

## The relationship between ethic codes and the personality dimensions of physical education teachers in Isfahan

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### Abstract

**Background:** This research was done with the aim of studying The relationship between ethic codes and the personality dimensions of physical education teachers in Isfahan.

**Materials and Methods:** The research method is of correlative -descriptive way, which was done in surveying method. The statistical population of this paper included the physical education instructors in Isfahan province in 2012 among 1637 persons in which 305 persons were selected as the sample in random method according to Cochran & sharp table. To collect information, two questionnaires about Codes of ethics (self-made - 2013) and characters. Astrtz Brown and D. Stein (Majidi -2006) was used. After confirming nominal validity of the questionnaires by the experts, the questions constancy was studied through Kronbatch Alpha. This coefficient was estimated at 0.85 in the first questionnaire and as 0.87 in the second questionnaire. The findings of this paper were analyzed through T-tests and one-way variance and Pearson coefficient of correlation test, and multi-variances Regression test in progressive method in order .The meaningful level for testing the theories was considered ( $p \leq 0.05$ ).

**Results and Discussions:** The results of the paper showed that the highest average education was moral codes of ethical codes. Average dimension of the components of authoritarianism was the highest character. Ethical codes have a significant positive correlation between the personality dimensions.

**Conclusion:** The demographic characteristics of the moral code of the character's age and years of service and age and there was no significant difference. Predictive relationship between personality dimension component codes of ethics and positive relationship.

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## **Introduction**

If the ethical code just limits to scientific studies, don't be obtained optimal benefit based on practical points of view. Teachers, sport planners & managers must be known the usage of ethical principles & opinions on sport plans & practices, competitions, learning to athletes & in all know about the sport environment. The teachers know that the athletes are different in age, social maturity, fitness & personal characteristics. So cannot prescribe ethical & educational prescription for all athletes (Amobile, 2012).

The point is that the coach must not decrease his/her level to athletes because of keeping popularity with good relationship, caused to control & order of practices. So coach must confirm his/her situation with placid & sincere serious power communication following these tips caused to increasing the coach's popularity & then his/her social situation obtained sport environment so can influence to athlete & effect on them (Rezavi & Boluriyan, 2008).

Un-doubtless, surveying on the personality, is one of the most important & basic discussion in psychology & finally goal relate to the human in most researches, why human cognition & the manner of his education & upbringing are one of the most important questions that all human science fields has followed its answers for years. Dr. Povel said about human personality: "each of us has specific personality & are unique persons that caused to we become unique than others. Never there is personality like you." (Prvin, 1994).

In developed countries, physical education teachers, not only, have important & prominent role & position same as other teachers, but also not lower than them. Physical education teachers have direct relationship to physical & mental health development of students & have correct methods of health life. Students' primary physical health & improvement of health indicators their sport & motor physical skills development are physical education teachers' tasks (Arney, 2007). So, in developed countries considered same value & position for physical education teachers but in our country have not recognized the original position of physical education teachers but the recent conditions are more better past, but there is long way to get best conditions, education department is key factor in educational, social, cultural & political development in society. Surveying the effective factors in industrial & developed societies show that all of these countries have effective & intense

education the role of manager is not irrefutable (undeniable in educational systems of society since the experts believed them & the operation of organizations relate to their managers. Regarding to the nature of education departments' tasks & activities, is there relationship between ethical codes & physical education teachers' personal dimensions? Why do same teachers have different ethical codes? Is there relationship between ethical codes & physical education teachers' seeking success? Is there relationship between ethical codes & needs of teachers' belong? Is there relationship ethical codes & physical education teachers' authoritarianism? Which personal dimensions cause to have high level of ethical codes? So, we decide to do research on relationship between ethical codes & Isfahan physical education teachers' personal dimensions.

## **Materials and Methods**

The purpose of this research is practical & is correlation research in nature & in collecting data is survey ones. The research studied on ethical codes & personal dimensions (seeking success, authoritarianism & need to belong) as the real from & without any intervention.

Based on presented statistic from human resources office of education department the number of male & female teachers were 1637 in 2012.

It was done by Cochran & Sharp's table that 305 persons are selected as stratified random (Sarmadi, 2008).

The measuring tool was ethical codes questionnaire (made by researchers) & R. Streets & D. Bstnustein's standard personality questionnaire & it was standardized on students of Trbiat Modares University that it included 15 questions in seeking success, seeking power (authoritarianism) & need to belong components for measuring the stability of the researcher's questionnaire. Firstly, distributed 30 questionnaire samples randomly among society & then the durability of ethical codes test was 0.85 & for personality test was 0.87.

## **Results and Discussions**

Is there relationship between ethical codes & physical education teachers' personal dimensions (seeking success, seeking power (authoritarianism) & need to belong)?

**Table 1. Relationship between ethical codes & personal dimensions**

<b>Ethical codes components &amp; personal dimensions</b>	<b>Correlation coefficient</b>	<b>p-value</b>	<b>Determined coefficient</b>
Relationship between ethical codes & students & seeking success	0.179	0.002*	0.032
Relationship between ethical codes & students & authoritarianism	0.031	0.585	0.000
Relationship between ethical codes & students & need to belong	0.039	0.496	0.001
Relationship between ethical codes & teachers & seeking success	0.279	0.000*	0.077
Relationship between ethical codes & teachers & authoritarianism	0.039	0.502	0.001
Relationship between ethical codes & teachers & need to belong	0.013	0.820	0.000
Relationship between ethical codes & Education Department & seeking success	0.183	0.037*	0.033
Relationship between ethical codes & Education Department & authoritarianism	0.164	0.004	0.026
Relationship between ethical codes & Education Department & need to belong	0.127	0.026*	0.016

Regarding to the table (1), that 0.032 variance ethical codes relation with students & seeking success, 0.000 variance ethical codes relation with students & authoritarianism, 0.001 variance ethical codes relation with students & need to belong, 0.077 variance ethical codes relation with teachers & seeking success, 0.001 variance ethical codes relation with teachers & authoritarianism, 0.000 variance ethical codes relation with teachers & need to belong, that 0.033 variance ethical codes relation with Education Department & seeking success, 0.026 variance ethical codes relation with Education Department & authoritarianism, 0.016 variance ethical codes relation with Education Department & need to belong can explain to physical education teachers' personal dimensions.

## **Conclusion**

**I**s there relationship between ethical code & the level of seeking success among physical education teachers in Isfahan?

The findings of research showed that there is meaningful relationship between ethical codes in components & seeking success among students, teachers & Education Department. These results are not same as the [Yakiyana & employees \(2009\)](#), found out the relationship between ethical codes with 5 big models of personality in students & he showed that some personality behaviors are important such as; conscience, emotional stability, compassion & unpleasant & there is not meaningful relationship

between personality & amoral codes, these different can be because of different among personal dimensions.

Is there relationship between ethical codes & physical education teachers' authoritarianism?

These findings showed that there is meaningful relationship between ethical codes (related) with Education Department, seeking success. These results (extent) are not same as Kromechro trihedral theory. These classified were known individuals' personality based on their appearance, as these ethical codes with Education Department, which organization is not related with persons & is related to their personality (authoritarianism) & this difference can be because of studied field (management & physiology). This result is same as [Tasay & Hong \(2008\)](#) that they believed that organizations' mission statement for directed staff the important role of (organizational) environmental factors on personality.

Is there relationship between ethical & physical education teachers' need to belong in Isfahan?

The findings showed that there is relationship between ethical codes & Education Department components & need to belong. The findings of recent research are same as [Schapker & Hartleen \(2005\)](#) in determined organizational factor in ethical behavior. They found that organizational, reward & punishment system & turnover & organizational ethical environment are so important. This similarity can be because of proper implementation of 3 components in Education Department of Isfahan.

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