

Investigation of the Relationship Between Academic Staff's Life Satisfaction, Job Satisfaction and Academic Ethical Values with Structural Equation Model*

Cüneyd Çelikⁱ

Muğla Sıtkı Koçman University

Uğur Doğanⁱⁱ

Muğla Sıtkı Koçman University

Şendil Canⁱⁱⁱ

Muğla Sıtkı Koçman University

Abstract

The purpose of the current study is to determine the extent to which academic staff's attitudes towards ethic values and academic ethic value-focused behaviours are predicted by their life satisfaction and job satisfaction. The study employed the exploratory sequential mixed methods design. The qualitative data of the current study were collected from the academic staff working in the Education Faculty of Muğla Sıtkı Koçman University in the spring term of the 2017-2018 academic year and quantitative data were collected from 103 academicians to verify the findings obtained from the analysis of the qualitative data. In the quantitative dimension of the study, three different measurement tools called *The Academic Ethics Values Scale*, *Job Satisfaction Scale for Academicians*, *The Satisfaction with Life Scale* were used. The analysis of the qualitative data revealed that adherence to academic ethic values fosters both the job satisfaction and life satisfaction of the academic staff. Structural Equation Modelling (SEM) was implemented to verify this finding and academic ethic values were found to predict both life satisfaction and job satisfaction.

Keywords: Academic Ethic Value, Structural Equation Modelling, Job Satisfaction, Life Satisfaction, Academic Staff

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ⁱ **Cüneyd Çelik**, Research Assist, Mathematic and Science Education, Mugla Sıtkı Kocman University, ORCID: 0000-0002-1188-6260

Correspondence: cuneydcelik@mu.edu.tr

ⁱⁱ **Uğur Doğan**, Assoc. Prof. Dr., Department of Educational Sciences, Mugla Sıtkı Kocman University, ORCID: 0000-0001-7603-6470

ⁱⁱⁱ **Şendil Can**, Prof. Dr., Mathematics and Science Education, Mugla Sıtkı Kocman University, ORCID: 0000-0001-9313-7273

INTRODUCTION

The concept of “ethos”, which means character and behaviour in the ancient Greek language, is explained with the term of “ethics” in today’s world (McLaughlin, 2005). Ethics is seen as a branch of philosophy that deals with the essence and foundations of the moral, as well as human behaviours (Oral, Avcı, Tosten, 2017). In other words, it addresses the behaviours of the individual in personal and social life within a moral framework. Therefore, behaviours are classified with concepts such as good / bad or right / wrong based on the values or standards of the society (Lin, Wang, Yarbrough, Alfred and Martin, 2010). These are called ethical norms (Arıkan and Demir, 2009). Ethical norms are included in almost all professions and institutions that make up an organization in a society in order to shape the practices related to that profession or institution (Scott, 2008). Universities are one of the institutions that have the characteristics of an organization. Universities are institutions where academic studies and scientific activities are carried out, people are trained to acquire skills and talents and which serve society through material and intangible products they produce (Harrison and Turok, 2017; Addie, 2017; Aydın, Gedikoğlu and Alkın, 2012). For this reason, it is of great importance that all units that make up the university show appropriate behaviours in order to fulfil their mission properly (Uçak and Birinci, 2008). In addition to being scientific, providing the best education and strengthening the ethical understanding of the society and fighting against unethical behaviours with the same determination can be shown among the most important duties of universities (Arıkan and Demir, 2009). In this context, the concept of professional ethics can be mentioned.

Work ethics can be defined as the behaviours or responsibilities that people must comply with in their profession. Thus, it is thought that while individuals are forced to perform relevant profession-related behaviours within a certain standard, they are also prevented from making decisions on the basis of their own personal inclinations (Yousef, 2000; Meriac, 2015). In this context, efforts to spread ethical behaviour throughout the society caused professional ethics to become an area of interest for all sectors (Aydın, Demirkasımoğlu and Alkın, 2012; Altınkurt and Yılmaz, 2011).

Higher education institutions are institutions where people who will shape the future of a country are trained and knowledge and science are produced through these people. These institutions not only reveal cultural values and hand them down to future generations, but also direct the future of the society by producing knowledge and science (Patomaki, 2019; Oral, Avcı and Tosten, 2017). For this reason, the personnel who are assigned the task of teaching at higher education have great responsibilities. This task of teaching is accompanied by great responsibilities because sometimes situations such as heavy working conditions, excessive course load, negative treatment by students, the competitive environment of the profession, the inability to get the reward for the effort shown, the questioning of the products produced by others and the concerns about continuous development trigger the physical and mental pressures on the people working in this field (Ergin, 1995; Budak and Sürgevil, 2007). Today, as in all professional groups, there are behaviours that must be followed by the people who are working as an academic (Ucak and Birinci, 2008).

Academic ethic values refer to behavioural patterns that should be taken into consideration when determining the problems or needs in a society, when attempting to solve them, and when conveying the information obtained from this endeavour to the target audience (Oral, Avcı and Tosten, 2017). For example, the level of adherence to scientific values and academic writing principles during the design, implementation and reporting of a scientific study shows the quality of that study in terms of ethical values (Oğuz, 1999). This ethical value can be considered not only in the context of scientific research but also within the framework of different ethical understandings. For example, it can be talked about the ethical understanding of the person towards his/her colleagues, the ethical understanding towards the institution where the person works, the ethical understanding towards the society and the ethical understanding towards the teaching process. Adopting academic ethic values means adhering to the values related to these dimensions that make up the whole (Oral, Avcı and Tosten, 2017). When the reasons for unethical behaviours are examined, it is seen that they can be caused by individual characteristics as well as economic reasons or social values (Hamilton, 2002).

One of the underlying reasons for an individual to be successful and productive in his/her profession is that his/her life and job satisfaction levels are high (Miller, Woehr and Hudspeth, 2002; Huff and Kelley, 2004; Receptoglu, Ülker Tümlü, 2015). Life satisfaction means that a person's general psychological and affective state is as important as his/her general physical condition for a healthy life (Robbins and Judge, 2009; Dağdeviren, Musaoğlu, Ömürlü and Öztore, 2011). It is thought that in order for an individual to work efficiently, he/she must reach positive satisfactions in his/her work and life. Job satisfaction is defined as an internal drive that provides a positive orientation towards an individual's job (Meyer, Irving and Allen, 1998; O'Driscoll and Randall, 1999; Kiniki and Kreitner, 2007). The person who has achieved enough job satisfaction has a happy and productive career and enjoys his/her job. This is considered to be even more important in professions that require constant dedication (Dağdeviren, Musaoğlu, Kurt, Omurlu and Öztora, 2011).

On the other hand, life satisfaction is one of the ways through which individuals can continue their lives happily and meaningfully (McMahan and Renken, 2011; Pavot and Diener, 2008; Dağlı and Baysal, 2016). Life satisfaction is not only related to a specific field, but also a positive evaluation of all phenomena in life. In other words, the fact that the person is satisfied with his/her job alone may not mean that he/she is satisfied with his/her life (Veenhoven, 1996). Life satisfaction can be influenced by the variables such as the individual's relationship with his/her social environment, his/her ability to live freely, and ability to make decisions about his/her own life (Khakoo, 2004). Another factor affecting life satisfaction is that the individual has job satisfaction. In this connection, Receptoğlu and Ülker Tümlü (2015) found a positive and medium correlation between job satisfaction and life satisfaction in their study of university academic staff.

When the national literature on the concept of ethical value is reviewed, it is seen that there are studies focused on academic personnel's level of compliance with ethical rules (Tican Başaran, Ekinici and Arıkan, 2017), the determination of non-ethical behaviors (Gerçek, Güven, Özdamar, Yanpar-Yelken and Korkmaz, 2011; Oral, Avcı and Tösten, 2017) and the investigation of the perceptions of professional ethics (Pelit and Güçer, 2006; Coşkun, 2016). These studies are generally seen as studies that have been obtained with the strengths of a single approach (qualitative or quantitative approach).

The existing research on job and life satisfaction in the international literature seems to be largely focused on the relationship between professional ethics and academic achievement (Meriac, 2012), the theoretical framework constituting the job satisfaction (Pavot, & Diener, 2008), the development of the measurement tool to evaluate the level of job satisfaction and life satisfaction (Margolis, Schwitzgebel, Ozer and Lyubomirsky, 2019; Kelecioğlu, Bilge and Akman, 2006) and the investigation of the relationship of job satisfaction and life satisfaction with some variables (Berenbaum, Chow, Schoenleber and Flores, 2013; Sadeghi, Ghaderi and Abdollahpour, 2021; Shimamura, Fukutake, Namba and Ogino, 2021; Faramarzpour, Farokhzadian, Targari, Mangolian Shahrabaki, Borhani and Rafati, 2021). However, it has been observed that the studies on the job satisfaction and life satisfaction of faculty members who undertake very important tasks in the process of distance education are quite limited (Receptoğlu and Ülker Tümlü, 2015). In this context, no study has been found in both national and international literature that deals with the relationship of academic ethics with job satisfaction and life satisfaction.

In this context, the current study has two main purposes; first is to determine the academicians' perception of the academic ethic value and the second is to reveal the relationships between academic ethic value, life satisfaction and job satisfaction.

METHOD

In the current study, the mixed methods research was used as the study design. According to Tashakkori and Creswell (2007), mixed method research is a research design in which the researcher collects and analyzes data, includes the findings and makes inferences using qualitative and quantitative approaches and methods in a single study or research program. One of the most important

properties of the mixed method is that it combines two data types at the same time, by placing one of these data types inside the other or by building one on top of the other, respectively. The reason for using the mixed method for the current study is the need for combining qualitative and quantitative data. The current study consists of 2 stages; in the first stage, qualitative findings were obtained by interviewing the academicians and in the second stage, the data obtained from the qualitative findings were verified by quantitative analyses. In this respect, the study was conducted with the exploratory sequential mixed design since a qualitative approach was adopted.

Study 1

Method

In the first stage of the study, the academicians' opinions about academic ethic values were determined to collect the qualitative data. The study was conducted according to the case study design.

Study Group

The study group used in the qualitative part of the study is comprised of 7 academicians. Of the participating academicians, 1 (14.5%) is female and 6 (85.5%) are male. The detailed information about the study group involved in the qualitative part of the study is given in Table 1.

Table 2 Descriptive Statistics about the Sample Involved in the Qualitative Part of the Study

Stage of the Study		f	%	
Qualitative Stage	Title	Prof.	2	28.6
		Assoc. Prof.	2	28.6
		Dr. Instructor	3	42.8
	Gender	Female	1	14.5
		Male	6	85.5
	Length of Service	5 years or less	-	-
		6-10	2	28.5
		11-15	2	28.5
		16-20	2	28.5
		21 years or more	1	14.5
Total		7	100	

Data Collection Tools

Semi-structured Interview Form

The academicians' opinions about the concept of academic ethic value were determined by using a semi-structured interview form. A total of 7 academicians participated in the interviews and each interview lasted for about 20 minutes. The interview questions asked to the academicians are; *What is the meaning of academic ethic value for you?, How is an academic ethic value formed? How do you feel when you adhere to all the values of academic ethics? Do you want to add more?*

Data Analysis

The data obtained from the semi-structured interviews in the qualitative part of the study were analyzed with content analysis. Content analysis aims to gather similar data around certain concepts or themes to obtain more understandable or interpretable results (Miles and Huberman, 1994; Trilling and Jonkman, 2018). Content analysis was carried out using the qualitative data analysis program NVivo 11. While conducting the content analysis, the inductive approach was adopted. First, the answers given by the academicians to the interview questions were transcribed. The transcribed data were analyzed in words and sentences and classified under dimensions that constitute academic ethic value. The reliability of the content analysis was determined by examining the consistency between

the coders. The inter-coder consistency was determined by using the formula proposed by Miles and Huberman (1994).

RESULTS

In the first stage of the current study, the academicians' opinions about academic ethic values were determined with semi-structured interviews. During the interviews, the academicians were asked the following questions; *What is the meaning of academic ethic value for you?*, *How is an academic ethic value formed?* *How do you feel when you adhere to all the values of academic ethics?* *Do you want to add more?* The data obtained from the interviews were analyzed and a framework seen in Figure 1 was constructed.

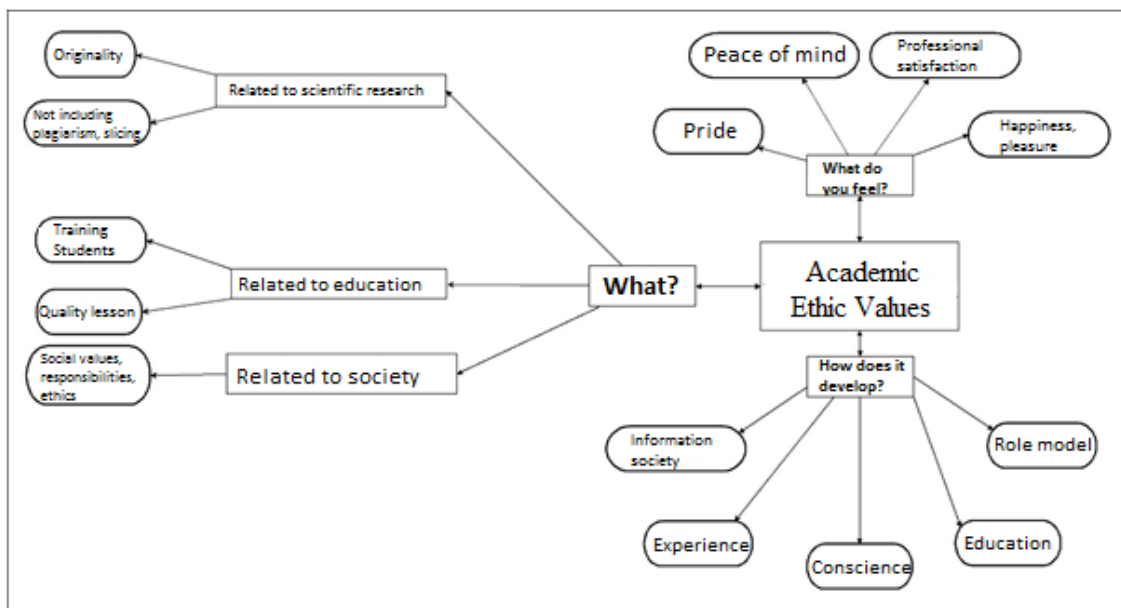


Figure 1. According to the interviews, academic ethic values framework

First question asked to the academicians is “What is the meaning of academic ethic value for you?” The responses of the academicians were gathered under the themes of values for scientific research, values for society and values for the teaching process

The theme of values for scientific research includes some ethical rules to be adhered to while conducting a scientific research (originality, plagiarism, slicing etc.). One of the participants, K₂ emphasized the concept of originality“...I think each individual has a unique ability to produce knowledge.”; another participant, K₃ pointed to the concepts of plagiarism and slicing “...scientists do many different academic studies. In these studies, academic ethic value is about avoiding plagiarism, slicing etc.” and another academician, K₅ “...what comes to my mind first is plagiarism. These are the things we see the most frequently in academic publications.”

Other expressions about what academic ethic value means were collected under the theme of values for the teaching process. This theme consists of two sub-themes: educating individuals (students) and providing quality teaching. In other words, educating individuals in a qualified way and providing quality instruction during the education process are seen as academic ethic values. In this connection, one of the participants, K₄ indicated that individuals should be educated in a qualified manner as follows; “... the only important thing is not to prepare articles and papers only in the scientific community, but training individuals.” On the other hand, K₁ associated the concept of academic ethic value with the provision of quality teaching “...our first priority is to train individuals who will provide the labour force needed by our country, this is already clear in the regulations of the institution.”

The last theme derived from the responses to the question “What is the meaning of academic ethic value for you?” is values for society. This theme is explained as that individuals should not only adopt the values and morality of the society they live in, but turn them into behaviours. In this regard, one of the participants, K₄ addressed the issue of ethical value as follows; “...they are the values that overlap with social values and regulate our behaviours in the academic world.” and another participant, K₇ expressed his/her opinions as follows; “...working or not working in accordance with moral values”.

The second interview question asked to the academicians is “How is an academic ethic value formed?” and the responses given to this question were gathered under the themes of information society, experience, conscience, role model and education. Within the context of the theme of information society, one of the participants, K₁ explained his/her opinions as follows; “Information society has replaced the technology society. Therefore, what is as important as the teacher factor is that we have knowledge or access to information about some values. We cannot escape from this; none of the students can tell “My teacher did not teach me this” in this age.” On the other hand, one of the participants, K₂ stated that academic ethic values can be attained through experience “ ... you submit your assignment, does the professor give feedback on this assignment? Does the teacher check the citations in your assignment? If he/she gives feedbacks such as this is true, this is false, this is plagiarism, then you can learn something from this.” In addition, another participant, K₆ thinks that academic ethic value can be attained through conscience “If a person does not like to lie, he or she will not like it while doing research, either. But if a person is prone to lie, he/she will reflect this in what he/she does, and he/she will not mind doing this.” Furthermore, it is stated by K₂ that academic ethic values can be acquired through role models “Being an academician is like a master-apprentice relationship. You get the characteristics of your master.” Finally, it is stated by K₆ that academic ethic value can be formed through education “...I can say that the source of academic values is the education we receive. This is not only in higher education, but also in the family, and even in the primary school.”

The third question asked to the academicians is “How do you feel when you adhere to all the values of academic ethics?” The responses given by the academicians were subsumed under the themes of pride, peace, job satisfaction and happiness. One of the participants, K₂ explained that he/she feels an emotion like pride “...It will flatter my pride and improve my self-confidence. There may be a result that will raise my ego because I say it completely belongs to me and that it is a work that I can stand firmly behind without any mistakes.” The statement by K₅ “...I experience satisfaction, job satisfaction, satisfaction of reaching a success.” and the statement by K₆ “...a feeling of satisfaction with what you do” indicate that that when they follow the academic ethic values, the sense they feel is job satisfaction. Another participant, K₁ expressed that adherence to academic ethic values result in peace and comfort as follows; “...It is the peace of mind of successfully completing every job. Peace or hope for the future.” Finally, according to K₆, adherence to academic ethic values results in happiness “...I take pleasure. I'm getting happy. All my feelings are at the top that day...”

Study 2

Method

In the second stage of the study, the extent to which the academicians' academic ethic values predict their levels of job satisfaction and life satisfaction was questioned to verify the findings obtained from the analysis of the qualitative data. This part of the study is built on the quantitative research method using the correlational predictive design, one of the survey designs. Correlational predictive studies aim to determine the value of an unknown variable on the basis of the known variables (Fraenkel, Wallen and Hyun, 2012).

Study Group

The sample used in the quantitative part of the current study is comprised of a total of 103 academicians working in the Education Faculty of Muğla Sıtkı Koçman University. Of the participating academicians, 46 (44.7%) are females and 57 (55.3%) are males. Detailed information about the sample is given in Table 2.

Table 3. Descriptive Statistics about the Study Group Used in the Quantitative Part of the Study

Stage of the Study		f	%	
Quantitative Stage	Title	Prof.	8	7.8
		Assoc. Prof.	22	21.4
		Dr. Instructor	33	32.0
		Instructor	6	5.8
		Research Ass.	34	33.0
	Gender	Female	46	44.7
		Male	57	55.3
	Length of Service	5 years or less	20	19.4
		6-10	24	23.3
		11-15	23	22.3
16-20		15	14.6	
21 years and more		21	20.4	
Total		103	100	

The G*Power program was used to calculate the sample size. According to program the sample size was calculated at least 89 individuals for 0.15 effect size, 5% margin for error, 95% confidence interval and one predictor variable. The relevant values obtained from the G*Power program are shown in Figure 2.

```
[1] -- Tuesday, March 15, 2022 -- 11:49:55
F tests - Linear multiple regression: Fixed model, R2 deviation from zero
Analysis: A priori: Compute required sample size
Input: Effect size f2 = 0.15
       α err prob = 0.05
       Power (1-β err prob) = 0.95
       Number of predictors = 1
Output: Noncentrality parameter λ = 13.3500000
        Critical F = 3.9505867
        Numerator df = 1
        Denominator df = 87
        Total sample size = 89
        Actual power = 0.9508527
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Figure 2. The G*Power values for sample size

Data Collection Tools

In the quantitative dimension of the study, three different measurement tools called *The Academic Ethics Values Scale*, *Job Satisfaction Scale for Academicians*, *The Satisfaction with Life Scale* were used.

The Academic Ethics Values Scale

The Academic Ethic Values Scale was developed by Sevim (2014) to measure academicians' attitudes towards academic ethic values. The scale consists of 5 dimensions and 50 items. These five dimensions are; *values for scientific research*, *values for colleagues*, *values for the institution*, *values for society*, *values for the teaching process*. In the reliability analysis of the scale, the Cronbach-Alpha

internal consistency coefficient was used. In the current study, the Cronbach-Alpha internal consistency coefficient was found to be 0.86 and thus, it was concluded that AEVS is a reliable scale.

Job Satisfaction Scale for Academicians

Job Satisfaction Scale for Academicians was developed by Kelecioğlu, Bilge and Akman (2006) to determine the job satisfaction of the academicians working at universities in Turkey. As a result of the factor analysis made on the data obtained from 520 instructors working in state universities in Turkey, a total of 25 items were collected in two dimensions called internal and external. The scale explains 55.13% of the total variance. The reliability analysis of the scale was conducted by using the difference between the means of 27% of lower groups and 27% of upper groups. The result of the t-test was found to be significant at the level of 0.01 and thus, it was concluded that the reliability of the scale items is high. Moreover, the Cronbach alpha internal consistency coefficient was calculated to be .94 for the internal dimension and 0.91 for the external dimension. Both the results of the factor analysis and the reliability analysis showed that the scale is a valid and reliable scale.

The Satisfaction with Life Scale

The Satisfaction with Life Scale was developed by Diener, Emmons, Larsen and Griffin (1985) and adapted to Turkish by Dağlı and Baysal (2016). The scale is a 7-point Likert type scale consisted of a single factor and five items. It explains 68.39% of the total variance. In the reliability analysis of the scale, the Cronbach Alpha internal consistency coefficient and test-retest techniques were used. The internal consistency coefficient of the scale items was calculated to be 0.88. The scale was administered to a group of 47 teachers twice at a two-week interval and the Pearson Product-Moment Correlation Coefficient between the two administrations was calculated to be 0.97. The results of both EFA and CFA and reliability analyses showed that the scale has a valid and reliable structure.

Data Analysis

In the analysis of the collected quantitative data, the structural equation modelling was conducted with AMOS 24 statistical software program. The fitness of the model obtained as a result of the analysis was tested with Chi-Square/degrees of freedom (χ^2/sd), Normed Fit Index (NFI), Comparative Fit Index (CFI), Goodness-Of-Fit Index (GFI), Adjusted Goodness-Of-Fit Index (AGFI) and Root Mean Square Error of Approximation (RMSEA). The upper limit of the margin of error in the interpretation of the analysis results was accepted as 0.05. In the CFA analysis conducted for the current study, it was seen that all the items in the scale were significant and the fit indices were acceptable ($\chi^2= 84.134$ $sd=52$; $\chi^2/sd=1.61$, $p<.00$; GFI = .88; AGFI = .83; CFI = .93; NFI = .84; RMSEA = .07).

RESULTS

In the analysis of the data, Pearson product-moment correlation coefficient was used to determine the relationships between the predicted variables “life satisfaction” and “job satisfaction” and the predicting variable “academic ethic values”. The relationships between these variables are presented in Table 3.

Table 4 Results of the Pearson Product-Moment Correlation Coefficient between the Variables

Variables	Mean	Ss	1	2	3
Academic Ethic Values	206,28	15,88	1		
Life Satisfaction	26,55	4,89	0,24*	1	
Job Satisfaction	78,06	11,27	0,37**	0,43**	1

* $p<.05$, ** $p<.01$, $n= 103$

As can be seen in Table 3, there is a positive, low and significant correlation between the participants' "academic ethic values" mean score and "life satisfaction" mean score and a positive, medium and significant correlation between their "academic ethic values" mean score and "job satisfaction" mean score. After the determination of the relationships between the predicted and predictor variables of the current study, the path analysis was run to determine the predictive effect of the variable of "academic ethic values" on "life satisfaction" and "job satisfaction". The measurement model obtained as a result of the study is shown in Figure 3.

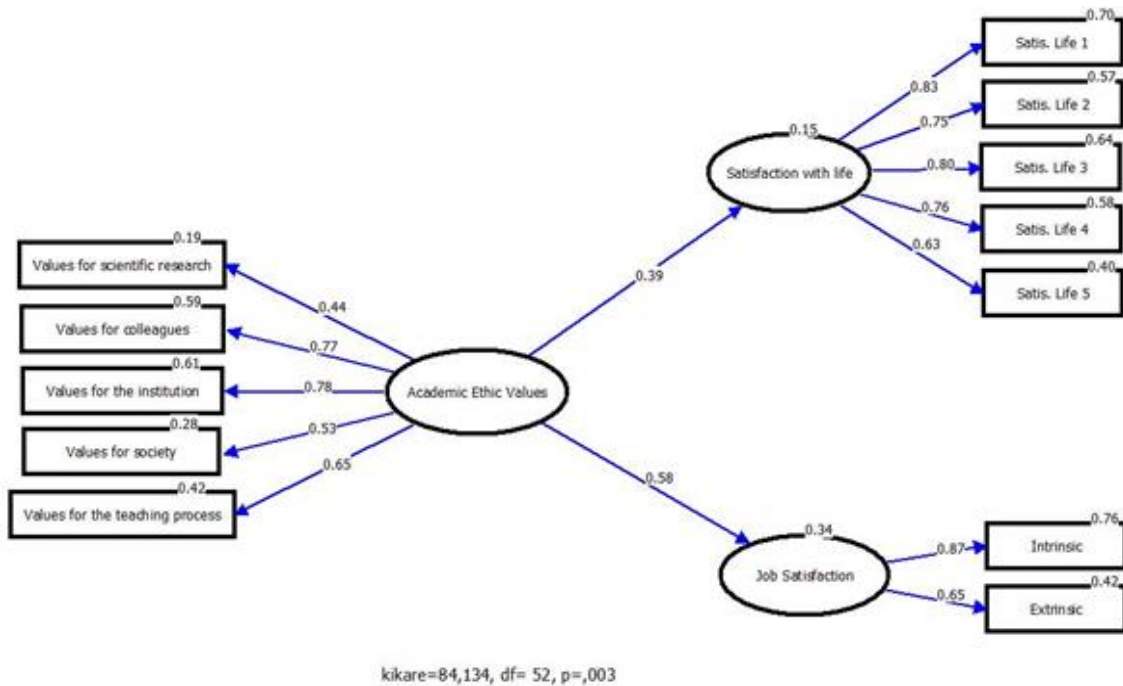


Figure 3. The confirmatory measurement model between academic ethic values and life satisfaction and job satisfaction

In Figure 3, a measurement model has been created in which the variables in the structural equation model are modelled together. No modification process has been applied to the model. As a result of the analysis, it is seen that the fit indices (χ^2 :84,134, df:52, χ^2/sd =1,61, RMSEA = .07, GFI = .88; AGFI = .83; CFI = .93; NFI = .84) for the model are acceptable (Tabachnick and Fidell, 2015; Schumacker and Lomax, 2004; Kline, 2005). Fit indices for the structural equation modelling and measurement models of the other variables are given in Table 4.

Table 5. Fit indices of the measurement model

Research	Chi-square (χ^2)	sd	χ^2/sd	NFI	CFI	GFI	AGFI	RMSEA
General Model	84.134	52	1.61	.84	.93	0.88	0.83	0.07
Life Satisfaction	3.92	5	0.65	0.99	0.99	.99	0.96	0.01
Job Satisfaction	928.93	275	3.36	0.52	0.60	0.49	0.40	0.15
Academic Ethic Values	13.22	5	2.64	.91	.94	.95	.85	0.17

After examining the goodness of fit index values for the model seen in Table 4, the paths in the model and the parameter estimates for the model were examined. Accordingly, there is no statistically insignificant path in the structural model tested. The values obtained for the structural model are presented in Table 5.

Table 6. Parameter estimates for the structural model

Predicted		Predicting	Non-standardized estimate values (B)	S.E.	C.R. (tvalue)	Non-standardized estimate values (β)	R ²
Job Satisfaction	←	Academic Ethic Values	1.731	0.394	4.393*	0.58	0.15
Life Satisfaction	←	Academic Ethic Values	0.113	0.035	3.198*	0.39	0.34

*p < .01

As can be seen in Table 5, the academic ethic value variable in the measurement model was found to significantly predict the job satisfaction variable ($\beta=0.58$) and the life satisfaction variable ($\beta=0.39$). According to the model, while the academic ethic values variable explains 15% of the variance in the job satisfaction variable, it explains 34% of the variance in the life satisfaction variable.

DISCUSSION AND CONCLUSION

In the current study, the extent to which the academicians' academic ethic values predict their job satisfaction and life satisfaction was investigated. According to the qualitative findings of the study, while academic ethic value is associated with the adherence to the principles such as avoiding plagiarism and being original, it is associated with the provision of quality course contents for students and training them in compliance with the requirements of the age in terms of education. Finally, academic ethic value is socially associated with the inculcation of social values, ethics and responsibility in individuals required by the society. In general terms, it can be said that the concept of academic ethic value is associated with scientific research, education and society by the academic staff participating in the current study. These results are parallel to the factor structure of the Academic Ethic Values Scale developed by Sevim (2014) to determine academicians' level of academic ethic values. Seen from a different perspective, Oral, Avcı, and Tösten (2017) identified the most common unethical behaviours in academic circles as plagiarism, conflict between colleagues, not valuing students and not paying enough attention to the quality of lessons.

It was stated by the academicians participating in the current study that the formation of academic ethic value in an individual can occur in various ways such as through *information society*, *experience*, *conscience*, *education* and *role models*. In terms of *information society*, it means that the individual can have access to the information to learn about what ethical rules are. When there are behaviours that do not comply with academic ethic values, they should be addressed within the scope of criminal sanctions and the person should personally experience this process. On the other hand, the development of academic ethic value in a person is based on a sense of *conscience*. In other words, since the development of social values, morality and responsibilities of the person will indirectly activate the sense of conscience, it is thought that these values will be taken into consideration when conducting a scientific research. It was stated by the academicians that the courses such as scientific research methods and academic writing in the *education* process would make a significant contribution to the development of academic ethic value in the individual. According to TÜBA (2002), the lack of education observed in subjects such as scientific research ethics and research discipline can be shown among the reasons for individuals' committing ethical violations because education is important for social development, it is also important for the formation of professional ethics in the mind of the individual in accordance with the general values and norms of the society (Chanazanagh and Nejat, 2010). Finally, it is thought that a good *role model* in the work environment will contribute to the development of academic ethic value by setting an example for those around him/her. Although the widespread use of technological developments has made it more likely to increase ethical violations in scientific studies (Uçak & Birinci, 2008), academic staff, who have important roles in the development of society with the help of research and scientific activities, should be a role model for the society in terms of complying with ethical norms (Erdem 2012). "Teach as you preach" and "Walk your talk" slogans are widely used among those who think that educators should set a good example for the behaviours desired in students (Lunenberg, Korthagen and Swennen, 2007). These five codes can be focused on to improve or develop academic ethic values.

There are many factors that affect the job satisfaction of academic staff. These include working conditions (Albert, Davia, & Legazpe, 2018), professional advancement expectations and personal characteristics (productivity, creativity, etc.) (Mumford and Sechel, 2019). Characteristics that negatively affect job satisfaction can lower the morale of the person and cause loss of creativity skills (Strömberg, Aboagye, Hagberg, Bergström ve Lohela-Karlsson, 2017). According to Receptoğlu and Ülker-Tümlü (2015), the compatibility of the knowledge, abilities and skills of a person with his/her job and his/her being able to prove his/her capacity are among the factors that increase job satisfaction. On the other hand, life satisfaction is considered to be a topic that should be researched more intensively in the academic life because many factors such as job satisfaction, performance, efficiency, burn-out and emotional clarity have been found to be affecting life satisfaction (Toker, 2012; Landa, Zafra and Pulido, 2006). According to the qualitative findings of the current study, the products produced by academic staff considering academic ethical values (a good academic study, well-trained student, a good course content, etc.) make them feel emotions such as happiness and pleasure, peace of mind, job satisfaction and pride.

According to the quantitative findings of the study, ethical values possessed by the faculty members have a positive effect on their job satisfaction and life satisfaction. In other words, the state of having academic ethical values consisted of 5 dimensions predicts the faculty members' job satisfaction and life satisfaction. The qualitative finding obtained from the semi-structured interviews that the products produced by the academic staff in compliance with academic ethical rules make them feel good emotions such as professional pride, happiness, pleasure and peace supports the quantitative findings of the study. Thus, it can be argued on the basis of both the model put forward by the quantitative part of the study and the qualitative findings that professional outputs created by complying with academic ethical rules provide life and job satisfaction for the individual.

No study has been found in the literature that deals with the relationship between academic ethics, job satisfaction and life satisfaction. However, there are studies in which the factors affecting job satisfaction or life satisfaction are investigated separately. Dağdeviren, Musaoğlu, Ömürlü, and Öztora (2011) analyzed the independent variables affecting job satisfaction with Chi-Squared Automatic Interaction Detector Analysis (CHAID). According to the findings obtained from CHAID, the most important variable affecting the job satisfaction of academic staff is age. To put it more clearly, job satisfaction of people who have just started their profession is higher than those who continue their profession as academicians holding a doctoral degree. A similar conclusion was reached by Öztürk and Şahbudak (2015). In addition, Çelikalp, Temel, and Bilgiç (2019) revealed that academic staff's job satisfaction is affected by workload, work-family and family-work conflicts. Accordingly, an increase in workload and task conflicts in family-work environments reduces job satisfaction.

It has been determined that academic staff's life satisfaction is positively and moderately correlated with their job satisfaction (Receptoğlu and Tümlü Ülker, 2015) and job performance. In other words, it can be said that as the job satisfaction and job performance of the academic staff increase, their life satisfaction also increases. These results in the literature seem to be in line with the findings of the current study. In addition, Öngel and Tatlı (2020) examined how the variables of work-family conflict and excessive workload affect academic staff's life and job satisfaction with regression analysis. Accordingly, academic staff's life satisfaction is positively affected by the support of their colleagues and negatively affected by work-family conflicts. On the other hand, the excessive workload of the academic staff did not have an effect on both their life satisfaction and job satisfaction. This result was attributed to the fact that academic staff is engaged in continuous cognitive activities and the boundaries between their work and social life are not clear.

In this study, it was tried to qualitatively reveal what academic ethical value means for academic staff, how academic ethical value is formed and what emotions are aroused by the products created considering academic ethics in academic staff. In addition, the relationship pattern between academic ethical value, job satisfaction and life satisfaction was revealed with the structural equation model. It was determined that this model was supported by the qualitative findings of the study.

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No potential conflict of interest was declared by the authors

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Current research was approved by Mugla Sıtkı Koçman University Social and Human Sciences Ethics Committee (Dated 21/07/2021; Protocol number: 210349; Decision number: 312)

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