Determining the Cultural Delays in Academic Ethics: A Case Study from Turkey

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This study aims to determine academicians' and post-graduate students' views on violations of ethics. It is a qualitative study in the design of a case study. It was conducted using the criterion sampling method, and the study group was composed of 72 participants; 22 academicians and 50 post-graduate students. The research data were collected through a semi-structured interview form and were analyzed inductively. Accordingly, the findings from the perspective of academicians were described in three themes labeled as ethical definitions, experiences in violations of ethics, and suggestions for solutions in this respect. The findings obtained from the perspective of post-graduate students were also described in three themes. Thus, the conceptual definition of ethics and morals was made, the violations of ethics experienced by post-graduate students were determined, and the suggestions for solutions to the violations were made.

Keywords: ethics, academic ethics, cultural delays, violations of ethics

INTRODUCTION

The word ethics describes a domain of philosophy on the one hand, and it expresses the totality of norms on the other hand. It is the concept in which the right and the wrong are systematically evaluated and is a sub-discipline of philosophy (Aydın, 2016). It may be defined as a number of rules and principles or as a number of behaviors and moral principles accepted by a group of people or communities, and science ethics may be defined as the ethical and scientific criteria that should be observed in planning and conducting scientific research (Erdem, 2012).

Ricoeur (1992) makes a distinction between ethical goals and moral rules. Ethical goals are based on Aristotelian thoughts, and ethics here is defined as targeting a good life. Moral norms are based on Kantian conservatism, which means the obligation to comply with moral rules (Act. Haynes, 2020). Morals are essentially a deontological (the rules of a job that should be obeyed in implementation) calculation; it is the calculation of pleasure and grief (Berson, 2016). While morals express traditions and habits, ethics, on the contrary, focus on the reasons for considering behavior as right or wrong (Aydın, 2016).

Theoretical Background

Çobanoğlu (2021) defines 'Metaetic Theory', which emerged as a critique of normative ethics at the beginning of the 20th century, as a system of critical thinking on ethics. Although the boundaries are not clear, this allows researchers interested in moral issues to look at the issues from a broad perspective. It also causes them to have difficulty in determining the boundaries of the subject. The researcher claims that metaethics involves reasoning on moral arguments rather than making statements on moral expressions or developing moral arguments. There are various ways to determine what is good or right based on ethical uncertainties, and they do not always yield the same results in certain situations (Hammersley & Traiano, 2017). Thus, the moral dilemmas that date back from

Kohlberg and Paiget and the discussions of moral theories concerning value judgements that change from person to person were also interpreted in a new theoretical context.

Ethics in science is, in fact, a concept that emerged with the nature of science because science has always aimed to reach scientific knowledge and to be used for humanity's benefit (Bülbül, 2004). Various factors played roles in the revival of interest in ethics. However, what is fashionable today is not ethics as an area of philosophy or as a personal area. What is fashionable today is ethics which is called "professional ethics" (Kuçuradi, 2003). Akkaya & Yıldırım (2017) stress that the people who use knowledge the most frequently in the society are academicians who are always within science and say that they should have the responsibility to produce and use accurately the scientific knowledge for which they have the liability to produce, use and share. The ethical rules are the criterion considered to evaluate whether or not scientific knowledge is produced accurately. They are the most basic rules which are to determine the quality of a study- in a way regulates scientific life. Certain behaviors contrary to science ethics harm to science and people who work for science. Uçak & Birinci (2008) state, in the science ethics committee report prepared by the Turkish Academy of Science, that problems and concerns about the scientific reliability of scientific publications and the functionality of the scientific process have increased in the last 20 years. They attribute the increase in those problems and concerns to the competition between scientists, who consider the number of publications as the criterion for scientific achievement, leading to an increase in ethical problems parallel to the increase in the number of studies. According to the principles for public employees' ethical behaviors dated 2005 and numbered 25785 and according to the regulation for procedures and principles for application (article 3), employees, institutions, and administrators have specific responsibilities for implementing the ethical behaviors and for establishing the ethical culture in the Turkish public administration (Demirkasımoğlu, 2020).

The most important feature of academic ethical culture is that it is informal and unwritten. It joins all the academicians around the same values and conception of working, offers guidance in uncertain cases, and recommends behavior forms (Aydın, 2016). According to Sevim (2014), academic ethical values cannot be limited only to the process of producing an academic study. Researchers' scientific studies, their academic relations with their colleagues, their responsibilities to the institution they work in, and their relations with their audience- that is to say, their students; briefly, their interactions with all the components which are within their area of scientific communication are the dimensions which can be considered in the context of ethical values. University lecturers who shoulder the responsibility to raise scientists have the responsibility for fulfilling science ethics effectively in three areas: (1) in education and instruction, (2) in functioning as advisors in post-graduate theses, and (3) in functioning as members of scientific juries/as referees of journals (Erdem, 2012). It would be beneficial to liken the tasks of academicians to the five fingers of a hand, from the thumb to the little finger, and to consider them under five headings (Öztürk, 2008):

1. Thumb: Scientific study,
2. Index finger: Teaching,
3. Middle finger: Authorship,
4. Ring finger: Oratory,
5. Little finger: Craftsmanship, raising successors.

On the other hand, making publications- which is the task of academicians and contributes to scientific accumulation- has a number of ethical problems. Inci (2005) classifies the ethical problems in scientific publications as follows:

Irregular practices in scientific publications can be graded. A distinction should be made between those who intend purposeful deception and those who do it innocently due to a lack of knowledge. The most serious violation of ethical rules and standards is "scientific abuse." The most severe form of scientific abuse is plagiarism, which means using others' work and pretending it is their own work.

*Creating or making up data or unavailable results- that is, fabrication means making up at the desk. Hanging the data or results with no scientific reasons, skipping data with no reason- that is to say, **and falsification**- is the third type of abuse. The most significant difference between them from others is the intention to deceive on purpose. **Repeated publications, publishing by dividing into pieces, biased publications, biased choice of the resources, violations of authorship rights** (hiding the author name, gift authorship, honorary authorship or imaginary authorship, changing the order of authors with no reason), and **refusing to thank contributors** are also among irregular practices. In studies, innocent errors and failure to take due care are excluded from the above-mentioned irregular practices (p. 282).*

Büken (2006) drew attention to the lack of academic awareness, the inadequacy of the philosophy of science and the history of science as the main reason for the undesirable level of science in Turkey. He thinks that universities are managed as his own property in the hands of ideological-political-administrative power groups. Alev & Genç's (2015) study entitled "An investigation into University Ethical Committees in Turkey" suggests that ethical committees are important in diminishing and eliminating ethical problems in higher education if those committees are functional.

Ogburn developed the term cultural lag to emphasize that the materialistic elements of culture change faster than the non-materialistic elements, there is a gap between the two elements and there is not enough integration between them (Öztürk & Seyhan, 2016). Many get titles due to their desire to get promotions rapidly, use political power, or raise incentive scores. However, their failure to make adequate academic efforts may cause delays in the establishment and maturation of academic culture in Turkey. It has been determined that studies on this subject mostly focus on scale development in ethics (Sevim, 2014; Gençoğlu, 2005), leadership in ethical climate (Yağmur, 2013; Kılıç, 2014), and the relationships between demographic variables and ethics (Arslan Hendekçi, 2017; Erdirençelebi & Filizöz, 2019) and the necessity of ethical education (Akdoğan, 2020; Ordu, 2019). This current study is significant in that it theoretically reveals the academic culture situation in Turkey as a qualitative study and exemplifies the situation with real-life experiences.

The research problem was limited to the question, "what views do academicians and post-graduate students in Turkey hold concerning ethical violations?" and answers were sought to the following sub-problems:

1- What views do academicians have in relation to ethical violations?
2- What views do post-graduate students have in relation to ethical violations?
3- What views do the academicians and post-graduate students in educational sciences have in relation to ethical violations comparatively?

METHOD

Research Model

This paper was designed as a case study in a qualitative study model. Yin (2017, 4) describes a case study as the empirical questioning of a fact or context in its own context of reality. This study aims to reveal academicians' and post-graduate students' experiences and their perspectives of the concepts related to ethics in the context of academic culture in Turkey in the case considered here.

Participants

72 participants in total 22 of whom were academicians and 50 of whom were post-graduate students took part in this study on the basis of volunteering. The participants were reached through criterion sampling (Yıldırım & Şimşek, 2021), and the criterion for participation was to be an academician or a post-graduate student in a university in Turkey. Of the 50 post-graduate students, 37 were M.A. students whereas 13 were PhD students. 33 of them were male students while 17 were female. 9 of the

22 academicians who taught in various universities in Turkey were female while 13 of them were male. 7 participants were professors while 8 were associate professors, 5 were doctors and 2 were lecturers with no titles. The academicians were coded as AK1 …AK22 and the post-graduate students were coded as LÖ1, LÖ50.

Data Collection

The research data were collected with semi-structured interview forms in interview method. According to Patton (2014), the main purpose of interviews is to reach others' perspectives. The interview forms were sent to the participants via Google Forms through WhatsApp groups. The purpose in making the semi-structured interview forms accessible to participants with an internet link was to enable them to convey their experiences more comfortably without names, images or face to face interaction and thus to observe confidentiality. In this way, the ethical risks and risk described as "McDonaldisation" in the interview technique were hindered. That is to say, asymmetric power relations, manipulative dialogues between the interviewer and the participants and the interviewer's risk of commenting were eliminated (Brinkman, 2021).

The relationships between the research questions and the interview questions are shown in Table 1.

Table 1
The relationships between the research questions and the interview questions

Research questions	Interview questions

What views do the academicians in the area of educational sciences have in relation to ethical violations?	1- What do the words academic ethics and morals mean to you?
	2- Have you ever been exposed to ethical violations in academic processes? Explain with examples.
	  a-Has undeserved authorship been demanded?
	  b- Has financial gain been obtained from the projects through you?
	  c- Have your classes been grabbed from you illegally?
	  d- Have you ever faced similar situations?
	3- What procedures did you follow due to ethical violations you were exposed to? Did you make any attempts?
	4- What do you think should be done to solve the problems of ethical violations?
	5-Anything you want to add?
	a-Have encountered any other problems?
	b-what are the ethical problems that disturb you even if you have not experienced any?

What views do the post-graduate students in the area of educational sciences have in relation to ethical violations?	1-What do the words academic ethics and morals mean to you?
	2-Have you ever been exposed to ethical violations in academic processes? Explain with examples.
	  a-Has undeserved authorship been demanded?
	  b- Has financial gain been obtained from the projects through you?
	  c- Have your classes been grabbed from you illegally?
	  d- Have you ever faced similar situations?
	3- What procedures did you follow due to ethical violations you were exposed to? Did you make any attempts?
	4- What do you think should be done to solve the problems of ethical violations?
	5-Anything you want to add?
	a-Have encountered any other problems?
	b-what are the ethical problems that disturb you even if you have not experienced any?

What views do the academicians and post-graduate students in the area of educational sciences have in relation to ethical violations comparatively?	A holistic synthesis of the codes emerging in accordance with the answers to the questions

Data Analysis

The data were analysed inductively. Inductive analysis basically aims to reach the concepts and relations which can explain the collected data. The data are conceptualised, regulated and the themes

and patterns explaining the data are distinguished for this purpose (Yıldırım & Şimşek, 2021, 249). Four researchers made cross checking in the analysis of the data and thus reached common codes. The codes distinguished were tabulated in categories consistently with the literature and the themes distinguished in relation to the research problem were shown in the Table.

In-depth data were collected in this study so as to secure persuasiveness and a professor of educational management was consulted for expert analysis of the data. Special care was taken to have participants with seniority in the profession in forming the sample for the transferability of the study. The data were described in detail with examples from raw data. The consistency analysis was done by two doctor lecturers and the data were encoded and archived on the computer to be able to confirm the results obtained.

FINDINGS

This section includes findings obtained on the basis of the sub-problems as a result of content analysis. Interpretations were made with examples from the raw data.

Findings for Sub-problem 1

The academicians included in the research were asked to define the concept of ethics in relation to sub-problem one "what views do the academicians in the area of educational sciences have in relation to ethical violations?" The codes which emerged according to the participants' descriptions are shown in Table 2 in the category of the definition of Ethics and Morals.

Table 2
The categories and codes for the academicians' perceptions of ethics

Themes	Ethics	
Categories	Codes	n
	Honesty and accountability to oneself	8
	Academic ethics. It means the principles that one who does this job should observe.	5
	Religiously permissible, respect, science, love…	4
The Definitions of Ethics and Morals	It means being honest and aboveboard in academic matters, not involvement in ethical violations, adherence to values.	3
	Ethics is the universal principles which show the right and the wrong. Morals is individuals' behaviours or practices about the right and the wrong. For this reason, moral rules can change according to the culture of a society.	2
	Customs, honour, fame…	1
	Having merit	1
	Behaving transparently before, during and after research; taking all the precautions not to harm the third parties and living creatures.	1

It is apparent from Table 2 that the participants defined ethics and morals mostly in the code of honesty and accountability to oneself. Academic ethics was considered as the principles that one who does this job should observe. The definitions shown in Table 2 make us think that the participants define ethics and morals from the perspective of their profession. The raw data obtained from the participating academicians' views are as in the following:

"Moral and ethical rules, which are true in any domain of life are also true in the academic domain and there are also moral and ethical rules which emerge specifically to the domain. They are the rules that should be obeyed and which are specific to the profession. The importance you attach to your classes, the contributions that you should make to the students, fulfilling the responsibility that

falls on you, protecting other shareholders' whether they are academicians or students- rights… and also protecting your own rights…" [AK16]

"The first word which comes into my mind is honesty. Being honest in scientific studies; not stealing ideas or studies come into my mind." [AK6]

"Ethics is the universal principles which show the right and the wrong. And morals is individuals' behaviours and practices about the right and the wrong. For this reason, moral rules change according to the culture of a society." [AK13]

Table 3 shows the categories and codes which were distinguished in the theme of "ethical violations" according to the answers given to interview question two "have you ever been exposed to ethical violations in academic processes?" Explain with examples" in relation to research sub-problem one.

Table 3
The categories and codes for the theme of ethical violations

Themes	Ethical Violations	
Categories	Codes	n
Yes	Those who were exposed to ethical violations	16
No	Those who were not exposed to ethical violations	6
	Undeserved authorship	4
Publications	Making one work in projects	3
	Making quotations from the thesis but not making reference to it	1
Duties	I witnessed unfair distribution of duties between academicians	1
	I was threatened with not to prolong my contract	1
Classes	My classes were grabbed from me.	4
	I know that academicians do not visit schools of practice teaching during teaching practice	1
	That the department heads and their circle of friends choose the best students for post-graduate student advisory disturbs me.	1
	My programme has also been informally changed without informing me	1
	We have been given day time classes and they have taken evening classes for double tuition fee.	1
Relations	I have witnessed too much gossiping and deception.	1
	A special meeting has been organised in the department to criticise me and to humiliate me.	1

Table 3 makes it clear that the great majority of the academicians (n=16) have been exposed to ethical violations. The violations they were exposed to were divided into various categories. Accordingly, they have encountered ethical violations such as the unfair distribution of duties and of classes, relations in the workplace and mainly violations in the category of publications. The significant codes remarkable in the category of publications were undeserved authorship and exploitation of labour in projects. Another finding remarkable in the study was that academicians tried to knock others out through rumours. The finding may be interpreted as trials to gathering and exercising power on other academicians by constructing a holocratic (Röll, 2015; Holacracy is a method of decentralized management and organizational governance, which claims to distribute authority and decision-making through a holarchy of self-organizing teams rather than being vested in a management hierarchy) structure in the academy, wearing academicians out and mobbing them. Some examples are given below from the raw data collected from the participants, but the variation in the ethical violations that participant AK4 encountered was especially remarkable.

"The classes that I should have tuaght were grabbed from me illegally, there were unfair practices in promotion, and our projects were not considered for evaluation on time intentionally." [AK8]

"A lecturer wanted to write his/her name on a study that I had performed as if it was his/her study. I was threatened with not to prolong the contract for my position. A special meeting was held in the department to criticise me and to humiliate me. I was exposed to insults and accusations. I have also witnessed unfair distribution of duties between academicians. I know that academicians do not visit schools of practice teaching while students do teaching practice there. I have seen lecturers who get their students to mark their exam papers and I have witnessed giving extra points to students. In their exam papers. I have seen that lecturers prefer to get their students to make presentations instead of teaching them. I have seen extreme forms of gossiping and deception. When a post-graduate programme was started, such sentences were said to me: "you will be able to teach in a post-graduate programme thanks to us. You will have something that you can add in your CV." The fact that the department heads and their circle of friends choose the best students for thesis advisory in post-graduate education disturbs me." [AK4]

Table 4
The categories and codes for the theme of solutions to ethical violations

Themes	Solutions to ethical violations	
Categories	Codes	n
Procedures followed in cases of ethical violations	Doing nothing	15
	Making complaints to relevant authorities.	3
	Talking to the relevant people directly	1
	Not performing academic studies with those people.	1
	Reacting informally	1
	Taking precautions against violations stemming from increased number of publications due to incentive criteria	1
What should be done against ethical violations	Transparency in functioning, merit	4
	Severe punishment should be given, promotion should be stopped, monetary punishment should be given	2
	Impartial commissions should investigate	2
	A course containing intensely ethical subjects should be taught spirally	2
	Studies should be scanned on suitable programmes.	1
	The datasets academicians obtain from their publications should be open to the public.	1
	Current academicians should set role models	1
	There should be supervision and certain criteria and the criteria should be set equally for everybody	1
	Every individual living within the state borders should be reached through lessons, the media, public service ads, etc. and morals education should be offered by right people.	1
	Individual and institutional responsibilities should not be ignored.	1
	The solutions for ethical violations seem to be difficult.	1

According to Table 4, the great majority of the people who faced ethical violations (n=15) did nothing after facing the violations. Only a small number of them (n=3) said that they complained about the situation. Besides, greed to have publications due to the fact that incentive is paid to academicians who have publications at specific standards also cause ethical violations. The code related to this was remarkable. The statements made by participant AK15 was an example to show that they have no longer tolerance in this respect:

If an administrator in an institution is violating ethical principles, he/she does it because he/she relies on somebody else. It cannot be solved officially. I tell his/her fault to his/her fault to his/her face in front of everybody during the meetings and I offend him/her. But they are shameless, there is not

much to do. Frankly speaking, I am ready to show physical reaction. He/she is also aware of it. ... *[AK15]*

I felt that I was exposed to ethical violation in an international project on which I worked. It was a strong feeling. I did not follow any procedures because I was not 100% sure and I did not have the opportunity to obtain evidence for it. [AK16]

The greatest number of comments on solutions to ethical violations (n=4) were made on transparency and merit. The finding indicated that university administration had much to do to solve the problem. Some of the participants said that insolubility stemmed from the fact that people in question were protected and that the solution to the problem is merit. Besides, the raw data put forward by participant AK3 in the code of giving severe punishment make us think that sanctions will help to prevent those violations.

"Those people should be prevented from getting promotion and they should be given monetary punishment. Borders should be marked well in ethical violations. Even simple materialistic errors can be considered as ethical violations. And the datasets that academicians obtain from their publications should be open to the public. The personal information about the children from whom data are collected or about the individuals in the sample should be kept confidential and other data should be open to access. Some of the journals started such practice abroad." [AK3]

The problem of ethical violations is both controversial and related to the theory of morals. A situation that one considers moral may not be moral for another person. Such a situation indicates cultural delay in academic circles. Academicians who are promoted rapidly or who get financial income move away from contributing to scientific accumulation and from the mission of raising humans. Such a sociological outlook becomes apparent in the code that the solutions to those violations are numerous-which is shown in Table 3. The raw data related to this code also demonstrate that even using the ways of solution require a process and that it is important to raise new model of people.

"It seems difficult to deal with ethical violations. It is closely related to the nature and quality of people. Those violations- which we can demonstrate with examples such as gaining titles rapidly, refusing to give consultancy, refusing to teach and exploitation in projects- will be reduced and eliminated by guiding the newly raised academic human labour correctly." [AK17]

Findings for Sub-problem 2

The second research sub-problem sought answers to the question "what views do the post-graduate students in the area of educational sciences have in relation to ethical violations?" the definitions made by this group of participants in relation to the concepts of ethics and morals are shown in codes in Table 5 following the content analysis of the data.

Table 5
The categories and codes for the theme of post-graduate students' perceptions of ethics

Themes	Ethics	
Categories	Codes	n
	Doing reliable and real research, not plagiarising	23
	It means adherence to certain basic principles/norms set by the academy for scientific studies.	15
Definitions of ethics and morals	Honesty, virtue, discipline, originality.	10
	Academic ethics is the rules that students and academicians should obey. Morals is the application of the rules.	3
	Obeying the professional ethics consistently with academic titles	1

According to Table 5, the participants who were post-graduate students mostly (n=23) associate ethics and morals with plagiarism in publications. The statement by participant LÖ39 in particular showed that the issue of ethics should be conceptualised culturally.

"It means the rules that should be obeyed in academic studies. It involves such things as undeserved authorship and informing the study group of the research process." [LÖ43]

"Academic ethics, especially in Turkey, can be considered as a concept empty in content. Unfortunately, it is true for many lecturers. It is transmitted down to the future with students as a culture. Changing the data, falsifying the data and taking no care with making reference are the major examples…" [LÖ39]

The participants' views on ethical violations are shown in Table 6.

Table 6
The categories and codes for the theme of post-graduate students' vies with ethical violations

Themes	Ethical Violations	
Categories	Codes	n
Yes	I have been exposed to ethical violations.	28
No	I have not been exposed to ethical violations.	22
	Undeserved authorship	12
Publications	Taking and studying subjects in which an opinion is put forward- like a thesis proposal	4
	Using various ways to reduce plagiarism	3
	Repeating a publication	1

It is clear from Table 6 that the majority of the post-graduate students included in this study (n=28) have been exposed to ethical violations. The most frequently encountered violation was undeserved authorship. The participants also expressed their displeasure with using thesis proposals or theses in stealing other's ideas.

"Yes, a lecturer told me to write an abstract and an introduction for the study that we would prepare together and to translate it into English. I did what he told me to do, but he said that he would continue the study on his own, and he excluded me from the study. Another lecturer said his name would be written as the first author even though it was me who had prepared the study. Lots of examples can be given in this matter." 31

"We sometimes encounter. Particularly the academicians who always use the words ethics and morals have undeserved authorship and they become the first author in articles for which they do not write even a word but only give feedback. In my opinion, they should not even be the second author when ethics and morals are concerned." 43

The content of the raw data in this context is really remarkable. Additionally, the fact that some lecturers repeatedly use the words ethics and morals but that they themselves violate ethical rules can be explained with forming a reaction and thus a defence mechanism. Individuals may try to relieve themselves by having reactions to their violations.

On the other hand, 22 of the students said that they had not been exposed to ethical violations. The example of "white dots" given by participant LÖ 45 was remarkable in this respect.

"I have not been exposed to ethical violations. The people I worked with considered these issues important. But I heard that some people used white dots between sentences to diminish plagiarism…" 45

Table 7
The post-graduate students' recommendations for solutions to ethical violations

Themes	Solutions to ethical violations	
Categories	Codes	n
Procedures to be followed according to types of ethical violations	Failure to make any attempts	25
	Talking to the person himself/herself	1
	Asking for the lecturer's help and contributions	1
	Refusing	1
What should be done against ethical violations	National and controllable software can be used.	5
	Students should demand justice.	4
	More severe punishment should be given to the violators.	4
	Effective supervision, appointing people with merit	2
	A national commission for academic ethics can be formed.	2
	Training offered to academicians	2
	Ethics should be taught in all training programmes throughout educational life as an obligatory course.	2
	The relevant institute and lecturer should be made informed of the situation.	1
	Favouritism should be prevented.	1

It is evident from Table 7 that half of the students included in the study (n=25) did not make any attempts when faced with ethical violations. The raw data demonstrate diverse situations and students' perspectives to understand the code of failure to make any attempts.

"I, as a student, asked for the lecturer to contribute to my publication at the cost of being at odds with him. It was not so much influential but at least the publication belonged to both of us. Apart from that, what can I do? Who can complain him to?" [LÖ13]

"No. he was the lecturer who taught me. He might have been an obstacle in front of me. He might have told bad things about me, everybody might have believed him and I might have been harmed even without being aware." [LÖ31]

"Even if I face such a situation I think that everything will turn against me-the student. I have heard many examples of it. So I don't think that what should be done is not done exactly." [LÖ32]

Even though the post-graduate students' codes for the plagiarism programmes against ethical violations were prominent, the raw data which emphasised that academicians who were to set role models should be trained in this matter and cases such as nepotism should be hindered were also remarkable.

"In fact, it is a very big problem. It cannot be solved if I write it down here briefly. We have degenerated as the society. Everything is associated with materialistic benefits. It is horrible and tragic. It is tiring to think about what to do to solve the problem while even the leading lecturers in the area (Faculty of Education) do ethical violations. I think the answer is justice. If you know that you will not encounter mobbing when you face such a situation and if such people are punished duly, such things are diminished and eliminated. But I don't believe it will happen." [LÖ43]

The fact that academic staff employed in universities are sometimes exempt from taking such exams as academic personnel and post-graduate education entrance exam and foreign language exam or that favouritism occurs disrupts my belief in science." [LÖ42]

Findings for Sub-problem 3

The codes distinguished after the analysis of the interview forms of both groups of participants in search of answers to the research sub-problem "what views do the academicians and post-graduate students in the area of educational sciences have in relation to ethical violations, comparatively?" are described in connection with the model shown in Figure 1.
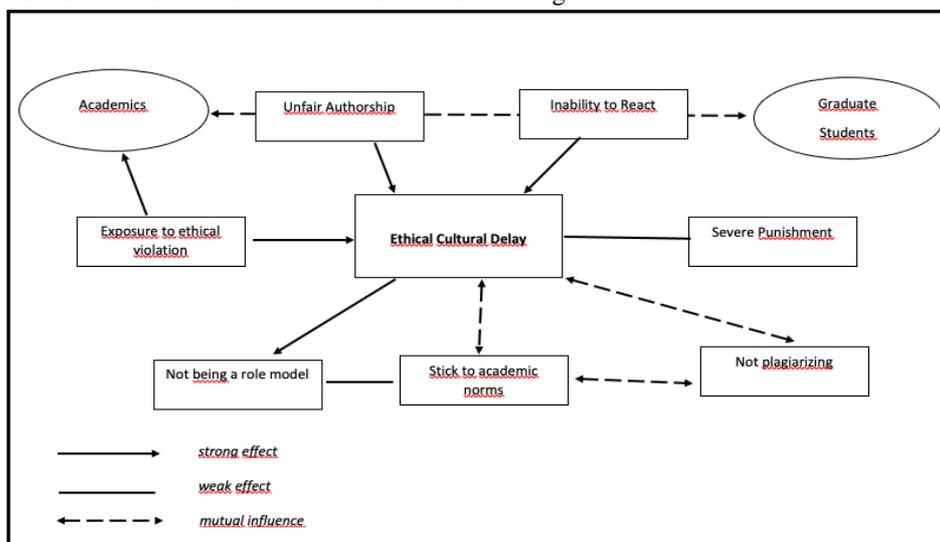

Figure 1
The causal model emerging from the participants' ethical experiences (Miles and Huberman, 2015)

Accordingly, the ethical problems encountered in Turkey influence both academicians and post-graduate students. Undeserved authorship is the type of ethical violation mentioned by both groups of participants and mostly no reaction is displayed for it. Ethical cultural delay which is in the centre of the model and which is reached by blending the codes is under the weak influence of the fact that the recommendation for giving severe punishment in this respect is not functional yet. Ethical cultural delay has strong effects on the fact that present day academicians cannot set role models to the new generations; in addition to that, behaviours such as failure to adhere to academic norms and plagiarising are mutually influenced by cultural delay.

CONCLUSION, DISCUSSION AND SUGGESTIONS

The findings obtained for the first sub-problem in this study were described in three separate themes. Accordingly, the participants' definitions of ethics, their experiences of ethical violations and recommendations for solutions were described in codes in the categories distinguished under the themes. The participating academicians described ethics and morals around the three themes mostly with the code of honesty and accountability to oneself. The word ethics was considered as the principles which individuals who worked as academicians should obey, and the definitions demonstrated that the participants perceived the concepts of ethics and morals from the perspective of their profession. It was a result which overlapped with the one obtained in Mann's (2010) doctoral thesis that there were correlations between levels of professional ethics and individuals' roles in their profession- which meant that participants described ethics according to their roles in their career.

Another theme was also configured in the first sub-problem of the study. Thus, the great majority of the academicians included in this study (n=16) were found to have been exposed to ethical violations.

The violations were divided into categories. As a result, it was found that they encountered ethical violations mainly in terms of publications and such violations as an unfair distribution of duties and classes and violations in the context of relations in the workplace. The significant codes in the publications category were undeserved authorship and exploitation of labor in projects. While studies concerning the ethical violations academicians do in the process of making publications (Büken, 2006; Bülbül, 2004) and studies on how training in ethics should be (Alev & Genç, 2015; Erdem, 2012) were found in the literature, no studies concerning the ethical violations academicians were exposed to were not found. Besides, the finding that the majority of the academicians observed ethical principles was similar to the one obtained in Gençoğlu (2015).

The code that most of the individuals who faced ethical violations (n=15) did nothing in the theme of solutions in the first sub-problem was also noteworthy. A small number of the participants (n=3) said that they made complaints about the violations. The most frequently made interpretation in terms of solutions was stated as transparency and merit (n=4). It would not be wrong to say that the commonly displayed tendency to warn, call attention and to ignore instead of reacting according to the criteria set in the regulations encourages inclinations to corrode the ethical values and principles in generating knowledge (Akkaya & Yıldırım, 2017, 90). Additionally, academicians' perceptions of and attitudes towards academic ethical values change according to demographic variables (gender, age and seniority) (Erdinçelebi & Filizöz, 2019).

The findings for the second sub-problem obtained from the group of participants who were post-graduate students were also described in three themes- namely, definitions of ethics and morals, the ethical violations that the post-graduate students were exposed to and recommendations for solutions. It was found that the participants associated the words ethics and morals with plagiarism in publications. The majority of them (n=28) said that they had been exposed to ethical violations. The most frequently encountered violation was undeserved authorship and using post-graduate theses for stealing ideas. Hit was found in the theme of solutions that half of the participants (n=25) make no attempts when they faced a violation. In this respect, Alev & Genç (2015) stress that ethical problems will be reduced in higher education if ethical committees are functional.

The finding for the third sub-problem indicated that the problems in academic ethics influenced both academicians and post-graduate students in Turkey. Undeserved authorship was the type of ethical violation mentioned by both groups of participants, and it was found that the violation mostly did not receive the due reaction. The concept of ethical cultural delay which is in the centre of the model obtained through analyses and by blending the codes shows that the violations are not reduced despite the increase in the number of publications made and the titles received. Therefore, the need for training in ethics arose. Thus, training should be offered to all the internal stakeholders in institutions of higher education in ethics. Courses in ethics should be opened for students in the curricula and obligatory courses in ethics should also be offered to academic and administrative staff (Gerçek, Güven, Özdamar, Yanpar Yelken & Korkmaz, 2011; Ordu, 2019).

This study cannot be generalised due to the fact that it is a qualitative study; however, certain recommendations can be made on the basis of the situation analysed in-depth. It is thought to make contributions to sensitivity in ethics and to shed light on future studies. Hence, the following recommendations can be made:

- The concept of cultural delay in academic ethics may be investigated through large scale research studies.

- The ethical practices of the Turkish academicians in countries such as France- a country with great sensitivity in this respect- and the practices of Turkish academicians in Turkey may be comparatively researched.

- Life-long training programmes may be prepared for students as well as for academicians.

- Needs analysis and effectiveness analyses may be done for programmes related to ethics.

- The misconceptions that individuals in academic community have in relation to ethics may be studied.

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