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The Relationship of Intergenerational Perceptions of Work Ethics and Workplace Deviation Behaviors in Academic Staff[1]

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Abstract

The aim of the research is to examine the work ethics perceptions of academics from different generations and the relationship between these perceptions and workplace deviation behaviors. In line with the purpose, the questionnaire prepared by using 5 questions with demographic variables, academic ethical values scale and workplace deviation behavior scale were applied to 472 academicians working at state universities in Ankara and the nearby provinces. The results revealed moderately negative relationship between academic ethical values and one of its sub-dimensions which is the values for the institution and workplace deviation behaviors. Moreover, weak and strong negative relationships were found between academic ethical values and other sub-factors of workplace deviation behaviors. Intergenerational differences were found between academic ethical values and academic ethical values towards the teaching process and serious workplace deviation towards the organization, and between academic ethical values towards colleagues and deviant behaviors towards the organization.

Keywords: Academic Ethics, Generations, Workplace Deviant Behaviors, Academic Staff, Work Ethics

1. Introduction

Today, the issue of ethics is an issue that is gaining importance and is frequently mentioned in research [e.g. 31, 63]. The contribution of acting in accordance with ethical values in every step of the academic world to scientific progress is of undeniable importance [58]. Measuring academicians' perceptions of ethical values is important in terms of determining the state of adherence to ethical principles in the academic world. The presence of unethical behaviors causes academic outputs to move away from scientific quality [97]. Individuals may exhibit unethical behaviors

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and may harm the organization/employees by deliberately moving away from organizational norms [94]. While these harmful behaviors create negative workplace deviance behaviors, academicians exhibiting these behaviors can lead to negative results [8]. In this context, the existence and structure of the relationship between unethical behaviors and workplace deviation behaviors, which are two forms of negative behavior, is a matter of curiosity.

Although it comes to mind that there may be a difference between individuals in measuring the perceptions of academics, different perceptions may also occur between generations that can or cannot adapt to this interaction from different cultures, which interact more as a result of the globalizing world. The fact that generations have different values about work and cause different attitudes, behaviors and expectations to emerge increased the interest in the subject in the 2000s [69]. Intergenerational differences are a factor that has been the subject of research in every period [17, 71, 84, 82, 96] and has a great role in terms of organizational-level outputs for managing differences. The aims of this study are to (1) examine whether AEV and WPDB differentiates according to generations, (2) analyze if there is a relationship between AEV and WPDB and (3) investigate if generations has a moderator role in this relationship. As a result of the literature review, no study was found explaining the related relationship. In this study, the existence of the relationship between the ethical value perceptions of academics and workplace deviation behaviors will be questioned, and if there is a relationship, it will be examined whether there is an intergenerational difference.

2. Conceptual Framework

2.1. Academic Ethics

Ethics is expressed as "a philosophy discipline that morally investigates the values, norms, rules that form the basis of individual and social relations established by people, such as right-wrong or good-bad" [13, 83]. In this context, business ethics can be defined as the rules, principles and standards regarding what is right and wrong in the behavior of employees in business life [18, 102]. According to Fritzsche, ethical behaviors in micro and macro levels are necessary for long-term business success and the presence of unethical behaviors in the business world causes distortions in the system and inefficient use of resources, indirectly harming the country's economy [93]. Academic ethics (AE), on the other hand, is concerned with how students and academics should behave on an institutional basis as a part of work ethics. Therefore, AE does not only cover academics; it also sets standards of behavior for everyone involved in academic activities. AE is a concept that explains that all stakeholders in the process of producing, disseminating and teaching knowledge must exhibit ethical behavior [22, 26]. In the Higher Education Council (HEO) directive regarding the Ethical Behavior Principles of Higher Education Institutions, AE is defined as "*Complying with the ethical rules of conduct in the process of sharing and transferring knowledge and experience to students in the process of scientific work*

and academic activities of academicians, in the production and evaluation of scientific studies, in the stages of rewarding and promotion in their relations with different stakeholders of the society, and in the stages of training well-trained scientists" [108].

One of the biggest testing areas of ethics is the academic world, since science's interest in society depends on the existence of ethical principles sufficiently in the academic world [26]. However, unethical behaviors that continue to exist in every field are also encountered in the academic world. The unethical behavior of the people who produce, teach and manage scientific institutions in the scientific sense almost causes a circulation, affects the ethical perceptions of the generations they raise and the people they work with, and as a result creates an unethical behavior paradox. Although there are studies in which the concept of AE is used in the same sense as science ethics in the literature, AE also covers many fields such as science ethics, publication ethics, and ethics in student relations, ethics in management, and teaching ethics. Among these groupings, the most researched sub-title of AE in the literature is science ethics, and the related concept is defined as scientific standards and behavior patterns that all science stakeholders, including scientific research ethics and scientific publication ethics, must comply with [66]. On the other hand, behaviors such as the academicians' seeing teaching as a formality, teaching the lesson by reading the textbook, having the students read the book in turn, conveying the course content to the students in a boring way in the form of a PowerPoint presentation, not answering the questions of the students and not taking time for counseling are also included in the field of educational ethics. [14]. The other dimension of AE is management ethics which is the principles that university administrators must comply with in ethical context while fulfilling their responsibilities [26].

Within the scope of AE, one of the first documents in the context of the written professional ethical code of university faculty members is the ethical principles of the American University Professors Association, which was accepted and announced to the public in 1915 [14]. In Turkey, the ethical behavior principles of the instructors are regulated by the "Higher Education Institutions Ethical Behavior Principles" and announced to the universities. However, it is a matter of great debate how much success has been achieved in adopting ethical codes. Because, according to the study of Arıkan and Demir (2009: 234) [9], it is seen that the efforts to prepare an ethical code for the academic profession are insufficient.

2.2. Workplace Deviant Behaviors

The Hawthorne Experiments, which are the building blocks of the neo-classical management approach, and the understanding that human performance is based on emotions, thoughts and social environment rather than physical conditions, provided a new perspective to management [55] and laid the groundwork for the formation of organizational norms. Norms are behavioral patterns that standardize the behavior of employees for the benefit of the organization [13]. Norms are important for an organization's activities to progress steadily and to avoid confusion. In this context,

every behavior that threatens the norms is considered as workplace deviation behaviors (WPDB).

Robinson and Bennett (1995: 556) [76], who have made important studies on WPDB in the literature, explain this term in their study as organizational members' voluntarily acting outside the framework of organizational norms and threatening the welfare of the organization. Although the concept of WPDB behaviors seems to include negative behaviors, there are also positive deviant behaviors in the literature [3, 6, 89]. As a matter of fact, the deviation can be statistically in both directions in the planar dimension. Behaviors that are not included in organizational norms, which include behaviors such as not following dysfunctional instructions, criticizing inadequate superiors, or acting innovatively, can be expressed as positive deviant behaviors [6]. On the other hand, the behaviors of those who intentionally harm/aim to harm the members of the organization or the organization itself are expressed as negative WPDB [53]. Gossip, sabotage, bullying, sexual harassment [35], theft, fraud, abuse [37], long lunch breaks, leaving work early, aggression [64], damaging organizational property, insulting [87], intimidation, retaliation [86], cyber loafing, absenteeism [51] are examples of WPDB.

WPDB is mentioned different in the literature such as counterproductive work behaviors [39], anti-purpose workplace behaviors [78], and role-playing behaviors [28]. Although the concept of workplace deviance is a concept that is less recognized in the literature regarding behavior issues in other organizations, studies show that workplace deviance is a major cost factor if it exists [24, 37]. According to Moretti's study in 1986, losses of more than $40 billion occurred annually due to theft, violence and illegal drug use by employees in the United States, and the thefts cost the industry $5 billion annually, and the cost of computer-related deviance of white-collar workers is 40 million dollars annually [62]. In the study conducted by Robinson and Bennett (1995: 555) [76], it was stated that workplace deviation behaviors cause organizational losses ranging between 6-200 billion dollars per year. When the literature is examined, it is stated that the general consequences of WPDB are increased costs, loss of reputation, loss of trust, decreased commitment, decreased productivity, decreased performance, alienation, some physical losses (illness, injury, etc.), increase in work turnover and psychological disorders [33, 57].

2.3. Generations

In Ayhün's (2013: 96) study [15], the concept of generation is defined as a group born in a certain period of time, whose values, behaviors and lifestyles are thought to be similar because they were born in the same period. Sarıtaş and Barutçu (2016), on the other hand, evaluate this time period as 20-25 years and state that the shared common value is the social role undertaken [79]. Although researchers need time intervals to clearly explain the issue of generations, the date transitions of generations cannot be determined with clear lines [75, 100]. Although the German Sociologist Karl Mannheim put forward the Generation Theory for the first time in 1928 [92], according to other sources, the French sociologist August Comte is the owner of the first research on generation [80, 107]. Straus Howe was the person who classified the

generations by stating that the generations should consist of groups with common characteristics and brought them to the present since 1991 [10, 80]. At the end of the 19th century, as the industrial revolution deeply affected the lifestyle and culture, accessibility and digital progress, which are available everywhere at the same time, also reshaped the social DNA of the current future young generations in the same context [21]. The names used for generations have emerged as a result of popular culture. In this context, the names of the generations mentioned in the literature are as follows: Lost Generation, Traditionalists Generation, Veteran Generation, Silent Generation (SilGen), Baby Boomers (BBers) Generation X (GenX), Generation Y (GenY), Generation Z (GenZ) and finally Alpha Generation.Paper title and all headings should be capitalized. Please refer to Rules for Capitalization in Titles regarding capitalization of paper tile and section headings.

The generation of 1914, which is accepted as the first of the generation theory, was named as the Lost Generation due to the inability to transfer cultural values to them due to the impact of a global event such as the First World War [7]. However, based on birth years, it can be stated that there are no members of this generation in today's business world. The generation that comes after the lost generation is the generation that was affected by events of global importance such as World War II and the Great Depression, and was born between 1925-1945, also known as traditionalists, veterans or the silent generation. [71, 107]. Members of this generation are respectful to authority, pro-order and balance, loyal [34], patriotic, traditionalist and have strong work ethics [56]. It is stated that 95% of silent generation employees are retired and 5% of them will have ended their business life in a short time [2]. The next generation is the Baby Boomers, the name of which comes from the increased fertility between the years 1946-1964 after the Second World War [1, 16]. Since the growth period of the members of the Baby Boomers coincides with the times of economic growth and full employment, and the years when great changes are experienced, it has enabled them to have character traits such as being harmonious, self-confident, optimistic, altruistic and open-minded [11, 21]. Other characteristics of the Baby Boomers can be listed as being idealistic, competitive, workaholic, working hard, living to work, self-sacrificing, wanting to be recognized and respected, being contented, emotional, and dependent on authority [12, 41]. Next comes the group called the Generation X. This generation was born between 1965 and 1979 and is also called baby trainers, post-baby boom, idle generation, indifferent, shadow, invisible, lost generation, and boomerang generation [27]. In addition to adopting the work ethic and focus of the Baby Boomers, which is the parent of the GenX, is a generation that is more pessimistic, more focused on self-confidence and personal success. The members of the GenX, who were born in the years when technological revolutionary developments took place, are generally known for their competitiveness, but they are a generation that is contented, sensitive to social problems, respectful to authority and has high work motivation [16, 55]. While GenX individuals attach importance to work-life balance, they remain loyal to their jobs as long as there is promotion and reward [68]. The name of the Generation Y has been determined as Y due to the fact that it is the next generation from the GenX and because of the interrogative (WHY) nature of the generation. Although there are intense differences of opinion in the

literature about birth years, the general view is that it is between the early 80s and the end of the 90s, according to the studies of Howe and Strauss (2000) [45] and Washburn (2000) [98]. GenY individuals, who can do more than one job at the same time, continue their lives as an inseparable whole with technology in their business life as well as in their private life [10]. The characteristics of GenY individuals such as low loyalty, entrepreneurial, technology addicted, fond of entertainment and winning, loving to live in the moment, open to innovations, prefer meaningful professions for themselves, fast consuming, against authority, pro-coaching and mentoring, inclined to change jobs frequently comes to the fore [10, 55]. GenY is the generation that most prefers to change jobs when their expectations for hard work are not met [106]. The GenY is the generation with the most employees in today's business world because of its age range and because they have a larger population than previous generations. Generation Z, who was born at the peak of technology after GenY, includes individuals born from the mid-90s to 2010. Although they are called GenZ because they come after GenY, names such as post-millennium, plurals, I-generation (Bergh and Behrer, 2016: 43), Internet Generation [34, 50], Next Generation, I-Gen have also been used, and they are also included in the literature as the New Silent generation, as they will be left alone with excessive individualization with technology [2]. Among the characteristics of GenZ are being ambitious and materialistic, interpreting information quickly, being able to deal with more than one task at the same time, being prone to cooperation, having low loyalty, giving importance to flexibility [27], being technology dependent and hasty [4], not being inclined to teamwork, being very intelligent, focusing on themselves and adoring to work in personal areas [7]. Those born after 2010 are called Alpha generation in the literature. The name alpha is due to the fact that scientists generally use the Greek alphabet when the Latin alphabet ends (Berg and Behrer, 2016: 45). Alpha Generation, which is mentioned in the news in the field of marketing, is the traveler, influential in the tourism sector [95], able to establish large companies at a very young age [49], has the title of the most officially educated generation in history. It is estimated that they may be materialistic [21].

3. Literature Review and Hypothesis Development

Expressing that previous generations are not satisfied with the work ethics of the next generations [84] is accepted as an indicator of ethical differences between generations. In this context, in the study of Twenge in 2010, generations are ranked according to the importance they give to work ethics [96]. Although it is the silent generation that values work ethics the most, this generation is followed by the baby boomers, then the GenX, and stated that the least valued generation is the GenY. Similarly, in Bergh and Behrer's (2013: 9) study [21], the most important issues for generations are listed, and the part related to business ethics is given in Table 1.

In Table 1, unlike Twenge's (2020) study, it is seen that the BBers and the GenX attach more importance to work ethics than the silent generation individuals [96]. In addition, as summarized in Table 1, while the BBers rank first with 17% in the

subjects they attach importance to, the GenX puts work ethics in the second place among the subjects they attach importance to, with 11%.

Generations	Silent Generation		Baby Boomers		GenX		GenY	
Work Ethics Percentage/Rank of Importance	10%	4th	%17	1st	11%	2nd	-	Not existing in the list

Table 1. Orders of Importance Given by Generations to Work Ethics

SilGen, on the other hand, places the work ethics, which is 10% important, in the 4th place. On the other hand, work ethics is not among the first five issues that the GenY attaches importance to. In the study of Meriac et al. in 2010 [60], in which they examined the ethical differences between generations, it was concluded that there is a difference in terms of business ethics among the BBers, GenX and GenY in a sample of 1860 people; however, the meaning of this difference could not be determined due to the lack of measurement equivalent. At the same time, it was emphasized that there was a significant difference in the leisure time dimension of work ethics among the three generations. Similar to the studies of Bergh and Behrer (2013) and Twenge (2020), it has been stated that the baby boomers have higher business ethics values than the GenX and GenY [20, 96]. Similarly, Daloğlu (2013) [32] conducted a study on the perception of work between two generations, which he divided as before and after 1980. He found an absolute difference between the two groups in terms of work ethics and stated that individuals born before 1980 had higher scores on ethics. Yıldız and Yakut (2019) also stated in their study that BBers and GenX tend to behave more ethically than GenY in Turkey [104]. On the other hand Jobe (2014) [47] found that there was a difference in intergenerational work ethics in their study and stated that the GenY had higher business ethics values than the GenX and BBers [109]. However, Real et al. (2010) [74], Rampell (2011) [73], Hartman (2014) [43], Khosravi (2014) [52] and Hite et al. (2015) [44] found that intergenerational work ethics did not differ in their studies. As a result of the literature review, it is noteworthy that although there are relatively more studies on intergenerational ethics in the international literature, very few studies have been found in the national literature. This means that there is a lack of research on the ethical perception of generations in the national literature. In addition, the first hypothesis and sub-hypotheses were determined in order to fill the gap in the literature, since different results were obtained as a result of the studies carried out, and there were no studies on the academic profession or academic ethics in the intergenerational difference studies in the literature.

H_1: The perception of AEV among academicians varies between generations.

H_{11}: There is an intergenerational difference in the AEV of academicians regarding the teaching process.

H_{12}: There is an intergenerational difference in AEV towards colleagues.

H_{13}: There is an intergenerational difference in the AEV of academics towards society.

H_{14}: There is an intergenerational difference in the AEV of academics towards scientific research.

H_{15}: There is an intergenerational difference in the AEV of the academicians towards the institution they work for.

Although there are some studies in the context of WPDB and generation [29, 105], no study has been found with an intergenerational comparison. Hartijasti and Fathonah (2014) [42], Amarat et al. (2017) Kuznek and Güzel (2019) [59] found that GenY exhibited more cyberloafing, which is one of the WPDB, compared to GenX. This situation can be explained by the fact that the GenY is impatient and fond of technology and freedom [59]. In this context, the secondary hypothesis of the research and the sub-hypotheses are as follows:

H_2: There is an intergenerational difference in the WPDB of academics.

H_{21}: There is an intergenerational difference in the WPDB of academics towards individuals.

H_{22}: There is an intergenerational difference in WPDB of academics to use time inefficiently.

H_{23}: There is an intergenerational difference in the serious WPDB of academicians towards the organization.

H_{24}: There is an intergenerational difference in the WPDB of academicians towards the organization.

To the best of our knowledge, there is no study which examines the relationship between AEV and WPDB. However, the concepts of ethical climate [70], ethical leadership [85], moral maturity [40] and individual ethical ideology [23], which are considered within the scope of ethical perception, are related to WPDB. The third hypothesis, which questions the related relationship in order to eliminate the deficiency in the literature, is as follows.

H_3: There is a negative relationship between AEV and WPDB.

If the third hypothesis is accepted, the moderator role of generations in the relationship between the perception of AEV and WPDB will be questioned for the third purpose of the research with the last hypothesis, and the relevant hypothesis is as follows:

H_4: Generations have a moderator role in the relationship between AEV and WPDB.

4. Methodology

4.1. Research Model

The research has three main aims. The first of these is to investigate the differences of both main variables according to generations. The secondary purpose is to examine the relationship between the perception of AEV and WPDB. The third aim is to determine the intergenerational difference in the possible relationship that will emerge. The model formed by the relational connections to be discussed within the scope of the study is expressed as in Figure 1.

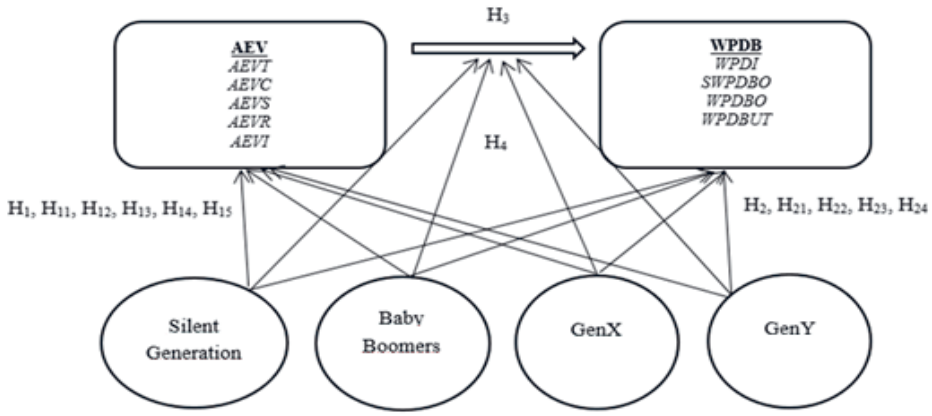

Figure 1. Research Model

4.2. Sample

The academic staff working at state universities in Ankara and the surrounding provinces constitute the target group of the research. Within the scope of this study, the data obtained from 472 academic personnel with various academic titles, reached by random sampling, were evaluated. 52.3% of the participants are male and 64.2% of them are married. Considering the age scale created to examine the intergenerational difference, which is one of the main purposes of the study; GenY in the first place with 48.7% (n=230) in the age range of 23-37, GenX in the second place with 20.6% (n=97) in the age range of 38-52, Baby Boomers are in the third place with the ratio of 19.3% (n=91) and in the age range of 53-71 and the silent generation in the age range of 72 and over with 11.4% (n=54). When the distribution of the academicians participating in the survey according to their titles is examined, it is seen that research assistants are in the first place with the highest rate of 51.3%, followed by assistant professors with 17.6% and professors with 17.4%. In this direction, the title information of the sample within the scope of the study gives consistent results on the basis of generation. When the working hours of the participants are examined, it is seen that the majority of the employees who have been working for 4 years or less are 31.8% (n=150).

4.3. Data Collection and Scales

The permission of Kırıkkale University Ethics Committee dated 27/06/2018 and numbered 06 was used for data collection. A questionnaire was chosen as the data collection tool. The questionnaires were conducted online. The first five of the survey questions used in the research consist of demographic variables as gender, marital status, age, title, and academic study period. AEV scale was developed by Sevim in 2014 [81], and the scale consists of 50 questions in a five dimensions structure. In the

scale of AEV, 9 questions in total, 7 of which are negative for *values towards scientific research*, 10 questions in total, 3 of which are negative in the scope of *values towards colleagues*, 9 questions in total, 5 of which are negative for the *values towards institution*, 8 questions in total, 3 of which are negative for *values towards society* and a total of 14 questions, 2 of which are negative, in the *values towards teaching process.* In the scale, there are straight logic items such as "I evaluate students' success in an objective way" and reverse logic items such as "I divide my research on any subject into subheadings and publish each of them as a separate report".

WPDB scale was developed by Bennett and Robinson (2000) [19] and translated into Turkish by Yalap (2016) [99]. It consists of 19 questions and two dimensions as deviant behaviors towards the individual and towards the organization. While 12 questions, one of which is negative, of the WPDB scale measure deviant behaviors towards the organization, a total of 7 questions, one of which is negative, are aimed at measuring deviant behaviors towards the individual. There are straight logic items such as “I am rude to my co-workers” and reverse logic items such as “I do not take things from the workplace without permission” in the scale. A 7-point Likert Scale was used to score the scales used in the study. The main reason for this, especially in social sciences, is that the width of the scale presented to the participants for scoring and the probability of normal distribution of the collected data and the validity and reliability rates are directly proportional [72].

5. Results

In order to determine the nature of the tests to be applied within the scope of the study, first it was analyzed that whether the data are normally distributed. As a result of the Kolmogorov-Smirnov analysis of the AEV Scale (see Table 2) within the scope of the study, it can be said that the sample from which the data was obtained conforms to the normal distribution, since the sig. value is greater than 0.05 (sig. 0.200). Although the sig. value was less than 0.05 (sig. 0.00) as a result of the Kolmogorov-Smirnov analysis for the WPDB Scale, the Skewness and Kurtosis values (0.9262; 1.3963) were found between the values of -1.5 and +1.5. Therefore it is accepted that it has a normal distribution [91]. After testing for normal distribution, the reliability coefficients of the scales used in the study were checked, and the Cronbach's Alpha values are given in Table 2. While the AEV scale is considered to be in the high reliability class due to its reliability ($0.81<\alpha<1.00$), it can be said that the WPDB Scale is in the medium reliability class due to its reliability ($0.61<\alpha<0.80$) [101].

Scales	Kolmogorov-Smirnov			Shapiro-Wilk					Reliability	
	Statistic	df	Sig.	Statistic	df	Sig.	S*	K**	N of Items	Cronbach’s Alpha
AEV	.034	472	**.200**	.984	472	.000	-.246	1.880	50	.807
WPDB	.076	472	.000	.951	472	.000	**.926**	**1.396**	19	.783
S*: Skewness; K**: Kurtosis										

Table 2. Results of Normality Test and Reliability Analysis

Then, exploratory factor analysis (EFA) was performed to test the validity of the scales and to determine their sub-dimensions. The analysis was first conducted for WPDB, and the remaining items were collected in 4 factors as a result of removing the overlapping items with a factor load of less than 0.40 from the analysis. These 4 factors explained 57.972% of the total variance of the scale while the KMO value of the EFA was found to be .809 ($p<0.01$). Although the original of the scale was explained with 2 factors (workplace deviance behaviors towards the individual and workplace deviance behaviors towards the organization), the naming of the factors was adhered to the original factor names after the items were gathered under 4 factors with the EFA. In this context, new factor names were named as *workplace deviance behaviors towards the individual (WPDBI)*, *serious workplace deviance behaviors towards the organization (SWPDBO)*, *workplace deviance behaviors towards the organization (WPDBO)*, and *workplace deviance behaviors aimed at using time inefficiently (WPDBUT)* by re-examining the items in the last factor. The items with a factor load of less than 0.40 in the EFA for the perception of AEV and the overlapping items were excluded from the analysis, and the remaining items were collected in 5 factors. These 5 factors explained 50.486% of the total variance of the scale and the KMO value of EFA was found to be .885 ($p<0.01$). The remaining items as a result of the EFA were collected under 5 factors as *academic ethical values for the teaching process (AEVT), academic ethical values for the colleague (AEVC), academic ethical values for the society (AEVS), academic ethical values for scientific research (AEVR), and academic ethics for the institution (AEVI)* by adhering to the original scale. After the reliability and validity analyzes of the scales, One-Way ANOVA test was conducted to analyze the intergenerational differences of the perception of AEV and its sub-dimensions, which is the first group of hypotheses of the research.

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
AEV	**Inter-groups**	.221	3	.074	.330	.804
	Intra-group	104.317	468	.223		
	Total	104.537	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
AEVT	**Inter-groups**	.765	3	.255	.657	.579
	Intra-group	181.594	468	.388		
	Total	182.359	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
AEVI	**Inter-groups**	5.568	3	1.856	2.613	0.051
	Intra-group	332.398	468	.710		
	Total	337.966	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
AEVS	**Inter-groups**	4.441	3	1.480	2.343	.072
	Intra-group	295.658	468	.632		
	Total	300.099	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
AEVC	**Inter-groups**	6.488	3	2.163	5.162	**.002**
	Intra-group	196.081	468	.419		

	Total	202.569	471			
AEVR		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig**
	Inter-groups	14.973	3	4.991	6.105	**.000**
	Intra-group	382.618	468	.818		
	Total	397.591	471			

Table 3. Analysis of Intergenerational Difference in AEV

As seen in Table 3, H_1, H_{11}, H_{13}, H_{15} were rejected while H_{12} and H_{14} are supported. Tukey HSD was conducted to determine between which generations AEVC within the scope of H_{12} differs.

Age			**Mean Dif.**	**Std. Error**	**Sig.**
AEVC	23-37	38-52	.13058	.07836	.343
		53-71	-.12138	.08016	.430
		72 +	-.26663*	.09788	**.034**
	38-52	23-37	-.13058	.07836	.343
		53-71	-.25195*	.09446	**.039**
		72 +	-.39721*	.10990	**.002**
	53-71	23-37	.12138	.08016	.430
		38-52	.25195*	.09446	.039
		72 +	-.14526	.11119	.559
	72 +	23-37	.26663*	.09788	.034
		38-52	.39721*	.10990	.002
		53-71	.14526	.11119	.559

Table 4. Tukey HSD Test-AEVC

As seen in Table 4, there is a statistically significant difference between the silent generation aged 72+ and both the GenY aged 23-37 and the GenX aged 38-52 in terms of AEVC ($p<0.05$). Moreover, there is a statistically significant difference between the GenX aged 38-52 and the Baby boomers aged 53-71 ($p<0.05$). When the averages of the generations are examined, it is seen that the average of the silent generation is the highest (6.1519), baby boomers follow it (6.0066), and GenY (5.8852) and GenX follow (5.7546) respectively. For other generational difference, Tukey HSD was applied in order to determine between which generations AEVR within the scope of H_{14} differs.

Age			**Mean Dif.**	**Std. Error**	**Sig.**
AEVR	23-37	38-52	-.20817	.10947	.229
		53-71	.01581	.11198	.999
		72 +	.44740*	.13673	**.006**
	38-52	23-37	.20817	.10947	.229
		53-71	.22397	.13196	.326
		72 +	.65556*	.15352	**.000**
	53-71	23-37	-.01581	.11198	.999
		38-52	-.22397	.13196	.326
		72 +	.43159*	.15532	**.029**

	72 +	23-37	-.44740*	.13673	.006
		38-52	-.65556*	.15352	.000
		53-71	-.43159*	.15532	.029

Table 5. Tukey HSD Test-AEVR

As seen in Table 5, there is a statistically significant difference between the silent generation in the 72+ age range, both GenY in the 23-37 age range, GenX in the 38-52 age range, and the Baby boomers in the 53-71 age range, in terms of the AEVR. Checking the averages of the generations, it was observed that GenX (5.7698), GenY (5.5616), Baby boomers (5.5458) and the Silent generation (5.1142) were found respectively. For second group of hypotheses, one-way ANOVA test was conducted to analyze the intergenerational differences of WPDB and its sub-dimensions.

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
WPDB	**Inter-groups**	1.138	3	.379	.868	.457
	Intra-group	204.557	468	.437		
	Total	205.696	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
WPDBI	**Inter-groups**	1.568	2	.523	.881	.451
	Intra-group	277.690	98	.593		
	Total	279.258	100			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
WPDBUT	**Inter-groups**	34.983	3	11.661	5.724	.001
	Intra-group	953.373	468	2.037		
	Total	988.356	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
SWPDBO	**Inter-groups**	.436	3	.145	.883	.450
	Intra-group	77.115	468	.165		
	Total	77.552	471			
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig**
WPDBO	**Inter-groups**	5.674	3	1.891	1.714	.163
	Intra-group	516.484	468	1.104		
	Total	522.158	471			

Table 6. Analysis of Intergenerational Differences in WPDB

As seen in Table 6, H_2, H_{21}, H_{23} and H_{24} were rejected and H_{22} was supported. The Tukey HSD test was conducted to determine which generations differ in terms of WPDBUT.

Age			**Mean Dif.**	**Std. Error**	**Sig.**
WPDBUT	23-37	38-52	.49301*	.17280	**.023**
		53-71	.65215*	.17676	**.001**
		72 +	.19509	.21583	.803
	38-52	23-37	-.49301*	.17280	.023
		53-71	.15914	.20830	.871
		72 +	-.29792	.24233	.608

	53-71	23-37	-.65215*	.17676	.001
		38-52	-.15914	.20830	.871
		72 +	-.45706	.24517	.245
	72 +	23-37	-.19509	.21583	.803
		38-52	.29792	.24233	.608
		53-71	.45706	.24517	.245

Table 7. Tukey HSD Test-WPDBUT

As can be seen in Table 7, there is a statistically significant difference between the GenY aged 23-37 and the GenX aged 38-52, and the baby boom generation aged 53-71 in terms of WPDBUT ($p<0.05$). Considering the generation averages, it was seen that GenY with 3.4543, the silent generation with 3.2593, GenX with 2.9613 and the baby boomers with 2.8022. In order to test the third main hypothesis within the scope of the study, Pearson Correlation test, in which the relationship between variables was observed, was applied.

As seen in Table 8, statistically significant relationships were obtained between AEV and its sub-dimensions and WPDB and its sub-dimensions. When Table 8 is examined, a statistically significant ($p<0.01$) moderate negative relationship (r=-0.372) was found between AEV and WPDB. Thus, H_3 was supported. There are statistically significant ($p<0.01$) weak negative relationships were found between WPDB and AEVR (r=-0.28), AEVC (r=-0.239), AEVS (r=-0.281), AEVI (r=-0.214) and AEVT (r=-0.185). There are also statistically significant ($p<0.01$) weak negative relationships found between AEV and WPDBI (r=-0.231), WPDBUT (r=-0.244), SWPDB (r=-0.241). Apart from these weak relationships, a statistically significant ($p<0.01$) moderate negative relationship (r=-0.344) was found between AEV and WPDBO. In addition, statistically significant relationships were found between the sub-dimensions of both variables. Statistically significant ($p<0.01$) weak negative relationships were found between WPDBI and AEVR (r=-0.1777), AEVC (r=-0.213), AEVS (r=-0.150), AEVI (r=-0.147) and AEVT (r=-0.09). Also, statistically significant ($p<0.05$) weak negative relationships were found between WPDBUT and AEVR (r=-0.242), AEVC (r=-0.092), AEVS (r=-0.223), AEVI (r=-0.078) and AEVT (r=-0.107). In addition, statistically significant ($p<0.01$) weak negative relationships were found between SWPDBO and AEVR (r=-0.24), AEVC (r=-0.096), AEVS (r=-0.087), AEVI (r=-0.076) and AEVT (r=-0.179). Last, statistically significant ($p<0.01$) weak negative relationships were found between WPDBO and AEVR (r=-0.128), AEVC (r=-0.284), AEVS (r=-0.256) and AEVT (r=-0.205). Apart from these weak negative relationships, a statistically significant ($p<0.05$) moderate negative relationship (r=-0.318) was found between WPDBO and AEVI. Furthermore, while AEVof the sample within the scope of the research were quite high with a mean of 5.86 and a standard deviation of 0.471, their attitudes towards WPDB were found to be low with a mean of 2.06 and a standard deviation of 0.680. In order to test the last hypothesis within the scope of the study, hierarchical regression analysis was performed.

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Gender (1)	1.52	.50	1															
Marital St(2)	1.38	.52	-.14**	1														
Age(3)	1.93	1.07	.14**	-.25**	1													
Title(4)	3.66	1.57	-.16**	.30**	-.47**	1												
Work. Time(5)	9.01	2.26	-.09*	.29**	-.47**	.80**	1											
AEV(6)	5.87	.47	-.15**	.06	.02	.03	.06	1										
AEVR(7)	5.55	.92	-.11*	.01	-.11*	-.06	-.04	.48**	1									
AEVC(8)	5.91	.66	-.11*	-.05	.12**	.04	.04	.63**	.04	1								
AEVS(9)	5.56	.80	-.12*	.10*	.04	.08	.04	.67**	.16**	.38**	1							
AEVT(10)	6.12	.62	-.09*	.07	.06	-.003	.05	.78**	.06	.43**	.37**	1						
AEVI(11)	5.99	.85	-.03	.03	-.03	.13**	.18**	.56**	.02	.41**	.29**	.40**	1					
WPDB(12)	2.06	.66	.17**	.01	-.06	.08	.02	-.37**	-.28**	-.24**	-.28**	-.19**	-.21**	1				
WPDBI(13)	1.47	.77	.15**	.01	.05	-.02	-.06	-.23**	-.18**	-.21**	-.15**	.10*	-.15**	.68**	1			
WPDBUT(14)	3.21	1.45	.08	.01	-.12**	.18**	.13**	-.24**	-.24**	-.09*	-.22**	-.11*	-.08	.82**	.28**	1		
SWPDBO(15)	1.17	.41	.09	.00	.04	.08	.06	-.24**	-.24**	-.10*	-.09	-.18**	-.08	.45**	.36**	.24**	1	
WPDBO(16)	2.42	1.05	.16**	.00	-.04	-.09	-.13**	-.34**	-.13**	-.28**	-.26**	-.21**	-.32**	.63**	.26**	.32**	.15**	1

*p<0,05 ** p<0,01

Table 8. Correlation Analysis

Dependent Variable: WPDB	**Model 1**	**Model 2**	**Model 3**
Control Variables			
Gender			,1865**
Marital Status			,0267
Title			,0693*
Working Time			-,0283
Constant	5.122**	5,174**	1,7437**
AEV	-.522**	-,520**	-,2291**
Age		-,032	-,0223
AEV*Age			-,0296
R2	**.138****	,141**	**,1690****
ΔR2	.138	,003	0,002
F	75.456	38,472	13,4834
N	472	472	472
*p<0.05		**p<0.01	

Table 9. Analysis of Intergenerational Differences in the Relationship between Perception of AEV and WPDB

As can be seen in Table 9, AEV explain 16.9% of the change in WPDB and have a statistically significant and negative effect (β=-.522; p<0.01). However, when the regulatory role of generations in the related relationship was examined, it was found that the interaction term was statistically insignificant (p>0.05). For this reason, H_4 was rejected on the basis of the main variables. However, when the sub-dimensions were included in the model, it was seen that generations (age) had a statistically significant moderator role in the relations between SWPDBO and AEV and AEVT, and in the relations between AEVC and WPDBO.

Dependent Variable: SWPDBO	**Model 1**	**Model 2**	**Model 3**
Control Variables			
Gender			.0477
Marital Status			.0020
Title			.0243
Working Time			.0109
Constant	2.386**	2.361**	.9080**
AEV	-.207**	-.208**	-.0944**
Age		.016	.0438*
AEV*Age			-.0409*
R2	**0.058****	0.060**	**.0873****
ΔR2	0.058	0.002	.0102
F	28.948	14.889	6.3405
N	472	472	472
*p<0.05		**p<0.01	

Table 10. Analysis of Intergenerational Differences in the Relationship between AEV and SWPDBO

As seen in Table 10, the interaction term was found to be statistically significant when the age variable was added to the model in which the relationship between AEV and SWPDBO was examined ($p<0.05$). All demographic variables were entered as the control variable in the moderator effect examined with Process Macro, and the age variable did not take a value of 0 within the confidence intervals in different quartiles (LLCI; -.1079; -.1329; -.1836; ULCI; -.0091; -.0609; -,0870) is another indicator that the moderator effect is significant. In addition, when Figure 2 is examined, it is observed that the negative effect of AEV on SWPDBO increases the most in GenY.

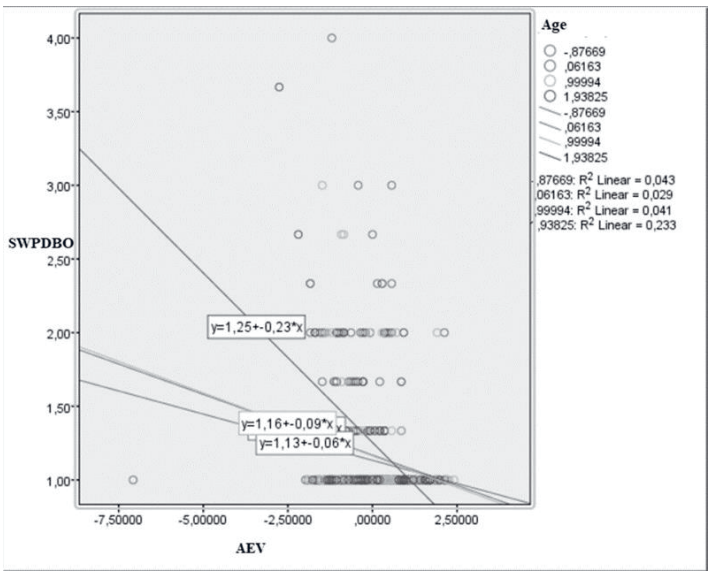

Figure 2. Graphical Representation of Intergenerational Differences in the Relationship between AEV and SWPDBO

Dependent Variable: SWPDBO	**Model 1**	**Model 2**	**Model 3**
Control Variables			
Gender			.0641
Marital Status			.0083
Title			.0229
Working Time			.0115
Constant	1.885**	1.862**	.8755**
AEVT	-.117**	-.119**	-.0653**
Age		.018	.0466*
AEVT*Age			-.0479**
R2	**0.032****	0.034**	**0.0687****
ΔR2	0.032	0.002	0.0161
F	15.621	8.336	4.8873
N	472	472	472
*p<0.05		**p<0.01	

Table 11. Analysis of Intergenerational Differences in the Relationship between AEVT and SWPDBO

As seen in Table 11, the interaction term was found to be statistically significant when the age variable was added to the model in which the relationship between AEVT and SWPDBO was examined (p<0.01). In the moderation effect examined with Process Macro, the age variable did not take the value of 0 within the confidence intervals in different quartiles except the lowest quartile (LLCI; -.0736;-.1047; -.1588-ULCI; .0270; -.0318; -.0676) is another indicator of the significance of the effect. In addition, when Figure 3 is examined, it is observed that the negative effect of AEVT on SWPDBO increases the most in GenY.

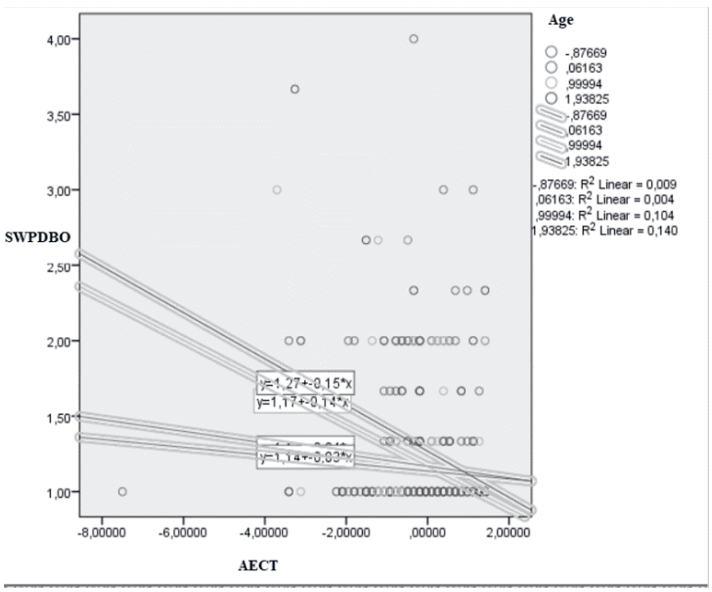

Figure 3. Graphical Representation of Intergenerational Differences in the Relationship between AEVT and SWPDBO

Dependent Variable: WPDBO	**Model 1**	**Model 2**	**Model 3**
Control Variables			
Gender			.2993**
Marital Status			.0501
Title			.0360
Working Time			-.0827*
Constant	5.119**	5.123**	2.5274**
AEVC	-.456**	-.455**	-.2719**
Age		-.005	-.0616
AEVC*Age			-.1379**
R2	**.081****	.081	**.1330****
ΔR2	0.081	0.00	0.137
F	41.309	20.618	10.1663
N	472	472	472
*p<0.05		**p<0.01	

Table 12. Analysis of Intergenerational Differences in the Relationship between AEVC and WPDBO

As seen in Table 12, when the age variable was added to the model in which the relationship between AEVC and WPDBO was examined, the term interaction was found to be statistically significant ($p<0.01$). In the moderation effect examined with Process Macro, the fact that the age variable did not take the value of 0 within the confidence intervals in different quartiles (LLCI; -.2736;-.3729; -.5500-ULCI; -.0285;-.1879;-.2695) also indicates that the moderation effect is significant. Moreover, when Figure 4 is examined, it is observed that the negative effect of AEVC on WPDBO increases the most in GenX.

and WPDBO

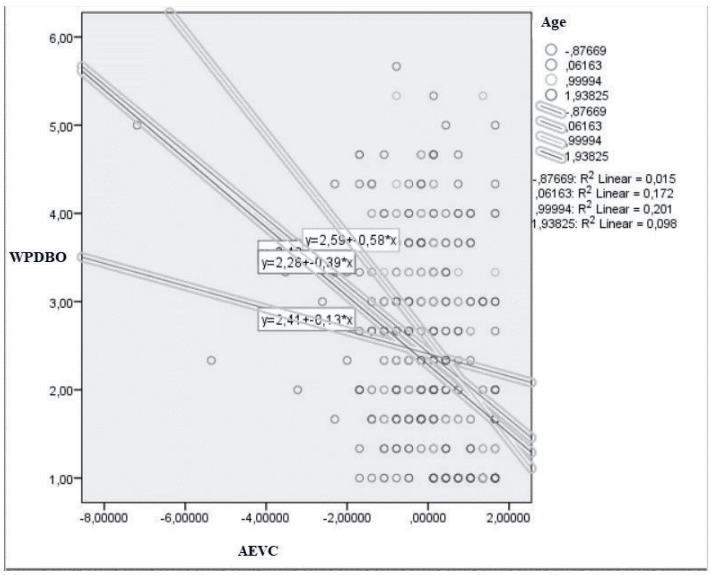

Figure 4. Graphical Representation of Intergenerational Differences in the Relationship between AEVC

6. Conclusion and Discussion

This research was carried out to examine the relationship between academic staff's perception of AEV and WPDB and the intergenerational difference in this possible relationship. For this purpose, research was carried out with 472 academic staff working at state universities in Ankara and the surrounding provinces. The primary purpose of the study is to examine the intergenerational difference of main variables. According to the findings, the perception of AEV does not differ according to generations. When AEV is considered as the main variable, this situation coincides with the results of Real et al. (2010) [74], Rampell (2011) [73], Hartman (2014) [43], Hite et al. (2015) [44], Khosravi (2014) [52] and Klopotan et al. (2020) [54] studies. Furthermore, Özer's (2015) [67] study on academicians concluded that general ethical values do not change according to age, and the finding that according to the research conducted by Bozkurt and Doğan in 2013 [25], the work ethics attitudes of employees do not differ according to the age group variable, supports the result of this research.

Despite the finding that AEV do not differ between generations, as stated in the conceptual framework, the fact that the case is mostly handled under the name of scientific ethics in the literature and the intergenerational differences in AEVR, which is the sub-dimension, made it possible to examine the finding under the name of scientific ethics. The intergenerational variation of AEVR was found in the study of Smola and Sutton (2002) [84] and Meriac et al.'s (2010) study [60] in terms of intergenerational differences in business ethics, in Ortega et al.'s (2019) study [65], between baby boomers GenX, GenY and GenZ, and Stevanin et al.'s (2020) finding a difference in the sub-dimensions of work ethics between the baby boomers, GenX and GenY are examples of how the difference can be detected in its sub-dimensions [90]. The difference in this study is that the silent generation has less ethical values than the baby boomers GenX and GenY in terms of the relevant sub-dimension is consistent with [21] stating that the silent generation gives less importance to work ethics than other generations. In the finding that ethical values towards colleagues differ between generations, the possible reason is generational conflict arising from the working situation of different generations in the organization. At the same time, the fact that each generation's understanding of business and value systems are different [11] makes difference possible in terms of values for colleagues. The generational differences in AEVC were determined between GenY and SilG, GenX and SilG, and GenX and BBers. It has been found that the SilG has a higher perception of academic ethics than the GenX and GenY, and the BBers have a higher perception of AE than the GenX. The results of the analysis show similarities in the studies of Siebert (2008) [82] and Twenge (2010: 207) [96] with the fact that SilG employees reach higher values in terms of work ethics than GenX and GenY employees. Also, for the business ethics variable, the results agree with the studies of Meriac et al. (2010) [60], Joseph (2010) [48] and Bergh and Behrer (2013) finding that the BBers had higher values than the GenX, and Erdirençelebi and Filizöz's (2019) [36] finding that AEVC differs according to age. WPDB, on the other hand, also did not differ between generations. This is in line with the fact that Yalap's (2016) study did not find any difference in sub-dimensions of WPDB between age groups [99], and İyigün's (2011) [46] study did not find a difference between age variable and counterproductive and interpersonal deviation dimensions of WPDB. However, WPDBUT, which is a sub-dimension of WPDB, shows intergenerational differences. In this difference, GenY participants scored higher than GenX and BBers. Saad et al. (2016) in his study examining the perspectives of generations on WPDB, the finding that GenX and GenY differ in terms of WPDB is consistent with the research findings, while the finding that the GenX exhibits higher WPDB than the GenY contradicts the study [77]. Along with this, it is not surprising that academics belonging to GenY [5], who use technology intensively and exhibit cyber loafing behaviors in this context, score the highest in WPDBUT. Like all their peers from the same generation, GenY academics are committed to technology, their stance against authority (Arslan and Staub, 2015: 7), the importance they attach to flexible working[88], their willingness to devote time to developing relationships and socializing [50] may be effective in taking high values in WPDBUT.

The secondary purpose of the study is to examine the relationships between variables. The fact that there is a moderate negative relationship among AEV, WPDB and WPDBO and a moderate negative relationship between AEVI and WPDBO leads to the judgement that the probability of exhibiting WPDB is low. The negative relationship between AEV and other sub-factors of WPDB was found to be relatively less strong. There are studies in the literature similar to the findings of the research [30, 77, 110]. In addition, the results also coincides with Yeşiltaş et al. (2012) [103], Mo and Shi (2017:301) [61] and Gök et al.'s (2017:270) finding a negative relationship between ethical leadership and WPDB [38] and with Kim and Cohen's study (2015: 137) in which a negative relationship found between ethic characters of individuals and WPDB.

When workplace behaviors are in question, the importance of generational dimension emerges. Because, it is very important to understand generations, to know their value judgments and to learn the factors that will motivate them in ensuring the control of high-importance values such as work ethics and WPDB. The third aim of the study, the intergenerational differentiation of the related relationship, was examined and although there was no difference in terms of main variables, it was found at the level of sub-dimensions. The fact that the highest point of negative effect of AEV and AEVT on SWPDBO is GenY is in line with the fact that the GenY has higher work ethics values than the GenX and BBers in the study of Jobe (2014) [47]. Based on the relevant finding, the high AEV of GenY academics play a stronger role in reducing deviant behaviors. This situation may be the reason why GenY academicians are relatively new in business life and the thought of doing the right thing in the right way gives weight to the issue of ethics among them. In addition, the fact that the GenY takes on this strong moderator role stems from the idea that they will show a strong work ethics in order to be successful [21] and their ability to adapt to every situation [106]. The fact that the AEV towards colleagues have the highest negative impact on WPDBO is in the GenX, which is consistent with the fact that the GenX attaches importance to ethical values in the second place, as mentioned in Bergh and Behrer (2013) study. This finding also stems from the fact that the GenX is respectful to authority and sensitive to social problems [16].

This study has some limitations. Although generations are formed by being influenced by universal events, the effect of local events should not be ignored. It is possible for the generations formed within the framework of the events that shaped the Western literature to have different characteristics within the national borders. However, since the scale of AEV used in the research was developed on the basis of western culture, it shows "limited universality". Due to the influence of western literature on scale and generation concept, it is usual for the findings to conflict within the scope of foreign literature results. The fact that there is no study in the literature in which the main variables of the research coexist, the work ethics-generational studies conducted on academicians do not measure AEV, and the absence of studies on generational and ethical or WPDB limit comparative interpretation within the scope of the literature. Other limitations are that the application part of the research was conducted only in state universities, and that the members of GenZ and Alpha Generation were excluded from the scope of the study due to their young age. In future

studies on the subject, the GenZ, who was not included in the research due to the inability to meet the age limit, should be included in the research, the generations have similar ratios in the sample, the sample should be made in a wider framework and even in the international arena, the inclusion of foundation universities as well as state universities in the study and even the issue of ethics, expanding it from the academic field and looking at other business fields will contribute to the literature.

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