

PERCEPTIONS OF PUBLIC EDUCATION CENTERS MANAGERS ON VOCATIONAL ETHICS

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HALK EĞİTİMİ MERKEZİ MÜDÜRLERİNİN MESLEK ETİĞİNE İLİŞKİN GÖRÜŞLERİ

Abstract

The purpose of this study is to find out the views of the Public Education Centers (PEC) managers on vocational ethics. The data have been collected by the researcher based on a semi-structured interview form developed by the researcher. The four separate questions have determined the perceptions of PEC managers about occupational ethic. It has been revealed through this investigation that the PEC managers make 13 definitions occupational ethic in 4 different categories, 40 definitions of occupational ethic principles, 21 definitions of behavior appropriate to occupational ethic and 44 definitions of behavior inappropriate to occupational ethic. However, the definitions made by PEC managers have been found parallel to the definitions about occupational ethics in the related literature. In conclusion, the definitions of occupational ethics made by the PEC managers have a basic structure in determining ethic codes of occupational ethics for educational institutions, especially for adult education in Turkey.

Key Words: Ethics, Adult Education, Vocational Ethics

Öz

Bu çalışmanın amacı, Halk Eğitimi Merkezi (HEM) Müdürlerinin meslek etiğine ilişkin görüşlerinin belirlenebilemsidir. Veriler, araştırmacı tarafından geliştirilen yarıyapılandırılmış görüşme formu aracılığıyla toplanmıştır. HEM müdürlerinin meslek etiğine ilişkin görüşleri dört farklı soru ile belirlenmiştir. HEM müdürlerinin, dört farklı kategoride 13 adet meslek etiği tanımı, 40 adet meslek etiği ilkesi, 21 adet meslek etiğine uygun davranış kalıbı ve 44 adet mesleki etik dışı davranış kalıbı tanımı yaptıkları belirlenmiştir. HEM müdürlerinin meslek etiği literatüründe yer tanımlara benzer tanımlamar yaptığı belirlenmiştir. Sonuç olarak, HEM müdürleri tarafından meslek ahlakına ilişkin yapılan tanımlamalar Türkiye’de eğitim kurumları için, özellikle yetişkin eğitimi için oluşturulacak meslek etiği ilkelerine temel oluşturacak nitelikte olduğu görülmektedir.

Anahtar Kelimeler: Etik, Yetişkin Eğitimi, Mesleki Etik

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INTRODUCTION

Ethics means a series of rules and principles or a cluster of behavior and ethics principles adopted by a group of people or a society (Erdem, 2007). The concepts moral and ethics have similar meanings and one is often used for the other. The term ethics, which has the same meaning as morality, is defined in the famous dictionary of Turkish Language Institution as ethics, moral, analyzing human behavior as right or wrong and good or bad in terms of value judgment. The term ethics is defined in the same dictionary as a group of behavior which all members of a vocation should obey or refrain (TDK, 2012).

Aristotle defines ethics as good and virtuous behavior. Ethics, which also means morals and character, forms action models as connective norms created with mutual adoption each other in human relations and with mutual respect (Pieper, 2012). The term ethics is usually used with the same meaning as morality (Özmen ve Güngör, 2008; Bilington, 2001). In philosophical literature, ethics is enjoyed in three types, “descriptive ethics”, “normative ethics” and “metaethics”. Descriptive ethics focuses on the results of human behavior rather than making rules to direct their behavior. Descriptive ethics aims at describing possible results of human behavior as it is. The basic goal of this type of ethics is to reveal the content of current moral values in a society or institution impartially. Normative ethics tries to explain the criteria to human behavior to be judged and the rules to form human behavior. In short, it focuses on a group of rules to conclude that human behavior is good or bad, or right or wrong. Metaethics is a way of thinking which analyzes the meaning of moral values in the relation between language and morality (Cevizci, 2008). According to this definition, metaethics norms explain analysis understandability of these norms in terms of language.

In the context of public services, ethics is defined as putting ideals and values of public services culture into practice (OECD, 1996). Morality means human relations, norms, values and all rules, with other beings (Cevizci, 2008). To Aristotle, action or the behavior itself, is not the main purpose. The main purpose, to him, is what is gained at the end of human actions and behavior, and the results which makes humans happy (Türkeri, 2010). According to this view occupational or professional ethics is doing something to achieve conclusive values. The main purpose of occupational ethics is to help others, and to gain good product or behavior. Occupational ethics may also be defined as the rules to be followed in a certain branch (Yürütücü and Gürbüz, 2001). Ethics codes have a facilitating role in understanding occupational ethics and guide

employees in their organizational behavior. These codes are official, written, illustrative documents with no sanctions. They contain moral standards. Moral behavior is one's intentional and voluntary decision, and reflection in her/his actions, in the frame that s/he is freely dependant. Occupational ethics is general principles about right or wrong behavioral forms to be applied to special problems of an occupation. Public administration ethics is an administration approach in which authorities enjoy maintaining honesty and objectivity in public affairs and avoid or refrain from using inappropriate practice or implementations by the rules of positions and status they occupy (Işık, 2009).

Public administration is an administrative action realized for public welfare. Public welfare consists of all kinds of public actions and services to meet daily needs of the society and to maintain daily life. Legal arrangements control the behavior of public authorities externally, and public behavior internally (Cooper et al, 1998). Public administration ethics can be defined as realization the actions of public employees in accordance with the related laws, ethics codes and various other rules. In other terms, it is possible to define public administration ethics as every kind of tasks of public employees in their field that they do as a result of combining laws and individual moral values in a melting pot (Özdemir, 2008).

In Articles 5-22 of the Regulation for Principles of Public Officials Ethics Behavior and Application and Procedures, issued by Ethics Committee of Prime Ministry of the Republic of Turkey (BEK), the ethics rules that public officials must obey are defined as (T.C.BEK, 2005):

“Awareness in public service, adapting standards of service, loyalty to purpose and mission, honesty and objectivity, respectability and trust, kindness and trust, report to authorities, avoiding conflicting interests, not using authority and position for personal interest, ban on gifts personal interests, benefiting from public goods and sources, keeping away from extravagancy, binding and unreal press release, informing, clarity, participation, managers' responsibility of explanation, relations with former public authorities, declaration of property”

This regulation, which specifies moral behavior in application of state institutions, is also based on a sanction. The rules to be obeyed in the application of public services empower legality and democratic structure of the republic, increase citizens' confidence to the state and reinforce its power in this way.

Ethics in the public administration is the process to form right behavioral conducts in all administrative fields providing public service and to control behavior accordingly (Işık, 2009). Ethics in the public administration is *to keep public interests on top of one's own interests, not to go into relations in a way to keep oneself financially dependant on others, to be equitable, transparency, clearness and honesty maintained in behavior* (Bishop et al, 2003). Ethics codes, ethics education, successful achievement and equipment of ethics decision-making processes are of vital importance to organizations. The use ethics codes in human resources policies, employees' learning and adopting ethics codes are inevitable processes for organizational success. Besides, organizations should have suitable organizational structures for decision making processes together with the processes necessary for controlling and rewarding ethics conducts (Saylı & Kızıldağ, 2007). Work ethics which is developing as an administrative discipline affects social welfare and ethics of employees by means of decisions of organizational leaders and executives. The models based on satisfaction of the society, employees, customers and all others involved in the processes for organizational success are getting more and more common. It is similarly of great importance for organizational to have responsibility not to harm themselves and each other in this process, which is shortly ethics management. For an ethics organization, all employees in the organization structure should exhibit ethics behavior (Celep et al, 2004).

The ethics rules that managers of adult education centers should follow in their education are that all employees in the organization should (Sork, 2009): be provided the right to benefit from education, respect ethnic origins and cultures, refrain from relations of benefit, respect personality and personal privacy, accept and respect the fact that each individual is unique and different, be sensitive to negative perceptions in institutional communication, be right and clear in announcements and information, be objective and honest in monetary processes, support others in the process of active education and training, and refrain from all kinds of behavior and conducts against other learners.

Gilman (1999) highlights two different concepts in ethics management, compliance and integrity. He emphasizes the importance of external control of conducts of public officials by compliance. Control is given priority in this approach in terms of obedience or contravention to principles and procedures assessed in advance. Shortly this approach requires concrete rules for implementation and comprehensive controlling mechanisms. Integrity approach, on the other hand, focuses on auto

control and internal auditing in the process public officials are doing their tasks. The internal auditing has two dimensions, the first is moral evaluation in employees' daily conducts, and their capacity to learn and understand, and the second is an employee's character created by her/his occupational relationship with others. Integrity management aims interactive educational sessions, workshops, individual coaching and etc to improve working skills and moral characters by means of ethics codes (Maesschalck, 2004).

Unethical conducts are serious sources of anxiety in working life. In a survey made 54% of employees as professional work power were found not to obey organizational procedures, to have conducts against law (Schumann, 2001). Ethics can be implemented through standards in recruitment, training, auditing, and evaluation in the workplace, through implementation of sanctions for non standard organizational conducts and through synergy created by executives to train employees to adopt these standards. Functional purposes, good examples and guidelines to instruct ethical conduct standards should be used for achievement. It seems that the most effective way of creating ethical conducts and implementations to institutionalize ethics conducts in public administration (Plant, Ran, 2009).

In political, cultural and historical context, moral educational leadership is placed in school systems with several beliefs and assumptions (Starratt, 1999). The criteria for ethics conducts of managers in school are doing the right option, bewareing from the wrong one, effective learning in organizational life and putting social conditions under guarantee (Evers, 1999). Educational managers should make some analyses and evaluations for ethics values to be learnt and grasped better such as (Leonard, 1999):

- Clear specification of sacrificing attitudes, values and beliefs
- Clarity in the process of forming criteria and values
- Adoption to moral leadership frames
- Critical expression of authority relations in language use
- Clear distinction between academic and operator's views on values
- Structuring the implemented values and continuous auditing the perception of implementation time
- Better understanding the leadership paradox and
- Analysis of obstacles against cooperative leadership.

In education management occupational ethics can be defined as the rules and standards that managers should follow in their institutions. As occupational ethics makes models and standards, some formalized principles are needed. In general some ethical principles to be implemented in education institutions can be listed as follows: “justice, equity, truthfulness, neutrality, honesty, respect to human rights, loyalty, superiority of law, love, tolerance, democracy, positive human relationships, protection of rights and freedoms (Pehlivan, 1998). Occupational ethics is a set of mandatory principles that are put by certain professionals for their professional life, compelling members to do as specified, putting limits to individual tendencies, excluding nonstandard and unprincipled members (Deliorman & Kandemir, 2009). The qualities of occupational ethics can be put as meticulous fulfillment of conducts and implementation prerequisite with an occupation, respect to professions, professionals and expertise, respect to people and their personality, continuous self renewal, follow up the scientific and social change, adoption to positive progress, consistency in behavior and attitudes, cooperation and support among colleagues.

Adults are people who accept themselves and are accepted by other citizens to be socially mature (Jarvis, 2004; Merriam & Brockett, 2007). Organization of Economic Cooperation and Development (OECD) defines adult education as follows: Adult education consists of the programs and activities specially designed for those who are moved out of the age of education, whose main duty is not to go to school, in order to meet and satisfy the educational needs of these people at any step in their life (OECD, 1977; Geray, 2002; Jarvis, 2005). In another definition adult education is a systematic and permanent process to change information, attitudes, values and skills of individuals who have social roles. Knowles defines adult education as a set of organized activities provided by various organizations to realize special education goals specified for adults (Jarvis, 2004). Continuing education can be used as a substitute for lifelong education. Some nations use the term as “public education”.

Change and transformation is a process with no force but guidance. Transformational leadership focuses on organizational values in relations between the organization equipped with values and the society it serves. Transformational leadership transforms the self centered attitudes of its members, their values and beliefs into higher devoted attitudes, values and beliefs (Starrat, 2005). The values forming goals and proposes of individuals and society as a whole are accepted to be important in adult

education (Merriam & Brockett, 2007). Adult education should transform people into adequate and conscious individuals in claiming their rights and realizing their needs and wishes (Jarvis, 2005).

A manager is not only the person who should obey the moral rules in an organization but he should also set moral values for the people in his organization and take possible precautions for implementation (Boatright, 1998). Moral principles of an organization should force the workers into right behavior especially in their organizational conducts.

Managers should also take ethics principles of the occupation into consideration when evaluating legal conformity in employees' behavior.

Lifelong learning is a continuing learning with various implementations adopted by our modern world. Like in formal education, human and social values are of great significance for modern societies and modern life in adult education. Public education organizations are the first organizations whose basic duty is to provide this education. These organizations should take ethical values into consideration. The ever growing importance of ethics values every other day these values may be pathfinders for managers of educational organizations (Uğurlu & Üstüner, 2011) and even when encoded, they can function as navigators. Brockett (1990) proposes a three dimensional ethics implementation model which adult education managers should follow in decision making. The first is personal values dimension, the beginning of understanding personal values, expressing dependency to values and showing the level of faith to empower ethical conducts. The second is the dimension of awareness about which one is expected to report, a dimension to show necessary responsibilities. Authorities of adult education are responsible for meeting different educational needs of students, other colleagues and employers. The third is the extensive dimension of putting values into practice. This dimension emphasizes the requirement for awareness of implementation, though informal, even though the values are formally specified (Imel, 1990).

Educational organizations are the widespread organizations in terms of personnel and the number of people involved. The presence of negative situations in public sectors is inevitable in education organization, too. In a study (Sezerel, 2007) it is discovered that almost half of the employees in the public sector are subjected in a way to mobbing, a kind of psychological repression or daunting effect. In another study (Çomak, 2011) it is said that primary school teachers are reported to put under suppression like increases in workload, isolation and ignorance of

success. In a study (Alkan et al, 2011) carried on burnout levels of physical education teachers, they are reported to be subjected to mobbing, especially in personal relationship.

Managerial attitudes and applications affect both employees and those who are provided services from the organization. The perception of managers of adult education about occupational ethics is one of the basic factors affecting applications and evaluations for adult education. By knowing perceptions and evaluations of adult education managers, doers and policymakers obtain a lot of data. For this reason “the Perception of Public Education Centers about Occupational Ethics” is selected as the main subject of the study.

RESEARCH APPROACH

This study has been carried as a descriptive model. Descriptive model is a useful model for aiming to describe research an existing situation as it exists in the past or is still (Karasar, 1999; Yaman, 2010; Yıldırım & Şimşek 2011). In this study a semi structured interview technique has been employed. Semi structured interview technique aims to obtain both certain options and information deeply and it is based on open ended questions for data collection so the interviewed can express their ideas in a detailed way (Büyüköztürk, 2008).

Population and Sampling

The population of this research is the 90 PEC managers from 81 cities of Turkey. The research was conducted in July 2011 at Yalova-Esenköy In-service Education Center organized by the Ministry of Education with managers who were taken to a training program where the researcher was one of the trainers. In sampling, maximum diversity method, a method of purposive sampling has been used. With maximum sampling, a relatively small sampling is created but it reflects the diversity of the people involved in the problem at maximum degree (Yıldırım & Şimşek 2011). 25 of 35 PEC managers who participated into the training program from different cities and were sent to whom data collection forms, make sampling of the research.

The rate of return for questionnaire forms is 71.42 %. Distribution of 25 PEC managers to cities: Istanbul 6, Kütahya 1, Trabzon 2, Zonguldak 1, Kahramanmaraş 1, Antalya 2, Kırıkkale 1, Isparta 1, Bursa 1, Mardin 1, Hatay 2, Diyarbakır 2, Sinop 1, Nevşehir 1, Adana 2, Erzurum 1. The

distribution of the managers in sampling group according to branches and seniority is given in Table 1.

Table-1 Distribution of PEC managers according to branches and their seniority in adult education

Branches	f	%	Seniority	f	%
Primary School Teachers	15	60	5-10 years	19	76
Turkish Language and Lit. Teachers	4	16	11-15	2	8
Social Sciences Teachers	3	12	15-20	2	8
Physics Teachers	1	4	21 and more	2	8
Music Teachers	1	4			
Religion and Moral Values Teachers	1	4			
Total	25	100		25	100

The views of the participants on the questionnaire forms, consisting of 4 main categories like “Occupational Ethics, Principles of Occupational Ethics, Behavior appropriate to Occupational Ethics and Behavior inappropriate to Occupational Ethics” were analyzed according to these categories. The same expressions and the definitions with the same content are specified in sub categories by giving their frequency.

Data Instrumentation

The data of the research were collected with semi structured questionnaire forms. Semi structured questionnaire is an interview technique of detailed data collection with open ended standard questions (Büyükoztürk et al, 2008; Yıldırım & Şimşek 2011). To develop the data collection tool, 11 PEC managers were delivered forms with instructions to make definitions of the concepts in the forms with 4 main titles i.e. (1) Vocational Ethics, (2) Principles of Vocational Ethics, (3) Behavior Appropriate with Vocational Ethics and (4) Behavior Inappropriate with Vocational Ethics, and the data obtained from the forms were analyzed. Some parts of the forms were corrected because of problems in expressions and the data collection tool was developed by the help of experts. For the reliability of the research the formula suggested by Miles and Huberman were used; “Reliability = Consensus / (Consensus +Dissidence). Some sub categories were put according to the findings from the respondents’ 25 forms. The findings from respondents were sent to 2 different experts, who were asked to categorize the findings into subcategories. The subcategories from the 2 experts were compared with

the one prepared by the researcher and similarity was found 87 % in the first category, 77 % in the second, 75 % in the third and 81 % in the fourth, 80 % in total. The research is reliable as the trustworthiness coefficient rate is over 70 % (Miles & Huberman, 1994). With this result data collection tool used for the study has been found to be reliable. The questionnaire forms returned from the respondents have been kept just in case of revision.

Data Collection and Analyzing

The 35 PEC managers, whose email addresses were obtained for sampling, were sent preliminary information. They were requested to fill in the form in 30 minutes on electronic media based on their own perceptions and to send the forms back again through emails. Of the 28 questionnaires sent back within 5 days, 25 were used and the findings were analyzed with content analysis, which contains forming a meaningful frame for raw findings classifying codes and categories by arrangements when the findings turn into clear data (Yaman, 2010). Categorical analysis was used for the study. In this type of content analysis, a specific expression is first divided into smaller parts which are later classified into categories with the criteria specified in advance (Tavşancıl, 2005).

RESULTS

Definition of Vocational Ethics

Of the 25 questionnaire forms, 13 different definitions were discovered for the statement “Occupational Ethics is.....” For example, a PEC manager (M7) defines occupational ethics as “occupational ethics is behavioral standards adopted by the people actively doing a vocation” whereas another manager (M11) defines it as “vocational ethics is an employee’s fulfillment of his job without any suppression.” The former focuses on behavioral standards and the latter on the behavior itself.

Table-2 Institution-based Definitions for Vocational Ethics

Definitions	f
create public service protecting public interest	1
Know features of a vocation and fulfill it accordingly	10
Use work time efficiently without discrimination	1

Table-2 shows that PEC managers mainly emphasize on the importance of behavior to know the features of a job and to fulfill it accordingly. This shows that in public sector it is getting more and more important to know one's job and fulfill their duties according to what they should know.

Table-3 Principle- based definitions for Vocational Ethics

Definitions	f
Behavioral standards formed by a vocational group	2
Rules to be obeyed in working life	1
A whole of standards to orient and guide behavior in work life	1
Fulfillment of a job with no suppression	1

According to Table 3, PEC managers have made less standard-based definitions for vocational ethics. 2 of the managers highlight the importance of standards created by the doers of a job.

Table-4 Individual-based Definitions for Vocational Ethics

Definitions	f
A sense of duty, honesty and responsibility	1
Behavior that individuals maintain their life with	1
Being principled, consistent, hardworking and accurate	1
Respect one's job	1
Enjoy doing one's job with a sense of responsibility	2

Table 4 indicates that PEC managers emphasize the importance of putting fundamental rules and standards for individuals at institutional occasions. Is clear that the managers put forward on what standards institutional behavior should be based at individual level when defining vocational ethics.

Table-5 Social-based Definitions for Vocational Ethics

Definitions	f
Implementation of employees' duty against those in need	1
A set of behavior based on social satisfaction	1

Table-5 shows that PEC managers' definitions are based on others' expectations in institutional behavior and social expectations in general behavior.

13 different definitions for vocational ethics might be because of the fact that the term is an abstract one and for this reason it is difficult and diverse to be defined and that there are no definitions of institutional vocational ethics for educational organizations.

Vocational Ethics Principles

Findings reveal that there are 40 different principles specified by 25 HEM managers who filled the form as "Vocational Ethics principles are..." One of the HEM managers lists the principles as "*truthfulness, legality, competence, loyalty to one's profession, helping others, respecting others, cooperation, searching for the perfect (M14).*"

Table-6 Definitions based on individuals about Vocational Ethics

Definitions	f
Truthfulness	9
Honesty	11
Trustfulness	9
Loyalty	1
Fairness	18
Not Lying	1
Respective	9
Communion	1
Sincerity	1
Modesty	4
Quietness	1
Patience	2
Geniality	1
Good will	1
Libertarian	1
Mercy	1
Respect to honor and dignity	1

It is seen in Table-6 that the perceptions about vocational ethics principles are mainly based on character. PEC managers seem to give priority to the level of virtue in institutional actions and implementations of employees. They especially emphasize the importance of being fair, truthful, honest and respectful.

Table 7 Definitions based on Principles of Vocational Ethics

Definitions	f
Compliance with the law	6
Commitment to the profession	9
Compliance with working time	4
Equality	3
Empathy	1
Discipline	1
Respecter of interest	2

According to the findings in Table-7 for PEC managers the most important principles of adult education are loyalty to one's job, compliance with the law and with working time.

Table 8 Definitions based on Competence about Vocational Ethics

Definitions	f
Being planned	1
Keeping materials	1
Being determined	1
Doing the necessary	1
Entrepreneurship	2
Innovation	1
Bettering oneself	1
Being a model	1
Trying to be productive	4
Vocational Competence	4
Perfectionism	2

Table 8 shows that PEC managers believe that those working for adult education should be competent in various fields. However, a consensus is not high in expressing this idea.

Table 9 Social-based Definitions on Vocational Ethics Principles

Definitions	f
Cooperation	3
Human service	1
Helping others	2
Customer satisfaction	1
Social consciousness	1

Table 9 shows that PEC managers highlight the importance of social dimension of vocational ethics principles. The managers especially emphasize cooperation and helping others as principles of vocational ethics.

Behavior Appropriate with Vocational Ethics

Findings of the study show that the 25 PEC managers express 21 different appropriate elements for vocational ethics as seen in the definitions for the definition “Employees behave appropriate with vocational ethics if they...” For instance, a PEC manager defines behavior appropriate with vocational ethics as follows:

If they like-respect others who work in the same place, respect their thoughts, come to work in time, leave in time, do not expect much from others, are honest, do not perform anything unofficial, keep up with innovations in their profession (M22).

Table 10 Definitions based vocation about vocational ethics

Definitions	f
Doing the necessary of the job	1
Using all one’s energy honestly and fairly for vocational activities	3
Appropriate conducts with expectations of the society	1
Working with respect to one’s vocation	1
Doing the necessary of the job neutrally	1

Table 10 shows that PEC managers give priority to “using all one’s energy honestly and fairly for vocational activities.

Table 11 Individual-based Definitions for Appropriate conducts with Vocational Ethics

Definitions	f
Being honest and trustable	1
Enjoying one’s job, doing it fair and smiling	2
Honesty, responsibility, fair behavior, peaceful and solution-focused conducts	1
Devoting oneself to job, listening to others, respective behavior to human rights, being clean and regular	1
Improving oneself, behaving humanely	1
Being tolerant	1
Thinking emphatically	1

According to the findings in Table-11 the PEC managers have different views on vocational ethics for conducts implemented in institutional tasks. However, one cannot conclude according to the findings that they emphasize something more than others as the number of definitions is pretty the same.

Table 12 Society-based Definitions for Vocational Ethics

Definitions	f
Giving importance to public interest rather than individual expectations	1
Conducts appropriate with institutional expectations	1
Respecting others	1

Table-12 shows that there are very few definitions in terms of variety for conducts appropriate with vocational ethics. One may conclude that the PEC managers who participated in this study don't give importance to society-based conducts.

Table 13 Rule-based definitions for Appropriate Conducts with Vocational Ethics

Definitions	f
Acting according to vocational and institutional rules	2
Behavior willingly conducted in accordance with rules for perfection	2
Conducts appropriate with regulations and social rules and innovations	2
Conducts appropriate with institutional culture	1

One can conclude from the findings in Table 13 that the PEC managers are significantly sensitive in defining vocational rules. They emphasize the importance of social culture, legal regulations and vocational rules, which is quite normal for managers.

Conducts Inappropriate with Vocational Ethics

There are 44 different conducts in response to the statement as “employees of an organization behave inappropriate with vocational ethics if they ...”

Table 14 Individual-based Definitions Inappropriate with Vocational Ethics

Definitions	f
Anger	1
Dishonesty	1
Sordidness	1
Disliking people	2
Inconsistency	4
Aggression	1
Insult	1
Selfishness	1
Abuse	1
Lying	3
Getting away from honesty	5

A detailed look into Table-14 shows that the 25 PEC managers are more perceptive about conducts which are inappropriate with vocational ethics. The managers have expressed individual-based conducts in a wider range. The behavior they have respectively expressed can be listed as getting away from honesty, lying, inconsistent conducts, etc.

Table 15 Vocational-based Definitions for behavior inappropriate with Vocational Ethics

Definitions	f
Disobedience to vocational rules	4
Not being transparent	1
Malpractice	7
Loss of professional excitement	1
Ignoring the job	1
Wasting working time	3
Comparing the job with the salary	2
Vocational exhaustion	3
Extravagancy	1
Seeing the drudgery of work	1
Damage to office materials	3
Insensitivity	1

According to the findings in Table 15 the PEC managers have specified a great deal of behavior that they find inappropriate with vocational ethics. They especially highlight the behaviors such as malpractice, disobedience to vocational rules, wasting the working time and vocational exhaustion.

Table 16 Society-based Definitions Inappropriate with Vocational Ethics

Definitions	f
Not protecting public goods	1
Disrespect human rights	2
Tolerating injustice	1
Looking down on others	1
Being not helpful	1
Disobedience to social rules	3
Disrespect to job and others	3
Gossiping	3
Psychological oppression	1

Table-16 indicates that the managers have different definitions for individual-based behavior inappropriate with vocational ethics in institutional activities. They give priority to disobedience to social rules, disrespect to their job and others and gossiping.

Table 17 Competence-based Definitions for behavior Inappropriate with Vocational Ethics

Definitions	f
Reluctance and incompetence in technology use	1
Incompetence in public relations	1

As seen in Table-17, the managers specify the behavior like reluctance and incompetence in technology use and incompetence in public relations to be successful in vocational activities.

DISCUSSION AND CONCLUSION

It is clear that there are not enough studies on vocational ethics in adult education but there are some on ethics in education, especially, ethics in public administration, vocational ethics, ethics in private institutions and organizations. On the other hand, various scientific books are easily available on ethics in adult education and ethical values in education in the related literature. Various studies have been carried out in the literature with similar results with the data obtained from this study on vocational ethics and vocational ethics principles. In another study, which is also supported by the findings of this study with appropriate conducts for vocational ethics, Zsolnai (2001) believes that value-based leadership, social and ethical assessment, shared social responsibility, institutional prestige and progress, and ethical entrepreneurship are required for

ethical conducts in institutional behavior. Some schools may centralize innovation whereas some others may focus on consistency in values. A three-dimensional ethical implementation is recommended in adult education such as personnel value system, multidimensional responsibility awareness and practicability of values (Brockett, 1988).

The presence of a wide range of principles of vocational ethics indicates that ethical principles are multidimensional. On the other hand, one cannot say that the instructors and managers of adult education should have certain qualifications and education in Turkey. The programs of adult education are carried out by teachers of related branches or experienced people according to the needs of trainees. The teachers of all branches can be appointed as managers of adult education centers. It is thought that a reason for different definitions of vocational ethics may be that 76 % of the PEC managers participated in this study have experienced less than 10 years in adult education. When definitions of appropriate behavior are compared with the inappropriate, negative conducts outnumber positive ones. The definitions of the PEC managers for vocational ethics, vocational ethics principles and appropriate and inappropriate behavior for vocational ethics are parallel to the definitions in the related literature.

Definition of Vocational Ethics

In this study the PEC managers make 13 different definitions for vocational ethics in 4 categories. The qualifications of a vocation are highly focused on in the definitions. This study reveals that The PEC managers participated in this study have quite different definitions for vocational ethics. The reasons for the different definitions are that it is really difficult to make clear definitions for vocational ethics in social sciences, which is the basic objective of the study, and that there is no clear principles for vocational ethics in Turkish adult education.

According to Gümüşeli (2001), school managers should have a set of vocational ethics principles of behavior such as obedience to moral standards individually and professionally, adopting behavior values to motivate all others, undertaking responsibility for school tasks, keeping the rights of employees, not using their power for their own interests, being fair, respective and equal to individuals, taking care of social sensitivity, in order to be good ethical leaders. Another study (Fryer, 2011) suggests that leadership and ethical values should be specified, present ethical values should be re-assessed and organizational atmosphere should be suitable for implementation of these ethical values.

Harper (2008) believes that an interdisciplinary approach is required for constructing ethical values, besides being sensitive to a field-specific structure. Moreover, people should not be seen as objects but a part of the moral world we share.

Vocational Ethics Principles

The study indicates that the participants specify 40 different principles for vocational ethics in 4 different categories. Character-based principles are emphasized more than the others, and the principles such as being fair, truthful, honesty, respect to profession and others are especially highlighted. A study carried out by Friedman (2003) indicates that central ethical values might be different at schools as in other organizations.

Some studies (Gordon, Stork, 2001) emphasize the presence of ethical codes in adult education, implementing the practice in accordance with these codes, and arrangement of conducts according to these codes. Furthermore some highlight the significance of tolerance, mercy, loyalty, forgiveness, peace, brotherhood and justice (Sergiovanni, 1992). Similarly, Lafleur (2005) gives priority to love, truthfulness, justice, freedom, togetherness, tolerance, responsibility and respect to humans as universal ethics values. The results of this study are parallel to the results of other studies in this sense.

Appropriate with Vocational Ethics

The participants of the study make 21 different definitions in 4 different categories about appropriate behavior for vocational ethics in the implementation of the vocation. It is clear from the results of this study that the PEC managers focus mainly on the behavior of adapting professional rules among conducts appropriate with vocational ethics. However, it is revealed with this study that the PEC managers do not have common perceptions at remarkable level.

Inappropriate with Vocational Ethics

The participants, the PEC managers, have specified 44 behavioral models in 4 categories as inappropriate conducts with vocational ethics. Specifications for inappropriate conducts with vocational ethics have been pretty wide in terms of frame and the perceptions of the participants have been fairly different. However, some of the unethical conducts have been found to be perceived similarly by the participants such as malpractice, disobedience to professional rules, wasting working time,

professional burnout, disrespect to job and others, and tale-bearing. No investigations have been found in the related literature about unethical rules in adult education but even so, it is really striking to conclude that the participants have focused more on the conducts which are vocationally negative than the positive ones.

The results of this study may provide the basis for improving vocational ethics principles to be followed in adult education. Moreover, the results of the present study show that the rules of ethical conducts to be followed in educational institutions are formed according to the perceptions of individuals. The study indicates that the practical rules should not be based on perceptions but on internalized institutional values and vocational rules. Carrying this kind of studies with the participation of trainers and trainees of adult education may contribute to the field. It is believed by means of this study that new studies on unethical conducts in adult education and their reasons would be beneficial.

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