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Research Article

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THE RELATIONSHIP BETWEEN TEACHERS' COMPLIANCE WITH ETHICAL RULES AND STUDENTS' PSYCHOLOGICAL WELL-BEING¹

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Abstract

This study aims to determine the relationship between teachers' compliance with ethical rules and students' psychological well-being. In this study, a correlational survey model was used. The population of the study consists of High school students studying in Haymana, Polatlı, and Güdül districts of Ankara in the academic year of 2018-2019. The sample consists of 672 high school students selected from the population by simple random sampling method. "Teacher Ethical Values Scale According to Student Perception" and "Psychological Well-Being Scale" was used to collect data in the study. In the analysis of data, t-test, one-way analysis of variance (ANOVA), Pearson-Product Moment Correlation Coefficient, and Multiple Linear Regression techniques were utilized. In consequence of the study, it was determined that the students' perception of their teachers' level of compliance with ethical rules was high. Students' psychological well-being levels were determined at the level of "slightly agree" according to the evaluation system of the scale. A significant positive correlation was found between students' perceptions of teachers' level of compliance with ethical rules and their psychological well-being. It was concluded that the total scores of the teacher ethical values scale are a significant predictor of the psychological well-being variable according to student perception.

Keywords: Student, Teacher, Ethics, Psychological Well-Being

1. Introduction

Each occupation should comply with a set of ethical principles in the process of performing its duties. When acting in compliance with ethical principles, this will positively affect both the quality of the work done and the satisfaction of the service users. Considering teaching as a profession, it is seen that it also has a set of professional ethical principles. It can be said that how teachers more comply with these ethical principles, the more positive the impact on students' development and learning will be. In other sayings, a teacher's appropriate behavior with ethical rules will also have a positive effect on students' psychological well-being. Psychological well-being is closely related to student's personality traits, attitudes, and the environment as much as to teacher attitudes. When considered from this point of view, it can be said that teachers' attitudes and behaviors will have positive or negative consequences on students' psychological well-being. Herein, it is seen as an important issue how the ethical or unethical conducts of teachers affect students. In this sense, it is useful to describe the concepts of ethics, professional ethics, teaching professional ethics, and psychological well-being.

¹ This study was produced from the master's thesis titled The Relationship Between Teachers' Compliance With Ethical Rules And Students' Psychological Well-Being

1.1. Ethics and Codes of Ethics

Ethics is a concept that importance and necessity are increasing day by day. People always want to see ethical behavior thanks to their inherent ethical impulse (Handy, 1989). Ethical conduct is about the relationship of individuals with each other and how they make evaluations (Noddings, 1993). Thus, the concept of ethics is used in every field and directs conducts. Because all kinds of conduct have an ethical response (Arslan, 2018). In this sense, ethics is a moral principle, an art, a code of conduct, or a lifestyle that can influence how people behave and preferences, and that enables the determination of goodness or righteousness, evil or wrongdoing (Dedeoğlu, 2004). Still in this sense, ethics reveals not only what is good, but also how to judge whether something is good or not (Pieper, 1999). In another definition, ethics is a worldview that explores the values, norms, and rules that form the basis of individual and social relations in ethical terms, such as right, wrong, or good-bad (Aydın, 2017). To put it more comprehensively, ethics is knowing all goals and activities are where they should be, can and cannot be done, what can and cannot be desired, can and cannot be possessed (Aydın, 2018). Throughout history, ethics has been expressed with virtues such as being a good person, justice, honor, freedom, magnanimity, honesty, love, courage, consistency, friendship, generosity, responsibility, independence, avoiding vanity (Gökberk, 2000). Ethics is a set of values and principles that reveal how much of individual and social actions are right and how much is wrong (Yalçın, 2000). Ethics is a field of philosophy that examines individual and social problems in people's lives (Akarsu, 1998). Besides, ethics, which shapes the goals of individuals' lives, is a field of philosophy tasked with determining the issues that should be included in the moral lifestyle (Cevizci, 2008). Ethics, which is a branch of philosophy in terms of its field of activity is also the field of moral philosophy. However, there are differences between morals and ethics. Ethics analyzing common moral concepts and moral situations deal with the judgments behind moral attitudes (Nuttall, 1997). When viewed from this aspect, morals mostly include local or social values and ethics contain universal and institutional values and rules (Karlı, 2004). On the other hand, while ethics is a moral philosophy, morals are a research subject of ethics.

The goal of ethics is to explain concepts such as goodness, virtue, happiness, life with dignity, which are integral elements of morals and morals, on a grounding basis and thus to form a distinctive moral theory (Kılıoğlu, 1990). According to Pieper (1999), as for that, the goal of ethics is to enlighten people's practices in terms of moral quality and to teach that moral action is not an action that can take place according to the arbitrary conduct of people, or abandoned if not desired (Cited in Yıldırım, 2010). Herein, ethics has to establish the principles and codes that will guide actions, ensure their development and defend them (Mahmutoğlu, 2010). Ethics aiming to establish, develop and defend the implementation of principles and rules that will guide human behavior, tries to determine the content of the good and the bad, and reveals what is and what should happen. The principles and codes that must be followed play an important role in achieving the functionality of ethical values. There should be principles to guide educators in emphasizing what is right, what is wrong, and what is priority and important in teaching (Goodlad, 1992).

When the principle is considered as the basic judgments that explain the relationships between the variables affecting the process (Baransel, 1979), it is possible to say that there are some principles of ethical conduct. Because these principles are a body of rules that reveal whether the ethics of an organization is institutionalized and the decisions regarding the accepted goals and values system comply with these principles (Aydın, 2018). According to Kuçuradi (2006), ethical principles are thoughts or inferences about what should or should

not be done to protect the value of the human being in social life. Theories of ethics state views on the origin and the essence of morals, the requirements of people's coexistence, the norms and values of social life, the relationships between the individual and the society, the purpose and meaning of individual life (Calislar, 1983). Equity, human rights, utilitarianism, and individuality are the basic principles in the development of ethical principles (Lamberton & Minor, 1995).

The basic ethical principles of conduct that have a very significant impact on behaviors are honesty and integrity, justice, responsibility, impartiality, equality, humanism, avoidance of conflict of interest, rule of law, loyalty, human rights, courtesy, right to labor, democracy, frugality, love, respect, tolerance, avoiding extravagance, rights and freedoms, commitment to purpose and mission, positive human relations, transparency, openness, non-use of duties and powers for profit, resistance against illegal orders (Aydın, 2017). In this sense, it is possible to say that each profession has its professional ethics. Professional ethics is a body of principles and rules that adopt the views on what is right or wrong, right or wrong regarding professional behavior (İşgüden & Çabuk, 2006). Nevertheless, no one has the power to ignore or override the law to do the right thing (Steinberg & Austren, 1996). Teachers are also required to act with this professional awareness in the education and training process. From this point, education and ethics are seen as two important elements that should be together in terms of the ability of change and development to be beneficial for all members of society, to create social cohesion and trust (Hitt, 1990) It can be said that social adaptation is important for an individual to lead a healthy life (Lucas, 2007).

Ethical principles are established for all members of professions around the world that encompass their behaviors and tries to prevent professional employees from engaging in unethical behavior (Aydın, 2018). Professional ethics have an important effect on regulating the behavior of the same professionals towards both each other and the people they serve (Kayıkçı & Uygur, 2012). Professional ethics imposes responsibilities on members of the profession as it requires expertise (Başpınar and Çakıroğlu, 2011). Employees who prioritize their interests and do not attach importance to professional ethics do not care about other people. Here, it is possible to say that it is very important to comply with professional ethical codes in terms of social order (Ekici, 2013). To put it more generally, professional ethics asks what are the morally indispensable conditions of professional activity (Ahlf, 2007). In this sense, it will be useful to dwell on the teaching profession, which is an important profession.

The teaching profession is an ethical profession where interpersonal relationships are very intense and it carries responsibility in many aspects. The teaching profession has an important place in terms of training human resources of all other professions. From this point, it requires the teaching profession to have its professional ethics (Toprakçı et al, 2010). Ethics in the teaching profession consists of a body of obligations to be fulfilled, rules and principles to be followed during relations with students, colleagues, and society while performing the profession. The teacher should have a respectful, fair, honest, helpful, believing in human rights, loving, legal, and reassuring feature in this sense (Şentürk, 2009). The importance of professional ethics education is quite high in terms of teachers' knowing ethical codes and making better judgments about events.

Teachers exhibit professional ethical behavior in professional responsibility and professional competence dimensions. Professional responsibility is the responsibility that educators must comply with both at school and in their casual life. The responsibility for the education and well-being of future generations is on the teachers (Furman, 2004). According to Kitchener (1984), teachers' responsibilities should be sorted as kindness, harmlessness, self-determination, justice, and loyalty. Professional competence, in a broad way, is the

minimum set of norms that show what knowledge, skills, qualifications, attitudes, values, and manners are needed for individuals to successfully carry a profession out (Deakin Crick, 2008). Included in the teaching profession competencies are teachers' professional, content and pedagogical knowledge, cognitive and practical skills, and tendencies (European Commission, 2013; Rychen & Salganik, 2003).

Teachers should interact with students by acting on ethically accepted values and beliefs (Çelebi & Akbağ, 2012). In addition to being a profession that aims to transfer various information to the other party, teaching is a profession that aims to bring values to the new generations. The most basic guiding in conveying the values that will be gained during the education process should be professional ethical principles (Aydın, 2018). According to Erdem and Şimşek (2013), teachers also positively affect their willingness to contribute more to the aims of education by acting per the principles of teaching professional ethics. Studies conducted within this scope show that teachers generally obey professional ethical rules (Sakin, 2007; Arslan-Namlı, 2017; Sezer, 2020; Tosunoğlu & Semerci, 2017; Aslan & Aslan, 2020; Tunca et al., 2015; Kırıcı, 2014). Aydın (2018) listed the ethical principles of the teaching profession as follows: Professionalism, responsibility in service, providing a healthy and safe environment, justice, equality, honesty, honesty and trust, non-corruption, impartiality, professional commitment and continuous improvement, respect, effective use of resources.

Teachers who have educational ethics are expected to individualize education, see students as people and individuals, increase students' self-confidence, and have their students gain respect and tolerance to differences (Erdem & Altunsaray, 2016). Students spend most of their time with their teachers. In this sense, teacher-student relationship directly affects the quality of education and academic achievement (Örenel, 2005; Dayanç, 2007). Teachers' compliance with ethical rules can induce students to behave in the same orientation in the future. Students who develop this kind of behavior will walk after the goodness and the truth in all kinds of behaviors both in their personal and professional lives in the future (Karataş, 2013). On the other hand, the ethical behavior of the teacher increases the effect of the education the government provides and otherwise, the effect of education decreases and the trust in the government will be shaken (Gözütok, 1999).

1.2. Psychological Well-Being

Well-being is considered in two dimensions as subjective and psychological well-being. Subjective well-being includes mental and emotional evaluations of one's own life (Diener, 1984). Seligman (2000) emphasizes the perception of how happy individuals feel in their own subjective processes, and underlines that psychology not only works with problematic people but also with good and strong people and helps these people discover their strengths. Diener (2000) comments that subjective well-being is the evaluation of one's own life according to the criteria he determines by stating that subjective well-being is a high life satisfaction state that individuals feel when they experience less pain, more happiness, more satisfying efficiency, less inhibition, too much pleasant, less unpleasant emotions, and this situation can be called high subjective well-being. Psychological well-being, as for that, is an individual's effort to function positively against different struggles in his/her life. In other saying, positive evaluations about one's own life include having a sense of constant change, growth, and development, being aware that one's life has a certain purpose and meaning, having qualified relationships with others in the individual's environment, having the capacity to effectively manage the world around one and sense of autonomy (Ryff & Singer, 1996). Psychological well-being essentially means caring about life satisfaction and avoiding

negative feelings. In this view, well-being is more basic than happiness. Still, in this view, relish is not among the important features of well-being. In place of this, it assumes that well-being can occur with maintaining life in harmony with the self and fulfilling the requirements of life in a functional way (Anlı, 2011). On the other hand, if the individual encounters unpleasantness on the way to happiness, he/she should be able to struggle with these situations to achieve his/her goal and happiness (Waterman, 1984).

The concept of psychological well-being is used similarly to concepts such as happiness, get pleasure out of life. Nevertheless, although psychological well-being is closely related to these concepts, it is not the same (Turgut, 2014). The happy or unhappy state of an individual has parallels with the well-being of the human being. Psychological well-being is the spiritual well-being of an individual. The psychological well-being levels of individuals depend on how well their needs are met. The relationship between psychological well-being and the individuals' needs is directly proportional. Individuals' needs should be well analyzed for psychological well-being and these needs should be met according to the development period (Yapıcı, 2007). Psychological well-being in this sense is a synthesis of theories that examine the characteristics of people with positive functions (Özen, 2005). Psychological well-being is about whether the individual is aware of his/her power and goals, and whether he/she leads a qualified life in his/her relationships with the individuals around him/her (Ryff & Keyes, 1995). Therefore, since individuals' well-being are associated with its personality trait, it is stable, continuous, and repeats itself over time and situations (Chamberlain & Zika, 1992; Huebner & Dew, 1996). This aspect of psychological well-being is very closely related to mental health and is the source of many problems that occur in a individuals' life (Sezer, 2013). Many factors affect an individual's psychological well-being (Bradburn, 1969; Jahoda, 1958; Ryff, 1989). It is possible to list them as relationships with other people, autonomy, interaction with the environment, personal growth, purpose in life, self-acceptance, past experiences, physical health, economical situation, social support, positive affect, negative affect, and get pleasure out of life.

Psychological well-being is expressed as behave well and living in better conditions. Within this thought, the well-being of an individual is not only due to his own well-being (Telef et al, 2013). Based on this, psychological well-being involves an individuals' positive self-perception, self-contentment, being able to act autonomously and independently, and making this life lived meaningful (Ryff & Keyes, 1995). Psychological well-being includes many emotions. Some of these are good relations with people, developing positive self-perception, environmental dominance, making life meaningful, ensuring autonomy and healthy development (Ryff, 1995).

The psychological well-being model developed by Ryff (1989) has six basic dimensions. Each dimension refers to the various struggles that people face while striving for positive things in their lives. These six basic dimensions are self-acceptance, positive relations with others, environmental mastery, autonomy, purpose in life, personal growth (Ryff, 1989; Ryff & Singer, 1996).

Self-Acceptance: The concept of self-acceptance is central to mental health. However, maturity has been defined as a feature of self-actualization. Adopting positive attitudes towards oneself enables it to emerge as a central feature of positive psychological functioning. The most important factor in the self-acceptance dimension is that the person has a positive attitude towards oneself in all circumstances.

Positive relations with others: Usually individuals with a strong feeling of empathy, affection for all human beings, and as being capable of greater love, deeper friendship, more complete identification with others are defined as self-actualizers. The feeling of establishing

trusting, open, and sincere relationships with others and having strong bonds in terms of feelings of empathy and love define positive relationships.

Environmental mastery: One of the important characteristics of mental health is the individual's ability to choose or create environments suitable to his or her psychic conditions. Environmental mastery is defined as the ability of a person to create and choose an environment suitable for oneself in every aspect. Successful life is at the level of how and to what extent an individual takes advantage of environmental opportunities. The individuals' environmental mastery and his/her active participation in the environments is an indicator of a good psychological function.

Autonomy: The concept of autonomy is synonymous with the terms individualization, self-determination, independence, internal control, and internal regulation of behavior. An autonomous individual will form his/her own rules and judgments rather than continue his life depending on the common thoughts and rules of the people. Autonomous individuals pursue their goals without waiting for outside approval or direction.

Purpose in life: Purpose of life can be expressed as having a certain purposefulness and a sense of direction in this life. The individual aims to find his/her life purpose based on the problems he/she encounters in his/her life. Individuals who do not have a life purpose are feeling oneself empty in all respects. Individuals have various goals and aims such as being creative, productive and achieving emotional integrity throughout their lives. These aims contribute to making life meaningful.

Personal Growth: Personal growth, in the most general sense, involves the development and growth of the individual. Personal growth is the ability of an individual to continue to develop. Personal growth requires the individual to grow, expand and increase his/her potential, not to remain in place. A happy life, which is the highest virtue for the individual, can only be possible if the individual succeeds in realizing his/her potential (Aristotle, 1997). An individual who is open to experience and growth is in a state of constant growth and change instead of reaching a problem that is readily solved.

Psychological well-being is a versatile concept that includes having a positive structure primarily in terms of one's self and life perspective, feeling that the person is in a state of continuous progress and development, acting in line with the goals of one's life, having beneficial interactions with other people during this whole process, the ability to make individual decisions in line with one's goals with all its factors (Hamurcu, 2011). The absence of chance is not a sufficient criterion in psychological well-being. However, intrinsic motivation and satisfaction are also required. Psychological well-being also refers to the fulfillment of a spiritual need, independence, autonomy, forgiveness, productivity, and close relationships with individuals (Güleç, 2016). Considering the studies conducted after the concept of psychological well-being is revealed, it is seen that childhood and adolescence experiences have a great influence based on psychological well-being (Sarıcaoğlu, 2011).

Studies have set forth that individuals with high psychological well-being have better psychological and physical health and higher quality of life (Keyes, Dhingra, & Simoes, 2010). Besides, individuals with high psychological well-being are more productive at work and as they have higher levels of difference and immune systems and better relationships with other people, they live longer than other people (Diener, King, & Lyubomirsky, 2005). These people make positive assessments both about themselves and the past and have a sense of continuing improvement. They believe that a person's life is meaningful and has a purpose, while establishing healthy relationships with other people, they can manage life and its surroundings, and still have a say about their life and future (Ryff & Keyes, 1995). Said

research results show that psychological well-being is an important factor at individual, environmental and social levels.

Students' psychological well-being will inevitably affect their daily life as much as their future expectations. At the same time, psychological well-being will also affect students' academic development, performance, and relationships with their family and peers. For these effects to be positive, students' psychological well-being must be above a certain level. Therefore, the school, administrators, and teachers must make an effort in this direction, especially the family. Studies show that students' psychological well-being levels are medium and above that. (Elmas et al., 2021; Yazar, 2019; Yılmaz, 2013; Saritaş, 2019; Yeğintürk, 2019; Devran, 2018; Dođru, 2018; Uyar, 2019; Bozgün and Pekdođan, 2017; Gönenc, 2019). These results are generally below the expected level.

When the literature is examined, while it is possible to come across studies on teachers' compliance with ethical rules and students' psychological well-being (Gözütok, 1999; Örenel, 2005; Uđurlu, 2008; Gürel, 2009; İřgör, 2017, Elmas et al., 2021; Benefit, 2019; Yılmaz, 2013; Saritas, 2019; Yeğintürk, 2019; Devran, 2018; True, 2018; Uyar, 2019; Bozgün and Pekdođan, 2017; Gonenc, 2019), studies investigating the relationship between teachers' compliance with ethical rules and students' psychological well-being have not been found, at least in the authors' studies. Therefore, such a study was needed and it was thought that it would fill the gap in this direction.

1.3. Objective and Research Questions

The study conducted in this sense aims to determine the relationship between teachers' compliance with ethical rules and students' psychological well-being. To the end, the following questions will be answered.

1. What are the levels of teachers' compliance with ethical rules according to students' opinions?
2. What are the psychological well-being levels of the students according to the students' opinions?
3. Is there a significant difference among students' opinions on teachers' levels of compliance with ethical rules and students' psychological well-being levels according to gender, parental educational background, family income, and school type variables?
4. Is there a relationship between teachers' compliance with ethical rules and students' psychological well-being levels?
5. Are teachers' level of compliance with ethical rules a significant predictor of psychological well-being?

2. Method

2.1. Research Model

Since the study was conducted to determine the relationship between teachers' compliance with ethical rules and students' psychological well-being levels, the relational screening model was used in the study. A relational screening model is applied in studies with two or more variables. Relational screening models are the research models aiming to determine the presence and/or level of change between two or more variables (Karasar, 2006).

2.2. Population and Sample

The population of the study consists of students (7000) studying in 18 secondary education schools in Haymana, Polatlı, and Güdül districts of Ankara province in the academic year of 2018-2019. The sample of the study, as for that, consists of 672 high school students who are determined by simple random sampling from the population. In the simple random sampling method, the probability of each unit constituting the population to be included in the sample is the same. In other saying, units have equal chances of being selected independently from each other. When the population volume is N and the sample size is n , the probability of choosing each unit in the population will be n/N (Ural and Kılıç, 2005).

Of the students, 45.4% are boys and 54.6% are girls. Of the students' mother educational background, 6.4% are illiterate, 47.6% are primary school graduates, 29% are secondary school and 17% are high school graduates. Of the students' father educational background, 35.7% are primary school graduates, 31.3% are secondary school and 33% are high school graduates. Of the students' family's economic status, 34.7% have an income of 0-1500 TRY, 30.2% have an income of 1501-2500 TRY, 20.5% have an income of 2501-3500 TRY and 14.6% have an income of 3501 TRY and above. Of the students, 23.4% are studying in science high school, 23.1% in Anatolian high school, 31.3% in vocational high school, and 22.3% in multi-program high school.

2.3. Data Collection Tools

In this study, three different tools were used to collect data. These are personal information forms developed by the researcher, Teacher Compliance with Ethical Rules According to Student Perception Scale and Psychological Well-Being Scale. The personal information form consists of five dimensions as gender, educational background of the mother/father, the monthly income level of the family, and the type of high school they attend.

Teacher Ethical Values Scale According to Student Perception: The scale developed by Gündüz and Coşkun (2012) is a five-point Likert-type scale with 30 items. To determine the construct validity of the scale, exploratory factor analysis was performed using the Varimax orthogonal rotation method (Varimax with Kaiser Normalization) with Kaiser Normalization. Cronbach-Alpha internal consistency coefficient and test-retest calculations were made for the reliability calculations of the scale. In the analysis conducted, it was seen that the scale consists of two sub-dimensions as professional liability and professional competence. In consequence of the exploratory factor analysis, it is seen that the total explained variance is 50.29%. There are 19 items in the "professional liability" sub-dimension of the scale, and 11 items in the "professional competence" sub-dimension. The degree of participation of the scale consists of 1-Not at all (1.00-1.80); 2- Rarely (1.81-2.60); 3- Medium (2.61-3.40); 4- Much (3.41-4.20); 5- Many (4.21-5.00) options. The total internal consistency coefficient of the scale was calculated .95, the "professional liability" sub-dimension was .94, and the "professional competence" sub-dimension was .86. Within the scope of this study, the reliability analyzes of the Teachers' Ethical Values Scale According to Student Perception were repeated. Accordingly, the total internal consistency coefficient of the scale was calculated .96, the "professional liability" sub-dimension was .95, and the "professional competence" sub-dimension was .88.

Psychological Well-Being Sacel: The scale was developed by Diener et al. (2009-2010) to measure socio-psychological well-being, complementary to existing well-being measures. The Turkish adaptation of the scale was made by Telef (2013). The scale that validity-reliability study and adaptation were conducted, is a one-dimensional scale with 8 items. In consequence of the exploratory factor analysis, it is seen that the total explained variance is 42%. This finding shows that the scale has a general factor as in its original form. The factor loads of the scale items were calculated between .54 and .76. It was stated that the variance described in the original scale was 53% and the scale factor loads varied between .61 and .77 (Diener et al., 2010). When the fit indices were examined in consequence of the confirmatory factor analysis, it was seen that the ratio of the chi-square value to the degree of freedom ($92.90/20=4.645$) was below 5. Other fit indices were found as RMSEA= 0.08, SRMR= 0.04, GFI= 0.96, NFI= 0.94, RFI= 0.92, CFI= 0.95 and IFI=0.95. It was determined that the item-total correlations of the scale varied between .41 and .63 and the t-values were significant ($p < .001$). The total internal consistency coefficient of the scale was calculated as .80. Participation degrees consist of 1-Strongly Disagree (1–1.857); 2-Disagree (1.858-2.715); 3-Somewhat Disagree (2.716-3.573); 4-Neither Agree nor Disagree (3.574-4.431); 5-Somewhat Agree (4.504–5.289); 6-Agree (5.290-6.147); 7-Strongly Agree (6.148- 7.000) options. Within the scope of this study, the reliability analyzes of the Psychological Well-Being Scale were repeated. The total internal consistency coefficient of the scale was calculated as .89.

2.4. Data Collection

After obtaining the necessary permissions for data collection from students studying in Haymana, Polatlı, and Güdül districts of Ankara province in the 2018-2019 academic year, the schools in the sample group were visited and the questionnaires and scales were applied to the students. In the first stage, all scales answered were examined one by one by the researcher, and scales that were not filled in correctly were canceled. Consequently, 672 scales were accepted as valid and analyzes were made on them.

2.5. Data Analysis

Before performing statistical analysis, the data set was examined in terms of faulty coding, missing or outlier values. Thereafter, the compatibility of the data obtained in this study to normal distribution was examined using the Kolmogorov Smirnov Test. Accordingly, it was seen that the Teachers' Ethical Values Scale According to Student Perception ($P=.096$; $p > .05$) and Psychological Well-being scale ($P=.065$; $p > .05$) were valued. According to this result, the skewness coefficient (CS) is within the limits of -1 and +1 and it is possible to say that the scores do not show a significant deviation from the normal distribution (Büyüköztürk et al., 2016). For this reason, it was understood that the total scores of the two scales showed a normal distribution. The demographic data in the first part of the data collection tool were determined using frequency and percentage values. The arithmetic mean and standard deviation values were used to determine general opinions. T-test, one-way analysis of variance (ANOVA), Pearson Product Moment Correlation Coefficient, and Multiple Regression Analysis in examining predictor variables were used to determine the relationships between variables. All statistical analyzes of the study were carried out with the SPSS 14.0 program.

3. Findings

In this part of the study, analyzes related to each sub-problem of the study are included. Within this scope, students' general opinions on teachers' compliance with ethical rules and their own psychological well-being, differences between students' opinions on demographic variables, and the relationships between dependent and independent variables were revealed.

According to student perception, teachers' compliance with ethical rules is given in Table 1.

Table 1. *Teachers' Compliance with Ethical Rules According to Student Perception*

Scale	n	M	ss
Professional Liability	672	3.36	.89
Professional Competence	672	3.68	.81
Total	672	3.48	.83

The arithmetic mean of the total scores of the "A scale for teachers' compliance with ethical rules according to student perception", "professional liability" sub-dimension is $M=3.36$. This result shows that the scale is at a "medium" level according to the evaluation system. The arithmetic mean of the "professional competence" sub-dimension was $M=3.68$. This result shows that the scale is at a "much" level according to the evaluation system. The arithmetic mean of the total scores of the "scale of ethical values according to student perception" is $M=3.48$. This result was determined at the "much" level according to the evaluation system of the scale. Students perceive their teachers' compliance with ethical rules regarding professional liability at an average level and their compliance with ethical rules for professional competence slightly above the average level. According to the students, teachers' professional competencies are better than the fulfillment of their professional responsibilities. It can be said that the lack of control and self-control affects the fulfillment of professional liability.

According to students' gender variable, the differences between the general and sub-dimension total score averages of "the scale of teachers' compliance with ethical rules" are given in Table 2.

Table 2. *The Differences Between The General and Sub-Dimension Total Score Averages of Teachers' Compliance with Ethical Rules According to Students' Gender Variable*

Sub-Dimension	Gender	n	M	ss	t	sd	p
Professional Liability	Female	367	3.43	.83	2,242	670	.025*
	Male	305	3.28	.95			
Professional Competence	Female	367	3.79	.72	3,964	670	.000***
	Male	305	3.55	.88			
Total	Female	367	3.56	.76	2,932	670	.003**
	Male	305	3.38	.89			

* $p<.05$ ** $p<.01$ *** $p<.001$

According to Table 2, female students' perception of teachers both professional liability [$t(672)=2.242$, $p<.05$], professional competence [$t(672)=3.964$, $p<.001$] and behave in accordance with general ethical rules [$t(672)=2.932$, $p<.05$] is higher than male students.

According to students' educational background of mother variable, the differences between the general and sub-dimension score averages of "the scale of teachers' compliance with ethical rules" are given in Table 3.

Table 3. *The Differences Between The General and Sub-Dimension Score Averages of Teachers' Compliance with Ethical Rules According to Students' Educational Background of the Mother Variable (ANOVA)*

Scale	Mother Educational Bg	n	M	ss	sd	F	p
Professional Liability	Illiterate	43	3.56	.79	3-668	.988	.398
	Primary School	320	3.36	.87			
	Secondary School	195	3.36	.89			
	High school	114	3.28	.96			
	Total	672	3.36	.89			
Professional Competence	Illiterate	43	3.76	.74	3-668	.944	.419
	Primary School	320	3.68	.82			
	Secondary School	195	3.73	.74			
	High school	114	3.58	.91			
	Total	672	3.68	.81			
Total	Illiterate	43	3.63	.75	3-668	.924	.429
	Primary School	320	3.48	.82			
	Secondary School	195	3.50	.80			
	High school	114	3.39	.92			
	Total	672	3.48	.83			

There were no significant differences among the student opinions on teachers' compliance with ethical rules in terms of the variable of mother's educational background [$F(3-668)=.924, p>.05$], both in the whole scale and in the sub-scales.

According to students' educational background of father variable, the differences between the general and sub-dimension score averages of "the scale of teachers' compliance with ethical rules" are given in Table 4.

Table 4. *The Differences Between The General and Sub-Dimension Score Averages of Teachers' Compliance with Ethical Rules According to Students' Educational Background of the Father Variable (ANOVA)*

Scale	Father Training	n	M	ss	sd	F	p
Professional Liability	Primary School	240	3.39	.86	2-669	.503	.605
	Secondary School	210	3.31	.89			
	High school	222	3.37	.91			
	Total	672	3.36	.89			
Professional Competence	Primary School	240	3.69	.82	2-669	.050	.951
	Secondary School	210	3.67	.78			
	High school	222	3.69	.83			

Total	Total	672	3.68	.81	2-669	.308	.735
	Primary School	240	3.50	.82			
	Secondary School	210	3.44	.82			
	High school	222	3.49	.85			
	Total	672	3.48	.83			

There were no significant differences among the student opinions on teachers' compliance with ethical rules in terms of the variable of father's educational background [$F(2-669)=.308$, $p>.05$], both in the whole scale and in the sub-scales.

According to the family monthly income variable of students, the differences between the general and sub-dimension averages of "the scale of teachers' compliance with ethical rules" are given in Table 5.

Table 5. *The Differences Between The General and Sub-Dimension Score Averages of Teachers' Compliance with Ethical Rules According to The Family Monthly Income Variable of Students (ANOVA)*

	Family Monthly Income	n	M	ss	sd	F	p
Scale	Professional Liability						
	0-1500 TRY	233	3.32	.92	3-668	2,959	.032*
	1501-2500 TRY	203	3.42	.78			
	2501-3500 TRY	138	3.49	.87			
	3501 TRY and above	98	3.17	1.01			
Total	672	3.36	.89				
Professional Competence	0-1500 TRY	233	3.66	.83	3-668	3,600	.013*
	1501-2500 TRY	203	3.74	.71			
	2501-3500 TRY	138	3.79	.81			
	3501 TRY and above	98	3.46	.90			
	Total	672	3.68	.81			
Total	0-1500 TRY	233	3.44	.86	3-668	3,372	.018*
	1501-2500 TRY	203	3.54	.72			
	2501-3500 TRY	138	3.60	.82			
	3501 TRY and above	98	3.27	.93			
	Total	672	3.48	.83			

* $p<.05$

According to the family monthly income variable, perception of students with a monthly income of 2501-3500 TRY to compliance with ethical rules regarding the professional competence and professional liability of their teachers was found to be significantly higher than the students of families with a monthly income of 3501 TRY and above ($p <.05$).

According to the school type variable of students, the differences between the general and sub-dimension averages of “the scale of teachers’ compliance with ethical rules” are given in Table 6.

Table 6. *The Differences Between The General and Sub-Dimension Score Averages of Teachers’ Compliance with Ethical Rules According to The School Type Variable of Students (ANOVA)*

Scale	School Type	n	M	ss	sd	F	p
Professional Liability	Science High School	157	3.24	.82	3-668	3,644	.013*
	Anatolian High School	155	3.56	.72			
	Vocational High School	210	3.34	1.00			
	Multi-Program High School	150	3.30	.92			
	Total	672	3.36	.89			
Professional Competence	Science High School	157	3.55	.77	3-668	6,433	.000***
	Anatolian High School	155	3.91	.63			
	Vocational High School	210	3.60	.93			
	Multi-Program High School	150	3.70	.78			
	Total	672	3.68	.81			
Total	Science High School	157	3.36	.77	3-668	4,659	.003**
	Anatolian High School	155	3.69	.66			
	Vocational High School	210	3.44	.95			
	Multi-Program High School	150	3.45	.84			
	Total	672	3.48	.83			

*p<.05

According to the school type variable, Anatolian high school students ‘perception of teachers’ compliance with ethical rules was significantly higher than that of science high school (p<.001), vocational high school (p<.05), and multi-program high school (p<.05) students.

Students’ psychological well-being is given in Table 7.

Table 7. *Students’ Psychological Well-Being*

Scale	n	M	ss
Total	672	4.86	1.50

The arithmetic mean of the total scores of the “psychological well-being scale” is $M=4.86$. This result obtained showed that students’ psychological well-being was at the level of “slightly agree” according to the evaluation system of the scale.

According to students’ gender variable, the differences between the total score averages of the “psychological well-being scale” are given in Table 8.

Table 8. According to Students’ Gender Variable, Differences between Total Score Averages of the Psychological Well-Being Scale

Sub-Dimension	Gender	n	M	ss	t	sd	p
Psychological Well-Being Scale	Female	367	4.84	1.43	-.463	670	.643
	Male	305	4.89	1.58			

Students’ Psychological well-being levels did not differ significantly according to their gender ($p>.05$).

According to students’ mother educational background variable, the differences between the total score averages of the “psychological well-being scale” are given in Table 9.

Table 9. According to Students’ Mother Educational Background Variable, Differences between Total Score Averages of the Psychological Well-Being Scale (ANOVA)

Scale	Mother Educational Bg	n	M	ss	sd	F	p
Psychological Well-Being Scale	Illiterate	43	4.54	1.52	3-668	2,155	.092
	Primary School	320	4.81	1.45			
	Secondary School	195	4.85	1.56			
	High school	114	5.14	1.51			
	Total	672	4.86	1.50			

* $p<.05$ ** $p<.01$ *** $p<.001$

Students’ psychological well-being levels do not show a significant difference according to the educational background of the mother [$F(3-668)= 2.155, p>.05$].

According to the students’ father’s educational background variable, the differences between the total score averages of the “psychological well-being scale” are given in Table 10.

Table 10. According to Students’ Father Educational Background Variable, Differences between Total Score Averages of the Psychological Well-Being Scale (ANOVA)

Scale	Father Educational Bg	n	M	ss	sd	F	p
Psychological Well-Being Scale	Primary School	240	4.76	1.50	2-669	2,026	.133
	Secondary School	210	4.80	1.57			
	High school	222	5.02	1.42			

Total	672	4.86	1.50
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*p<.05 **p<.01 ***p<.001

Students' psychological well-being levels do not show a significant difference according to the educational background of the father [$F(2-669)= 2.026, p>.05$].

According to students' family monthly income variable, the differences between the total score averages of the "psychological well-being scale" are given in Table 11.

Table 11. *According to Students' Family Monthly Income Variable, Differences between Total Score Averages of the Psychological Well-Being Scale (ANOVA)*

Scale	Family Monthly Income	n	M	ss	sd	F	p
Psychological Well-Being Scale	0-1500 TRY	233	4.62	1.56	3-668	4,350	.005**
	1501-2500 TRY	203	4.84	1.43			
	2501-3500 TRY	138	5.17	1.29			
	3501 TRY and above	98	5.03	1.67			
	Total	672	4.86	1.50			

*p<.05 **p<.01 ***p<.001

According to the family monthly income variable, the psychological well-being levels of students whose family monthly income is 2501-3500 TRY was found to be significantly higher than the students' family monthly income of 0-1500 TRY [$F(3-668)=4.350, p<.01$].

According to students' school type, the differences between the total score averages of the "psychological well-being scale" are given in Table 12.

Table 12. *According to Students' School Type Variable, Differences between Total Score Averages of the Psychological Well-Being Scale (ANOVA)*

Scale	School Type	n	M	ss	sd	F	p
Psychological Well-Being Scale	Science High School	157	4.95	1.33	3-668	2,865	.036*
	Anatolian High School	155	5.11	1.28			
	Vocational High School	210	4.70	1.67			
	Multi-Program High School	150	4.73	1.60			
	Total	672	4.86	1.50			

*p<.05 **p<.01 ***p<.001

According to the school type variable, the psychological well-being total score averages of Anatolian high school students were found to be significantly higher than those of the vocational high school students ($p<.05$).

The relationship between teachers' compliance with ethical rules and their psychological well-being according to student perception is given in Table 13.

Table 13. *The Relationship Between the Total Scores of the Teachers' Compliance with Ethical Rules Scale and the Psychological Well-Being Scale According to Student Perception*

N: 672	Psychological Well-Being Scale
Professional Liability	.346(***)
Professional Competence	.298(***)
Ethics total	.341(***)

***p<.001

Correlation coefficients calculated between "teachers' compliance with ethical rules scale according to student perception", total and sub-dimensions, and total scores of the "psychological well-being scale" yielded significant results at the level of .001. A positive correlation was found between "teachers' compliance with ethical rules scale according to student perception", "professional liability" sub-dimension, and the total scores of the "psychological well-being scale" at .001 level (r:.346). A positive correlation was found between "teachers' compliance with ethical rules scale according to student perception", "professional competence" sub-dimension, and the total scores of the "psychological well-being scale" at .001 level (r:.298). A positive correlation at the level of .001 was found between the total scores of the "teachers' compliance with ethical rules scale according to student perception" and the "psychological well-being scale" (r: .341).

Simple regression analysis results related to students' psychological well-being levels are given in Table 14.

Table 14. *Simple Regression Analysis Results Related to Students' Psychological Well-being Levels*

Variable	B	Std Error	β	t	p
Ingredient	2,724	.235		11,611	.000***
Teacher Ethical Values Scale According to Student Perception	.615	.066	.341	9,380	.000***

R: .341 R²: .116 F=87.986 p=.001***

The total score variable "teachers' compliance with ethical rules scale according to student perception" provides a positive and significant relationship with students' psychological well-being scores [R=.341, R²=.116, p<0.001***]. In other words, as teachers behave per ethical rules, students' psychological well-being also increases. Teachers' compliance with ethical rules total scores variable according to student perception explains 11.6% of the variance of students' psychological well-being scores. When the t-test results regarding the significance of the regression coefficient are examined (t= 9.380, p =.001***), according to student perception, it is seen that the total scores of the teachers' ethical values scale are significant predictors of the psychological well-being variable.

Simple multiple analysis results related to students' psychological well-being levels are given in Table 15.

Table 15. *Multiple Regression Analysis Results Related to Students' Psychological Well-being Levels*

Variable	B	Std Error	β	t	p
Ingredient	2,882	.254		11,369	.000***
Professional Liability	.570	.118	.338	4,821	.000***
Professional Competence	.018	.130	.009	.135	.892

R: .346 R²: .120 F=45.435 p=.001***

Total score variables “teachers’ compliance with ethical rules scale according to student perception”, “professional liability” and “professional competence” provide a positive and significant relationship with students’ psychological well-being scores [R=.346, R²=.120, p<0.001***]. That is, as teachers’ level of compliance with ethical rules increases, students’ psychological well-being also increases. Total score variables “teachers’ compliance with ethical rules scales according to student perception,” “professional liability” and “professional competence” together explain 12% of the variance of students’ psychological well-being scores. When the t-test results regarding the significance of the regression coefficient are examined (t=4.821, p=.001***), it is seen that only the total scores of the “professional liability” sub-dimension of the “teachers’ compliance with ethical rules scales according to student perception” is a significant predictor of the psychological well-being variable. It is seen that the “professional competence” sub-dimension does not have a predictive feature.

4. Discussion and Conclusion

According to student perceptions, while teachers’ compliance with ethical rules was at the “medium” level in the “professional liability” sub-dimension and “much” in the “professional competence” sub-dimension, it was again at the “much” level in the total average of the scale. Teachers’ compliance with professional ethics rules at “much” levels can be considered as a positive situation for the development of students, education, and training. Teachers’ behaving parallel with ethical rules can cause students to behave in the same orientation in the future. Students who develop this kind of behavior will walk after the goodness and the truth in all kinds of behaviors both in their personal and professional lives in the future (Karataş, 2013). On the other hand, the ethical behavior of the teacher increases the effect of the education the government provides (Gözütok, 1999). Yesilyurt and Kılıç (2014) in their similar studies revealed that their students fulfill the teachers’ “professional liabilities” and “professional competencies” at the “much” level. In the studies conducted by Gündüz and Coşkun (2011), Aydoğan (2011), and Örenel (2005), it was also observed that teachers mostly compliance professional ethical rules. These results are similar to the results of the study. Different results are also found from the result of the research. In the related studies, it has been found that teachers’ compliance with ethical rules is generally close to the middle level (Sakin, 2007; Arslan-Namlı, 2017; Sezer, 2020; Tosunoğlu & Semerci, 2017; Aslan & Aslan, 2020; Tunca et al., 2015; Kırıcı, 2014; Uğurlu, 2008). Uğurlu (2008) was found that teachers’ perceptions of ethical behavior are generally close to medium level in their own study. In the study conducted by Demirtaş et al, (2013), as for that, it was seen that according

to student perceptions, the level of compliance of educators with ethical behaviors was at the level of “partially agree” in all dimensions. These results are not similar to the results of the study.

According to the gender variable, it was observed that significant differences occurred in the general and “professional liability” and “professional competence” sub-dimensions of the scale in students’ perceptions of their teachers’ level of compliance with ethical rules. Herein, female students have higher perceptions of their teachers’ both “professional liability”, “professional competence” and behaviors per ethical rules throughout the scale, compared to male students. In the studies of Kırıcı (2014), Tunca et al (2015), Aslan and Aslan (2020), Tosunoğlu and Semerci (2017), Sezer (2020), Arslan Namlı (2017), Pelit and Güçer (2006), Gündüz and Coşkun (2011), Uğurlu (2008) and Çelebi and Akbağ (2012), similar results were obtained. In the study of Örenel (2005) and Aydoğan (2011), in terms of gender variable, it was observed that female and male students’ perceptions of their teachers’ level of compliance with professional ethics principles are substantially similar. This result is not similar to the result of the study.

There were no significant differences in students’ perceptions of their teachers’ level of compliance with ethical rules, according to the educational background of their parents. The educational background of the parents did not have a distinctive feature in the perception of the students’ teachers’ level of compliance with ethical rules. In the study of Dayanç (2007), while a relationship was found between the educational background of their mothers and their professional ethics scores, no significant relationship was found between the educational background of the father and the professional ethics scores of the students. This result differs from the results of the study. In the research of Sezer (2020), no significant difference was detected in terms of the variables of the education level of the mother and the education level of the father according to student perceptions. This result is similar to the research findings.

It was observed that there were significant differences both in total and in all sub-dimensions in terms of the family income variable in students’ perception of their teachers’ level of compliance with ethical rules. Herein, students with different family monthly income levels’ perceptions of teachers’ ethical values differed from each other. Perception of teachers’ compliance with ethical rules for the professional competence of students whose monthly family income is 2501-3500 TRY was found to be significantly higher than the students whose monthly family income is 3501 TRY and above. Here, it is seen that the perceptions of the students whose family income level has increased, about the level of compliance of teachers with ethical principles towards professional competence have also weakened. The expectations of the students whose income level is increasing are changing in parallel with their lives. In the study conducted by Demirtaş et al, (2013), similar results were obtained. In the study exercised by Kırıcı (2014), no significant difference was found in the variable of teachers' level of compliance with professional ethics with respect to the income level of the students' families. These findings differ from the results of the research.

Significant differences occurred in the general and sub-dimensions in terms of the school type variable in students’ perception of their teachers’ level of compliance with ethical rules. Perception of Anatolian high school students’ teachers’ compliance with ethical values was found to be significantly higher than that of studying science high school, vocational high school, and multi-program high school students. This situation can be explained by the difference in perceptions and expectations of Anatolian high school students from other high school students.

In the study conducted, the psychological well-being of the students was found to be at the level of “slightly agree” according to the evaluation system of the scale. This result is very

close to the mean level. Whereas, students' participation was expected to be at the level of "agree" or "strongly agree". Because in this period, students are the stages of personal, physical, mental, and social development and during this period, there is a great need for students to feel better psychologically. The psychological well-being of students will positively affect their growth in many ways. This result of the study is correlatively similar to the results of the study conducted by Bozgün and Pekdoğan (2017), Yılmaz (2013), Sarıtaş (2019), Dikmen (2019) and Yılmaz (2013). According to the research exercised by Gönenç (2019), Elmas et al. (2021), students' psychological well-being is at a high level. These results do not show similarity with the research results. Even if the well-being level of the individual is affected by the positive or negative events he/she experiences and changes, it is to reach the balance level determined by the personality after a while (Headey & Wearing, 1989). Studies show that individuals with high psychological well-being have better psychological and physical health and higher quality of life (Keyes, Dhingra, & Simoes, 2010) and that they have higher differentiation and immune systems, they are more productive in business life as they have better relationships with people and they live longer than other people (Diener, King, & Lyubomirsky, 2005).

Students' Psychological well-being levels did not differ significantly according to their gender. That is, male and female students have similar psychological well-being. It is necessary to consider this result as a necessary result. Because the opposite result may be a sign of a problem. In the studies conducted by Göcen (2013), Timur (2008), Dikmen (2019), Gönenç (2019), Söner and Yılmaz (2018), Kermen, Tosun and Doğan (2016), Özyurt (2020) as for that, it was observed that the gender variable did not make a significant difference on students' psychological well-being. This result was shown similar to the result of the study. On the other hand, according to a similar study conducted by Özden (2014), Elmas et al. (2021), Yazar (2019), Sezer (2011), Nigar (2014), Şirin and Ulaş (2015), Aydın (2019), Yılmaz (2013) and Sarıtaş (2019), also it is observed that females have higher psychological well-being levels than males. In the studies of Ryff et al, (1999), Kelley and Stack (2000), similar results were obtained. However, according to the research of Deleş et al. (2020), the psychological well-being levels of male students were found to be higher than female students. The result of this study is not similar to the result of the study conducted. In this sense, it can be said that psychological well-being does not show consistency according to the gender variable.

Students' psychological well-being levels do not differ significantly according to their parents' educational background. Whereas, the psychological well-being of the student of educated parents was expected to be higher than the students of uneducated parents. This situation shows that educated parents do not make a significant contribution to the psychological well-being of their children. It has become clear here that mothers and fathers, who have been educated in different disciplines should receive education in child education in addition to these disciplines. In studies conducted by Yazar (2019), Aydın (2019), Sarıtaş (2019), Karabeyeser (2013) and Korkmaz (2012) did not find a significant difference between students' parental educational background and psychological well-being. Therefore, this result is similar to the result of the study conducted.

Significant differences occurred between the students' opinions regarding the psychological well-being of the students according to the income level of the family. Psychological well-being levels of students whose family monthly income is 2501-3500 TRY were found to be significantly higher than the students' family monthly income of 0-1500 TRY. Psychological well-being levels of students with high family income were found to be higher than students with low family income levels. The psychological well-being of the students increased in parallel with the fact that families with high income mostly meet the

needs of their children. In the studies conducted by Şirin and Ulaş (2015), Özyurt (2020), Deleş et al (2020), Cenkseven (2004), İşgör (2017), and Savaş (2019) in this parallel, it was determined that students with a higher family income have higher levels of psychological well-being than students with lower income. However, in Aydın's (2019) study, no significant difference was found between the psychological well-being levels of the students in the family income variable. This result is not similar to the result of the study.

It was observed that there was a significant difference regarding the psychological well-being levels of the students in terms of the school type variable. Herein, the psychological well-being of the students studying at Anatolian high school was found to be significantly higher than that of studying at vocational high school students. The result of the study conducted by Sezer (2011) and Gönenç (2019) in a similar direction is similar to the result of the study conducted. However, in the studies of Aydın (2019) and Yarar (2019), it was seen that the school type variable didn't make a significant difference in the psychological well-being levels of students.

A positive and significant relationship was found between teachers' compliance with ethical rules and students' psychological well-being. Here, teachers' behavior per ethical rules increases students' psychological well-being. On the other hand, it was concluded that the total scores of the teacher ethical values scale are a significant predictor of the psychological well-being variable according to student perception (%12). Besides, it is seen that only the "professional liability" sub-dimension total scores of "teacher ethical values scale according to student perception" are a significant predictor of the psychological well-being variable. It is seen that the "professional competence" sub-dimension does not have a predictive feature.

According to student perceptions, while teachers' compliance with ethical rules is generally at the level of "much", the psychological well-being levels of the students were "slightly agree". The reasons for this situation can be examined with a qualitative study. Besides, necessary precautions should be taken by those concerned to increase students' low psychological well-being.

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