Structural equation model of the relationship between professional ethics and teacher emotions with the mediation of moral identity

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ARTICLE INFORMATION	*ABSTRACT*
Article type Original research Pages: 74-81 Corresponding Author's Info Email: M.kamyabi@iauk.ac.ir **Article history:** Received: 2023/04/21 Revised: 2023/06/22 Accepted: 2023/07/01 Published online: 2023/08/27 **Keywords:** *Internal religious orientation, marital commitment, sexual satisfaction, self-control.*	**Background and Aim:** teachers gain effective experiences of their ethics, capabilities and emotions by using primary and secondary evaluations of the context of the school and classroom. The main goal of the current research was to design a model of professional ethics based on teacher's emotions with the mediating role of moral identity in teachers of Babak city. **Methods:** This research is a descriptive correlation research. The statistical population of this research includes all the teachers of Shahrbabak city, whose number is 1200. From this number, 291 people were selected as the sample size using Cochran's formula. The sampling method used for teachers in Babak city in this research was simple random sampling method. After determining the sample size in each class, simple random method was used to select the sampling unit and 291 people were selected using simple random sampling and the questionnaire was distributed among them. Then, using Armito et al.'s (2011) professional ethics questionnaires, Ghasemi et al.'s (2018) teacher emotions, and Majdabadi's ethical identity (2016) data were collected. Statistical analysis was done using Amos and SPSS software and structural equation model. **Results:** The results of the hypothesis analysis showed that the effect of the mediator variable in the regression model is significant and effective. As a result, the main hypothesis of the research that there is a relationship between professional ethics based on teacher's emotions and the mediating role of moral identity in teachers of Babak city is confirmed. **Conclusion:** Therefore, all the hypotheses of the research are confirmed and finally it can be concluded that there is a positive and significant relationship between the research criteria.

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Introduction

In the past, different expectations were placed on educational systems, which have gradually changed due to scientific and technical developments, and now educational systems are viewed as one of the effective factors in the realization of economic, social and cultural development policies (Paniker, 2012). In the meantime, the education system plays a vital and key role in the development process of a country as a center that educates and prepares efficient, competent and skilled human resources in order to respond to the real needs of society in various fields. One of the main goals of education is the socialization of a person and the full development of his personality, which cannot be achieved without paying attention to ethical aspects, because the link between education and ethics is a strong and unbreakable link (Gamayunova & Watten, 2015). Paying attention to ethics and moral principles according to the culture of societies is one of the important factors of society's success (Semradeva and Habakova, 2016).

Education is the foundation of sustainable human development and is considered the main tool to achieve development goals. Education should be in the direction of the full development of human personality and the realization of educational goals cannot be done without paying attention to moral aspects, because the link between education and ethics is a strong and unbreakable link. A violation of moral norms in education can cause serious damage to students' ability to solve the daily challenges of personal and social life (Kerimi Khozani, 2017). In promoting ethics in the organization, both the individual and the organization are important, and all aspects and organizational factors play a fundamental role in promoting ethics. It can also be said that professional ethics are the principles and standards that guide appropriate treatment and acceptable practice in different job fields and are emphasized as a guide for different employees. According to this definition, professional ethics is a result of a person's job, and the moral responsibility that a teacher has in the classroom determines the type of his ethical behavior, which includes issues such as attention to students, scientific growth and development, etc. (Mattalabi Fard et al., 2011). Professional ethics is actually a structural and practical system that tries to identify possible conflicts and provide correct solutions for them (Kampel et al., 2015). In another definition, it can be said that professional ethics is a field of ethical knowledge that studies job relationships and is a common practice among people in a field (Shakri, 2018). Pekrun (2006) presented the value-control theory of progress emotions and showed that progress emotions, cognitive resources, learner behaviors and motivational behaviors affect academic performance. The causes of progress emotions in teachers are based on three main axes: a-progress behavior b- motivational conflict c-emotional-social behavior. A teacher's ability to give correct answers to students' questions indicates desirable achievement behavior (Frenzel et al., 2009).

Also, the moral identity in education depends on the human perception of the organizational culture of education. In order to institutionalize ethical identity in its organizational culture, education needs continuous and effective promotion of ethics in all elements of the organization (teachers, managers, students). Ethical identity in teachers causes this identity to be automatically transferred to other people in the school or educational organization, they also make Roy their model and strive for their growth and excellence in their era and work environment. Therefore, moral identity is a win for teachers. Advanced moral identity and teachers relying on moral identity in the society will lead to the progress of that country. In this regard, considering the role of moral identity of teachers in schools and educational organizations and at higher levels of society and the world, it should be taught, promoted and expanded (Shakri, 2018).

If it is expected that there will be a moral society, it should start from schools, and having moral schools depends on having moral administrators and teachers. In fact, society cannot be expected to be ethical unless professional ethics are established in schools. Despite the knowledge of the mentioned issue, in our educational organizations, the moral code, value and price have not been given. Although there are few conferences focusing on ethics in management, there is still no place to deal with the specific moral dilemmas of teachers and educational administrators. On the other hand, in analyzing the behavior of organizations, studying ethics and moral values is one of the requirements. The role of ethics is decisive in actions, decisions and communication, that is why today the discussion

of ethics has become one of the major topics in the field of educational sciences. Ethical issues are continuously related to organizational, professional and daily life activities of people. Based on what was discussed, the current research tries to design a model of professional ethics based on teacher's emotions with a mediating role of moral identity in the education system, while comprehensively examining teacher's ethics. In this way, even if it is small, take an effective step in improving the quality of teachers' work and raising the level of education in the country.

Method

This research is a descriptive correlation research. The statistical population of this research includes all the teachers of Shahrbabak city, whose number is 1200. From this number, 291 people were selected as the sample size using Cochran's formula. The sampling method used for teachers in Babak city in this research was simple random sampling method. After determining the sample size in each floor, a simple random method was used to select the sampling unit; That is, according to the population, a number of people were selected as the sample size, using simple random sampling, and the questionnaire was distributed among them. Then, using the following standard questionnaires in the fields of professional ethics, teacher's emotions and moral identity, data was collected and statistical analysis was done using Amos and SPSS software and structural equation model.

Materials

1. Professional ethics questionnaire. This questionnaire was made by Armito and his colleagues to measure professional ethics and it contains 20 questions, in the form of five options. It is designed in the Likert style. The totally disagree option has been given a score of 1, disagree with a score of 2, somewhat agree with a score of 3, agree with a score of 4, and completely agree with a score of 5. The creators of the questionnaire in the research determined the validity and reliability of the questionnaire and the validity and reliability of this questionnaire in Iran was confirmed by Mortazavi and

the reliability coefficient of the tests is 0.95 (Pekran et al., 2009).

2. Teacher emotions questionnaire. Teachers' Emotions Questionnaire was designed and developed by Ghasemi et al in 2018 to measure teachers' emotions. This questionnaire has 16 questions and 4 components: pleasure, pride, anxiety, and anger. The reliability of this questionnaire in Ghasemi et al.'s research (2019) for factors of pleasure, pride, anxiety, and anger using Cronbach's alpha coefficient method was 0.891, 0.845, 0.824, 0.823 respectively.

3. Moral identity questionnaire. The moral identity questionnaire was designed and developed by Majdabadi in 2016 to measure moral identity. This questionnaire has 10 questions and 2 components of symbolization and internalization. The reliability of this questionnaire in the research of Majdabadi (2017) was obtained for the factors of symbolization and internalization using Cronbach's alpha coefficient method of 0.822 and 0.735 respectively, which is desirable and acceptable.

Implementation

The method of data collection was that the researcher went directly to the schools of Shahrbabak city and distributed the questionnaire of professional ethics, teacher's emotions and moral identity among the school teachers. Some time after the distribution, the questionnaire was collected and the respondents answered the distributed questionnaires. In this research, frequency tables and descriptive column charts were used to describe the collected data. Then, to check research hypotheses and determine the relationship between four variables, coefficient of determination, and multivariate regression were used. All statistical analyzes were done by spss and Amos computer software.

Results

The demographic findings of the present study showed that most of the surveyed respondents (133 people (45.7%) were 31 to 40 years old; Also, most of the surveyed respondents (189 people) (64.9%) had a bachelor's degree. In the following table, the descriptive findings of the research variables are reported.

Table 1. Descriptive indices of research variables				
Variables	Mean	SD	Skewness	Kurtosis
Ethics	63/19	13/78	0/228	0/147
Teacher needs	49/95	11/66	0/477	-0/28
Moral identity	46/15	8/24	-0/042	-0/363

In the above table, in the statistical sample of the present study, the mean (standard deviation) of the professional ethics variable was 13.78 (13.78), 49.95 (11.66) of teacher emotions, and

46.15 (8.24) moral identity. Also, considering that the value of skewness and kurtosis of the variables shows a number between -2 and -2, it can be concluded that the data follow the normal

distribution. Therefore, Pearson's correlation coefficient, which is a parametric test, was used

to check the correlation between variables.

Table 2. Correlation between research variables				
		A	B	C
A	R	1	.549	.465
	Sig		.000	.000
B	R	.549	1	.721
	Sig	.000		.000
C	R	.465	.721	1

The above table shows the correlation between research variables. There is a positive and significant relationship between "professional ethics (A)" and "emotions (B)" ($p < 0.05$), and the Pearson correlation coefficient between them is equal to 0.549. On the other hand, there is a positive and significant relationship between "professional ethics (A)" and "moral identity

(C)" ($p < 0.05$) and the Pearson correlation coefficient between them is equal to 0.465. Also, there is a positive and significant relationship between the variables "emotions (B)" and "moral identity (C)" ($p < 0.05$) and the Pearson correlation coefficient between them is equal to 0.721.

Table 3. Fit indices for the developed models, the final model and the independence model											
Indicator	X^2	Df	X^2/Df	NPAR	GFI	AGFI	IFI	TLI	CFI	NFI	RMSEA
Originally compiled	816/968	99	8/25	37	0/7	0/7	0/8	0/8	0/8	0/8	0/158
Corrected model (final)	452/278	92	4/92	44	0/8	0/8	0/9	0/9	0/9	0/9	0/098
Independence model	3605/334	120	30/04	16	0/231	0/129	0/001	0/001	0/001	0/001	0/316

Structural equation modeling (SEM) was used to evaluate the proposed model. Before examining the structural coefficients, the suitability of the model was examined. For the goodness-of-fit index X2/Df, values smaller than 5 are suitable and the closer it is to zero, it indicates a good fit of the model. For GFI and AGFI, IFI, CFI, TLI, and NFI goodness of fit index, a value close to 0.90 and above is considered as an acceptable goodness of fit, which indicates that the model is good. In relation to the RMSEA index, values close to 0.05 or less indicate a good fit of the model and a value of 0.08 or less indicates a logical error of approximation; A value higher than 0.10 indicates the requirement to reject the model (Qassimi, 2010). Therefore, according to the values of the fit indices of the final model (developed model) and the limit of acceptable values mentioned above, it can be said that the model presented in this research is acceptable. The regression coefficients of the model show

that the mentioned variables explain well the relationship between professional ethics based on teacher's needs with the mediating role of moral identity in teachers of Babak city.

By using general fit indices, it is possible to answer the question that regardless of the specific values reported for the parameters, is the developed model, with the modifications made, supported by the collected experimental data or not? If the answer is positive, the model is acceptable. To interpret the values in the above table, it should be said:

The non-significant chi-square (CMIN) equal to 452/278 and the significance level (P=0.001) shows a favorable result, but the role of the degree of freedom (Df) is also important. In addition, considering that the degree of freedom (Df) of the approved model (equal to 92) is far from zero and approaches the degree of freedom of the independence model (equal to 120), the model should be viewed favorably.
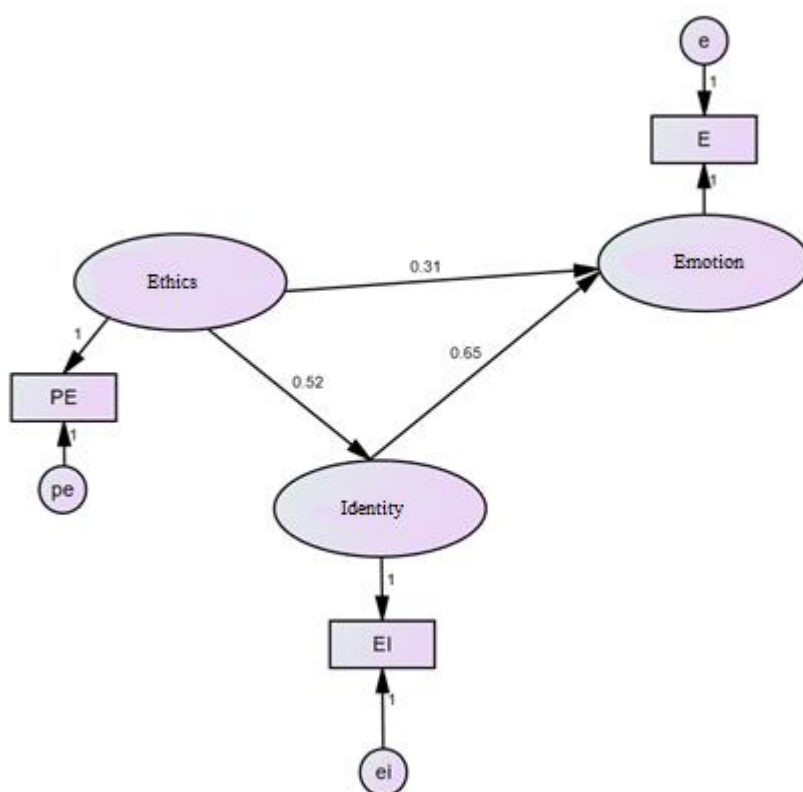
Figure 1. Modified structural model of the research

Table 4. The structural model of paths and their standard coefficients in the final model			
Path	β	CR	P
Professional ethics → moral identity	0/52	4/74	0/001
Professional ethics → teacher needs	0/31	3/67	0/001
Teacher's needs → moral identity	0/65	8/18	0/001

According to the table and figure above, the direct coefficients of the structural pattern of the routes can be seen. The path coefficients of professional ethics to moral identity (β = 0.52), professional ethics to teacher emotions (β = 0.65) and teacher emotions to moral identity (β = 0.31) are significant (P < 0.01). Finally, using Sobel's t-test, the influence of the mediator variable was investigated. If the value of the obtained test statistic is greater than the value of 1.96, it indicates that the null hypothesis (the mediator variable has no role in the relationship between the independent and dependent variable) is rejected at the 0.05 error level and the effect of the mediator in this relationship is significant. In this research, the results of the Sobel test of the indirect effect of the mediator variable are at the 5% level with the Sobel statistic of 3.89, and their confidence interval is significantly higher than zero. It shows that the effect of the mediating variable of the variables in the regression model is significant and has an impact. As a result, the research hypothesis that there is a relationship between professional ethics based on teacher's needs and the mediating role of moral identity in teachers of Babak city is confirmed.

Conclusion

The present study was conducted with the aim of modeling the structural equations of the relationship between professional ethics and teacher's emotions with the mediation of moral identity. The results of the statistical analysis of the data confirmed the research hypothesis that there is a relationship between professional

ethics based on the teacher's needs and the mediating role of moral identity in the teachers of Babak city. The results of this research are consistent with the results of some previous studies. (Frenzel et al., 2009; Aquino et al., 2009; Walker & Frimer, 2009). In explaining the findings of the research, it can be said that some believe that professional ethics is a general and important issue (Aquino et al., 2009). Organizations are looking for employees with professional ethics, and it can also be said that organizations are judged based on the professional ethics of their employees. Lewis considers professional ethics to have principles that have been established around the world and are issues that change shape from time to time (Aziz et al., 2021; Ghazli et al., 2014). Experts generally consider ethics in the form of a set of principles that often act as a guide to behavior in the form of a charter or system. In work environments, people differ in values and perform behaviors that may be ethical or unethical according to others. In one situation, people may feel that a behavior is ethical, while the same behavior is unethical in another situation. Also, emotions can be described and explained in two ways. On the one hand, emotions are classified by value labels such as being good or bad (Gunaywicz et al., 2022). In this regard, verbs that have positive consequences for others are labeled as good, and in contrast to verbs that have negative consequences for others, they are attributed to the category of negative and bad emotions (Gazli et al., 2014). Also, in further explanation of the findings, it can be said that teachers who experience emotions such as pleasure, pride and pride in the context of teaching, feel more social responsibility. Shy and high-anxiety teachers have the least belief in their own effectiveness while teaching. Also, anxious teachers have problems in solving problems and their success is less than other teachers (Boegershausen et al., 2015). In general and by summarizing the said material, it can be acknowledged that the continuity and survival of any society requires that a set of beliefs, values, behaviors, tendencies, knowledge and skills be transferred to new generations. And teachers have the most basic roles in transferring these values to the new society, so with the growth and promotion of sociability in teachers, we can witness the formation and growth and development of moral identity among the strata of society. Also, moral identity as a fundamental and important factor has a positive and meaningful relationship with socialization, and the higher the moral identity is, the higher the professional ethics level of the person (Stets, 2016; Gonaiewicz et al., 2022). One of the important organizational processes in relation to human resources is the professional ethics of the organization's employees. During it, the people are taught the correct and desirable behavior in the organization and get to know the culture, goals, values and main norms of the organization and finally convince themselves to accept it. If this process (professional ethics) is done well, the individual values of people in the organization are developed and better communication is established (Walker and Fremer, 2009; Shahin et al., 2021; Matsuba and Walker, 2004). Also, professional ethics is an efficient and effective factor in integrating the individual values of teachers in education and has a very important role in building people's values and attitudes as well as their social exploits about many issues. In general, moral identity has an effect on teachers' professional ethics. Moral identity, like a guide, helps people to direct their intentions, morals and actions. Moral identity is important, because they create bases and bases for understanding attitude, motivation and influence in people's perception. In addition, ethics implies certain behaviors or outcomes that are prior to others. The nature of ethical identity is considered as a necessary factor that affects individual values and leads to more professional ethics in the organization. Professional ethics not only causes the emergence of moral identity; Rather, it creates individual values in education and causes people to see their moral identity as tied to their own and organization's personal values and to express their ethics. In other words, having an ethical identity causes professional ethics to emerge in the environment (Walker & Frimer, 2009; Shahin et al., 2021).

The current research, like other researches, had limitations, among which the following can be mentioned: 1) The statistical population of this research included education teachers of Shahrbabak city, so it is necessary to be cautious in generalizing the results to teachers of other cities. 2) In the current research, only a questionnaire was used to collect the desired information, and methods such as interview and observation may yield different results. In this regard, it is suggested to investigate this research

in other cities and schools and with other samples to increase the generalizability of the findings. Also, it is suggested to future researchers to identify the factors affecting the components of professional ethics and moral identity. In addition, it is suggested to conduct research with the aim of comparing the components of professional ethics based on demographic indicators among teachers. In this research, only the questionnaire tool was used to collect data. It is suggested that future researchers conduct this research using interview and observation tools. Based on the findings of the research, it is suggested that the Department of Education should do the necessary planning in order to institutionalize moral values at the school level. Also, it is suggested to evaluate the level of emotions of teachers before hiring them in schools. In addition, the design of professional ethics models in the education system has received less attention from researchers. In this regard, it is suggested to take an effective step towards the recognition and creation of theoretical and experimental knowledge in this field. Departments of education, schools and associations of parents and trainers in charge of holding family education classes should provide the grounds for holding workshops on explaining emotions, professional ethics by mediating the teacher's moral identity for teachers, student teachers, school administrators, parents and students.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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