The Relationship Between Ethical Climate Of SchoolsAnd Teachers' Job Satisfaction[1]

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Abstract

This study aimed to find out the relationship between ethical climate of schools and teachers' job satisfactıon. The population of this descriptive study consisted of the public school teachers employed at primary, secondary, and high schools in 2018-2019 educational year. Each Public school teacher employed at primary, secondary, and high schools was considered as a subpopulation and the samples were designated for each group. The Sample of the study consisted of 298 primary school teachers, 322 elementary school teachers and 357 high school teachers. Ethical Climate scale, which was originally developed by Victor and Cullen (1993) and was adapted to Turkish by Eser (2007) and the Minnesota Satisfaction Scale, which was originally developed by Weiss, Davis, England and Lofquist (1967) and was adapted to Turkish by Baycan (1985), were used as data collection tools.
According to the results of this study, schools' instrumental, caring, indepence, rules, and laws and codes of ethical climate are at moderate levels. Besides teachers' inner satisfactions and external satisfactions are at high levels. The results show that teachers' inner satisfactions and external satisfactions predict the ethical climates of schools. According to the results of the study, some suggestions were made about theethical climate of schools and teachers' job satisfactions.

Key Words: Ethics, ethical climate, job satisfaction, teacher

Introduction

Nowadays, the communication between individuals and societies has diversified; the scope of communications has expanded due to different reasons and needs. Because of this, ethical and moral concepts have become more frequent in our daily lives to make relationships more orderly and to run them healthier. Beside of this, if we look at concept of ethics, it emerges as a field of philosophy in scientific perspective; different descriptions of ethics have been made in both intellectual dimension and application area (Gül ve Gökçe: 2008). In order for teachers to work efficiently and effectively, they must believe that they are in an environment where ethical attitudes and behaviors are dominant and they must get satisfaction from their work. Teachers' effective and productive works within their schools depends on the ethical climate of school; however, it is also important for teachers to perceive that there is an ethical climate in schools and that the focus is made on ethical climate.

Ethics is a science about good and bad, general rules of action applicable to a particular group or individual (Doğan, 1997: 336); at the same time, ethics can be defined as the knowledge of the conditions of taking the right action. Relationships between actions and people are elements of the outside world and to describe ethics in detail, it is first necessary to explain its outside world, context of thinking and language. The point where everyone who thinks, speaks and writes about ethics intersects is that ethics is the subject of actions (Pojman, 2006, Cotuksoken, 2014).

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Education is a structure consisting of many components and one of the aims of this structure is to transfer the value judgments of the society to the next generations. As in all areas, "ethics in education" has gained more importance in the social sense. According to Haynes (2002: 17).The concept of ethics has a special importance in the field of education, the reason of this teachers and administrators always encounter moral questions and situations and they have moral responsibilities such as goodness and virtuousness. Teachers and administrators must take an ethical attitude in every step and action they take. In order for the education process to continue in a healthy way and its goals to be fully realized, the operation of the school should continue without disruption. For this reason an ethical atmosphere must be created in the school, school principals' attitudes towards teachers, and all decisions taken about the school should comply with ethical principles, (Ilgaz, 2006: 208) this should reflect on the climate of the organization. There is a relationship between how much the organization members give importance to ethical values and ethical climate; beside of this, one way to incorporate ethical values into business institutions is to create an ethical climate (Bicer, 2005: 2). Ethical climate is the common perceptions of organizational norms, values and behaviors (Schneider 1975 cited in Rasmussen, Malloy, and Agarwal, 2003). According to Erondu, Sharland, & Okpara'ya (2004: 350) Organizational ethical climate can be defined as the determined psychologically meaningful perceptions of members of the organization in relation to the ethical procedures and policies available in their institutions. Employees 'perceptions of their organizations' ethical climate are influenced by factors such as their policies, procedures, and reward systems (Victor & Cullen, 1988; 1993). According to Kitchener (1984 cited in Luo, Huang and Najjar, 2007: 94) ethical climate in a school is the perceptions about the aspects of the teaching environment based on the application of the ethical climate in relation to organizational activities with ethical content or teacher relations. Since schools are institutions based on human relations, the principles and rules within the school are mostly based on ethical climate. Ethics-based perceptions of school administrators, teachers and students in school constitute the ethical climate of the school (Kocayiğit and Sağnak, 2012: 184). At the same time in schools with educational organizations involve students, teachers, administrators and other school workers; each of these members has different statue and task and each has responsibilities within the organization against each other. Beside of this, each educational institution has its own ethical climate different from other schools and the ethical climate of schools has a significant impact on teachers' behaviors and feelings (Demir & Karakuş, 2015:145; Sergiovanni & Starratt, 1988 cited in Günbayı, 2002:70). The reason of his, ethical climate is one of the most important factors that shape the relationships in schools and affect the attitudes, thoughts and behaviors of teachers and administrators towards each other. According to Lishchinsky and Rosenblatt (2010: 167) if teachers perceive that their schools have an ethical climate, their participations in their organizations will be more voluntary and permanent. By creating an ethical climate in an organization, the standards of the ethical behavior of the employees of the organization are clarified and the employees can exhibit consistent behaviors between their own ethical value systems and the ethical climate of the organization. Thus, the presence of ethical climate ensures that disputes within the organization are prevented (Schwepker, Ferrel & Ingram, 1997: 100). In addition to this, ethical climate also has a significant impact on organization members' stress (Ulrich, Donnell, Taylor, Farrar, Danis & Grady, 2007) organizational commitment (Mulki, Jaramillo & Locander, 2006), motivation (Koh & Boo, 2001). Besides, many studies show a positive relationship between ethical climate and job satisfaction (Victor and Cullen, 1987; Vitell and Davis 1990; Deshpande, 1996; Joseph and Deshpande, 1997; Viswesvaran & Deshpande, 1998; Babin, Boles & Robin, 2000; Koh & Boo, 2001; Schwepker 2001; Valentine & Barnett, 2003; Schwepker and Hartline, Woodbine, 2006).

Job satisfaction, which is another concept of work, is defined as a satisfactory or positive situation that a person reaches as a result of evaluating their job or work-related life (Locke, 1976 cited in Spector, 1997; Mercer, 1997). Job satisfaction is a concept that defines employee satisfaction and dissatisfaction with their jobs. Satisfied employees are expected to have high job satisfaction and those who are not satisfied are expected to have low job satisfaction (Ertürk & Keçecioğlu, 2012: 40). According to Keser (2005 cited in Sökmen & Ekmekcioğlu, 2013: 90) job satisfaction occurs when individuals' expectations and demands from work intersect with the characteristics, conditions and quality of the work done by individuals. In other words, the level of job satisfaction is directly proportional to the extent to which the individual meets the strongest needs of his job.

Job satisfaction is an employee's attitude arising from special factors related to the job, such as wages, supervision, business continuity, business conditions, progress opportunities, recognition of

talents, fair evaluation of the job, timely complaints, fair treatment of the employer (Gosh, 2015: 89). The definition of job satisfaction generally focuses on individuals' attitudes and thoughts about their jobs. However according to Lu, While and Barribal (2004: 214), it is not only the nature of the job that causes job satisfaction or dissatisfaction, but also the expectations of employees from their jobs.

As in all fields, job satisfaction is an important concept in education (Mercer, 1997; Liu, & Ramsey, 2008). Job satisfaction enables the person to reach psychological maturity and job dissatisfaction causes low morale and low productivity (Keskin, 2009: 89). The more satisfied the individual is, the happier he is and loyalty to work increases; thus, peace and efficiency increases in the business environment (Erdogan, 1996; Liu, and Ramsey, 2008). According to Telman and Unsal (2004: 11), the reason why job satisfaction gains importance is that the concept is closely related to the health and efficiency of the employees. People spend most of their life working, so they need to be satisfied to be happy. Job satisfaction is associated with life satisfaction and is considered to directly affect individuals' physical and mental health (Akcamete, Kaner & Sucuoğlu: 2001:7). Poyraz and Kama (2008:147) stated that job satisfaction is important for organizations as well as importance for working individuals (Liu, and Ramsey, 2008). Improper job satisfaction is prevented by ensuring job satisfaction, qualified individuals are allowed to continue working in the organization, and the work becomes more qualified with increased efficiency and efficiency along with performance. The education employee is the person working to achieve the goals of education within the education system to meet needs of education. Besides, when it comes to the education worker, the teacher comes to mind first because teachers producing the educational service of school are the indispensable employees of the education system (Başaran, 1996:123).

There are many factors that affect job satisfaction. Teachers' job satisfaction can be influenced by environmental, psychological and demographic factors. The most important positive environmental factors are related to the place of work and the nature of the work (Crossman & Harris, 2006:30). In addition to these factors, the ethical climate perception in the business environment affects how much employees are satisfied with their work (Koh & Boo, 2001; Tsai, Huang, 2007). According to Walker (1977 cited in Charles and Schwepker, 2001:39), job satisfaction can be achieved both from the internalized rewards such as the job itself, personal development, and success, as well as external factors such as payment satisfaction, company policies, support, supervision and colleagues.

The ethical climate is affected by both the management of the organization and the business policies of the organization. Organization's policies and management's decisions try to ensure the continuity of ethical behavior to eliminate uncertainties at work; because the disappearance of uncertainties will increase job satisfaction (Despande, 1996; Schwepker, 2001; Sonakın, 2010).

Ethical climate is one of the most important factors affecting the results of organizations because of internal relations and employees' attitudes. The way to achieve superior performance by adhering strongly to ethical principles is to increase employee satisfaction (Elçi & Alpkan, 2009, 297). In other words, an organization where the right behaviors are determined by principles and rules, and where the ethical climate is dominant, will be able to achieve productive results and products with the happier and more effective work of the employees. According to Fu and Desphande (2013:346), it is seen that the ethical climate in the business environment can have a significant impact on job satisfaction. Schwepker (2001:41) states that when the senior management in the company emphasizes ethical behavior; when management has a positive opinion about the relationship between ethics and success, employees receive higher satisfaction from factors such as managers, colleagues, and promotions.

A business must have an ethical climate that is positively perceived by both managers and employees. Because the ethical climate creates a common perception about how to resolve issues that may cause moral debate and what the right behavior is (Desphande, 1996:355). Employees who perceive that their organizations are ethical think that managers will be fair to them, and this increases their job satisfaction (Koh & Boo, 2001:311).

Tsai and Huang (2008:576-578) came to the conclusion in their work on nurses' job satisfaction that ethical climate in the hospital is effective in increasing job satisfaction of nurses. This result is an indication that there is a positive relationship between job satisfaction and ethical climate within the organization. Similar results were obtained not only in health organizations but also in other organizations (Okpara & Wynn, 2008; Demir, 2019).

According to Okpara and Wynn (2007:946), the existence and maintenance of a positive ethical climate is the most fundamental factor in increasing the job satisfaction and loyalty of the employees.

In addition to this, if managers eliminate aspects that reveal unethical behavior in the organization, and also increase aspects such as dealing with employees and determining clear organizational principles and rules that reveal appropriate ethical behavior and ensure the continuity of employees, job satisfaction in the organization will increase. According to Elçi and Alpkan (2008:307), the first thing that managers need to do is to create and develop the organization's goals and rules in accordance with the laws and professional codes. In the laws and codes ethical climate, employees are expected to strictly comply with the laws set by the profession or government (Lemmergaard & Lauridsen, 2008:657). Thus, the inappropriate and unethical behavior of the organization employees, their irresponsibility towards their work, as well as confusion and uncertainties in the business environment can be prevented.

According to Biçer (2005:98), one of the most important results of the employees' ethical climate perceptions is job satisfaction. Job satisfaction is shaped by organizational policies and managers; at the same time, both factors greatly affect the ethical climate of the organization. However, organizational policies and management have been seen to be effective in eliminating uncertainties in business ethical situations. Employees' job satisfaction increases by removing the uncertainties of the ethical climate.

The perceptions of administrators and teachers towards attitudes and behaviors based on ethical foundations constitute the ethical climate of the school. In order for teachers to be efficient and effective in the schools should believe that they work in an environment where ethical attitudes and behaviors are dominant and they should get satisfaction from their work.

Schools, which are educational institutions, are institutions based on human relations, and the principles and rules set at the school are based on ethical foundations. The perceptions of administrators and teachers towards attitudes and behaviors based on ethical foundations constitute the ethical climate of the school. In order for teachers to be efficient and effective in the schools they work in, they should believe that they work in an environment where ethical attitudes and behaviors are dominant and they should get satisfaction from their work. According to Lishchinsky and Rosenblatt (2010:167), it is important for teachers to perceive that the schools they work in have an ethical climate and focus on the ethical climate in their decisions. In this study, it was aimed to investigate the relationship between the ethical climate of schools and job satisfaction of teachers. Based on all these arguments, the problem of this research is how the relationship between the ethical climate of schools in the district selected as the sample and the satisfaction with the internal satisfaction and external satisfaction of teachers. Based on the literature mentioned above, the research questions of this study are posed as follows:

1. Is there a statistically significant correlation between ethical climate data set and Teachers' job satisfaction data set?

2. What is the relationship ethical climate (schools' instrumental, caring, independence, rules, and law and code) Teachers' job satisfaction (teachers' inner satisfactions and external satisfactions)?

METHOD

Research model

This research is in a relational scanning model that includes correlational and comparative analysis between variables. Correlative investigations are research patterns aimed at determining whether there is a relationship between two or more variables or not (Fraenkel & Wallen, 2006).

Research Sample

The distribution and percentages of the teachers in the sample group of the research regarding their education level, gender, school level, seniority, working time and age variables are shown in Table 1.

Table 1.

Demographic Characteristics of Teachers in Sample

Variables	Groups	n	%
Educational Level	Undergraduate Graduates	900	91,7
	Postgraduate	75	7,6
Gender	Female	397	40,5

	Male	581	59,2
School Level	Primary School	298	30,4
	Secondary School	322	32,8
	High School	357	36,4
Teaching Experience	1 -10 Years	286	29,2
	11- 20 Years	406	41,4
	21-30 Years	236	24,1
	31 Years and Over	44	4,5
Years of Work Experience	1-5 Years	527	53,7
	6-10 Years	309	31,5
	11-15 Years	76	7,7
	16-20 Years	26	2,7
	21 Years and Over	16	1,6
Age	21-30	112	11,4
	31-40	377	38,4
	41-50	343	35,0
	51 and Over	102	10,4

The number of teachers in the sample group is 981. As seen in Table 1, 900 teachers are undergraduate graduates, 75 teachers are graduates of graduate and 6 teachers have not specified their education level. The gender of 397 teachers is female, 581 teachers are male and 3 teachers did not specify their gender. 298 teachers work in primary school, 322 teachers work in secondary school and 357 teachers work in high school. 4 teachers did not specify at which level they worked. The seniority of 286 teachers is between 1-10 years; the seniority of 406 teachers is between 11-20 years; The seniority of 236 teachers is between 21-30 years and the number of teachers with seniority of 31 years and over is 44. 9 teachers did not specify their seniority. 527 teachers work at school for 1-5 years; 309 teachers' working periods are between 6-10 years; 76 teachers' working periods are between 11-15 years; 26 teachers' working periods are between 16-20 years. 27 teachers did not specify the period they worked at school. 112 teachers' ages are between 21-30; 377 teachers' ages are between 31-40; 343 teachers' ages are between 41-50. The number of teachers aged 51 and over is 102.

Data Analysis
The relationship between ethical climate and job satisfaction levels was examined by canonical correlation. In the multiple regression analysis, when examining the relationship between one variable (Y) and two or more variables (X1, X2,… Xp), it can be defined as the simultaneous examination of the connection of multiple Y variables with multiple X variables in canonical correlation (Manly, 2005; Bordens ve Abbott, 2011). As the relationship between two sets of data in a canonical correlation analysis can be demonstrated by a single analysis, it enables researchers to control the Type 1 error, which may interfere with the measurement process (Stangor, 2010). The data set variables of this study are shown in Table 2.

Table 2.
Data Sets Variables

Subdimensions of Ethical Climate	Subdimensions of Job Satisfaction
Instrumental (Inst)	Inner Satisfaction (InSa)
Caring (Ca)	External Satisfaction.(ExSa)
Rules (Re)	

Laws and Codes.(LaCo)
Instrumental (Inst)

As seen in Table 2, there are five data set variables used in the ethical climate dimension: instrumental, caring, independence, rules, and law and code. Besides, there are two data sets variables used in job satisfaction data set: inner satisfaction and external satisfaction. Thus there are seven variables in total.
Figure 1 shows the first function figure in the canonical correlation analysis of the variables of the study.
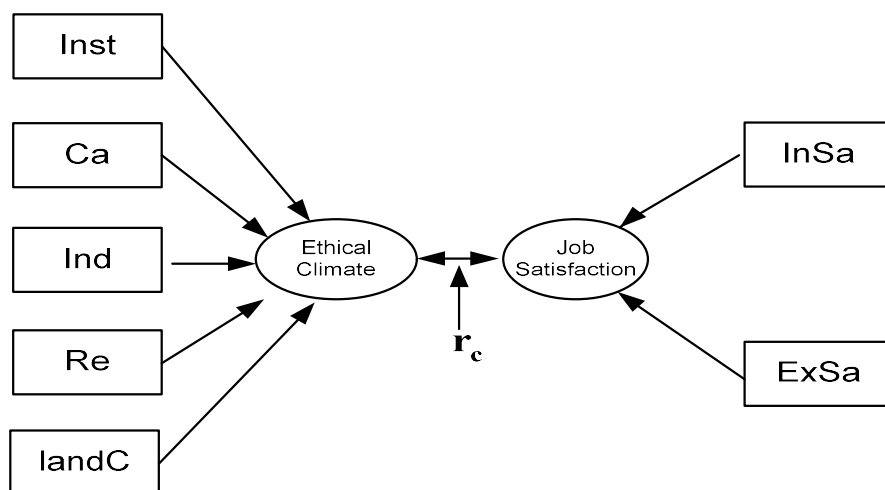

Figure 1.
First functional figure in a canonical correlation analysis with criterion variables

For reliability of findings from canonical correlation analysis, it is recommended that the study group has 20 times as many participants as the total number of variables in the sets (Stevens, 2009). The sample group composed of 981 participants in our research which means it is sufficient for the reliability of the study. In addition, normality tests were carried out to make the data set collected at this stage of the research suitable. For this purpose, lost data analysis, outlier analysis, and normality analyzes were tested in the data set. In the application stage of the research, 1356 teachers in total answered the ethical climate and job satisfaction scales. According to the loss value analysis of the data obtained from the ethical climate and job satisfaction scales, ethical climate scale loss value percentages vary between0% to 13.9%; Job satisfaction scale loss value percentages vary between 0% and 20%. 128 data with a loss value ratio of more than 5% were excluded from the analysis. First of all, graphical methods were used to determine the outliers of the data collected from the ethical climate and job satisfaction scales. According to histograms and box charts, 108 were excluded from the analysis. Secondly, Z scores of the data were examined and 139 data with a Z score greater than ± 3.29 were excluded from the analysis. In the research graphical methods, skewness and kurtosis, two elements of normality, are used to determine whether variables have normality for multivariate analysis (Tabachnick & Fidell, 2015:79).

Data Collection Tools
In this research, a two-part data collection tool was used to reveal the relationship between the ethical climate in schools and teachers' job satisfaction. In the first part of the data collection tool, there are six questions about demographic features; in the second part, there are two different scales. These scales are the Ethical Climate Scale and Minnessota Job Satisfaction Scale.

The Ethical Climate Scale: The ethical climate scale developed by Victor and Cullen (1993) was used to determine the ethical climate in schools. Turkish version of the scale was taken from Eser

(2007) master's thesis entitled The Role of Ethical Climate and Trust in Supervisor on Organizational Commitment. Eser (2007) found the reliability of the scale as Cronbach Alpha = 0.90. The ethical climate scale consists of 36 items and has five sub-dimensions. These are: instrumental, caring, independence, rules, laws and codes. In this study, the reliability of the Ethical Climate Scale was calculated as Cronbach Alpha: 0.91 as seen in Table 3.

Tablo 3.
The Reliability of The Ethical Climate

	Eser (2007) study's Cronbach's Alpha	Eser (2007) study's Cronbach's Alpha
Ethical Climate	0,90	0,91

Minnessota Job Satisfaction Scale: Minnessota Satisfaction Questionnaire was used to determine the level of job satisfaction. The scale was developed by Weiss, Davis England & Lofquist (1967). It was translated into Turkish by Baycan (1985) and she carried out validity and reliability studies. Baycan (1985) found the reliability of the scale as Cronbach Alpha = 0.77. The lowest score obtained from the inventory is 20 and the highest score is 100. As the scores increase, the job satisfaction levels of the employees also increase. Minnessota Satisfaction Scale consists of 20 items and has two sub-dimensions. These sub-dimensions are inner satisfaction and external satisfaction. As seen in Table 4 the reliability of the Minnessota Satisfaction Scale was calculated as Cronbach Alpha = 0.89. In addition to this, the reliability of inner satisfaction sub-dimensions is Cronbach Alpha = 0.84, and the reliability of external satisfaction sub-dimensions is Cronbach Alpha = 0.77.

Discussion and Conclusions
Findings and Comments on the Prediction of Ethical Climate and Teachers' Job Satisfaction
Descriptive values and correlation analysis of the relationship between the ethical climate of the schools and the job satisfaction levels of the teachers are presented in Table 4.

Table 4
Relationships between Ethical Climate and Teachers' Job Satisfaction

Variables	x̄	ss	1	2	3	4	5	6
Instrumental (Inst) (1)	33,4	6,58						
Caring (Ca) (2)	28,5	8,78	0,684					
Independence (Ind) (3)	11,5	3,18	0,579	0,478				
Rules (Ru) (4)	12,3	2,30	0,609	0,355	0,349			
Laws and Codes.(LaCo) (5)	9,2	2,61	0,657	0,780	0,408	0,438		
Inner Satisfaction (InSa)	49,2	5,30	-0,220	-0,326	-0,167	-0,092	-0,281	
External Satisfaction.(ExSa)	30,9	4,22	-0,147	-0,240	-0,117	-0,108	-0,175	0,649

As can be seen in Table 4, in the canonical correlation, it was determined that the relationships between the variables in the first variable set, instrumental, caring, independence, rules, and law and code varied between 0.34 and 0.78. The relationship between the internal satisfaction and the external satisfaction variables in the second set of variables was determined to be 0.64. It was determined that the correlation coefficients between the first variable set and the second variable set ranged from -0.09 to -0.32.
In the canonical correlation analysis, first of all, the multivariate significance test, which indicates whether the canonical model obtained was statistically significant, was examined. These significance tests consist of four different tests called Pillais, Hotellings, Wilks and Roys. The significance of the canonical model resulting from the analysis can be tested by converting each of these tests into the F test, which is a more known statistic. The fact that the theoretical basis on which each of these four tests is based is different the F value calculated for each test is also different. In addition to this, comments are made based on the Wilks test because its applicability is generally higher in research

(Stevens, 2012). In Table 5, there is a multiple significance test showing that the canonical model in this study is statistically significant.

Table 5

Multiple Significance Test

	Value	F	df	df	Sig.
Pillais	0,12371	12,85722	10	1950	0,00
Hotellings	0,13759	13,38	10	1946	0,00
Wilks	0,87776	13,12	10	1948	0,00
Roys	0,11038				

(S=2, M=1, N=486)

When the findings in Table 6 are examined, it is seen that the canonical model obtained from the research is statistically significant. [Wilks's λ= .87, $F_{(10, 1948.00)}$ =13,12, p<.001]. However, the significance of these tests does not provide information about the strength of the relationship obtained. In the researches with high number of participants in the study group, it is very important to make an evaluation on the effect magnitude as well as the significance of the model in canonical correlation analysis, considering that even very small F values that are not meaningful in practice can be statistically significant. In this regard, Wilks λ value, which is called adverse effect size, is used. Wilks λ value expresses the unexplained variance among canonical variables in the model obtained as a result of the analysis. Therefore, "1-λ" value shows the amount of canonical variables and can be interpreted as r^2 value in regression analysis. The value of "1-λ" for Wilks's λ value in the table is calculated as 0.123. According to this, it can be said that the common variance shared between the ethical climate of schools and teachers' job satisfaction data sets is 13%. In the canonical correlation analysis, besides whether the canonical model obtained is statistically significant or not, the significance of each canonical function in the model should be examined separately. While the significance of the canonical model obtained from the canonical correlation is tested, the canonical functions resulting from the analysis are processed with the cumulative values. For this reason, in a canonical model where the cumulative values of canonical functions are statistically significant, while some of the canonical functions are significant, the relationship between canonical variables may be very low for some and this relationship may not be statistically significant. Therefore, while interpreting the results of canonical correlation analysis, the significance of each canonical function together with the canonical model should be evaluated separately. Eigen values and canonical correlation values related to canonical functions are examined to decide which canonical functions are meaningful. In the research, two canonical functions were obtained as a result of canonical correlation analysis applied to examine the relationship between ethical climate and job satisfaction data sets. The eigenvalues and canonical correlation values of these functions are shown in Table 6.

Table 6

Canonical Correlation Analysis of the Relationship Between Ethical Climate and Teachers' Job Satisfaction

Roots	Eigen value	%	Cum %	r_c	r_c^2
1	0,12	90,18	90,18	0,33	0,110
2	0,01	9,82	100	0,11	0,013

According to the findings in Table 6, the canonical correlation value for the first canonical function is 0.33. According to this, the ethical climate and teachers' job satisfaction data sets in the first canonical function share a variance of 11%. In the second canonical correlation, the canonical correlation value is calculated, which is not considered in the first canonical function and reveals the maximum relationship between the two canonical variables. This value calculated for the second canonical function is 0.11; accordingly, ethical climate and teachers' job satisfaction sets share a 1% variance in the second canonical function. In the canonical correlation analysis, the examination of the significance of each canonical function separately sheds light on which of the functions that result from canonical correlation analysis should be interpreted. Tabachnick and Fidell (2007) state only statistically significant canonical functions should be interpreted in canonical correlation analysis.

According to Sherry and Henson (2005), the canonical calculated for each function should be compared to decide which canonical functions should be interpreted. If the sum of the squares of values in question is equal to or exceeds "1- λ" value in what function, so many functions need to be interpreted. According to this calculation proposed by Sherry and Henson (2005), the common variance shared by canonical variables for the entire model may be less than the total value of the common variances obtained from all canonical functions. This is due to the nature of orthogonal functions. In canonical correlation analysis; The second canonical variable pair reveals the maximum relationship between the two canonical variables that are not considered when calculating the correlation between the first canonical variable pair, and the second canonical function must be perpendicular to the first canonical function. Similarly, each calculated canonical function must be perpendicular to the canonical functions before it. Therefore, the sum of squares of canonical correlations obtained for all functions can be greater than the amount of common variance shared by canonical variables for the canonical model. In canonical correlation analysis, dimension reduction analysis can also be used to determine how much of the common variance shared by each canonical function's data sets can explain. In dimension reduction analysis, canonical functions are ranked hierarchically according to the value of the correlation between canonical variables. By looking at the first line of the dimension reduction analysis table, it can be decided whether the canonical model is statistically significant and how much of the common variance shared between datasets. By examining the second line of this table, after removing the first function with the highest relationship between canonical variables, it can be determined whether the relationship between the data sets is significant in the remaining canonical functions and how much the common variance the data sets share. In this way, when the last line of the size reduction analysis table is reached, it can be determined how much the common variance is shared between the datasets for the canonical function where the correlation between canonical variables is the least. In general, the value of the correlation between canonical variables for this last canonical function obtained is not statistically significant (Sherry & Henson, 2005). The results of the dimension reduction analysis of the relationship between the ethical climate of schools and teachers' job satisfaction data sets are shown in Table 7.

Table 7
Results of the Dimension Reduction Analysis

Roods	Wilks L	F	Hypothesis df	Eror df	Sig.
1 to 2	0.87	13.12	10	1948.00	0.00
2 to 2	0.98	3.29	4	975.00	0.011

According to the findings in Table 7, the canonical model (function 1 to 2) consisting of the cumulative values of the two canonical functions obtained as a result of the analysis is statistically significant [Wilks'sλ=-.87, $F_{(10, 1948.00)}$=13.12, p<.001]. There is a statistically significant relationship between the second canonical function (function 2 to 2) ethical climate and job satisfaction datasets remaining after the removal of the first canonical function with the highest correlation between canonical variables [Wilks's λ=,98, $F_{(4, 975.00)}$=3,29, p<.05]. The common variance shared between ethical climate and job satisfaction datasets is 3% according to the Wilks λ value of this relationship, which consists of the cumulative values of the first and second canonical functions [1- λ=. 030]. Another question to be answered in the canonical correlation analysis is about how the variables in the data sets contribute to the relationship between the canonical variables. In answering this question, standardized coefficients and structural coefficients of canonical functions are used. instrumental, caring, independence, rules, and law and code In this study, standardized coefficients and structural coefficients of the first and second canonical functions between the canonical variables and the coefficients of the canonical variables were investigated to determine how much instrumental, caring, independence, rules, and law and code variables in the ethical climate data set and internal satisfaction and external satisfaction variables in the job satisfaction data set contributed to the relationship between the canonical variables. The findings are shown in Table 8.

Table 8
The First and Second Analysis for Canonical Functions

1st Canonical Functions	2nd Canonical Functions

Variables	Katsayılar	r_s	r_s^2(%)	Katsayılar	r_s	r_s^2(%)
Inst	-0.038	**0.661**	0.436	-0.786	**-0.080**	0.006
Ca	0.834	**0.987**	0.974	1.143	**0.132**	0.017
Ind	0.069	**0.503**	0.253	-0.012	**0.005**	0.00
Ru	-0.111	**0.290**	0.084	1.047	**0.498**	0.248
LaCo	0.237	**0.842**	0.708	-1.076	**-0.246**	0.060
r^2			0.33			0.11
InSa	-0.941	**-0.998**	0.996	0.917	**0.067**	0.004
ExSa	-0.088	**-0.698**	0.487	-1.311	**-0.716**	0.512

Note. Structure coefficients (rs) greater than |.45| are underlined; Coef = standardised canonical function coefficient; rs = structure coefficient.

In the presentation of the findings, standardized coefficients of canonical functions are shown as "Sek" and structural coefficients are shown as "r_s". Common variance shared by internal satisfaction and external satisfaction variables with job satisfaction data set; Common variance shared by instrumental, caring, independence, rules, and law and code variables with ethical climate data set is shown as "r_s^2". İt is determined how much the common variance shared by data set in which these variables exist in the canonical model with the addition of the r_s^2 values in the first and second canonical functions of the the IS and ES variables in the job satisfaction data set and the In, Ca, Ind, Ru and LaCo variables in the ethical climate data set. The determined value is shown as "h^2". In determining whether the variance shared by the variables and the data set in which these variables exist is important or not, 0.45 value is taken as a criterion. Accordingly, it can be said that the contributions of variables with values of 0.45 and above, which are r_s and h^2, are important. This criterion has been determined based on the judgment that the items with a factor load of 0.45 and above are considered as very good items in the factor analysis (Sherry & Henson, 2005).

According to the findings in Table 8, it was determined that the contribution of instrumental, caring, independence, and law and code variables to the ethical climate data set was above .45, and the contribution of the rules variable to the ethical climate data set was below .45 in the first canonical function. Accordingly, for the first canonical function, it can be said that the contribution of instrumental, caring, independence, and law and code variables to the ethical climate data set is more important than the contribution of the rules variable to the ethical climate data set. In addition, according to the findings in Table 9, it can be seen that the contribution of the IS and ES variables to the job satisfaction data set is above .45 in the first canonical function. In this case, it can be said that the contribution of the external satisfaction variable to the job satisfaction data set is more important than the contribution of the internal satisfaction variable in the first canonical function. In the canonical functions obtained from canonical correlation analysis, the direction of the relationship between these variables can be determined by looking at the signs of the variables that have a significant contribution (having a structural coefficient of .45 or above) to the data set they are in. The sign of these variables is positive in the first canonical function where structural coefficients of instrumental, caring, independence, and laws and codes variables are significant. Accordingly, it can be said that there is a similar direction relationship between instrumental, caring, independence, and laws and codes variables. Since the structural coefficient is less than .45 in the rules variable, it does not appear to have any effect like four variables. When the variables belonging to the job satisfaction data set in the first canonical function are examined, the sign of both variables is negative.

According to these findings, the rules in schools have no significant contribution to the ethical climate. On the other hand, it was concluded that there is a negative relationship between instrumental, caring, independence and laws and codes variables and internal satisfaction and external satisfaction variables. This result reveals that teachers' internal and external satisfaction decreases when instrumental, caring, independence and laws and codes ethical climate types in schools increase. According to Table 9, " r_s^2" value was calculated as 11.00 for the first canonical function. This value reveals that the common variance shared between ethical climate and job satisfaction data sets in the first canonical function is 11%. In Figure 2, the structural coefficients and canonical correlation value belonging to the 1st canonical function of the ethical climate and job satisfaction are shown.
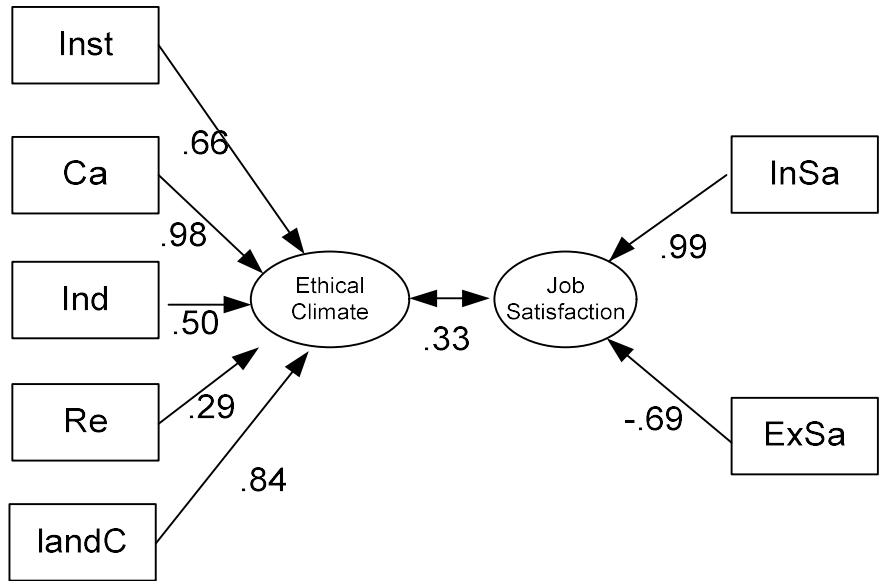
Figure 2.
Ethical climate and job satisfaction canonical correlation value and structural coefficients belonging to 1st canonical function

As can be seen in Figure 3, the common variance shared by the ethical climate and job satisfaction data sets is 11%. The relationship between ethical climate and job satisfaction based on the findings obtained from the canonical correlation analysis is as in Figure 3.

Figure 3
Common Variance Shared Between Data

RESULTS

In the study, the relationship between the ethical climate of schools and job satisfaction of teachers was examined together and some important findings were reached. According to the results of the research, instrumental, caring, independence, rules, and law and code types of ethical climate in schools, are moderate. Internal satisfaction and external satisfaction of teachers are at a high level. The internal and external satisfaction of teachers predicts the types of ethical climate in schools.

Mollay and Agarwal (2003) reached a similar result in their study and stated that the ethical climate in schools affects teachers' performances. However, many studies have been conducted to investigate the importance of ethical climate within the organization. Some of these studies have been don&e in for-profit organizations (Charles & Schwepker, 2001; Koh & Boo 2001; Ay, Kılıç Bicer, 2009) and some in non-profit organizations (Deshpande, 1996; Mollay & Agarwal 2003). According to this, in their studies, in which Joseph and Deshpande (1997) examined the effect of ethical climate types on nurses' job satisfaction, they concluded that instrumental and independence types of ethical climate do not affect job satisfaction in general, and nurses who perceive that there are rules which is ethical climate type are satisfied with their salary, promotion and management aspects

When the job satisfaction, which is another variable of the research, is analyzed, it is seen that the internal and external satisfaction of teachers is high level according to research result. A similar result was obtained in the study by Crossman and Harris (2006). According to this study, job satisfaction of

secondary school teachers working in different school types was examined. As a result, it was observed that teachers in independent and private schools have high job satisfaction and those in public schools have low job satisfaction. Macvillan and Ma (1999) examined the effect of New Brunswick secondary school teachers' working conditions on job satisfaction in their studies. They stated that female teachers experience more professional satisfaction than male teachers and that their working conditions affect job satisfaction positively, the most important factors are administrative control, teaching ability and organizational culture.

Based on all these results, it is seen that the ethical climate perception within the organization is reflected in the job satisfaction of the employees. (Treputtharat & Tayiam, 2014; Bicer, 2005; İdi, 2017). As a result, the relationship between the ethical climate of schools and teachers' job satisfaction was examined in this study. Research results of Treputtharat and Tayiam (2014), Bicer (2005) and İdi (2017) support the findings of the study. Accordingly, Treputtharat and Tayiam (2014) concluded that school climate generally affects job satisfaction in their studies examining the effect of school climate on primary school teachers' job satisfaction.. However, it was emphasized that the school climate is important and necessary for job satisfaction and effective work, and productivity increases with the satisfaction of teachers in their jobs. In the study of Charles and Schwepker (2001), which is another study conducted between ethical climate and job satisfaction, the relationship between the ethical climate among salespeople with job satisfaction, organizational commitment and intention to leave was examined. At the end of the study, although the salespeople are thought to be different from the organizations physically, psychologically and socially, it is concluded that the ethical climate of the organizations affects them.

When looking at the scale dimensions used in the study, it was concluded that there is a negative relationship between ethical climate dimensions, instrumental, caring, independence and laws and codes, and the internal satisfaction and external satisfaction variables, which are dimensions of job satisfaction. Deshpande (1996) examined the effect of ethical climate on job satisfaction and determined a significant relationship between them. In this study, Deshpande (1996) conducted in non-profit organizations, he stated that professionalism, rules, benevolence and effectiveness are the most common climate types. Koh and Boo (2001) investigated the relationship between organizational ethics and job satisfaction in their work. In their study with managers in Singapore, they concluded that there is a relationship between organizational ethics and job satisfaction. Biçer (2005) comprehensively studied the relationship between ethical climate and job satisfaction and organizational commitment, organizational commitment and intention to leave in the study of the relationship between salespeople's job satisfaction, organizational commitment and intention to leave. As a result of the study, it was concluded that ethical climate has a positive relationship on job satisfaction. In addition, it was emphasized that the ethical climate is an important factor that directly and indirectly affects the work outcomes, and that managers who want to increase their sales power, organizational commitment and job satisfaction levels should take initiatives to create a positive ethical climate.

İdi (2017) aimed to determine teachers' perceptions of organizational climate, job satisfaction levels and the relationship between these two concepts in primary and secondary schools. It has been concluded that there is a positive and significant relationship between the teachers' attendance perception average of school climate and job satisfaction.

Yılmaz and Ceylan (2011) examined the relationship between the leadership behaviors of managers and teachers' job satisfaction levels. As a result of the study, although there was no significant relationship between the leadership behavior levels of managers and teachers 'job satisfaction levels, there was a significant relationship between the leadership behavior levels that teachers see in their administrators and teachers' job satisfaction levels. Besides, Yılmaz concluded that there was a significant difference between teachers' branches and job satisfaction levels, but there was no significant difference between their gender and years of service and job satisfaction levels.

As a result, in parallel with the results of the research, there is a relationship between job satisfaction and ethical climate, and this relationship increases the effectiveness and efficiency of the employee within the organization (Deshpande, 1996; Koh & Boo, 2001; Treputtharat &Tayiam, 2014; Bicer, 2005; Idi, 2017; Demir, 2019; Wang &Hsieh, 2012), it is also seen that these relationships increase organizational citizenship within the organization (Demir, 2019). This creates an atmosphere that the decisions taken within the organization are ethical. At the same time, the relations between the employees are positive and the members rely on rules and practices to make appropriate decisions

(Cullen et al., 1989; Dundar, 2010). If we look at this situation in terms of education, it is a fact that the positive organizational atmosphere of the teachers will also be reflected in classroom activities. In a positive atmosphere, teachers' attitudes and behaviors are also positively affected (Demir & Karakus, 2015). Teachers, who perceive principled relationship and the environment as moderate in the practices of the school they are in, regard their work as a good part of their lives and are happy with their work. In his study, Rosenhaltz (1989) concluded that the positive perception of teachers' job qualifications at school increased teachers' commitment to school, while negative situations increased their unwanted work attitudes and behaviors such as dissatisfaction, absenteeism, and leaving work. Besides, administrators must keep the working conditions in schools well to ensure that teachers' internal and external satisfaction is always at a high level.

In order for teachers to process their lessons efficiently and use the time effectively, tools and equipment suitable for the objectives of the lesson should be ready for use. In order to ensure a high level of internal and external satisfaction of teachers, administrators should treat all teachers in the organization equally. In addition, management must ensure that all teachers adhere to the decisions made within the organization and that everyone fulfills the decisions taken. In addition, it is very important that administrators encourage, support, appreciate and reward teachers as a result of their successful work.

When interpreting these results, one should bear in mind the subjective nature of perceptions and how these might be influenced by variables not included in this study. That is, although elements of the school climate are reported as influencing job satisfaction, one might also argue that teachers who are dissatisfied or have low efficacy beliefs might also influence the school climate.

SUGGESTIONS

This work; (1) a limited sampling group in educational organizations (2) sampling is limited to the opinions of teachers in a particular region and (3) the ethical climate of schools is limited only to views of teachers in the organization. Besides, other limitations of the study arise from canonical correlation, which is the method of statistics, the Ethical Climate Scale, and Job Satisfaction Scale. In addition, the relationship between ethical climate and teachers' job satisfaction was found to be 11%. The reason why the relationship of remaining 89% originated could not be explained. By adding other variables to this study in the future (organizational citizenship, organizational commitment, organizational leadership, organizational justice etc.), it can be investigated why the remaining relationship originated. Including these factors can give us an idea to better define the effectiveness and efficiency of teachers in classroom teaching and learning activities. In addition, studies (Garcia-Bernal, Gargallo-Castel, Marzo-Navarro ve Riverra-Tores 2005) show that teachers' job satisfaction is affected by four different groups: personal development opportunities, interpersonal relations, economic qualities of the job and working conditions. The researcher who wants to generalize the findings of this study should approach them carefully.

Related to the implications and methodological limitations of the study, some recommendations are proposed. The study's findings imply that in order for teachers to operate effectively, policymakers should routinely assess the work satisfaction and school climate. This study suggests that school principal should pay attention to have job satisfaction and to build a supportive and positive school climate, in which vision is shared, bureaucracy is enabling, teacher collaboration is encouraged.

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