



## Research Paper

# The strategic impact of teacher's professional ethics with the mediator role of well-being in the career of female teachers of brilliant talent centers

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### Receive:

28 November 2022

### Revise:

28 January 2023

### Accept:

03 March 2023

### Published online:

03 March 2023




### Abstract

The purpose of this research is to determine the impact of the teacher's emotional work strategy and moral justice with the mediating role of well-being in the work of female teachers of brilliant talent centers. The current research is practical in terms of purpose, and descriptive-correlative in terms of research implementation method; and it is specifically based on structural equation modeling. The research community consists of female teachers of brilliant talent centers in Babol and Babolsar centers. According to Morgan's Kargesi table, 70 people were selected as samples. The sampling method in this research is simple random. The collection tool in the current research is the well-being scale questionnaires (Demo and Pascal), the teacher's emotional work strategy scale (Yen), and the decision-making power questionnaire. SPSS software was used to analyse data; and in order, PLS software was used to design the final research model. In order to confirm the final research model, confirmatory factor analysis was performed. The results indicated that the research hypothesis about the effect of positive mood on decision-making power has a significant value of 7.743, that both variables of emotional work strategy ( $P = 0.001$  and  $\beta = 0.535$ ) and moral justice ( $P = 0.001$  and  $\beta = 0.49$ ) had a significant effect on well-being at work, which according to the value of the path coefficient, it can be said that the emotional work strategy and moral justice both had a positive effect, and as a result, the teacher's emotional work strategy and Moral justice with the role of welfare mediator have a positive and meaningful effect on the work of female teachers of brilliant talent centers.

### Keywords:

work strategy,  
moral justice,  
well-being,  
well-being at work,  
brilliant talent center

**Please cite this article as (APA):** vakili, K. (2023). The strategic impact of teacher's professional ethics with the mediator role of well-being in the career of female teachers of brilliant talent centers. *Management and Educational Perspective*, 4(4), 143-160.

<b>Publisher:</b> Iranian Business Management Association	<a href="https://doi.org/10.22034/jmep.2023.377314.1154">https://doi.org/10.22034/jmep.2023.377314.1154</a>	
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## Extended Abstract

### Introduction

Teachers are influenced by the changes that occur in society; current changes in social structures and political economic systems directly affect their job performance; among these changes, we can mention the change in the communication and information technologies of the scientific revolution, the change in the structure of populations, the revolution in social relations, economic and political developments, and the changes in work relationships, life and leisure time. All of these things have caused severe educational changes that can impose complex and contradictory demands on them in the current work environment, and this new scenario affects their professional efficiency, well-being at work and their human development (Alonso et al, 2019). Several factors are effective in creating and improving a healthy environment in the organization and organizational well-being, which can be individual, social or organizational (Farahbakhsh et al, 2017). One of these factors is moral justice. Moral justice implies that a person makes and acts decisions and judgments based on an internal moral source. The concept of emotions, like emotional life itself, is wide and varied. Emotion is not a new topic and has actually existed since about two million years ago when humans stepped on the planet. Emotions are feelings that people feel, interpret, reflect, express and manage. They are motivated through social interactions and are influenced by social, cultural, interpersonal and situational conditions (Nuranjad & Rostgar, 2019). Therefore, the researcher tries to find out what effect the teacher's emotional work has on moral justice with the mediating role of well-being in the work of female teachers of brilliant talent centers?

### Theoretical framework

Emotional work has an important impact on professions such as teaching, sales, etc., in which people continuously interact with each other. Hence, it is necessary to identify emotional labor conditions in these specific occupations. The teacher must establish a sincere and favorable relationship with the students; a relationship that is accompanied by the teacher's support for the students. This important thing is achieved if there is interaction and consensus between the teacher and the student.

Moral justice indicates the degree to which just judgments and actions stem from a sense of duty and moral obligation (Nokhostin Khayat et al, 2022).

Well-being at work; It is the existence of positive emotions and moods and individual satisfaction at work (Demov Paskar, 2016). Occupational well-being is one of the most recent topics in the field of organizational psychology and positive organizational behavior. Occupational well-being are defined according to indicators of social well-being and psychological well-being of employees such as health, social relations, happiness, job satisfaction, social support; and the absence of negative experiences such as burnout, stress, and psychological pressure in the workplace (Ho & Kuvaas, 2020).

Nokhostin Khayat et al, (2022) investigated the formulation of a critical thinking model based on moral justice and cognitive abilities with the mediation of metacognition in the students of Semnan city in 1399-1400. The findings showed that there is a significant positive relationship of 0.24, 0.45 and 0.21 respectively between metacognitive moral justice and cognitive ability with critical thinking, and the results of structural equations also showed that there is an indirect significant relationship between cognitive ability and moral justice with critical thinking, mediated by metacognitive beliefs. Also, there is a direct and significant relationship between critical thinking and metacognitive beliefs with moral justice and cognitive ability ( $P < 0.01$ ) and the hypothesized model has also shown that the model has a suitable and acceptable fit.



Pirhosienloo et al, (2021) in their research titled modeling the causal relationships of goal orientations and cognitive evaluation with occupational well-being in teachers: the mediating role of cognitive coping strategies and teacher's emotions has shown that in predicting well-being of the career of teachers through cognitive evaluation processes, emphasizing the action coordinates of positive and negative emotions of the teacher has a decisive role. One of the most decisive conceptual corridors explaining the interpretative role of teacher's emotions in the relationship between cognitive evaluations and occupational well-being is based on the working characteristics of teachers' self-efficacy beliefs.

### Methodology

This research is applicable in terms of purpose, and descriptive-correlative in terms of nature. In this research, available sampling method was used for sampling. The statistical population of the research is made up of female teachers of brilliant talent centers in Babol and Babolsar. 70 people were selected as a sample using available sampling method. The sampling method in this research is simple random. To determine the sample size in this research, the Kargesi Morgan table was used.

In order to collect data related to the variable of well-being at work, the questionnaire of Demo & Paschoal (2016); and for the variable of the teacher's emotional work strategy, the questionnaire of Yin (2012); and for the variable of moral justice the questionnaire of Beugre (2012) was used.

### Discussion and Results

In order to investigate the hypothesis of the research, the modeling of structural equations, the method of structural equation modeling with the help of spss software was used to test the hypotheses from inferential statistics. Then PLS software was used to test the hypothesis or conceptual model of the research, and the results showed that the intensity of the effect of the emotional work strategy (53.1%) was greater than the intensity of the moral justice effect (31.4%). It is also possible to see the intensity of the effect for all six subscales of these two variables. The results of structural equations to reject or confirm the hypotheses have shown that both emotional work strategy variables ( $P = 0.001$  and  $\beta = 0.535$ ) and moral justice ( $P = 0.001$  and  $\beta = 0.49$ ) have had a significant impact on well-being at work, and according to the value of the path coefficient, it can be said that the emotional work strategy and moral justice both have a positive effect, and as a result, the research hypothesis is confirmed, and among the six subscales of these two variables, all had a positive and significant effect on well-being at work in 95% confidence level ( $P < 0.05$ ).

### Conclusion

The present study was conducted with the aim of determining the impact of the teacher's emotional work strategy and moral justice with the role of well-being as a mediator in the work of female teachers of brilliant talent centers. This finding is in line with the findings of researchers such as Pirhoseinloo et al, (2021); Benevene et al, (2020); Ho & Kuvaas (2020); Granziera & Perera (2019); The research of Benevene et al, (2020), which was conducted under the title of well-being in the work of school teachers in their work environment, showed that due to the large increase in sick leave and teachers who quit their jobs in different cultures and countries, the well-being of teachers in the past decades has been given a lot of attention. Healthy and successful performance in the workplace is defined as well-being in the work of teachers. In fact, while physical or mental health refers more to the absence of injury; well-being at work refers more to the ability of teachers to create a positive, but dynamic balance between teachers' resources and challenges, and their demands (environmental,



social, personal, physical, mental, psychological). It has also been found that well-being in the work of teachers has a positive relationship with students, colleagues and families and is also related to higher academic results of students. According to the present research, it is suggested to pay serious attention to the internalization of in-depth actions in the in-service training of teachers so that teachers accept the teaching profession wholeheartedly. Various theoretical studies, including the theoretical framework of this research, have shown that one of the important aspects in the deepening of action in emotional work is paying attention to the livelihood situation, therefore; it is suggested in this field paying serious attention to increasing teachers' salaries and benefits in order to increase emotional work and internalize this job.