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THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND ADHERENCE TO THE ETHICAL BEHAVIOR OF PHYSICAL EDUCATION TEACHERS IN THE EAST AZERBAIJAN

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ABSTRACT

The purpose of this study was examining the relationship between motivational factors and adherence to the ethical behavior of physical education teachers in the East Azerbaijan. The population of the present study includes the physical education teachers (n=1307) in the East Azerbaijan province in the 1391. 307 people as a research sample were selected by random clustering. Standardized questionnaires of commitment to ethical behavior and motivating factors were used to collect data. The Kolmogorov-Smirnov test was used to normal distribution of the data and Pierson coefficient test was employed to analyze data. The criteria for deciding whether to approve or reject hypotheses was $\alpha=0/05$. The results showed that There was a significant and negative relationship among subscales motivational factors between being motiveless and ethical behavior ($r=-0/224$, $\text{sig}=0/001$), external control and ethical behavior ($r=-0.133$, $\text{sig}=0.02$), internal motivational factors and ethical behavior ($r=-0/203$, $\text{sig}=0/001$). But there were no significant relationship between the other subscales of motivational factors (internal Control, a comprehensive control and identity control) and ethical behavior ($p > 0/05$). Finally the results showed that there is no significant relationship between ethical behavior and motivational factors. According to the results, motivational factors such as motiveless, extrinsic control and internal motivation of physical education teachers should be considered for the promotion of student's ethical behavior.

Keywords: Ethical Behavior, Motivational Factors, Physical Education Teachers, Education

INTRODUCTION

Human motivation, conscious or unconscious, is based on his needs and the personnel of any organization are the main wealth and it has always been emphasized by experts in human resources management. Human activity and behavior is caused by motivation (Tousi *et al.*, 1999).

One of the human needs is to have suitable spirit, good mental and physical health and the Ministry of Education as a social organization is responsible for promoting community health. Considering that the most important and valuable as set of any organization is its human capital, paying attention to these precious resources affect on the failure or success of organizations.

Humans are different, not just because of the ability to do work, but the "desire to do the work" or motivation. People's motivation depends on their motivation power. Motivations are sometimes defined as the needs, desires or internal dynamic motives of the person.

Motivations refer to "whys?" of behavior. They cause activities to begin and continue and determine the direction of one's behavior. Motivation or needs are the main reasons of an activity by nature (Hersey and Blanchard, 2004). Coaching in schools is a diverse, heavy multifaceted exciting activity. Planning and execution of motor-sports activities in schools are the main responsibilities of coaches. It's not easy to organize exciting activities and it requires a lot of employment commitment (Ramezanejad, 2006).

Marginal affairs should be kept away while an individual is coaching, practicing and playing and he should only get busy with training and employing activities to have the greatest emotional connection with job activities (Ramezanejad, 2006).

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The ethical behavior of individuals (employees) originates from motivational factors that can be changed according to individual needs in different organizational environments. Neglecting the moral and spiritual characteristics causes the efforts of the responsible individual in the community largely to fail. Morality is necessary and essential to a healthy community and the positive, personal, social functions and consequences of organization stimulated the attention of scientists, educators and managers of organizations to endeavor for its maintaining and improving.

Accepting the solutions of management Ethics over time leads to trust, commitment and effort that all three of these factors are essential for the success of organization (Mahdavi and Samadi, 2009). Scholars define ethics as being moderate with no desire to deviate from moderation and without going to extremes (Shahsavari, 1999). In another definition, morality is a set of carnal and spiritual traits and characteristics (Sadat, 2009). Studying ethics from the perspective of management is an expanded discussion. In a period of management that is concerned about the flexibility of organization against market changes, personnel flexibility and the motivation is the key element. In other words, organizations have found out that the guidance and controlling of human resources is not possible only through procedures and guidelines and regulations. Some ethical standards which aren't observed have raised many concerns in the public and private sectors.

Falling standards of behavior in the public sector has made researchers to search for theoretical basis and to be able to provide the appropriate executive way. The ethical standards of an organization is defined as how core values such as integrity, avoiding discrimination, honesty, truthfulness, trust, respect, justice etc. embedded within the policies, programs, actions and decisions. Whatever an organization shows its close relationship to core values, it is called as ethical organization. An organization is considered as the ethical one, when these values are applied in the actions of employees and managers (Gyourian, 2000). Otherwise, if the organizational reward system positively reinforces incorrect behavior, good people will do something wrong. When the organization gives promotion to liars, cheaters and people who do unlawful things, pays them high salaries, or gives them praise and encouragement, employees learn that unethical behavior will have appropriate feedback (Parsaeian *et al.*, 2009).

Booth and Schulz (2004) showed that a strong ethical environment will be effective in reducing the tendency of managers to pursue failed projects in both the presence and absence of agency problems. The findings showed that creating a strong ethical environment may be a very desirable option for the organization control. Schwepker and Hartline (2005) in a study: "investigation of the ethical behavior management of employees in customer relationship services," also showed the implementation of ethical codes and discussion about ethical issues which in turn increases the perception of ethical environments, reduces role conflict and increases commitment to service quality. Ethical environment increases job satisfaction and affects indirectly on the commitment to service quality by reducing role conflict.

To reach the employees who value ethical behavior, it should be paid attention to motivating factors that promote their ethical behavior level. Each of the motivating factors has to be examined and it should be tried to guide them.

Motivation is a general term that is used for all desires, needs, and wishes and similar forces. In fact, motivation can be considered as a kind of chain reaction that begins with the feeling of need and leads to the desires or goals, which in turn can create stress for persons (unsatisfied desires) and then it results in taking action to achieve the goals and finally satisfying the desires. This chain reaction can orientate personal behavior of an individual as well as it can reinforce his actions and reactions or prevent its severity, In fact, it plays a role in acceleration or prevention (Tousi, 1999). According to Herzberg, factors creating motivation include job, knowing individuals and appreciating their work, career development etc. Before presenting this theory, management severed with the problems of staff morale and tried to compensate through paying wages or benefits, providing better working conditions, but these solutions were not effective and didn't motivate the staff. Herzberg was the first person who said hygiene factors are certainly essential for the maintenance of the human resources of an organization. According to Herzberg's theory, only those jobs that have competitive aspect and there is progress opportunities, promotion and recognition of the responsibilities, motivate employees (Moharram, 2007).

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To examine the motivational factors of moral behavior (Afkhami *et al.*, 1389) in a research entitled "identifying the important factors in motivating employees to respect and commitment to ethics (Code of Ethics) and the Organizational values in the Department of Physical Education offices in Isfahan province" studied; the study sample consisted of 202 employees of the province in which the results of this study indicated that in motivating employees to respect and commitment to ethics (Code of Ethics) and the organizational values are important factors in the main areas of motivation such as: area of ethics and conscience (required to do the duty), financial aspects (good salary), area of power (to be important in the organization and significant work) and the area of safety (having good colleagues, mutual trust between the individual and the organization, a sense of job security, the person feels that the right belongs to one is deserved). Aydemir and Egilmez (2010) also found that intrinsic religiosity; was positively correlated with moral attitudes and extrinsic religiosity was negatively correlated with ethical and moral attitudes. In other words, people are more motivated toward moral behavior in intrinsic religiosity than extrinsic religiosity.

Evaluation of internal and external findings showed, considering the type of the motivational factors and kind of organization, investigation of the relationship between factors of motivation and ethical behavioral to different relationships. Thus the hypothesis of the present study is; can physical education teachers in a social organization as caretakers of sport foster, circulate and promote ethical behavior among students and athletes? Considering the role of motivation in the orientation of moral behavior, the importance of knowing the relationship between motivational factors and the level of commitment to ethical behavior can help the general Office of Education to plan for conducting ethical behavior with regard to priorities in line with the objectives of an organization.

MATERIALS AND METHODS

This research is descriptive - correlation and statistical population of this research included physical education teachers of east Azerbaijan province in Iran. According to information provided by the Centre of Education Office of East Azerbaijan province, there were 1378 teachers who consisted of 710 male and 668 female and these teachers teach in 28 zones. According to Morgan table, the present sample size was 307 participants. Research instruments were two questionnaires: (1) SMS-6 motivational factors of Mallet *et al.*, (2007) and (2) the questionnaire of ethical behavior.

Researcher determined the reliability of the questionnaire in a preliminary study using Cronbach's alpha, the reliability of motivational factors of questionnaires was $\alpha = 0.78$ and for ethical behavior was $\alpha = 0.84$ respectively. The content and face validity of the questionnaires were confirmed by expert physical education professors.

Methodology

In this research, descriptive, inferential and statistical methods were used. Descriptive statistics was used for the calculation of central tendencies such as mean, mode and dispersion measures like standard deviation as well as tables and charts. Kolmogorov-Smirnov test was used for normal distribution of data and the Pearson correlation coefficient was used to test the hypothesis in inferential statistics.

Table 1: Descriptive statistics of the variables

Noun group	Frequency	Mean	Standard deviation
Motivational factors	307	2-78	0-48
No motivation	307	1-9	0-71
Extrinsic control	307	2-94	0-66
Intrinsic control	307	3-02	0-67
General control	307	3-11	0-64
Identity control	307	2-82	0-68
Intrinsic motivational factors	307	3-03	0-78
Ethical behavior	307	1-25	0-49

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The criterion to approve or reject hypotheses was considered $\alpha < 0.05$. Software Excel 2007 and SPSS 16 were used to analyze the data. According to the findings in Table 1, the mean and standard deviation of motivational factors, its subscales, and ethical behavior shows that the mean and standard deviation of motivational factors were 60-75 and 13-126 respectively and the mean and standard deviation of ethical behavior in the physical education teachers in the sample were 55-57 and 3-709 respectively. Results of Table 2 shows there wasn't a significant relationship between variables of motivational factors and ethical behavior, variables of intrinsic and ethical behavior, variables of the identity control identification and ethical behavior, the variables of general control and ethical behavior of physical education teachers in East Azerbaijan in this study. But there was a significant and negative relationship between the variables of no motivation and ethical behavior with the certain degree of 99%, between external control and ethical behavior with a certain degree of 95% and there was a significant and positive relationship between internal motivational factors and ethical behavior with the certain degree of 99% of physical education teachers in East Azerbaijan.

Table 2: The correlations between variables of motivational factors with its subscales an ethical behavior

Variable		Motivatio nal factors	No motivatio n	Extrinsi c control	Intrinsi c control	Gener al control	Identit y contro l	Intrinsic motivatio al factors
Ethical behavior	Pearson coefficient	-0.038	-0.224	-0.133	-0.087	-0.018	-0.084	-0.203
	Amount of (P)	0.502	0.001	0.02	0.127	0.749	0.143	0.001
	Number	307	307	307	307	307	307	307

DISCUSSION AND CONCLUSIONS

The aim of this study was to investigate the relationship between the motivational factors and commitment to ethical behavior of physical education teachers the East Azerbaijan Province. It showed that the relationship between variables of motivational factors and ethical behavior of physical education teachers in this study wasn't significant. The result of the research isn't consistent with Khabiri (2002), Tavallaee (2009), Samadi and Mahdavi (2009).

Although Kuntz acknowledges that "human activity is a result of their motives", the existence of organization is also a sign of man's conscious efforts in the communities to meet the needs. Therefore there are a variety of organizations, because people have different and variant needs. Thus the multiplicity of human needs and desires has put him into a state of confusion and has caused him to be uncertain in making decisions and having the moral behavior (as quoted by Tousi *et al.*, 1999). However, the above conclusion doesn't hold true about the findings of this study. In other words, although the relationship between the variables of motivational factors and ethical behavior of physical education teachers in east Azerbaijan province was negative, this relationship was not significant. The confliction in the findings may be due to the characteristics of the population of the study.

Perhaps one of the reasons for this discrepancy is the little work experience of the participants in this study, because approximately 63.8% of the participants in this study had experience less than 5 years. On the other hand, 53.7% of participants aged less than 30 years.

It seems that the reason of commitment or non-significant negative relationship between the variables of motivational factors and the ethical behavior in the present study is due to the little experience or low age of the majority of the participants. Investigating the relationship between motivational factors subscales and adherence to ethical behavior, the results showed that there was a significant and negative relationship between the variables of lack of motivation and ethical behavior of Physical Education teachers in this study with a certain degree of 99%.

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The result of the research is consistent with the results of booth and Schulz (2004), Schwepker and Hartline (2005), Plantinga *et al.*, (2009) and Valentin and Barent (2010) and verifies positive relationship between motivation and ethical behavior.

Dessi and Ryan (1978) believe that lack of motivation is due to the absence of any motivational factors of an individual and lack of incapacity sense and weak control (as quoted by Tousi *et al.*, 1999). Externally control variable of motivational factors of the teachers including praising and encouraging the teachers by superiors or others with awards and gifts has shown significant and negative relationship with a commitment to ethical behavior in this hypothesis and it indicates that motivating teachers toward ethical behavior through external incentives such as prizes and gift would face problems that it should be paid more attention to the external motivational factors (Tahmasebi *et al.*, 2010).

Intrinsic control originates from the feeling of freshness, vitality, to feel good about self and having no feeling of sadness (Clifford *et al.*, 2007). Comprehensive control consists of factors such as belief in good life style, solid growth, compatibility with the believing principles of life (Clifford *et al.*, 2007). This result also isn't consistent with the results of Afkhami *et al.*, (2010) and Tahmasebi *et al.*, (2010) expressing the relationship of ethical area, compatibility with the believing principles (required to do duty) and ethical behavior. Motivational factors of identity control have consisted of factors such as a useful technique for learning other aspects of life, the best way to develop life, maintaining friends, implementing hard work and execution of proper skills. This result is also consistent with the results of Karimi *et al.*, (2010) expressing lack of relationship between identity control and ethical behavior and both of the studies don't approve the relationship between identity and moral behavior but it isn't consistent with Afkhami *et al.*, (1389) expressing the effect of main motivational domains on ethical behavior such as the power domain (to be important in organization, important work) and the safety domain (having good colleagues, mutual trust between the individual and the organization, job security, a feeling that the right belongs to anyone who is right).

The results showed a significant and negative relationship existed between variables of intrinsic motivational factors and ethical behavior of physical education teachers with a certain degree of 99%. Therefore the null hypothesis was rejected and the hypothesis that there is a significant relationship between internal motivational factors and ethical behavior was confirmed. Intrinsic motivational factors originate from a small set of psychological needs such as the effectiveness and curiosity which is responsible for starting behavior in the absence of external sources of motivation. In general it refers to the responsibility of an activity that takes place purely for the pleasure and satisfaction derived from the activity. This result is consistent with the research results of Mahmoudi *et al.*, (2002), Karimi *et al.*, (2010), Aydemir and Egilmez (2010) and Tahmasebi *et al.*, (2010) and all of them acknowledge the relationship between individual performance responsibility and ethical behavior.

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