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Message from the Editor

Greetings to our colleagues from all parts of the world. As the editor of Journal of Action Qualitative & Mixed Methods Research (JAQMER), I would like to welcome you to Volume 2, Issue 1.

This edition contains of three articles on qualitative research that we believe will assist you, the reader, in conceptualizing and solving problems related to developing research or a manuscript with a qualitative design.

The current issue includes three articles: the first, which is called 'The effect of factors on the job satisfaction of pre-school teachers' is a qualitative study with the descriptive phenomenology design. The aim of this study was to to understand and interpret the factors as gender, age, seniority, salary, management style, co-workers and working conditions affecting the job satisfaction of teachers working in an independent kindergarten.

The second, which is called 'Female students' views on the reflections of school sports team life on their development: A phenomenological study' is a qualitative study with the descriptive phenomenology design. The aim of this study was to understand and interpret the reflection of school sports team life on female students' social, personality, physical and academic development.

The third, which is called 'Evaluation of school principals by teachers in terms of ethics compliance: phenomenological research', is a qualitative study with the descriptive phenomenology design. The aim of this study was to understand and interpret whether teachers observed the unethical behaviors of the school principals they worked with, what these behaviors were, what the consequences of these unethical behaviors were and what should be done to minimize the unethical behaviors of the school principals.

These articles are designed to offer thoughts, insight, suggestions, samples and ideas on qualitative research. According to the guidance and the results of articles in this issue, researchers could shape their future qualitative research.

We hope you enjoy the articles in this volume 2 issue 1 of the journal and find them informative and useful for designing and developing qualitative research. Please remember that articles published in JAQMER do not reflect the position of the journal's editorial staff, reviewers.

Dr. İlhan Gunbayi
JAQMER Editor



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The effect of factors on the job satisfaction of pre-school teachers

Mujde Karadeniz *

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Abstract. The aim of this research was to examine the factors affecting the job satisfaction of teachers working in Ayten Cagiran independent kindergarten in Muratpasa, Antalya. Thus, pre-school teachers' opinions on the factors affecting job satisfaction related to the gender, age, seniority, salary, management style, co-workers and working conditions were understood and interpreted. As a sample of the study, volunteer ten teachers, one male and nine female, working in an independent kindergarten participated in the research, and the research was qualitative research with a descriptive phenomenological design. Semi-structured individual interviews were used to reveal the factors affecting the job satisfaction of pre-school teachers in line with teacher opinions. Qualitative data were coded and thematic, descriptive and content analysis were carried out. As a result, in the light of the answers from the teachers based on their opinions, it was understood that the variables such as age, seniority, salary, management style co-workers and environmental conditions affected the job satisfaction of the employees.

Keywords: Job satisfaction, pre-school teacher, demographic variables

Introduction

It is of importance to have professional staff who are satisfied with their work and high job satisfaction in the development and progress of societies. There are many different areas of satisfaction in life. One of the most important of these is the satisfaction obtained from the work done. Because it is the strongest bond between human and life (Yeşilyaprak, 2006). According to Hayran & Aksayan (1991), job satisfaction is an emotional reaction that occurs as a result of the employee's evaluation of his job, work environment and working conditions. According to Gibson, Ivancevich and Donnelly (2000), job satisfaction is defined as what is the person's feeling of happiness about his/her job.

It can be mentioned about two basic theoretical approaches to job satisfaction. The first is Herzberg's (1974) theory of two factors (motivation and hygiene), and the other is the situational occurrences theory of job satisfaction of Quarstein, Mcaffee and Galssman (1992). According to Herzberg's two factor theory, the individual's job satisfaction should be considered as two dimensions. First dimension; is the essence of the job. It includes factors such as the job being suitable for talent and interest, being able to achieve the job, and being motivating. Besides, there are factors that can cause dissatisfaction, such as poor work environment, inability to get along with colleagues, and insufficient salary (Kuzgun, Sevim, & Hamamcı, 1999). On the other hand, Quarstein, Mcaffee and Galssman (1992) state that job satisfaction and dissatisfaction are affected by situational occurrences (breaks, meals) and situational characteristics (co-workers, working conditions, etc.). There are many factors that determine teachers' job satisfaction. Salary, working conditions, working hours, attitudes and behaviors of managers and personal characteristics can be counted among these factors. According to the research; stress, working conditions, working environments, school environment are important factors affecting teachers' internal job satisfaction (Jackson, Schwab, & Schuler, 1986).

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As in many working environments, teachers working in pre-school education, which requires intense communication and attention with students, may experience some problems. It is known that pre-school teachers, due to the nature of their jobs, are in a busy work schedule due to the fact that they have a lot of communication with the families of children, they are interested in the development and education of children in all areas, they continue education in their classrooms where the number of students is high. Teachers who experience burnout due to this intensity and negative reasons may have a negative impact on their students' academic success and development, although they may experience many physical, mental and work-related problems (Kan, 2008).

The aim of this research was to examine the factors affecting the job satisfaction of pre-school teachers in terms of gender, age, seniority, salary, management style, co-workers and working conditions. Thus, pre-school teachers' opinions on the factors affecting job satisfaction related to the gender, age, seniority, salary, management style, co-workers and working conditions were sought to understand and interpret.

Method and paradigm of research

This study is based on practical knowledge constitute interest and the paradigm interpretive as it is based on subjective and inter-subjective views of the individuals (Gunbayi & Sorm, 2018, Gunbayi & Sorm, 2020; Gunbayi, 2020 a,b). A qualitative approach was chosen in this study. Because in the research, individual interviews with the participants were carried out and their views on factors affecting job satisfaction related to the gender, age, seniority, salary, management style, co-workers and working conditions were understood and interpreted. The research was a qualitative research and a descriptive phenomenological design was used. The aim of phenomenology study is to understand and interpret the meanings that individuals create in their minds by emphasis on how individuals perceive reality based on their perspectives and their experiences regarding these perceptions (Creswell, 1998; Patton, 1990, Polkinghorne, 1989)

Sampling

With the purposeful sampling and criterion sampling technique (Palys, 2008), pre-school teachers working in Ayten Cagiran independent kindergarten in Muratpasa, Antalya in 2021-2022 academic year were included in the sample of the research. The sample of the research was chosen on a voluntary basis.

.Table 1.

Distribution of demographic variables of the participants

Participants	Age	Gender	Education	Seniority
A	45 years	Female	Under-graduate	21 years
B	30 years	Female	Under-graduate	8 years
C	38 years	Female	Under-graduate	16 years
D	50 years	Female	Under-graduate	24 years
E	36 years	Female	Under-graduate	12 years
F	29 years	Female	Under-graduate	6 years
G	39 years	Female	Under-graduate	17 years
H	40 years	Female	Under-graduate	11 years
I	37 years	Female	Under-graduate	14 years
J	44 years	Male	Under-graduate	22 years

Data collection

Semi-structured individual interviews were used to reveal the factors affecting the job satisfaction of pre-school teachers in line with teacher opinions. Before the interview questions were prepared, national

and international literature review was conducted on the research topic. The interviews were recorded, and the interviewee was informed about this before the recording was carried out.

Ethical Procedures

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 380 on November 4th, 2021, formal permission was obtained from the Antalya Provincial Directorate of National Education for the research numbered E-98057890-605.01-38780230 on December 10th, 2021, an informed consent form was obtained from the participants before the interview and participants were informed that their names would not be mentioned and be given the alphabetical codes as A, B, C, D, E, F, G, H, I, J.

Validity and Reliability of the Research

The internal and external validity and reliability of the qualitative data were increased based on the criteria of credibility, transferability, confirmability and dependability (Lincoln and Guba, 1985): (1) the semi-structured interview form was developed by the review of the relevant literature for credibility (2) based on voluntarism a purposive sampling method was chosen to get opinions and experiences of participants based on perspectives for transferability (3) the themes of the transcripts were nodded by two independent researchers and Cohen's kappa coefficient was calculated as 0.91 indicating a perfect level of agreement between nodes for confirmability d) all data collected were kept to prove on demand for dependability (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data Analysis

The interviews were carried out by the researcher and recorded as audio files, transcribed verbatim and their accuracy was confirmed by the participants. The answers to the questions were coded and thematic, descriptive and content analysis were done via NVIVO software (Kelle, 1995; Cohen, Mannion & Morrison, 2007). In conclusion and discussion, the findings were interpreted and discussed.

Findings

1. Pre-school teachers' opinions on the effect of gender on job satisfaction

The findings related to pre-school teachers' opinions on the effect of gender on job satisfaction are presented in Table 2.

Table 2.

The effect of gender on job satisfaction

Themes	Participants
Job satisfaction differs by gender.	A,B,D,E,İ
Job satisfaction does not differ by gender.	C,H,F,G,I

As indicated in Table 2, pre-school teachers' opinions on the effect of gender on job satisfaction were gathered under 2 sub themes.

As seen in Table 2, half of the participants stated that job satisfaction differed by gender, while the other half stated that job satisfaction did not differ by gender. 9 female and 1 male teacher answered the question about the effect of gender on job satisfaction. Below are some of pre-school teachers' opinions on the effect of gender on job satisfaction:

I think it makes a difference. When I thought of women as men, I did not see that men were also very willing (A)

... I think that the profession perspective of women and men, the burdens placed on their shoulders and the responsibilities they have are reflected in their profession (B)

... Because pre-school is a female-dominated profession, job satisfaction is lower for a male teacher like me than for females (D)

I think it does not differ according to the gender variable. I think it differs according to the individual (F).

In my opinion, it does not differ according to the gender variable in the level of job satisfaction. In other words, I think that being a woman or a man does not affect whether you love a job more or less (G).

2. Pre-school teachers’ opinions on the effect of age on job satisfaction

The findings related to pre-school teachers’ opinions on the effect of age on job satisfaction are presented in Table 3.

Table 3.

The effect of age on job satisfaction

Themes	Participants
Job satisfaction differs according to the age.	A, B, C, D, E, F, G, H, I, Ī
Job satisfaction is high at a young age.	A, B, D, E, F, I, Ī
Job satisfaction is high in old age.	C, G, H

As seen in Table 3, all of the participants said that job satisfaction in pre-school differed according to the age, 7 of the participants said that job satisfaction was high at a young age and 3 of them said that job satisfaction was high in old age. Below are some of pre-school teachers’ opinions on the effect of age on job satisfaction:

I think it does, because teachers who have completed 10-15 years later lose their initial idealism as a result of professional burnout (D).

Yes, of course it differs according to the age variable. We don't have that dynamic state when we were young. As you get older, you may start to have difficulties (E).

It differs according to the age variable, because at a young age you get more satisfaction from work, while providing efficiency, you can get bored as time passes (F).

.....In other words, while the satisfaction was lower when I first started my profession, I think that the level of job sensation increased in the following years with the effect of my age and experience (G).

3. Pre-school teachers’ opinions on the effect of seniority on job satisfaction

The findings related to pre-school teachers’ opinions on the effect of seniority on job satisfaction are presented in Table 4.

Table 4.

The effect of seniority on job satisfaction

Themes	Participants
Job satisfaction differs according to seniority.	A, B, C, D, E, F, G, H, I, Ī
As seniority increases, job satisfaction increases.	C, E, G, I, H
As seniority increases, job satisfaction decreases.	A, B, D, E, F, I, Ī

As seen in Table 4, all of the participants stated that job satisfaction in pre-school differed according to seniority, but 7 of the participants stated that as seniority increased, job satisfaction decreased, and 5 of them stated that as seniority increased, job satisfaction increased. Below are some of pre-school teachers' opinions on the effect of seniority on job satisfaction:

That's why it differs. As seniority increases, job satisfaction decreases (A).

Yes, as I just said, I am working on my twenty-first year in the profession. Over the years, our job satisfaction declines despite the increase in experience (D).

Yes it shows. It affects some positively, some negatively. As seniority of some people increases, that is, as both their age and presence in school increase, some people become bored and give up, while others go further with experience. That's why I think it does. As good or bad (G).

4. Pre-school teachers' opinions on the effect of salary on job satisfaction

The findings related to pre-school teachers' opinions on the effect of salary on job satisfaction are presented in Table 5.

Table 5.

The effect of salary on job satisfaction

Themes	Participants
The salary affects job satisfaction.	A, B, D, E, F, G, H, I, Ī
The salary does not affect job satisfaction.	C
As salary increase, job satisfaction increases.	A, F, H, I,
As salary decrease, job satisfaction decreases.	B, D, E, Ī

As seen in Table 5, the majority of the participants said that the salary factor affected job satisfaction, only one of the participants said that the salary did not affect job satisfaction, While 4 of the participants indicated that as salary increased, job satisfaction increased, other 4 of the participants stated that as the salary decreased, job satisfaction decreases. Below are some of pre-school teachers' opinions on the effect of salary on job satisfaction:

...This has no monetary value in my opinion. Its value is spiritual (C).

Sorry, I'll say yes again. Because it makes us sad that our colleagues in Europe do the same job and get paid more to make a living than we do (D).

Yes, because until a certain time, that is, if someone gets low salary, after a certain time this no longer motivates this person (F).

I think the fee also differs according to the variable. Why? Because I don't think that a teacher who thinks about financial difficulties during the lesson, that is, how I will make it to the end of the month, how I will pay my rent, how I will make my payments, will be much more satisfied with his profession with this morale (H).

5. Pre-school teachers’ opinions on the effect of management style on job satisfaction

The findings related to pre-school teachers’ opinions on the effect of management style on job satisfaction are presented in Table 6.

Table 6.

The effect of management style on job satisfaction

Themes	Participants
Management style affects job satisfaction.	A, B, C, D, E, F, G, H, I, Ī
Positive attitude of management increases performance.	D, E, G, H
Negative attitude of management reduces performance.	A, B, C, D, F, G, I

As seen in Table 6, all of the participants stated that the management style affected job satisfaction, 7 of them stated that the negative attitudes of the management negatively affected their job performance, and 4 of them said that the positive attitude of the management affected their work performance positively. Below are some of pre-school teachers’ opinions on the effect of seniority on job satisfaction:

Another question I'd say yes too. Because the better the relationship between the management and the employees in the institution you work for, the higher your job satisfaction level will be (B).

I think the level of job satisfaction definitely differs according to the management style. If you want to ask why, if we teach in a democratic environment or if we teach in an environment where we are appreciated, we enjoy our work more because it increases our moral motivation (H).

...Because when you work in a democratic place or work with administrators who understand you, work becomes more enjoyable. But when you work with the management who is constantly trying to put pressure on you, you can do the job, but you don't want to do it (I).

6. Pre-school teachers’ opinions on the effect of co-workers on job satisfaction

The findings related to Pre-school teachers’ opinions on the effect of co-workers on job satisfaction are presented in Table 7.

Table 7.

The effect of co-workers on job satisfaction

Themes	Participants
Co-workers affect job satisfaction.	A, B, C, D, E, F, G, H, I, Ī
It differs according to the character of the employee.	C, F
Positive communication and cooperation, sharing and cooperation with the co-workers increase performance.	A, B, C, D, E, F, G, H, I, Ī
Negative communication with the co-workers, jealousy, competition reduces performance	A, B, D, E, F, G, I

As seen in Table 7, the majority of the participants said that co-workers affect job satisfaction and 2 people emphasized that job satisfaction differed according to the character of the employee. While 10 of the participants said that positive communication and cooperation, sharing and cooperation with the co-workers increased performance, 7 participants said that negative communication with the co-workers, jealousy, competition reduced performance. Below are some of pre-school teachers’ opinions on the effect of seniority on job satisfaction:

This may differ individually. The work environment is very important to me. Friendship is very important. Yes, you do not see anyone when you enter the classroom, but you are more productive in an environment where you are peaceful and happy. At least that's how I am (C).

... of course. If the co-workers are cohesive, everything walks, runs, goes. But if it is not compatible, there may be different ideas, of course, differences of opinion, but it is important to meet at one point. In cases where they are not met, morale can be broken. The harmony of this co-workers can also improve everything positively (E).

...If a person comes to school happily, what happiness depends on, to his or her friend, manager there, to feel comfortable and happy, and if he or she comes across that environment, he or she will enter the classroom in the same way happily. In this way, someone reflects himself or herself better on children. But if he or she is uncomfortable with the environment he or she is in, he or she does not want to come to school. He or she may not want to do the activities when he or she does not want to come (F).

7. Pre-school teachers' opinions on the effect of working conditions on job satisfaction

The findings related to pre-school teachers' opinions on the effect of working conditions on job satisfaction are presented in Table 7.

Table 8.

The effect of working conditions on job satisfaction

Themes	Participants
Working conditions affect job satisfaction.	A, B, C, D, E, F, G, H, I, Ī
Positive working conditions increase job satisfaction.	B, C, D, E, F, G, H, Ī
Unfavorable working conditions reduce job satisfaction.	A, B, D, F

As seen in Table 7, all of the participants said that working conditions affected job satisfaction. 9 of participants emphasized that positive working conditions increased job satisfaction. And 4 of the participants said that unfavorable working conditions reduced job satisfaction. Below are some of pre-school teachers' opinions on the effect of seniority on job satisfaction.

... I wouldn't want to work with 35 kids in a small class if your environment is under better conditions. this lowers my performance. So I think you will definitely notice. Physical conditions are important (A).

I'll say yes to that too. I have also worked in very disadvantaged areas. I also worked in schools where all the opportunities were available. Working conditions also motivate people in a way. So you enter the classroom, there is no material, there is nothing you want. You will teach children something, you have no paper, no cardboard, no computer, and these of course affect people. I mean, if the working conditions are good, not only financially, but in every sense, your co-workers are good, you reach the things you want and are very necessary, you also have job satisfaction. . (B).

Yes, it also differs according to the working conditions. Especially people who work more hours in terms of hours cannot provide job satisfaction. Because now a boredom comes (F).

Discussion and conclusion

In this section, conclusions were discussed in the light of the findings obtained from the research and suggestions were put forward in line with the findings obtained. The views of the teachers participating

in the research were discussed in terms of factors of age, gender, seniority, salary, co-workers, working conditions, and management style affecting job satisfaction.

Based on the research findings on the effect of gender on job satisfaction, half of the participants said that the gender variable affected job satisfaction, while the other half said that the gender factor did not affect job satisfaction. Similarly, when Bilgiç (1998) examined the gender variable of job satisfaction of men and women in different institutions in Turkey, no significant difference was found.

As a result of the findings related to the effect of age on job satisfaction, all of the participants stated that the age variable was affected by job satisfaction, but job satisfaction was higher at younger ages, and job satisfaction decreased at older ages. The reason why teachers' job satisfaction was high at a young age may be because they were more idealistic. However, Akkurt (2008) in his study examining the job satisfaction and burnout levels of pre-school teachers, concluded that pre-school teachers who lived in their first years in the profession were more satisfied with their jobs than teachers with more seniority.

As for the findings related to the effect of seniority on job satisfaction, all of the participants stated that seniority was effective on job satisfaction, while the majority of them stated that as seniority increased, job satisfaction decreased. As a result of the results obtained, the age variable and seniority variable showed similarity.

When the findings related to the effect of salary on job satisfaction were examined, the majority of the participants stated that salary affected job satisfaction. In the recent researches, it was found that the job satisfaction of the teachers with low salaries was lower than the teachers with high salaries. A significant difference was determined between the job satisfaction levels of the participants according to the monthly income level (Balıkçı, 2016). In another research by Tunacan & Cetin (2009), it was found that the fact that teachers were not satisfied with the salary they received reduced both the quality and the number of candidates willing to the teaching profession and reduced the productivity. Similarly, in most of the findings related to salary, it was found that teachers were not satisfied with the salary they received in any period of their profession. However, it was observed that this dissatisfaction was more in the early days of their profession.

In the light of the findings on the effect of the management on job satisfaction, all of the participants stated that the management style affected their job satisfaction, while the majority of the participants concluded that the negative attitude of the management reduced the job satisfaction of the teachers. Similarly, Akdoğan (2002) in his study on the relationship between the perceived leadership styles of the instructors and their job satisfaction levels, concluded that the positive leadership skills of the administrators affected the teachers' job satisfaction levels positively.

As for the findings related to the effect of co-workers on job satisfaction, the majority of the participants stated that their colleagues' job satisfaction affected their job satisfaction, but while variables such as sharing, helping, and cooperation affected positively; they said that variables such as jealousy and competition negatively affect their performance. In parallel with this finding, as in a research by Durmaz, & Gümüştekin (2021), it was found that as the working time of teachers with co-workers in an institution increased, the satisfaction they got from their co-workers increased.

Finally, in the light of the findings related to the effect of working conditions on job satisfaction, it was understood that the physical conditions of the school affected the job satisfaction of the participants and the positive physical conditions had a positive effect on the job satisfaction of the teachers. Similarly, in the other researches, teachers stated that the physical conditions of the school and the sufficient equipment used in the course have an important place in their job satisfaction (Günbayı, 2000). Additionally, according to Cetinkanat (2000), improving the heating, lighting, decoration and equipment conditions of teachers, their departments and teacher's rooms contribute to increasing their satisfaction levels. Thus, teachers' job satisfaction was affected by the physical conditions of the school.

Recommendations

In line with the findings, following suggestions were put forward:

Teachers' low job satisfaction will cause their psychological complaints to increase in the process. For this reason, various in-service trainings can be carried to increase the job satisfaction of teachers.

Retirement age can be decreased because pre-school teachers' job satisfaction is high at a younger age.

The interest of male teachers in pre-school teaching should be increased, therefore, male teachers should be encouraged to prefer pre-school teaching.

The amount of salary paid to pre-school teachers can be improved.

School administrators can make improvements by identifying negative situations that affect pre-school teachers' job satisfaction.

Cooperation and sharing among teachers should be increased with the activities carried out in the school.

In order to increase the job satisfaction of teachers, the physical conditions of the schools should be improved, and the number and the quality of the equipment and materials should be increased.

Working with a larger sample group will enable us to obtain more precise results about job satisfaction.

The job satisfaction of pre-school teachers working in an independent kindergarten and pre-school teachers working in a kindergarten of primary education can be compared.

Job satisfaction of male pre-school teachers and female pre-school teachers can be compared.

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Ethical approval

In the writing process of the study titled “**The factors affecting the job satisfaction of pre-school teachers in terms of various variables**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics committee approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 380 on November 4th, 2021.

Female students' views on the reflections of school sports team life on their development: A phenomenological study

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Abstract. Sports is a new science that shapes human behavior and spiritual structure through individual or team games, movements, and various competitions, as well as improving individuals physically. In this study, it was aimed to examine the reflection of school sports team life on their development. The research was a descriptive phenomenological study in qualitative design. A phenomenological study is a research that focuses on what people experience and how they experience what they experience. The population of the research consisted of female athlete students who study in public primary, secondary and high schools within the borders of Kepez District of Antalya province in the 2022-2023 academic year, and the sample of the study consisted of 8 female athlete students studying at primary and secondary school in Aslanlar Secondary School. As a data collection tool, a semi-structured interview form consisting of 5 questions prepared by the researcher and including questions about personal information was used. As a result of the research, it was found that sports team life had many positive benefits for social development, personality development, physical development and academic development.

Keywords: Sports, team life, development

Introduction

Education can generally be defined as the process of socializing the individual and raising an individual useful for the society. Thus, education is a process in which desired behavioral change occurs in the individual (Demirel, 2002). Education can be seen both as a behavior change and development process and as a process of adapting an individual to society. It can be said that the general purpose of education in today's modern societies is to help individuals adapt to the society where they live in a healthy way. In this respect, it can be thought that education both affects an individual's environment and develops him or her continuously. On the other hand, physical education has a very important place in the understanding of contemporary education. It can be thought that increasing the physical education lesson hours in basic education will be important in gaining the habit of doing regular sports. It can be expected that the person who does sports regularly will learn to respect his/her own body and personality first, and then to respect the society and other people living in the community.

12-14 age group is thought as the transition years from childhood to adulthood. The formation of personality and the establishment of character take place in these years. Children who make sports a habit are expected to live a happier and more meaningful life, to have more self-confidence, and to develop more physically and spiritually than children who do not do sports. The different opportunities offered to students make it easier for them to learn, and after a while their undesired behaviors start to change to desired ones. In the studies carried out in this area, it has been observed that the "The theory of multiple intelligences" based learning approach has a positive effect on the success of the students, develops

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positive behaviors towards the lesson, and decreases the disciplinary problems of the students who follow the rules (Korkmaz, 2001). Various activities carried out with children, physical education, cultural and sportive activities carried out with specific pedagogical responsibilities, and various competitions with the content of solidarity, together with planned physical activities that children will do, leave positive effects on their physical, social, mental and spiritual development, expanding their imaginations and giving them new opportunities and opens them new horizons (Muratlı, 2007).

In modern understanding, sport is seen as a very important mass education tool. Sports is a new branch of science that shapes human behavior and mental structure through individual or team games, movements, and various competitions, as well as improving individuals physically (Güven, 2006). Sports and physical training are the basis of a healthy life. For this reason, it is very important for children to be directed to sports at an early age and to make sports a habit. The role of the family is very important in making this habit a lifestyle in children. However, many families do not spare enough time for sports due to reasons such as workload, physical fatigue and not finding enough time, and it is a chore for their children to meet these needs. Parents' attention is very important in this regard, as children do not have knowledge about when and what sports they should do (Rohkohl, 2022; Orhan, 2019).

According to psychoanalyst theories, positive and negative experiences in the early period are considered to be very effective in character development. Sigmund Freud (1856-1939) wanted to emphasize how important the childhood period is by expressing that the experiences in childhood settle in the sub-conscious and are revealed as positive or negative symptoms in the 5 adult periods. Additionally, Erikson (1902-1994) stated that first of all, families, then social environment, friends and individuals of different age groups are influential in the development of children, and that various emotions, especially trust, which are gained at an early age, show themselves stronger in later ages and affect children positively. (Orhan & Ayan, 2018)

Sports, basically, are the integration of planned work, discipline, stability, goals and success. An individual who does sports is inevitably motivated to be organized and planned, to set goals and to achieve success. The child, who makes it a habit to be regular and systematic by doing sports, has goals. The same pattern is observed in the general life of a child, who is used to living in this way (Yalçın & Balcı, 2013). The first recommendation of field experts in school success is a regular sports training. The child, who releases his energy by acting and is included in a social group, is happier, his success with the support of his environment motivates him, his physical appearance, health, endurance and condition are noticed and respected by his friends and all these positive contributions affect the child's academic success in a positive way.

In this study, it is aimed to examine the reflections of school sports team life on female students' development. The problem statement and sub-problems of the research were expressed as follows:

Problem Statement

What are the opinions of female students on the reflections of school sports team life on their development?

Sub Problems:

1. What does school sports team life mean to female students?
2. What are the opinions of female students on the reflections of school sports team life on their social development?
3. What are the opinions of female students on the reflections of school sports team life on their personality development?
4. What are the opinions of female students on the reflections of school sports team life on their physical development?
5. What are the opinions of female students on the reflections of school sports team life on their academic development?

Method and paradigm of research

Knowledge constitute interest of this study is practical and the paradigm is interpretive as data were based on subjective and inter-subjective views and perspectives of the individuals (Gunbayi & Sorm, 2020). The research is a descriptive phenomenological study in qualitative design. A phenomenological study is research that focuses on what people experience and how they experience what they experience. The main goal of phenomenological study is to reveal what is in one's mind, that is, the essence of one's perception of lived experiences. (Creswell, 1998; Patton, 1990). In addition, phenomenological research focuses on the subjective experiences of the individual or individuals about a lived phenomenon, unlike case studies that investigate a phenomenon that is currently experienced in its context and unit. In phenomenological research, the focus is subjective experience rather than the phenomenon (Creswell, 1998; Patton, 1990, Polkinghorne, 1989)

Sampling

The population of the research consisted of female athletes who were educated in public primary, secondary and high schools within the boundaries of Antalya province Kepez District in the 2022-2023 academic year.

The sample, on the other hand, consisted of 8 athlete girls studying at primary and secondary school in Arslanlar Secondary School, which was selected on a voluntary basis with the purposeful sampling criterion sampling technique (Palys, 2008). Demographic characteristics of the athletes are given in the table below.

Table 1.

Distribution of demographic variables of the participants

Participant	Gender	Age	Duration to engage in sports
S1	Female	12	3 years
S2	Female	11	1 years
S3	Female	12	2 years
S4	Female	12	4 years
S5	Female	13	4 years
S6	Female	12	6 moths
S7	Female	10	4 years
S8	Female	12	1,5 years

Data collection

In the research, a semi-structured interview form consisting of 5 questions and questions about personal information prepared by the researcher, within the scope of the conceptual framework created by the review of the relevant literature was used. The interviews were recorded as audio files, and before the recording was started, the interviewee was informed and asked for her permission.

Ethical Procedures

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 17 decision numbered 354 on October 11th t, 2022, formal permission was obtained from the Antalya Provincial Directorate of National Education for the research numbered E-98057890-605.01-63864336 on November 21st 10th, 2022, an informed consent form was obtained from the participants before the interview and participants were informed that their names would not be mentioned and be given the alphabetical codes as S1, S2, S3, S4, S5, S6, S7, S8.

Validity and Reliability of the Research

Validity and reliability of the qualitative data were carried out via the criteria of credibility, transferability, confirmability and dependability (Lincoln and Guba, 1985): (1) for credibility, the researcher developed the semi-structured interview form via the review of relevant literature (2) for transferability a purposive sampling method was used to get opinions and experiences of participants based on their perspectives (3) for confirmability, Cohen's kappa coefficient of the themes of the transcripts created by two independent researchers was calculated as .83, a perfect level of agreement between themes d) for dependability all data collected were kept reachable to prove on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data Analysis

Verbatim transcripts were carried out by the researcher and recorded as audio files, and participants were delivered for their accuracy and confirmed by the participants. Qualitative text data regarding the sub-problems of the research were coded and thematic, descriptive and content analysis were done by using NVIVO software (Kelle, 1995; Cohen, Mannion & Morrison, 2007). In conclusion and discussion, the findings were interpreted and discussed with the relevant studies done in this field so far.

Findings

1. What sports team life means

The findings related to participants' opinions on the meaning of sports team life are presented in Table 2.

Table 2.

What sports team life means

Themes	S1	S2	S3	S4	S5	S6	S7	S8
Unity							✓	✓
Being together							✓	✓
Solidarity						✓	✓	✓
Responsibility	✓					✓		
Healthy life and body		✓	✓		✓			
Pleasant time		✓		✓	✓			
Confidence	✓					✓		

As seen in Table 2, participants' opinions on what sports team life meant to them were gathered under 7 sub-themes and the themes of solidarity, healthy life and body and pleasant time were mentioned the most in themes. Some of participants' opinions on the meaning of sports team life are given below:

It means a high sense of responsibility. (S6)

It brings team spirit and makes you feel unity and togetherness. (S7)

It means unity and the ability to help each other. (S8)

Sports team life has a good place in my life because I enjoy it. (S2)

It contributes to a more self-confident individual in his social life. (S1)

When the answers given by the female students are interpreted; it was understood that sports team life meant to participants as unity, being together, solidarity, responsibility, healthy life and body, pleasant time, self-confidence.

2. Reflections of sports team life on social development

The findings related to participants' opinions on reflections of sports team life on social development are presented in Table 3.

Table 3.

Reflections of sports team life on social development

Themes	S1	S2	S3	S4	S5	S6	S7	S8
making friends	✓	✓	✓	✓				
Ability to express one's self	✓							✓
Confidence		✓				✓	✓	
Being organized					✓			
Time management					✓			✓
being disciplined							✓	
Healthy lifestyle							✓	

As seen in Table 3, participants' opinions on reflections of sports team life on social development were gathered under 7 sub-themes and the theme of making friends were mentioned the most in themes. Some of participants' opinions on reflections of sports team life on social development are given below:

I gained the ability to make friends and express myself properly. (S1)

I gained social circle by making friends. (S3)

It allows me to be organized and use my time regularly. (S5)

Healthy living, discipline and self-confidence are the things that gave me the most. (S7)

When the answers given by the female students are interpreted, it was understood that reflections of sports team life on social development were making friends, ability to express one's self, confidence, being organized, time management, being disciplined and healthy lifestyle.

3. Reflections of sports team life on personality development

The findings related to participants' opinions on reflections of sports team life on personality development are presented in Table 4.

Table 4.

Reflections of sports team life on personality development

Themes	S1	S2	S3	S4	S5	S6	S7	S8
Discipline habit	✓							
Ability to be organized	✓				✓			
Increasing self-confidence		✓						
Doing activities			✓					
Living in unity				✓	✓			
Earning respect						✓		
Happiness						✓		
Empathy							✓	
Communication							✓	
Gaining strength								✓

As seen in Table 4, participants’ opinions on reflections of sports team life on personal development were gathered under 10 sub-themes and the themes of ability to be organized and living in unity were mentioned the most in themes. Some of participants’ opinions on reflections of sports team life on personal development are given below:

There is definitely. Since sports ethics and discipline are reflected in daily life, it gives us the ability to be disciplined and organized in the rest of our lives. (S1)

Sports life has been very beneficial for my personality development. It has been an activity in my life. (S3)

I learned to live in unity and togetherness. (S4)

It allows me to be organized as it is a collective team work. (S5)

Since the day I started my sports life, I learned to think for the other person. (S7)

When the answers given by the female students are interpreted, it was understood that reflections of sports team life on personal development were discipline habit, ability to be organized, increasing self-confidence, doing activities, living in unity, earning respect, happiness, empathy, communication and gaining strength.

4. Reflections of sports team life on physical development

The findings related to participants’ opinions on reflections of sports team life on physical development are presented in Table 5.

Table 5.

Reflections of sports team life on physical development

Themes	S1	S2	S3	S4	S5	S6	S7	S8
Being strong	✓		✓				✓	
Being agile	✓		✓					
Balance	✓							
Muscle coordination development	✓						✓	
Bone development	✓							
Height growth		✓	✓	✓	✓	✓		✓
Athletic body				✓				
Healthy body	✓		✓					

As seen in Table 4, participants’ opinions on reflections of sports team life on physical development were gathered under 8 sub-themes and the themes of height growth was the most mentioned in themes. Some of participants’ opinions on reflections of sports team life on personal development are given below:

I've grown too tall. (S2)

I gained muscle development and a strong body. (S7)

You have an athletic body. (S4)

It made me stronger, agile and healthy. (S1)

When the answers given by the female students are interpreted; it was understood that reflections of sports team life on physical development were being strong, being agile, balance, muscle coordination development, bone development, height growth, athletic body and healthy body.

5. Reflections of sports team life on academic development

The findings related to participants' opinions on reflections of sports team life on academic development are presented in Table 6.

Table 6.

Reflections of sports team life on academic development

Themes	S1	S2	S3	S4	S5	S6	S7	S8
Having priority	✓							
Appreciation		✓						
Being protectable								
Dreaming about the future				✓	✓	✓	✓	
Being practical and quick	✓							✓
Attention and focus skill			✓					
Strong memory		✓						

As seen in Table 4, participants' opinions on reflections of sports team life on academic development were gathered under 7 sub-themes and the theme of dreaming about the future was the most mentioned in themes. Some of participants' opinions on reflections of sports team life on personal development are given below:

It has been my priority in sports activities in school. (S1)

I am appreciated in school for being disciplined. /S2)

I can imagine being a famous athlete. (S4)

I think I will improve my sport and go to international matches. (S7)

When the answers given by the female students are interpreted, it was understood that reflections of sports team life on academic development were having priority, appreciation, being protectable, dreaming about the future, being practical and quick, attention and focus skill and strong memory.

Discussion and conclusion

When the research findings were examined, it was seen that sports team life meant unity, healthy life and enjoyable time for students. The students stated that by doing sports, they gained the awareness of helping themselves and their environment. In this way, they also stated that the concept of unity had a very important place in their sports life. This finding was consistent with the findings of Kulaber's (2021) study called "Examination of sportsmanship orientation of students studying at sports high school and physical education and sports school in terms of some variables", in which it was found that the sportsmanship orientation of the participants who did active sports had more sportsmanship orientation than those who did not do active sport.

When the findings related to the second sub-problem were examined, it was seen that the reflections of sports team life on social development were making friends, ability to express one's self, confidence, being organized, time management, being disciplined and healthy lifestyle. When participants' expressions considered, it was understood that the most contribution of sports team life was to make

friends. Additionally, it was seen that students thought that they prioritized making friends through their sports team experiences and that they also acquired various personal development skills.

When the reflections of sports team life on personality development were examined, it was seen that the biggest gain of the students was to acquire the habit of discipline, as well as gain order skills and increase their self-confidence. In addition, it was seen that doing activities, living in unity, earning respect, happiness, empathy and communication skills also increased. When participants' expressions considered, it was understood that they thought that the greatest contribution was the ability to live in unity and organized. This finding was consistent with the result of Taştan's (2020) study called "Examination of life satisfaction and sports participation motives of athletes interested in some racquet sports (the example of Kayseri province)", in which a significant relationship was found between the life satisfaction of the volunteers who were studying at secondary and high school levels and their motivation to participate in racquet sports.

When the reflections of sports team life on physical development were examined, it was seen that there were reflections such as being strong, being agile, balance, muscle coordination development, bone development, height growth, athletic body and healthy body. Among these reflections, it was found that the most contribution was on height growth. This finding was consistent with the result of the research by Yaran M. (2014) called "Investigation of sleep quality and quality of life in university students who make sports and who do not" and in this study the sleep quality and quality of life of the students of the university students, who did active sports and did not do active sports, were examined. It was found that there was no significant difference between the sleep qualities of university students who did sports compared to those who did not, but their quality of life was higher.

When the reflections of sports team life on academic development were examined, it was seen that the reflections were skills such as having priority, appreciation, being protectable, dreaming about the future, being practical and quick, attention and focus skill and strong memory. Among them, it was found that dreaming about the future was the most common. These findings were supported by the view of Bradley, Keane and Crawford (2013) that promoting participation in school sport and providing access to a range of team and individual sports throughout the secondary school years may be a beneficial way to improve students' school attainment.

Recommendations

In line with the findings, following suggestions were put forward:

The study group of the research was limited to 8 athlete girls in a secondary school in Antalya Kepez District. By conducting the research with more secondary school students, more female athletes can be reached.

The study group of the research was limited to secondary school students. The research can also be conducted with students in other education and training categories.

Looking at the results of the research, it is seen that school sports experience causes positive developments in students mentally, socially, personally and academically. From this point of view, it can be suggested that teachers should direct students to more sports activities and thus cause positive developments, including the transformation of negative behavioral characteristics.

According to the results of the research, it was seen that the students attach great importance to issues such as making friends, being self-confident, being respected, and the development of feelings of unity. It has been observed that they think that they have improved in these subjects thanks to their sports life. For this reason, it can be suggested to parents and teachers to encourage students to be directed towards sports life and sports teams.

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Ethical approval

In the writing process of the study titled “**Female students’ views on the reflection of school sports team life on their development: A phenomenological study**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics committee approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 17 decision numbered 354 on October 11th, 2022.

Evaluation of school principals by teachers in terms of ethics compliance: Phenomenological research

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Abstract. This research study aimed to investigate whether school principals behaved ethically while fulfilling their duties. A qualitative research design was used in the study. The data of the study were collected from 12 teachers working in a primary and secondary school affiliated to the Ministry of National Education in Antalya by face-to-face interviews. The findings of the study showed that teachers defined ethics as the moral rules that regulated social life and that must be followed for the existence and continuity of social life, and they mostly associated ethics with the concepts of honesty, equality, truth and justice. Teachers had a perception that school principals acted unethically from time to time. Besides, the types of unethical behaviors most frequently exhibited by school principals were to discriminate among the personnel, not to treat the personnel equally and fairly, to abuse their authority for their personal interests, not to comply with the courtesy and etiquette while addressing their surroundings and to insult them. The findings showed that unethical behaviors of school principals affected education negatively, the school climate was negatively affected due to anxiety and fear, the environment of respect and trust disappeared, the quality of education and academic success decreased. The findings also showed that the unethical behaviors of the school principals affected the teachers negatively, the work determination and motivation of the teachers and the productivity decreased, and they were restless and unhappy. Finally, the teachers suggested that school principals should be selected with a merit-based system.

Keywords: Ethics, morale, school principal, education, manager

Introduction

The relationships that people construct in society are based on ethical foundations. In addition to the importance of human relations being a part of correct and good behavior, it should be based on love, respect, honesty and trust. Ethics is of great importance both in the social field and in the field of education. Schools that build the future need to have ethical values and have managers who have ethical values in their management. It is known that educational institutions are the result of institutionalization in order for individuals to live together and serve for a common purpose. For this reason, besides deriving the principles adopted in educational institutions from basic ethical principles (freedom, equality, justice), it is important to aim for the well-being of societies (Pieper, 2012).

All people have to comply with ethical rules, and the importance of ethical rules is known especially by teachers and principals in educational institutions. This is because education is highly linked to ethics and morality. Education is recognized as such because it aims to develop people and promote positive interaction between people. It is important for teachers and principals to comply with ethical values, because complying with ethical rules positively affects the life of the person and the society. These rules guide the person on what to do and what to decide (Webster & Litchka, 2020).

The term ethical leadership has emerged due to the importance of complying with ethics in educational institutions. Since the mid-1990s, the term has been of great interest to researchers. Ethical leadership

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can be defined as the demonstration of normatively appropriate behavior through interpersonal relationships and personal actions. It also includes encouraging such behavior among managed people through two-way communication, decision making, and reinforcement (Aljbour, 2020).

Ethics is a set of rules that show an individual the right and wrong at all stages of his life, enable the individual to make the right choice about what to do and what not to do, and also regulate the relations of the individual with other individuals and the society (MEB, 2006). Ethics guides individuals when choosing between right and wrong, good and bad, acceptable and unacceptable (Davis, 1991). Therefore, ethics is a vitally important concept for both the individual and the society.

There are rules and principles that must be followed by representatives of a particular profession, as well as ethical rules that must be followed by all individuals. These rules and principles are defined as professional ethics. Professional ethics is the fulfillment of the requirements of the profession in accordance with ethical and moral principles (Aktaş, 2012). Professional ethical rules do not change from person to person and should be known and applied by all members of the profession. In the event that the principles of professional ethics are not fulfilled, different sanctions may be applied, including disqualification from the profession (Arslan, 2012).

Professional ethics is of vital importance for institutions, organizations and businesses. It is possible with professional ethics for the members of the profession to work effectively, efficiently, in harmony and without problems. Compliance with the rules of professional ethics is also important for the success and sustainability of institutions, organizations and businesses. Professional ethics not only increases the reputation of professionals and organizations, but also causes the development of corporate culture and the quality of communication (Öktem, Leblebici, Arslan, Kılıç, & Aydın., 2003). Thanks to professional ethics, it is possible for the members of the profession to offer a standard and institutionalized quality product and service (Uzunçarşılı, Toprak & Ersun 2000).

While complying with the rules of professional ethics has indispensable benefits, in case of non-compliance with the rules of professional ethics, dangerous consequences may arise for both the members of the profession and the organizations they work for. In case of non-compliance with the ethical rules, the productivity and performance of the employees will decrease, as well as the communication between the employees will decrease and an unfavorable working environment will emerge where there is no trust (Vega & Comer, 2005). As a result, organizations lose their reputation, prestige, and therefore their profitability.

Those who are expected to comply primarily with ethics committees in an institution are the administrators in the institution (Hughes, Ginnett & Murphy., 1999). In a sense, since managers are one of the factors that ensure compliance with ethical rules throughout the organization, failure of managers to comply with ethical rules means that ethical rules will not work throughout the organization. While the effects of the individuals in the institution not complying with the ethical rules will be limited, the effects of the managers' non-compliance with the ethical rules will be much more extensive.

In this research, it was aimed to determine the opinions of teachers about whether school principals acted ethically while fulfilling their duties. The problem statement and sub-problems of the research were expressed as follows:

Problem Statement

What are the teachers' views on whether school principals act ethically while fulfilling their duties?

Sub Problems:

1. What are teachers' perceptions of ethics?
2. How do teachers witness unethical behaviors of school principals?

3. What are the unethical behaviors of school principals?
4. What are the consequences of unethical behaviors of school principals?
5. What should be done to minimize the unethical behaviors of school principals?

Method and paradigm of research

The paradigm of this study is interpretive as it is based on subjective and inter-subjective views of the individuals and practical knowledge constitute interest (Gunbayi & Sorm, 2020). In this study, it was aimed to determine the opinions of teachers about whether school principals acted ethically while fulfilling their duties. In this context, the opinions of the teachers were questioned about whether the teachers observed the unethical behaviors of the school principals they worked with, what these behaviors were, what the consequences of these unethical behaviors were and what should be done to minimize the unethical behaviors of the school principals. The design of this research is the descriptive phenomenological design, one of the conventional designs in qualitative research. Research in the phenomenology model is carried out to describe the lived experiences of the individuals in the phenomenon under investigation (Creswell, 1998; Patton, 1990, Polkinghorne, 1989)

Sampling

Participants were selected on a voluntary basis with the purposeful sampling method and criterion sampling technique (Palys, 2008). The sampling of the research consisted of 12 teachers in Ministry of National Education in Antalya. While forming the study group, care was taken to ensure that the number of female and male teachers was equal. Demographic characteristics of the sampling are shown in Table 1. Accordingly, half of the participants were female and the other half were male. The number of participants aged 35-40 was 4, the number of participants aged 41-50 6, and the number of participants aged 51 and over 2. 5 of the participants were primary school teachers, 3 English teachers, 2 Psychological Counseling and Guidance teachers, 1 was a Turkish teacher and a Religious Culture and Moral Knowledge teacher.

Table 1.

Distribution of demographic variables of the participants

Demographic variables	Sub-groups	f	%
Gender	Male	6	50,0
	Female	6	50,0
Age	35-40	4	33,3
	41-50	6	50,0
	51 and more	2	16,7
Branch	Counseling Teacher	2	16,7
	Classroom teacher	5	41,7
	English	3	25,0
	Religious culture Moral Knowledge	1	8,3
	Turkish	1	8,3

Data collection

The data of the research were collected by semi-structured interview form in September and October in 2022. There were 5 semi-structured questions in the interview form. The questions were asked as open-ended in order to obtain detailed data in accordance with the aim of the research. Face-to-face interviews were conducted at the school where the participants worked to collect the data. The interviews lasted approximately 40 minutes. Before the interview, the participants were thanked for their participation and contribution to the research and the aim of the research and the aims for which the findings to be obtained

from the research would be used were explained to the participants. It was emphasized that participation in the study was on a voluntary basis and data were collected only from voluntary participants. During the data collection process, the consent of the participants was asked for audio recording, but audio recording was not carried out because the participants did not give their consent. The interviews were recorded in hand-writing.

Ethical procedures

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 17 decision numbered 353 on October 11th, 2022, and an informed consent form was obtained from the participants before the interview and participants were informed that their names would not be mentioned and be given the alphabetical codes as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12.

Validity and reliability of the research

Validity and reliability of the qualitative data were provided in terms of credibility, transferability, confirmability and dependability (Lincoln and Guba, 1985): (1) for credibility, the researcher developed the semi-structured interview form based on the relevant literature review (2) for transferability a purposive sampling method based on voluntarism was used to reach the views of participants based on their perspectives (3) for confirmability, Cohen's kappa coefficient of the themes of the transcripts created by two independent researchers was calculated as .87, a perfect level of agreement between themes d) for dependability all data collected were reserved to show on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

Thematic and descriptive analysis were used in the analysis of the data. The data collected from each participant was transferred to NVIVO software. After ensuring data integrity, each file was identified as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12. Identified files were examined and common themes were determined. Later, all files were combined into a single file under these common themes. Coding was done under common themes and remarkable participant opinions about each code were also determined (Kelle, 1995; Cohen, Mannion & Morrison, 2007). Each common theme and the codes of these themes are presented in tables. Remarkable participant opinions were also given below the tables.

Findings

1. The meaning of ethics

The findings related to participants' opinions on the meaning of ethics are presented in Table 2.

Table 2.

The meaning of ethics

Themes	f
Acting in accordance with the moral values of the society	2
Demonstrating individual's befitting attitudes and behaviors	1
Moral values that govern behavior	1
The set of rules necessary for the existence and continuity of social life	4
Universal rules	1
Morality	1
Honesty	3
Truth	2

Equality	3
Fairness	2
Working properly	1
Being hardworking	1
Merit	1
Work ethic	1
To work in accordance with ethical rules, principles, procedures and conditions	1
Acting lawfully	1
Not stealing	1
Non-discrimination	2
Not seeking self-interest	1
Respecting to ethical rules	1
Necessity to live in peace and security.	2

As seen in Table 2, participants' opinions on the meaning of ethics were gathered under 21 sub-themes and the sub-theme of the set of rules necessary for the existence and continuity of social life was mentioned the most. Some of participants' opinions on the meaning of ethics are given below:

It includes the concepts of morality, righteousness, equality, and merit. It occurs within the society and ensures the continuity of the society. It is necessary to live in peace and security. (P3)

Ethics is essential for a healthy social life. Community life should be built on ethical values and rules. Therefore, these ethical values should be respected in every work done. (P6)

Ethics is the set of rules formed in social life. Honesty, honesty and public peace are important. (P7)

I think the concept of ethics; Equal, lawful, non-discriminatory behavior for everyone. (P9)

There is no discrimination against anyone. Not approaching the working personnel for profit is not the behavior according to them. (P12)

When the answers given by participants were interpreted; it was understood that all of the participants expressed their opinions about what the concept of ethics meant to them. It was seen that the participants stated different definitions from each other. It was also seen that each participant referred to more than one different concept in his or her own definition. In the definitions stated by the participants, the definition of ethics as a set of rules necessary for the existence and continuity of social life (4 participants) came to the fore. In another definition, 2 participants emphasized acting in accordance with the moral values of the society. Expressions in one word to define ethics were also used: the most frequently repeated ones were honesty (3 participants), equality (3 participants), truth (2 participants) and fairness (2 participants). Similarly, it was found that ethics was defined by negative concepts such as non-discrimination (2 participants), not stealing (1 participant), and not seeking self-interest (1 participant). It was found that 2 participants directly associated ethics with work ethics. It was also found that 3 participants expressed their expectations about ethics rather than the definition of ethics and emphasized that ethics should be necessary for living in peace and security and that ethical rules should be respected.

2. Witnessing unethical behaviors of school principals

The findings related to participants' opinions on witnessing unethical behavior of school principals are presented in Table 3.

Table 3.

Witnessing unethical behaviors of school principals

Themes	f
Nepotism in class, course and assignment	6
Abusing administrative powers	3
Warn teachers and students unethically	3
Failure to make rewards fairly and on merit	1
Stealing directly or indirectly	1
Allowing negative behaviors	1
Mobbing teachers	1
Arbitrary use of school resources	1
Unethical use of school resources	1

As seen in Table 3, participants' opinions on witnessing unethical behaviors of school principals were gathered under 9 sub-themes and the sub-theme of nepotism in class, course and assignment were mentioned the most. Some of participants' opinions on witnessing unethical behavior of school principals are given below:

Yes it's okay. He rudely warned teachers and students. By applying mobbing to teachers who are self-sufficient in terms of knowledge and equipment, they reduced their motivation. He caused the teachers to suffer by making applications according to his own head (reducing the norm staff regardless of the number of students). (P3)

Yes, it has. Stealing directly or indirectly. Teachers or parents did not intervene when they exhibited negative undesirable behaviors. (P4)

Yes. For example, I have seen unethical behavior while rewarding. Rewards and advice, keeping personal relationships in the foreground. There was no objectivity, and favoritism was made entirely out of a conflict of interest. (P5)

Yes, I think. School administrators adopt what is appropriate for their own feelings, thoughts and behaviors in the functioning of the school, and they have a different attitude from other stakeholders in business and operations related to people who are close to their own opinion and lifestyle, which is not suitable for work ethics. (P8)

Unfortunately it does sometimes. Although they should act impartially, there may be favoritism. This behavior can create discontent among teachers. Starting from the 1st grade, it is possible to see that distinction when allocating classes or sharing tasks. (P11)

When the answers given by participants were interpreted; it was seen that all of the participants expressed their opinions about whether they thought that school principals acted unethically from time to time. All of the participants stated that they thought that the school principals acted unethically, and they justified and exemplified these thoughts. It was seen that the participants presented different reasons and examples from each other. It was understood that the primary reason why the participants thought that the school principals behaved unethically was that the principals discriminated in matters such as class, course and task distribution, and that the principals favored those whom they saw close to them without justification (6 participants). It was found that the other two primary reasons for the participants to think that the school principals acted unethically were that the school principals were abusing their administrative powers (3 participants) and that the school principals acted unethically while warning the teachers and students (3 participants). In addition to these, school principals' failure to rewards fairly and on merit, direct and indirect stealing, arbitrary use of school resources, mobbing teachers, allowing negative behaviors and developing individual practices by going beyond the legislation were also stated as the reasons to think that school principals were out of ethical values.

3. Unethical behaviors of school principals

The findings related to participants' opinions on unethical behaviors of school principals are presented in Table 4.

Table 4.

Unethical behaviors of school principals

Themes	f
Discrimination among personnel on the grounds of being from the same union, city, or world view	7
Distinguishing between parents	1
Misuse of their office for their own personal gains	3
Insult	2
Failure to comply with courtesy and etiquette	2
Humiliating women	1
Developing arbitrary practices beyond the law	2
Unethical use of school resources	1

As seen in Table 4, participants' opinions on unethical behaviors of school principals were gathered under 8 sub-themes and the sub-theme of discrimination among personnel on the grounds of being from the same union, city, or world view was mentioned the most. Some of participants' opinions on unethical behaviors of school principals are given below:

Distinguish among staff. Distinguishing between parents (by considering their economic situation). Using your position for personal gain. To give an example, to give privileges to teachers with whom they have personal affinity while preparing teachers' lesson plans. To quickly fulfill the request of a parent who is in good economic condition. Using well-positioned parents for personal business in their daily life. (P1)

In a high school in Kayseri, a supplementary resource book worth 500 TL was purchased for senior high school students in 2016 under the name of preparing for university exams. When I asked the relevant bookstore, I learned that the books were 200 TL and 300 TL remained for the school. (P4)

Abusing the power of his own directorate seat. Giving regular speeches to teachers, addressing them with the imperative mood, behaving in ways that do not comply with the rules of etiquette. (P5)

Priority of cleaning personnel working in the school over teachers and students. Reflecting their personal relationships within the institution by making different practices among teachers. Not approaching teachers equally and fairly, treating teachers with whom he is personally sincere with privilege. Not behaving in accordance with the rules of addressing and etiquette in terms of style (exhibiting rude behavior, using imperative mood). (P7)

To assign certain tasks, for example, on October 29, April 23 to some teachers, and other tasks to some teachers. Giving the low-income or poor financial situation to a classroom teacher, the popular one to the desk classroom teacher in class distribution. (P9)

Not everyone is treated equally. Some are tolerant, others are constantly reminded of their duties. If there is a rule in the school, all teachers should pay attention to it. For example, the same teachers always stand at the head of the class during the ceremony as the children enter. (P11)

Gender inequality. In one of his old schools, my principal would never communicate with me as a counselor and communicate with other male counselors. He also conveyed the parts about me through them. In general, no female teacher would contact the teacher. (P10)

When the statements by participants were interpreted; it was found that all of the participants expressed their opinions about the unethical behaviors exhibited by the school principals, and all of the participants explained the unethical behaviors of the school principals by giving one or more different examples. It was understood that the most unethical behavior of the school principals of the participants was to discriminate among the personnel and not to treat the personnel equally and fairly (7 participants). It was understood that the participants thought that the school principals did not treat the personnel equally, discriminated among them, and that it was unfair in the allocating of classes, lessons and duties, for reasons such as being from the same union, being from the same city, having the same worldview, or having a better relationship. The misuse of their office by school principals and their use for their own personal gains were also exemplified by 3 participants as an unethical behavior. Two participants each emphasized that the school principals insulting the other person, not obeying the rules of courtesy and etiquette, and making arbitrary practices out of the legislation were unethical behaviors. One participant each cited the misuse of school resources, discrimination among parents, and humiliating treatment of women as examples of unethical behavior by school principals.

4. Consequences of unethical behaviors of school principals

The findings related to participants' opinions on consequences of unethical behaviors of school principals are presented in Table 5.

Table 5.

Consequences of unethical behaviors of school principals

Categories	Themes	f
The consequences of unethical behavior of school principals in terms of education	School climate is adversely affected due to anxiety and fear.	5
	Mutual love, respect and trust are damaged	3
	The quality of education is declining	3
	Success is declining	2
	Interpersonal communication is declining	2
	Labor peace is broken	1
	Education fails to reach its goal	1
	Individuality is increasing	1
	Harmony among employees breaks down	1
	Chaos ensues	1
The consequences of school principals' unethical behaviors for teachers	Teachers' motivation to work decreases	6
	Teachers' productivity is declining	4
	Teachers are restless	3
	Conflicts between teachers	3
	Teachers are unhappy	2
	Teachers have no respect for the principal	2
	Teachers' sense of belonging is damaged	1
Teachers experience learned helplessness	1	
The consequences of school principals' unethical behaviors for students	The student-teacher relationship negatively affects	1
	Students experience learned helplessness	1
	Students have no respect for the principal	1
	Students are unhappy	1
The consequences of school principals' unethical behavior in terms of society	Society is getting unhappy	1
	Belief in equality and justice in society is declining	1

As seen in Table 4, participants' opinions on consequences of unethical behaviors of school principals were gathered under 4 categories and 24 sub-themes and the categories of the consequences of unethical behavior of school principals in terms of education and the consequences of school principals' unethical behaviors for teachers were mentioned the most. Some of participants' opinions on consequences of unethical behaviors of school principals are given below:

It negatively affects the school climate. It makes the teacher environment restless. It disrupts the atmosphere of mutual respect, love and trust. It reduces the motivation of teachers to work. This situation is reflected in the classroom environment and reduces the quality of education. (P1)

First of all, it disrupts the working peace, negatively affects the harmony and happiness of the personnel. It negatively affects the student-teacher relationship and education. It creates an unhappy society. (P2)

It lowers motivation. It negatively affects business success. It causes conflicts between teachers at school. As it creates an atmosphere of anxiety and fear, it prevents the formation of a positive school climate. It lowers the work ethic. It creates chaos. (P3)

It creates a restless environment for teachers. This reduces teacher productivity and lowers motivation. (P6)

Lack of respect for teachers and students towards the principal. Don't be taken seriously. The disruption of the functioning of the institution, the increase of unhappy students, unhappy teachers. Negative corporate culture. Decreased work efficiency and learning. Doing jobs and responsibilities just for show, insincere work and reluctance. (P7)

The unethical behavior of the managers disturbs the peace in the institution. Behaving according to the person reduces the motivation of the employees, the sense of belonging, and the desire to be more productive. While administrators who make unethical assignments bring people to higher positions, their work efficiency and quality decrease. The aims to be achieved in education cannot be achieved. The sense of equality and justice and trust in people decreases. (P8)

Such unethical behaviors also cause communication problems within the organization, feeling of not belonging to that organization, and communication breakdowns. (P10)

When the answers given by participants were interpreted; it was seen that all of the participants expressed their opinions about the consequences of unethical behaviors of school principals and each participant drew attention to more than one type of result. However, while all of the participants mentioned the consequences of the unethical behaviors of the school principals in terms of education and teachers, only 4 participants mentioned the results in terms of students and only 2 participants in terms of society. All of the participants thought that unethical behaviors of school principals led to negative consequences in terms of education. It was understood that the most common negativity that the participants emphasized was the formation of an atmosphere of fear and anxiety in the school due to the unethical behaviors of the school principals, and therefore the deterioration of the school climate (5 participants). Similarly, 3 participants stated that the atmosphere of love, respect and trust in the school was damaged due to the unethical behavior of the school principals. 3 participants emphasized that the quality of education decreased due to the unethical behavior of school principals. 2 participants pointed out that success decreased, 2 participants pointed out that interpersonal communication deteriorated. One participant each evaluated that because of the unethical behaviors of the school principals, the peace of work was disturbed, the education could not reach its purpose, the individuality increased, the harmony among the employees deteriorated and a chaos environment occurred. All of the participants thought that unethical behaviors of school principals caused negative consequences

for teachers as well. It was understood that the most common negativity of the participants was the decrease in the motivation and determination of the teachers to work due to the unethical behaviors of the school principals (6 participants). 4 participants stated that the productivity of the teachers decreased due to the unethical behaviors exhibited by the school principals, 3 participants stated that the teachers were restless, and 3 participants stated that there were conflicts between the teachers. Two participants each stated that the teachers were unhappy because of the unethical behaviors of the school principals and that the teachers lost their respect for the school principal. One participant each stated that teachers lost their sense of belonging to the school and teachers experienced learned helplessness. Emphasizing that unethical behaviors of school principals had negative consequences on students, 4 participants listed these negative effects as follows: negative effect to student-teacher relations, students being unhappy, students' lack of respect for the principal, and students experiencing a sense of learned helplessness. 2 participants thought that the unethical behaviors of the school principals also caused negative consequences for the society. According to these participants, when school principals exhibited unethical behaviors, the society became unhappy and the belief in equality and justice decreased in the society.

5. What to be done to minimize the unethical behavior of school principals

The findings related to participants' opinions on what to be done to minimize the unethical behavior of school principals are presented in Table 6.

Table 6.

What to be done to minimize the unethical behavior of school principals

Themes	f
The selection of school principals should be based on merit.	4
School principals should be supervised frequently	4
Showing favor should not be allowed in the selection of school principals	3
Parents and teachers should have an authority in the selection of school principals.	3
The tenure of school principals should be kept short.	3
School principals should have a good command of behavioral sciences	3
Ethics training should be given to school principals	2
School principals must have taught before	2
School principals should be educators with high humane feelings.	2
Must have pedagogical formation	1
Must have knowledge of information technology	1
School principals should be given a job guarantee in their practices.	1
There should not be politicians or bureaucrats that the school principal is afraid of outside the law.	1
MoNE(Ministry of National Education) should provide adequate budget to schools	1
School principals should treat everyone fairly, impartially, fairly and equally.	1
School principals should have the characteristics of a good leader	1
School principals should take Mustafa Kemal Atatürk, the founder of Turkish Republic, as an example	1
School principals need communication skills, problem solving, etc. must constantly improve themselves	1
School principals should be evaluated by students, teachers and parents.	1
A report showing the performance of school principals should be published at the end of their term of office.	1
School principals should be subject to a proficiency exam every year.	1
School principals should be subjected to a psychological test every year	1
School principals should be selected by examination.	1

As seen in Table 6, participants' opinions on what to be done to minimize the unethical behavior of school principals were gathered under 23 sub-themes and the sub-themes of "The selection of school principals should be based on merit" and "School principals should be supervised frequently" were mentioned the most. Some of participants' opinions on what should be done to minimize the unethical behavior of school principals are given below:

It must be thoroughly tested for its human values. He must have taught before. He must have received pedagogical formation. Parents and teachers should have a say in the selection of the principal. It must be inspected by qualified persons. Term of office should be kept short. Must be proficient in informatics. (P3)

School principals should be given a guarantee of duty in their practices, as in the case of judges and prosecutors. The school principal should not be afraid because a teacher or parent has an acquaintance in the Provincial National Education or district. The Ministry should send funds to the Parent-Teacher Association. The principal should not be involved in fundraising. (P4)

In the election of the principal, an administrator from within the institution should be determined by the teachers by secret ballot. Providing them with serious training in communication skills, conflict resolution and community awareness during the summer period, and as a result, controlling whether they apply them in their institutions. (P5)

Examining the managers every year, passing psychological tests. Equipped managers, who know the job very well, should be brought to the institutions with merit, by paying attention to the social rules, character traits and temperament. It is important to make a written evaluation with students and teachers at the school where they work, provided that it is confidential. There should not be a right to reach working hours from 4 to 8 years. As a result of 4 years of work, a report should be kept and displayed on the school board about the actions that he did or could not do. (P7)

Ethics training should be given to administrators in order to reduce unethical behaviors. The authorities, which also supervise the administrators, should be strengthened. Assignments should be made by examination, based on concrete results. Appointments should be based on merit. (P8)

Principals can be trained on subjects such as professional ethics, communication skills, problem solving skills, etc. to minimize unethical behaviors. (P10)

In order to minimize it, everyone should be treated equally, regardless of what is right or wrong. When it is done in an impartial and fair way, the teacher also trusts the administration in the place where he works. This contributes positively to his work. This does not happen in every school. There are managers who do their job really well. They must also be given their due. (P11)

When the answers given by participants were interpreted; it was understood that all of the participants expressed their views on what should be done to minimize the unethical behavior of school principals. It was seen that the participants made more than one suggestion at the same time. It was found that the total number of suggestions of the participants was 23. It was seen that the most frequently stated (4 participants) among these suggestions were the selection of school principals in accordance with their merits, making the principals the ones who really deserved it, and the frequent and qualified supervision of school principals. Other suggestions that were frequently stated were not showing favor in the selection of school principals (3 participants), teachers, students and parents should have an authority in the selection of school principals (3 participants), keeping the duty periods of school principals short (3 participants), and school principals having a good command of behavioral sciences. It was found that 2 participants each suggested that ethics training should be given to school principals, school principals must have taught before and school principals should be educators with high humane feelings. Finally, as shown in Table 6 above, 1 participant each made 14 different suggestions for minimizing unethical behaviors exhibited by school principals.

Discussion and conclusion

In this study, it was aimed to understand whether school principals behaved ethically while fulfilling their duties. In accordance with this purpose, based on the opinions of the teachers, it was examined whether the teachers observed the unethical behaviors of the school principals they worked with, what these behaviors were, what these unethical behaviors caused, and what should be done to minimize the unethical behaviors of the school principals. A qualitative research design was used in the study. The data of the study were collected by face-to-face interviews with 12 teachers working in a primary and secondary school affiliated to the Ministry of National Education. The data of the research were analyzed qualitatively by in-depth content analysis method.

Teachers defined ethics as moral rules that regulated social life and must be followed for the existence and continuity of social life. Teachers mostly associated ethics with the concepts of honesty, equality, truth and justice. Teachers had a perception that school principals sometimes behaved unethically. In a study conducted, while school principals always evaluated the compliance of the school principals' behaviors with ethical rules as appropriate, they often evaluated the compliance of teachers' school principals' behaviors with ethical rules as appropriate (Sunar, 2011). Similarly, another study found that school principals had a high level of compliance with ethical rules, but it was found that there was a significant difference between school principals' evaluations of school principals in terms of compliance with ethical principles and teachers' evaluations against teachers (Erdoğan, 2012).

According to their teachers, the most common type of unethical behavior by school principals was to discriminate among staff and not to treat staff equally and fairly. In this regard, teachers thought that school principals did not treat the staff equally, discriminate among them, and were not fair when allocating classes, lessons and duties, for reasons such as being from the same union, being from the same city, having the same worldview or having a better relationship. According to their teachers, other unethical behaviors frequently exhibited by school principals were school principals' misuse of their authority for personal gain, failure to comply with courtesy and etiquette while addressing their environment, and insulting them. Similarly, in the literature there are findings showing that school principals exhibit some unethical behaviors. It was found that school principals exhibited unethical behaviors such as favoritism towards teachers, shouting / scolding, influencing the opposite sex by abusing their office, surveillance with cameras, and bias in the distribution of duties (Can & Can-Işık, 2013).

Teachers thought that unethical behavior of school principals had negative effects primarily on education and teachers, but also on students and society. According to the teachers, the effects of school principals' unethical behavior on education were that the school climate would be adversely affected due to anxiety and fear, the environment of respect and trust would disappear, the quality of education would decrease and academic success would decrease. According to the teachers, the effects of the unethical behavior of the school principals on the teachers were that the determination and motivation of the teachers to work would decrease, their productivity would decrease, and they would be restless and unhappy. School principals' failure to comply with ethical principles also had negative consequences. Studies showed that as school principals acted in accordance with ethical principles, they were more trusted by teachers and organizational insensitivity decreased (Işık & Paşa, 2017). In addition, the findings showed that teachers' job satisfaction increased as school principals acted in accordance with ethical principles (Cetin & Özcan, 2013).

In order to minimize the unethical behavior of school principals, teachers suggested that school principals should be chosen primarily with a merit-based system in which showing favors should not play a role, and that teachers, parents and students should also have an impact on these choices. Frequent supervision of school principals was another suggestion that was frequently stated.

Recommendations

Based on these findings of the study, the following recommendations can be put forward for practitioners and future research:

Schools should be inspected frequently and in a qualified manner to prevent unethical behavior and to detect existing ones.

In order to prevent unethical behaviors in schools and to detect existing ones, the unethical behavior hotline application should be started physically and online.

Ethical principles should also be used as a criterion in the selection of school principals.

School principals should be trained more on ethical principles.

Even small, unethical behaviors should not go unpunished so that unethical behaviors do not become widespread.

Schools should be supported more financially and technically so that they may not lead to unethical behavior.

Future research should examine schools more often from an ethical perspective, with quantitative research to see the big picture, and qualitative research to explore in-depth.

Future research should examine the behavior of school principals ethically through qualitative methods, in which school principals form the working group.

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Ethical approval

In the writing process of the study titled **Evaluation of school principals by teachers in terms of ethics compliance: phenomenological research**, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics committee approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 17 decision numbered 353 on October 11st, 2022.