

Extended Summary

Teachers' Reactions towards Undesirable Behaviors of Administrators:

Whistle blowing or Keeping Silent?

Asiye TOKER GÖKÇE, Hürriyet ALATAŞ

Teachers face widely different ethical cases at schools. When they observed or heard these kinds of cases, they have a dilemma: blowing a whistle or keeping silent. Whistle blowing is a process of giving information about the acts resulting in harm to third parties. The main purpose of this study was discovering to teachers' attitudes towards undesired behaviors at school. For this aim, the following three questions were examined:1) In which undesired behavior cases teachers thought whistle-blowing? (2) What kinds of modes do teachers prefer for whistle-blowing? (3) What are the reasons of teachers for keeping silent when they did not prefer whistle-blowing? This research is a descriptive, qualitative research. The research group involves 20 teachers that work at a secondary school in Darica district of Kocaeli in Turkey in 2013-2014 academic year. Of 20 participants, 80% were females and 20% were males. All of the participants were branch teacher. More than half (%55) of the participants were lower than 30 years old. The data were analyzed through qualitative analysis and the results were indicated using frequencies and percentages.90% had bachelor degree while the others were graduate teachers. Lastly, 6 of them had 1-5 year experience, 12of them had 6-10 year experience, and the last of them had more than 10 year work experience.

The data were gained through interviews. The participants were asked three questions each of which were aimed to answer the three research problems. Therefore, the first question examined teachers the wrongdoings or unethical behaviors that the participants would thought whistle-blowing related to them. The participants were asked to list wrongdoings or unethical behaviors that they would prefer for whistle-blowing in the

first. Then, they asked the kinds of modes (internally, externally, formally, informally, identified, and anonym)they would prefer for whistle-blowing in the second question. Finally, they asked to explain the reasons for keeping silent when they did not prefer whistle blowing. The results revealed that all teachers would react in the case of various undesired behaviors. They would blow whistle when they observe violation of laws or regulations seriously, stealing of school fund, stealing of school stuff, and sexual abuse to the teachers, students, or the other staff. However it was determined that teachers would mostly react in the case of serious undesired behaviours. Teachers mostly stated that they would prefer to whistle-blow internally, formally and by identifying themselves. Findings of the research are thought to contribute to the literature in terms of revealing teachers' attitudes towards possible undesired behaviors at school. This study is supposed to contribute the literature by revealing the reasons of teachers who observed or heard about undesired behaviours for keeping silent at first. In addition, the results are supposed to help organization leaders to enhance information channels to support possible whistle blowers in their organization. Lastly, this study will be able to enhance the literature, and lead other researchers in these directions.

Citation Information

Token Gökçe, A. ve Alatař, H. (2015). Öğretmenlerin İstenmeyen Yönetici Davranıřlarına Yönelik Tepkileri: Bilgi Uçurma Mı? Sessiz Kalma Mı? *Journal of Computer and Education Research*, 3(6), 99-116.