

Analysis of Thesis Studies on Ethics in Social, Health and Educational Sciences: A Systematic Review

Merve KIPÇAK¹ , Adnan CETİN² 

Abstract: This study aims to examine the thematic, methodological and interdisciplinary characteristics of theses on ethics written in the last five years in Türkiye. The research was conducted on 359 theses on ethics published in Türkiye between 2020-2024 years. The fields in which these theses were published, the research methods used and the themes addressed were analyzed in detail. The Council of Higher Education (CoHE) thesis database was used as a data collection tool, and data were collected through the titles, keywords and contents of the theses. The obtained results revealed that theses on ethics were largely concentrated in the fields of social sciences, health sciences and educational sciences. And it was observed that there were more theses on ethics in the field of social sciences than in the other two fields. Moreover, it was also revealed that ethical issues are considered from a broader interdisciplinary perspective and that the ethical awareness should be further investigated. Therefore, it is recommended that there should be more integrated ethics studies with the international literature.

Keywords: Ethics, ethical decision making, systematic review

Sosyal, Sağlık ve Eğitim Bilimlerinde Etik Konulu Tez Çalışmalarının Analizi: SistematiK Bir İnceleme

Öz: Bu çalışma, Türkiye'de son beş yılda etik alanında yazılan tezlerin tematik, metodolojik ve disiplinlerarası özelliklerini incelemeyi amaçlamaktadır. Araştırma, 2020-2024 yılları arasında Türkiye'de etik alanında yayımlanmış 359 tez üzerinde yürütülmüştür. Bu tezlerin hangi alanlarda yayımlandığı, kullanılan araştırma yöntemleri ve ele alınan temalar ayrıntılı bir şekilde analiz edilmiştir. Veri toplama aracı olarak Yükseköğretim Kurulu (YÖK) tez veri tabanı kullanılmış ve tezlerin başlıkları, anahtar kelimeleri ve içerikleri üzerinden veri toplanmıştır. Elde edilen sonuçlar, etik konulu tezlerin daha çok sosyal bilimler, sağlık bilimleri ve eğitim bilimleri alanlarında yoğunlaştığını ortaya koymuştur. Sosyal bilimler alanında etik konulu tezlerin diğer iki alana göre daha fazla olduğu görülmüştür. Ayrıca, etik konuların daha geniş bir disiplinlerarası perspektiften ele alındığı ve etik farkındalığın daha fazla araştırılması gerektiği de ortaya çıkmıştır. Bu nedenle, uluslararası literatürle daha bütünleşik etik çalışmalarının yapılması önerilmektedir.

Anahtar Kelimeler: Etik, etik karar alma, sistematiK derleme

Geliş tarihi/Received: 24.02.2025

Kabul Tarihi/Accepted: 02.07.2025

Makale Türü: **Araştırma Makalesi**

¹ Master Student, Van Yüzüncü Yıl University, Faculty of Education, Department of Art Education, Van, Türkiye, mrvekpak@gmail.com, 0009-0004-5050-3738

² Assoc. Prof. Dr., Van Yüzüncü Yıl University, Faculty of Education, Department of Chemistry Van, Türkiye, adnancetin@yyu.edu.tr, 0000-0003-4838-1503

Atıf için /To cite: Kıpçak, M., & Cetin, A. (2025). Analysis of thesis studies on ethics in social, health and educational sciences: A systematic review. *Van Yüzüncü Yıl University Journal of Education*, 22(2), p. 592-613. <https://doi.org/10.33711/yyuefd.1645770>

Introduction

Ethic is a set of fundamental principles that guide individuals in determining their right and wrong behavior. The ethics based on a philosophical foundation offers universal and objective principles for evaluating individuals' decisions since ancient times. It also plays a central role in shaping social norms, institutional policies and professional practices (Aktaş, 2014; Beauchamp & Childress, 2013; MacIntyre, 2007). Ethics extends beyond individual responsibilities and has a critical importance at the social and institutional level. Nowadays, technological developments and social changes also necessitate a more in-depth examination of ethical issues. For example, privacy abuses arising from increased use of technology or demands for social equality are important issues that require a reinterpretation of ethical principles (Beauchamp & Childress, 2013; Singer, 2011). This situation has enabled the concept of ethics to expand from the individual level to social, institutional and professional dimensions. Therefore, the concept of ethics emphasizes sensitivity to social norms and a sense of justice in social sciences, and it prioritizes human rights and quality of life in health sciences. Ethic concept also supports the principles of fairness, equality and academic integrity in teaching processes in the field of education (Coşkun & Çelikten, 2020).

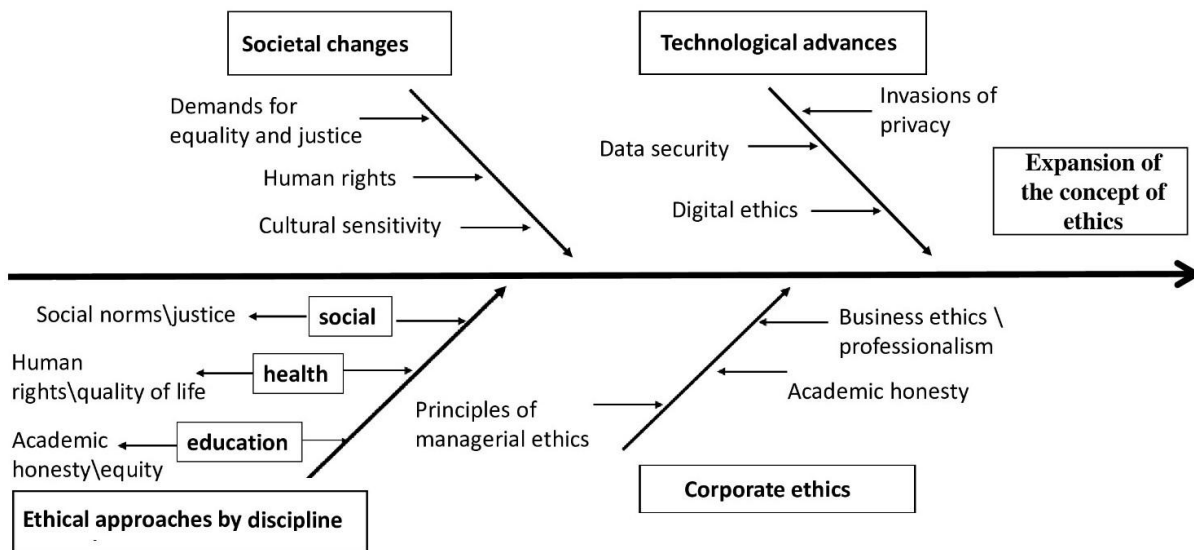
Ethical studies in areas that affect the individual are very important. For instance, the patient rights, protection of privacy, informed consent and the function of ethics committees are among the main ethical issues in health sciences. The academic integrity, values education and ethical decision-making processes are prominent in educational sciences, as well (Utlu, 2016). Ethics in social sciences are emphasized ethics as a fundamental guiding principle in research processes by ensuring that individuals are studied in a way that respects cultural and social issues. Researchers have a responsibility to protect the privacy of participants, encourage voluntary participation and to use the information obtained fairly. These principles play a critical role in maintaining public trust while increasing the reliability of scientific studies (Carniel et al., 2023; Mathies, 2018). Meanwhile, ethics is not only the responsibility of individual researchers, but also provides an interdisciplinary perspective that aims to shape social norms and the behavior of individuals (MacIntyre, 2007; Yılmaz, 2021). It also requires the social sciences to address new ethical issues such as gender equality, discrimination and human rights. Social sciences, which investigate the impact of social norms on individual behavior, aimed to understand the impact of these concepts on the value systems of societies by addressing ethical issues with the principles of social justice and equality (Aydın, 2006). In addition, the basis of ethical understanding in social sciences is to ensure voluntary participation in the research process, to respect the privacy of the participants and to report the data accurately. These principles are critical to prevent ethical violations such as forgery, plagiarism and data manipulation (Balçı, 2001), and at the same time the social media research and big data mining presents new challenges in terms of the data security, privacy and ethical standards in the digital age. Therefore, the researchers should collect data in accordance with ethical rules by protecting digital rights (Bond et al., 2024).

Ethics in health sciences is a critical discipline at the intersection of individual and societal responsibilities, covering basic elements such as protection of patient rights, informed consent, ensuring privacy and clinical ethical decisions (Türkistanlı, 1997). Ethics, which is based on an individual-centered approach, requires not only the protection of the physical and mental health of individuals, but also the provision of health services in a fair and dignified manner. While global crises such as pandemics, the distribution of limited resources, and the balance between the public good and the rights of individuals have increased the importance of

ethical issues, the biomedical ethics addresses these issues in depth by setting ethical boundaries in innovative fields such as genetic research, organ transplantation, stem cell research and drug development (Türk et al., 2023; Yılmaz, 2021). In particular, the risk of conflict of genetic interventions with individual rights and the misuse of genetic information are among the issues that need to be carefully addressing ethically (Kovancı & Hiçdurmaz, 2021; Kullu & Hiçyorulmaz, 2024). However, protecting donor rights in organ transplantation and taking measures against commercial organ trafficking can be achieved through policies based on ethical principles. The implementation of vaccination programs, quarantine measures and public health policies in accordance with the principles of social equity and justice is one of the main areas of public health ethics. The COVID-19 pandemic has once again demonstrated the importance of policies aimed at balancing individual rights and public interest (Utlı, 2016). In addition, technological developments in the field of health have further deepened ethical debates. Telehealth services, artificial intelligence applications and robotic surgeries have transformed healthcare, raising new issues such as patient privacy, data security and equality of access (Biagini, 2025; Bond et al., 2024). Moreover, the use of technological innovations within the framework of ethical rules is of great importance (Gürkan & Akay, 2021). Figure 1 is illustrated to understand the relationships between societal changes, technological advances, ethical approaches and corporate ethics by the authors. While social changes are shaped by factors such as globalization, digitalization and sustainability, technological advances are creating significant transformations in areas such as artificial intelligence, biotechnology and automation. These developments bring with them ethical responsibilities at the individual and societal level, increasing the importance of issues such as data security, privacy and AI ethics. While ethical approaches are evaluated within the framework of philosophical and practical principles, corporate ethics is directly related to companies' social responsibilities, transparent management approach and ethical decision-making processes.

Figure 1.

Expanding dimensions of the concept of ethics



Ethics in educational sciences included a wide range from teacher-student relations to academic honesty, from the fair conduct of teaching processes to value education (Coşkun &

Çelikten, 2020; Levent & Kınık, 2017). Currently, the increasing use of artificial intelligence applications and digital technologies in education has raised new ethical issues in this field (Biagini, 2025). This situation constitutes a field that needs to be re-evaluated in terms of both the professional responsibilities of instructors and the ethical behavior of students. Ethics in educational sciences focuses on the processes of internalizing values, ethical decision-making and the moral dimensions of interactions among the students. It also provides guidance to prevent such violations by developing solutions to problems such as fraud, plagiarism and data manipulation (Kovancı & Hiçdurmaz, 2021). Considering ethical principles in determining education policies offers more sustainable solutions to issues such as equality of opportunity, fair distribution of resources and supporting students with special needs (Yılmaz, 2021). These issues are assessed not only in terms of students' but also in terms of the mentoring role of teaching staff and the effectiveness of ethical values in the curriculum (Kürü & Aksoy, 2021). While an effective value education, especially at the primary education level, forms the basis of students' ethical understanding, academic freedom constitutes another dimension of ethical debates in educational sciences (Kovancı & Hiçdurmaz, 2021). Therefore, while the lack of balance between freedom and responsibility is key to solving ethical problems in education, rapidly changing social and technological dynamics also require continuous updating of ethical standards in education (Karatay, 2022). The analysis of thesis studies in the CoHE National Thesis Center were revealed the fields in which ethics-themed research was concentrated and how these studies adopt various methodological approaches. Among the main themes addressed in these theses are mostly included ethical behaviors, ethical decision making, ethical principles and ethical sensitivity (Battal & Seyrek, 2022; Tuğan & Ömürgönülşen, 2020). However, limited use of qualitative and mixed methods indicated a gap in the in-depth examination of these issues (Uğur & Usta, 2025). This study can contribute to the literature by providing a thematic and methodological analysis of ethics-themed dissertations in social, health and educational sciences. This study is based on a systematic analysis of theses published on ethics in the fields of social, health and educational sciences in Türkiye. In particular, it was focused on (1) the themes around which ethical issues in health, education and social sciences are concentrated, (2) the methodological approaches are adopted in theses, (3) the contribution of interdisciplinary ethical studies to the literature, and (4) how these have distributed over the years.

Method

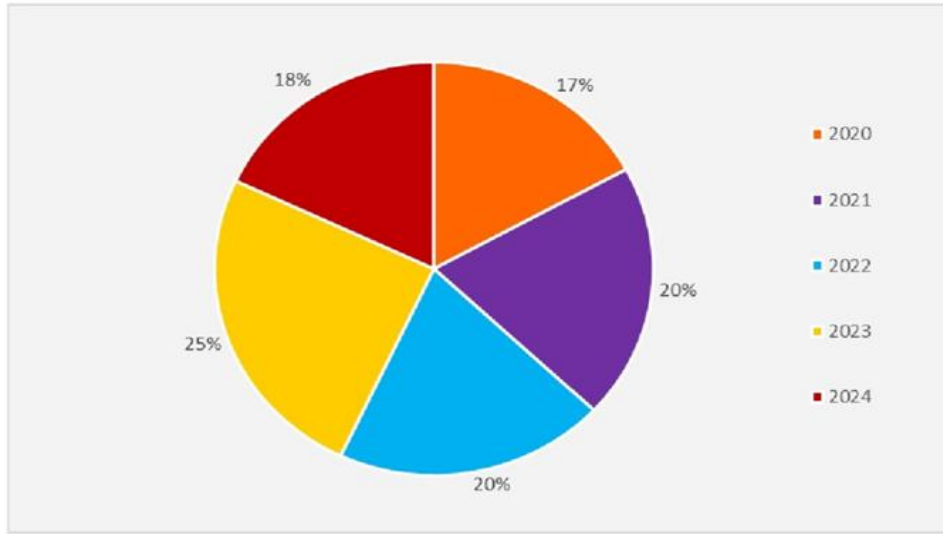
Scope of the Study

In this study, a systematic review was conducted by examining 359 postgraduate thesis studies on ethics published in the fields of the Social, Health and Educational Sciences between 2020-2024 years in Türkiye in terms of certain variables. Systematic review is a method that aims to comprehensively and in detail review the studies on a specific topic and analyze and synthesize the data obtained from these studies (Yılmaz, 2021). In this study, theses on ethics in the last five years in Turkey were analyzed. In the data collection process, theses published between 2020-2024 years in the CoHE National Thesis Center were analyzed. As a result of the screening study, it was revealed that ethics-themed theses attracted a great deal of attention in the academic field. The data obtained show that the number of studies in this field is high and a total of 359 thesis studies were identified in Figure 2. Of these theses, 117 were prepared at the doctoral level and 242 at the master's level. This distribution shows that ethics has an important place in graduate education with its structure suitable for both basic and advanced research. The high number of

master's theses reveals that students turn to this topic at the early stages of their research careers, while doctoral theses contribute to the development of the subject with more in-depth and original contributions. These data show that the field of ethics maintains its currency and scientific potential and is a dynamic and productive field of study preferred by researchers.

Figure 2

Percentage distribution of the analyzed theses according to years



Research Design and Data Collection Tool

In this study, descriptive content analysis technique was used. According to Çalık and Sözbilir (2014), descriptive content analysis is a systematic study in which studies on a specific topic are discussed and their trends and research results are evaluated in a descriptive dimension. Theses on ethics were analyzed in the last five years in Türkiye. In the data collection process, theses published between 2020-2024 years in the CoHE National Thesis Center were examined. The main inclusion criteria were that the theses addressed ethics, were written within the last five years in Turkey, and focused on the prominent themes of ethical issues in health, education and social sciences, the methods used, interdisciplinary contributions and the distribution by years. In the data analysis step, the selected theses were categorized according to their years, fields, topics and sample groups. The findings were evaluated in detail to understand the development trends in ethics.

Content Analysis of the Research

The analysis of the data was carried out using the descriptive analysis technique in this study. The descriptive analysis is a systematic approach that involves summarizing and interpreting data according to predetermined categories according to Yıldırım and Şimşek (2016). Accordingly, a special coding form was developed by the researchers to answer the research questions and to provide a framework for the studies. During the coding process, the data were categorized and processed in accordance with predefined units of analysis. The postgraduate theses were classified under the categories of publication date, ethical behavior, decision making, sensitivity, ethical principles, method of analysis, conceptual structure, level of awareness, ethical

values, perception, ethical benefit, problems encountered and code. Inter rater reliability analysis was applied to assess the reliability of the data obtained as a result of descriptive analysis. Therefore, the formula developed was used as $[\text{number of agreement} \div (\text{total number of agreement} + \text{number of disagreement}) \times 100]$ by Miles and Huberman (1994). It is stated that this ratio should be at least 80% in order to ensure the reliability of the coding process. In our study, 90% agreement was achieved. The disagreements between the coders were analyzed and discussed by the evaluators and finally a consensus was reached. Furthermore, content analysis method was applied to determine the aims of the postgraduate theses. Content analysis is an analytical technique that enables data to be examined in an objective and systematic manner and aims to create a meaningful whole by grouping similar data within the framework of certain themes and sub-themes. Miles and Huberman's (1994) formula was again used to assess the reliability of the content analysis and it was determined that 90% agreement was achieved during the analysis process. In the final stage, discussions were held on the items that differed until 100% consensus was achieved between the analyzers and a consensus was reached. The findings obtained from the study were visualized and presented in tables and graphs with frequency and percentage distributions in order for the reader to interpret the findings in a more understandable manner. The findings obtained from the research were visualized and presented in tables and graphs including frequency and percentage distributions in order to enable the reader to interpret the data more comprehensibly.

Ethical Principles Observed in Research

In this study, the selection process of the reviewed documents was clearly defined and the keywords used in the screening of the postgraduate theses were explained in detail. The reviewed studies were archived by the researchers in a common online folder and evaluated independently by each researcher according to the specified inclusion and exclusion criteria. During the data analysis stage, the identities of the relevant theses and their authors were kept confidential and only certain codes were assigned and processed. Inter-rater reliability analysis was conducted to ensure the reliability of the study.

Results

As shown in Table 1, a general review of the theses was conducted in the last 5 years on ethics in the Türkiye. The research revealed that there were many ethics theses in 5 years. Table 1 showed that 359 theses published between 2020 and 2024 were determined 60 in 2020, 74 in 2021, 73 in 2022, 89 in 2023 and 63 in 2024. In the analyzed theses, it is seen that most of them are written in the field of social sciences, followed by health sciences and then educational sciences. When the fields of law, public administration, business administration, sociology and geography are considered together, it is seen that 158 of the theses published were in the field of social sciences. It is seen that 103 theses collected under the name of health sciences were published in the fields of dietetics, midwifery, medicine, physical therapy, nursing, health management and esthetics. It was determined that 98 theses were published in the field of educational sciences and these theses consisted of departments such as Classroom Education, Science Education and Turkish Education in the faculty of education.

Table 1

Distribution of the analyzed theses according to fields and years of publication (f = 359)

Fields	2020 (<i>f</i> = 60)	2021 (<i>f</i> = 74)	2022 (<i>f</i> = 73)	2023 (<i>f</i> = 89)	2024 (<i>f</i> = 63)	Total <i>f</i>
Social Sciences	32	37	27	40	22	158
Health Sciences	14	17	21	25	26	103
Education Sciences	14	20	25	24	15	98

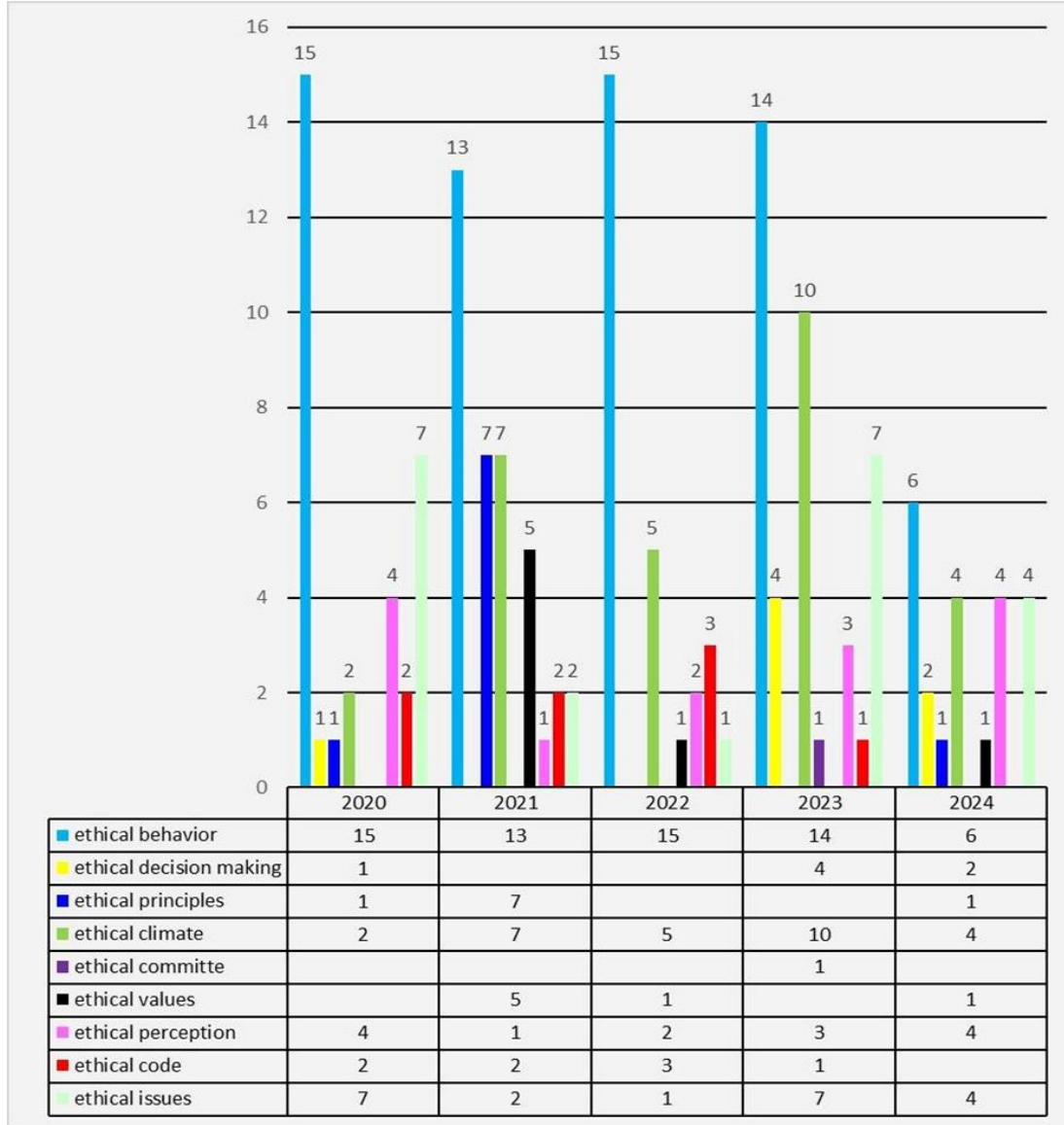
As shown in Figure 3, out of 158 theses published in the field of social sciences between 2020 and 2024, 32 were published in 2020, 37 in 2021, 27 in 2022, 40 in 2023, and 22 in 2024. In the analyzed theses, it is seen that the most theses were written in 2023, while the year with the least number of theses was 2024. Ethical behavior, decision-making, ethical principle, climate, board, ethical value, perception, code and ethical problems are sub-topics. All of the theses (*f* = 15) published in 2020 under the sub-theme of ethical behaviors consisted of quantitative research. Of the 7 theses published in the sub-theme of ethical problems (*f* = 7), 5 theses consist of qualitative research and 2 theses consist of quantitative research. All 4 theses published in the ethical perception sub-theme consist of quantitative research. Then, 2 qualitative studies were published in the ethical codes sub-theme and 2 quantitative studies were published in the ethical climate sub-theme. Finally, it is seen that 1 qualitative research was published in the sub-themes of ethical decision making and ethical principles. In 2021, it is seen that all of the theses published in the sub-theme of ethical behaviors (*f* = 13) consisted of quantitative research.

Of the 7 quantitative studies published in the ethical climate sub-theme and 7 theses published in the ethical principles sub-theme, 5 are qualitative and 2 are quantitative studies. It is seen that 2 quantitative studies in the ethical problems sub-theme and 2 theses published in the ethical codes sub-theme are qualitative. And lastly, 1 quantitative research was published in the ethical perception sub-theme. There are 5 quantitative researches published in the ethical climate sub-theme, 2 quantitative theses published in the ethical codes sub-theme, 1 qualitative research ethics thesis, 2 quantitative research theses in the ethical perception sub-theme. It is seen that 1 qualitative research thesis was published in the ethical values sub-theme and 1 quantitative research ethics thesis was published in the ethical problems sub-theme. In 2023, 6 of the 14 theses published in the sub-theme of ethical behaviors consisted of qualitative and 8 of quantitative research theses. It is seen that all of the theses published in the ethical climate sub-theme (*f* = 10) consisted of quantitative research. Of the theses published in the sub-theme of ethical problems (*f* = 7), 5 are quantitative theses, 1 is a qualitative thesis and 1 is a mixed research thesis. In the sub-theme of ethical decision-making (*f* = 4), 3 of the theses published were quantitative theses and 1 was a qualitative research thesis. It is seen that 3 quantitative research theses were published in the ethical perception sub-theme. There is also 1 qualitative research thesis published in the ethics committee sub-theme and ethical codes sub-theme. In 2024, there were 6 quantitative theses published in the sub-theme of ethical behaviors. In the ethical perception sub-theme, 2 quantitative theses and 2 qualitative research theses were published. It is seen that 3 quantitative theses and 1 qualitative research thesis were published in the ethical problems sub-theme. It is seen that there are 4 quantitative research theses published in the ethical climate sub-theme. In the ethical decision-making sub-theme, 2 quantitative research theses were published. It was determined that 1 qualitative research thesis was published in the sub-theme of ethical principles and 1 qualitative research thesis was published in the sub-theme of ethical values. Social sciences cover a wide range of fields that examine the behavior of individuals, groups and institutions, social structures and cultural dynamics. The reason why

there are more theses on it can be conducted on this subject may the difficulties of gathering objective, controlled, and replicable results due to the continually changing and context-dependent nature of social phenomena.

Figure 3

Findings of the theses analyzed in social sciences according to subject and years

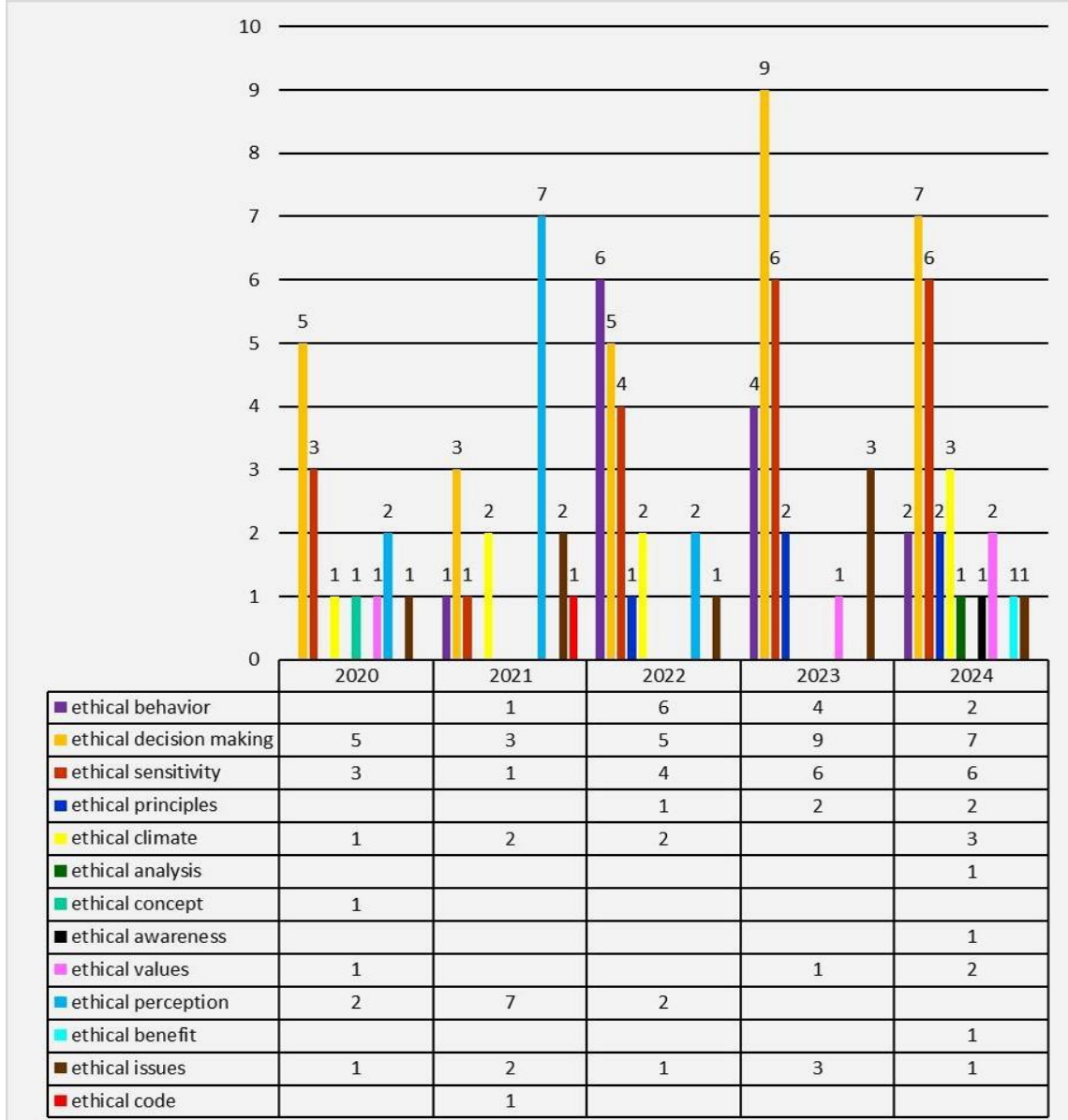


As shown in Figure 4, 103 theses published in the field of health sciences between 2020 and 2024, 14 were published in 2020, 17 in 2021, 21 in 2022, 25 in 2023 and 26 in 2024. It is seen that the most theses were written in 2024 in the analyzed theses, while the year with the least number of theses was 2020. Moreover, it was determined that ethical behavior, decision-making, sensitivity, ethical principle, climate, board, ethical value, perception, code and ethical problems were published in sub-topics. In 2020, 4 of the theses published in the sub-theme of ethical

decision-making ($f = 5$) consisted of quantitative and 1 of qualitative research. There were 3 quantitative studies published in the ethical sensitivity sub-theme.

Figure 4

Distribution of theses analyzed in health sciences by subject and year



There were 2 quantitative studies published in the ethical perception sub-theme. 1 quantitative study, 1 qualitative study in the ethical concept sub-theme, 1 quantitative study in the ethical values sub-theme and lastly 1 qualitative study sub-theme were identified in the ethical problems sub-theme in the ethical climate. In 2021, 5 of the theses published in the ethical perception sub-theme ($f = 7$) consisted of quantitative and 2 of qualitative research. 1 quantitative, 1 qualitative and 1 mixed research was published in the sub-theme of ethical decision making. 2

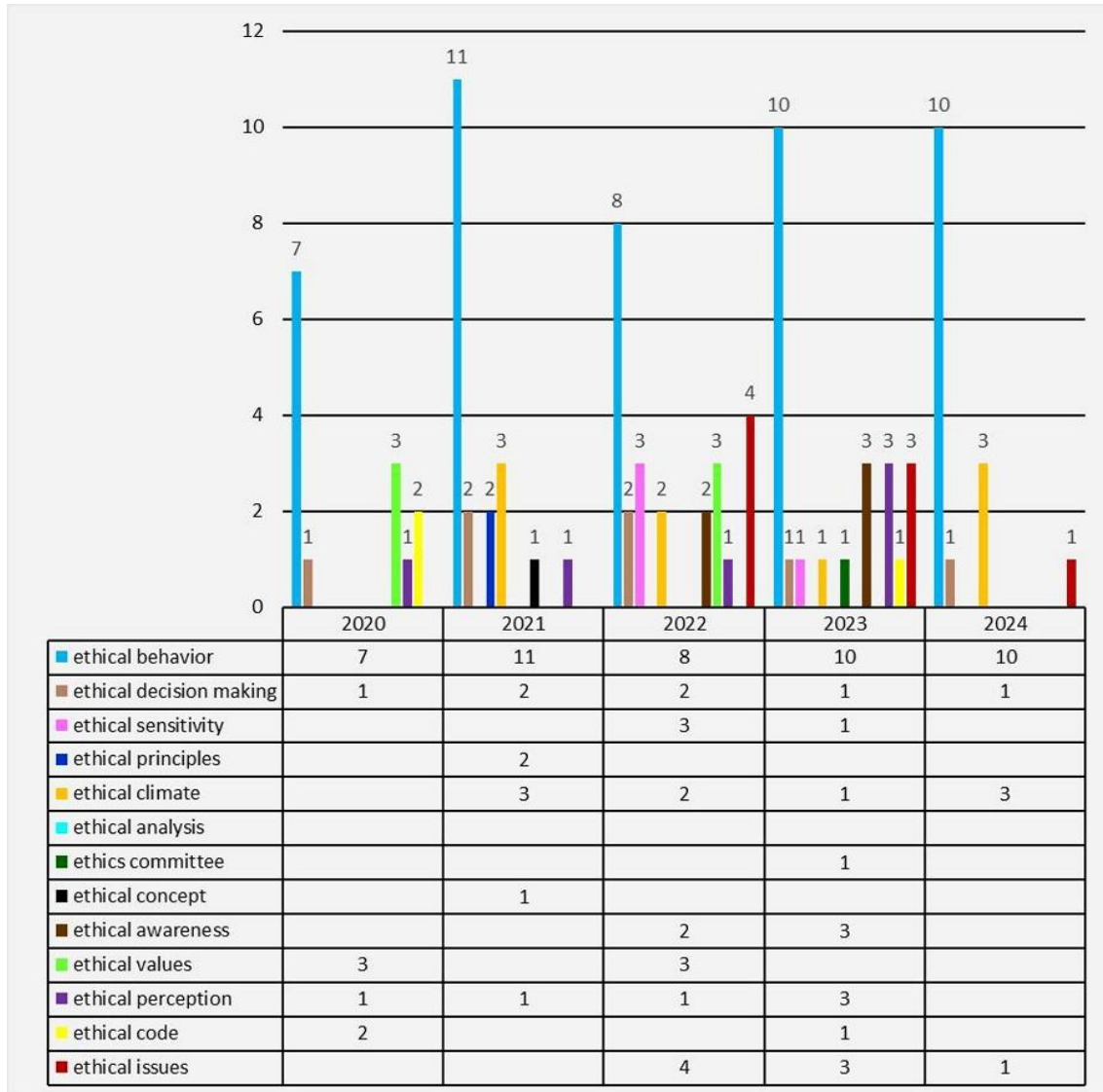
qualitative studies were published in the ethical issues sub-theme. It is observed that 2 quantitative studies were published in the ethical climate sub-theme. One qualitative study was published in the sub-theme of ethical behaviors, one quantitative study in the sub-theme of ethical sensitivity and one qualitative study in the sub-theme of ethical codes. In 2022, 5 of the theses published in the ethical behaviors sub-theme ($f = 6$) were quantitative and 1 mixed research was published. Ethical decision making sub-theme ($f = 5$) consists of 4 quantitative and 1 mixed research. There are 4 quantitative studies published in the ethical sensitivity sub-theme. There were 2 quantitative studies on the ethical climate sub-theme and 2 quantitative studies on the ethical perception sub-theme. It was observed that 1 quantitative research was published in the ethical principle and ethical problem sub-themes. In 2023, 5 of the theses published in the ethical decision-making sub-theme ($f = 9$) consisted of quantitative, 3 of qualitative and 1 of mixed research. 4 quantitative, 1 qualitative and 1 mixed research methods were published in the sub-theme of ethical sensitivity. It was determined that there were 4 quantitative studies in the sub-theme of ethical behavior. 2 qualitative and 1 quantitative research was published in the sub-theme of ethical problems ($f = 3$). There were 1 quantitative and 1 qualitative research methods in the ethical principles sub-theme. And one quantitative study was published in the ethical values sub-theme. In the sub-theme of ethical decision making ($f = 7$) published in 2024, there were 5 quantitative and 2 qualitative studies. There were 5 quantitative studies published in the ethical sensitivity sub-theme. Among the 3 theses published in the ethical climate sub-theme, 2 quantitative and 1 qualitative research theses were published. Ethical values and ethical principles, 1 quantitative and 1 qualitative research were published in the sub-themes of ethical behavior. 1 quantitative research, 1 mixed research in the ethical analysis sub-theme, 1 quantitative research in the ethical problems sub-theme, and 1 qualitative research in the ethical benefit sub-theme were published in the ethical awareness sub-theme, as well.

As shown in Figure 5, 14 of the 98 theses published in the field of educational sciences between 2020 and 2024 were published in 2020, 20 in 2021, 25 in 2022, 24 in 2023 and 15 in 2024. It was revealed that the most theses were written in 2022, while the year with the least number of theses was 2020 in the analyzed theses. It was seen that it was published under the sub-topics of ethical behavior, decision-making, sensitivity, ethical principles, climate, board, ethical value, perception, code and ethical problems. In 2020, it was determined that there were 5 quantitative theses and 2 mixed theses published in the sub-theme of ethical behaviors ($f = 7$). In the ethical values sub-theme ($f = 3$), 2 quantitative and 1 qualitative research were published. There were 2 quantitative studies published in the ethical codes sub-theme. 1 qualitative research thesis was published in the sub-themes of ethical decision-making and ethical perception. In 2021, there were 10 quantitative research and 1 qualitative research thesis published in the sub-theme of ethical behaviors ($f = 11$). 2 of the 3 theses are quantitative and 1 is mixed research in the ethical climate sub-theme. It was seen that there were 2 quantitative studies in the ethical decision making sub-theme, 1 quantitative and 1 qualitative research in the ethical principles sub-theme. One qualitative research thesis was published in the ethical concept sub-theme and one quantitative research thesis was published in the ethical perception sub-theme. In 2022, 4 of the theses published in the ethical behavior sub-theme ($f = 8$) consisted of quantitative, 2 qualitative and 1 mixed research thesis. 3 quantitative and 1 qualitative research theses were published in the ethical problems sub-theme. It was seen that 3 mixed studies were published in the sub-theme of ethical sensitivity, 1 quantitative, 1 qualitative, 1 mixed research theses were published in the sub-theme of ethical values. 1 qualitative and 1 quantitative research was published in the sub-theme of ethical decision making. It was observed that there were 2 quantitative studies in the

ethical climate sub-theme and 2 studies in the ethical awareness sub-theme. Furthermore, there was 1 mixed research in the ethical perception sub-theme. There were 7 quantitative, 2 qualitative, 1 mixed research ethical behaviors published ($f=10$) in 2023. It was determined that there were 3 qualitative studies in the sub-theme of ethical problems, 2 qualitative and 1 quantitative study in the sub-theme of ethical perception, 2 quantitative and 1 qualitative thesis in the sub-theme of ethical awareness.

Figure 5

Distribution of theses examined in educational sciences by subject and year



There was 1 quantitative research in the sub-themes of ethical decision making, ethical climate, ethics committees, ethical sensitivity, while 1 mixed research thesis was published in the sub-theme of ethical codes. There were 8 quantitative and 2 qualitative studies in the sub-theme of ethical behaviors published ($f=10$) in 2024. In the ethical climate sub-theme, 3 quantitative

studies were published. It was seen that 1 qualitative research was published in the sub-themes of ethical decision-making and ethical problems.

Discussion and Conclusion

Ethics is one of the fundamental components of these disciplines and plays a critical role in the reliability and scientific integrity of academic studies (Aydın, 2006; Balcı, 2001). The ethical issues, academic ethics, professional ethical principles, ethical values, and decision-making mechanisms come to the fore due to the nature of the field of ethics (Dede, 2019; Şaşmaz, 2024). In particular, there has been an increase in research focusing on themes such as ethical leadership, ethical climate and ethical codes in fields such as law, public administration, business administration and sociology (Akdoğan & Demirtaş, 2014; Battal & Seyrek, 2022). It is shown how the subject of ethics is spread in social sciences and in which themes it is focused. The results revealed that quantitative methods were mostly preferred in ethics-related studies, but qualitative and mixed methods also make important contributions to understanding certain issues (Karatay, 2022). In addition, the shaping of concepts such as ethical codes and ethical climate in different disciplines is one of the main outputs of the research (Asunakutlu, 2002). In the international literature, ethics has been similarly intensively studied. Beauchamp (2003) and Gillon (1994) provided detailed analyses on the applicability of ethical principles. Ethics studies conducted in Turkey reveal that ethics studies increased in parallel with the international researches (Yılmaz, 2021; 2024).

Ethical behaviors in social sciences address the ethical dilemmas faced by individuals while they are fulfilling their social roles (Gürkan & Akay, 2021). This issue was mostly examined with quantitative methods. It was also supported by qualitative and mixed methods. Researches revealed that ethical behavior was determined by institutional policies and social norms rather than individual values (Brown, 2023). Studies on ethical leadership have revealed the impact of leaders in preventing unethical practices (Akdoğan & Demirtaş, 2014). Cultural differences, education levels and individuals' perceptions of social responsibility were important factors in the development of ethical behavior (Karatay, 2022). Ethical leadership is defined as the capacity of individuals to encourage ethical behaviors in their organizational and social roles. In particular, the positive effects of ethical leadership on employee motivation and job satisfaction were noteworthy (Gürkan & Akay, 2021). However, it is stated that there are deficiencies in the institutionalization of ethical leadership in organizations. The ethical leadership trainings should be based on transparent and institutional foundations (Battal & Seyrek, 2022). Ethical decision-making is a critical area, especially in understanding mechanisms for dealing with ethical dilemmas. Individuals were often influenced by cultural and social norms in decision-making processes (Dede, 2019). The results were in agreement with the studies of Beauchamp and Childress (2013), who emphasize the importance of transparency and accountability in ethical decision-making processes. Ethical sensitivity is related to the capacity of individuals to handle social events within an ethical framework. Research revealed that ethical sensitivity was shaped by professional training and cultural values (Kovancı & Hiçdurmaz, 2021). In order to increase ethical awareness, it is recommended that training programs for individuals be made widespread. Ethical climate describes the manner in which ethical values are perceived within an organization or community. The studies have revealed the effects of ethical climate on employee satisfaction and performance (Gürkan & Akay, 2021). Ethical values and challenges play a critical role in understanding how individuals deal with unethical behavior and its societal impact. Ethical thinking was related to individuals' ability to evaluate whether a

situation was ethical or not and was influenced by factors such as professional experience and educational level (Dede, 2019). Ethical awareness is an important prerequisite for individuals to be sensitive to ethical issues and to be able to detect ethical violations. Research revealed that ethical awareness improved through experience and individual effort, but institutional support can accelerate this process (Utlü, 2016).

One of the main reasons why ethical issues were intensively addressed in the field of health sciences is that this field deals directly with human health, quality of life and medical practices (Beauchamp & Childress, 2013; Gillon, 1994). Due to the rapid advancement of technology in the field of health, the ethical issues in biotechnology, genetic interventions and artificial intelligence-assisted healthcare have become increasingly popular (Kaç, 2024; Kurtoğlu, 2023). For instance, ethics extends from patient rights to clinical practice, from biomedical research to public health policy. Therefore, the medical ethics, research ethics, patient rights, professional ethics and the ethical dimensions of biotechnological developments were more current topics of study (Reamer, 2018). Moreover, ethical violations, patient safety, ethical decision-making processes and professional ethics have been identified as important research areas in fields such as medicine, nursing, biomedical engineering and psychology (Battal & Seyrek, 2022). In terms of used methods, the quantitative methods were generally preferred in studies on ethical issues, but qualitative and mixed methods also offered important contributions for understanding healthcare ethics and clinical decision-making processes (Beauchamp & Childress, 2013; Reamer, 2018; Sezer, 2024; Vural, 2024).

Contributions to the literature can be addressed in several dimensions. The first dimension guided future research by showing in which themes the subject of ethics is concentrated in health sciences. The second dimension provided a basis for more interdisciplinary studies by revealing which methodological approaches are preferred in studies on ethics (Karatay, 2022; Mathies, 2018). The shaping of concepts such as patient rights and biomedical ethics in different disciplines was one of the main outcomes of this study (Asunakutlu, 2002; Gürkan & Akay, 2021; Örengül, 2024). Beauchamp (2003) and Gillon (1994) conducted detailed analyses on the applicability of ethical principles and revealed that patient rights, biotechnology ethics and clinical ethics were widely studied (Singer, 2011). It was seen that ethical issues were become more and more prominent in health sciences in scientific studies conducted in Türkiye (Yılmaz, 2021; 2024). The majority of studies addressing ethical behaviors in health sciences have been conducted with quantitative methods. However, qualitative and mixed methods have also presented important contributions to issues such as patient safety and informed consent processes (Türkistanlı, 1997). It was stated that ethical leadership had played a critical role in protecting patient rights and improving the quality of healthcare services (Akdoğan & Demirtaş, 2014; Gürkan & Akay, 2021). Furthermore, it was emphasized that ethics committees were effective in decision-making processes, but transparency should be increased (Carniel et al., 2023). Strategies of healthcare professionals in coping with ethical dilemmas have been examined, and it has been observed that ethical decision-making processes have become complex, especially in the context of disaster ethics (Utlü, 2016).

Educational sciences, as an important field affecting the academic and social development of individuals, play a fundamental role in the establishment and transmission of ethical values. Ethics theses in educational sciences have been an important step towards understanding the main debates and identifying the gaps in the existing literature. Ethical behaviors in educational sciences focused on teachers' professional responsibilities and their compliance with ethical rules

in student-parent relations (Taş, 2024). These studies using quantitative, qualitative and mixed methods emphasized the impact of teachers' ethical behaviors on students' academic achievement and social behaviors. Coşkun and Çelikten (2020) stated that teachers' ethical behaviors positively affect students' individual development and psychosocial well-being. However, these studies also revealed that teachers did not receive adequate support when faced with ethical dilemmas. Factors affecting ethical behaviors are varied depending on cultural and institutional structures. Gürkan and Akay (2021) claimed that ethical behavior deficiencies were caused by insufficient ethical awareness, especially in pre-vocational education.

In particular, the lack of ethical practices in pre-service teacher education programs draw attention as an important deficiency (Levent & Kınık, 2017). Ethical leadership expressed the commitment of teachers and administrators to ethical values and their capacity to reflect these values in educational institutions. Studies on this subject have revealed that ethical leadership increases teachers' professional satisfaction and commitment to the organization (Akdoğan & Demirtaş, 2014; Aktaş, 2014; Çelen, 2024). Ethical leadership practices played a critical role in the development of social responsibility awareness not only of teachers but also of students (Karatay, 2022). The spread of ethical leadership in educational institutions has contributed to the formation of an ethical climate and thus to the reduction of ethical problems. It was consistent with Battal and Seyrek's (2022) study examining the relationship between ethical leadership and organizational ethics. However, it was noted that leaders often relied on individual ethics when making ethical decisions and therefore ethical leadership trainings should be transparent and standardized. Ethical decision making described the methods of dealing with dilemmas faced by teachers and administrators during their professional practices in educational sciences. Most of the studies on this issue revealed that the decisions teachers faced with ethical dilemmas were often determined by cultural and institutional factors (Dede, 2019; Fidan, 2024). It was emphasized that teachers had difficulty in applying ethical principles in situations such as grading, disciplinary penalties and conflict management (Levent & Kınık, 2017). It was argued that ethical decision-making mechanisms should be institutionalized to support employees and administrators. The results were in agreement with Beauchamp and Childress's (2013) theory of ethical principles and emphasize the importance of transparency and accountability in decision-making processes. Although ethical sensitivity was a relatively understudied topic in educational sciences, the studies examining teachers' sensitivity to students' rights and the impact of this sensitivity on teaching processes were noteworthy. The teachers' ethical sensitivity development usually starts during pre-vocational education and could be improved through applied ethics courses (Utlü, 2016).

Ethical climate refers to the general ethical atmosphere in an educational institution. Therefore, the studies about ethic climate revealed that the ethical climate perceived by teachers is effective on their relationships with students, collegial solidarity and commitment to the organization (Gürkan & Akay, 2021). It was stated that ethical problems were experienced more frequently in institutions where the ethical climate is inadequate (Akdoğan & Demirtaş, 2014). Ethical values and problems included various difficulties faced by teachers in their professional practices in educational sciences. In particular, it was frequently emphasized that there were conflicts between teachers' individual ethical perceptions and institutional expectations (Coşkun & Çelikten, 2020). In order to reduce these problems, institutional policies that support teachers' ethical values should be developed. Ethical awareness refers to the capacity of individuals to recognize ethical situations and exhibit appropriate behavior in these situations. Research on this

subject revealed that awareness was mostly developed through individual efforts, but professional training programs were not effective enough in this process (Karatay, 2022). This study contributed significantly to the literature by addressing ethical issues in social, health and educational sciences from an interdisciplinary perspective. The results indicated that basic concepts such as ethical leadership, ethical behaviors, ethical climate and ethical values had various priorities in different disciplines. It was recommended that ethics education has an applied structure and ethical awareness studies should be increased through interdisciplinary cooperation.

In this study, theses on ethics written in the last five years were analyzed in Türkiye, and the thematic and methodological characteristics of academic studies were evaluated in this field. The findings revealed the general trends of the studies on ethics and drew attention to the deficiencies in this field. Ethics studies were concentrated in fields such as social sciences, health and educational sciences. The analysis of the theses related to ethics sub-themes revealed that the focus was mainly on quantitative research, followed by qualitative and mixed method studies. Ethical behaviors (118 theses) and ethical decision-making (47 theses) were the most researched sub-themes, and thesis research was mostly conducted in social sciences, educational sciences and health sciences. Ethical climate (46 theses) and ethical perception (28 theses) were also widely studied, particularly in social sciences. Ethical sensitivity (25 theses) was largely studied in the health sciences, focusing primarily on healthcare professionals. Ethical principles (20 theses) and ethical values (16 theses) were mainly studied in social and educational sciences. Other sub-themes such as ethical codes, ethical awareness, ethical concept, ethics concept, ethics committee, ethical analysis and ethical benefit were less studied and theses researches were distributed among social sciences, educational sciences and health sciences. Ethical behaviors about social sciences focused on ethical climate and ethical values. This revealed the relationship between individual and social structures and ethical processes. However, it was observed that issues such as ethical awareness and ethical concepts were neglected in this field. The prominence of the themes of ethical sensitivity and ethical decision-making in health sciences emphasized the need to protect patient rights and to address the professional responsibilities of health professionals within an ethical framework. On the other hand, it was determined that the theme of ethical climate, which is common in social sciences, was not sufficiently addressed in health sciences. Some themes such as ethical perception, ethical behaviors and ethical codes were at the forefront in educational sciences. This situation emphasizes the responsibility of teachers and academicians in terms of ethical values. It was observed that quantitative methods were mainly preferred in ethics studies. Although quantitative methods were found to be effective in revealing general trends and relationships, it was determined that qualitative methods should be used more in order to examine a subjective and complex subject such as ethics in depth. Qualitative studies can be an important tool in understanding individuals' ethical experiences and the effects of their contextual factors. The limited use of mixed methods prevented ethics research from taking a more comprehensive perspective. It was observed that ethics studies in Türkiye were generally practice-oriented and theoretical discussions are limited compared to the international literature (Haltaufderheide & Ranisch, 2024; Khreisat et al., 2024). In addition, while ethics were intensively addressed within the framework of theoretical approaches such as meta-ethics and normative ethics, the studies on professional ethics and applied ethics are more prominent in Türkiye. This indicates that the studies of ethics need to be further integrated into global academic discussions. Theoretical contributions to ethics should be strengthened, particularly in the local context. It would improve the overall quality and depth of ethics research

in Türkiye and to create a more balanced approach between practical applications and theoretical insights. The researches in ethics should be provided more support in terms of funding and academic encouragement. Hence, it can enable the development of ethical studies and contribute to their practical application in society.

Recommendations

As suggestions, it is foreseen that comparative analyses to be carried out by including theses written in different languages in different countries will provide important contributions to the literature. However, data on the implementation periods, validity and reliability of the theses analyzed in this study were not evaluated. In the future, it is suggested that these factors should also be analyzed in order to examine the long-term effects, permanence and generalizability of the findings more comprehensively. Future studies focusing on applied ethics trainings and taking cultural differences into account more will contribute to filling the gaps in the literature. In particular, the dissemination of studies investigating how ethical principles can be transferred from theory to practice will be beneficial both academically and practically.

Ethics statement: We hereby declare that this study fully complies with the rules set forth in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" and that none of the actions listed under "Violations of Scientific Research and Publication Ethics" have been committed. Furthermore, we confirm that there is no conflict of interest among the authors, that all authors have actively contributed to the study, and that the full responsibility for any potential ethical violations rests with the article's authors. As the corresponding author of the article titled "Analysis of Thesis Studies on Ethics in Social, Health and Educational Sciences: A Systematic Review" I declare that I have adhered to scientific and ethical principles in this study. The data used were obtained from the National Thesis Center and Scopus database and were collected through document analysis of open-access and published studies. Therefore, no research ethics committee approval was required for this study.

Conflict of Interest: This study has no conflict of interest and no financial support was received.

Author Contributions: In this research, conceptualization, methodology, validation, analysis, and writing were done by the first author; consultancy, editing, and project management were done by the second author.

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Geniş Özet

Giriş

Etik, bireylerin doğru ve yanlış davranışlarını belirleyen temel ilkelere oluşur ve bu ilkeler toplumsal normları, kurumsal politikaları ve mesleki uygulamaları şekillendirir. Teknolojik gelişmeler ve toplumsal dönüşümlerle birlikte etik kavramı, yalnızca bireysel bir sorumluluk alanı olmaktan çıkıp toplumsal, kurumsal ve profesyonel boyutlara da yayılmaktadır. Bu dönüşüm, özellikle yapay zekâ, veri güvenliği ve mahremiyet gibi yeni teknolojik alanlarda etiğin yeniden değerlendirilmesini gerekli kılmaktadır. Sağlık bilimlerinde etik ise, hasta hakları, mahremiyetin korunması ve klinik etik karar süreçleri gibi temel konular açısından hayati bir öneme sahiptir. Bununla birlikte, genetik müdahaleler, organ nakli ve biyomedikal araştırmalar gibi ileri düzey uygulamalar da etik perspektiften dikkatle ele alınmalıdır. Küresel krizler, özellikle COVID-19 pandemisi, bireysel haklar ile kamusal yarar arasındaki dengenin nasıl kurulması gerektiğini yeniden gündeme taşımıştır. Bu bağlamda, teknolojinin sağlık alanına entegrasyonu; tele-sağlık uygulamaları, yapay zekâ destekli tanı sistemleri ve robotik cerrahi gibi yenilikçi yöntemlerle birlikte yeni etik sorunları da beraberinde getirmektedir.

Benzer şekilde, etik kavramı eğitim bilimleri alanında da önemli bir yer tutmakta; öğretmen-öğrenci ilişkilerinden akademik dürüstlüğe ve etik eğitiminin içeriğine kadar uzanan geniş bir yelpazeyi kapsamaktadır. Tüm bu gelişmeler, etik ilke ve değerlerin günümüz koşullarına uyarlanarak çok boyutlu bir biçimde ele alınmasını zorunlu kılmaktadır. Dijital

teknolojilerin eğitimde artan kullanımı, yapay zekâ destekli değerlendirme sistemleri ve çevrim içi öğrenme platformları, veri gizliliği ve akademik dürüstlük gibi etik sorunları ortaya çıkarmaktadır. Ayrıca, fırsat eşitliği ve eğitim kaynaklarının adil dağılımı gibi konular, eğitim politikalarının etik ilkelere dayalı olarak belirlenmesini gerektirir. Sosyal bilimlerde etik, araştırmalarda bireysel hakları ve toplumsal duyarlılığı koruma sorumluluğunu içerir. Büyük veri madenciliği ve sosyal medya araştırmaları, etik standartlar açısından yeni zorluklar yaratmaktadır. Araştırmacılar, dijital çağın getirdiği etik riskleri dikkate almalı ve bireylerin dijital haklarını korumalıdır. Sosyal bilimlerdeki etik yaklaşımlar, toplumsal adalet, ayrımcılık ve insan hakları gibi temel ilkeleri içermektedir. Bu çalışma, Türkiye'deki YÖK Ulusal Tez Merkezi'nde yayımlanan etik temalı lisansüstü tezleri inceleyerek, etik konularının sağlık, eğitim ve sosyal bilimlerdeki temalarını, metodolojik yaklaşımları ve yıllara göre dağılımını analiz etmektedir. Araştırma, etik çalışmalarının çoğunlukla teorik çerçeveye dayandığını, nitel ve karma yöntemlerin ise sınırlı kullanıldığını ortaya koymaktadır. Sonuçlar, etik alanındaki akademik çalışmaların gelecekte nasıl yönlendirilmesi gerektiğine dair öneriler sunmayı amaçlamaktadır.

Amaç

Bu çalışma, son beş yılda Türkiye'de etik üzerine yazılmış tezlerin tematik, metodolojik ve disiplinlerarası özelliklerini incelemektedir. Etik üzerine akademik araştırmalardaki baskın eğilimleri belirlemeyi, alandaki mevcut boşlukları vurgulamayı ve literatürün gelişimine katkıda bulunacak içgörüler sağlamayı amaçlamaktadır.

Çalışmanın temel amaçlarına bağlı olarak alt amaçlar şu şekilde sıralanabilir.

- 1- Türkiye'de son beş yılda etik alanında yazılan tezlerdeki ana temaları ve odak alanlarını belirlemek.
- 2- Bu çalışmalarda kullanılan araştırma yöntemlerini (nicel, nitel veya karma) analiz etmek ve dağılımlarını değerlendirmek.
- 3- Mevcut tezlerde etik araştırmalarının yeterince temsil edilmeyen veya yeterince araştırılmayan yönlerini belirlemek.
- 4- Etik alanında gelecekte yapılacak akademik çalışmalara rehberlik edebilecek içgörü ve öneriler sunmak.

Yöntem

Bu araştırma, 2020-2024 yılları arasında Türkiye'de yayımlanan 359 etik konulu lisansüstü tezi sistematik olarak incelemeyi amaçlamaktadır. Çalışma, YÖK Ulusal Tez Merkezi üzerinden yapılan "etik" anahtar kelimesiyle yapılan taramalarla belirlenen tezleri kapsamaktadır. Araştırma deseni olarak betimsel içerik analizi yöntemi kullanılmış, tezler etik konularına odaklanması, son beş yıl içinde yazılmış olması ve etik ilkeleri gibi temaları içermesi açısından belirlenmiştir. Tezler; yıllarına, alanlarına, konu başlıklarına ve örneklem gruplarına göre kategorize edilmiştir. Veri analizi betimsel yöntemle yapılmış, tezler özel bir kodlama formu ile sınıflandırılmıştır.

Bu kategoriler arasında yayın yılı, etik davranışlar, karar verme süreçleri, etik ilkeler, farkındalık, etik fayda ve karşılaşılan etik problemler yer almaktadır. Güvenilirlik, Miles ve Huberman'ın (1994) formülü ile sağlanmış ve %90 uyum oranı elde edilmiştir. Araştırmada etik ilkeler, tez yazarlarının kimliklerinin gizli tutulması, her çalışmaya özel bir kod atanması ve veri analizlerinin bağımsız araştırmacılar tarafından yapılması ile sağlanmıştır. Tüm süreçler şeffaf bir

şekilde tanımlanmış ve analiz sonuçları, karşılaştırmalı mutabakata varılarak güvenilirlik artırılmıştır. Bu çalışma, Türkiye’deki etik konulu akademik literatürü inceleyerek sosyal, sağlık ve eğitim bilimlerinde etik ile ilgili eğilimleri ortaya koymayı ve bu alanlardaki etik yaklaşımların literatüre katkı sağlamayı amaçlamaktadır.

Bulgular

Son beş yıl içinde Türkiye’de etik konusundaki 359 tez sistematik olarak incelenmiştir. Tezlerin yıllara göre dağılımı 2020’de 60, 2021’de 74, 2022’de 73, 2023’te 89 ve 2024’te 63 olarak tespit edilmiştir. Tezler, sosyal bilimler, sağlık bilimleri ve eğitim bilimleri olmak üzere üç ana alanda toplanmıştır. Sosyal bilimlerde toplam 158 tez, sağlık bilimlerinde 103 tez ve eğitim bilimlerinde 98 tez yayımlanmıştır. Sosyal bilimlerde en fazla tez 2023’te yazılmış olup, etik davranışlar, karar verme, etik ilkeler ve etik sorunlar gibi konular öne çıkmaktadır. Sağlık bilimlerinde ise etik hassasiyet, karar verme ve etik farkındalık gibi konular ön plana çıkmaktadır. Eğitim bilimlerinde ise etik davranış, karar verme ve öğretmen-öğrenci ilişkileri gibi başlıklar ele alınmıştır. Genel olarak etik konularına artan bir ilgi olduğu ve nicel araştırmaların daha yaygın olduğu, ancak derinlemesine nitel araştırmalara ihtiyaç duyulduğu sonucuna varılmıştır.

Sonuç ve Tartışma

Etik, sosyal bilimler, sağlık bilimleri ve eğitim bilimleri gibi disiplinlerin temel unsurlarından biridir ve akademik çalışmaların bilimsel güvenilirliği ve bütünlüğü açısından kritik bir rol oynar (Aydın, 2006; Balcı, 2001). Etik ile ilgili çalışmaların büyük bir kısmında etik liderlik, etik iklim ve etik kodlar gibi temalara odaklanıldığı görülmektedir (Akdoğan & Demirtaş, 2014; Battal & Seyrek, 2022). Araştırmanın sonuçlarına göre, etik ile ilgili çalışmalarda çoğunlukla nicel yöntemlerin tercih edildiği, ancak nitel ve karma yöntemlerin de önemli katkılar sağladığı belirlenmiştir (Dolanbay, 2024; Karatay, 2022). Ayrıca, etik kodlar ve etik iklim gibi kavramların farklı disiplinlerde nasıl şekillendiği incelenmiştir (Asunakutlu, 2002). Sosyal bilimlerde etik davranışlar, bireylerin sosyal rollerini yerine getirirken karşılaştıkları etik ikilemlerle doğrudan ilişkilidir (Gürkan & Akay, 2021). Çalışmalar, etik davranışların bireysel değerlerden çok kurumsal politikalar ve sosyal normlar tarafından belirlendiğini ortaya koymuştur (Brown, 2023). Etik liderlik üzerine yapılan araştırmalar, yöneticilerin etik uygulamaları önlemede önemli bir rol oynadığını göstermektedir (Akdoğan & Demirtaş, 2014). Sağlık bilimlerinde etik konular, hasta hakları, klinik uygulamalar, biyomedikal araştırmalar ve halk sağlığı politikaları çerçevesinde ele alınmaktadır (Beauchamp & Childress, 2013; Gillon, 1994). Son yıllarda biyoteknoloji, genetik müdahaleler ve yapay zekâ destekli sağlık hizmetleri gibi alanlarda etik konular giderek daha fazla önem kazanmaktadır (Kaç, 2024; Kurtoğlu, 2023).

Araştırmalar, etik ihlaller, hasta güvenliği ve etik karar alma süreçlerinin sağlık alanında öne çıkan araştırma konuları olduğunu göstermektedir (Battal & Seyrek, 2022). Eğitim bilimlerinde etik çalışmalar, öğretmenlerin mesleki sorumlulukları, öğrenci-veli ilişkilerinde etik kurallara uyum ve eğitimde etik liderlik konularına odaklanmaktadır (Taş, 2024). Öğretmenlerin etik davranışlarının öğrencilerin akademik başarısı ve sosyal gelişimi üzerinde önemli etkileri olduğu belirlenmiştir (Coşkun & Çelikten, 2020). Ancak, öğretmenlerin etik ikilemlerle karşılaştıklarında yeterli destek almadıkları ifade edilmiştir (Gürkan & Akay, 2021). Araştırma sonuçlarına göre, etik ile ilgili çalışmaların büyük bir kısmı nicel yöntemlerle gerçekleştirilmiştir. Ancak, etik gibi öznel ve karmaşık bir konuyu daha derinlemesine inceleyebilmek için nitel yöntemlerin daha fazla kullanılması gerektiği vurgulanmaktadır (Dede, 2019; Beauchamp &

Childress, 2013). Türkiye'de etik çalışmaları genellikle uygulamaya yönelik olup, uluslararası literatürde yer alan teorik tartışmalara kıyasla sınırlı kalmaktadır (Haltaufderheide & Ranisch, 2024; Khreisat et al., 2024). Bu durum, Türkiye'deki etik çalışmalarının küresel akademik tartışmalara daha fazla entegre edilmesi gerektiğini göstermektedir. Sonuç olarak, etik çalışmaları sosyal, sağlık ve eğitim bilimleri gibi farklı disiplinlerde farklı önceliklere sahiptir. Etik eğitiminin uygulamalı bir yapıya sahip olması ve disiplinler arası iş birlikleriyle etik farkındalık çalışmalarının artırılması önerilmektedir. Ayrıca, etik araştırmalarına yönelik akademik destek ve finansman sağlanarak, etik çalışmalarının daha kapsamlı ve teorik açıdan daha güçlü hale getirilmesi teşvik edilmelidir.