

COMPARISON OF PROFESSIONAL ETHICS AND PSYCHOLOGICAL EMPOWERMENT AND JOB PERFORMANCE IN MALE AND FEMALE PHYSICAL EDUCATION TEACHERS IN KARAJ

^aLEILA VAFA, ^bMAHVASH NOORBAKHS, ^cMAHDI KOHANDEL

^a Master in Faculty of Physical Education and Sport Sciences, Islamic Azad University, Karaj Branch, Karaj, Iran

^b Professor in Faculty of Physical Education and Sport Sciences, Islamic Azad University, Karaj Branch, Karaj, Iran

^c Associate Professor, Faculty of Physical Education and Sport Sciences, Islamic Azad University, Karaj Branch, Karaj, Iran
Email:^aleyla.vafa1@gmail.com,

^bmahvashnoorbakhs@yahoo.com, ^cMehdikohandel@yahoo.com

Abstract. Current research aims at comparing professional ethics, psychological empowerment and job performance of physical education teachers in Karaj. Descriptive research methods were applied and the research was conducted as field study using questionnaire. Reliability of the questionnaires was obtained as 0.80, 0.85, and 0.78 respectively for professional ethics, psychological empowerment, and job performance variables using Cronbach's alpha. Findings showed that professional ethics in female physical education teachers is higher than male. Average of truthfulness, justice and fairness is higher in female physical education teachers than male. It is suggested that education organization create such environment for employees so that they attempt to realize organizational goals by developing fair treatment.

Keywords: professional ethics, psychological empowerment, job performance, physical education teachers.

1 Introduction

The teacher directly influences academic achievement of students considering his critical role in improvement of the schools, because in interaction process, teachers have highest involvement with students and impose highest influence on them, thus job performance of the teacher is influenced by structural meta-structural factors (Ogava, 2005). One of the main elements in this relation is presence of efficient teachers which have professional ethics. Importance of the teacher in education and his various tasks in knowledge development and education depicts role of teachers and significance of having professional ethics for them more than ever. Accordingly, root and origin of many activities and behaviors of the teachers should be looked for in the ethics and ethical values. Ethics contains principles and values which govern individual and collective behaviors entitled as wrong or right (Mahmoodi Shan et al., 2009). Today discussion of ethics has gained special status in management literature, and it is regarded as one of the elements of welfare in material and spiritual life of human being, because ethical criteria leads to strengthening social relations (Kiyani et al., 2008). Also, the issues of ethics in education and teaching have been neglected in most cases and there are rare research works in this regards. Investigation of educational ethics observance by faculty members (Arasteh et al., 2010), status of professional ethics in education (Alevi and Gehshin, 2011), necessity for paying attention to ethical issues (Gudarzi et al., 2011), and investigation of teaching ethical components are among rare cases of research works in this area. Meanwhile, paying attention to professional ethics and its consequences is one of the basic research subjects in organizational fields. Considering ethical and competent teachers have higher efficiency and productivity, empowerment issue, which is the healthiest way of contributing employees in the power, should be taken into account. Considering above mentioned materials, Conger and Kanungo (1998) defined empowerment as motivational concept of self-efficacy. Following review of related literature, Tomas and Velthous (1990) argued that empowerment is a multifaceted concept and its nature cannot be explained by a single concept (Ostovari, 2009). Extensive studies and research works on organizational behavior has showed that empowerment manifests employees' perceptions and behaviors such as using innovations or increases them (Spreitzer, 2008). In the social perspective, the interesting point for organizations is that their employees perform their tasks well. Good performance increases organizational productivity and finally leads to increased

national economy (Spector, 2008). Psychological empowerment and job performance are two variables which considerably influence effectiveness and success of the organization. Rothman (2002) defines job performance as a multifaceted construct which indicates the employees' performance, their innovation and solutions for problem solving, and the way of using available resources as well as using time and energy in performing job tasks. Valentine and Fleischman (2008) maintain that professional ethical standards encourage social responsibilities, because these measures are associated with improvement and development of employees' ethics. Adler (2014) studied ethical challenges in instructors and students and effective policies. Research findings suggested three types of intermediates affecting individuals' professional ethical behavior in the work place. Nazim et al., (2013) state that followers feel empowered and finds ethical identity when they perceive charisma of the leader based on the constructive narcissism rather than destructive narcissism. Chiang and Tsung-Sheng (2011) in their studies showed that perceived organizational support alone cannot be much effective on job performance. Gerhard et al. (2008) in their work stated that political skill as one of the constructs of social skills is positively related with job performance. Somech (2004) in his work entitled "leadership style impact and team process on performance and innovation in performance of heterogeneous teams" showed that there is difference in views and beliefs in highly heterogeneous teams. Considering what mentioned above, professional ethics is one of the basic issues in all human communities and it seems that professional ethics is less considered in our community. On the other hand, review of past studies indicate that there is no comparative study regarding professional ethics, psychological empowerment and job performance of male and female physical education teachers. Thus, necessity for this research is felt. The question established by the author is as follows: is there any difference between professional ethics, job performance and empowerment in male and female physical education teachers? The author hopes that findings in the current research provides useful information for education organization of the country and makes grounds for more comprehensive research works at national level.

2 Methodology

Research statistical population included all male and female physical education teachers in Karaj city (N= 750, 455 females and 295 males). 245 ones were randomly selected and considered as statistical sample. Data collection tool included questionnaires of professional ethics by Ghasemzadeh et al., (2014), Spreitzer's psychological empowerment (1995) and job performance questionnaire. Descriptive research method was applied and it is a survey research using standard questionnaire as the tool. 245 ones were randomly selected based on Morgan table (150 females and 100 males) and considered as statistical sample. Three types of questionnaires were used for measurement of variables.

Professional ethics questionnaire: This questionnaire was developed by Ghasemzadeh et al., (2014) including 16 items based on five-point Likert scale with accountability, honesty, fairness, loyalty, excellence and competitiveness, empathy with others, respect, and respect for social values and norms components. In this study reliability of professional ethics variable was calculated using Cronbach's alpha coefficient as 0.8.

Psychological empowerment questionnaire: This questionnaire was developed by Spreitzer (1995) in 12 items. These items were based on five-point Likert scale including meaningfulness, competence, choice and effectiveness. In the present study, reliability of psychological empowerment variable was calculated using Cronbach's alpha as 0.9.

Job performance questionnaire: This questionnaire was developed by Paterson and contains 15 items. The way of scoring in this questionnaire was as follows: very weak (rarely), weak (sometimes), good (often), and excellent (always). In the current research, reliability of job performance variable was calculated using Cronbach's alpha as 0.9.

In order to data analysis, firstly descriptive statistics was investigated and frequency table of the questionnaire was

evaluated and frequency percent, standard deviation, and average of items was obtained. Also, in order to answer to hypothesis, multivariate variance analysis and one-way variance analysis was used for comparison of variables.

3 Findings

Table 1 gives descriptive statistics related to research variables.

Table 1. Descriptive statistics related to research variables in terms of gender

Variable	Statistical indexes							
	Mean		SD		Min.		Max.	
	Female	Male	Female	Male	Female	Male	Female	Male
Professional ethics	4.12	4	0.39	0.47	2.94	2.75	4.88	4.81
Accountability	4.33	4.2	0.54	0.58	3.	2.5	5	5
Honesty	4.7	4.27	0.54	0.57	1.5	2.5	5	5
Fairness	3.2	2.96	0.86	0.93	1	1	5	5
Loyalty	4.22	4.1	0.67	0.58	1.5	2.5	5	5
Excellence	3.69	3.68	0.9	0.9	1	1	5	5
Respect	4.19	4.15	0.65	0.69	2.5	2	5	5
Empathy	4.43	4.35	0.61	0.59	1.5	3	5	5
Respect for norms	4.23	4.31	0.67	0.69	1.5	2.5	5	5
Empowerment	3.99	3.85	0.55	0.63	2.67	2.47	5	5
Effectiveness	3.82	3.8	0.72	0.74	2	2	5	5
Choice	3.79	3.44	0.67	0.81	2	1.67	5	5
Competence	4.1	4.1	0.65	0.7	1	2.67	5	5
Meaningfulness	4.27	4.12	0.53	0.62	2.67	3	5	5
Job performance	4.53	3.98	0.52	0.54	2.4	1.73	5	4.87

Table 2 gives results related to one-way variance analysis regarding professional ethics and its aspects in male and female physical education teachers. According to results in Table 2, there is significant difference between male and female physical education teachers in terms of professional ethics. There is significant difference in terms of honesty between male and

female physical education teachers. Fairness aspect showed significant difference between male and female physical education teachers. Considering results in Table 3, mean of fairness aspect in female physical education teachers is higher than male physical education teachers. Significant difference was one observed in other aspects.

Table 2. One way variance analysis results regarding professional ethics and its aspects in male and female teachers

Source of changes	Sum of squares	Degree of freedom	Mean of squares	F statistics	Sig. level	Mean		
						Female	Male	
Gender	Professional ethics	0.89	1	0.89	4.88	0.02	4.12	4
	Accountability	0.98	1	0.98	3.15	0.07	4.33	4.2
	Honesty	10.83	1	10.83	35.04	0.00	4.7	4.27
	Fairness	3.36	1	3.36	4.2	0.04	3.2	2.96
	Loyalty	1.32	1	1.32	3.25	0.07	4.22	4.1
	Excellence	00	1	00	00	0.9	3.69	3.68
	Respect	0.11	1	0.11	0.25	0.6	4.19	4.15
	Empathy	0.35	1	0.35	0.96	0.3	4.43	4.35

Table 3 gives results related to one-way variance analysis regarding job performance, empowerment, and its aspects in male and female physical education teachers. According to results in Table 3, there is significant difference between male and female physical education teachers in job performance. Considering results in Table 3, mean of job performance in female physical education teachers is higher than male physical education teachers. There is significant difference between male and female physical education teachers in terms of mean of choice aspect. Considering results in Table 3, mean of choice

aspect in female physical education teachers is higher than male physical education teachers. There is significant difference between male and female physical education teachers in terms of mean of meaningfulness aspect.

Considering results in Table 3, mean of meaningfulness in female physical education teachers is higher than male physical education teachers. There is no significant difference between male and female physical education teachers in terms of psychological empowerment and its aspects.

Table 3. One-way variance analysis results regarding job performance, empowerment, and its aspects in male and female teachers

Source of changes	Sum of squares	Degree of freedom	Mean of squares	F statistics	Sig. level	Mean		
						Female	Male	
Gender	Job performance	17.8	1	17.8	62.9	0.0	4.53	3.98

	Empowerment	1.1	1	1.1	3.1	0.07	3.99	3.85
	Effectiveness	0.02	1	0.02	0.04	0.8	3.82	3.8
	Choice	7.3	1	7.3	13.8	0.0	3.79	3.44
	Competence	0.02	1	0.02	0.05	0.8	4.1	4.1
	Meaningfulness	1.3	1	1.3	3.9	0.04	4.27	4.12

Table 4 gives results of one-way variance analysis regarding professional analysis and its aspects and job performance in male and female physical education teachers. According to results in Table 4, there is significant difference between male and female physical education teachers in terms of professional ethics. Considering results in Table 4, mean of professional ethics is higher in female physical education teachers than male teachers. There is significant difference between male and female physical education teachers in terms of honesty aspect. Considering results in Table 4, mean of honesty aspect is higher in female physical education teachers than male teachers. Given results in Table 4, there is significant difference between male and female

physical education teachers in terms of fairness aspect. Also, in above table it is observed that mean of fairness aspect in female physical education teachers is higher than male teachers. There is no significant difference between other aspects.

According to Table 4, significance level of gender effect for job performance variable is below 0.05, and it is significant at level $P < 0.05$. Thus, job performance shows significant difference in male and female teachers. Given results in Table 4, mean of job performance in female physical education teachers is higher than male physical education teachers.

Table 4. Results of one-way variance analysis regarding professional ethics, job performance in male and female teachers

Source of changes		Sum of squares	Degree of freedom	Mean of squares	F statistics	Sig. level	Mean	
							Female	Male
Gender	Professional ethics	0.89	1	0.89	4.88	0.02	4.12	4
	Accountability	0.98	1	0.98	3.15	0.07	4.33	4.2
	Honesty	10.83	1	10.83	35.04	0.00	4.7	4.27
	Fairness	3.36	1	3.36	4.2	0.04	3.2	2.96
	Loyalty	1.32	1	1.32	3.25	0.07	4.22	4.1
	Excellence	00	1	00	00	0.9	3.69	3.68
	Respect	0.11	1	0.11	0.25	0.6	4.19	4.15
	Empathy	0.35	1	0.35	0.96	0.3	4.43	4.35
	Job performance	17.8	1	17.8	62.9	0.0	4.53	3.98

4 Discussion and Conclusion

According to results, there is significant difference between attitude of male and female physical education teachers in terms of professional ethics and its aspects. There is significant difference between all aspects of professional ethics in instructors expect human and organizational relationships, and also there is no significant difference between views of male and female students, humanities and basic science students regarding five aspects of professional ethics. Some findings are consistent with findings in the current research. Adler (2014) introduced three types of intermediates which influence professional ethics in individuals in the work place. Payne and Landry (2006) studied business and professional ethics and research findings indicated ethics is not yet prevalent and common among professional individuals in IT field, which is not consistent with findings in this work. Reason for significant findings can be due to various factors such as religion, family, environmental conditions, social status, age, gender, race, etc.

Other findings showed that there is significant difference between attitude of male and female physical education teachers regarding job performance, empowerment and its aspects. Results of the current research are inconsistent with findings by Chiang and Tsung-Sheng (2011). They studied impacts of perceived organizational support and psychological empowerment on job performance and concluded that perceived organizational support alone cannot be much effective on job performance. Gilboa and Shirom (2008) comprehensively investigated relationship between stressors and job performance of employees. They found that there is significant relationship between stressors and job performance, which is not consistent with findings in the current work. Rubina et al., (2008) showed there is inverse relationship between occupational stress and job performance, that is, high occupational stress leads to low job performance. Also, it was shown that male officers are more affected by stressors than female officers, which is not consistent with findings in the current research. Possible reasons for this difference may be related to research by Hersi and Goldsmith

(2004) who considered effective performance management subject to seven variables. These variables include ability, motivation, environment, reliability, evaluation, clarity, organizational support or help. According to Spector (2008) individual can act well in their job when they have necessary ability and motivation for having appropriate performance. In fact, he believes that ability and motivation leads to optimal job performance.

Research findings indicate significant difference between attitude of male and female physical education teachers in terms of professional ethics and its aspects and job performance, which is consistent with findings by Valentine and Fleischman (2008). They showed that standards of professional ethics encourage social responsibilities, because these measures are associated with development and improvement of employees. Abdul-Rahman and Wang (2010) studied impact of professional ethics on construction quality and found that professional ethics is an important factor for achieving acceptable quality and stability in construction, which is not consistent with some findings in the current work. Possible reason for this inconsistency can be due to difference in the fields and statistical samples in two research works. Findings of most studies related to this subject are rare and it can be stated there is no comparison between all variables of this research. Overall findings in the current research suggest significant difference between attitude of male and female physical education teachers regarding professional ethics and its aspects including honesty, fairness, and female teachers outperformed male teachers. Mean of job performance was higher in female teachers compared to male teachers, and even mean of having right of choice was higher in female physical education teachers than male teachers. Thus, it is suggested that suitable grounds are provided for male physical education teachers for motivating them and increasing their empowerment so that job performance is improved. Also, it is recommended that education organization provides such environment so that employees attempt in peace for realization of organizational goals which can be obtained by fair treatment with all male and female employees.

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