on to next grades, the level of adopting decreases. The reason for this is not related to education but related to the fact that they start to question the values and they undergo psychological changes.

Students had different attitudes towards adopting the dimensions of “productivity and efficiency” and “justice and honesty” by the level of education of parents. In these two dimensions, as the level of education increases for parents, the level of adopting these ethical dimensions gets lower. This suggests that the role of education level of the parents is not as important.

In all the dimensions, there is a relation in either positive or negative direction. When seen in this perspective, the ethical principles have a consistent and

coherent perception levels. A change in any one of the ethical principles will affect the other principles.

The total ethical perception of the students differs in several variables. These are place of residence, school type and age. There is no difference in other variables.

When the ethical perception of the students was analyzed by the place of residence, it is seen that this dimension is adopted most in Kars. The educational unit in which the perception of total ethical perception is adopted most is primary schools. It was also found out that in terms of age difference, those aged adopted least while those 11 adopted most.

Justice and Honesty Dimension

When the level of adopting the principles related to “justice and honesty” is assessed, it is seen that the principle of “accepting gifts and prohibition of gaining advantage” was adopted most, while “informing to the authorities” principle was adopted least. In this dimension it is seen that there is difference between the responses from the questionnaires of the society and the responses from students. As stated earlier, the principle adopted most in the questionnaire of society is “honesty and impartiality”, students adopted the principle of “accepting gifts and prohibition of gaining advantage”. The underlying reason for this could be experience, education and age. Since these variables influence the level of perception, the differentiation could be regarded normal. However, the low level of adopting the ethical principles under the dimension of “justice and honesty” poses the risk that the level of adopting these principles in the following years could be much lower.

When the ethical perception of the students was analyzed by the place of residence, it is seen that this dimension is adopted most in Kars. The educational unit in which the perception of total ethical perception is adopted most is primary

schools. It was also found out that in terms of age difference, those aged adopted least while those 11 adopted most.

Responsibility Dimension

When the level of adopting the principles related to "responsibility" is assessed, it is seen that the principle of "binding announcements and declarations contrary to the truth" was adopted most, while "declaration of property" principle was adopted least.

When the level of adopting responsibility dimension was analyzed by the place of residence, it is seen that this dimension is adopted most in Ankara. The educational unit in which the perception of total ethical perception is adopted most is primary schools. It was also found out that in terms of age difference, those aged 16 adopted least while those 11 adopted most.

Democracy, Respectability and Trust Dimension

The level of adopting the "democracy, respectability and trust" is higher than the other dimensions for students. The principles of "informing, transparency and participation", "respectability and trust", "courtesy and respect" is higher compared to other principles. This shows that the expectations of students are high in terms of democracy, respectability and trust.

When the level of adopting democracy, respectability and trust dimension was analyzed by the place of residence, it is seen that this dimension is adopted most in Kars. The educational unit in which the perception of total ethical perception is adopted most is primary schools. It was also found out that in terms of age difference, those aged 18 adopted least while those 11 adopted most.

Productivity and Efficiency Dimension

Related to this dimension, it is seen that the principle of "avoiding extravagance" is adopted at a high rate. The principle of "the use of public assets and sources" was partly adopted. This hints that the idea of using public assets in an efficient manner has not been totally internalized.

When the analysis performed in order to find out the factors that could be influential in acquiring the ethical principles is examined, the family takes the lead. Then follow school, close environment and communication channels. According to this result, the education of families should be given priority in the studies to develop the awareness of ethics in public administration and the teachers whom students take as a model should be encouraged to gain this awareness.

When the level of adopting social ethical perception dimension was analyzed by the place of residence, it is seen that this dimension is adopted most in Kars. The educational unit in which the perception of total ethical perception is adopted most is primary schools. It was also found out that in terms of age difference, those aged 17 adopted least while those 11 adopted most.

Some tests were implemented to find a relation among the ethical dimensions and the extent and the direction of the relation was analyzed if there is any. According to correlation analysis, there are statistically significant results among all the groups but the level of these relations differ. While there is a moderate relation between "justice and honesty dimension", "responsibility dimension" and "democracy, respectability and trust dimension", there is a weak relation in productivity and efficiency dimension. The relation between "responsibility dimension", "democracy, respectability and trust" and "productivity and efficiency" is moderate. The relation between "democracy, respectability and trust" and "productivity and efficiency" is weaker compared to other dimensions. Any changes that could occur in the relation level will be reflected in other dimensions and will have a complementary effect.

The Role of Media in Public Administration Ethics

In this scope, Ankara representatives of media organizations were reached on and with semi-structured questionnaire open ended questions and face-to-face the interviews were conducted. In these interviews, the opinions of media members on the ethical behavioral principle of public employees were asked. In the following parts, the perception of the opinions of the society by the media members and the role of the media and suggestion were asked.

The first finding obtained in the interviews is the self-criticism of the media members. The media members state that media lacks an ethical internal consistency. In their opinions, the public employees should have ethical principles but in practice there is an unlike situation. This outlook differs in public administration ethical dimension. In some ethical perspectives, as the reasons for not complying with ethical codes are economic problems and the pressure of traditional structure of the society on public employees. Another point made by the media members in this issue is the lack of legal sanction and practices. In their opinions, the sanctions should be intensified.

The media member regard the attitude and the sensitivity level of the society against the ethical principles as low and in this regard point out that the society should be informed. However, they also state that the sensitivity level is increasing compared to previous years and terms.

Media members are of the opinion that their ethical inconsistency is a problem and their role is low in the contribution to adopting the ethical principles.

The media members state that in terms of honesty and impartiality, the public employees are not sensitive enough and the reason for this is economic. To them, this problem can be solved by legal regulations and employment of personnel with ethical awareness. Besides, according to media members, the society is indifferent to

this and the media behaves in a biased manner considering the ideology or interest in the new on public employees.

In terms of public service awareness, media members state that public employees are not sensitive enough and public employees think of their interest in the first place. Another reason is not obeying the principle of meritocracy in promotions and appointments. As a solution to this problem, in-service and ethical education should be offered. The participants state that media has an influence in this issue but they have a biased stance towards this. As a solution to this, they emphasized that the public administration mechanism should established internal auditing function and the monopolistic power in this should be broken.

Another point worth mentioning is the fact that most of the participants emphasize that participative is not necessary in public administration and every employee should make his/her job description.

The media members are of the opinion that the news related to ethical and unethical events should be given in the same proportionate in the television, radio programs for ethical awareness. Besides, they emphasize that news on ethical behaviors will be examples and unethical behaviors will be barriers in the acquisition of ethical principles. However, it is pointed out that in practice news on unethical behaviors are more. The reason for this is that such events are of more news value.

What's more, all of the participants are of the opinion that media coverage of social values will have a positive effect on the awareness of ethics and they state that in this way there will be strong bonds between the society and the state.

Some proposals for the solution to the prevention of corruption and ethical awareness for media members have been made. These are as the followings;

- Media should be impartial and objective
- There should be news related to appropriate ethical behavior
- There should be news on non-ethical behavior

- Media should have a critical point of view
- There should be educational and informative programs on ethics in the media
- Media should keep up with the developments and take the lead

The Role of Civil Society Organizations in Public Administration Ethics

In the interviews, civil society organization members were asked their opinions on ethical behavioral principles of public employees. The following questions were about how they perceive these ethical principles in civil society organizations and the role of them and their suggestions on the issue.

In the interviews, the civil society organizations stated some self-criticism similar to that of media members. The participants, state that civil society organizations lack internal ethical consistency within their organizations. All of the participants state that in the public administration ethical behavior they have, public employees take a biased attitude towards the service receivers.

All of the participants are of the opinion that the ethical awareness is very low. For individual to gain ethical awareness, first of all the society should have it and adopt it. Afterwards, this adopted awareness by the society will be transferred to individuals in the society. Another point made is that as the level of positions increases the ethical awareness decreases.

Members of civil society organizations are of the opinion that public employees have some ethical principles but in practice this is just the opposite. This outlook differs in public administration ethical dimension. In some ethical perspectives, as the reasons for not complying with ethical codes are economic problems and the pressure of traditional structure of the society on public employees.

Another point made by the civil society organization members is that society doesn’t act as an element of pressure in the issue of complying with the ethical principle for public administration. Some of the participant’s state that the society is

indifferent to the point and others sate that people is indifferent on account of their own interest.

This is a thought-provoking perspective on the indifference of society perceived by civil society organizations, which are thought to have a considerable potential in promoting the level of awareness of the society.

The fact that a majority of the participants do not agree on the role of promoting the level of awareness of the society is an indication that this awareness level hasn't been well established in society yet. The main reason for this is that individual interests take priority over everything else.

Some proposals for the solution to the prevention of corruption and ethical awareness for civil society organization members have been made. These are as the followings;

- Civil society organizations should be impartial and objective
- Civil society organizations should be transparent
- Civil society organizations should take on the role of education public at large
- Civil society organizations should have internal ethical consistency
- Civil society organizations should have a critical point of view
- Civil society organizations should keep up with the developments, have research and development studies, make use of the technology and take the lead

CONCLUSION AND SUGGESTIONS

In this paper, ethics in public administration is investigated within the frame of social structure and culture. This study is conducted based on the thesis that ethical perception cannot develop free from social structure and culture is important in the acquisition of ethical principles. The understanding of state and state employees in each culture differs. Especially, the point of view to the relation between the individuals and those who manage and those who are managed has an impact in the formation of perception towards public organizations and state employees. This interaction is reflected in the ethical perception in public administration.

In this study, the relation between Turkish social structure and the ethical perception on Turkish public administration. Results obtained show that the perception on state is reflected in public administration. Culturally collectivist structure of the state makes the state and state administrations sacred. However, analyses performed under the “democracy, respectability and trust dimension” show that young participants favor the principles of informing, transparency and participation, respectability and trust more compared to elder participants. This result show that the global changes in the structure of administrations are reflected in Turkish social structure and young people are in an expectation of a democratic and participative administration. Besides, the level of adopting “justice and responsibility” dimension is low among the youth compared to other dimensions. This shows that this dimension is related to experience and education received. In this context, the awareness related to this dimension isn’t developed.

The understanding that social coherence and agreement should not be broken down in the collectivist social structure is another result that decreases the level of adopting the dimension of informing the authorities. The principles of honesty and impartiality, avoiding the conflict of interest, not using authority to gain advantage and the prohibition of receiving gift investigated under the dimension of justice and honesty were partly adopted. The reason why this dimension was partly adopted is

the understanding that power in Turkish society, protecting the family members and friends, having a charismatic character and being able to impose sanctions is necessary.

Data obtained in the results of the study show that the level of adopting the principle of “avoiding lavishness” under the dimension of productivity and efficiency is higher that the level of adopting “the use of state assets and resources” principle. This presents a contradictory situation that should be dealt with in particular attention in a country where traditional values are greatly embraced.

In terms of responsibility, the principles adopted most are “complying with the standards” and “commitment to objectives and mission”. This situation can be interpreted that the society has a high level of awareness in terms of auditing the state employees not conforming to the standards and making announcements contrary to the truth. However, this result which is related to the understanding of service contradicts with the result that the low level of adopting the principles of “public service awareness in performing tasks”, “awareness of serving to society” and commitment to objective and mission”. The high level of adopting the values such as conforming to values and standards and accountability to managers are findings supporting that there is a sense of avoiding punishment and expectation of rewards.

In the study, there are differences in the level of adopting the ethical principles by some variables. These variables are education, place of work, place of residence, age and gender in the order of importance. In other words, the most important factor in adopting the ethical principles is education. The higher is the level of education the higher is the level of adopting the ethical principles. It is also seen that place of residence and work has an impact on the level of adopting the ethical principles too. Social culture and organizational culture are influential and this result supports the thesis of this study. The effect of age factor on ethical principles is observed in two ways. While the level of adopting the ethical principles is proportionate with age, the level of adopting the ethical principles is higher up to

the period of adolescence (11), it is lower in the period of adolescence (12-18). It could be said that the psychology of the adolescence are effective in this context.

Another issue dealt in the study is the role of media and civil society organizations in the acquisition of ethical principles. In this scope, interviews were conducted between media members and the members of civil society organizations. The media members and the members and the representatives of civil society organizations criticized themselves in the first place and state that ethical awareness is not developed at a full sense in these units. This criticism is directed at the dimension of justice and honesty most. In a similar manner, it is stated that state employees do not act in an impartial and honest manner. It is pointed that there should be some legal regulation to get rid of this situation.

Another suggestion for the acquisition of the ethical principles is that news on ethical and unethical behaviors should be given in the same proportionate in the printed and visual means of communication rather than the behavior with news value, ethical behavior of those that could be model for the acquisition of ethical values should be given priority in the media. With transparent and accountable demonstrations, unethical behaviors could be lessened.

In addition to these, both the media members and the representatives of civil society organizations are of the opinion that they have a secondary role in the acquisition of ethical principles. This thought stems from the fact that these units, considered to have an impact in shaping the social structure, do not want to take on the responsibility. Nonetheless, along with the technological advances, mass communication means are in every aspect of our life and shape the social development of the youth in particular. For this reason, we are of the opinion that programs for the acquisition of ethical principles and awareness should be broadcast regularly on visual and printed media.

The role of civil society organizations in the formation of a participative and democratic social structure is an undeniable fact. The role of civil society in this is to

prevent unethical behavior with social auditing. Ethical values received through education and in the family will be enhanced with the use of these tools in the process of socialization.

Despite the legal and organizational regulations targeted, it is seen that some state employees are in the manner of having unethical behavior and attitude. In Turkey, especially the local administrations should get rid of the character of "allocating shares" and in this way political rant should be prevented. Within this frame, there should be legal sanctions preventing the interference of politics in bureaucracy. Besides, there should be legal measures preventing the pressures of social binds such as relative and acquaintances against nepotism. What's more, personnel employment and pay policy should be rearranged in a manner that will not allow these to happen. The accountability and transparency mechanism should function well and with the help of in-service educational activities the sensitivity of ethical behavior of the society should be refreshed all the time.

It has been concluded that along with the administrative and legal regulations the ethical awareness of the society should be promoted in order for the ethical principles to be favored. Ethical perception does not develop free from the social culture, for this reason in public administration ethical principles should be taken as cultural values. Every individual in the society, especially the politicians, public administrators and state employees should have the awareness of what purpose they are performing their task. Every individual in their decisions on behalf of the public and public works should question themselves on whether they are performing a specific task on their behalf and interest or for the public interest while performing their tasks. In order to prevent corruption and bribery in public administration, the cultural infrastructure should be institutionalized based on the principles of justice, equality, transparency and accountability. Policy makers and enforcers in our country should be in an attempt to place the awareness of the public service above all the interests and expectations starting from the ethical values they have, instead of complaining about the present situation. In the creation of this awareness the power of the media and the civil society organizations should be used as well. It is an

undeniable fact that this awareness could be acquired starting from the childhood. For this reason, at schools the ethical principles, the responsibility of ethics should be offered in the courses of social sciences, civic and social life course in theory and in practice. In the public administration that will be offered in theoretical base, ethical principles should be exemplified by the behavior of the teachers, who are also the first state employees the children come across in their lives and this should be supported by other units of the society. With the flourish of the awareness of the public benefit, the first steps will have been taken in the process of solving the problem. In terms of legal frame, this will be more meaningful and effective as well.

We can detail the suggestions as the following;

1. In order to eliminate the unethical behaviors, the institutional structure of the state should be re-organized. These regulations should be performed in a manner that will take the present days conditions and needs into consideration.

For institutional regulations and organizations;

- Public service and public benefit should be redefined
- State should not have the position of employer
- Mechanisms that will enable accountability and transparency should be put into action and public institutions should dismiss their authority positions.
- Service processes should be redefined and state employees should stop regarding themselves superior to citizens.

2. In this paper it is observed that the level of observing the ethical principles is low. Society is not in the position of creating a pressure group on the state employees with this low level of adopting. State organizations lacking social pressure are bound to corruption and unproductivity.

- One of the reasons of unethical behaviors in public organizations is that the regulations applied are from ceiling to floor. For this reason, both the practitioners and citizens do not have enough information on the changing

processes and are unable to have ethical behaviors in this regard. In order to solve this problem, there should be a chain of participation starting from practitioners to citizens.

- Education programs should be given on how to implement the regulations and decisions taken for citizens and practitioners alike.
- State and public employees should be accessible in order for the citizens to form a mechanism of auditing.

To serve this purpose,

The code for state employees should include new articles on ethical principles and the sanctions should be increased in the event of violating the ethical principles stated.

Public relation education should be given in order to change the negative attitude of the civil servants to citizens

There should be case studies from the countries with low corruption rate in the corruption index.

Application links should be activated in the internet sites of the institutions and these should be announced

Denunciation links could be made available in ethical boards and public organizations.

3. Another reason why the level of adopting the ethical principles by the society is the unreliable nature of the state organizations.

The following items could be performed in order to increase the trust among the society members:

- Applications related to ethics should be announced to public making use of the media and the internet sites
- Improper applications should be followed in legal terms and the results should be announced through the media and the internet sites to the public.

4. In this paper, society and student research has exerted different result in terms of education. In the society research, as the level of education rises, the level of adopting the ethical principles rises too but it is the opposite situation in student survey. It can be concluded from this data that present education system is not adequate enough in the formation of ethical principles. Within this frame, it is necessary that education policies that give emphasis on meaningful learning and information should be encouraged and supported.

- The relation between the school and the family should be strengthened by training parents in the acquisition of ethical principles.
- Ethical principles should be subjects of some courses offered in the curriculum
- Subject content should not be presented in a theoretical manner. There should be some case studies of ethical principles.
- Public employees should be invited to courses and students should be given some information on the fields of responsibility of the public organizations
- In order to make all these efficiently, cities with low level of adopting the ethical principles and age groups should be given particular attention
- There should be periodical measurement and evaluation activities performed.

5. In this paper, the contribution of the media and the civil society organizations to adopting the ethical principles is investigated. However, it is state by the members of these units that they lead to unethical behaviors themselves, let alone contributing to it.

In order for the media and civic society organizations to contribute to the ethical awareness,

- Ethical principles should take place in the regulation to be made
- There should be legal regulations preventing the monopolization of the media and enhancing competition

- There should be arrangements promoting the effectiveness of civil society organization in the codes of associations and foundations and enabling the civil societies as an element of pressure group.
- There should be severe sanctions on political rant and gaining advantage in the relations of media, civil society organizations and political parties
- In order to increase the roles of these units, there should be arrangements to inform the members of these units by the Ethic Board for State Employees.

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Appendix 1: Public Survey Questionnaire

Dear participant,
This questionnaire was arranged to determine the behavior of the public employees in their work life and private life, in general. Please read every statement in the questionnaire and mark [**X**] for the part designated for the statements related to **how many public employees you have known exert this kind of behavior**. Please do not state your name and the institution you work at, for there will be a general evaluation in this study after collecting all the data.
Your sincere and unbiased responses will add to the quality of this project, which is solely carried out for scientific purposes. Thank you for your contributions in advance.

Prof. Dr. Kemal GÖRMEZ

Sex ◯ Ma ◯ Female

Age ……..

Education? ◯ Illiterate ◯ Literate ◯ Primary school ◯ Secondary school ◯ High School ◯ University and further

Type of institution ◯ Public ◯ Private

Below are some scenarios developed for virtual situations?
Please mark the most appropriate one after you have read the statements.

What would you think if a state employee asked a citizen whose language he/she doesn't understand to go to the end of the line while working in a rush hour?

a. This is behavior that the state employee should never be
b. The state employee could do so if suitable for service delivery
c. I am not of the opinion that this behavior is wrong.

Suppose that a state employee learnt that one of his/her colleagues are involved in other businesses to get additional during the work hours. The state employee is hesitant whether to inform this to the authorities or not. What would you do if you were this state employee?

a. I would report this to the authorities.
b. I wouldn't report this to the authorities but issue a warning to the colleague.
c. I would by no means report this to the authorities.

A branch manager is in charge of administrating an exam for employee recruitment. One of the applicants is his/her aunt's son. In this situation, what should he/she do?

a. She/he should inform this to the authorities and step back.
b. There is no need to step back if she/he doesn't discriminate in the exam.
c. There is by no means any need to step back.

A Police chief, in order to find her/his missing elder sister, has had phones of the friends of the missing sister tapped. In your opinion;

a. This behavior should never be performed.
b. If it is within legal terms, it is possible and thus legitimate.
c. I am not of the opinion that this is wrong

An institution accepted the bid offer of a company, with the qualification of the specification of the bid, which gives scholarship to the son of the manager of the institution. In your opinion;

a. Bidding was not performed on equal conditions.
b. If the company has the qualification of the specification of the bid, it is possible and legitimate.
c. I am not of the opinion that this is wrong.

After retiring from X institution, Mr Y set up a company and started to cooperate with his former institution and got contracts from the former institution. In your opinion;

a. Bidding was not performed on equal conditions.
b. If the company Mr Y set up has the qualification of the specification of the bid, it is possible and legitimate.
c. I am not of the opinion that this is wrong.

The general manager of an institution has issued orders that the services offered by the institution should be planned and delivered as expected by the citizens compatible with the conditions of the day. A disciplinary investigation was issued about the general manager since the services provided were not at the expected standards and hence the general manager was suspended out of work. In your opinion;

a. It is certainly not appropriate behavior. The general manager should not be suspended out of work.
b. The opinions of the authorities should be taken in the arrangement and delivery of the service, however, the last decision should be made by the ministry.
c. I am not of the opinion that this is wrong. Some changes should be implemented in the planning and the delivery of the service.

A civil servant at a public institute delayed the request of a citizen, who came 15 minutes before the work hour is over, to afternoon on the grounds that the request will take at least 30 minutes to complete and it is noon time

a. It is certainly not appropriate behavior, first the requested should have been completed and then noon break should be taken.
b. Noon break is the right of the civil servant and it is up to the civil servant to complete the request.
c. I am not of the opinion that this is wrong

A civil servant employed at an institution declined the request for an application on the grounds that the documents do not meet the expected standards. The civil servant declared nothing else about this. In your opinion;

a. The behavior of the civil servant is appropriate on the grounds that the documents do not meet the expected standards; however, the citizen should have been provided with information as to why.
b. The civil servant behaved in accordance with the rules.
c. I am not of the opinion that this is wrong

A teacher at a school declared in the middle of the term that she/he would leave due to the insufficient financial opportunities the schools provided and that would work at a private high school. In your opinion;

a. It is certainly an unacceptable behavior; the teacher shouldn't leave in the middle of the term.
b. The teacher should offer lessons both at the school and at the private high school
c. I am not of the opinion that this is wrong. The teacher might choose to work at another school to improve the financial situation.

An assistant general manager of an institution in charge of electricity distribution declares that the electricity price rates would be reduced by half. However, there has been no such decision made officially. In your opinion;

a. The assistant manager shouldn't have declared this. This is beyond the authority of the general manager.
b. The assistant manager can declare about the issues that will do well to the public.
c. I am not of the opinion that this is wrong. The assistant manager can declare this.

Former managers of a hospital claim that there is now infractions of rules in the contracts of the hospital and demand that an investigation should be made by the institution under which the hospital operates. On the other hand, the doctor-in-chief states the claim is a slander and rejects investigation saying that this will hamper the service delivery. In your opinion;

a. The doctor-in-chief should certainly not do so and allow the investigation to be performed.
b. Former manager may have asserted such claims sue to jealousy and slander, if there are no other people with such claims, investigation shouldn't be performed.
c. Investigation performed in every complaint will hamper the service delivered; there should be no investigation to be performed.

A huge amount of the money was obtained in the house of a manger of a public institution in the process of corruption investigation. The money found is not listed in the property declaration of the manager. In your opinion;

a. The money should have been declared because the manager is employed at a public institution.
b. If the manager is able to prove the source of money, it can be declared afterwards.
c. I am not of the opinion that this is wrong. This is the personal saving of the manager, and it is none of other people's business.

A municipality has decided to provide water supply to the town from another place. There are differing opinions about the quality of the water among the public. The municipality, without letting the public know, provided the water supply and mixed it into the city water supply. In your opinion;

a. This certainly shouldn't have been done. Opinions of the experts should have been taken and after informing the public, the procedure should have completed.
b. The municipality is right in providing the water supply from another source. However, they misbehaved about informing the public.
c. The important point is to provide a solution to the problem of water shortage. The municipality is right in doing so.

In a live broadcast of the session in the government, MPs from different political parties attacked verbally and physically to the speaking MP. In your opinion;

a. This behavior certainly shouldn't have been done
b. MPs represent the public, they can speak what they would like to but there should be no physical attack.
c. I am not of the opinion that this is wrong

A general manager of a public bank issued a very firm warning to clerk who performed a wrongful act at the counter and hence hampering the processes during the very intense hours. In this situation;

a. This behavior should certainly be never done.
b. The clerk could be warned firmly if doesn't involve any insult.
c. I am not of the opinion that this is wrong. The manager can warn the personnel about their mistakes.

General Manager of a public institute told the driver of the institute to take her/his kids to school in snowy weather. In your opinion;

a. Whatever the conditions are, this behavior shouldn't be done.
b. Weather conditions are of great significance. Hence, there could be an exception due to the weather conditions.
c. General Manager is entitled to use the car as she/he wishes.

General Manager of an institution arranged bus services for every quarter where the employees live in order for them to get to work early. Bus services from some quarters are not fully occupied due to the low number of the personnel ling there. In your opinion,

a. Bus services at some quarters should be arranged brought together for full occupancy.
b. There is no need to arrange bus services.
c. Even if the bus services are not full, there should be one for each quarter.

Please mark the below statements in the order of importance according to effectiveness of the social units in adopting the following behavior types

While evaluating the behavior types stated below, mark "1" if you are of the opinion that the behavior type is "really unimportant". If you are of the opinion that it is really important" mark "7". For the values between "1 and 7" mark, accordingly. Within the frame of evaluation scale defined for Public Unit, assign a value (between 1 and 7)						
Behavior Type	**Public unit**					
	Family	**School**	**Society**	**Media**	**Institution where employed**	**Foundation, association, etc..**
	1…7	1…7	1…7	1…7	1…7	1…7
Public employees should not discriminate among people and should treat them equally						
Public employees should behave in full integrity						
Public employees should do their tasks at their best						
Public employees should always be accountable for with their responsibilities and undertakings and should always be ready and open to auditing						
Public employees should not have an advantage directly or indirectly for the service they provide						
Public employees should encourage the participation of the related persons						
Public employees should always be respectful and polite to service receivers and colleagues.						
Public employees should not waste public resources.						

Please mark X for the box appropriate to you

PUBLIC	Definitely Don't Agree	Don't Agree	Partly Agree	Agree	Definitely Agree
The understanding of the state and the structure of patriarchy cause people to regard the state unquestionable and sacred.					
The sacred understanding of the state in the society causes the public employees to perceive themselves superior and to adopt the public institutions more than necessary.					
The fact that there is an understanding of unconditional obedience and respect to the superiors in our society has a negative effect on the participation of the decisions made and on questioning the actions of the superiors.					
The traditional structure of the society and the strong relative bonds causes the public employees to provide privileges to their relatives.					

EDUCATION	Definitely Don't Agree	Don't Agree	Partly Agree	Agree	Definitely Agree
To me, education has an important role in acquiring ethical behavior.					
The primary and the secondary school curriculum enables the existing ethical values of the students to emerge					
Acquisition of the ethical values is not only confined to the courses of Religion and Morals and Civic.					
Ethics education contributes to the formation of the awareness of ethics in students.					
The success of ethics education is measured with the changes observed in the behavior of the students.					
Ethical values should be offered via family, society or education programs not through punishment and prohibition and intimidation.					
The behavior of the teacher is much more effective in the acquisition of the ethical values for students than what is said.					
The agreement of family, school and the society makes the ethical values more permanent.					
The extra-curricular activities have an important place in the acquisition of ethical values.					
Students with ethical awareness perform their behavior because it complies with the principle they adopted, not because they refrain from social pressure.					

MEDIA	**Definitely Don't Agree**	**Don't Agree**	**Partly Agree**	**Agree**	**Definitely Agree**
To me, media has a role in the acquisition of ethical values.					
Media, affects the ethical values of people through the programs and news broadcast.					
Media helps to create the awareness of ethics through broadcasting the behavior *against* ethical values such as corruption, bribery, etc.					
Media helps to create the awareness of ethics through broadcasting behavior such as integrity, democracy, justice, etc. *complying with* ethics.					
The behavior of famous people is effective in the acquisition of ethical behavior in the society.					
The consistency of the programs in media with the values of the society helps ethical values to be permanent.					
The contribution of media to the creation of ethical awareness is measured with the changes in the behavior of individuals.					

Appendix 2: Student (Education) Questionnaire

Dear students,
This questionnaire was arranged to determine the behavior of the teachers in their school life and private life, in general. Please read every statement in the questionnaire and mark [**X**] for the part designated for the statements related to **how many teachers you have known exert this kind of behavior**. Please do not state your name and the institution you work at, for there will be a general evaluation in this study after collecting all the data.
Your sincere and unbiased responses will add to the quality of this project, which is solely carried out for scientific purposes. Thank you for your contributions in advance.

Prof. Dr. Kemal GÖRMEZ

Sex? ◯ Male ◯ Female

Age? …… **Grade?** ……

Educational Status of Your Mother? ◯ Illiterate ◯ Literate ◯ Primary School ◯ **S**econdary ◯ High ◯ University and further

Educational Status of Your Fother? ◯ Illiterate ◯ Literate ◯ Primary School ◯ **S**econdary ◯ High ◯ University and further

Below are some scenarios developed for virtual situations?
Please mark the most appropriate one after you have read the statements.

The teacher is setting up the seating arrangements of the students. The teacher allocated the front rows for the hardworking students with the highest marks. In your opinion;

a. This behavior should never be performed.
b. The teacher should take other features in to account other than the marks of the students and seating arrangements should be done frequently.
c. I am not of the opinion that this is wrong

You notice that a friend of yours is cheating on the exam. What would you do?

a. I would report this to the teacher.
b. I wouldn't report to the teacher, I would warn my friend.
c. I would by no means report this to the teacher.

The son of the principal and you study at the same school. The son of the principal was caught while stealing something and he was reported to the board of discipline, and the principal presides the board of discipline. Therefore, the principal has to take a decision for his son. In this case, what would you expect the principal to do?

a. the principal should resign from the board of discipline and other teachers should make the final decision, for the principal may not be impartial towards his son.
b. if the principal can take impartial decisions, there is no problem.
c. the principal needs not to resign from the board of discipline because the principal will act impartially even if this is his at issue.

With all of your friends in the class, you have decided to buy a present to you teacher for Teacher's Day. You ask your teacher what she/he needs. The teacher replies that she/he needs a TV. In your opinion;

a. This behavior is not good. It is not correct for a teacher to demand a present.
b. The teacher should not demand a present with a material value; however, a present with non-material value is acceptable.
c. I am not of the opinion that this behavior is wrong. The teacher deserves a present.

The principal stipulates that in order to establish the contract between the school and company dealing with the student transfer services, the children of the teachers at the school, including his, should make use of the transfer services free of charge. In your opinion,

a. This is totally wrong. The principal should not demand any privileges for the children of the teachers and his.
b. A discount in prices for the children of the teachers and the principal is acceptable; however, it shouldn't be free of charge.
c. I am not of the opinion that this is wrong. The children of the teachers and the principal may enjoy free transfer.

A project has been planned by your school. The teachers plan to include the students with the highest marks. In your opinion;

a. This certainly is not acceptable behavior. The teachers should choose the talented ones not the ones with the highest marks.
b. Students interested in taking part in the project should be free to join irrespective of the choice of the teachers.
c. I am not of the opinion that this is wrong. The teachers should be free to choose who they want.

The teacher in charge of the computer lab doesn't give permission for personal studies out of the course time. In your opinion;

a. This certainly is not acceptable. Students can make use of computer labs at any time and as they wish.
b. In order to maintain order, the lab should be used in the set schedules.
c. I am not of the opinion that this is wrong.

The teacher doesn't comply with the curriculum and conducts the classes as she/he wishes with no proper plan and order. In your opinion,

a. This certainly is not acceptable. The teacher should follow the curriculum.
b. On condition that we are informed about the content of the next course, the teacher may not follow the course book.
c. I am not of the opinion that this is wrong. The teacher might teach and conduct classes as he/he wishes.

A teacher at a school declared in the middle of the term that she/he would leave due to the insufficient financial opportunities the schools provided and that would work at a private high school. In your opinion;

a. It is certainly an unacceptable behavior; the teacher shouldn't leave in the middle of the term.
b. The teacher should offer lessons both at the school and at the private high school
c. I am not of the opinion that this is wrong. The teacher might choose to work at another school to improve the financial situation.

The principal announced that the passing system was changed, with no official announcement by the ministry of national education, and you, as the students, have to obey the new passing system. However, in reality, there is no such change by the ministry of the national education. In your opinion,

a. The principal shouldn't have announced this. The principal has no right to make such an announcement.
b. If the announcement is of the benefit to the students, it can be made.
c. I am not of the opinion that this is wrong, the announcement can be made.

Your teacher will be investigated by an inspector of the ministry of national education due to a complaint. The principal doesn't allow the inspector to perform the investigation. In your opinion;

a. This certainly is not acceptable. The principal should allow the inspector to investigate.
b. Those who make the complaint may have complained the teacher due to the reasons such as jealousy and slander. If there are not many complaints, the investigation shouldn't be done.
c. Investigation performed in every complaint will hamper the service delivered; there should be no investigation to be performed.

The principal used to have an old car. All of a sudden, the principal had luxurious car, more than one. The principal made no explanation as to how the cars were bought to anybody including the authorities and the other teachers. In your opinion;

a. The principle should explain how he bought the car.
b. The principal doesn't have to explain how the car was bought, however it would have been better if the principal had made an explanation in order to avoid rumors.
c. I am not of the opinion that this is wrong. The cars are none of other people's business.

A construction work has started in the school garden. You and the teachers alike have no idea about the construction work. When the work is done, you see that it is the new gymnasium. In your opinion;

a. The principal should have informed the students and the teachers before the construction work and asked for our opinions.
b. The principal should have informed the students and the teachers after the construction started.
c. I am not of the opinion that this is wrong. The principal can do anything without giving any information.

The teacher fought and uttered bad words in the school garden to one another. In your opinion;

a. this certainly is not acceptable. Teachers should be example personalities.
b. teachers can fight among themselves but not in front of the students.
c. I am not of the opinion that this is wrong.

The principal invited the two students involved in a fight, their parents and teachers. Then, the principal told the students off, saying that it is a bad thing to fight and warned them not to fight again. In this case;

a. This certainly is not acceptable. Everybody should behave one another in a respectful manner.
b. The principal can tell the students off but not when they are with parents and teachers.
c. I am not of the opinion that this is wrong.

The principal has just been appointed to your school. Because the principal has nowhere to stay, she/he is accommodated in a vacant room in the school. In your opinion;

a. This certainly is not acceptable.
b. The principal can stay in the school until she/he can find a place to stay.
c. The principal is entitled to use the school and the equipment in the school as she/he likes.

Students leave the taps and lights on unnecessarily. There is no action taken in the school against this. In your opinion;

a. This certainly is not acceptable. The students must be warned against this and the attendants should perform regular checks.
b. The attendants should check the taps and the lights all the time and the they should switch them off the if they are not used.
c. I am not of the opinion that this is wrong.

Mark X in the box that identifies how you acquired the behavior mentioned (You can mark more than once)

Behavior Type	Public Unit			
	From my family	From school (from teachers and friends)	From TV, the internet and newspapers, etc.	From people around (relatives and neighbors)
I have learnt that there should be discrimination among people and everybody should be treated equally				
I have learnt that people shouldn't be deceived (I should behave in an honest manner).				
I have learnt that people should perform their tasks as best as they can.				
I have learnt that I will be awarded, when good, or punished, when bad, according to the consequences of the tasks I perform				
I have learnt that my opinion also counts about the decision related to me.				
I have learnt that I should be polite and respectful when talking to people.				
I have learnt that I should utilize what I have properly and shouldn't waste.				

Appendix 3: Civil Organizations Questionnaire

Interviewee's **Date of interview:** ……/……/2009
Name surname:……
Positions:……...
Gender:……
Age:……...
Educational status:……..

Question	Answer
What do you think of the ethical awareness and behavior in public employees?	
What do you think of the responsibility for the impartial and honest behavior of the state employees in their job?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of awareness of public service the state employees should have in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of impartiality and accountability the state employees should have in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of not gaining advantage in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of behaving participative in carrying out their task?	

How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of behaving respectfully and courteously in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What do you think of the responsibility of saving in public assets and not wasting in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of civil society organization to state employees?	
What is the role of civil society organizations in the acquisition of the ethical awareness in society related to public employees?	
In your opinion, should the civil society organizations put the unethical behavior in the first place or ethical behavior in order to help society to acquire ethical awareness?	
Why?	
In your opinion, what should civil society organizations do for corruption and unethical behavior?	

Appendix 4: Media Questionnaire

Interviewee's **Date of interview:** ……/……/2009
Name surname:……
Positions:……...
Gender:……
Age:……...
Educational status:……..

Question	Answer
What do you think of the ethical awareness and behavior in public employees?	
What do you think of the responsibility for the impartial and honest behavior of the state employees in their job?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of awareness of public service the state employees should have in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of impartiality and accountability the state employees should have in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of not gaining advantage in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of behaving participative in carrying out their task?	

How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of behaving respectfully and courteously in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What do you think of the responsibility of saving in public assets and not wasting in carrying out their task?	
How do you evaluate the attitude of the society in this issue?	
How do you evaluate the attitude of media to state employees?	
What is the role of media in the acquisition of the ethical awareness in society related to public employees?	
In your opinion, should the media put the unethical behavior in the first place or ethical behavior in order to help society to acquire ethical awareness?	
Why?	
In your opinion, what sort of effect does the consistency of the programs in media with the values of the society have in the ethical awareness of the state employees?	
Why?	
In your opinion, what should media do for corruption and unethical behavior?	

Appendix 5: Tables for The Chi-Square (χ^2) Relation Analyses Between Demographical Variables in Public Survey and The Scale Variables Obtained Through Likert Scale

The Relation between Place Variable and Ethical Principles Dimensions

Justice and Honesty Dimension

Table 1:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
The Place of the Questionnaire	İstanbul	Frequency	95	416	20	**531**
		Percent	6.1	26.8	1.3	**34.2**
	Ankara	Frequency	141	469	11	**621**
		Percent	9.1	30.2	0.7	**40.0**
	Kars	Frequency	89	297	14	**400**
		Percent	5.7	19.1	0.9	**25.8**
	Total	**Frequency**	**325**	**1182**	**45**	**1552**
		Percent	**20.9**	**76.2**	**2.9**	**100.0**

χ^2 = 8.766 and Significance Level (P) = 0.067

Responsibility Dimension

Table 2:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Responsibility Dimension

			Responsibility Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
The place of the Questionnaire	İstanbul	Frequency	242	287	2	**531**
		Percent	15.6	18.5	0.1	**34.2**
	Ankara	Frequency	341	279	1	**621**
		Percent	22	18	01	**40.0**
	Kars	Frequency	205	195	0	**400**
		Percent	13.2	12.6	0.0	**25.8**
	Total	**Frequency**	**788**	**761**	**3**	**1552**
		Percent	**50.8**	**49**	**0.2**	**100.0**

χ^2 = 11.535 and Significance Level (P) = 0.021

Productivity and Efficiency Dimension

Table 3:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
The place of the Questionnaire	İstanbul	Frequency	230	288	13	**531**
		Percent	14.8	18.6	0.8	**34.2**
	Ankara	Frequency	369	239	13	**621**
		Percent	23.8	15.4	0.8	**40.0**
	Kars	Frequency	199	197	4	**400**
		Percent	12.8	12.7	0.3	**25.8**
	Total	**Frequency**	**798**	**724**	**30**	**1552**
		Percent	**51.4**	**46.6**	**1.9**	**100.0**

χ^2 = 33.350 and Significance Level (P) = 0.000

Social Ethical Perception

Table 4:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Social Ethical Perception

			Social Ethical Perception			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
The place of the Questionnaire	İstanbul	Frequency	157	344	30	**531**
		Percent	10.1	22.2	1.9	**34.2**
	Ankara	Frequency	249	346	26	**621**
		Percent	16	22.3	1.7	**40.0**
	Kars	Frequency	148	237	15	**400**
		Percent	9.5	15.3	1	**25.8**
	Total	**Frequency**	**554**	**927**	**71**	**1552**
		Percent	**35.7**	**59.7**	**4.6**	**100.0**

χ^2 = 15.249 and Significance Level (P) = 0.004

The Relation between Ethical Principle Dimension and Gender Variable

Democracy, Respectability and Trust

Table 5:

The Results of the Chi-Square (χ^2) Relation Analyses between Gender Variable and Democracy, Respectability and Trust

			Democracy, Respectability and Trust			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Gender	Male	Frequency	335	484	22	**841**
		Percent	21.6	31.2	1.4	**54.2**
	Female	Frequency	333	362	16	**711**
		Percent	21.5	23.3	1	**45.8**
	Total	**Frequency**	**668**	**846**	**38**	**1552**
		Percent	**43**	**54.5**	**2.4**	**100.0**

χ^2 = 7.712 and Significance Level (P) = 0.021

Productivity and Efficiency Dimension

Table 6:

The Results of the Chi-Square (χ^2) Relation Analyses between Gender Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Gender	Male	Frequency	464	363	14	**841**
		Percent	29.9	23.4	0.9	**54.2**
	Female	Frequency	334	361	16	**711**
		Percent	21.5	23.3	1	**45.8**
	Total	**Frequency**	**798**	**724**	**30**	**1552**
		Percent	**51.4**	**46.6**	**1.9**	**100**

χ^2 = 10.501 and Significance Level (P) = 0.005

The Relation between Ethical Principle Dimensions and Age Variable

Responsibility Dimension

Table 7:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Responsibility Dimension

			Responsibility Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Age	30 and below	Frequency	27	46	1	**74**
		Percent	1.7	3	0.1	**4.8**
	Between 31 – 40	Frequency	344	353	0	**697**
		Percent	22.2	22.7	0.0	**44.9**
	Between 41 – 50	Frequency	369	315	2	**686**
		Percent	23.8	20.3	0.1	**44.2**
	51 and above	Frequency	48	47	0	**95**
		Percent	3.1	3	0.0	**6.1**
	Total	**Frequency**	**788**	**761**	**3**	**1552**
		Percent	**50.8**	**49**	**0.2**	**100.0**

χ^2 = 15.822 and Significance Level (P) = 0.015

Productivity and Efficiency Dimension

Table 8:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Age	30 and below	Frequency	24	47	3	**74**
		Percent	1.5	3	0.2	**4.8**
	Between 31 – 40	Frequency	357	327	13	**697**
		Percent	23	21.1	0.8	**44.9**
	Between 41 – 50	Frequency	374	299	13	**686**
		Percent	24.1	19.3	0.8	**44.2**
	51 and above	Frequency	43	51	1	**95**
		Percent	2.8	3.3	0.1	**6.1**
	Total	**Frequency**	**798**	**724**	**30**	**1552**
		Percent	**51.4**	**46.6**	**1.9**	**100**

χ^2 = 16.211 and Significance Level (P) = 0.013

Social Ethical Perception

Table 9:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Social Ethical Perception

			Social Ethical Perception			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Age	30 and below	Frequency	12	52	10	**74**
		Percent	0.8	3.4	0.6	**4.8**
	Between 31 – 40	Frequency	237	432	28	**697**
		Percent	15.3	27.8	1.8	**44.9**
	Between 41 – 50	Frequency	273	387	26	**686**
		Percent	17.6	24.9	1.7	**44.2**
	51 and above	Frequency	32	56	7	**95**
		Percent	2.1	3.6	0.5	**6.1**
	Total	**Frequency**	**554**	**927**	**71**	**1552**
		Percent	**35.7**	**59.7**	**4.6**	**100.0**

χ^2 = 30.946 and Significance Level (P) = 0.000

The Relation between Ethical Principle Dimensions and Education Variable

Justice and Honesty Dimension

Table 10:

The Results of the Chi-Square (χ^2) Relation Analyses between Education Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Education	Secondary school graduate	Frequency	73	467	23	**563**
		Percent	4.7	30.1	1.5	**36.3**
	High school graduate	Frequency	109	403	14	**526**
		Percent	7	26	0.9	**33.9**
	University graduate	Frequency	143	312	8	**463**
		Percent	9.2	20.1	0.5	**29.8**
	Total	**Frequency**	**325**	**1182**	**45**	**1552**
		Percent	**20.9**	**76.2**	**2.9**	**100.0**

χ^2 = 52.101 and Significance Level (P) = 0.000

Responsibility Dimension

Table 11:

The Results of the Chi-Square (χ^2) Relation Analyses between Education Variable and Responsibility Dimension

			Responsibility Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Education	Secondary school graduate	Frequency	240	322	1	**563**
		Percent	15.5	20.7	0.1	**36.3**
	High school graduate	Frequency	264	261	1	**526**
		Percent	17	16.8	0.1	**33.9**
	University graduate	Frequency	284	178	1	**463**
		Percent	18.3	11.5	0.1	**29.8**
	Total	**Frequency**	**788**	**761**	**3**	**1552**
		Percent	**50.8**	**49**	**0.2**	**100.0**

χ^2 = 35.860 and Significance Level (P) = 0.000

Democracy, Respectability and Trust

Table 12:

The Results of the Chi-Square (χ^2) Relation Analyses between Education Variable and Democracy, Respectability and Trust Dimension

			Democracy, Respectability and Trust			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Education	Secondary school graduate	Frequency	209	333	21	**563**
		Percent	13.5	21.5	1.4	**36.3**
	High school graduate	Frequency	218	301	7	**526**
		Percent	14	19.4	0.5	**33.9**
	University graduate	Frequency	241	212	10	**463**
		Percent	15.5	13.7	0.6	**29.8**
	Total	**Frequency**	**668**	**846**	**38**	**1552**
		Percent	**43**	**54.5**	**2.4**	**100.0**

χ^2 = 29.638 and Significance Level (P) = 0.000

Productivity and Efficiency Dimension

Table 13:

The Results of the Chi-Square (χ^2) Relation Analyses between Education Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Education	Secondary school graduate	Frequency	212	332	19	**563**
		Percent	13.7	21.4	1.2	**36.3**
	High school graduate	Frequency	270	249	7	**526**
		Percent	17.4	16	0.5	**33.9**
	University graduate	Frequency	316	143	4	**463**
		Percent	20.4	9.2	0.3	**29.8**
	Total	**Frequency**	**798**	**724**	**30**	**1552**
		Percent	**51.4**	**46.6**	**1.9**	**100.0**

χ^2 = 99.069 and Significance Level (P) = 0.000

Social Ethical Perception

Table 14:

The Results of the Chi-Square (χ^2) Relation Analyses between Education Variable and Social Ethical Perception

			Social Ethical Perception			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Education	Secondary school graduate	Frequency	123	402	38	**563**
		Percent	7.9	25.9	2.4	**36.3**
	High school graduate	Frequency	190	314	22	**526**
		Percent	12.2	20.2	1.4	**33.9**
	University graduate	Frequency	241	211	11	**463**
		Percent	15.5	13.6	0.7	**29.8**
	Total	**Frequency**	**554**	**927**	**71**	**1552**
		Percent	**35.7**	**59.7**	**4.6**	**100**

χ^2 = 104.247 and Significance Level (P) = 0.000

The Relation between Ethical Principle Dimension and Organization Employed At

Justice and Honesty Dimension

Table 15:

The Results of the Chi-Square (χ^2) Relation Analyses between Organization Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Organization employed at	Public	Frequency	136	419	12	**567**
		Percent	8.8	27	0.8	**36.5**
	Private	Frequency	189	763	33	**985**
		Percent	12.2	49.2	2.1	**63.5**
	Total	**Frequency**	**325**	**1182**	**45**	**1552**
		Percent	**20.9**	**76.2**	**2.9**	**100.0**

χ^2 = 6.446 and Significance Level (P) = 0.040

Responsibility Dimension

Table 16:

The Results of the Chi-Square (χ^2) Relation Analyses between Organization Variable and Responsibility Dimension

			Responsibility Dimension			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Organization employed at	Public	Frequency	310	256	1	**567**
		Percent	20	16.5	0.1	**36.5**
	Private	Frequency	478	505	2	**985**
		Percent	30.8	32.5	0.1	**63.5**
	Total	**Frequency**	**788**	**761**	**3**	**1552**
		Percent	**50.8**	**49**	**0.2**	**100**

χ^2 = 5.438 and Significance Level (P) = 0.066

Productivity and Efficiency Dimension

Table 17:

The Results of the Chi-Square (χ^2) Relation Analyses between Organization Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Organization employed at	Public	Frequency	342	218	7	**567**
		Percent	22	14	0.5	**36.5**
	Private	Frequency	456	506	23	**985**
		Percent	29.4	32.6	1.5	**63.5**
	Total	**Frequency**	**798**	**724**	**30**	**1552**
		Percent	**51.4**	**46.6**	**1.9**	**100.0**

χ^2 = 28.899 and Significance Level (P) = 0.000

Social Ethical Perception

Table 18:

The Results of the Chi-Square (χ^2) Relation Analyses between Organization Variable and Social Ethical Perception

			Social Ethical Perception			**Total**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**	
Organization employed at	Public	Frequency	236	310	21	**567**
		Percent	15.2	20	1.4	**36.5**
	Private	Frequency	318	617	50	**985**
		Percent	20.5	39.8	3.2	**63.5**
	Total	**Frequency**	**554**	**927**	**71**	**1552**
		Percent	**35.7**	**59.7**	**4.6**	**100.0**

χ^2 = 14.096 and Significance Level (P) = 0.001

Table 19:

The Results of the Chi-Square (χ^2) Relation Analyses between Ethical Dimensions and Social Ethical Perception

			Social Ethical Perception			**Total**	χ^2	**P Value**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**			
Justice and Honesty Dimension	Ethical Principle Adopted	Frequency	274	51	0	325	496.769	0.000
		Percent	17.7	3.3	0.0	20.9		
	Ethical Principle Partly Adopted	Frequency	280	845	57	1182		
		Percent	18	54.4	3.7	76.2		
	Ethical Principle Not Adopted	Frequency	0	31	14	45		
		Percent	0.0	2	0.9	2.9		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Responsibility Dimension	Ethical Principle Adopted	Frequency	489	299	0	788	569.658	0.000
		Percent	31.5	19.3	0.0	50.8		
	Ethical Principle Partly Adopted	Frequency	65	628	68	761		
		Percent	4.2	40.5	4.4	49		
	Ethical Principle Not Adopted	Frequency	0	0	3	3		
		Percent	0.0	0.0	0.2	0.2		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Democracy, Respectability and Trust Dimension	Ethical Principle Adopted	Frequency	384	281	3	668	353.708	0.000
		Percent	24.7	18.1	0.2	43		
	Ethical Principle Partly Adopted	Frequency	170	623	53	846		
		Percent	11	40.1	3.4	54.5		
	Ethical Principle Not Adopted	Frequency	0	23	15	38		
		Percent	0.0	1.5	1	2.4		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Productivity and Efficiency Dimension	Ethical Principle Adopted	Frequency	412	381	5	798	282.879	0.000
		Percent	26.5	24.5	0.3	51.4		
	Ethical Principle Partly Adopted	Frequency	142	528	54	724		
		Percent	9.1	34	3.5	46.6		
	Ethical Principle Not Adopted	Frequency	0	18	12	30		
		Percent	0.0	1.2	0.8	1.9		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		

The Effect of Understanding of the State by the Public

Table 20:

The Results of the Chi-Square (χ^2) Relation Analyses between Understanding of the State by the Public and Social Ethical Perception

			Social Ethical Perception			**Total**	χ^2	**P Value**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**			
The understanding of the state and the structure of patriarchy cause people to regard the state unquestionable and sacred	Not agree	Frequency	172	365	35	**572**	15.280	0.000
		Percent	11.1	23.5	2.3	**36.9**		
	Agree	Frequency	382	562	36	**980**		
		Percent	24.6	36.2	2.3	**63.1**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The traditional structure of the society and the strong relative bonds causes the public employees to provide privileges to their relatives	Not agree	Frequency	105	214	22	**341**	6.980	0.030
		Percent	6.8	13.8	1.4	**22.0**		
	Agree	Frequency	449	713	49	**1211**		
		Percent	28.9	45.9	3.2	**78.0**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		

Table 21:

The Results of the Chi-Square (χ^2) Relation Analyses between Organization Variable and Education Dimensions

			Social Ethical Perception			**Total**	χ^2	**P Value**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**			
To me, education has an important role in acquiring ethical behavior	Not agree	Frequency	25	84	18	**127**	38.741	0.000
		Percent	1.6	5.4	1.2	**8.2**		
	Agree	Frequency	529	843	53	**1425**		
		Percent	34.1	54.3	3.4	**91.8**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The primary and the secondary school curriculum enable the existing ethical values of the students to emerge.	Not agree	Frequency	53	105	20	**178**	21.494	0.000
		Percent	3.4	6.8	1.3	**11.5**		
	Agree	Frequency	501	822	51	**1374**		
		Percent	32.3	53	3.3	**88.5**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Acquisition of the ethical values is not only confined to the courses of Religion and Morals and Civic	Not agree	Frequency	27	89	13	**129**	19.927	0.000
		Percent	1.7	5.7	0.8	**8.3**		
	Agree	Frequency	527	838	58	**1423**		
		Percent	34	54	3.7	**91.7**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Ethics education contributes to the formation of the awareness of ethics in students	Not agree	Frequency	36	85	16	**137**	20.446	0.000
		Percent	2.3	5.5	1	**8.8**		
	Agree	Frequency	518	842	55	**1415**		
		Percent	33.4	54.3	3.5	**91.2**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The success of ethics education is measured with the changes observed in the behavior of the students	Not agree	Frequency	43	117	10	**170**	9.144	0.010
		Percent	2.8	7.5	0.6	**11**		
	Agree	Frequency	511	810	61	**1382**		
		Percent	32.9	52.2	3.9	**89**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Ethical values should be offered via family, society or education programs not through punishment and prohibition and intimidation	Not agree	Frequency	36	132	20	**188**	37.536	0.000
		Percent	2.3	8.5	1.3	**12.1**		
	Agree	Frequency	518	795	51	**1364**		
		Percent	33.4	51.2	3.3	**87.9**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		

			Social Ethical Perception			**Total**	χ^2	**P Value**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**			
The behaviour of the teacher is much more effective in the acquisition of the ethical values for students than what is said	Not agree	Frequency	26	69	13	**108**	18.858	0.000
		Percent	1.7	4.4	0.8	**7**		
	Agree	Frequency	528	858	58	**1444**		
		Percent	34	55.3	3.7	**93**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The agreement of family, school and the society makes the ethical values more permanent	Not agree	Frequency	32	92	15	**139**	20.834	0.000
		Percent	2.1	5.9	1	**9**		
	Agree	Frequency	522	835	56	**1413**		
		Percent	33.6	53.8	3.6	**91**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The extra-curricular activities have an important place in the acquisition of ethical values	Not agree	Frequency	11	71	11	**93**	31.737	0.000
		Percent	0.7	4.6	0.7	**6**		
	Agree	Frequency	543	856	60	**1459**		
		Percent	35	55.2	3.9	**94**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Students with ethical awareness perform their behavior because it complies with the principle they adopted, not because they refrain from social pressure	Not agree	Frequency	26	91	9	**126**	14.274	0.001
		Percent	1.7	5.9	0.6	**8.1**		
	Agree	Frequency	528	836	62	**1426**		
		Percent	34	53.9	4	**91.9**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		

Table 22:
The Results of the Chi-Square (χ^2) Relation Analyses between Media Dimensions and Social Ethical Perception

			Social Ethical Perception			**Total**	χ^2	**P Value**
			Ethical Principle Adopted	**Ethical Principle Partly Adopted**	**Ethical Principle Not Adopted**			
Media, affects the ethical values of people through the programs and news broadcast.	Not agree	Frequency	44	122	19	**185**	24.602	0.000
		Percent	2.8	7.9	1.2	**11.9**		
	Agree	Frequency	510	805	52	**1367**		
		Percent	32.9	51.9	3.4	**88.1**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Media helps to create the awareness of ethics through broadcasting the behavior *against* ethical values such as corruption, bribery, etc.	Not agree	Frequency	100	232	19	**19**	10.374	0.006
		Percent	6.4	14.9	1.2	**22.6**		
	Agree	Frequency	454	695	52	**1201**		
		Percent	29.3	44.8	3.4	**77.4**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
Media helps to create the awareness of ethics through broadcasting behavior such as integrity, democracy, justice, etc. *complying with* ethics.	Not agree	Frequency	40	88	15	**143**	14.764	0.001
		Percent	2.6	5.7	1	**9.2**		
	Agree	Frequency	514	839	56	**1409**		
		Percent	33.1	54.1	3.6	**90.8**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The consistency of the programs in media with the values of the society helps ethical values to be permanent.	Not agree	Frequency	61	137	22	**220**	21.330	0.000
		Percent	3.9	8.8	1.4	**14.2**		
	Agree	Frequency	493	790	49	**1332**		
		Percent	31.8	50.9	3.2	**85.8**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		
The contribution of media to the creation of ethical awareness is measured with the changes in the behavior of individuals.	Not agree	Frequency	64	130	18	**212**	10.420	0.005
		Percent	4.1	8.4	1.2	**13.7**		
	Agree	Frequency	490	797	53	**1340**		
		Percent	31.6	51.4	3.4	**86.3**		
	Total	**Frequency**	**554**	**927**	**71**	**1552**		
		Percent	**35.7**	**59.7**	**4.6**	**100.0**		

Appendix 6: Tables for the Chi-Square (χ^2) Relation Analyses between Demographical Variables in Student Survey and the Scale Variables Obtained Through Likert Scale

The Relation between Place Variable and Ethical Principles Dimensions

Justice and Honesty Dimension

Table 23:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Place of the Questionnaire	İstanbul	Frequency	203	919	36	**1158**
		Percent	7.5	33.9	1.3	**42.7**
	Ankara	Frequency	191	946	19	**1156**
		Percent	7.0	34.9	0.7	**42.6**
	Kars	Frequency	91	300	9	**400**
		Percent	3.4	11.1	0.3	**14.7**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 = 13.652 and Significance Level (P) = 0.008

Responsibility Dimension

Table 24:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Responsibility Dimension

			Responsibility Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Place of the Questionnaire	İstanbul	Frequency	218	929	11	**1158**
		Percent	8.0	34.2	0.4	**42.7**
	Ankara	Frequency	231	913	12	**1156**
		Percent	8.5	33.6	0.4	**42.6**
	Kars	Frequency	104	291	5	**400**
		Percent	3.8	10.7	0.2	**14.7**
	Total	**Frequency**	**553**	**2133**	**28**	**2714**
		Percent	**20.4**	**78.6**	**1.0**	**100.0**

χ^2 = 10.075 and Significance Level (P) = 0.039

Productivity and Efficiency Dimension

Table 25:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Place of the Questionnaire	İstanbul	Frequency	183	970	5	**1158**
		Percent	6.7	35.7	0.2	**42.7**
	Ankara	Frequency	136	1010	10	**1156**
		Percent	5.0	37.2	0.4	**42.6**
	Kars	Frequency	69	329	2	**400**
		Percent	2.5	12.1	0.1	**14.7**
	Total	**Frequency**	**388**	**2309**	**17**	**2714**
		Percent	**14.3**	**85.1**	**0.6**	**100.0**

χ^2 = 12.64 and Significance Level (P) = 0.013

Social Ethical Perception

Table 26:

The Results of the Chi-Square (χ^2) Relation Analyses between Place Variable and Social Ethical Perception

			Social Ethical Perception			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Place of the Questionnaire	İstanbul	Frequency	115	1042	1	**1158**
		Percent	4.2	38.4	0.0	**42.7**
	Ankara	Frequency	113	1040	3	**1156**
		Percent	4.2	38.3	0.1	**42.6**
	Kars	Frequency	61	338	1	**400**
		Percent	2.2	12.5	0.0	**14.7**
	Total	**Frequency**	**289**	**2420**	**5**	**2714**
		Percent	**10.6**	**89.2**	**0.2**	**100.0**

χ^2 = 11.54 and Significance Level (P) = 0.021

The Relation between Ethical Principle Dimensions and School Type

Justice and Honesty Dimension

Table 27:

The Results of the Chi-Square (χ^2) Relation Analyses between School Type Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
School Type	Primary school	Frequency	325	1227	33	**1585**
		Percent	12.0	45.2	1.2	**58.4**
	Secondary (general)	Frequency	106	629	23	**758**
		Percent	3.9	23.2	0.8	**27.9**
	Secondary (vocational and technical)	Frequency	54	309	8	**371**
		Percent	2.0	11.4	0.3	**13.7**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 = 19.548 and Significance Level (P) = 0.001

Responsibility Dimension

Table 28:

The Results of the Chi-Square (χ^2) Relation Analyses between School Type and Responsibility Dimension

			Responsibility Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
School Type	Primary school	Frequency	393	1178	14	**1585**
		Percent	14.5	43.4	0.5	**58.4**
	Secondary (general)	Frequency	99	649	10	**758**
		Percent	3.6	23.9	0.4	**27.9**
	Secondary (vocational and technical)	Frequency	61	306	4	**371**
		Percent	2.2	11.3	0.1	**13.7**
	Total	**Frequency**	**553**	**2133**	**28**	**2714**
		Percent	**20.4**	**78.6**	**1.0**	**100.0**

χ^2 = 48.024 and Significance Level (P) = 0.000

Democracy, Respectability and Trust Dimension

Table 29:

The Results of the Chi-Square (χ^2) Relation Analyses between School Type Variable and Democracy, Respectability and Trust

			Democracy, Respectability and Trust			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
School Type	Primary school	Frequency	897	669	19	**1585**
		Percent	33.1	24.6	0.7	**58.4**
	Secondary (general)	Frequency	305	428	25	**758**
		Percent	11.2	15.8	0.9	**27.9**
	Secondary (vocational and technical)	Frequency	152	210	9	**371**
		Percent	5.6	7.7	0.3	**13.7**
	Total	**Frequency**	**1354**	**1307**	**53**	**2714**
		Percent	**49.9**	**48.2**	**2.0**	**100.0**

χ^2 = 74.419 and Significance Level (P) = 0.000

Productivity and Efficiency

Table 30:

The Results of the Chi-Square (χ^2) Relation Analyses between School Type Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
School Type	Primary school	Frequency	253	1325	7	**1585**
		Percent	9.3	48.8	0.3	**58.4**
	Secondary (general)	Frequency	97	655	6	**758**
		Percent	3.6	24.1	0.2	**27.9**
	Secondary (vocational and technical)	Frequency	38	329	4	**371**
		Percent	1.4	12.1	0.1%	**13.7**
	Total	**Frequency**	**388**	**2309**	**17**	**2714**
		Percent	**14.3**	**85.1**	**0.6**	**100.0**

χ^2 = 12.069 and Significance Level (P) = 0.017

Social Ethical Perception

Table 31:

The Results of the Chi-Square (χ^2) Relation Analyses between School Type Variable and Social Ethical Perception

			Social Ethical Perception			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
A School Type	Primary school	Frequency	216	1367	2	**1585**
		Percent	8.0	50.4	0.1	**58.4**
	Secondary (general)	Frequency	41	715	2	**758**
		Percent	1.5	26.3	0.1	**27.9**
	Secondary (vocational and technical)	Frequency	32	338	1	**371**
		Percent	1.2	12.5	0.0	**13.7**
	Total	**Frequency**	**289**	**2420**	**5**	**2714**
		Percent	**10.6**	**89.2**	**0.2**	**100.0**

χ^2 = 38.813 and Significance Level (P) = 0.017

The Relation between Ethical Principle Dimensions and Gender Variable

Justice and Honesty Dimension

Table 32:

The Results of the Chi-Square (χ^2) Relation Analyses between Gender Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Gender	Male	Frequency	235	1007	42	**1284**
		Percent	8.7	37.1	1.5	**47.3**
	Female	Frequency	250	1158	22	**1430**
		Percent	9.2	42.7	0.8	**52.7**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 = 9.419 and Significance Level (P) = 0.009

Responsibility Dimension

Table 33:

The Results of the Chi-Square (χ^2) Relation Analyses between Gender Variable and Responsibility Dimension

			Responsibility Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Gender	Male	Frequency	286	981	17	**1284**
		Percent	10.5	36.1	0.6	**47.3**
	Female	Frequency	267	1152	11	**1430**
		Percent	9.8	42.4	0.4	**52.7**
	Total	**Frequency**	**553**	**2133**	**28**	**2714**
		Percent	**20.4**	**78.6**	**1.0**	**100.0**

χ^2 = 7.816 and Significance Level (P) = 0.020

Democracy, Respectability and Trust

Table 34:

The Results of the Chi-Square (χ^2) Relation Analyses between Gender Variable and Democracy, Respectability and Trust Dimension

			Democracy, Respectability and Trust Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Gender	Male	Frequency	599	657	28	**1284**
		Percent	22.1	24.2	1.0	**47.3**
	Female	Frequency	755	650	25	**1430**
		Percent	27.8	23.9	0.9	**52.7**
	Total	**Frequency**	**1354**	**1307**	**53**	**2714**
		Percent	**49.9**	**48.2**	**2.0**	**100.0**

χ^2 = 10.357 and Significance Level (P) = 0.006

The Relation between Ethical Principle Dimensions and Age Variable

Justice and Honesty Dimension

Table 35:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Age	10 Age	Frequency	50	256	9	**315**
		Percent	1.8	9.4	0.3	**11.6**
	11 Age	Frequency	80	262	9	**351**
		Percent	2.9	9.7	0.3	**12.9**
	12 Age	Frequency	61	235	4	**300**
		Percent	2.2	8.7	0.1	**11.1**
	13 Age	Frequency	74	268	7	**349**
		Percent	2.7	9.9	0.3	**12.9**
	14 Age	Frequency	56	209	3	**268**
		Percent	2.1	7.7	0.1	**9.9**
	15 Age	Frequency	38	240	3	**281**
		Percent	1.4	8.8	0.1	**10.4**
	16 Age	Frequency	43	285	8	**336**
		Percent	1.6	10.5	0.3	**12.4**
	17 Age	Frequency	49	249	13	**311**
		Percent	1.8	9.2	0.5	**11.5**
	18 Age	Frequency	34	161	8	**203**
		Percent	1.3	5.9	0.3	**7.5**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 = 34.953 and Significance Level (P) = 0.004

Responsibility Dimension

Table 36:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Responsibility Dimension

			Responsibility Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Age	10 Age	Frequency	72	241	2	**315**
		Percent	2.7	8.9	0.1	**11.6**
	11 Age	Frequency	108	239	4	**351**
		Percent	4.0	8.8	0.1	**12.9**
	12 Age	Frequency	78	217	5	**300**
		Percent	2.9	8.0	0.2	**11.1**
	13 Age	Frequency	83	263	3	**349**
		Percent	3.1	9.7	0.1	**12.9**
	14 Age	Frequency	47	221	0	**268**
		Percent	1.7	8.1	0.0	**9.9**
	15 Age	Frequency	46	231	4	**281**
		Percent	1.7	8.5	0.1	**10.4**
	16 Age	Frequency	44	287	5	**336**
		Percent	1.6	10.6	0.2	**12.4**
	17 Age	Frequency	44	264	3	**311**
		Percent	1.6	9.7	0.1	**11.5**
	18 Age	Frequency	31	170	2	**203**
		Percent	1.1	6.3	0.1	**7.5**
	Total	**Frequency**	**553**	**2133**	**28**	**2714**
		Percent	**20.4**	**78.6**	**1.0**	**100.0**

χ^2 = 64.688 and Significance Level (P) = 0.000

Democracy, Respectability and Trust Dimension

Table 37:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Democracy, Respectability and Trust Dimension

			Democracy, Respectability and Trust Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Age	10 Age	Frequency	189	123	3	**315**
		Percent	7.0	4.5	0.1	**11.6**
	11 Age	Frequency	236	113	2	**351**
		Percent	8.7	4.2	0.1	**12.9**
	12 Age	Frequency	155	144	1	**300**
		Percent	5.7	5.3	0.0	**11.1**
	13 Age	Frequency	178	163	8	**349**
		Percent	6.6	6.0	0.3	**12.9**
	14 Age	Frequency	129	134	5	**268**
		Percent	4.8	4.9	0.2	**9.9**
	15 Age	Frequency	122	155	4	**281**
		Percent	4.5	5.7	0.1	**10.4**
	16 Age	Frequency	140	182	14	**336**
		Percent	5.2	6.7	0.5	**12.4**
	17 Age	Frequency	126	174	11	**311**
		Percent	4.6	6.4	0.4	**11.5**
	18 Age	Frequency	79	119	5	**203**
		Percent	2.9	4.4	0.2	**7.5**
	Total	**Frequency**	**1354**	**1307**	**53**	**2714**
		Percent	**49.9**	**48.2**	**2.0**	**100.0**

χ^2 = 106.023 and Significance Level (P) = 0.000

Productivity and Efficiency Dimensions

Table 38:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Age	10 Age	Frequency	59	255	1	**315**
		Percent	2.2	9.4	0.0	**11.6**
	11 Age	Frequency	49	302	0	**351**
		Percent	1.8	11.1	0.0	**12.9**
	12 Age	Frequency	55	242	3	**300**
		Percent	2.0	8.9	0.1	**11.1**
	13 Age	Frequency	45	302	2	**349**
		Percent	1.7	11.1	0.1	**12.9**
	14 Age	Frequency	50	217	1	**268**
		Percent	1.8	8.0	0.0	**9.9**
	15 Age	Frequency	30	249	2	**281**
		Percent	1.1	9.2	0.1	**10.4**
	16 Age	Frequency	44	289	3	**336**
		Percent	1.6	10.6	0.1	**12.4**
	17 Age	Frequency	33	275	3	**311**
		Percent	1.2	10.1	0.1	**11.5**
	18 Age	Frequency	23	178	2	**203**
		Percent	0.8	6.6	0.1	**7.5**
	Total	**Frequency**	**388**	**2309**	**17**	**2714**
		Percent	**14.3**	**85.1**	**0.6**	**100.0**

χ^2 = 26.970 and Significance Level (P) = 0.042

Social Ethical Perception

Table 39:

The Results of the Chi-Square (χ^2) Relation Analyses between Age Variable and Democracy, Respectability and Trust Dimension

			Social Ethical Perception			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Age	10 Age	Frequency	38	277	0	**315**
		Percent	1.4	10.2	0.0	**11.6**
	11 Age	Frequency	66	285	0	**351**
		Percent	2.4	10.5	0.0	**12.9**
	12 Age	Frequency	39	260	1	**300**
		Percent	1.4	9.6	0.0	**11.1**
	13 Age	Frequency	42	306	1	**349**
		Percent	1.5	11.3	0.0	**12.9**
	14 Age	Frequency	29	239	0	**268**
		Percent	1.1	8.8	0.0	**9.9**
	15 Age	Frequency	19	261	1	**281**
		Percent	0.7	9.6	0.0	**10.4**
	16 Age	Frequency	18	317	1	**336**
		Percent	0.7	11.7	0.0	**12.4**
	17 Age	Frequency	20	291	0	**311**
		Percent	0.7	10.7	0.0	**11.5**
	18 Age	Frequency	18	184	1	**203**
		Percent	0.7	6.8	0.0	**7.5**
	Total	**Frequency**	**289**	**2420**	**5**	**2714**
		Percent	**10.6**	**89.2**	**0.2**	**100.0**

χ^2 =52.937 and Significance Level (P) = 0.000

The Relation between Ethical Principle Dimensions and Class Variable

Justice and Honesty Dimension

Table 40:

The Results of the Chi-Square (χ^2) Relation Analyses between Class Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Class	4 th	Frequency	52	257	11	**320**
		Percent	1.9	9.5	0.4	**11.8**
	5 th	Frequency	78	274	9	**361**
		Percent	2.9	10.1	0.3	**13.3**
	6 th	Frequency	67	239	3	**309**
		Percent	2.5	8.8	0.1	**11.4**
	7 th	Frequency	65	232	6	**303**
		Percent	2.4	8.5	0.2	**11.2**
	8 th	Frequency	63	225	4	**292**
		Percent	2.3	8.3	0.1	**10.8**
	9 th	Frequency	49	312	8	**369**
		Percent	1.8	11.5	0.3	**13.6**
	10 th	Frequency	41	298	10	**349**
		Percent	1.5	11.0	0.4	**12.9**
	11 th	Frequency	36	198	9	**243**
		Percent	1.3	7.3	0.3	**9.0**
	12 th	Frequency	34	130	4	**168**
		Percent	1.3	4.8	0.1	**6.2**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 =35.743 and Significance Level (P) = 0.003

Responsibility Dimension

Table 41:

The Results of the Chi-Square (χ^2) Relation Analyses between Class Variable and Responsibility Dimension

			Responsibility Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Class	4 th	Frequency	80	238	2	**320**
		Percent	2.9	8.8	0.1	**11.8**
	5 th	Frequency	105	252	4	**361**
		Percent	3.9	9.3	0.1	**13.3**
	6 th	Frequency	81	223	5	**309**
		Percent	3.0	8.2	0.2	**11.4**
	7 th	Frequency	69	232	2	**303**
		Percent	2.5	8.5	0.1	**11.2**
	8 th	Frequency	58	233	1	**292**
		Percent	2.1	8.6	0.0	**10.8**
	9 th	Frequency	54	309	6	**369**
		Percent	2.0	11.4	0.2	**13.6**
	10 th	Frequency	48	298	3	**349**
		Percent	1.8	11.0	0.1	**12.9**
	11 th	Frequency	29	211	3	**243**
		Percent	1.1	7.8	0.1	**9.0**
	12 th	Frequency	29	137	2	**168**
		Percent	1.1	5.0	0.1	**6.2**
	Total	**Frequency**	**553**	**2133**	**28**	**2714**
		Percent	**20.4**	**78.6**	**1.0**	**100.0**

χ^2 =62.138 and Significance Level (P) = 0.000

Democracy, Respectability and Trust Dimension

Table 42:

The Results of the Chi-Square (χ^2) Relation Analyses between Class Variable and Democracy, Respectability and Trust Dimension

			Democracy, Respectability and Trust			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Class	4 th	Frequency	201	116	3	**320**
		Percent	7.4	4.3	0.1	**11.8**
	5 th	Frequency	231	128	2	**361**
		Percent	8.5	4.7	0.1	**13.3**
	6 th	Frequency	160	147	2	**309**
		Percent	5.9	5.4	0.1	**11.4**
	7 th	Frequency	157	142	4	**303**
		Percent	5.8	5.2	0.1	**11.2**
	8 th	Frequency	148	136	8	**292**
		Percent	5.5	5.0	0.3	**10.8**
	9 th	Frequency	147	215	7	**369**
		Percent	5.4	7.9	0.3	**13.6**
	10 th	Frequency	156	179	14	**349**
		Percent	5.7	6.6	0.5	**12.9**
	11 th	Frequency	92	141	10	**243**
		Percent	3.4	5.2	0.4	**9.0**
	12 th	Frequency	62	103	3	**168**
		Percent	2.3	3.8	0.1	**6.2**
	Total	**Frequency**	**1354**	**1307**	**53**	**2714**
		Percent	**49.9**	**48.2**	**2.0**	**100.0**

χ^2 =111.916 and Significance Level (P) = 0.000

Social Ethical Perception

Table 43:

The Results of the Chi-Square (χ^2) Relation Analyses between Class Variable and Social Ethical Perception

			Social Ethical Perception			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Class	4 th	Frequency	42	278	0	**320**
		Percent	1.5	10.2	0.0	**11.8**
	5 th	Frequency	63	298	0	**361**
		Percent	2.3	11.0	0.0	**13.3**
	6 th	Frequency	43	265	1	**309**
		Percent	1.6	9.8	0.0	**11.4**
	7 th	Frequency	36	266	1	**303**
		Percent	1.3	9.8	0.0	**11.2**
	8 th	Frequency	32	260	0	**292**
		Percent	1.2	9.6	0.0	**10.8**
	9 th	Frequency	22	346	1	**369**
		Percent	0.8	12.7	0.0	**13.6**
	10 th	Frequency	20	328	1	**349**
		Percent	0.7	12.1	0.0	**12.9**
	11 th	Frequency	15	227	1	**243**
		Percent	0.6	8.4	0.0	**9.0**
	12 th	Frequency	16	152	0	**168**
		Percent	0.6	5.6	0.0	**6.2**
	Total	**Frequency**	**289**	**2420**	**5**	**2714**
		Percent	**10.6**	**89.2**	**0.2**	**100.0**

χ^2 = 49.943 and Significance Level (P) = 0.000

The Relation between Ethical Principle Dimensions and Educational Status of Mother Variable

Justice and Honesty Dimension

Table 44:

The Results of the Chi-Square (χ2) Relation Analyses between Educational Status of Mother Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Educational Status of Mother	Secondary school graduate	Frequency	284	1142	31	**1457**
		Percent	10.5	42.1	1.1	**53.7**
	High school graduate	Frequency	131	592	21	**744**
		Percent	4.8	21.8	0.8	**27.4**
	University graduate	Frequency	70	431	12	**513**
		Percent	2.6	15.9	0.4	**18.9**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 =9.823 and Significance Level (P) = 0.044

Productivity and Efficiency Dimension

Table 45:

The Results of the Chi-Square (χ^2) Relation Analyses between Educational Status of Mother Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Educational Status of Mother	Secondary school graduate	Frequency	284	1142	31	**1457**
		Percent	10.5	42.1	1.1	**53.7**
	High school graduate	Frequency	131	592	21	**744**
		Percent	4.8	21.8	0.8	**27.4**
	University graduate	Frequency	70	431	12	**513**
		Percent	2.6	15.9	0.4	**18.9**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 =9.561 and Significance Level (P) = 0.049

The Relation between Ethical Principle Dimensions and Educational Status of Father Variable

Justice and Honesty Dimension

Table 46:

The Results of the Chi-Square (χ^2) Relation Analyses between Educational Status of Father Variable and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Educational Status of Father	Secondary school graduate	Frequency	205	796	26	**1027**
		Percent	7.6	29.3	1.0	**37.8**
	High school graduate	Frequency	156	643	14	**813**
		Percent	5.7	23.7	0.5	**30.0**
	University graduate	Frequency	124	726	24	**874**
		Percent	4.6	26.8	0.9	**32.2**
	Total	**Frequency**	**485**	**2165**	**64**	**2714**
		Percent	**17.9**	**79.8**	**2.4**	**100.0**

χ^2 =13.916 and Significance Level (P) = 0.008

Productivity and Efficiency Dimension

Table 47:

The Results of the Chi-Square (χ^2) Relation Analyses between Educational Status of Mother Variable and Productivity and Efficiency Dimension

			Productivity and Efficiency Dimension			Total
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted	
Educational Status of Father	Secondary school graduate	Frequency	140	875	12	**1027**
		Percent	5.2	32.2	0.4	**37.8**
	High school graduate	Frequency	111	700	2	**813**
		Percent	4.1	25.8	0.1	**30.0**
	University graduate	Frequency	137	734	3	**874**
		Percent	5.0	27.0	0.1	**32.2**
	Total	**Frequency**	**388**	**2309**	**17**	**2714**
		Percent	**14.3**	**85.1**	**0.6**	**100.0**

χ^2 =9.754 and Significance Level (P) = 0.045

Relations between Social Ethical Perception and Ethical Dimensions

Table 48:

The Results of the Chi-Square (χ^2) Relation Analyses between Ethical Dimensions and Social Ethical Perception

			Social Ethical Perception			Total	χ^2	P Value
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted			
Justice and Honesty Dimension	Ethical Principle Adopted	Frequency	168	317	0	**485**	489.493	0.000
		Percent	6.2	11.7	0.0	**17.9**		
	Ethical Principle Partly Adopted	Frequency	121	2043	1	**2165**		
		Percent	4.5	75.3	0.0	**79.8**		
	Ethical Principle Not Adopted	Frequency	0	60	4	**64**		
		Percent	0.0	2.2	0.1	**2.4**		
	Total	**Frequency**	**289**	**2420**	**5**	**2714**		
		Percent	**10.6**	**89.2**	**0.2**	**100.0**		
Responsibility Dimension	Ethical Principle Adopted	Frequency	232	321	0	**553**	885.458	0.000
		Percent	8.5	11.8	0.0	**20.4**		
	Ethical Principle Partly Adopted	Frequency	57	2074	2	**2133**		
		Percent	2.1	76.4	0.1	**78.6**		
	Ethical Principle Not Adopted	Frequency	0	25	3	**28**		
		Percent	0.0	0.9	0.1	**1.0**		
	Total	**Frequency**	**289**	**2420**	**5**	**2714**		
		Percent	**10.6**	**89.2**	**0.2**	**100.0**		
Democracy, Respectability and Trust Dimension	Ethical Principle Adopted	Frequency	258	1096	0	**1354**	451.384	0.000
		Percent	9.5	40.4	0.0	**49.9**		
	Ethical Principle Partly Adopted	Frequency	31	1276	0	**1307**		
		Percent	1.1	47.0	0.0	**48.2**		
	Ethical Principle Not Adopted	Frequency	0	48	5	**53**		
		Percent	0.0	1.8	0.2	**2.0**		
	Total	**Frequency**	**289**	**2420**	**5**	**2714**		
		Percent	**10.6**	**89.2**	**0.2**	**100.0**		
Productivity and Efficiency Dimension	Ethical Principle Adopted	Frequency	111	277	0	**388**	278.244	0.000
		Percent	4.1	10.2	0.0	**14.3**		
	Ethical Principle Partly Adopted	Frequency	177	2129	3	**2309**		
		Percent	6.5	78.4	0.1	**85.1**		
	Ethical Principle Not Adopted	Frequency	1	14	2	**17**		
		Percent	0.0	0.5	0.1	**0.6**		
	Total	**Frequency**	**289**	**2420**	**5**	**2714**		
		Percent	**10.6**	**89.2**	**0.2**	**100.0**		

Table 49:

The Results of the Chi-Square (χ^2) Relation Analyses between Ethical Dimensions and Justice and Honesty Dimension

			Justice and Honesty Dimension			Total	χ^2	P Value
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted			
Responsibility Dimension	Ethical Principle Adopted	Frequency	144	405	4	**553**	65.650	0.000
		Percent	5.3	14.9	0.1	**20.4**		
	Ethical Principle Partly Adopted	Frequency	338	1740	55	**2133**		
		Percent	12.5	64.1	2.0	**78.6**		
	Ethical Principle Not Adopted	Frequency	3	20	5	**28**		
		Percent	0.1	0.7	0.2	**1.0**		
	Total	**Frequency**	**485**	**2165**	**64**	**2714**		
		Percent	**17.9**	**79.8**	**2.4**	**100.0**		
Democracy, Respectability and Trust Dimension	Ethical Principle Adopted	Frequency	282	1049	23	**1354**	36.571	0.000
		Percent	10.4	38.7	0.8	**49.9**		
	Ethical Principle Partly Adopted	Frequency	196	1076	35	**1307**		
		Percent	7.2	39.6	1.3	**48.2**		
	Ethical Principle Not Adopted	Frequency	7	40	6	**53**		
		Percent	0.3	1.5	0.2	**2.0**		
	Total	**Frequency**	**485**	**2165**	**64**	**2714**		
		Percent	**17.9**	**79.8**	**2.4**	**100.0**		
Productivity and Efficiency Dimension	Ethical Principle Adopted	Frequency	94	290	4	**388**	37.231	0.000
		Percent	3.5	10.7	0.1	**14.3**		
	Ethical Principle Partly Adopted	Frequency	385	1867	57	**2309**		
		Percent	14.2	68.8	2.1	**85.1**		
	Ethical Principle Not Adopted	Frequency	6	8	3	**17**		
		Percent	0.2	0.3	0.1	**0.6**		
	Total	**Frequency**	**485**	**2165**	**64**	**2714**		
		Percent	**17.9**	**79.8**	**2.4**	**100.0**		

Table 50:

The Results of the Chi-Square (χ^2) Relation Analyses between Ethical Dimensions and Productivity and Efficiency Perception

			Productivity and Efficiency Perception			Total	χ^2	P Value
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted			
Democracy, Respectability and Trust Dimension	Ethical Principle Adopted	Frequency	353	997	4	**1354**	115.904	0.000
		Percent	13.0	36.7	0.1	**49.9**		
	Ethical Principle Partly Adopted	Frequency	196	1093	18	**1307**		
		Percent	7.2	40.3	0.7	**48.2**		
	Ethical Principle Not Adopted	Frequency	4	43	6	**53**		
		Percent	0.1	1.6	0.2	**2.0**		
	Total	**Frequency**	**553**	**2133**	**28**	**2714**		
		Percent	**20.4**	**78.6**	**1.0**	**100.0**		
Productivity and Efficiency Dimension	Ethical Principle Adopted	Frequency	125	261	2	**388**	40.171	0.000
		Percent	4.6	9.6	0.1	**14.3**		
	Ethical Principle Partly Adopted	Frequency	424	1859	26	**2309**		
		Percent	15.6	68.5	1.0	**85.1**		
	Ethical Principle Not Adopted	Frequency	4	13	0	**17**		
		Percent	0.1	0.5	0.0	**0.6**		
	Total	**Frequency**	**553**	**2133**	**28**	**2714**		
		Percent	**20.4**	**78.6**	**1.0**	**100.0**		

Table 51:

The Results of the Chi-Square (χ^2) Relation Analyses between Ethical Dimensions and Democracy, Respectability and Trust Dimension

			Democracy, Respectability and Trust Perception			Total	χ^2	P Value
			Ethical Principle Adopted	Ethical Principle Partly Adopted	Ethical Principle Not Adopted			
Productivity and Efficiency Dimension	Ethical Principle Adopted	Frequency	235	150	3	**388**	40.171	0.000
		Percent	8.7	5.5	0.1	**14.3**		
	Ethical Principle Partly Adopted	Frequency	1115	1147	47	**2309**		
		Percent	41.1	42.3	1.7	**85.1**		
	Ethical Principle Not Adopted	Frequency	4	10	3	**17**		
		Percent	0.1	0.4	0.1	**0.6**		
	Total	**Frequency**	**1354**	**1307**	**53**	**2714**		
		Percent	**49.9**	**48.2**	**2.0**	**100.0**		