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Provide a Model of Ethical Decision-Making Based on Social Values (Case Study of Physical Education Teachers in East Azerbaijan Province)

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Research Paper

Abstract

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Purpose: The nature of human life cannot be separated from moral and value issues, as their relationship and impact on life has always been inevitable. Therefore, the aim of this study was to provide a model of ethical decision-making in physical education teachers in East Azerbaijan province based on social values.

Methodology: The present study was applied in terms of purpose and descriptive-correlational in terms of implementation method. The statistical population included the physical education teachers of East Azerbaijan province in the academic year 2020-21 in the number of 1312 people. The sample size was determined by Krejcie and Morgan table 339 people and were selected by cluster-random sampling method. The research instruments included Kasol (2003) Ethical Decision Making Questionnaire and Rokic (2010) Modified Social Values Questionnaire. For the validity of the instrument from the point of view of experts and their reliability, Cronbach's alpha method was 0.84 and 0.89, respectively. Descriptive statistics with Spss24 software and inferential structural equation modeling method in Spss24 and Amos26 software were used to analyze the data.

Findings: The results showed that social values had a positive and significant effect on the moral decision making of physical education teachers. Also, moral, national and political components, religious values, legal values and cultural values had a significant effect on moral decision making ($p < 0.05$) and only the component of economic values had no significant effect on moral decision making.

Conclusion: The results showed that social values influenced moral decisions, therefore, in the physical education curriculum, ethical issues related to social values can be given more attention.



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Detailed abstract

Purpose: Every society has a kind of creation system based on its attitude towards the world, which determines the morals and behavior of its members. The first encounters of social life that lead to the creation of social relationships. Our moral standards about human actions and form the most important part of society's culture. Ethics refers to those principles and value concepts that determine what is good and acceptable or right and what is undesirable and bad or incorrect. In other words, human traits and characteristics may be the source of good and desirable behaviors or ugly and reprehensible behaviors. Ethics is a systematic effort to create sensitivity in moral experiences (conscience) at the social and individual level, in such a way that the rules that should guide the individual, the values that are worthy of encouragement and the qualities that are worthy of development in life are determined. Ethical decision-making is also an organized form of ethical reflection in order to resolve ethical conflicts. It is also the ability of a person to make the right decision in a difficult moral situation. Ethical decision-making refers to the sets of decisions for people that may be legally and morally acceptable and desirable. Ethical decision-making is loyal to several principles of trust, human dignity, responsibility, professional ethics, adherence to citizen's rights, social values and attention to others. A moral decision is a rational decision. Because there is no absolutely correct moral decision, because it is not possible in practice. Being rational means being relative and not absolutist. Organizational culture and weak professional ethics, non-participatory management model, lack of systemic attitude and emotional intelligence and problem diagnosis and solving skills, lack of information and hasty analysis are all obstacles to ethical decisions in the organization. The contingent-case model of ethical decision-making in the organization has been introduced as a four-stage model including ethical perception, ethical judgment, ethical desire and ethical action. It is difficult and even impossible to evaluate the ability to make decisions or moral judgment in people without putting them in morally difficult situations that are hypothetically or realistically designed. Ethical decision-making has a very close relationship with social values. In fact, it is possible to consider the social values of societies and their beliefs about phenomena as a guide for moral behavior. Social values express the principles that reflect people's views, their understanding of life, their goals, their decisions, and their behavior and attitude. The nature of human life cannot be separated from moral and value issues, in such a way that their relationship and influence on life has always been inevitable. Therefore, the aim of the present study was to present a model of ethical decision-making among physical education teachers in East Azerbaijan province based on social values.

Methodology: The current research was applied in terms of purpose and descriptive-correlation in terms of implementation. The statistical population included physical education teachers of East Azerbaijan province in the academic year of 2020-21 with a number of 1312 people, the sample size was determined by Karjesi and Morgan table and 339 people were selected by cluster-random sampling method. In this way, East Azerbaijan Province was divided into five parts (North and Northeast, North and Northwest, South and Southeast, West and Southwest and Tabriz city). Then two cities were selected from each section. From the north and northeast of the cities of Ahar and Haris, from the north and northwest of the cities of Marand and Shabestar, from the south and southeast of the cities of Mianeh and Sarab, from the west and southwest of Maragheh and Benab, and from the city of Tabriz, districts 2 and 4 were selected. The choice of these cities was because the number of teachers in the selected cities was close to the desired number in that region, then the number of sampled people was randomly selected from the selected cities. The criteria for entering the research included having a degree as a physical education secretary, the secretary of East Azerbaijan Province, and the desire to participate in the research, and the exit criteria was only the completion of the questionnaire, considering that the research was of a non-clinical nature. The method of conducting the research was as follows: First, a list of all physical education teachers was prepared and randomly selected. With the cooperation of the General Department of Education, the cell phone number of the selected (random) people was prepared and an SMS was sent to them so that if they wish, the questionnaires will be provided to them for completion. It took about 3 weeks for the desired number of people to agree to complete the questionnaires. Most of the questionnaires were given in person and some were emailed to them due to some reasons. Finally, the collected questionnaires were refined and 5 questionnaires that had many defects were excluded from the analysis and the rest were used as the basis of the analysis. The research tools included Kasul's ethical decision making questionnaire (2003) and Rokich's revised social values questionnaire (2010). For the validity of the tool from the point of view of experts and their reliability with Cronbach's alpha method, it was 0.84 and 0.89, respectively. For data analysis, descriptive statistics with Spss24 software and inferential structural equation modeling method were used in Spss24 and Amos26 software.

Findings: The results showed that social values had a positive and significant effect on the moral decision-making of physical education teachers. Also, moral, national and political components, religious values, legal and legal values, and cultural values had a significant effect on ethical decision-making ($p < 0.05$) and only the economic values component did not have a significant effect on ethical decision-making.

Conclusion : The results showed that social values were influential on moral decisions, therefore, it is possible to pay more attention to moral issues related to social values in the physical education curriculum. In explaining the results, it can be said that the social values of societies are affected by their opinions and views towards the world. On the other hand, ethics is also among the fundamental values of all societies. If morality is equal to what is desirable and desirable, among all the people of the world desirable things are approved and undesirable things are not acceptable. Therefore, it can be concluded that social values and its components can influence moral decisions. Alan Biro (2001) also believes that the set of social relations constitutes the essence of society and social values shape and direct these relations in many ways in terms of appearance and content. These relationships can be positive (in the form of cooperation and friendship), negative (in the form of confrontation, conflict and struggle) or neutral (acceptance, adaptation and assimilation), regardless of whether the parties are individuals or groups. In any case, these relationships are considered as processes that have different scope and territory from one person to another. Nevertheless, people follow relatively uniform patterns, because the social rules and values that have been accepted as collective rulings by the society or group are the basis of action, behavior, and judgment about behaviors, events, and social consequences. On the other hand, the social values themselves change due to the changes that occur in the society. Different cultures create different social values in societies. As we can see, the range of social values even in one city is different according to the city limits and the number of people in the household and many other factors. Legal and legal values are also different in different societies with different cultures, which affect the decisions of people in different situations. Laws are the manifestation of legal values and executive guarantee for it. Everyone values respect for the rules and regulations of the society, including: standards, judges and police. Judges decisions and behaviors on the basis of compatibility with the principles of chivalry, justice, fairness, equality and distribution of benefits (rewards) and costs among individuals and groups impartially and without bias. Legal values that are defined by law and are rules to organize and control relationships between people that have been institutionalized and accepted. Sports and sports competitions follow their own rules and regulations in order to play fair and according to specific rules. Decision making in matches, both by players and coaches, should be based on the rules and rights governing the game. The physical education teacher announces the necessary decisions for the players in the conditions of the competition based on the rules governing the game and the justification of the players regarding these rules and can even influence the thinking of the players in this field. In explaining the component of economic values that had no significant effect on moral decisions, it should also be said that man is a creature that can be affected by circumstances in different situations. In places where there are moral issues, people will not be affected by immoral issues as much as they have institutionalized moral values in their existence. Although economic values have profound effects on people's lives in all societies today, in our country's culture, moral issues still play a prominent role in decisions. In other words, ethics and the moral nature of issues can play a major role over all other values, especially economic ones, but considering the religious and Islamic culture in our country, it seems that the moral nature of issues in decisions is less influenced by economic issues. It should also be said that since the sample studied were physical education teachers, perhaps due to the type and nature of the teachers' work, which is mostly of a non-economic nature, economic values did not have a special effect on ethical decisions.